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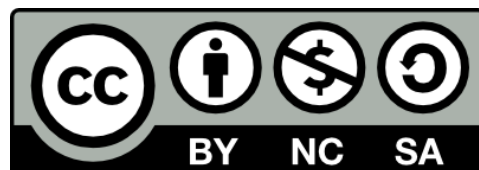


**DIGITAL LEARNING**  
IN THE FAMILY

# LEARNING PACKAGE FOR MENTORS (IO2)

## Introduction

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**Project partners:**



**Project coordination**  
Grone-Bildungszentren NRW gGmbH  
Anna Block  
Tel.: 0049 (0) 4165 80370  
Mail: [a.block@grone.de](mailto:a.block@grone.de)  
[www.grone.de](http://www.grone.de)

**Responsible and author for the product**  
Grone-Bildungszentren NRW gGmbH  
Barbara Wenzel  
Tel.: 0049 (0) 172 7864312  
Mail: [b.wenzel@grone.de](mailto:b.wenzel@grone.de)  
[www.grone.de](http://www.grone.de)

**Co-Authors: Daniele Adanti, Umbria Training Center; Piet Kommers, Both Social; Katarzyna Pilch, Linking Foundation; Thomas Thunholdt, Grone NRW; Yuriy Petruschenko, Summy State University**

**Project website: <https://familylearning.eu/>**

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## I. Introduction

The wide variety of paradigms in learning, teaching and human development offer support to the notion of mentoring, coaching and societal support. The more dominant shift in learning theories is that it is a much wider process than the intellectual one. It builds upon the awareness that learners need to develop their learning ambitions and learning methods first of all. Simply creating courses and certification standards is not sufficient, especially if the citizens arrive from non-Western countries where learning is uniquely associated with formal education and a receptive top-down propagation. Some of the more dominant paradigms are notoriously promoting 'active learning', 'collaborative learning', 'constructivist learning', 'competence-oriented learning' and 'situation learning'. The overall guideline is that also in adult- and vocational education the learning needs to (re)gain 'ownership'. It implies that before any course design or course delivery starts, it is the learner him/herself to articulate what needs to be learnt and what pragmatic choices in terms of scheduling, theory/practice and indeed 'what kind of coaching' needs to become arranged. It has become clear that coaches had additional/complementary roles compared to the involved teachers. A learning coach or mentor primarily needs to build and maintain a trust relationship to the student. In case a friction between the teacher and the students emerges, it is the coach who needs an independent position so that anonymity towards the student can be guaranteed. Also, in case the student shares particular learning difficulties, it should be 'safe' to share it with the mentor so that no pre-emptive labelling of the learner as being 'weak', 'slow' or 'procrastination' will be blamed on before. This is vital for the situation when the teacher is not only the 'conveyor' of the knowledge, skills and attitudes, but also the assessor and referee for the go/no-go test after all. More aspects on the genesis of the mentor/mentee relationship will be elaborated in the main part of this report. But also, it can be found in more details in the article by Peter Hudson (2016)<sup>1</sup>.

1. Forming the Mentor-Mentee Relationship; by Peter Hudson. Pages 30-43 | Published online: 28 Mar 2016.