

Project Code:	DRP0200034	Document type:	Output 2.8
Project start date:	1.1.2024	Project end date:	30.6.2026

Danube4SEecosystem

**Enhancing the development of Social Economy by
engaging Local Public Authorities in the Social Enterprises
supporting Ecosystem for a more inclusive Labor Market
in the Danube Region**

Output 2.8

**Co-designed, piloted Danube4SEecosystem Programme for
effective Mentor Training**

Due date of deliverable:	Actual submission date:
30 June 2026	09 July 2026

Document Control Sheet

Specific Objective number	SO2
Specific Objective title	Enhancing Resilience, Innovation Management Knowledge & Skills of SE Ecosystem in the Danube Region
Activity number	A 2.3
Activity title	Capacity-building activities for SEs
Output number	O 2.8
Output title	Co-designed, piloted Danube4SEcosystem Programme for effective Mentor Training
Dissemination level	Public / Restricted / Confidential
Main author	Martin Balko SBA
Contributors	All PPs
Quality Assurance	Ioana Andreea Stefan, ATS

Versioning and Contribution History

Version	Date	Author/Editor /Reviewer	Contributors	Description/Comments
_v01	29.4.2026	Martin Balko SBA		Version 1
_v02	22.6.2026	Martin Balko SBA		Version 2
_v03	09.7.2026	Ancuta Gheorghe		Version 3
_final	09.7.2026	Martin Balko SBA		

Document last saved on	15.7.2026
-------------------------------	-----------

List of Abbreviations

AF	Application Form
AN	Activity Number
DR	Danube region
D4SEE	Danube4Seecosystem
LPA	Local Public Authority
LPAs	Local Public Authorities
PP	Project Partner
SO	Specific Objective
SE	Social Enterprise
SEs	Social Enterprises

Content

Executive Summary	7
Introduction.....	8
1. Learning objectives.....	12
2. Target groups	17
3. Design of the Co-designed and Piloted Mentor Training Programme	18
4. Structure of the Mentoring Programme	20
4.1. Mentor-oriented learning framework	20
4.2. Available learning pathways for mentors	20
4.2.1. Social Enterprises (SEs) learning pathway.....	21
4.2.2. Local Public Authorities (LPAs) learning pathway	25
5. Principles Supporting Effective Mentor Training	30
6. Mentoring and Learning Environment within the D4SEE Platform	32
6.1. Access models within the D4SEE platform.....	33
6.1.1. Open Access Model.....	34
6.1.2. Authorized Account Model.....	35
6.1.3. Cross-analysis of the D4SEE platform access models.....	37
6.2. Role of mentors and mentees withing the D4SEE platform	39
6.2.1. Role of the Mentor within the Platform Learning Pathways	40
6.2.2. Role of the Mentee within the Platform Learning Pathways.....	41
6.3. Mentors Hub. Dedicated space for Mentor-led course creation	42
6.3.1. Access the Mentors Hub.....	43
6.3.2. Course creation under the Mentors Hub.....	44
6.3.3. Content reuse and import functionality.....	46
6.3.4. Multilingual Content Reuse	50
6.4. Assessment reuse and personalization	51
6.4.1. Scenario 1: Assessment personalization within the D4SEE platform.....	52
6.4.2. Scenario 2: Download and reuse the H5P content in other platforms.....	56
6.5. Dashboards and reporting	58

6.6. Certificate management	61
6.6.1. Certificate reuse and personalization in Mentor-managed courses	62
6.6.2. Benefits for Mentors and Learners	64
6.7. Chat and communication tools	65
7. Mentoring Program Template	67
Conclusions and recommendations	69

List of tables

Table 1. List of Mentor Competence Framework	14
Table 2. Design of the Mentor Training Programme Framework	18
Table 3. General principles of mentoring	30
Table 4. Comparative matrix of the Open Access and Authorized Account Models	37
Table 5. Analysis of the functional and operational differences	38
Table 6. Assessment personalization options available for Mentors	52
Table 7. Mentoring Action Plan template	67

List of Figures

Figure 1. Structure of the SEs learning pathway	21
Figure 2. Interface of SE Microlearning Module 1	22
Figure 3. Interface of SE Microlearning Module 2	22
Figure 4. Interface of SE Microlearning Module 3	22
Figure 5. Interface of SE Microlearning Module 4	23
Figure 6. Interface of SE Microlearning Module 5	23
Figure 7. Interface of SE Microlearning Module 6	24
Figure 8. Interface of SE Microlearning Module 7	24
Figure 9. Interface of SE Microlearning Module 8	24
Figure 10. Interface of SE Microlearning Module 9	25
Figure 11. Structure of the LPAs learning pathway	26
Figure 12. Interface of LPA Microlearning Module 1	26
Figure 13. Interface of LPA Microlearning Module 2	27
Figure 14. Interface of LPA Microlearning Module 3	27
Figure 15. Interface of LPA Microlearning Module 4	28
Figure 16. Interface of LPA Microlearning Module 5	28

Figure 17. Interface of LPA Microlearning Module 6.....	28
Figure 18. Interface of LPA Microlearning Module 7.....	29
Figure 19. Interface of LPA Microlearning Module 8.....	29
Figure 20. D4SEE platform access models	34
Figure 21. Navigation menu with Login button	43
Figure 22. Login form	43
Figure 23. Profile icon.....	44
Figure 24. Profile drop-down menu with Mentors Hub section.....	44
Figure 25. Mentors Hub interface.....	44
Figure 26. Menu of Course creation within the Mentors Hub.....	45
Figure 27. Mentors Hub interface with List of course	48
Figure 28. Course administration area with More option.....	48
Figure 29. Module reuse function	48
Figure 30. Course import interface	49
Figure 31. Import interface as whole module.....	49
Figure 32. Personalized import interface of exiting units	50
Figure 33. Assessment unit type section	54
Figure 34. Assessment unit interface with Edit H5P content button.....	55
Figure 35. H5P Assessment unit editing interface.....	56
Figure 36. Display interface of a H5P Assessment unit with Reuse button.....	58
Figure 37. Download interface of an .h5p file.....	58
Figure 38. Module performance dashboard interface	59
Figure 39. Unit Performance Dashboard interface.....	60
Figure 40. Learner Attempt Dashboard interface.....	60
Figure 41. Module Completion Dashboard interface	61
Figure 42. Certificate administration menu	64
Figure 43. Certificate criteria edit interface.....	64
Figure 44. Chat group interface	66

Executive Summary

OUTPUT 2.8 *“Co-designed, piloted Danube4SEcosystem Programme for effective Mentor Training”* is developed within the framework of the Danube4SEcosystem (D4SEE) project and serves as a dedicated framework focused on strengthening the capacities of mentors engaged in knowledge transfer and guidance activities across the Danube Region. Building on the foundations established through previous pilot actions, this output introduces a co-designed and piloted mentoring programme that supports mentors in effectively managing and facilitating mentoring processes for their mentees.

The main purpose of the programme is to provide mentors with practical tools, methodological guidance, and digital support through the Danube4SEcosystem educational platform ([D4SEE](#)). The output presents the structure and functionalities of the platform with a specific focus on the mentor perspective, including the user interface, navigation tools, communication features, and mechanisms for monitoring mentoring activities and assessing learning outcomes. In this context, the platform serves as a practical environment enabling mentors to organize, implement, and evaluate mentoring processes in a structured and efficient manner.

The output also includes a comprehensive manual designed to guide mentors in the effective use of the platform and its functionalities. Particular attention is given to supporting mentors in monitoring the progress of mentees, evaluating results, documenting mentoring activities, and ensuring continuous guidance throughout the mentoring process. The programme, therefore, combines digital learning tools with practical mentoring methodologies in order to strengthen the quality, consistency, and impact of mentoring activities.

The pilot implementation of the programme enables the testing and validation of the platform and mentoring methodology in practice. Through this process, feedback from mentors and participating stakeholders contributes to the identification of areas for improvement, further adaptation of the user experience, and refinement of monitoring and evaluation mechanisms. The piloting phase therefore, supports the long-term usability, scalability, and sustainability of the mentoring programme beyond the project duration.

The target group of this output primarily includes mentors from higher education institutions, local and regional public authorities, and (social) enterprises who are actively involved in supporting Social Enterprises (SEs) and Local Public Authorities (LPAs). By integrating practical mentoring guidance with digital learning and monitoring tools, the output contributes to strengthening cross-sector cooperation, knowledge transfer capacities, and the overall effectiveness of mentor-led support activities within the Danube4SEcosystem project.

Introduction

The **“Co-designed, piloted Danube4SEecosystem Programme for Effective Mentor Training” (Output 2.8)** was developed within the framework of the Danube4SEecosystem (D4SEE) project as a dedicated capacity-building initiative aimed at strengthening mentors’ competences in supporting knowledge transfer, guidance, and cooperation between Social Enterprises (SEs) and Local Public Authorities (LPAs). The programme contributes to the long-term sustainability and transferability of project results by equipping mentors with the knowledge, methodological guidance, and practical skills necessary to effectively facilitate mentoring activities within their professional contexts.

The mentor training programme was developed as a **co-designed and piloted process**, enabling project partners and relevant stakeholders to jointly test, validate, and refine mentoring methodologies and digital learning tools. Through the piloting phase, the programme was continuously improved based on feedback collected from mentors and participating stakeholders, ensuring its relevance, usability, and applicability across different organisational and regional contexts within the Danube Region.

The mentoring programme within the D4SEE project was structured as a **two-step interconnected process**, aimed at building mentor capacities, facilitating practical application, and supporting the long-term sustainability of project outputs.

The initial phase, entitled **“Train the Mentors”**, focused on preparing project partners and prospective mentors by equipping them with the necessary methodological background, practical competences, and digital skills required to effectively engage with the Danube4SEecosystem educational platform and related project outputs. During this phase, mentors were introduced to the D4SEE mentoring methodology, digital tools, and monitoring mechanisms, enabling them to integrate the platform into educational activities, workshops, seminars, mentoring initiatives, and other learning formats. In this regard, mentors were prepared to act as facilitators and multipliers within their respective organisations and professional networks.

Building upon this foundation, the subsequent phase, **“Mentoring Sessions”**, focused on the practical application and validation of the mentoring approach through engagement with external mentors, experts, and relevant stakeholders representing potential end users of the D4SEE platform. The primary objective of this phase was to encourage the practical use of the platform, support knowledge transfer, and promote the continued utilisation of project results beyond the project duration, thereby contributing to the long-term sustainability and impact of the D4SEE ecosystem.

Through guided mentoring activities, participants were supported in navigating the educational platform, understanding its structure and functionalities, and exploring its learning modules and

mentoring resources. At the same time, the mentoring sessions provided a practical testing environment in which mentors and stakeholders could actively engage with the platform, assess its usability, and provide direct feedback regarding its functionality, relevance, and practical application. This participatory and user-centred approach enabled the identification of areas for further improvement and refinement of both the mentoring methodology and the digital learning environment.

The **Train the Mentors** sessions were developed with clearly defined objectives to support the quality, consistency, and long-term sustainability of the D4SEE mentor training programme. These objectives reflect both the strategic ambitions of the project and the practical requirements of mentors engaged in supporting Social Enterprises (SEs) and Local Public Authorities (LPAs):

- **Strengthen mentors' capacities and confidence:** To equip mentors with the knowledge, practical tools, and competences required to effectively guide mentees, facilitate knowledge transfer, and support mentoring processes. This includes familiarisation with the D4SEE project vision, mentoring methodology, educational platform, and digital learning tools.
- **Ensure alignment with project objectives:** To ensure that mentoring activities consistently contribute to the broader objectives of the D4SEE project, particularly in strengthening social entrepreneurship capacities, fostering cooperation between SEs and LPAs, and supporting inclusive and sustainable development across the Danube Region.
- **Present the mentoring framework and methodology:** To introduce mentors to the conceptual and methodological foundations of the D4SEE mentoring approach and provide guidance for its practical implementation across different organisational and sectoral settings.
- **Define roles and expectations:** To clarify the roles, responsibilities, and commitments of mentors and mentees, while promoting a collaborative, trust-based, and goal-oriented mentoring relationship.
- **Introduce project outputs and the D4SEE educational platform:** To familiarise mentors with the main project outputs, available mentoring resources, educational content, and functionalities of the D4SEE platform, including tools for communication, monitoring, and evaluation.
- **Support quality assurance and continuous improvement:** To introduce mechanisms for monitoring mentoring activities, collecting feedback, assessing mentee progress, and continuously improving the effectiveness and usability of mentoring practices and digital resources.

The **Train the Mentors** sessions were designed to provide mentors with a comprehensive understanding of the D4SEE project, its objectives, educational resources, and mentoring methodology. Particular emphasis was placed on strengthening mentors' practical competences

and ensuring their preparedness to effectively support mentees throughout the mentoring process.

The training programme recognised mentors as facilitators of learning and knowledge transfer, capable of delivering high-quality, inclusive, and impactful mentoring activities adapted to the needs of different target groups. Particular attention was given to strengthening mentors' ability to translate project objectives into practical mentoring activities and to support mentees in addressing challenges related to social entrepreneurship, cooperation, and local development.

The topics addressed during the sessions reflected the full mentoring cycle, beginning with an introduction to the D4SEE project framework and mentoring principles, followed by practical guidance on the use of the D4SEE educational platform and learning modules. In addition, the sessions addressed practical aspects of mentoring implementation, including communication strategies, stakeholder engagement, monitoring of progress, documentation of mentoring activities, and the application of quality assurance mechanisms. This comprehensive approach ensured that mentors were adequately prepared to implement consistent, effective, and sustainable mentoring activities aligned with the long-term objectives of the D4SEE project.

The **Mentoring Sessions** represented a continuation of the preparatory mentor training activities, shifting the focus from capacity building to practical implementation, testing, and stakeholder engagement. While the initial training phase provided mentors with the necessary background knowledge and methodological tools, the mentoring sessions created opportunities for their practical application within real mentoring and professional environments.

The sessions encouraged collaborative learning, peer exchange, and cross-sectoral cooperation among mentors, experts, higher education institutions, public authorities, and organisations supporting social entrepreneurship. By bringing together relevant stakeholders, the mentoring programme contributed to strengthening professional networks and enhancing cooperation in the field of mentoring, education, and social innovation, with the D4SEE educational platform serving as a shared digital learning environment.

The primary participants of the mentoring sessions included mentors, experts, and institutional stakeholders who were encouraged to actively engage with the D4SEE platform, assess its relevance and usability, and explore opportunities for its practical application within their own organisational contexts. This interactive process enabled participants to provide valuable insights for the further improvement and validation of the platform and mentoring methodology.

Beyond the implementation of the sessions themselves, participants were encouraged to integrate the D4SEE platform and mentoring resources into their ongoing professional and educational activities, including mentoring initiatives, training programmes, workshops, advisory services, and academic courses. This practical uptake contributes to the continued visibility, transferability, and sustainability of project results beyond the project lifecycle.

The mentoring activities were organised by project partners at national level in cooperation with professional mentors, higher education institutions, organisations supporting social enterprises, and other relevant stakeholders involved in education, mentoring, capacity building, and social innovation. This decentralised implementation approach enabled adaptation to national and regional contexts while ensuring consistency with the common objectives and methodological framework of the D4SEE project.

The target group primarily consisted of mentors and experts, including participants involved in the **Train the Mentors** phase, as well as newly engaged stakeholders with an interest in mentoring, social entrepreneurship, and digital learning. During the mentoring sessions, participants were encouraged to actively explore the D4SEE educational platform, exchange experiences, and discuss its practical relevance, usability, and application within their professional activities.

Depending on organisational needs and implementation conditions, the mentoring sessions were delivered in **online, on-site, or hybrid formats**, ensuring broad accessibility and participation across different stakeholder groups and regional contexts.

Following the completion of the sessions, participants were encouraged to further integrate the D4SEE platform into their professional activities and educational practices. This approach supports the long-term sustainability of project outputs, strengthens mentoring capacities, and contributes to increased awareness of social enterprises and cross-sectoral cooperation across the Danube Region.

1. Learning objectives

The **learning objectives** within the Danube4SEecosystem mentor training programme define the competences, practical abilities, and methodological understanding that mentors are expected to develop throughout the pilot action. Their purpose is to establish a clear framework for mentor preparation and to ensure that mentoring activities are aligned with the operational needs of Social Enterprises (SEs), Local Public Authorities (LPAs), and other participating stakeholders. Well-defined objectives contribute to a structured and practice-oriented learning process by connecting mentoring techniques, digital tools, and real-life application within the mentoring environment.

The objectives also support a **consistent approach to mentoring** across different organisations, sectors, and regional contexts. They help mentors understand how to effectively guide mentees, facilitate knowledge exchange, and use the educational platform in a purposeful and efficient way. In addition, the learning objectives provide a basis for monitoring mentoring activities, assessing progress, and evaluating the overall effectiveness of the mentoring process. By clearly defining expected outcomes, the programme strengthens transparency, coherence, and quality assurance throughout the implementation of mentoring activities.

Particular emphasis is placed on the development of facilitation, communication, monitoring, and evaluation skills required for mentor-led support activities. The **objectives are designed to encourage reflective mentoring practices**, adaptive problem-solving, and continuous professional development among mentors. At the same time, they ensure balanced coverage of organisational, social, and impact-oriented dimensions relevant to the mentoring of SEs and LPAs. This contributes to the long-term sustainability and practical relevance of the pilot programme. A detailed list of learning objectives for both SE and LPA modules is provided below.

The output includes the design, testing, and implementation of a **mentor-oriented training framework supported by the Danube4SEecosystem educational platform**. The programme was developed to strengthen mentoring capacities, improve the quality of knowledge-transfer activities, and support institutional learning among project partners and stakeholders across the Danube Region. Through the combination of mentoring methodologies and digital functionalities, the platform enables mentors to organise mentoring activities, supervise mentee progress, evaluate learning outcomes, and document the mentoring process in a systematic way.

The overall training approach is based on principles of adult learning and experiential education, recognising that mentors rely on professional experience, peer exchange, and practical application of knowledge. The programme therefore promotes interactive learning formats, reflective practice, and collaborative problem-solving that can be directly applied within organisational and regional contexts. Through pilot implementation activities, mentors gain hands-on experience with

platform functionalities, mentoring tools, and monitoring mechanisms while simultaneously contributing feedback for further improvement of the programme.

Within the Danube4SEcosystem programme, mentoring serves as a complementary mechanism to formal trainings, workshops, and educational activities. The mentor role extends beyond the simple transfer of information and focuses on facilitating learning processes, supporting professional development, and helping mentees apply acquired knowledge in practice. Mentors are encouraged to adapt their mentoring approaches to the specific needs of mentees while maintaining continuous communication, monitoring progress, and ensuring constructive feedback throughout the mentoring cycle.

The role of mentors within the programme is therefore centred on providing targeted guidance, structured support, and practical expertise that contribute to the strengthening of capacities within SEs and LPAs. By combining mentoring methodologies with digital monitoring and evaluation tools, mentors support both individual learning processes and broader organisational development objectives.

Key roles and responsibilities:

- **Facilitation of Learning Processes:** mentors guide mentees through practical learning activities, support decision-making processes, and help translate theoretical knowledge into applicable solutions relevant to social enterprises and public authorities.
- **Transfer of Expertise and Experience:** mentors provide professional insights, share good practices, and encourage the development of new competences, innovative approaches, and critical thinking skills among mentees.
- **Supervision and Progress Monitoring:** mentors use platform-based tools and methodologies to follow mentee development, evaluate progress, document mentoring activities, and contribute to quality assurance processes.
- **Strengthening Cooperation and Networking:** mentors encourage collaboration, stakeholder engagement, and the creation of partnerships that may support future development opportunities and cross-sector cooperation.
- **Encouraging Motivation and Engagement:** mentors help mentees remain committed to their objectives, maintain focus throughout the mentoring process, and strengthen their confidence in addressing professional and organisational challenges.
- **Providing Continuous Support and Feedback:** mentors offer constructive feedback, emotional encouragement, and professional guidance that contribute to resilience, self-development, and long-term learning outcomes.

Table 1. List of Mentor Competence Framework

Mentor Competence Framework	
General framework	• Understanding the Social Economy Context: mentors are expected to have a solid understanding of the social economy ecosystem, including its principles, key actors, governance structures, and its role in addressing social, economic, and territorial challenges. This enables mentors to provide relevant and context-sensitive guidance to mentees. • Strategic Guidance and Vision Support: mentors should be able to support mentees in developing and refining strategic directions aligned with social economy objectives, including the formulation of policies, organisational strategies, and development frameworks that strengthen social impact. • Stakeholder Facilitation and Ecosystem Building: mentors need to be capable of facilitating collaboration among diverse stakeholders, including social enterprises, public authorities, community organisations, and private sector actors, contributing to the development of effective multi-actor ecosystems. • Resource and Sustainability Awareness: mentors should understand how to guide mentees in identifying and mobilising resources, including financial planning, funding opportunities, and sustainable resource management practices relevant to social economy initiatives. • Impact-Oriented Thinking and Evaluation Support: mentors are expected to support mentees in defining impact goals, developing monitoring approaches, and interpreting results related to social and economic outcomes of their activities. • Policy Awareness and Implementation Support: mentors should be familiar with relevant policy frameworks and support mechanisms that enable the development of the social economy, and be able to translate this knowledge into practical guidance for mentees. • Capacity Development Facilitation: mentors play a key role in strengthening the institutional and organisational capacities of SEs and LPAs by transferring knowledge, encouraging skill development, and supporting long-term sustainability of initiatives. • Analytical and Critical Thinking Skills: mentors should be able to support mentees in identifying and analysing complex social challenges

	and in exploring innovative, entrepreneurial responses to these challenges. • Support for Sustainable Business Modelling: mentors are expected to guide mentees in developing business models that balance social impact objectives with financial sustainability and operational feasibility. • Collaboration and Partnership Building: mentors should encourage and facilitate effective cooperation among stakeholders, strengthening trust, communication, and joint action within the social economy ecosystem. • Strategic Planning and Organisational Development: mentors should be able to support structured planning processes, including mission and vision development, goal setting, and implementation planning for social economy initiatives. • Impact Measurement and Learning Support: mentors should guide mentees in understanding and applying tools for measuring, monitoring, and evaluating social impact in a meaningful and practical way. • Adaptability and Resilience Building: mentors should help foster adaptability and resilience among mentees, enabling them to respond effectively to changes, risks, and uncertainties within the social economy environment. • Leadership and Team Development Support: mentors are expected to support the development of leadership capacities and effective team dynamics within social enterprises and public sector organisations. • Ethical and Legal Awareness: mentors should be able to provide guidance on ethical considerations and relevant legal frameworks applicable to social enterprises, ensuring responsible and compliant practices.
Specific objectives	Specific learning objective refers to the topic/module addressed
Competence-Based Expected Outcomes	

- **As a result of developing and applying the defined mentor competences**, mentors are expected to demonstrate improved ability to effectively support, guide, and monitor mentees within the Danube4SEcosystem mentoring framework.
- **Mentors will be able to apply structured mentoring approaches in practice, ensuring consistent and high-quality support for Social Enterprises (SEs) and Local Public Authorities (LPAs)**. This includes the effective use of the digital platform for planning, implementing, and documenting mentoring activities, as well as for tracking mentee progress and outcomes.
- **The application of these competences will result in more systematic and transparent mentoring processes**, enabling better alignment between mentoring activities and the needs of different stakeholder groups. Mentors will also contribute to improved knowledge transfer and strengthened cross-sector collaboration within the social economy ecosystem.
- **Furthermore, mentors will be able to critically reflect on mentoring outcomes**, identify areas for improvement, and contribute to the continuous refinement of the mentoring methodology and digital tools based on pilot implementation feedback.
- **Overall, the application of mentor competences is expected to enhance the quality, consistency, and scalability of mentoring activities** across the Danube Region, supporting the long-term sustainability of the Danube4SEcosystem approach.

2. Target groups

The **Train the Mentors activity within Output 2.8** was implemented as a core capacity-building intervention of the Danube4SEecosystem mentoring programme. It brought together all project partners to ensure a shared understanding of the mentoring methodology, the role of mentors, and the use of the **D4SEE digital learning and mentoring platform**. This joint preparation established a common methodological and operational basis for the implementation of mentoring activities across partner regions.

1. **Trained mentors** - Building on this foundation, the target groups of the mentoring system were defined in a cross-sectoral and practice-oriented manner, reflecting the multi-actor nature of the social economy ecosystem in the Danube Region. **The mentoring approach was designed primarily for trained mentors, who act as key facilitators of knowledge transfer**, capacity building, and stakeholder engagement through the digital platform and structured mentoring processes.
2. **Social Enterprises** - A second key target group consists of **Social Enterprises (SEs) and aspiring social entrepreneurs**, who benefit directly from mentor support in areas such as organisational development, digital transformation, governance, impact measurement, and sustainable business modelling. These actors represent the primary beneficiaries of the mentoring process and the main focus of mentor-led guidance activities.
3. **Local Public Authorities (LPAs) and public sector organisations** constitute an additional important target group, as they engage in mentoring processes to strengthen their understanding of the social economy, improve policy implementation capacities, and enhance cooperation with social enterprises and civil society actors.
4. **Training institutions, including universities, researchers, and educators**, who explore the integration of the mentoring methodology and digital platform into teaching, lifelong learning, and applied research activities. These stakeholders also contribute to the development and further refinement of mentoring content and approaches.
5. **Support organisations**, intermediary bodies, and ecosystem actors form an enabling target group, as they facilitate outreach, dissemination, and the scaling of mentoring activities. Their involvement supports the broader objective of embedding the mentoring model within existing regional and sectoral support structures.

By engaging these interconnected target groups within a single mentoring framework, Output 2.8 establishes a **multi-level learning ecosystem** in which trained mentors act as central facilitators of knowledge transfer between social enterprises, public authorities, academia, and support organisations. This structure ensures coherence between capacity building, practical application, and institutional learning across the Danube Region.

3. Design of the Co-designed and Piloted Mentor Training Programme

The D4SEE mentor training programme was designed as a structured and practice-oriented framework supporting mentors in strengthening their capacities for knowledge transfer, guidance, and mentoring within the social economy ecosystem. The programme combines methodological support, digital learning resources, and practical mentoring tools delivered through the D4SEE educational platform, enabling mentors to effectively support Social Enterprises (SEs) and Local Public Authorities (LPAs).

Table 2. Design of the Mentor Training Programme Framework

Mentor Training Programme Framework	Description
Target group	Trained and aspiring mentors involved in supporting Social Enterprises (SEs) and Local Public Authorities (LPAs), including facilitators, experts in social entrepreneurship, representatives of educational institutions, and business support organisations using the D4SEE mentoring platform and methodology.
Objectives	○ To introduce and pilot the D4SEE mentor training programme and mentoring platform, enabling mentors to effectively apply mentoring methodologies, digital tools, and monitoring mechanisms in mentor-led activities. ○ To strengthen mentors' capacities in providing knowledge transfer, guidance, mentee progress monitoring, and evaluation through the practical application of the D4SEE mentoring methodology and platform. ○ To support the validation, usability, dissemination, and long-term sustainability of the D4SEE mentoring methodology and digital learning environment beyond the project duration.
Participant selection	Open to mentors, facilitators, social economy experts, and representatives of support organisations interested in applying the D4SEE mentoring methodology, using the platform tools, and strengthening mentoring and knowledge-transfer practices within the social economy ecosystem.

Format	Flexible implementation formats including online, onsite, and hybrid mentoring and training activities adapted to the needs of mentors and participating stakeholders.
Facilitation and support	Facilitators provide guided access to the D4SEE platform, support mentors in navigating its functionalities, encourage knowledge exchange, and assist in the practical application of mentoring, monitoring, and evaluation tools within mentoring activities.
Evaluation	Feedback is collected through structured digital tools (e.g. online forms) and direct verbal input, focusing on the usability of the platform, quality of mentoring support, and effectiveness of knowledge transfer and monitoring processes.
Resources	The primary resource supporting the implementation of the D4SEE mentor training programme is the Danube4SEecosystem (D4SEE) educational platform (Home D4SEE), which provides mentors with access to mentoring tools, communication features, monitoring mechanisms, and learning materials. Additional supporting resources are provided through the D2.2.1 D4SEE Training, Mentoring and Networking Programme, including methodological guidelines, presentations, manuals, and practical tools developed within the project. Together, these resources provide structured support for mentors in implementing mentoring activities, facilitating knowledge transfer, monitoring mentee progress, and supporting Social Enterprises (SEs) and Local Public Authorities (LPAs) throughout the mentoring process. Danube4SEecosystem Danube4SEecosystem

4. Structure of the Mentoring Programme

4.1. Mentor-oriented learning framework

The Danube4SEecosystem Mentoring Programme is designed to provide mentors with a structured, flexible, and scalable framework for supporting Social Enterprises (SEs) and Local Public Authorities (LPAs) through targeted capacity-building activities. The programme combines standardized learning content, interactive assessments, learner monitoring tools, and certification mechanisms within a single digital environment built on Moodle.

The mentoring framework enables mentors to deliver learning experiences in different ways depending on organizational needs, available resources, and the maturity level of participating learners. Mentors may use the existing learning pathways as provided by the platform, adapt them to local contexts, or create entirely new mentoring programmes through the dedicated Mentors Hub by reusing and importing existing learning modules and assessments.

The programme supports both individual and group mentoring approaches and allows mentors to combine self-paced learning with personalized guidance, assessment activities, discussion sessions, and performance monitoring. Through the platform's built-in analytics and reporting capabilities, mentors can continuously track learner engagement, identify knowledge gaps, and provide targeted support throughout the mentoring journey.

4.2. Available learning pathways for mentors

The Danube4SEecosystem platform provides mentors with access to two complete learning pathways that can be used as standalone training programmes or as building blocks for customized mentoring interventions. These learning pathways are available in English and in all partner languages: Romanian, Hungarian, Slovak, Czech, Croatian, German, Serbian (Latin and Cyrillic scripts), and Slovenian. They include pre-developed learning resources, assessments, and certification mechanisms.

The platform currently offers two dedicated learning pathways that address the distinct capacity-development needs of the project's primary stakeholder groups: Social Enterprises (SEs) and Local Public Authorities (LPAs). Each pathway comprises a series of microlearning modules covering key thematic areas, supported by interactive H5P assessments, learner progress tracking, reporting dashboards, and certification mechanisms. These resources enable mentors to facilitate structured learning experiences, monitor participant engagement and performance, and provide targeted support throughout the mentoring process.

4.2.1.Social Enterprises (SEs) learning pathway

The Social Enterprise learning pathway provides mentors with a comprehensive curriculum designed to strengthen the managerial, operational, and strategic capacities of social enterprises (*For detailed information related to the structure of the learning pathway (training curriculum) access Output 2.5 Interactive microlearning activities and micro credentials jointly developed and pilot tested on the D4SEE Platform*).

The pathway consists of:

- 9 Microlearning Modules
- 46 Microlearning Units
- Integrated H5P Assessments
- Module-based Certification

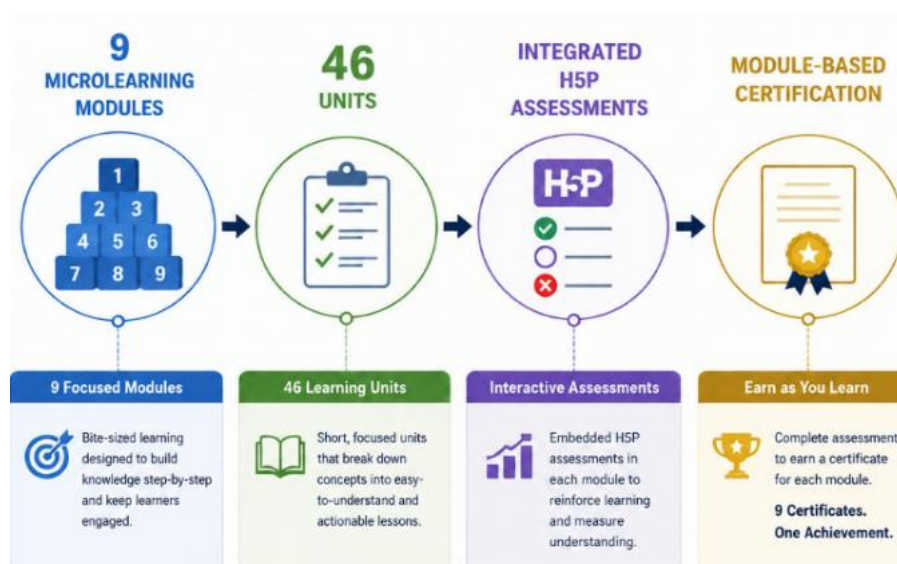


Figure 1. Structure of the SEs learning pathway

Mentors may use the complete pathway or select individual modules according to the needs of their mentees. The pathway covers the following thematic areas:

- **Module 1. Introduction to Social Economy and Social Entrepreneurship:** This module enables mentors to introduce learners to the fundamental concepts of the social economy, social entrepreneurship, social innovation, and European social enterprise ecosystems.



Figure 2. Interface of SE Microlearning Module 1

- Module 2. Values and communication of Social Enterprises:** This module supports mentors in facilitating discussions related to organizational mission, vision, stakeholder engagement, communication strategies, and social impact communication.



Figure 3. Interface of SE Microlearning Module 2

- Module 3. Risk management for Social Enterprises:** Mentors can use this module to guide learners through risk identification, assessment methodologies, risk analysis, and risk mitigation planning.



Figure 4. Interface of SE Microlearning Module 3

- **Module 4. Acquisition of new markets:** This module provides mentors with resources to support organizations in strategic expansion, market research, pricing strategies, market segmentation, and partnership development.



Figure 5. Interface of SE Microlearning Module 4

- **Module 5. Marketing and online marketing for Social Enterprises:** Mentors can use this module to strengthen participants' understanding of branding, marketing strategies, digital marketing, SEO, social media promotion, and performance analytics.



Figure 6. Interface of SE Microlearning Module 5

- **Module 6. Business with Impact: ESG:** This module supports mentoring activities related to Environmental, Social and Governance (ESG) principles, sustainability reporting, impact measurement, and organizational accountability.



Figure 7. Interface of SE Microlearning Module 6

- **Module 7. Financing for Social Enterprises:** Mentors may use this module to provide guidance on financing instruments, impact investment, financial planning, business plans, and public procurement opportunities.



Figure 8. Interface of SE Microlearning Module 7

- **Module 8. Human Resources Management:** This module facilitates mentoring activities related to staff engagement, participatory governance, inclusive employment, and organizational culture.



Figure 9. Interface of SE Microlearning Module 8

- **Module 9. Social Enterprise and Local Government Collaboration:** Mentors can support learners in understanding strategic partnerships between social enterprises and public authorities while exploring co-creation, collaboration models, and public sector engagement practices.



Figure 10. Interface of SE Microlearning Module 9

4.2.2. Local Public Authorities (LPAs) learning pathway

The Local Public Authority learning pathway is designed to support mentors working with municipalities, regional authorities, and public institutions seeking to strengthen their understanding of the social economy and their cooperation with social enterprises (*For detailed information related to the structure of the learning pathway (training curriculum) access Output 2.5 Interactive microlearning activities and micro credentials jointly developed and pilot tested on the D4SEE Platform*).

The pathway consists of:

- 8 Microlearning Modules
- 34 Microlearning Units
- Integrated H5P Assessments
- Module-based Certification



Figure 11. Structure of the LPAs learning pathway

Mentors may incorporate individual modules into tailored mentoring programmes or use the complete curriculum as a structured capacity-building framework.

The pathway covers the following thematic areas:

- **Module 1. Introduction to Social Economy and Social Entrepreneurship:** Provides the foundational knowledge necessary for understanding social enterprises and their role within local and regional development ecosystems.



Figure 12. Interface of LPA Microlearning Module 1

- **Module 2. Legal, Legislative and Financial Framework:** Supports mentors in explaining the legal, regulatory, and financial context for social enterprises and public sector cooperation.



Figure 13. Interface of LPA Microlearning Module 2

- **Module 3. Social Enterprises and Local Government Collaboration:** Provides practical guidance for developing sustainable collaboration frameworks between local public authorities and social enterprises.



Figure 14. Interface of LPA Microlearning Module 3

- **Module 4. Social Enterprises as Value-Added Suppliers:** Supports mentoring activities related to procurement procedures, social value creation, and public-private collaboration mechanisms.



Figure 15. Interface of LPA Microlearning Module 4

- **Module 5. Expectations of Social Enterprises Towards Local Government:** Provides mentors with tools to facilitate dialogue between public institutions and social enterprises and to identify opportunities for policy support and engagement.



Figure 16. Interface of LPA Microlearning Module 5

- **Module 6. Non-Financial Support for Social Enterprises:** Explores mentoring topics related to communication support, training initiatives, networking opportunities, and ecosystem building.



Figure 17. Interface of LPA Microlearning Module 6

- **Module 7. Greener, Social and Transparent Municipalities:** Supports mentors in introducing ESG concepts and sustainability-oriented public sector initiatives.



Figure 18. Interface of LPA Microlearning Module 7

- **Module 8. Good Practices: Municipalities Supporting Social Enterprises:** Provides practical examples and case studies that mentors may use to stimulate discussion, reflection, and peer learning.



Figure 19. Interface of LPA Microlearning Module 8

5. Principles Supporting Effective Mentor Training

As part of the Danube4SEecosystem (D4SEE) Programme for Effective Mentor Training, mentors are introduced to a set of guiding principles designed to support the delivery of structured, consistent, and high-quality mentoring activities. These principles provide a common methodological foundation for mentors participating in the programme and support the practical application of mentoring approaches across different organisational and sectoral contexts.

The principles presented below are intended to strengthen mentors' capacities in providing guidance, facilitating knowledge transfer, supporting problem-solving, and monitoring mentee progress throughout the mentoring process. In the context of the D4SEE programme, they contribute to establishing shared expectations, strengthening mentor-mentee communication, and ensuring consistency in the implementation of mentor-led activities supporting Social Enterprises (SEs) and Local Public Authorities (LPAs).

By integrating these principles into the mentor training process, the programme supports the practical application of mentoring methodologies and contributes to the overall quality, usability, and effectiveness of mentoring activities piloted within the D4SEE framework.

Table 3. General principles of mentoring

Principle	Description
Trust and confidentiality	A mentoring relationship relies on trust, which creates a safe space for open, honest communication. In the context of this project, confidentiality refers to the duty of a mentor or a mentee to refrain from sharing confidential information with others, except with the express consent of the other party. Confidentiality will be maintained throughout and beyond the mentoring program to build trust and encourage open communication.
Respect and empathy	Every mentee has unique strengths, weaknesses, and goals. The mentor should show respect by identifying, acknowledging and valuing these individual differences.
Commitment and consistency	Being reliable and offering consistent support is crucial to a successful mentorship. Both the mentor and the mentee should participate in meetings and be available as agreed. The mentor should demonstrate its commitment by investing time and energy into helping the mentees reach their goals.

Guidance, not directing	The mentor should encourage the mentee to explore ideas and make their own decision. Rather than providing all the answers, the mentor should ask questions that could lead the mentee to think critically and arrive at their own conclusions.
Goal-oriented support	Both parties involved in the mentoring process should establish goals early in the mentoring relationship to give direction and purpose to their activities. The mentor should be flexible in addressing evolving goals and adapting to the mentee's changing needs as they progress.
Encouragement and positive reinforcement	The mentor should recognize achievements and offer encouragement. The mentor should offer support and perspective to help the mentee navigate obstacles.
Open and honest communication	The mentor should encourage an environment where the mentee feels comfortable sharing openly and asking questions. Both participants in the mentoring process should offer feedback that is honest, specific, and focused on growth rather than criticism.
Accountability and responsibility	While a mentor offers support, the mentee is responsible for their own learning and development.
Continuous learning and adaptability	The mentor should have an open mind, embrace a learning mindset, and be open to learning from the mentee. The mentor should remain adaptable and responsive to changing situations and adapt as needed.
Integrity and ethical behaviour	The mentors should uphold ethical standards, keep a model of integrity and ethical behaviour to set a positive example.
Fostering independence and resilience	The mentor should guide the mentee towards becoming self-sufficient rather than dependent for every decision, encouraging its independence. The mentor should help the mentee develop coping strategies for setbacks, so they can navigate challenges with confidence and build resilience.

6. Mentoring and Learning Environment within the D4SEE Platform

The Danube4SEecosystem (D4SEE) platform has been designed not only as a digital learning environment but also as a comprehensive mentoring ecosystem that enables mentors to deliver, manage, monitor, and evaluate capacity-building activities for Social Enterprises (SEs) and Local Public Authorities (LPAs). The platform is built on the Moodle Learning Management System (LMS) and serves as a collaborative environment that supports both mentors and mentees throughout the learning and mentoring process. The platform has been designed to facilitate structured learning pathways, personalized mentoring interventions, learner monitoring, assessment activities, and certification processes within a secure and user-friendly digital environment.

The D4SEE platform has been designed to support both open access and structured mentoring activities. As a result, users may interact with the platform under two different access models, depending on their needs and the level of functionality required.

Core functions

- **Learning Management System (LMS) foundation:** The platform is developed using Moodle, a well-established open-source learning management system that provides a reliable, scalable, and flexible infrastructure for mentoring, training, and capacity-building activities.
- **Secure account-based access:** Platform access is restricted to authorized mentors and mentees through administrator-managed user accounts, ensuring security and role-specific access to functionalities and learning resources.
- **User authentication:** Individual login credentials allow users to securely access their courses, mentoring activities, assessments, dashboards, and certificates while protecting personal and educational data.
- **Role-based user assignment:** User accounts are assigned according to predefined roles, such as mentor or mentee, trainer, trainees, manager, etc., ensuring that each user has access to the tools and functionalities relevant to their participation in the mentoring programme or any other programme of the D4SEE project.

Importance and benefits

- **Security and privacy:** Restricting access to authorized users helps protect educational content, personal information, assessment results, and mentoring records.
- **Personalized learning and mentoring experience:** Individual accounts allow the platform to provide customized learning pathways, monitor learner progress, and support personalized mentoring interventions.

- **Transparent monitoring and reporting:** User-specific access enables accurate tracking of participation, engagement, assessment performance, and certification achievements.
- **Programme integrity and quality assurance:** Role-based access ensures that mentors, mentees, and administrators can perform their designated responsibilities while maintaining the quality and consistency of the mentoring programme.

6.1. Access models within the D4SEE platform

To ensure flexibility and accessibility for a wide range of stakeholders, the D4SEE platform supports two distinct access models. These models have been designed to accommodate different levels of engagement, ranging from users who wish to explore the learning resources independently to mentors/ trainers and mentees/trainees participating in structured mentoring and capacity-building programmes.

Through this dual-access approach, the platform can function both as an open repository of educational resources and as a comprehensive mentoring environment that supports learner management, progress monitoring, assessment administration, reporting, and certification. The choice of access model depends on the intended use of the platform, the type of user, and the level of functionality required.

The two access models available within the D4SEE platform are;

1. **Open Access Model:** A content-oriented access model that allows users to freely explore the learning resources, microlearning modules, and educational materials available on the platform without requiring a dedicated user account. This model is primarily intended to support self-learning, knowledge acquisition, and informal capacity-building activities. While users can access the training content, advanced functionalities such as learner tracking, reporting dashboards, assessment personalization, course creation, and certificate management are not available.
2. **Authorized Account Model:** A role-based access model designed to support structured mentoring, training, and capacity-building activities. Through individual user accounts, mentors, mentees, trainers, trainees, and other authorized stakeholders gain access to extended platform functionalities, including learning progress tracking, assessment administration, reporting dashboards, certificate management, communication tools, and personalized mentoring features. This model enables the platform to function as a comprehensive learning and mentoring ecosystem that supports the full learning lifecycle, from enrolment and participation to assessment, monitoring, and certification.

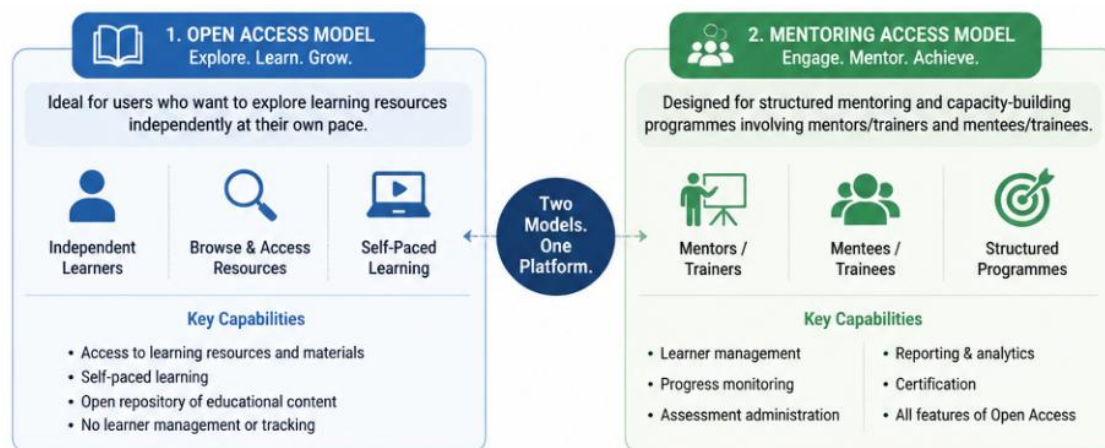


Figure 20. D4SEE platform access models

6.1.1. Open Access Model

The Platform is made available as an open educational environment, allowing users to access and explore the learning resources, microlearning modules, and educational content without requiring a dedicated account. Under this model, users can benefit from the training materials and follow the available learning pathways for self-learning or informal capacity-building purposes.

While the educational content remains accessible, certain advanced functionalities are not available in the open access model. These include personalized learner monitoring, reporting dashboards, assessment analytics, learner activity tracking, certificate management, course creation functionalities within the Mentors Hub, and the ability to modify or personalize assessments. As a result, the platform serves primarily as a repository of learning resources rather than a fully managed mentoring environment.

This model is particularly suitable for:

- Individuals wishing to explore the available learning content independently.
- Organizations seeking to review the training materials before implementing a mentoring programme.
- Stakeholders interested in self-learning and informal capacity-building activities.
- Users who wish to familiarize themselves with the D4SEE educational resources without participating in a formal learning pathway.

Main characteristics

- No dedicated user account required.

- Immediate access to publicly available learning content.
- Suitable for self-learning and exploratory purposes.
- No formal enrolment in mentoring programmes.
- No user-specific learning records maintained.

Benefits of the Open Access Model

The Open Access Model offers several advantages:

- Reduces barriers to accessing educational resources.
- Encourages broader dissemination of knowledge related to the social economy.
- Supports informal learning and professional development.
- Enables organizations to inform about the training materials prior to formal adoption.
- Facilitates awareness-raising and outreach activities.

As a result, the platform primarily functions as a digital repository of learning resources rather than a fully managed mentoring environment.

6.1.2. Authorized Account Model

The Authorized Account Model provides access to the platform's extended functionalities and is intended for mentors, mentees, trainers, trainees, project partners, and other authorized stakeholders participating in structured learning and mentoring activities.

Access under this model is managed through individual user accounts created and administered by the platform administrator following a formal request and approval process. User permissions and available functionalities are assigned according to the specific role of each participant within the D4SEE ecosystem.

Through role-based access management, the platform delivers a secure, personalized, and collaborative learning environment that supports mentoring, learner monitoring, assessment management, reporting, and certification activities.

This model is particularly suitable for:

- **Mentors/Trainers delivering structured mentoring programmes**, who require access to learner management tools, reporting dashboards, assessment personalization features, and certificate administration functionalities.

- **Mentees/Trainees participating in formal mentoring and training activities**, for whom is needed progress tracking, assessment recording, and certification of learning achievements.
- **Organizations implementing capacity-building programmes**, seeking to monitor learner participation, evaluate performance, and document learning outcomes through standardized reporting mechanisms.
- **Training providers and educational institutions**, wishing to deliver structured courses while benefiting from learner analytics, progress monitoring, and assessment management capabilities.
- **Project partners and programme coordinators**, responsible for supervising training and mentoring activities, monitoring programme implementation, and collecting evidence of learner achievement and engagement.
- **Managers and decision-makers**, interested in obtaining insights into learning progress, participation rates, competency development, and overall programme effectiveness through the platform's reporting and dashboard functionalities.
- **Organizations requiring a form of recognition of learning outcomes**, where certification, achievement tracking, and documentation of completed training activities are essential components of the learning process.
- **Multilingual and cross-border mentoring initiatives**, where mentors need to reuse, import, and adapt existing learning content from different language repositories while maintaining a consistent learning and assessment framework.

Main characteristics

- Individual user account required.
- Role-based access permissions.
- Secure authentication through personal credentials.
- Support for formal mentoring and learning programmes.
- Access to reporting, monitoring, and certification tools.

Benefits of the Authorized Account Model

- Personalized and structured learning experiences.
- Enhanced mentoring and learner support.
- Continuous monitoring of learner progress.

- Evidence-based assessment and reporting.
- Certification of learning achievements.
- Improved communication and collaboration.
- Better quality assurance and programme management.
- Comprehensive learning analytics to support decision-making.

6.1.3. Cross-analysis of the D4SEE platform access models

To support organizations and stakeholders in selecting the most appropriate access model, Table 4 provides a comparative overview of the main characteristics, functionalities, and intended uses of the Open Access Model and the Authorized Account Model. The comparison highlights the differences in terms of accessibility, user management, learning monitoring, mentoring support, assessment capabilities, reporting, and certification functionalities.

Table 4. Comparative matrix of the Open Access and Authorized Account Models

Functional area	Open Access Model	Authorized Account Model
Primary purpose	Exploration of learning resources and self-learning	Structured mentoring, training, and capacity-building programmes
Target users	General public, interested stakeholders, organizations exploring the platform	Mentors, mentees, trainers, trainees, managers, project partners
Account requirement	Not required	Required
Authentication	No authentication required	Secure authentication using personal credentials
Access to learning pathways	✓ Available	✓ Available
Course enrolment	✗ Not available	✓ Available
Learner progress tracking	✗ Not available	✓ Available
Participation monitoring	✗ Not available	✓ Available
Activity tracking	✗ Not available	✓ Available

Assessment completion recording	✗ Not available	✓ Available
Assessment personalization	✗ Not available	✓ Available for mentors/trainers
Course creation	✗ Not available	✓ Available
Reuse and import of existing modules	✗ Not available	✓ Available
Learner and group management	✗ Not available	✓ Available
Reporting dashboards	✗ Not available	✓ Available
Learning analytics	✗ Not available	✓ Available
Certificate generation	✗ Not available	✓ Available
Certificate management	✗ Not available	✓ Available
Communication and collaboration tools	Limited	✓ Fully available
Formal mentoring support	✗ Not available	✓ Available
Suitable for informal learning	High	Medium
Suitable for structured programmes	Low	High

Table 5. Analysis of the functional and operational differences

Aspect	Open Access Model	Authorized Account Model
Flexibility	High accessibility with minimal entry barriers.	Higher functionality with controlled access.
Complexity	Simple and easy to access.	More advanced environment requiring user management.
Monitoring capabilities	None.	Comprehensive monitoring and reporting tools.
Mentoring support	Limited to self-study.	Full mentoring and learner support ecosystem.

Assessment management	Educational content only.	Assessment tracking, analytics, and personalization.
Certification	Not supported.	Supported through integrated certificate management tools.
Best use case	Awareness raising, exploration, self-learning.	Formal mentoring, training delivery, learner monitoring, and certification.

The cross-analysis demonstrates that the two access models address different user needs and learning scenarios:

- **The Open Access Model** prioritizes accessibility, visibility, and dissemination of educational resources, making it particularly suitable for self-directed learning, awareness-raising activities, and preliminary exploration of the available training materials.
- **The Authorized Account Model** extends the platform beyond content delivery by providing a complete learning and mentoring environment that supports learner management, assessment administration, progress tracking, reporting, communication, certification, and mentoring activities.

While both models provide access to the educational content available on the D4SEE platform, only the Authorized Account Model enables the implementation of structured mentoring and capacity-building programmes supported by evidence-based monitoring and learning analytics.

Organizations seeking to evaluate learning outcomes, monitor participant engagement, issue certificates, or adapt learning resources to specific training needs should utilize the Authorized Account Model.

Consequently, the Open Access Model serves primarily as a knowledge-sharing and educational resource repository, whereas the Authorized Account Model enables the platform to function as a comprehensive mentoring, training, and capacity-building ecosystem.

6.2. Role of mentors and mentees withing the D4SEE platform

The D4SEE platform has been designed to provide mentors and mentees with a comprehensive set of functionalities that support the planning, delivery, management, monitoring, and evaluation of mentoring and capacity-building activities. Beyond serving as a repository of learning resources,

the platform provides an integrated mentoring and learning environment that supports the active involvement of both mentors and mentees.

Through a role-based access model, the platform delivers tailored functionalities according to the responsibilities and needs of each user group. Mentors are provided with advanced tools for course creation, learner management, assessment personalization, performance monitoring, reporting, and certificate administration.

These functionalities enable mentors to provide targeted support and evidence-based guidance while allowing mentees to actively participate in the learning process and continuously monitor their own progress.

Mentees, in turn, benefit from access to personalized learning pathways, learning resources, assessments, communication tools, progress tracking mechanisms, and certification opportunities that support their individual learning journey.

The following sections present the main functionalities available to authorized users of the platform, including the roles of mentors and mentees within the learning pathways, course management capabilities through the Mentors Hub, reporting and dashboard functionalities, assessment personalization options, certificate management tools, and communication features that support effective mentoring and collaborative learning.

6.2.1. Role of the Mentor within the Platform Learning Pathways

The platform positions mentors not only as facilitators of learning but also as programme designers, learning analysts, and capacity-building coordinators.

Within the mentoring programme, mentors can:

- **Create dedicated courses within the Mentors Hub:** Mentors can create and manage their own courses within the dedicated Mentors Hub, allowing them to organize learning materials, assessments, participants, and mentoring activities according to the objectives of their programme.
- **Reuse and import existing modules from any available language repository:** Mentors can reuse existing learning resources by importing complete modules and their associated activities from any language version available on the platform, reducing course preparation time and ensuring consistency of content.
- **Personalize assessments according to local or organizational needs:** Assessment activities can be adapted to specific contexts by modifying questions, answer options, feedback messages, or scoring settings, ensuring greater relevance for the target group.

- **Enrol and manage learners:** Mentors can enrol participants in their courses, organize them into groups, manage access permissions, and oversee learner participation throughout the mentoring programme.
- **Monitor participation and engagement:** The platform provides information on learner activity, course attendance, content access, and completion status, enabling mentors to assess engagement levels and participation patterns.
- **Track assessment performance:** Mentors can review assessment results, scores, completion rates, and attempt histories to evaluate learner progress and achievement of learning outcomes.
- **Identify learners requiring additional support:** By analysing participation and assessment data, mentors can identify learners who may be experiencing difficulties and provide timely guidance, coaching, or additional learning resources.
- **Facilitate discussions and collaborative learning activities:** Through integrated communication tools (chat) or forums made available within the courses, mentors can encourage interaction, knowledge sharing, peer learning, and collaborative problem-solving among participants.
- **Verify certification eligibility:** Mentors can verify whether learners have fulfilled the required completion criteria, including assessment performance and activity completion, before certificates are issued.
- **Manage issued certificates and learning achievements:** The certificate management tools enable mentors to view, verify, download, and monitor certificates issued to learners, supporting both recognition of achievements and programme reporting.

This integrated approach enables mentors to deliver structured mentoring interventions while maintaining flexibility to adapt learning experiences to specific organizational, national, and sectoral contexts.

6.2.2. Role of the Mentee within the Platform Learning Pathways

Within the D4SEE platform, mentees are active participants in the learning and mentoring process. The platform enables mentees to access structured learning resources, engage with mentors and peers, complete assessments, monitor their own progress, and obtain certificates recognizing their achievements.

Within the platform Mentees can:

- Access the learning pathways and course materials assigned by their mentor.
- Complete microlearning units and learning activities at their own pace.
- Participate in assessments designed to reinforce knowledge and measure learning outcomes.
- View their individual progress and completion status within courses.
- Interact with mentors through communication and collaboration tools available within the platform.
- Review assessment feedback and improve performance through repeated learning attempts.
- Monitor their eligibility for certification.
- Access, download, and print certificates upon successful completion of course requirements.

The active involvement of mentees within the learning pathways promotes self-directed learning, continuous improvement, and meaningful engagement with both the educational content and the broader mentoring community.

6.3. Mentors Hub. Dedicated space for Mentor-led course creation

The Mentors Hub is a dedicated area of the Danube4SEcosystem platform designed specifically for users assigned mentor permissions through the Authorized Account Model. While the platform can be used as an open repository of educational resources, the Mentors Hub extends its functionality by enabling mentors to actively design, manage, and deliver structured mentoring and capacity-building programmes tailored to the needs of their target groups. Within this dedicated workspace, mentors are provided with a comprehensive set of tools that support course creation, content reuse, learner management, assessment customization, progress monitoring, and certification administration.

The primary objective of the Mentors Hub is to allow mentors to efficiently build customized learning experiences by leveraging the educational resources already available within the Danube4SEcosystem platform. Rather than developing content from the beginning, mentors can reuse, adapt, and combine existing learning modules and assessments to create mentoring programmes that address specific organizational, sectoral, regional, or national needs.

6.3.1. Access the Mentors Hub

The Mentors Hub is accessible exclusively to users who have been assigned mentor permissions within the D4SEE platform. Once authenticated with an authorized mentor account, users can access the Mentors Hub through the platform's user profile menu, located in the upper-right section of the interface.

Navigation pathways

To access the Mentors Hub, mentors should follow the steps below:

1. **Log in to the D4SEE platform using their authorized mentor credentials**

- a. Click on the Login button of the D4SEE platform.



Figure 21. Navigation menu with Login button

- b. Type the username and the password in the specific inputs.

Figure 22. Login form

- c. Click on the  button to access the platform.

2. **Access of the Mentors Hub section under the User Profile button**

- a. Click on the profile icon (usually located in the top-right corner).

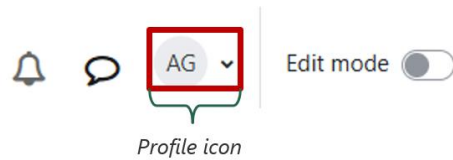


Figure 23. Profile icon

- b. Click on **Mentor Hub** option from the dropdown menu.

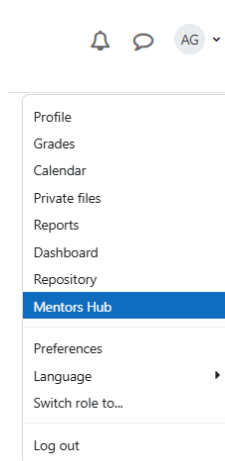


Figure 24. Profile drop-down menu with Mentors Hub section

3. The platform will redirect the mentor to the dedicated Mentors Hub workspace, where mentor-specific course management and mentoring tools are available.

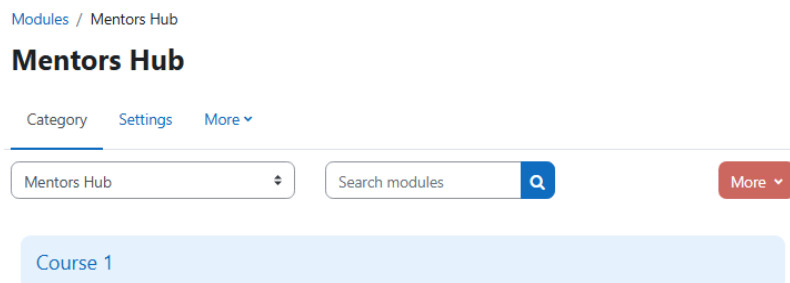


Figure 25. Mentors Hub interface

6.3.2. Course creation under the Mentors Hub

One of the core functionalities of the Mentors Hub is the ability to create dedicated mentoring courses.

Through this functionality, mentors can:

- Create new courses within their personal mentoring workspace.
- Define course names, descriptions, and learning objectives.
- Configure course settings and course visibility.
- Organize content using sections, modules, and units.
- Create customized learning pathways adapted to specific learner groups.
- Configure completion criteria and certification requirements.
- Enrol participants and manage learner access.
- Update and maintain course content throughout the mentoring process.

The courses created within the Mentors Hub remain under the full administration of the mentor, providing a high degree of pedagogical flexibility while maintaining alignment with the overall learning framework of the platform.

Course creation pathway

1. **Access the Mentors Hub:** Log in to the platform using an authorized mentor account and access the Mentors Hub through the User Profile menu (explained at point 3.3.1).
2. **Open the Course Management area:** Within the Mentors Hub, navigate to the course management section where existing mentor-created courses are displayed.
 - a. Click on the  button and click on the option **Add a new module**.

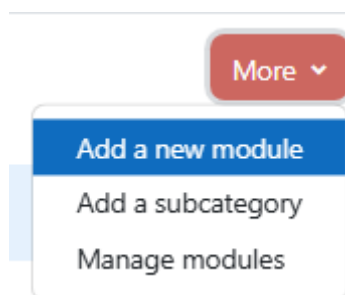
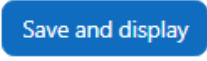


Figure 26. Menu of Course creation within the Mentors Hub

- b. Configure **Course information** by filling in the Course form. Complete the required course settings, which may include:
 - Course title - Module full name(mandatory).
 - Course short title -Module short name (mandatory).

- Module start date and end date (not mandatory but useful for date-based completion). If no end date is requested, uncheck **Module end date**  ☒ **Enable** option.
- Description (not mandatory but useful).

- c. **Save** the Course structure by scrolling down and clicking on the  button.

6.3.3. Content reuse and import functionality

A key feature of the Mentors Hub is the integration of **Moodle's Course Reuse and Import functionality**. This capability significantly simplifies course development by enabling mentors to reuse existing educational content rather than recreating resources manually. The functionality supports the transfer of educational materials from existing learning pathways into newly created mentor courses while preserving their pedagogical structure and associated learning activities.

What is the Course Reuse tool?

The Course Reuse is a built-in functionality that allows educational content existing in one course to be copied and imported into another course environment. This process transfers the selected resources, activities, and settings while preserving their original structure. As a result, mentors can rapidly develop customized learning programmes while maintaining consistency with the original educational resources developed within the D4SEE project.

Importing existing Learning Modules

Through the Mentors Hub, mentors can access the complete repository of learning resources available on the platform and import educational content according to their specific objectives.

Mentors may choose to import:

- A single and entire microlearning module, or
- Multiple microlearning modules from different learning pathways, imported individually and combined within the same course environment.
- Specific learning units/assessment unit and/or certificate tool from a module.

The import functionality transfers the complete structure of the selected module, including:

- Learning units and assessment units
- Activity completion settings.

- Associated learning activities and configurations.

Flexible importing approach

It is important to note that the platform offers mentors two approaches for importing learning content into their courses. Depending on their mentoring objectives, mentors may either import an entire microlearning module or select specific learning units from an existing module.

- **Module-level import** is particularly useful when mentors wish to preserve the complete pedagogical structure originally developed within the D4SEE learning pathway. In this case, all learning units, resources, activities, assessments, and completion settings associated with the selected module are imported into the course, ensuring consistency with the original learning design.
- **Unit-level import (learning units or assessment units)**, on the other hand, provides greater flexibility by allowing mentors to select only those learning units that are relevant to their mentoring programme. This approach is particularly suitable when mentors wish to create customized learning pathways by combining units originating from different modules, thematic areas, or learning pathways.

Once the import process has been completed and the module is available within the newly created course, mentors gain full control over the imported content and may further adapt it according to their needs. This includes the possibility to:

- Delete specific learning units.
- Remove individual pages or learning resources.
- Remove H5P assessments.
- Rearrange the sequence of activities and learning units.
- Add additional resources or activities.
- Modify course structure to better align with the mentoring objectives.

This approach ensures that mentors can benefit from the efficiency of importing complete, pedagogically validated learning modules while retaining the flexibility to customize the final course structure after the import process has been completed.

Content reuse and import pathways

1. **Access the Mentors Hub:** Log in to the platform using an authorized mentor account and access the Mentors Hub through the User Profile menu (explained at point 3.3.1).

2. **Open the Target Course:** From the Mentors Hub interface click on the title of the owned course.

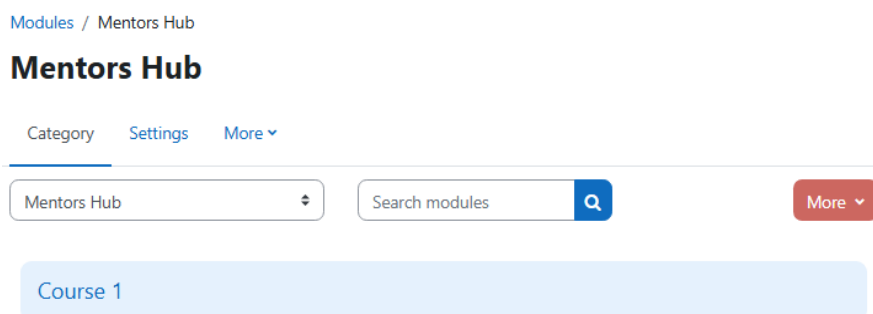


Figure 27. Mentors Hub interface with List of course

3. **Access the Module/Course reuse function**

- a. Within the course administration area, click on the More button.

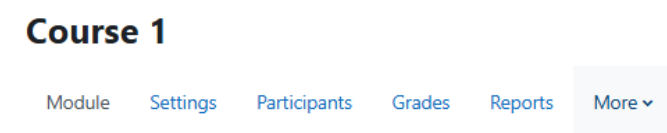


Figure 28. Course administration area with More option

- b. From the drop-down menu, click on the Module reuse button.

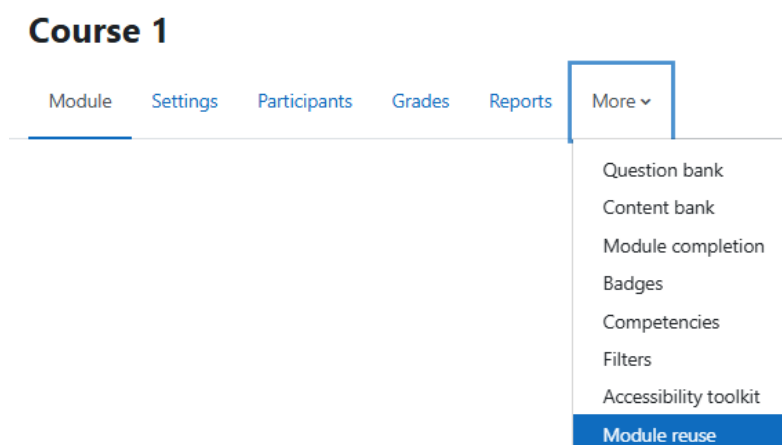


Figure 29. Module reuse function

4. **Import by selecting the Source Module Learning Pathway**

- a. **Browse the available learning pathways** and identify the course or module containing the desired learning content by using the search button. From the list, click on the existing module that needs to be imported.

1. Course selection ► 2. Initial settings ► 3. Schema settings ► 4. Confirmation and review ► 5. Perform import ► 6. Complete

Find a course to import data from:

Select a course

More than 10 courses found, showing first 10 results

Module short name	Module full name
☐ SEM1 - Introduction to Social Economy and Social Entrepreneurship	Microlearning Module 1 - Introduction to social economy and social entrepreneurship
☐ SEM2 - Values and communication of Social Enterprises	Microlearning Module 2 - Values and communication of Social Enterprises
☐ SEM3 - Risk management from the perspective of Social Enterprises	Microlearning Module 3 - Risk management from the perspective of Social Enterprises
☐ SEM4 - Acquisition of new markets	Microlearning Module 4 - Acquisition of new markets
☐ SEM5 - Marketing and online marketing for Social Enterprises	Microlearning Module 5 - Marketing and online marketing for Social Enterprises
☐ SEM6 - Business with impact - ESG	Microlearning Module 6 - Business with impact. Environmental, Social and Governance - ESG
☐ SEM7 - Financing for Social Enterprises	Microlearning Module 7 - Financing for Social Enterprises
☐ SEM8 - Human Resources Management	Microlearning Module 8 - Human Resources Management
☐ SEM9 - Social Enterprises and Local Government collaboration	Microlearning Module 9 - Social Enterprises and local government collaboration
☐ LPAM1 - Introduction to Social Economy and Social Entrepreneurship	Microlearning Module 1 - Introduction to social economy and social entrepreneurship

There are too many results, enter a more specific search.

Search modules

Figure 30. Course import interface

- b. Click on the button.

5. Choose from the list what needs to be imported.

- a. **Module level import:** Click on the checkboxes to activate/deactivate the capabilities available and click on the button

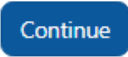
Import

1. Course selection ► 2. Initial settings ► 3. Schema settings ► 4. Confirmation and review ► 5. Perform import ► 6. Complete

Import settings

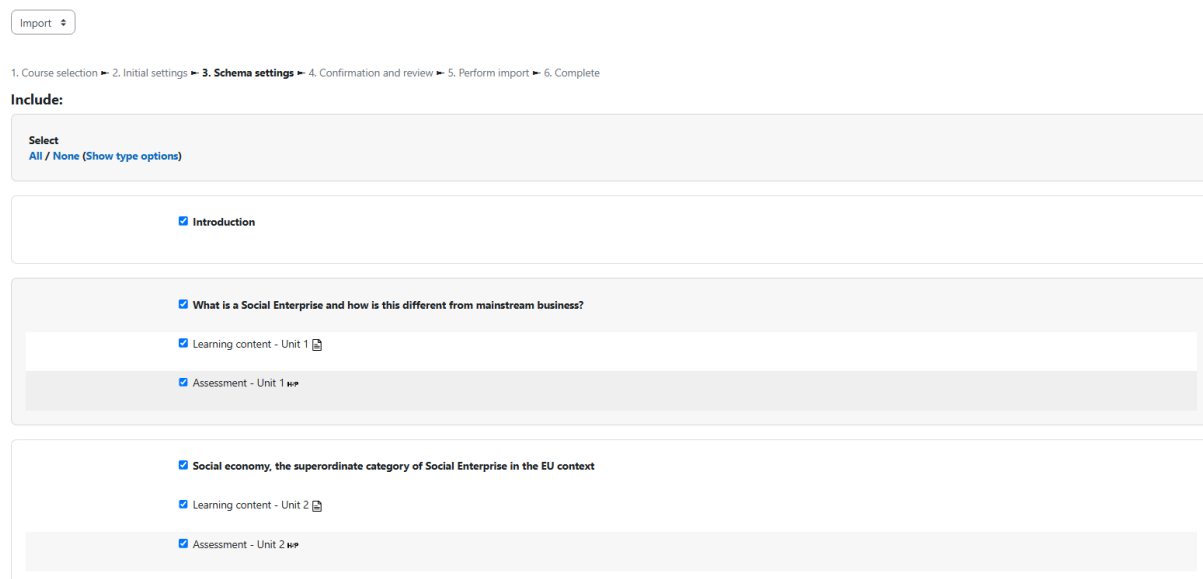
- ☐ Include permission overrides
- ☒ Include activities and resources
- ☒ Include blocks
- ☒ Include files
- ☒ Include filters
- ☒ Include calendar events
- ☒ Include question bank
- ☒ Include groups and groupings
- ☒ Include competencies
- ☒ Include custom fields
- ☒ Include content bank content
- ☒ Include legacy course files

Figure 31. Import interface as whole module

After completion, click on the  button to finalize the import process.



- b. **Unit/ assessment/ certificate import:** Click on the checkboxes to activate/deactivate the capabilities available and click on the  button to select the units needed to be imported. Click on the checkboxes to activate/deactivate the units needed to be imported.



Import ▾

1. Course selection ➤ 2. Initial settings ➤ 3. Schema settings ➤ 4. Confirmation and review ➤ 5. Perform import ➤ 6. Complete

Include:

Select
All / None (Show type options)

☒ Introduction

☒ What is a Social Enterprise and how is this different from mainstream business?

☒ Learning content - Unit 1 

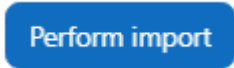
☒ Assessment - Unit 1 

☒ Social economy, the superordinate category of Social Enterprise in the EU context

☒ Learning content - Unit 2 

☒ Assessment - Unit 2 

Figure 32. Personalized import interface of exiting units

After personalization and verification of selected units, click on the  button to finalize the import process.

6.3.4. Multilingual Content Reuse

The Danube4SEecosystem platform hosts educational resources in multiple languages, allowing mentors to create multilingual learning experiences and support diverse learner groups.

Within the Mentors Hub, mentors can:

- Import content from any available language repository.

- Combine modules developed in different languages.
- Select language-specific versions of the same module.
- Create multilingual courses for cross-border learning initiatives.
- Adapt imported content to local contexts and linguistic requirements.

For example, a mentor may import:

- A Romanian microlearning module.
- A German microlearning module.
- Several learning units originating from different language repositories.

These resources can then be combined into a single mentoring programme, supporting international collaboration and knowledge exchange across the Danube region.

6.4. Assessment reuse and personalization

One of the key advantages of the Danube4SEcosystem platform is its ability to support the customization and reuse of assessment activities according to the needs of mentors, organizations, and specific target groups. Through the integration of H5P (HTML5 Package) technology, the platform provides flexible and interactive assessment tools that can be adapted, reused, and transferred across different learning environments.

Assessment personalization enables mentors to align evaluation activities with specific learning objectives, organizational contexts, local realities, and learner profiles while preserving the pedagogical quality of the original training materials. This functionality is particularly valuable in mentoring environments where the learning needs of participants may vary considerably across sectors, countries, and target groups.

Within the Danube4SEcosystem platform, assessments are primarily implemented through **H5P Question Sets**, which consist of collections of interactive questions designed to evaluate learners' understanding of the learning content and reinforce the key learning outcomes associated with each microlearning unit. Integrated directly into the learning pathways, these assessments support knowledge consolidation, self-evaluation, and learner progression throughout the training programme. Assessment results also contribute to the fulfilment of certification requirements, as successful completion of the assessment activities is one of the conditions for obtaining the corresponding module certificate.

To address the diverse needs of mentors, organizations, and training providers, the platform supports two complementary approaches to assessment customization and reuse:

- **Assessment personalization within the Danube4SEcosystem platform:** enables mentors to personalize existing H5P assessments directly within their mentor-managed courses on the Danube4SEcosystem platform, allowing them to adapt questions, answer options, feedback messages, and assessment structure to specific learning objectives and local contexts.
- **Downloading and reusing H5P content in other platforms:** focuses on interoperability and content portability, enabling mentors to download H5P assessment packages and reuse them in other H5P-compatible learning environments.

Together, these two scenarios provide mentors with a flexible framework for tailoring assessment activities while maximizing the reuse and sustainability of educational resources across different learning and mentoring settings.

6.4.1. Scenario 1: Assessment personalization within the D4SEE platform

In the Mentors Hub and after importing existing learning modules, mentors can personalize the associated H5P assessments directly within their own course environment.

This functionality allows mentors to adapt the assessment content to better reflect the needs of their learners, organizational priorities, local legislation, sector-specific challenges, or mentoring objectives.

The personalization process does not affect the original version of the assessment available within the D4SEE repository. Modifications are applied only to the mentor-managed course, allowing mentors to create tailored learning experiences while preserving the integrity of the original content.

The H5P environment provides mentors with a various range of customization possibilities.

Table 6. Assessment personalization options available for Mentors

Personalization options	Description	Examples of possible modifications
Modifying existing questions	Mentors may revise already existing questions to improve their relevance,	• Revising question wording • Improving clarity and readability

	clarity, and suitability for the target audience and learning objectives.	• Simplifying complex formulations • Increasing or decreasing complexity • Incorporating local terminology • Aligning questions with organizational practices
Adding new questions	Additional questions may be introduced to extend the scope of the assessment and address specific learning requirements.	• Reinforcing important concepts • Assessing additional competencies • Including institution-specific examples • Addressing regional or sectoral requirements • Expanding the overall assessment scope
Removing existing questions	Questions that are not relevant to the intended learning outcomes or target audience can be removed from the assessment.	• Simplifying assessments • Reducing assessment duration • Focusing on specific competencies • Removing content not applicable to the target audience • Customizing assessments for different learner profiles
Modifying answer options	Mentors may adjust the response alternatives associated with existing questions to improve accuracy and relevance.	• Updating answer alternatives • Correcting outdated information • Replacing examples • Improving distractors • Clarifying response options • Adjusting scoring settings where applicable

Personalizing feedback messages	Customized feedback can be provided to learners based on their responses, supporting both assessment and learning reinforcement.	• Offering additional guidance • Explaining why an answer is correct or incorrect • Suggesting additional learning resources • Providing mentoring recommendations • Directing learners towards specific units or materials for revision
Reorganizing question sequences	The order of questions can be modified to better align with the learning pathway established by the mentor.	• Progressive difficulty structures • Competency-based sequencing • Topic-based organization • Alignment with customized learning pathways

Personalization pathway

1. Access the **Mentors Hub**. Access the Mentors Hub: Log in to the platform using an authorized mentor account and access the Mentors Hub through the User Profile menu (explained at point 3.3.1).
2. Open the **Target Course**: From the Mentors Hub interface click on the title of the owned course.
3. Access the **Assessment unit**: From the Course interface, locate the assessment unit needed to personalize and click on it (icon identification H5P).

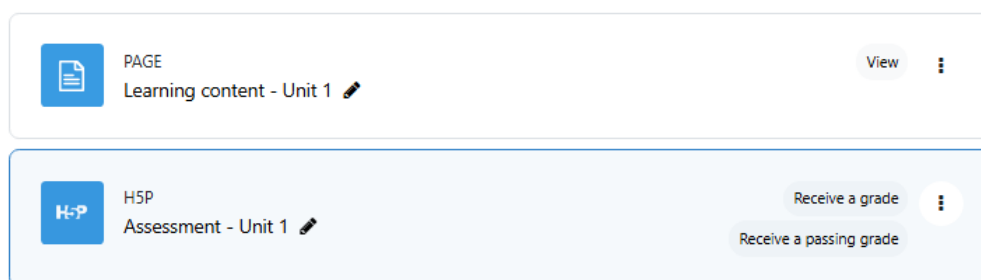


Figure 33. Assessment unit type section

- Click on the **Edit H5P content** displayed on the bottom of the H5P content.

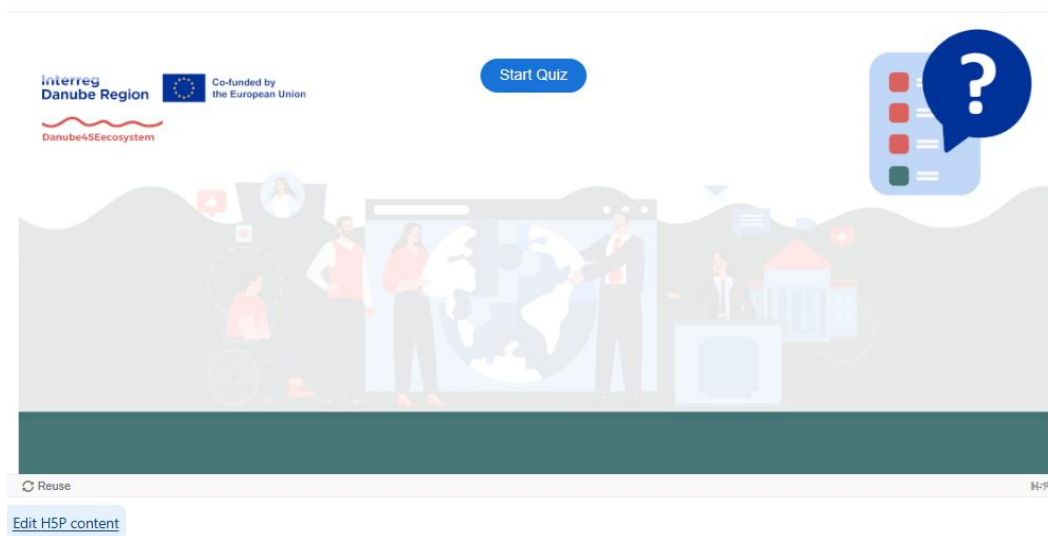


Figure 34. Assessment unit interface with Edit H5P content button

- In the H5P edit interface, **perform the customizations** as fit (explained in Table 6).

Question Set

Title * Metadata
Used for searching, reports and copyright information

Assessment - SEM9U1

Quiz introduction

Background image
An optional background image for the Question set.

+ Add

Progress indicator *
Question set progress indicator style.

Dots

Pass percentage *
Percentage of Total score required for passing the quiz.

50

Questions * Textual Default

1. Unit 1 - Q1 (Multi...)

2. Unit 1 - Q2 (Multi...)

+ ADD QUESTION

Question type *
Library for this question.

Multiple Choice

Copy **Paste and replace**

Title * Metadata
Used for searching, reports and copyright information

Unit 1 - Q1

Save changes

Figure 35. H5P Assessment unit editing interface

6. Scroll down at the bottom of the interface and click on the **Save changes** button to save the changes.

6.4.2. Scenario 2: Download and reuse the H5P content in other platforms

In addition to customization within the D4SEE platform, mentors can also reuse assessment activities in external learning environments that support H5P content. An important element of this process is the H5P package. H5P (HTML5 Package) assessments can be exported as a portable file with the .h5p extension, which contains all components required to recreate the interactive activity in another compatible environment. The package typically includes the assessment structure, questions, answer options, multimedia resources (images, audio, or video where applicable), feedback messages, interaction settings, scoring rules, and completion logic.

As a result, the .h5p file functions as a self-contained learning object that can be stored, shared, transferred, and reused across different H5P-compatible platforms.

By downloading the H5P package, mentors can preserve the original assessment design while maintaining the flexibility to further adapt or integrate the activity into other educational or organizational learning environments.

This functionality **supports interoperability** and enables organizations to integrate D4SEE learning resources into their own learning management systems and training infrastructures.

What is an H5P Package?

An H5P activity can be exported as a portable file package using the standard: .h5p file format. An H5P package contains all the components required to recreate the interactive activity in another compatible platform, including:

- Content structure.
- Questions and answer options.
- Images and multimedia resources.
- Interactive elements.
- Navigation settings.
- Feedback messages.
- Completion logic.
- Scoring configurations.

As a result, the file functions as a self-contained learning object that can be transferred between systems.

Navigation Pathway for Downloading an H5P Package

1. Access the course containing the desired assessment.
2. In the course interface, click on the H5P Assessment unit that needs to be downloaded.
3. Under the H5P Assessment display interface, click on the  **Reuse** button.

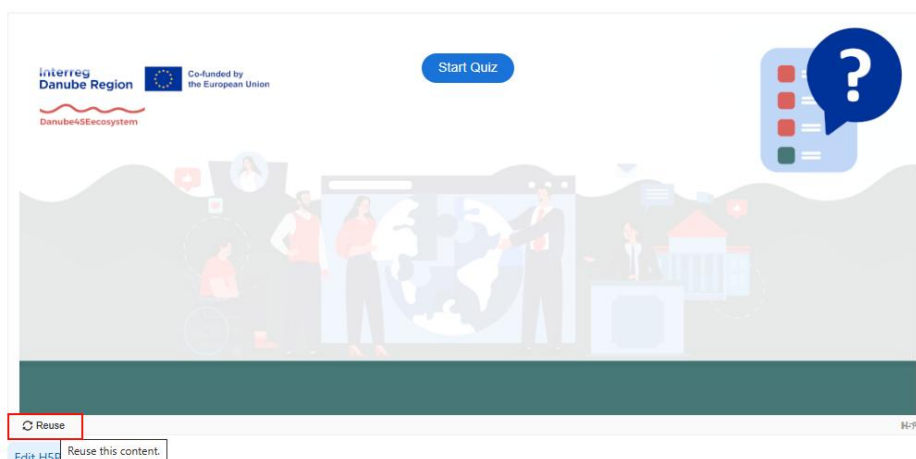


Figure 36. Display interface of a H5P Assessment unit with Reuse button

4. Click on the **Download as an .h5p file** to save the package on the local device.

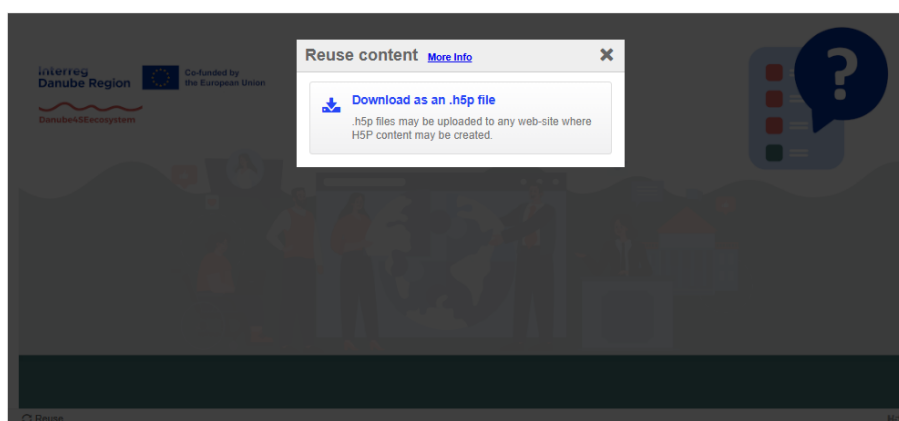


Figure 37. Download interface of an .h5p file

6.5. Dashboards and reporting

The Danube4SEcosystem platform provides mentors with a set of integrated reporting and dashboard functionalities designed to support the monitoring, evaluation, and continuous improvement of mentoring and learning activities. These dashboards enable mentors to obtain real-time insights into learner participation, assessment performance, learning progression, and certification status, facilitating evidence-based mentoring interventions and informed decision-making (*Detailed technical descriptions, dashboard structures, reporting functionalities and access*

pathways are available in Output 2.5 – Interactive Microlearning Activities and Micro credentials Jointly Developed and Pilot Tested on the D4SEE Platform).

The platform provides mentors with access to the following reporting dashboards:

- **Module Performance Dashboard (Grader Report)**

The **Module Performance Dashboard** provides mentors with an overview of learner performance within a specific microlearning module. The dashboard displays assessment results across all units included in the module, enabling mentors to monitor learner progression, verify achievement of assessment requirements, and identify learners who may require additional guidance or support. The dashboard is updated in real time, providing mentors with access to the latest learner performance data.

Grader report
All participants: 9/26

First name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Last name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Microlearning Module 7 - ...						
First name / Last name	Email address	Assessment - Unit 1	Assessment - Unit 2	Assessment - Unit 3	Assessment - Unit 4	Course total
MR Mentee RO1	d4see_rom1@atsnet.eu	-	-	-	-	-
MR Mentee RO2	d4see_rom2@atsnet.eu	-	-	-	-	-
MR Mentee ROA0	d4see_romats@atsnet.eu	-	-	-	-	-
MR Mentee ROA1	d4see_romats1@atsnet.eu	✓ 100.00	✓ 100.00	✓ 100.00	✓ 100.00	400.00
MR Mentee ROA2	d4see_romats2@atsnet.eu	✓ 100.00	✓ 100.00	✓ 100.00	✓ 100.00	400.00
MR Mentee ROA3	d4see_romats3@atsnet.eu	✓ 100.00	✓ 100.00	✓ 100.00	✓ 100.00	400.00
MR Mentee RS1	d4see_rsm1@atsnet.eu	-	-	-	-	-
MR Mentee RS2	d4see_rsm2@atsnet.eu	-	-	-	-	-
MR Mentee RS3	d4see_rsm3@atsnet.eu	-	-	-	-	-
Overall average		100.00	100.00	100.00	100.00	400.00

Figure 38. Module performance dashboard interface

Unit Performance Dashboard (Unit dashboard – List of users attempts)

The **Unit Performance Dashboard** provides mentors with detailed information regarding learner engagement and performance within a specific microlearning unit. Through this dashboard, mentors can review learner attempts, scores achieved, number of attempts completed, and participation patterns, helping them assess learner understanding and identify areas where additional mentoring interventions may be required.

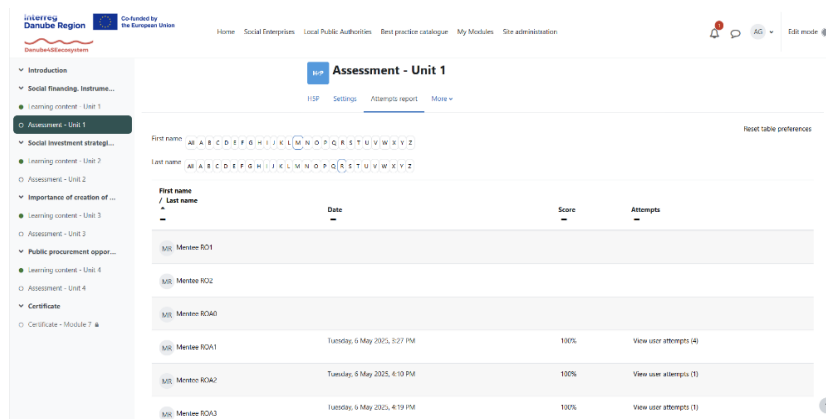


Figure 39. Unit Performance Dashboard interface

- **Learner Attempt Dashboard (Attempt Dashboard – Report of a Specific User's Attempts)**

The **Learner Attempt Dashboard** offers mentors an individualized view of learner performance in assessment activities. The dashboard displays the complete history of attempts completed by a learner for a specific assessment, including scores, timestamps, and progression across multiple attempts. This information supports personalized mentoring and enables mentors to better understand learner behaviour, persistence, and progress over time.

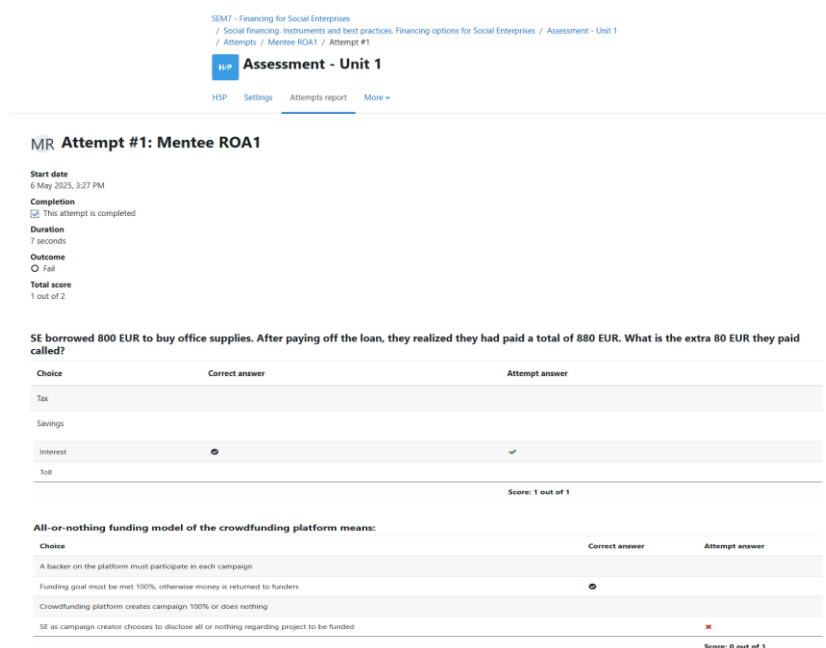


Figure 40. Learner Attempt Dashboard interface

- **Module Completion Dashboard (Module Completion Report)**

The **Module Completion Dashboard** enables mentors to monitor learner progress toward the completion of a specific microlearning module. The report provides visibility over completed and outstanding learning activities and allows mentors to verify whether learners have fulfilled the established completion requirements. This functionality supports learner monitoring, programme management, and preparation for certification activities.

Microlearning Module 7 - Financing for Social Enterprises

Module Settings Participants Grades Reports **More**

Microlearning module completion

Include: All activities and resources Activity order: Order in course

First name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Last name: All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

First name / Last name	Email address	Learning content - Unit 1	Assessment - Unit 1	Learning content - Unit 2	Assessment - Unit 2	Learning content - Unit 3	Assessment - Unit 3	Learning content - Unit 4	Assessment - Unit 4	Certificate - Module 7
Mentee RD1	d4see_rom1@atsnet.eu									
Mentee RD2	d4see_rom2@atsnet.eu									
Mentee RDA0	d4see_romats@atsnet.eu									
Mentee RDA1	d4see_romats1@atsnet.eu									
Mentee RDA2	d4see_romats2@atsnet.eu									
Mentee RDA3	d4see_romats3@atsnet.eu									

Figure 41. Module Completion Dashboard interface

6.6. Certificate management

The Danube4SEecosystem platform includes an integrated Certificate Management System that enables mentors to monitor, verify, manage, and download certificates issued to learners who successfully complete the requirements established within a learning pathway or mentoring programme. The certification functionality supports the formal recognition of learning achievements and provides evidence of competency acquisition and successful participation in capacity-building activities (*Detailed description of the Certificate Management System, certification workflows, eligibility requirements, dashboard functionalities, navigation pathways, and certificate administration features is available in Output 2.5 – Interactive Microlearning Activities and Micro credentials Jointly Developed and Pilot Tested on the D4SEE Platform*).

Through the certificate management tools, mentors can:

- **Monitor learner eligibility for certification**, ensuring that participants have completed the required learning units and satisfied the assessment criteria established for a specific module or course.

- **Verify the fulfilment of completion and assessment requirements**, confirming that certificates are awarded based on demonstrated learning achievements rather than simple participation.
- **View and manage issued certificates**, providing mentors with a centralized overview of certified learners and completed learning pathways.
- **Download individual certificates or export certificates in bulk**, facilitating programme administration, organizational reporting, and record management.
- **Track learner achievements and certification status**, enabling mentors to monitor progression, identify learners approaching completion, and verify the achievement of learning outcomes.
- **Support programme reporting, monitoring**, and quality assurance activities, by providing reliable evidence of learner participation, assessment performance, and successful completion of training activities.

The certification system plays a particularly important role in the mentoring process because it provides learners with tangible recognition of their efforts, acquired knowledge, and demonstrated competencies. Certificates serve as formal evidence that participants have successfully completed the required learning and assessment activities and have achieved the expected learning outcomes associated with a specific module or training programme.

From the mentor's perspective, certificates also function as valuable indicators of programme effectiveness and learner progression. By linking certification to predefined completion and assessment criteria, the platform promotes learner engagement, encourages active participation, and supports competency-based learning. Furthermore, certification records contribute to transparency, accountability, and the overall credibility of mentoring and capacity-building activities implemented within the Danube4SEecosystem framework.

6.6.1. Certificate reuse and personalization in Mentor-managed courses

The D4SEE platform enables mentors not only to use the existing certification mechanisms available within the learning pathways but also to integrate certification functionalities into their own mentor-created courses. This capability allows mentors to provide learners with formal recognition of their achievements while adapting the certification process to the objectives of a specific mentoring programme.

For mentor-managed course the following capabilities are supported by the platform:

- **Integration of Certificates through Content Import**

The certification functionality can be incorporated into a mentor-managed course through the import of an existing microlearning module that contains an associated certificate activity. When a module is imported using the Moodle Reuse and Import functionality, the corresponding certificate settings and completion structure may also be transferred into the newly created course, depending on the selected import configuration.

This approach allows mentors to leverage the existing certification framework developed within the D4SEE platform while reducing the time and effort required to configure certification mechanisms from scratch.

- **Personalization of certificate issuance**

Once the certificate tool has been imported into a mentor-managed course, mentors may adapt the certification requirements to reflect the objectives and structure of their own learning programme. This may include:

- Defining specific completion criteria for certification
- Selecting the learning activities that contribute to certificate eligibility.
- Configuring learner progression requirements (defining the grades needed to obtain for certificate issuance)

By personalizing the certification process, mentors can ensure that certificates accurately reflect the learning outcomes, competencies, and achievements that participants are expected to demonstrate within a specific mentoring programme.

Personalization pathway

1. **Import a module containing a certificate activity** into the mentor-created course
2. **Review the imported completion requirements, including learning activities and assessments linked to certificate eligibility.**
 - a. On the mentor-managed course, click on the Certificate section.



- b. From the Certificate administration menu, click on the **Settings option**.

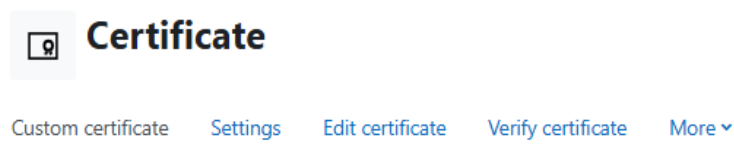


Figure 42. Certificate administration menu

- c. On the Certificate settings interface, locate the Restrict access, and personalize the existing criteria set.

Restrict access

Access restrictions

Student match of the following

Grade

☒ must be $\geq$ %

☐ must be $<$

and

Grade

☒ must be $\geq$ %

☐ must be $<$

Figure 43. Certificate criteria edit interface.

- d. Scroll down to the bottom of the interface and click on the one of the options available.

[Save and return to module](#)

[Save and display](#)

6.6.2. Benefits for Mentors and Learners

The ability to reuse and personalize certification functionalities offers several advantages:

- Simplifies the implementation of certification mechanisms within mentor-created courses.
- Ensures consistency with the D4SEE micro-credential framework.
- Provides flexibility to adapt certification to different organizational contexts.

- Supports competency-based learning and assessment.
- Strengthens learner motivation through formal recognition of achievements.
- Enables mentors to align certification requirements with specific mentoring objectives.
- Facilitates the documentation and validation of learning outcomes.

Through this functionality, mentors can extend the value of their mentoring programmes by combining customized learning pathways with personalized certification processes, thereby providing learners with meaningful and formally recognized evidence of their achievements.

6.7. Chat and communication tools

The Danube4SEcosystem platform incorporates a range of communication and collaboration tools that facilitate interaction between mentors and mentees throughout the learning and mentoring process. These tools support knowledge exchange, learner engagement, mentoring guidance, and collaborative learning activities within a structured digital environment (*Detailed information regarding the Chat Tool, discussion forums, communication features, available options, user interactions, navigation pathways, and collaboration functionalities is provided in Output 2.5 – Interactive Microlearning Activities and Micro credentials Jointly Developed and Pilot Tested on the D4SEE Platform*).

The communication environment enables mentors and learners to:

- Exchange messages and information in real time.
- Participate in course- or module-specific discussions.
- Request guidance and mentoring support.
- Share experiences, good practices, and knowledge.
- Facilitate peer learning and collaborative problem-solving.
- Strengthen engagement throughout the learning journey.

The primary communication functionality available within the platform is the integrated Chat Tool, which provides dedicated communication spaces associated with specific learning activities and mentoring programmes. In addition, discussion forums may be enabled by mentors when extended collaboration and asynchronous communication are required.

These communication features contribute to the creation of an active mentoring ecosystem by supporting continuous interaction, timely feedback, learner support, and community building among participants.

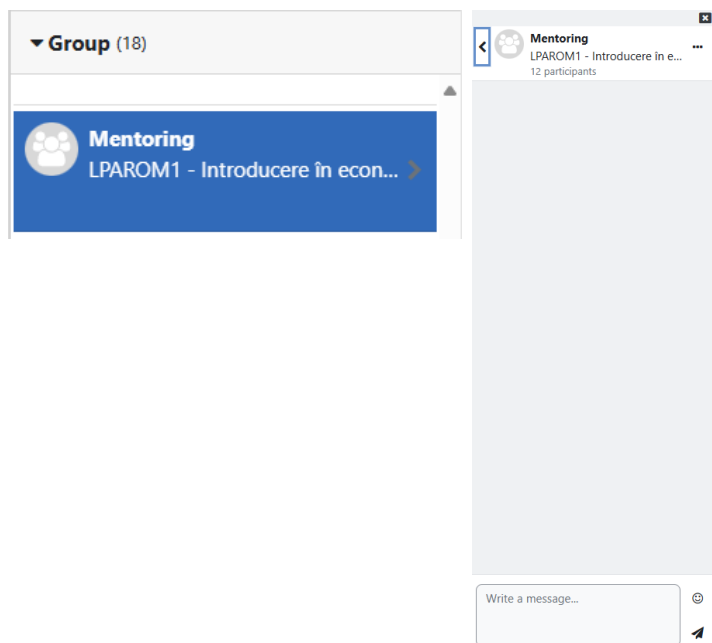


Figure 44. Chat group interface

7. Mentoring Program Template

Table 7. Mentoring Action Plan template

Mentor		Mentee		Date	
Long term goals					
Short term goals	Action Steps		Resources		
Goal 1					
Goal 2					
Goal 3					
Progress Summary					
Comments					

The **Mentoring Program Template** is a practical and user-friendly tool developed to support the implementation, documentation, and monitoring of mentoring activities within the Danube4SEecosystem project. It provides a **structured framework for recording key information from mentoring program**, including long and short term goals, actions steps or progress summary. By offering a standardized format, the template ensures consistency in the delivery and reporting of mentoring activities across all project partners and target groups.

The template has been designed to **support both mentors and mentees** throughout the **mentoring process**. It facilitates the planning and documentation of individual mentoring sessions while enabling the systematic monitoring of progress towards predefined goals. The collected information allows mentors and project partners to **track developments over time, identify areas where additional support may be needed, and assess the effectiveness of mentoring interventions**. At the same time, the template serves as a valuable reference document for participants, helping them reflect on their learning journey, monitor achievements, and define future actions.

An important function of the template is to **support the evaluation and reporting of mentoring activities**. The standardized collection of qualitative and quantitative information contributes to a transparent assessment of mentoring outcomes and facilitates evidence-based decision-making. Furthermore, it enables mentors to identify common challenges, successful approaches, and emerging needs among social enterprises and local public authorities participating in the mentoring program.

The template also contributes to the **capitalization and transfer of knowledge generated throughout the project**. By documenting experiences, lessons learned, and examples of effective mentoring practices, it creates a **valuable repository of information that can be used beyond the project lifetime**. The collected insights can support the development of future capacity-building activities, inform policy recommendations, and contribute to the wider dissemination and replication of successful mentoring approaches across the Danube Region.

In addition, the **Mentoring Program Template strengthens the long-term sustainability of project results by ensuring that knowledge and expertise gained during mentoring activities are systematically captured and retained**. The template promotes a culture of continuous learning, reflection, and improvement, supporting the development of resilient social economy ecosystems and stronger cooperation between social enterprises, local public authorities, and other relevant stakeholders.

Conclusions and recommendations

The “**Co-designed, piloted Danube4SEcosystem Programme for Effective Mentor Training**” (**Output 2.8**) represents an important contribution to strengthening mentoring capacities, knowledge transfer mechanisms, and cross-sectoral cooperation within the Danube Region. Developed and implemented within the framework of the Danube4SEcosystem (D4SEE) project, the programme established a structured and practice-oriented approach to mentor preparation, combining methodological guidance, digital learning resources, and practical mentoring tools within a shared educational environment.

Through its **co-designed and piloted implementation**, the programme enabled project partners, mentors, and relevant stakeholders to jointly test, validate, and refine mentoring methodologies and platform functionalities in practical settings. This participatory approach ensured that the mentor training programme remained responsive to the needs of different organisational contexts while supporting the usability, applicability, and continuous improvement of the D4SEE educational platform and mentoring framework.

A key added value of Output 2.8 lies in its contribution to the development of **mentor competences** required to effectively support Social Enterprises (SEs) and Local Public Authorities (LPAs). By strengthening mentors’ capacities in guidance, facilitation, monitoring, evaluation, and knowledge transfer, the programme supports the implementation of structured mentoring activities that respond to real organisational and social challenges. In this regard, mentors act as facilitators of learning, professional development, and institutional cooperation within the wider social economy ecosystem.

The implementation of the mentor training programme also confirmed the importance of combining **digital learning environments with practical mentoring methodologies**. The D4SEE educational platform provides mentors with accessible tools for communication, monitoring, learning, and assessment, while simultaneously creating opportunities for continuous engagement, peer exchange, and collaborative learning. The flexibility of the platform enables its application across different organisational settings and regional contexts, thereby supporting the transferability and scalability of project results.

From a sustainability perspective, the programme contributes to ensuring the continued relevance and practical use of D4SEE outputs beyond the project lifecycle. Mentors, educational institutions, social enterprises, public authorities, and other ecosystem actors are encouraged to integrate the platform and mentoring resources into their regular professional, educational, and advisory activities. This practical uptake strengthens institutional ownership and supports the long-term dissemination and use of project knowledge and methodologies.

The pilot implementation further demonstrated the importance of **feedback-driven improvement mechanisms**. Insights collected from mentors and participating stakeholders contributed to identifying opportunities for refinement of learning resources, mentoring approaches, and digital functionalities. This iterative process supports the continued adaptation of the programme to emerging needs, policy developments, and evolving practices within the social economy ecosystem.

Overall, Output 2.8 provides a **replicable, scalable, and sustainable mentor training model** capable of supporting capacity building and knowledge transfer across the Danube Region. By integrating mentor preparation, digital learning, and practical piloting into a single framework, the programme contributes to strengthening mentoring quality, institutional cooperation, and the long-term resilience of the Danube4SEcosystem approach.

The programme provides **several concrete results** that are readily available for uptake by organisations operating within the social economy ecosystem. These include the **D4SEE mentor training curriculum, methodological guidelines for mentor preparation and mentoring implementation, digital learning materials and educational resources available through the D4SEE platform, practical mentoring and monitoring tools, assessment and evaluation instruments, as well as validated approaches for mentor engagement, knowledge transfer, and cross-sectoral cooperation**. These resources can be integrated into the regular activities of social enterprises, local public authorities, educational institutions, business support organisations, and other ecosystem stakeholders, facilitating the replication, adaptation, and long-term use of the Danube4SEcosystem mentoring model across different organisational and regional contexts.