



# PILOTING REPORT

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# Introduction

The piloting phase of the *Stronger Youth* project (Work Package 4) aimed to test, validate, and refine the materials developed in WP3 — the *Set of Tools for Mentors and Mentees* and the *Guide for Educators*. Each partner conducted national pilot activities involving **six mentor–mentee pairs and three supervising educators**, who implemented **at least five activities per pair**.

The main objectives of the piloting phase were to:

- assess the **usability and adaptability** of the mentoring tools in different contexts;
- evaluate the **impact** of the materials on young people's communication, empathy, emotional regulation, and self-awareness;
- collect **feedback** from educators, mentors, and mentees to inform future improvement and sustainability.

Piloting took place between **March and August 2025** in six countries: Spain, Italy, Portugal, Czech Republic, Romania, and Poland.

## Implementation Overview by Country

### Spain – Asociación Valencia Inno Hub

**Period:** April–June 2025

**Participants:** 3 educators, 6 mentors (16–18), 6 mentees (14–16)

**Venue:** Valencia, Spain

#### **Activities tested:**

*Self-Discovery Map, Building Empathy Through Storytelling, Public Speaking Challenge, Minute Breathing Exercise, Save the Egg, Mirror of Emotions*



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**Highlights:**

- *Strong improvements in empathy, communication, and self-confidence.*
- *Mentors developed leadership and listening skills; mentees appreciated creative, interactive exercises.*
- *Educators found the toolkit comprehensive and adaptable but recommended a longer mentoring cycle and more preparatory training.*
- *The pilot confirmed peer mentoring as an effective method for inclusion and emotional growth.*

**Italy – PRISM****Period:** March 2025**Participants:** 3 educators, 6 mentor–mentee pairs**Venue:** Caltanissetta/Palermo**Activities tested:**

30+ total across communication, empathy, self-regulation, conflict resolution, goal setting, teamwork, mental health, and self-awareness.

**Highlights:**

- *Participants developed key social skills such as public speaking and empathy.*
- *The Set of Tools was praised for its diversity and practical application.*
- *Suggested improvements: involve more adult facilitators and repeat effective activities.*
- *All participants received Youthpass certificates, highlighting recognition of non-formal learning outcomes.*

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**Portugal – University of Évora**

**Period:** May–June 2025

**Participants:** 3 educators, 4 mentor–mentee pairs

**Venue:** Rainha Santa Isabel Secondary School, Estremoz

**Activities tested:**

14 activities focusing on communication, empathy, conflict resolution, stress management, and reflection.

**Highlights:**

- OSAT tool was helpful but needed to be complemented with other assessment methods.
- Mentors improved empathy, self-reflection, and active listening; mentees gained confidence and social skills.
- Challenges: limited time, scheduling, and end-of-school-year constraints.
- Teachers, mentors, and mentees expressed the wish to continue mentoring in the next academic year.
- Recommendation: run the program across the whole school year and simplify the toolkit for younger users.

**Czech Republic – Jazyková Škola PELICAN**

**Period:** May–August 2025

**Participants:** 3 educators, 6 mentors, 6 mentees

**Venue:** Brno, Czech Republic

**Activities tested:**

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*Empathy Through Music, Storytelling, Minute Breathing Exercise, Vision Board, SWOT Analysis, STOPP Technique, Stress Mapping, and others.*

#### **Highlights:**

- *Hybrid implementation (online and face-to-face) enabled flexibility during holidays.*
- *Mentors gained confidence, emotional intelligence, and leadership skills.*
- *Mentees strengthened self-expression, emotional awareness, and stress management.*
- *Educators stressed the importance of motivation and trust.*
- *The pilot fostered empathy and resilience and inspired continuation in local youth programmes.*

#### **Romania – CPIP (Centrul Pentru Promovarea Învățării Permanente)**

**Period:** May–June 2025

**Participants:** 3 educators, 6 mentors, 6 mentees

**Venue:** “Grigore Moisil” High School, Timișoara

#### **Activities tested:**

*Empathy Through Music, Storytelling, Mirror of Emotions, My Point of View, STOPP Technique, Therapeutic Journaling, Save the Egg, SWOT Analysis, Self-Discovery Map, Shared Challenges.*

#### **Highlights:**

- *Educators found the materials relevant and adaptable; flexibility was key to success.*
- *Mentors grew in confidence and emotional intelligence through reflection*



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and non-directive dialogue.

- Handling emotional topics was a challenge, reinforcing the importance of educator supervision.
- Mentees valued being heard and supported; activities like journaling and breathing exercises had a deep emotional impact.
- All participants expressed satisfaction and interest in continuing mentoring activities.

#### **Poland – FRAME**

**Period:** April–June 2025

**Participants:** 3 educators, 6 mentors, 6 mentees

**Venue:** 2nd High School, Radomsko

#### **Activities tested:**

Self-Discovery Map, Visualization of the Day, Public Speaking Challenge, Murder Mystery Game, Weekly Planner Creation.

#### **Highlights:**

- Unified set of five activities for all pairs allowed consistent comparison and evaluation.
- Strong engagement and positive feedback across all exercises.
- Self-Discovery Map and Visualization proved effective for reflection and resilience.
- Public Speaking Challenge built confidence and cooperation.
- Murder Mystery Game enhanced teamwork and creative problem-solving.
- Participants recommended repeating exercises cyclically and extending the program duration.



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## Cross-Country Findings and Best Practices

All partners confirmed that the *Set of Tools and Guide for Educators* are **practical, user-friendly, and adaptable** across cultural and institutional contexts. Activities successfully fostered: Empathy and emotional awareness; Communication and listening skills; Confidence, resilience, and teamwork; Stress regulation and self-reflection.

### Development of Mentors

Mentors consistently reported enhanced **leadership, communication, and empathy**. Many began uncertain but grew confident through guided practice and educator support. Reflection sessions proved vital for personal growth.

### Empowerment of Mentees

Mentees described feeling **heard, safe, and supported**. They reported improved confidence, emotional expression, and social connection. Creative and interactive exercises were most appreciated.

### Role of Educators

Educators played a crucial role as facilitators and emotional anchors. Their guidance ensured psychological safety, structure, and adaptation of activities to local realities. Collaboration between teachers and mentors was key to success.

### Common Challenges

- **Limited timeframes** (often end of school year) restricted session numbers.
- **Scheduling and recruitment difficulties** in schools.
- **Toolkit length and complexity** required clearer guidance for mentors.
- **Emotional topics** required strong educator oversight.



- **Need for continuity:** all partners suggested running mentoring for a full semester or academic year.

## Overall Impact

The Stronger Youth piloting confirmed that peer mentoring using the project's tools is a **powerful method for youth empowerment and inclusion**.

Across all six countries, the process led to:

- increased self-confidence and emotional intelligence;
- improved communication and empathy;
- stronger mentor–mentee relationships and peer support networks;
- new motivation among educators to integrate mentoring into regular school and youth programs.

Participants viewed mentoring not as a formal exercise, but as a **transformative human experience** that built trust, understanding, and resilience among adolescents.

## Conclusions

The piloting phase demonstrated that the Stronger Youth methodology is: **Effective** – proven to strengthen socio-emotional competences in diverse contexts; **Flexible** – adaptable to formal and non-formal education environments; **Sustainable** – capable of integration into existing educational frameworks.

The piloting experience across six European countries confirmed that Stronger Youth successfully equips young people with essential life skills — empathy, communication, and emotional awareness — while empowering them to become active agents of inclusion and mutual support.

The partners unanimously expressed their commitment to **continue and expand**





peer mentoring initiatives inspired by the Stronger Youth approach.



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