



PILOTING REPORT

Publication date: 08/2025

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Introduction

The piloting phase of the StrongerYouth project aimed to test the materials developed within Work Package 3. The piloting involved each mentor-mentee pair (6 pairs for each country in total) implementing at least five selected activities from the toolkit, under the guidance of three supervising educators. In addition to evaluating the practical application of the tools, a brief assessment was conducted to gather feedback from participants regarding their initial expectations, their experience during the testing process, and their overall satisfaction with the activities.

WP4 – Piloting phase Report

Piloting phase with mentors, meentees and educators – Report table	
Partner organisation	Jazyková škola s právem státní jazykové zkoušky <i>PELICAN, s.r.o.</i>
Dates of implementation	1.5.2025 - 31.8.2025
Venue of implementation	JŠ PELICAN
Profile and number of participants	<p>1. Educators</p> <p>At PELICAN, three educators – all trained English language teachers – acted as supportive guides for the mentoring pairs, helping mentors navigate challenges and ensuring that mentees felt safe and engaged. Their pedagogical background allowed them to combine teaching skills with empathy, though they also noted that keeping young people motivated throughout the program was one of the biggest challenges.</p> <p>2. Mentors</p> <p>Six students participated as mentors, volunteering to support their peers while also developing their own leadership and communication skills. For</p>



many, the program came at a decisive life stage – choosing between university studies or entering the job market – and mentoring became a way of reflecting on their own goals as well. They found the experience enriching and confidence-building, though they sometimes struggled to re-engage mentees who lost motivation. Overall, mentoring helped them grow as listeners, leaders, and decision-makers.

3. Mentees

Six students took part as mentees because they wanted to strengthen their self-confidence, learn to manage stress, and receive support while making important choices about their future paths. Having a mentor of the same age made the relationship feel safe and relatable, as they shared similar concerns about studies, work, and personal growth. Through the program, mentees reported improved confidence, better stress management, and a stronger belief that asking for help is a strength rather than a weakness. Through the pilot activities, mentees had the opportunity to reflect on their identity and emotions in a supportive, non-judgmental space, while building self-confidence and improving their ability to express themselves. The program also helped them to better understand interpersonal relationships and the dynamics of emotions, and to

	<p>set realistic goals as they began to think more clearly about their future.</p>
<p><i>List of implemented activities from Set of Tools (at least 5 per pair)</i></p>	<ul style="list-style-type: none"> - Empathy <ul style="list-style-type: none"> • Empathy through music (3x times) • Building Empathy Through Storytelling - Mental Health <ul style="list-style-type: none"> • Learning with films (2x times) - Conflict resolution <ul style="list-style-type: none"> • Common resolutions (2x times) • Push the button (2x times) • Mr. Mim - Social Wellbeing <ul style="list-style-type: none"> • Collaborative Mural - Self-regulation <ul style="list-style-type: none"> • Minute Breathing Exercise (3x times) • Therapeutic Journaling • STOPP Technique (2x times) • Controlled Breathing for Anxiety - Goal Setting <ul style="list-style-type: none"> • Personal SWOT analysis (3x times) • Vision Board • Bucket List - Personal Development <ul style="list-style-type: none"> • Self-Discovery Map (2x times) - Communication <ul style="list-style-type: none"> • Enhancing Communication Through Listening - Coping Mechanisms <ul style="list-style-type: none"> • Stress and Solution Mapping (3x times)
<p><i>Implementation description</i></p>	<p>The implementation process used a variety of educational formats aimed at fostering engagement, reflection, and active learning. The</p>



	<p>core activities consisted of one-on-one mentor-mentee sessions, which were carried out both face-to-face and online. Since the implementation took place at the end of the school year and during the summer holidays, most meetings were organized individually. Consultations were available in person as well as remotely to ensure flexibility and accessibility.</p>
<p>Experience, best practices and lessons learned</p>	<p>Educators found the materials practical, easy to use, and beneficial for students' socio-emotional growth. They emphasized the importance of motivation, openness, and trust between participants and mentors as key factors for success. Mentors' knowledge of the activities of was also crucial, as they then showed greater self-confidence and were better able to work with their mentees. Both mentor and mentee reflection played a central role in deepening the process. Regular feedback sessions supported mentors' self-analysis and improved outcomes. Overall, the toolkit was seen as effective, sustainable, and enriching for classroom relationships.</p> <p>Mentors began with uncertainty but gained confidence and self-awareness through the process. One-to-one meetings in safe, personalized spaces fostered trust and authentic dialogue. While handling sensitive topics was</p>



	<p>challenging, it highlighted the limits of their role and the need for educator support. Mentors valued empathic communication, grew in emotional intelligence and leadership, and expressed interest in continuing on their own.</p> <p>Mentees appreciated being heard, accepted, and encouraged. The wide variety of activities allowed each to find something personally meaningful. Overall, they felt more confident, emotionally stable, and supported. They also learned that progress comes through small, sustained steps. Some mentees mentioned that it would be nice to meet other mentees so that they could share their mentoring experiences and perhaps continue the piloting process.</p> <p><i>In sum, the program strengthened socio-emotional skills, built confidence, and created meaningful human connections, leaving participants with lasting growth and a sense of autonomy.</i></p>
<i>Proof of Activity</i>	<i>The related documents - list of attendance, photos of activities, consents, filled forms</i>
<i>References/source</i>	<i>Set of Tools, Guide for Educators, Piloting Template, Stronger Youth website (OSAT)</i>
<i>Comments or remarks, if applicable</i>	<i>Educators, mentors, and mentees - gave positive feedback. They found the toolkit useful for both their current activities and personal development, and expressed a strong interest in continuing this type of initiative.</i>



A key outcome was the development of socio-emotional skills not only among mentees but also mentors, who benefited equally from the process of reflection, empathy, and interpersonal engagement. Working with peers gave them the chance to engage in active listening, practice negotiation skills, and manage conflicts constructively. They were also motivated to set realistic goals and, importantly, came to see that reaching out for support is not a weakness but a constructive first step toward overcoming challenges.