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TOGETHER FOR YOUTH WELL-BEING  
MENHELP VYTE

## FUNDATIA ECOLOGICA GREEN

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### FINAL REPORT – MENTORING ACTIVITIES

**Number of participants:** 7 mentors (teaching staff + psychologists) and 14 mentees

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#### I. General Context

The mentoring programme aimed to support young people with low levels of education, no employment, or no clear professional direction, through direct interaction with teachers and professionals who, throughout their lives, experienced career changes and accumulated valuable experience for guiding others.

Prior to implementation, the coordination team planned to structure the meetings around a personal development plan, complemented by role-playing activities, self-exploration exercises, and guided discussions.

In practice, however, group dynamics led to a different approach—much more natural and significantly more effective.

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#### II. Implementation of Activities

##### 1. First Stage – Introduction of Mentors

The meetings began with presentations of the mentors' professional paths. Most mentors had complex career trajectories, involving significant changes:

- one teacher initially graduated in Law and later reoriented towards Nursing;
- another mentor is a pharmacist who currently works in cosmetology;
- another colleague graduated in Chemistry, worked in banking, and later transitioned to Pharmacy;
- two psychologists, one of whom has previous experience in the medical field and extensive training in psychology, including a PhD.

Presenting these diverse professional journeys had a major impact on the beneficiaries. They felt understood and validated and perceived the mentors as authentic individuals with complex life experiences, which facilitated openness and the building of trust.

## **2. Openness of Beneficiaries**

Based on these non-linear professional stories, beneficiaries felt comfortable sharing their own difficulties, blockages, postponed decisions, or lack of professional direction. Very quickly, discussions became natural and spontaneous, going far beyond the formal approach initially planned.

This openness rendered the personal development plan and role-playing activities unnecessary. Authentic interaction, spontaneous conversations, and the mentors' personal examples created a sufficient framework for reflection and self-analysis.

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## **III. Mentor–Mentee Dynamics**

### **1. Selection of Mentors**

After the introductory discussions, beneficiaries freely chose their mentors, based on identification with their experiences and personalities. This process was natural and pressure-free, demonstrating:

- a high level of trust built in a short time;
- good alignment between mentors' profiles and beneficiaries' needs;
- a stable relational structure, built organically.

### **2. Observations Regarding the Role of Psychologists**

An important aspect noted during the meetings was that psychological training did not necessarily represent an advantage in the mentoring process.

Both I and my psychologist colleague observed a natural tendency to deeply analyse beneficiaries' behaviours, which sometimes shifted the conversation away from the purely relational purpose of mentoring. In contrast, teachers with multiple career transitions managed to create immediate connections through direct experience, shared vulnerability, and very concrete personal examples.

This observation is important for improving future programmes: in certain contexts, life experience and authenticity may facilitate connection more effectively than psychological analysis.

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## **IV. Beneficiary Engagement**

Contrary to expectations associated with their low level of education, beneficiaries proved to be:

- receptive,

- engaged,
- eager to communicate,
- capable of setting realistic goals,
- much more open than anticipated.

Discussions flowed naturally, without tension or blockages, and most participants shared personal aspects in an authentic manner.

## **V. Immediate Outcomes of the Meetings**

- Stable mentor–mentee relationships were established.
  - Real professional directions were identified for each participant.
  - Beneficiaries realised that change is possible and that career paths are not linear.
  - Continuous communication channels were set up, including exchanging phone numbers.
  - Mentoring will continue individually, according to each beneficiary’s pace.
  - The intention to organise periodic follow-up meetings for monitoring and support was agreed upon.
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## **VI. Final Conclusions**

The mentoring programme had a significant impact, exceeding initial expectations.

The main factors contributing to the success of the activity were:

- the mentors’ authenticity, expressed through sharing their own paths marked by major career changes;
- beneficiaries’ rapid identification with mentors, which generated openness and trust;
- the natural dynamics of discussions, which successfully replaced a formal framework;
- a non-judgmental, warm, and accessible approach;
- a high level of emotional engagement and mutual resonance.

Overall, the meetings can be considered a success because they:

- created lasting relationships,
- increased beneficiaries’ motivation,
- provided realistic role models,
- demonstrated that mentoring works best when based on trust, vulnerability, and authentic dialogue.