

# MOVE & ACT - Empower Youth through Entrepreneurial and Digital Skills

2022-1-PL01-KA220-YOU-000086569

**Move**  
**& Act**

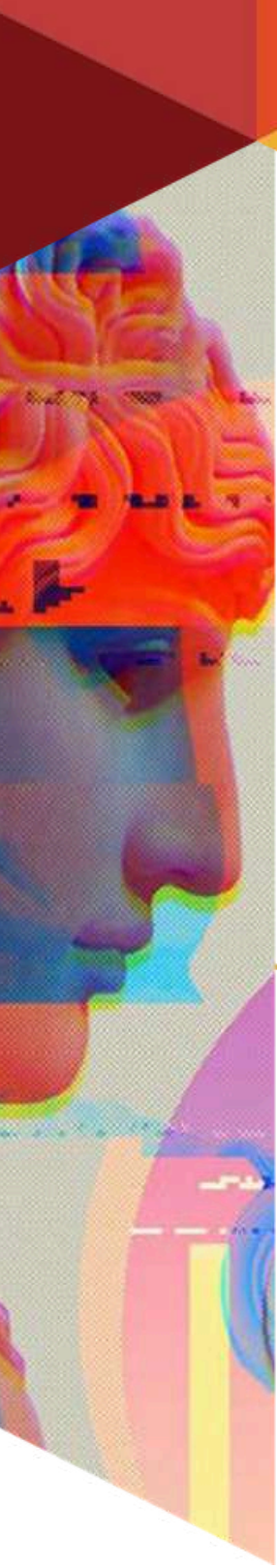


## MENTORING FOR ENTREPRENEURIAL MINDSET

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# Move & Act

## Empower Youth through Entrepreneurial and Digital Skills

WP3.5 Mentoring for  
EntrepreneurialMindset

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# The Partners

**Move  
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# Introduction



The social distancing and isolation during the pandemic, revealed a great demand for young people to stay connected with other peers, to interact, to keep on developing professional skills, creativity and imagination. Young people in many countries were confined to their homes and, for many of them digital technologies and arts, were the only way of expression and connection with the outside world.

The MOVE&ACT project is a Creativity Booster for young people, especially young people with disabilities, migrants and ethnic minorities and NEETs (Not in Education, Employment or Training), which will encourage them to interact, through artistic expression, cultivate positive thinking and energy and develop at the same time innovative digital skills.

Steve Jobs famously said, “(...) technology alone is not enough—it’s technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing.” Even though art and technology at first glance seem to be on opposite sides of the spectrum, they both explore creativity and are the way to express yourself.

The world of imagery and has artmaking process have changed quickly over recent years. Never before the way in which visual artists create images has changed so fundamentally. And never before people have been exposed to so many different images and styles- the scale of enhancement of technology and media into work processes is a greater upheaval than other epochs we’ve known.

The first televirtual art installation “The Tunnel Under the Atlantic,” was made by Maurice Benayoun in 1995. It established a link between Montreal and Paris, two towns physically distant by thousands of miles. Since then, the use of computers, modern technologies, and virtual reality are revolutionizing world of art.

A code of conduct is a set of rules and guidelines to guide the behaviour of one group, organization or profession member. Maintaining a positive, ethical and professional environment where all participants feel respected, valued and protected is essential.

In diverse environments where individuals of different backgrounds have a shared objective, codes of conduct are particularly important because they help to set expectations and foster respect for one another.

The Code of Conduct developed for the MOVE and ACT mentoring sessions serves as a foundational document, meticulously designed to embody and enforce a culture of integrity, respect, and collaboration among all its participants, including mentors, mentees, and organizers. By establishing a framework of expected behaviors and ethical standards, it acts as a cornerstone for cultivating an environment where learning, sharing, and personal growth are not only encouraged but flourish.

# MOVE & ACT Mentoring Sessions

Prepared by: Społeczna Akademia Nauk (SAN)

**Programme Duration:** from 05.08.2024 to 07.08.2024

**Mentor Name(s):** Maria Piątek

**Mentee Name(s):** Weronika Pikuła, Adam Nyc, Maja Stefańska, Liza Ali Ahmadi, and Karina Shpak

**Total Number of Sessions:** 3

## Overall Objectives of the Mentoring Programme

The aim of the mentoring programme was to develop the creativity of the participants, break through thought patterns and open up new ways of designing visual messages. The goal was achieved through artistic teamwork. The methods used were brainstorming, team exchange and working through art. Skills and competencies such as creativity, visual thinking, emotional intelligence, logical and analytical thinking, teamwork, work organisation and time management were strengthened.





## Summary of Activities

Three creative workshops were held:

- **Workshop I** - integration - getting to know each other while playing a game of looking for commonalities and distinctive features of each participant (group work), while making a shadow portrait (pair work) and preparing plaster masks (individual work). The aim of the workshop is integration through art.
- **Workshop II** - creating a collaborative collage work 'The City'. To begin with, it was a conversation about how we imagine the most original building designed by each of us (a phase of stirring the imagination supported by showing pictures of existing buildings). The aim of the work is to break away from schematic thinking, where a house is a rectangular block, a pitched roof, a chimney and rectangular windows. The next phase is to draw the proposed 3-4 buildings (each at a different scale) on different formats with black paint on newspaper. The final phase is to paste all the cut-out buildings onto a large plane of grey paper and create the ideal city as a group.
- **Workshop III** - drawing workshop, in which students drew creative shapes with a marker on large-format paper. The beginning of each drawing was an outline of their own hand, to which the workshop participants added shapes corresponding to their personality. The end result was a collective work, where individual personalities could meet each other in interaction. The aim of the workshop was to stimulate the imagination and at the same time encourage the group to create a collective work, albeit one marked by individuality.





## Progress and Achievements

The group work resulted in the integration of the group. This enabled an exchange of experiences and skills between the workshop participants. Working in pairs allowed closer relationships to be established, while individual work provided an opportunity to showcase individual personalities. The workshop series was geared towards broadening creative skills. By creating works in a way that was new to them, the participants opened up to visual effects that were different from usual. They improved their creative thinking.

## Challenges and Obstacles

During the implementation of the workshop, the challenge was to break through schematic thinking, for example on the perception of what a building is. A discussion reinforced by the presentation of examples of unique buildings was helpful in overcoming habitual patterns. The biggest surprise for the participants was the final result of the collage work. At first, they did not realise that a collection of unspectacular drawings on a newspaper could produce a very interesting visual effect on a large scale. The modern way of working (mainly on a computer screen) accustoms us to the same scale all the time - the change in scale was quite a discovery for the workshop participants.

## Mentee Engagement and Development

As the work developed, the commitment of the participants increased. This was most influenced by the integration tasks, which greatly facilitated communication within the group and with the facilitator. Initially, the participants approached the work they were doing with detachment. Only when the results turned out to be interesting did their concentration and curiosity increase with every new task.



## Feedback from Mentees

Project participants did not feel the difficulty of acquiring new knowledge. Thanks to the fact that the workshop was in the form of a game, they learned by playing. During the workshop, the workshop leader introduced new concepts such as contour, backstage perspective, contrast and others. but the knowledge was given in a way that complemented the practical activities. The most noticeable barrier was the openness to fully participate in the group activities

## Mentor's Reflections and Recommendations

An important reflection from the project tasks is that young people today have the greatest problems, not with technical skills, but with social skills. Meanwhile, overcoming the fear of presenting one's own ideas gives great results in teaching creativity. Learning through art enables a closer contact between the project leader and the participants and allows a fuller use of each other's ideas, energy and personalities.



# MOVE & ACT Mentoring Sessions Code of Conduct

Prepared by: ERGON

**Programme Duration:** 26/04/2024, 10/05/2024, 24/05/2024

**Mentor Name(s):** Florian Gallo

**Mentee Name(s):** Cristina Madama, Marco Gottardello, Debora Beniacasa, Magdalena Masé, Alessandro Gobbini, and Federica Pecere

**Total Number of Sessions:** 3

## Overall Objectives of the Mentoring Programme

The mentoring programme aimed to raise awareness about the potential of people with SLD (Specific Learning Disabilities) and BES (Special Educational Needs), focusing on physical, educational, and cultural accessibility. Our goals included providing mentees with effective strategies for study and self-education.

### Development Goals for Mentees

Our mentees were to:

- Deeply understand the concept of accessibility in all its facets.
- Learn to use accessible strategies for study and self-education.
- Develop skills to apply inclusive methods throughout their lives

Throughout the programme, we focused on the following key competences:

- **Empathy:** Understanding and sharing the feelings of others.
- **Collaboration:** Working effectively with others towards a common goal.
- **Social Skills:** Interacting harmoniously and effectively with others.
- **Use of Accessible Technological Tools:** Leveraging technology to support inclusive learning.
- **Study Techniques and Self-Training:** Developing effective methods for organizing time and learning independently.



## Summary of Activities

The mentoring programme included three continuous sessions with the same participants, ensuring a coherent and organic learning pathway. These sessions took place at a social theatre as part of a theatre workshop. The aim was to explore methodologies supporting inclusivity: Universal Design for Learning (UDL), gamification, and learning styles.

In the first session, participants received an introductory overview of these methodologies. They then collectively chose one to explore further through practical and theatrical activities, primarily working in groups. This approach encouraged open discussions and experiential learning.



## Progress and Achievements

The practical theatrical activities were particularly effective. Participants engaged in sensory deprivation exercises, such as blindfolding themselves or restricting their movements, to understand the impact of often invisible architectural barriers. This experience highlighted the importance of training the mind to be agile and responsive in finding alternative solutions.

Following these activities, participants searched for solutions independently and in groups. They were then introduced to UDL tools, which helped them rethink and redesign spaces and materials in a more inclusive way. Additionally, they experimented with accessible digital tools to create accessible pathways or aids for memory, communication, and autonomy. These tools included programs for mind mapping, simultaneous translation, and general accessibility.



## Challenges and Obstacles

Initially, we planned to discuss three methodologies: UDL, gamification, and learning styles. However, during the first session, it became clear that participants were most interested in UDL, with little enthusiasm for the other two topics. Gamification was seen as too superficial, and learning styles as too specialized. Given the programme's short duration, we decided to focus more deeply on UDL to maintain high engagement levels.

## Mentee Engagement and Development

The mentoring programme was a success, with participants showing increasing levels of engagement and interest. They explored various areas and tools, participating in exercises that fostered team spirit and open-mindedness. The mentees demonstrated a strong understanding of accessibility principles and tested their inventive skills.

Initially, the mentees showed a moderate level of engagement, often relying on prompts and guidance to participate actively. By the midpoint, they exhibited increased participation, initiating discussions and asking insightful questions. This positive shift in attitude showed mentees' growing enthusiasm and curiosity about learning new concepts.

Over the course of the programme, mentees transitioned from a cautious and dependent stance to a proactive and self-driven attitude. Confidence grew steadily, transforming from a need for constant reassurance to a strong belief in their abilities and judgments. Mentees' capabilities evolved from basic proficiency to advanced competence, demonstrating significant improvement in both theoretical understanding and practical application.

## Feedback from Mentees

To continually improve our mentoring methods and ensure it meets the needs of our participants, we requested feedback from the mentees. Here are their perspectives on what they found most beneficial and their suggestions for improvement:

"I enjoyed the group activities—they helped build teamwork and collaboration. Working on real-world problems together made learning more engaging. However, some sessions felt a bit rushed. More time for discussion and reflection at the end would be helpful."

Cristina

"The sensory deprivation exercises really helped me understand the challenges faced by people with disabilities. Learning about UDL tools and accessible digital resources like mind mapping and simultaneous translation programs was also very useful. More hands-on activities and tech explorations would be great."

Debora

"Working in groups on real-world problems helped build a sense of collaboration and practical application. The awareness exercises were also very effective. It would be helpful to have more structured group projects that span multiple sessions."

Marco

## Mentor's Reflections and Recommendations

Florian, our mentor in the programme, shares his thoughts on the impactful strategies that have influenced our mentees' understanding and engagement.

"Reflecting on the mentoring programme, I've seen firsthand the transformative impact of practical exercises and interactive sessions on our mentees' engagement and understanding of accessibility. Moving forward, I recommend expanding our focus on inclusive technological tools and integrating more real-world examples to enhance practical skills. Balancing structured sessions with ample discussion time proved beneficial, fostering deeper reflection and learning among participants. I'm optimistic about refining these approaches to further activity."

Florian



# MOVE & ACT Mentoring Sessions

Prepared by: FUNDACJA INSTYTUT RE-INTEGRACJI  
SPOŁECZNEJ

**Programme Duration:** from 20.05.2024 to 05.06.2024

**Mentor Name(s):** Magdalena Bednarek, and Lidia Mirowska

**Mentee Name(s):** Miłosz Kozieł, Miłosz Fabiszak, Wiktoria Siuda, Martyna Koziorowska, Maja Sobiecka, Daria Jezhlova, and Khcyszyna Slipecka

**Total Number of Sessions:** 3

## Overall Objectives of the Mentoring Programme

The mentoring programme was designed with several overarching objectives aimed at fostering the personal and professional development of the mentees. The primary objectives include:

### Developmental Goals for the Mentees:

- **Career Advancement:** Guide mentees in defining and achieving their career goals, providing insights into career pathways, and helping them navigate professional growth opportunities.
- **Personal Growth:** Support mentees in enhancing their self-awareness, confidence, and resilience, contributing to overall personal development.
- **Networking:** Facilitate connections with industry professionals, expanding the mentee's professional network and providing opportunities for collaboration and knowledge sharing.

At the outset IRIS conducted the diagnosis of students' needs struggling to adjust the content of mentoring sessions to unique needs of youngsters.

The above needs encompassed:

- educational networking
- building your online brand
- social media
- MOOC(s)
- negotiations

## Summary of Activities

The mentoring programme has successfully met its initial objectives, fostering significant professional and personal growth among mentees. The combination of personalized guidance, practical learning opportunities, and supportive resources has equipped mentees with the skills, knowledge, and confidence to advance their careers and achieve their goals.

- **Skills developed:** Technical Competencies: Mentees have enhanced their technical skills through targeted workshops and networking projects.
- **Communication skills:** There is a marked improvement in both verbal and written communication. Mentees are more confident in presenting ideas on social media.
- **Knowledge gained:** Industry Insights: Mentees have gained deeper insights into industry trends and best practices through discussion sessions and networking presentation.
- **Practical knowledge:** Hands-on projects and problem-solving exercises have provided practical knowledge and real-world application of theoretical concepts. Expanded professional networks have opened up new opportunities for collaboration, mentorship, and career advancement.



## Progress and Achievements

The mentoring programme incorporated a diverse array of activities, exercises, and discussions designed to address the developmental goals and enhance key skills and competencies. The following provides an overview of the types of activities undertaken, with highlights on particularly successful formats and topics:

- **Skill development workshops:** Tailored workshops were conducted to enhance specific technical and soft skills. Participants enjoyed the group exercises that required commitment, such as the negotiation techniques exercise and the negotiation game.
- **Group projects:** Collaborative projects encouraged teamwork and the practical application of learned skills. Successful projects often involved problem-solving tasks relevant to the mentee's field, fostering a hands-on learning experience.
- **Discussion forums:** Facilitated discussions on trending industry topics, networking challenges, and case studies allowed mentees to engage in critical thinking and knowledge exchange.



## Challenges and Obstacles

Throughout the course of the mentoring programme, several challenges and obstacles were encountered. Addressing these issues provided valuable learning experiences for both the mentors and mentees. Here is a discussion of the key challenges, how they were addressed, and the lessons learned:

**Time management and scheduling conflicts challenge:** Coordinating schedules between mentor and mentees was often difficult, especially for those with demanding jobs or personal commitments. Implementing a policy of setting and agreeing on session times well in advance. Initial meeting was used to clearly define and document goals, expectations, and responsibilities for both parties.

**Lack of engagement challenge:** Some mentees struggled with consistent engagement due to loss of motivation. Engagement was boosted by creating more interactive and varied activities to maintain interest.

## Mentee Engagement and Development

Initially, the mentees showed a moderate level of engagement, often relying on prompts and guidance to participate actively. At the beginning, there was a noticeable hesitation, with some mentees being reserved and less proactive. By the midpoint, mentees exhibited increased participation, initiating discussions and asking insightful questions. A positive shift in attitude was evident, with mentees showing enthusiasm and curiosity about learning new concepts. Noticeable changes. Over the course of the program, mentees transitioned from a cautious and dependent stance to a proactive and self-driven attitude. Confidence grew steadily, transforming from a need for constant reassurance to a strong belief in their abilities and judgments. Mentees' capabilities evolved from basic proficiency to advanced competence, demonstrating significant improvement in both theoretical understanding and practical application. Overall, the developmental trajectory of the mentees has been upward and positive. Their journey reflects a comprehensive growth in attitude, confidence, and capabilities, underscoring the effectiveness of the program in fostering meaningful development and engagement.



## Feedback from Mentees

Overall, the feedback from mentees was overwhelmingly positive, highlighting the program's effectiveness in personal and professional development. The suggestions for improvement provide valuable insights for refining the program to better meet the needs and preferences of future participants.

Mentees appreciated the tailored advice and personalized feedback they received, which helped them address their specific needs and challenges. The program was praised for significantly enhancing both technical and soft skills.

Mentees felt that their problem-solving, critical thinking, and communication skills improved considerably. The chance to connect with peers and professionals in the field was seen as a major advantage.

Mentees appreciated the exposure to a broader professional network, which they found invaluable for their future careers. A few mentees expressed a desire for more frequent meetings to maintain momentum and ensure continuous learning and support.

They believed that additional sessions could help in addressing queries and reinforcing learning.

## Mentor's Reflections and Recommendations

The mentoring programme has been a rewarding and impactful initiative, demonstrating significant success in fostering the development of mentees. By incorporating the insights gained, refining the mentoring approach, and implementing the recommended enhancements, future iterations of the programme can achieve even greater effectiveness and provide a more enriching experience for both mentors and mentees.

**Reflections about interactive learning:** Interactive and hands-on learning methods, such as workshops, group projects, and practical exercises, were particularly effective. They provided mentees with real-world experience and practical skills application, which reinforced theoretical knowledge.

**Recommendations:**

- 1. Focus on soft skills:** While technical skills are important, placing additional emphasis on soft skills development, such as emotional intelligence, resilience, and adaptability, can further equip mentees to handle various professional and personal challenges.
- 2. Integration of technology:** Leverage technology more effectively to enhance the mentoring experience. Utilize advanced tools for virtual mentoring, collaboration platforms, and digital tracking of progress and milestones.

# MOVE & ACT Mentoring Sessions Code of Conduct

Prepared by: MYARTIST & e-NABLE Greece

**Programme Duration:** from 17/04/2024 - 20/04/2024 to 24/04/2024

**Mentor Name(s):** Julie Tsoni and Sofia Mastrokoukou

**Mentee Name(s):** Christiana Mitzifiri, Filippos Anagnostou, Marios Papadopoulos, Alexandra Nikolopoulou, Nikos Stamatiou, Angelos Chalkiadakis, Morfopoulou Anastasia, Roxane Pogois, Eleni martaki, Ioannis Pavlou, Eleni Papadopoulos, Elena Angeli, Marina Moraitaki, and Ioannis Pavlou

**Total Number of Sessions:** 3

## The main objectives of all mentoring sessions were to:

- Provide tailor-made instruction as well as enrichment with an expert view
- Promote and facilitate personal and business evolution
- Enhance entrepreneurial skills
- Cultivate Digital Literacy
- Make available means for fighting social exclusion and discrimination.
- Teach effective project management and providing innovation.

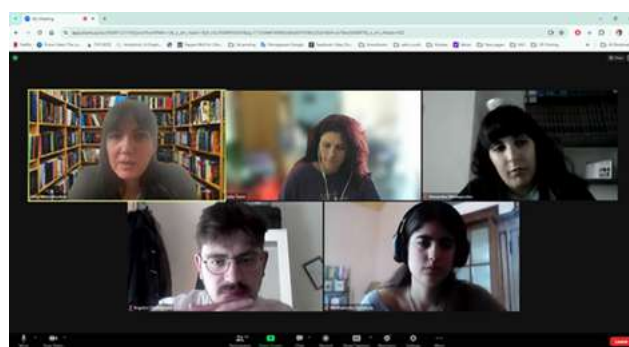
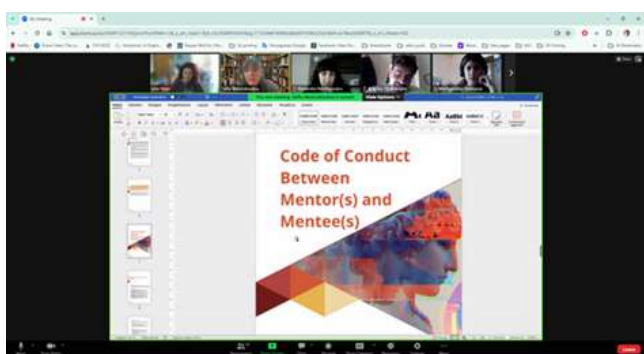
## Summary of Activities

### Day 1 Meet and connect

The first meeting of the Move and Act project was dedicated to build an environment that is friendly and welcoming for participants where they could meet each other by moving down possible barriers. It was an amazing day as it began with icebreaker activities that triggered the participants to get to know each other and helped to establish a group of open communication and collaboration. All the participants shared their own point of view and their story life and step by step everyone started the process of establishing meaningful relationships within the group. Through dialogue, the members understood the value of being part of a team and how to problem solving efficiently. Ultimately, the first day brought a clear narrative of benefiting all the attendees through finding valuable connections and building the sense of community.

## Day 2 Introduction to 3D printing

The second day of the workshop was dedicated to the exploration of 3D printing technology through which young artists learned about this emerging technology with a huge market value in arts and design. Participants got instructions for 3D printing by interacting with 3D printers, developing and customizing their own unique 3D-printed models. These hands-on trainings helped to communicate to the participants, vital knowledge about the technology's potential. At the end, we had a Q&A so that everyone could ask questions and if any of them has any confusion about 3D printing, they could raise them. The session day-2 was indeed an overwhelming success as it not only familiarized the participants with 3D printing but also provided them with an opportunity to create artistic pieces that could be added to their work.



## Day 3 Pitch yourself

The last day was emphasized on improving the participants' skills when it comes to professional conduct, mainly on personal presentation and interview competency. Participants, were trained on how to turn up for professional purposes in a pleasant and persuasive make-up while maintaining an outstanding performance. The last portion allowed us to practice challenging interview questions and made us aware of how to align our responses to particular interview scenarios. Both the peer feedback and words of encouragement from mentors were essential to improve and eradicate any flaws during self-presentation. Participants learned from this reaction and further developed their communication skills and got more confident, as a result. Being armed with professional skills on the following day has certainly enhanced participants ability to market their art. Through collaborative tasks, a feeling of a community was created, and the participants were given the opportunity to encourage each other through the whole process.





## Progress and Achievements

The objective of Project Move and Act has been accomplished when young creatives are equipped with practical skills in online sessions that progress and enhance them in their careers. The use of the web platform provided space for participants to still engage from different locations but still be able to take part in engaging training activities. For instance, a 3D printing technical session can be taught remotely, where participants learn a technique that is not taught regularly. Moreover, this new skill can be added to their portfolio for future use.

The online session through enriching bonding and teamwork among the participants has developed a community of learning and exploration as well as the possibility of future partnerships. The guidelines, in addition to program's approach makes the participants more open-minded and encourage them to consider other perspectives including those of minority groups. On the whole, Project Move and Act's online sessions will put the young artists on a route to success in the digital age, they will be able to move with the time and thus, be able to survive in the modern art world.

## Challenges and Obstacles

One of the main issues was the restricted communication to virtual environment. Although webinars provided virtual access and comfort to participants who were geographically wide. Virtual scenarios might not be capable of providing the types of vibrance and alive spontaneous exchanges, which participants usually experience in real life sessions, making the depth of their associations among them shallow. Also, the digital platforms primarily face technical problems. Problems like unreliable internet connection, audio-visual disruptions or classmates who are not tech-savvy can greatly interfere with the session's smooth flow and even, the learning process. As from that, not everyone has got the access to the required tools or a favorable space for attending community gatherings. The different time zones created further difficulties, especially when people had to keep track of the time zones for their opposite partners and their mentors.

In spite of difficulties, the Move and Act project, sometimes forced to change the process so that the participants get both meaningful and beneficial aspects of the action. This is the program that offered training and mentorship which in the end, boosted the young artists' careers making them well prepared for the world of art where change is sweeping.

## Mentee Engagement and Development

Another core praise of Move and Act project, is based on young talents who join art as artists and organize art development through interactive programs and personality development. In addition to make up online inter-relations, individual mentorship and mass activities, the program was built to create emotions that would not be forgotten by the participants. Integration of the online mode of the program made easier the participation with the benefit of the equal one-to-one active involvement of those young artists who were at different locations. The main focus was on practical approach as part of the training where the mentees were involved in interactions using discussions, exercises and activities.

Through this model of mentorship, the program participants got tailored guidance according to their own interests as well as objectives which made it possible to learn the most crucial tools to be successful in the world of art.

Mentoring services were taught in the areas of personal development such as self-presence and interview techniques, and the experience was enriching to the mentees. As a result, these sessions have undoubtedly helped them to boost their confidence and speaking ability which will enable them to take good part in the artistic fields and realize the opportunities that exist there.

Further, mentees were able to understand the diverse kinds of new technology like 3D printing, which open new ways of creation and broaden their areas of innovation. Along with that, the program responds to the inclusion and diversity that is the basis of the exchange of ideas and perception of projects zoom in on the different communities point with.

## Feedback from Mentees

### Anastasia's Experience

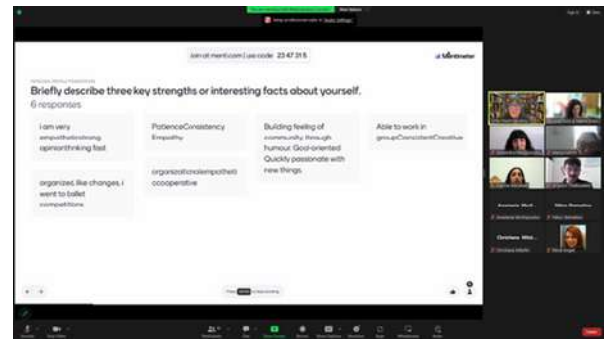
The 3D printing training was very well organised and the instructions were clear and detailed. It is a training course that is well suited to beginners and was well tailored to our specific needs and previous experience. I found the B2B sessions very helpful, I was able to explore all the possibilities of my career path and received important advice on how to present myself professionally. The group activity was also very interesting as I learned how I am perceived by others and I received great tips on how to conduct myself in a professional job interview.

### Angelos Experience

Both parts of the training session were well-organized and thoroughly prepared in advance, in order to meet the needs, preferences and past knowledge of the diverse group of participants. Gained useful insight on how to further develop my 3D printing skills during these first steps, as well as on how to effectively present my strong points during an interview, and how to recognize new opportunities that arise and adapt to them, when needed, during both the b2b and group sessions. When it comes to the final group activity, though, I would have liked a more open and less rushed discussion on each one's personal traits and strong points, but this was not possible due to time constraints towards the end.

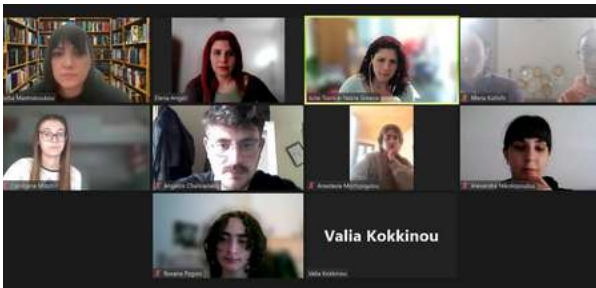
### Elena's Experience

During the program, i had a holistic experience that combined creativity with soft skills. The well-defined and organized training allowed me to learn how I could use 3D printing approach to my art more effectively. The effectiveness of the B2B sessions is that they have assisted in widening my ambitions and improved my professional presentation skills. The overall structure and the trainers' assistance was excellent, and I am glad that I had the opportunity to be part of the project. Conclusively, the workshop surpassed all the expectations of mine and I am confident that I've got the necessary skills to use in my art career



### Marina's Experience

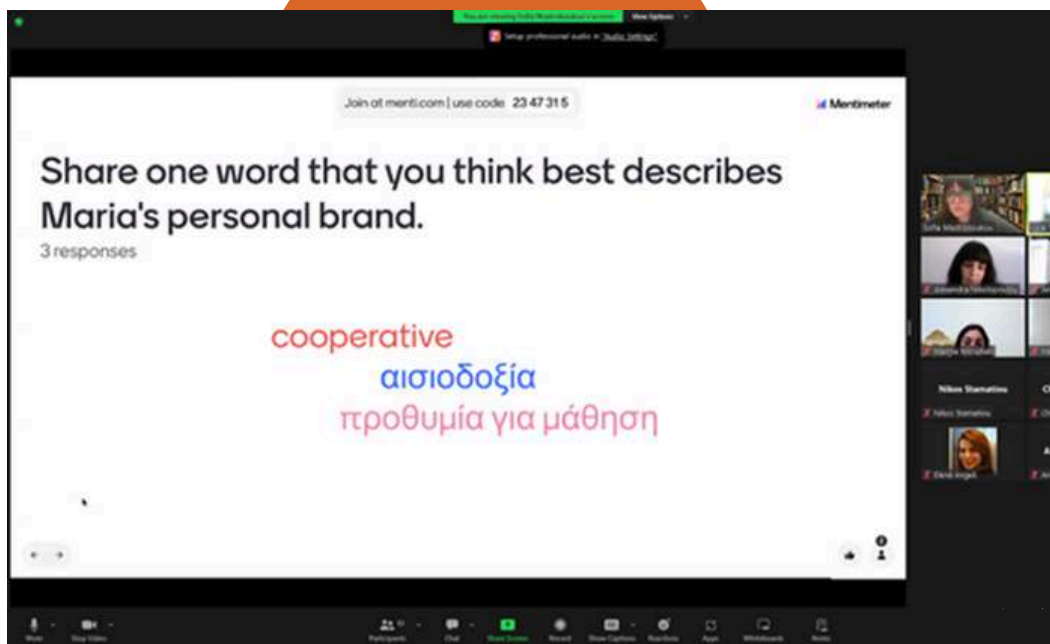
The training in general was very interesting and well organised. The trainers made you feel comfortable and safe in every part of the training, eliminating any stress. I found the 3D printing very interesting, the instructions given for the steps were simple and completely understandable. As for the B2B sessions, they were very helpful and guiding, as they helped me to clarify my career path and gave me important advice about job interviews. Similarly, in the group activity, the atmosphere was nice and comfortable. Both the self-presentation exercise and the discussion among us about each other's skills were very helpful. I think I gained a lot of knowledge from the training and I am looking forward to using it in practice.



## Mentor's Reflections and Recommendations

The mentors of Move & Act Project gave their opinions about these, showing such reflection when walking alongside the young performers in this program. They noticed the committed and on-the-ball behavior of the participants, claiming their high spirits to be an indicator of their wish to be educated and to learn.

Mentors emphasized how the relationship of mentorship can go beyond the program's term. Networking events or online forums could be suggested for further follow-up after the workshop is over, to sustain a supportive learning community and sustain the continuous learning process between the participants. By implementing the above suggestions, Move and Act project will advance its impact even further and will be better able to provide young artists with a lot of support in future sessions.





# MOVE & ACT Mentoring Sessions Code of Conduct

Prepared by: Open Europe

**Programme Duration:** from 11/06/2024 to 13/06/2024

**Mentor Name(s):** Ana I. Herranz Zentarski, and Ma Elena Chapa de la Peña

**Mentee Name(s):** Anton Bilozarov, Albert Sañé Díaz, David Fuertes Cabrera, Laura Tiñena, and Snow Snow: Iyana Melnyk

**Total Number of Sessions:** 3

## The main objectives of all mentoring sessions were to:

- Provide tailor-made instruction as well as enrichment with an expert view
- Promote and facilitate personal and business evolution
- Enhance entrepreneurial skills
- Cultivate Digital Literacy
- Make available means for fighting social exclusion and discrimination.
- Teach effective project management and providing innovation

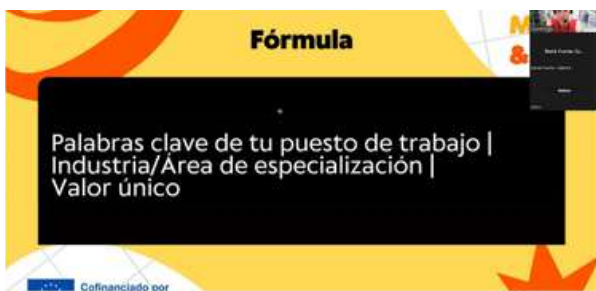
## Summary of Activities

### Day 1 Introduction to the Elevator pitch technique and the use of LinkedIn as self-marketing

The first session of the Move and Act mentoring programme in Spain focused on creating a friendly and welcoming environment for the participants. During this session, the participants learnt about the elevator pitch technique and designed their own pitches. They also used this technique to optimise their LinkedIn profiles, especially the headline and "About" sections. The session was conducted online and moderated by Ma. Elena Chapa de la Peña, who provided customised guidance and expert insights. The aim of the session was to educate participants on the use of digital tools that are essential for finding jobs in the arts and culture sector and how to use them to their advantage.

## Day 2 Drawing up a career plan

The second day of the Move and Act mentoring programme in Spain was dedicated to developing career plans. This session focussed on self-exploration exercises to help participants define their strengths, identify areas for improvement and develop a clear plan for career progression. The workshop encouraged participants to reflect on their personal development and goals and empowered them to set clear, achievable objectives. Each participant received support tailored to their specific needs to ensure that their goals aligned with their individual strengths and areas for improvement. This approach aimed to foster a deeper understanding of their career aspirations and the steps needed to achieve them.



## Day 3 The entrepreneurial mindset

The final session of the Move and Act mentoring programme in Spain focused on improving participants' understanding of the journey of an entrepreneur and highlighting the many ups and downs. Ana Herranz led the session and shared her personal experiences and insights as an entrepreneur and businesswoman. She answered questions and discussed the specific skills and values participants should strive for, as well as the essential hard skills and resources they must have. Participants practised using the Business Model Canvas to develop a business idea. In doing so, she emphasised the importance of entrepreneurial thinking, entrepreneurial skills and approaching art from a business perspective.

## Progress and Achievements

The online format of the mentoring sessions allowed participants to engage from different locations without interfering with their current commitments, as the sessions took place from 18:00 to 19:30. This timing facilitated the participation of a diverse group and provided a range of perspectives that enriched the discussions. The flexibility and accessibility of the online format were key to accommodating participants' schedules and commitments, ensuring broad engagement despite geographical distances.

## Challenges and Obstacles

Engaging young people in activities remains a major challenge and this mentoring programme was no exception. Despite extensive efforts, including several social media campaigns and outreach through Open Europe's stakeholder network, it proved difficult to recruit a large group. However, the smaller group size created an intimate atmosphere that allowed for more personalised and tailored sessions. This intimate setting allowed for deeper engagement and more focussed learning experiences for participants.



## Mentee Engagement and Development

The smaller group size fostered a more intimate environment that allowed participants to ask specific, relevant questions that addressed their individual needs and interests. This personalised approach allowed for deeper engagement and learning. Anton Bilozarov, for example, actively participated and benefited from the direct interaction and tailored feedback that the small group format offered.



## Feedback from Mentees

Engaging young people in activities remains a major challenge and this mentoring programme was no exception. Despite extensive efforts, including several social media campaigns and outreach through Open Europe's stakeholder network, it proved difficult to recruit a large group. However, the smaller group size created an intimate atmosphere that allowed for more personalised and tailored sessions. This intimate setting allowed for deeper engagement and more focused learning experiences for participants.



## Mentor's Reflections and Recommendations

Mentors reflected on the success of the programme and identified opportunities for future improvement. They recognised the need for ongoing guidance and communication expressed by the mentees. Extending the efforts of this mentoring session beyond a one-off event could provide ongoing support and development opportunities and meet the mentees' need for sustained engagement and mentoring.



# MOVE & ACT Mentoring Sessions Code of Conduct

Prepared by: SocHub



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**Programme Duration:** 20/05/2024; 24/05/2024; 28/05/2024

**Mentor Name(s):** Sandra Jakė

**Mentee Name(s):** Jorūnė Jakaitė Dovydas Talijūnas Meilė Viltė Jovaišaitė

Emilija Bibabienė Erika Dagytė, and Monika Petruševičiūtė

**Total Number of Sessions:** 3

## The main objectives of all mentoring sessions were to:

- Develop Self-Awareness and Emotional Intelligence
- Cultivate Financial and Legal Literacy
- Promote Safe and Ethical Internet Practices

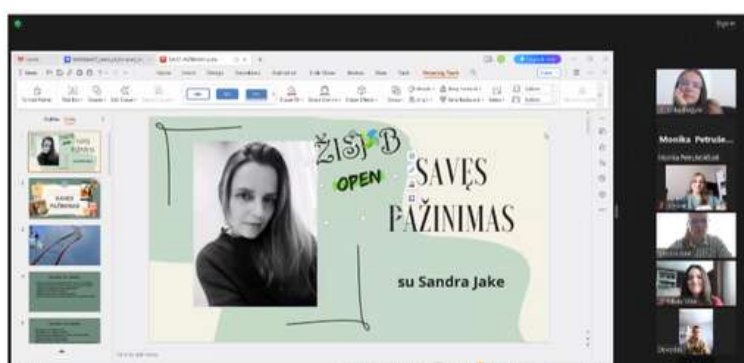
## Summary of Activities

### Day 1 Self-awareness

During the first Move&Act mentoring session we tried to get to know each other and build connections with all the participants and mentor. At the beginning of the session, we quickly presented the project and main concept of the mentoring sessions. Then we moved to the main topic of the first session "Self-awareness". Through the questionnaire, participants learned what strengths and weaknesses they have. The mentee showed ways in which young people can set and achieve their goals. In general, most of the participants thought that they knew themselves quite well, but after the session, they changed their attitude and stated that they were very young and have a lot of new things to learn about themselves.

## Day 2 Financial and Legal Literacy

During the second mentoring session we wanted to touch very important topic for young people – financial and legal literacy. Young people had the great opportunity to learn to plan their finances and ways to save and manage their money. In addition, participants were able to ask questions related to legal rights and responsibilities. At the end of the session mentor presented the most popular frauds and scams nowadays. We are glad that young people are aware of these things.

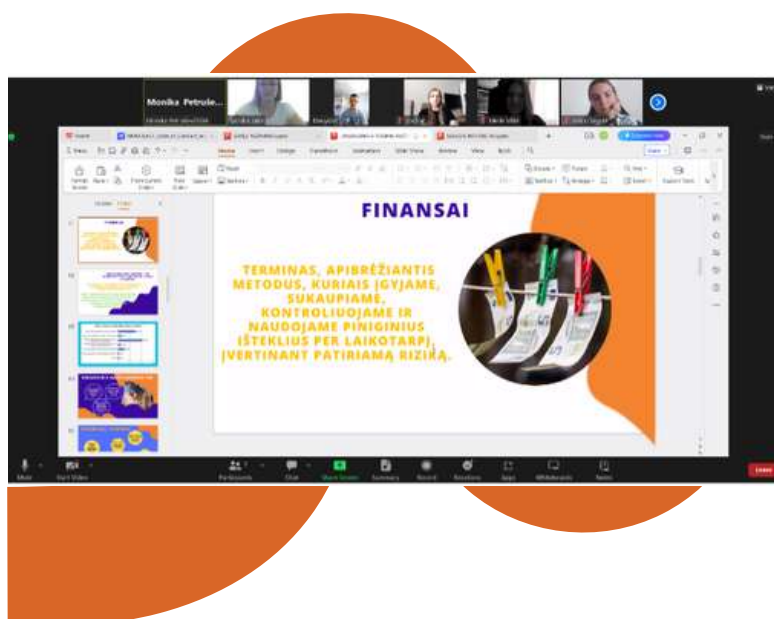


## Day 3 Safe Internet

During the last mentoring session we talked about safe internet. Participants learned how they can protect their information. Also, young people find out the importance of their own actions on the internet and how reckless behaviour on the internet can affect their lives. Together with mentor they tried to evaluate which sources and content are useful. One of the most important aspects of this session was to get short feedback about all three sessions and understand if these sessions were useful and helpful for young people.

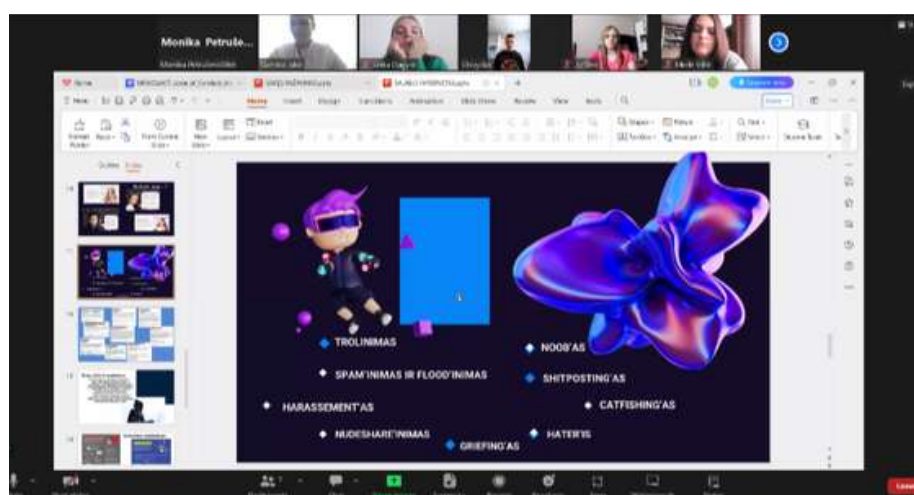
## Progress and Achievements

Overall, the mentoring programme made significant progress in achieving its objectives. Participants developed a better understanding of themselves, gained essential financial and legal knowledge, and learned to navigate the internet safely and ethically. The sessions were well-received, with participants expressing that they found the information and activities beneficial for their personal growth and future endeavors. The programme successfully equipped young people with the skills and knowledge necessary to make informed, responsible decisions in various aspects of their lives.



## Challenges and Obstacles

Move&Act mentoring programme faced several challenges and obstacles despite its overall success. The virtual format made it difficult to build deep personal connections and establish a strong rapport between participants and the mentor, which is crucial for effective mentoring. Technical issues such as internet connectivity problems and the varying levels of digital literacy among participants occasionally disrupted sessions and hindered smooth communication. Engaging young people in self-reflection and discussion about personal strengths and weaknesses was more challenging in an online setting, as it limited the depth of interaction and spontaneity that in-person meetings offer. Additionally, ensuring active participation and maintaining attention during financial and legal literacy sessions was difficult, as these topics can be complex and less engaging without hands-on activities. Finally, it was quite difficult to find the right time for all participants and mentor because May is the end of the school year, therefore participants have to take exams and defend their bachelor's thesis. Despite these obstacles, the programme managed to deliver valuable content, and participants reported gaining significant knowledge and skills. However, these challenges highlighted the need for enhanced strategies to foster engagement and connection in an online mentoring environment.





## Mentee Engagement and Development

The Move&Act mentoring programme effectively engaged participants and facilitated their development across multiple areas. Throughout the sessions, mentees actively participated in discussions and activities, demonstrating a keen interest in understanding their personal strengths and weaknesses. The online questionnaires and goal-setting exercises fostered self-reflection and self-discovery, leading to increased self-esteem and a recognition of the importance of continual personal growth. During the financial and legal literacy session, participants showed enthusiasm in learning about budgeting, saving, and managing finances, as well as navigating legal issues and protecting themselves from scams. During the safe Internet practices session participants learned to safeguard their personal information and critically evaluate online content. Despite the challenges of the virtual format, mentees were able to build a foundation of essential life skills, enhancing their ability to make informed, responsible decisions in various aspects of their lives. Overall, the programme successfully promoted personal and academic goal-setting, financial responsibility, and digital safety, with participants expressing that they found the sessions highly beneficial for their personal development and future endeavours.



## Feedback from Mentees

Feedback is always very important in order to improve our skills. Mentoring sessions are no exception. It was very important for us, especially the mentor, to get participants feedback and learn if everything was okay and if there are aspects that needs to be improved.

### Erika's Experience

This is the first time I've taken part in this type of activity. I was afraid that it might be difficult to be actively involved in all activities as I am a bit shy and participants of the sessions were unknown to me. However, the mentor was very kind and gentle. She knew how to properly involve in various activities even the shyest people. I really liked the sessions because I got the opportunity to know my strengths and weaknesses. I learned new ways how I can save money and improved my knowledge related to safety on the internet. I am really glad that I had the chance to involve in these mentoring sessions. Thank you!

### Jorūnė's Experience

I am happy that I decided to participate in this mentoring programme. It helped me to learn new things about myself. The second session about financial and legal literacy was the most difficult for me because there was not enough time to get into the subject very deeply and clarify all my doubts. I liked the organization of the sessions. During the first session, we had time to get to know each other more and during the last session, we had the time to express our thoughts about all the sessions. I believe that I will use gained knowledge in real life.

### Meilė Viltė's Experience

I think that mentoring sessions were very useful for me. The first session about self-awareness was the most helpful because I am studying in 12 th grade and it is hard to choose what I want to do after school and how I should organise my future. This session helped me to answer a few important questions. I also liked the third session about safe internet. It helped me to realise how much our actions are important on the internet and how they can affect our lives. I really liked the mentor, because she was a professional in her field and perfectly connected with all the participants.



## Mentor's Reflections and Recommendations

The mentor claimed that this was the first time for her to make such mentoring sessions. She was used to make presentations and lead discussions with bigger audiences. However, she really liked such an experience and plans to do such activities in the future more often. The mentor believes that considering the circumstances (working online, limited time) participants managed to build quite close connections and dared to open up on certain topics. She is glad that participants ended sessions with a positive attitude, inspired and happy being part of this programme. For the next time, the mentor suggests having such mentoring sessions face to face as it is easier to connect with people, read their body language and see their expressions.

# Conclusion



The program of mentoring sessions as part of the “Move & Act” project has proven to be extremely effective in terms of the personal and professional development of participants. The sequence of multi-participant workshops promoted values such as creativity, information and digital skills and entrepreneurship, tailored to young people, especially those with disabilities and/or from socially disadvantaged backgrounds.

Throughout the mentoring program, participants engaged in hands-on activities such as 3D printing, collaborative art projects, and personalized career development exercises. These activities were designed not only to teach technical skills but also to encourage participants to think creatively and critically about their work. For instance, the 3D printing sessions provided participants with practical experience in using cutting-edge technology to create tangible artistic outputs, while also broadening their understanding of its potential applications in their future careers.

The mentoring sessions also placed a strong emphasis on soft skills development, such as communication, teamwork, and self-presentation. In one session, participants practiced their interview skills and received feedback on how to effectively present themselves in professional settings, which many found to be one of the most valuable aspects of the program. This focus on real-world applications helped participants to not only acquire new knowledge but also to build the confidence needed to apply these skills in their personal and professional lives.



Despite the virtual nature of the sessions, which presented challenges such as varying levels of digital literacy and occasional technical difficulties, the program successfully fostered a sense of community and collaboration among participants. The mentors played a crucial role in adapting the content to maintain engagement, using interactive tools and providing personalized guidance that helped to overcome the barriers posed by the online format.

Feedback from participants was overwhelmingly positive, with many highlighting the interactive nature of the sessions and the practical benefits of the skills they learned. The mentoring sessions not only met their educational goals but also exceeded expectations in fostering a supportive learning environment where participants felt valued and inspired.

In summary, the "Move & Act" mentoring sessions have provided participants with a comprehensive toolkit of creative, digital, and professional skills. These sessions have empowered young people to navigate the challenges of the digital age with greater confidence and adaptability, preparing them for future success in both their personal and professional lives. The lasting impact of these sessions underscores their effectiveness and highlights the importance of continued mentorship programs that combine technical training with personal development.



# Move & Act

**For more information:**

**<http://moveandact-project.com/>**

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