



AKTIV UNGDOM

Coach 2 Coach

International Training Course on
Coaching for Youth Participation

9-16 September 2007,
Tromsø, Norway



Description of the Training Module

Available on www.SALTO-YOUTH.net/toolbox

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INTRODUCTION

This document is prepared with the aim to give an overview of the international training course **Coach 2 Coach: Coaching for Youth Participation** that was hosted by the Norwegian National Agency in cooperation with other National Agencies of European Youth in Action Programme.

Training course *Coach 2 Coach* took place from 9-16 September 2007 in Tromsø, upper part of Norway and brought together 24 participants from 18 countries. The group was composed from people working in National Agencies, (youth) NGOs, working as trainers, youth workers with youth projects. Most of the people already had different experiences with the YOUTH/Youth in Action programme and/or supporting young people.

In this document there are outlined basic elements of the training course. In part one, general information is given on the training course providing more detailed information about the participants, trainers and hosts. Second, third and fourth parts of the report are focusing on the context of the training course, describing main aims and objectives and expected learning outcomes after the course. Fifth and sixth parts of the report includes description of the methodology that was used during the course and detailed description of the sessions day by day. Seventh and eight parts briefs on the evaluation process before, during and after the training course and outline main outcomes of the course. In the ninth part of this document notes are given for further use. In the tenth part all the background documents, handouts and other material are provided that was used during the course to compliment the sessions.

1. GENERAL INFORMATION

Participating countries and number of participants: Austria (2 people), Belgium FL (1), Czech Republic (1), Estonia (1), France (2), Germany (1), Iceland (1), Latvia (1), Lichtenstein (1), Lithuania (1), Malta (1), Netherlands (1), Norway (2), Poland (3), Slovakia (1), Spain (1), Turkey (2), United Kingdom (1).

Training team: Buzz BURY (trainer), Nerijus KRIAUCIUNAS (report trainer), Idunn MIKLEBUST (Norwegian National Agency of Youth in Action Programme) and Sif WIK (logistic support, TVIBIT Youth Centre in Tromsø)

Venue: TVIBIT Youth Centre in Tromsø, Norway

2. BACKGROUND

During the last years youth participation became one of the most important issues in youth work and youth policy but also more in a broader sense in the society. Within the Youth in Action programme youth participation is emphasised as a precondition for active citizenship. Coaching is introduced as a way of supporting young people with the aim to increase their participation within the projects and in community/society. Number of events and specific work is done in the field of **coaching** during past years:

- SALTO Participation Resource Centre published a **Coaching Guide**. This is a publication on coaching Youth Initiatives and can be used as a tool to reflect and understand the importance of youth participation and ways of supporting young people (available for downloads at http://www.salto-youth.net/download/938/coaching_guide_www.pdf). There are several initiatives to translate the Coaching Guide or adopt it to national realities in different countries.
- In cooperation with several National Agencies SALTO Participation has organised international training courses **Peer 2 Peer** and **Coach 2 Coach** focusing on youth participation and coaching (reports are available for downloads at <http://www.salto-youth.net/toolbox/>). Based on this experience and evaluation results the concept of Coach 2 Coach: Coaching for Youth Participation course in Norway was developed further.
- Other international and national events on coaching and youth participation took place in different countries across Europe.

With the training course **Coach 2 Coach: Coaching for Youth Participation** the idea is to expand the focus and to learn how coaching can be applied in supporting groups of young people who run Youth Exchanges, Youth Initiatives and Youth Democracy Projects.

3. AIMS AND OBJECTIVES

The main aim of the training course is:

- To increase the quality and support of Youth Exchanges, Youth Initiative and Youth Democracy Projects in the frame of Action 1 of the Youth in Action programme by supporting and facilitating experienced workers of projects in improving their 'coaching competences';

Objectives of the course are:

- To reflect and share coaching understanding and experiences;
- To work towards developing a common understanding of the term & actions of coaching;
- To be able to identify and improve knowledge, skills and attitudes of coaching;
- To prepare participants to transfer their learning experiences with other coaches in their countries (multiplier effect) and apply in their work with young people;
- To be able to identify available support & resources required for the coaching process;
- To understand the relevance of the coaching process in supporting young peoples active participation;
- To experience methods, tools, materials, practice and potential for using for coaching within Action 1 projects;

4. COMPETENCES

The training course addresses the following areas of competences in coaching youth projects:

- Knowledge of the Youth in Action programme and understanding of its philosophy, especially of Youth Exchanges, Youth Initiatives and Youth Democracy projects with a focus on youth participation and coaching;
- Skills in reflecting own experience and ability of identifying competencies in coaching;
- Skills in facilitation and giving feedback;
- Understanding how coaching can benefit in increasing youth participation;
- Knowledge, skills and understanding in coaching youth projects;
- Understanding of roles in coaching;
- Understanding of quality in coaching;
- Ability in identifying needed support and resources in coaching youth projects;
- Ability to plan and transfer learning experience to national/local realities.

5. PROGRAMME

The programme (see in Annex 1) is designed to support participants in recognising and developing their knowledge, skills and attitudes in supporting young people that initiate, prepare, run, evaluate and follow-up Youth Exchanges, Youth Initiatives or Youth Democracy Projects within the frame of the Youth in Action programme. The main elements of the training programme are outlined below:

Participants and organisations	Participants present themselves, their organisations/institutions, get to know other people and organisations/institutions.
Youth in Action programme and Action 1	General information is provided about Youth in Action programme. Detailed information is provided about Youth Exchanges, Youth Initiatives and Youth Democracy Projects. Potential for youth participation within Action 1 projects and needs for support is explored
Coaching in Youth Exchanges, Youth Initiatives, Youth Democracy Projects	The concept of coaching within different types of projects is introduced and is used as a tool for increasing youth participation. Experience in supporting youth groups that run local, national or international projects are shared among the participants.
Coaching mirror	Skills and competences in coaching youth groups that run projects are explored. Roles of a coach are reflected and understandings of coaching are shared.
Coaching process	The main steps of coaching process are introduced: motivating, getting to know, building and maintaining the relationship, identifying needs & competences, supporting, evaluating. Practical experience is organised in coaching youth groups.

Resources	Tools are provided and information about available resources is given to enable the support of youth groups in future.
Action planning	The follow-up ideas of the course, co-operation with National Agency, network of coaches, future trainings are shared and discussed.

6. METHODOLOGY AND METHODS

The course is based on the principles and practice of non-formal education taking into account participants' needs, motivations and experiences. Communication between participants and mutual understanding is encouraged in order to enable participants to exchange their knowledge and competences and reflect upon them.

The group is used as a resource for the learning process taking into account individual and group learning. Additionally there are some theoretical inputs on the given topic, addressed to the group on an interactive way.

A diversity of working methods is used for learning about the role of the 'coach' and the approaches for supporting youth initiatives in order to ensure a balance between theory and practice: workshops, inputs, simulation exercises, presentations, discussions, debate, etc.

Previous experiences of participants in coaching youth initiative projects are the starting point of the programme and of the learning process. Room is given for regular feedback and evaluations.

Description of sessions below is structured in such a way that provides the detailed information on aim of the session, needed time and resources, step by step description, challenges identified and recommendations made by participants during daily evaluation and feedback in the questionnaires and includes the comments from the training team.

DAY 1

- Arrival of participants/welcome pack
- Name card for dinner table/name badge

Dinner Name Card

Aim	Start/continue informally to get to know each other at the first meal time.
Timing	1 st meal time following arrival
Material needed	Folded card and pen
Description	Each participant receives a welcome letter (see Annex 2) and pack which includes a folded card and a description in the letter inviting participants to write their name on one side of the card and 'enjoy your meal' in their own language on the other side as well as the country they are from. The card is then placed in front of them on the table at meal time.
Challenges	Participants don't read the letter and/or then don't complete the card.
Recommendations	It can help if trainers and organisers arrive at the table with their own cards and remind participants to have theirs for the table. The cards can continually be used throughout the training.
Outcome	It's a good way for the participants to start/continue to get to know each other before the sessions/programme actually starts. It can also act as an ice breaker at the table and offers an intercultural element with 'enjoy your meal'.

- Welcome and getting to know each other evening

Artic Winter bar in Norway

Aim	Get to know each other, to break the "ice" and start group process
Timing	20-30 min.
Material needed	Dark room with arranged chairs in small groups for 5-6 people, background winter music.

Description	People are invited to come in to an “artic winter bar“ (dark room) and sit in 4 small groups. Nice background music is played and people start the first round of getting to know each other. People should say their name, country they are coming from, some interesting facts about themselves, others can ask questions if they are interested to know more. First round takes 7-10 min. and people then change groups and repeat the introduction once more. Second round lasts 7-10 min. and then people change places again. Number of rounds depends from the interaction between people. After the last change the light is turned on.
Challenges	Sometimes because of the not equal number of people in groups and different speed, groups are in different stages of talking.
Recommendations	To make the getting to know each other more interesting/exiting the facilitator of the activity can give guiding questions: <ul style="list-style-type: none"> - What is the colour of people’s underwear? - What was the most horrible intercultural experience? - What do people like about their neighbours from their living place? - What is a stereotype about people that others usually have?
Outcome	It’s quite an unusual way of starting a training course and because of this unexpected way, the process of “breaking the ice” happens easily.

Circle Neighbours

Aim	Introductory name game for participants to continue getting to know each other
Timing	15 – 20 min.
Material needed	None
Description	Participants stand in a circle facing inside the circle and introduce the person to their right, then themselves, then the person to their left. Then the last person introduced does the same, this continues until all participants have introduced themselves and the people at each side of them.
Challenges	With a big group can seem monotonous
Recommendations	If the facilitator starts and also assists in making sure participants feel comfortable with the exercise and the activity moves on at a brisk pace. The bigger the group the longer the time is required.
Outcome	Participants get to confirm who they are standing next to and get to practice some of the other participants' names.

Badges

Aim	Continue getting to know each other process
Timing	20 – 25 min.
Material needed	Completed name badges
Description	In the welcome pack all participants were given a name badge to complete. Each participant puts his/her name badge in the middle of the circle and on the floor. Then the facilitator shouts ‘go’ and every participant grabs a badge and then continues to find the person who’s badge they picked up (It will be important to remind participants that if they pick up their own badge they should quickly put it back in the middle). Once they have found the person whose the badge belongs to they ask them ‘where they come from’, ‘how long it took them to get to the venue’ and ‘how many sisters or brother do they have’.
Challenges	It can create chaos as participants are looking for other participants to return the badges while being pursued themselves. It might not be a good idea to use name badges with pins.
Recommendations	If you have time it can be a good idea to return to the circle for participants to share those badge they had and the answer the question about brothers and sisters.
Outcome	Participants continue to get to know each other, who’s who and where people are from and how they got to the venue.

Saboteurs

Aim	Breaking “ice” and inviting for welcome evening
Timing	10 min.
Material needed	No special material needed

Description	<p>1. Group are asked to divide in 2 groups. People who feels being 'more evil' goes in the middle of the room and the other go to the opposite walls of the room.</p> <p>2. Facilitator explains that it will be given a sentence to one group and this group has to get the message across to the other group. They have to touch with one hand the wall (or tell them that they can not pass the two chairs marking their zone). How they pass the message, it's up to them but they can only use their body. The middle group tries to sabotage by making a lot of noise and disturbing in another way. When the message is sent the other group gives an answer.</p> <p>3. One group gets a sentence "Let's talk some more!" and the other answer – "Let's meet in the cafe". After the messages are sent people are invited to join for informal time and reminded about starting time of the programme next day.</p>
Challenges	Some times it can be too loud and other people staying in the venue might complain.

DAY 2

Energizer "Mission Impossible"

Aim	Remember the names and get to know more things about other people, integrate new people who missed the welcome evening
Timing	15-20 min.
Material needed	Envelopes with printed letters, soundtrack from the famous movie (extended version)
Description	People are asked to look underneath their chair. Underneath the chair people find an envelope with the letter inside describing their mission. (see in Annex 3). People read the letter and start fulfilling the task until someone finishes or the music stops playing. Then in the group it is checked who is matching which question.
Challenges	Not everyone will be able to complete the whole list with statements.
Recommendations	It is interesting to choose more provocative/unusual statements.
Outcome	People remember names and faces of other, it is possible to introduce people who were late for welcome evening, creates positive atmosphere. They exchange some personal facts and have fun.

- Welcome from the Norwegian National Agency
- Introduction to the Context of the Coach 2 Coach, aims and objectives

Coaching Tree

Aim	Present the training course in the context of the 'coaching' developments. To make participants familiar with a wider perspective of the actions having been undertaken to support youth participation.
Timing	45 min.
Material needed	A5 Colourful paper, scissors, markers, wall
Description	<p>1. The Coaching Tree. The presentation starts with the question: why are we here today? To answer the question the facilitator tells the story of the coaching tree which means introducing the background of the course in chronological order, from the need to support Youth Initiatives till the recent developments in coaching within Action 1. The story includes the following steps: SALTO Participation RC work in identifying the needs, Coaching Guide, TC on Coaching (Peer 2 Peer, Coach 2 Coach), other national and international developments (national TC, coaching strategies, work with support people, Seminar on Coaching, TC 'Coach me if you can!'). And here we are in Tromsø – but why? The story is supported by visual material – could be colourful paper and very creative. Introducing the course objectives ends the story. (25 min.)</p> <p>2. Getting to know the people at the venue. People from the venue introduce themselves and their work (20 min.)</p>
Challenges	The structure has to be logic and coherent. Sometimes it's difficult to decide to which thematic block a given session belongs. It's just one of the many possible structures but participants have to be aware why training team decided to follow this one.
Recommendations	Be as simple as possible when introducing the story of Youth Initiatives. Try to avoid using technical words such as NAs, Action 3, stakeholders... but rather explain the story in a simple way, easy to understand the whole picture of coaching developments and the need for this course within this frame. Also it is good to mention people who were involved in different stages of the developments as it makes the story more

	informal.
Outcome	Participants are invited to understand the concept and ideas behind the structure as proposed in the programme. Strong accent is put on common learning and development (team and participants together) process.

- Introduction to the Programme and Methodology of the Coach 2 Coach

Programme and Youthpass

Aim	Present the programme of the course and working methodology. Introduce the Youthpass and its implementation in the course.
Timing	45 min.
Material needed	A4 colourful paper, flipchart paper, markers, wall
Description	<p>1. The programme flow is presented on the different colour A4 papers by commenting each element of the programme. Methodology is explained by emphasising main principles of non-formal education in an international context (mutual understanding, group as recourse, diversity of working methods, learning from experience, feedback and evaluation). (15 min.)</p> <p>2. The presentation of Youthpass starts by inviting participants to think and share with a neighbour the following questions:</p> <ul style="list-style-type: none"> - How and where did they learn: to speak English, cooking, dancing, using computer and kissing - How do they know how good they are at: speaking English, cooking, dancing, using computer and kissing - Where would they like to improve in and what kind of support they need? Choose one area... <p>Each question is introduced separately allowing people for few minutes to share with the neighbour. At the end of each question a quick link to Youthpass is made: self-assessment, dialogue process, learning to learn. The session is finished by brief introduction how Youthpass will be implemented in the course. (30 min.)</p>
Challenges	The idea of Youthpass for people might be not clear or artificial.
Recommendations	The metaphors for learning aims and expectations might differ depending of the training course theme. It is good to use different colours in the presentation because it keeps people concentrated.
Outcome	People understand the overall logic of the programme, see the link between the different elements of the programme and the objectives, get to know the main principles of the work.

- Getting to Know Unknown Organisations and Projects

Fish Market

Aim	Share and get to know each others' organisations.
Timing	1 hour 30 min. (45 min. for step 1 and 45 min. for step 2)
Material needed	Participants will need organisation information and big piece of paper, arts and craft materials, permanent markers, fish market scorecard (see in the Annex 4).
Description	<p>1. Each participant takes an empty piece of big paper and is asked to present their organisation as a fish stall and sales rep. Remind them to be creative. The guide is:</p> <ul style="list-style-type: none"> - Top of Apron (pocket) – name of organisation, aim of organisation and their role in the organisation. - The front of the aprons – the main activities of the organisation, 1- Youth Initiatives experience and 2 Youth Exchange experience. <p>2. Each participant then becomes a buyer and a seller and circulates presenting their organisation and taking note of others using the scorecard in resources.</p>
Challenges	Participants can be too focused on the creative side and the activity isn't ideal for sharing lots of information. The larger the group the more time required for selling and buying. Some participants can see this as an important part of the training if they are looking for partners for future projects.
Recommendations	We could give participants more time to be more creative on the arrival day allowing more time for promoting their fish aprons and organisation. It can be both an advantage and disadvantage for larger groups being tight with the

	time but the main advantage is that it encouraged participants to clarify the important information for other participants to know about their organisation with the time and space allowed in this activity. Display the aprons in a place that is accessible throughout the week. Remind participants that it is a training course not a Contact Making Seminar
Outcome	Participants get to promote their own organisation and learn about others, simple tool for making notes about different organisations allow people to use it through out the week.

- The Youth in Action programme on CTV

TV game “Who wants to be a millionaire”

Aim	Present basics about the Youth in Action programme.
Timing	45 min.
Material needed	Millionaire PC Game with editor, Programme Guide, creative material for TV screen, projector and laptop.
Description	The Millionaire Quiz is projected with music and the participants are asked to form 3 groups. Each group is encouraged to debate, discuss the responses to the questions and then shout out the answer. If groups give different answers then they discuss until they agree. People from National Agencies becomes a ‘friend to phone’. After few questions a round of summery is given on a flipchart.
Challenges	More active people are quicker with shouting answers in this way not allowing others to contribute.
Recommendations	The questions might be more challenging and maybe some of them more with the aim to keep good atmosphere. More structure is need for groups to discuss and then say their answer. It is possible to use cards for answers.
Outcome	People get the basic information of the Youth in Action programme; they have an opportunity to work in groups exchanging knowledge of the Youth in Action programme.

Dating show “Should I go or should I stay?”

Aim	Collect experience from a group in different types of projects within Youth in Action programme.
Timing	45 min.
Material needed	Power point or flipchart presentation, Programme Guide, creative material for TV screen.
Description	1. Participants are invited to sit in a room according their experience: a) a group of experienced in Youth Exchanges; b) a group of experienced in Youth Initiatives; c) a group of experienced in Youth Democracy Project; d) other people becomes the audience of the show. 2. Host of the show facilitate the round of questions. Possible questions: when was your first time with and how? Why did you like it and what motivated you to keep the relationship with? What would be your suggestion for others who doubt to start or not the relationships?
Challenges	Involve everyone in the sharing and discussions
Recommendations	Be ready ask more provoking questions in order to keep the interest of people. Detailed information can be presented as a commercial on the screen.
Outcome	People share their experience in different types of projects within Action 1

- Focus on Quality in Youth in Action

Mapping Quality in Action 1

Aim	Provide detailed information about expectations for quality in Action 1. To make participants aware of the specificity of participatory youth projects in order to support the quality aspect while coaching Action 1 projects.
Timing	1 hour 30 min.
Material needed	Flipchart paper, colourful papers, markers
Description	1. The group is divided into the 4 groups. Groups are focusing on similarities and specifics in quality by comparing different types of projects:

	<ul style="list-style-type: none"> - Youth Exchanges vs. Local Youth Initiatives - Local Youth Initiatives vs. Youth Democracy Projects - Transnational Youth Initiatives vs. Youth Exchanges - Youth Democracy projects vs. Transnational Youth Initiatives. <p>In their work groups focus on:</p> <ul style="list-style-type: none"> - Nature of the activity: group composition, partnership requirements, duration, roles and support - Quality requirements: they identify similarities and specifics. <p>Along the group work people on colourful paper prepare the notes on quality. (45 min.) 2. Groups share their work and exchange first thoughts on coaching and quality. (45 min.)</p>
Challenges	Less experienced people might not have chance to contribute during the discussions
Recommendations	Better focus only on quality issues and present the technical information at the beginning of the session. Summary at the end is need highlighting the similarities and specifics between different types of projects
Outcome	Participants learn about qualitative aspects of different types of projects within Action 1 and compare similarities and differences.

- Daily reflection and feedback

'Re-groups' Viking Gods

Aim	Support the Youthpass process: reflect and share on the day experience, identify learning outcomes, strong and weak points in the programme and methodology, make proposals for changes
Timing	1 hour 15 min.
Material needed	Flipchart paper and a board, markers, handouts
Description	<p>1. Participants are introduced with reflection groups explaining the main aims of this activity, working structure and feedback (see Annex 5). (30 min.)</p> <p>2. People join the re-groups and reflect on the day focusing on these aspects: feelings – how was the day; benefits – what was the most helpful and how they will apply learning experience; pitfalls - what was the less helpful; improvements – suggestions for future. People in a group decide on the reflection methods/tools and nominate one person to feedback for the team during the “Evening news” session. (45 min.)</p> <p>The reflection goes in the progress supporting the individual learning process of each participant. Each day there is one guiding question to start the reflection:</p> <ul style="list-style-type: none"> - Day 2: focus on defining own learning objectives - Day 3: focus on self-assessment and support - Day 4: (no re-groups) - Day 5: focus on motivation and key competences - Day 6: focus on identifying learning and feedback - Day 7: focus on describing learning outcomes
Challenges	The explanation of the different activities offered might not be clear. Inexperienced people can be quite negative so there is a need to emphasis giving constructive feedback.
Recommendations	After letting people to go into re-groups it is worth checking with each of the group if everything is clear and understandable. Emphasis should be given on giving constructive feedback and guidance should be provided. Giving each reflection group a set place to reflect in works well and makes it easy for managing the reflection groups.
Outcome	People reflect and share their experience of the day, practise facilitation skills

Evening news/Open forum

Aim	Feedback on the reflection from the re-groups to the training team, create a space for sharing ideas and further learning
Timing	45 min.
Material needed	Meeting rooms, flipchart paper, markers
Description	<p>1. Nominated people from the reflection group meet with a training team to feedback on the day.</p> <p>2. The same time other people who are interested to continue talking with others from</p>

	a group meet in an Open Forum. Open Forum is a meeting place to share ideas/thoughts about the coaching, to continue exploring topics raised during the day, to know more about the work of others and other organisations, to develop ideas for future cooperation.
Challenges	Not enough time or too late time for using Open Forum due to the intensity of the programme. It might be not clear about the purpose of an Open Forum
Recommendations	It is good to propose to the group to agree on the facilitation of the Open Forum as it will give more structure and clarity. It can be that people who are "hosting" Open Forum changes through out the week.

Holiday Postcards Fair 2007

Aim	Give a taste and feeling of the different countries and cultures involved in the course.
Timing	Evening
Material needed	Pens and creative arts materials, string, pins or stick tag and some music of the country.
Description	<p>1. In the pre-departure welcome letter participants are informed about the Holiday Postcard Fair and asked to bring 3 important things for the evening:</p> <ul style="list-style-type: none"> - Some postcards of their country and place. - Some ideas of what young people normally do in the summer holidays. - A short piece of traditional or very popular music. <p>2. Participants are then asked to create a postcard mobile using the string and postcards and to hang them from the ceiling. On the back of postcard they write what young people from your country do interesting during their summer holidays. (30 min.)</p> <p>3. Participants are asked to provide the team with music and then they hear their piece of music they take to the stage to introduce their postcard mobile. (45 min.)</p>
Challenges	Participants don't prepare before departure and arrive without postcards. Due to the fun nature of the activity there can be little intercultural learning. Participants don't feel comfortable presenting their postcards and mobile. Participants can't help themselves taking too much time talking and verbally presenting themselves. Some participants find it difficult to move away from the food and drink presentations. The evening can still be a long one depending on the number of participants but the fun element can help with presenting less formal evening if it also presented in a bar area.
Recommendations	Ensure participants get the chance to share the intercultural element of what young people do in the summer. With larger groups ensure time is managed well or it could be a late night.
Outcome	Participants get to know more about other countries, they have a fun evening and this helps with the group's development.

DAY 3

Morning News

Aim	Share the main points from a feedback, create good atmosphere
Timing	15-30 min.
Material needed	Creative ideas
Description	In a creative and funny way training team share the main points from a feedback session with a whole group of participants using animation. The idea is to give some comments, show what is taken into consideration, explain team position, other. At the end of this part, the day programme is introduced.
Challenges	Because of the language barrier it is too difficult for people to understand the humour. Because of the use of humour some important feedback can be taken not seriously.
Recommendations	Keep it short and dynamic, use different ways of visualising news
Outcome	Participants get the summary of the feedback from evening news including the reactions from the training team. People get extra time for waking up. Warm atmosphere is created for the work. It can help to integrate people into the group who is less active because of language barrier, nature or self-confidence

- Coaching Mirror: Sharing Coaching Experiences and Exploring Skills

My Reflection in the Mirror

Aim	Reflect on and share the different coaching experiences, to identify the skills and competences people have, are needed in coaching and need to be developed
Timing	1 hour 30 min.
Material needed	Skill cards, reflective paper, markers, glue, post-its
Description	<p>1. Individually people reflect on the working experience with young people that they consider being as a coaching experience. Main guiding questions:</p> <ul style="list-style-type: none"> - What was/is their role; - What did/are they do/doing; - What was/is working/not working. <p>Reflecting on their experience people identify the skills that:</p> <ul style="list-style-type: none"> - Describes them personally, - Are essential with the young people they are working with, - They need to improve. <p>During the reflection time they use a set of “skill cards” (see in Annex 6) Choosing 3 cards related to each of the aspect and sticking them on the reflective paper page. If there is no needed skill among the “skill cards”, people can add their own. (40 min.)</p> <p>2. In groups of 5 people, share their experience of working with young people and decide on a pyramid of the most important skills in coaching. The pyramid should consist of 6 “skill cards” with on the top the most important ones followed by the less important ones. (40 min.)</p> <p>3. All mirrors and pyramids are disposed in a gallery of false mirrors and everyone can walk around and see (10 min.).</p> <p>In addition, a handout (see in Annex 7) with a list of competences for coaching is given to everyone. Later throughout the course “skill cards” are used for giving feedback to other people in a group. A person wanting to give a feedback to other person is adding a particular “skill card” to the mirror of that person. Gallery from testimonies of young people about coaching is stuck on the wall (see in Annex 8).</p>
Challenges	Creative part takes a long time and then there is not enough time to share in smaller groups.
Recommendations	If mirrors are put together in one place visible for everyone, it helps participants to get to know more people in the group. Encourage people to use skill cards to give feedback through out the week.
Outcome	People share and get to know experiences of others, reflect and identify their competences

- Coaching Mirror: Exploring Coaching Styles

Me as a Coach

Aim	Introduce the participants to coaching and to explore their own understanding of coaching and their approach.
Timing	1 hour – 1 hour 30 min.
Material needed	‘Coaching Ghost’ is available in SALTO Coaching Guide for Youth Initiatives & Participation (youthinitiatives@salto-youth.net) or online in SALTO toolbox (www.salto-yout.net/toolbox).
Description	<p>1. On the post-its people write key words how they understand term “participation”. (15 min.)</p> <p>2. Coaching Ghost (see in Annex 9) - participants are asked to give their response to 40 statements (always, sometimes, never). Using the <i>Response table</i> and <i>Score table</i>.</p> <p>They are able to calculate a score for each of the Coaching Ghost Styles and methods (directive, involved, guiding, participative). It is made clear that there is no right or wrong answer but it can be used just as a tool for self-reflection on their understanding and use of different coaching styles.</p> <p>Participants then complete a Coaching Action Plan (done on the 7th day under action planning) relating to personal development areas, coaching and youth projects. (1 hour 15 min.)</p>
Challenges	You have to be careful not to go too deep with the first introductory activity as it may

	spoil the learning and thought process introduced by the Coaching Ghost. The text might seem too general and can be adopted to different types of projects
Recommendations	It might be interesting for participants to see the results of Coaching Ghost from other participants. This can be done in a funny way by playing “bingo” or introducing “sport” results. This way helps to satisfy the curiosity but as well to reduce the 'compeering element'.
Outcome	Participants have been introduced to the concept of coaching and begun to explore their own understanding of coaching and styles.

Coaching Map

Aim	Share knowledge, ideas, give suggestions, useful information and learning.
Timing	10 – 15 min. introduction, then active all week
Material needed	Wall space for a map outline and the Legend and guide and pens.
	<p>On a large wall space mount paper and draw 3 islands (Youth Exchanges, Youth Initiatives, Democracy Projects) and legend. The Legend is (please provide your own symbols):</p> <ul style="list-style-type: none"> - longboat – experience of people - treasure box – ideas and thoughts - mountains – skills and expertise - bridges – connection between the diff. types of projects <p>The general idea is that once the map has been introduced through out the week participants add to and develop the map. As a starting point information from pre-questionnaires is displayed about the experience, skills and ideas of participants. A review and last visit to the map is done in the LSD pre-departure panic session.</p>
Challenges	Participants forget to develop the map or do not take the active role in developing it, there is a lack of time and space in the programme to develop the map, it is not clear how the map is working
Recommendations	It is important to allow time to develop the map and ensure that the map is integrated fully into the programme. The best is if the map is displayed in the room there people spend breaks and Open Forum time. This ensures accessibility of the map. You can also introduce a question and answer section in the same room.
Outcome	Could be a good tool for monitoring and tracking learning and development. Participants share coaching ideas and awareness.

- Improving Youth Participation through Coaching

Coaching for Participation

Aim	Develop a common understanding and awareness of the different levels of participation and their relationship with coaching and their organisations.
Timing	1 hour 30 min.
Material needed	Participation cards and examples, pens and paper
Description	<ol style="list-style-type: none"> 1. In small groups, participants place statements of different levels of participation in an order - from most participative to least participative (20 min.); 2. When participants can “spy” by visiting other groups and taking a look on their understanding how different levels of participation should be displayed. After coming back they discuss and change if needed their own (10 min.); 3. Participants are given different examples from youth projects or other activities involving young people that represent different level of participation. They have to match given examples with participation levels. Next is that they have to with different colours markers to mark the examples which they would grant being as National Agency and the ones that has potential for coaching (40 min.); 4. Ladder of participation is introduced with contribution from participants linking it to coaching (20 min.) 5. Two volunteers are invited to be a coach for the activity. All the other participants on a post it write their own name at the top with it underlined and write two other participants names underneath their own. All the post-its are then collected and given to the two volunteers. The task is for the volunteers to place individuals equally distanced from the participants they have placed on their post it. This can be a big challenge and will be difficult to achieve. After a short and quick attempt stop the

	exercise and all participants to do the same with a post it again and then without talking ask ALL participants to stand equally distanced from the two people on their sheet. This slow energiser is a good tool in highlighting the need for a coach or not, and how a group may not always need a coach.
Challenges	The level of English for the descriptions can sometimes be challenging (ensure each group has a participant with a good level of English).
Recommendations	Participation Gallery: testimonies from young people related to what young people think about participation, taking decisions, autonomy, etc could be stick on the wall to illustrate the session. Use examples that match the statements, or get the groups to come up with examples for the different levels.
Outcome	Participants explore and improve awareness of youth participation and the opportunities and realities within the Youth in Action programme and Action 1 linking it to coaching.

- Introduction to the Coaching Process

Coaching Matrix

Aim	Get familiar with the idea and concept of coaching; see the links with own experience and practice; share examples from own work with young people.
Timing	1 hour 30 min.
Material needed	Flipchart paper, colour paper, markers.
Description	<p>1. People are asked to share from which of the fields do they know about coaching. People split in the groups, each group is focusing on different field where coaching is practiced. People describe coaching explaining different aspects of it:</p> <ul style="list-style-type: none"> - The role and function of the coach - The involvement and responsibility of the coach and the group/team - The aim of the coach in the coaching process - The final result expected from the group/team <p>Groups share the results in plenary by presenting on the cards their work and showing the pantomime about their topic (1 hour)</p> <p>2. The parallels between coaching in different fields and in youth work is made by explaining the idea and concept of coaching in the youth work field. Background information is refreshed on the development process of the coaching idea and concept. (30 min.)</p>
Challenges	It is difficult to listen to the presentations in depth because there is not enough time to explain the coaching in different fields. If the group had difficult working process it might be difficult for them to come up with the creative presentation
Recommendations	Avoid long presentations and include creative parts in it as it keeps the attention of people
Outcome	People get the general understanding of coaching for youth participation comparing it to other fields there coaching is practiced

DAY 4

- Coaching Process: Motivating

Motivating

Aim	To identify motivation factors, provide tools for motivating young people
Timing	1 hour 30 min.
Material needed	Flipchart paper, 1,5 meters long stick, long box with chocolate candies, 10 meters long rope (half number of participants number)
Description	<p>1. Group task. People split in 2 groups. Each of the group visits 2 tasks:</p> <p>A) The task is to rescue the cup with water from the middle of the circle with only using string. They are not allowed to sip the water and step in the circle. (20 min.)</p> <p>B) The task is blindfolded to make the ideal shapes out of the rope in the room. (20 min.)</p> <p>2. During the debriefing people focus on the task experience identifying the factors that motivated them during the task; what was challenging and what helped them to</p>

	overcome these challenges. (30 min.) 3. A model explaining successful participation is explained. In pairs people exchange how they can link the model and their task experience to the motivating element in coaching process (15 min.)
Challenges	Ensure that there is a safe atmosphere for feedback in the group, the link between the experience and theory might be missing
Recommendations	It is important to give enough time for debriefing.
Outcome	People reflect and share ideas on different reasons and ways of keeping the motivation high.

- Coaching Process: Getting to Know

Role Play “First Meeting”

Aim	Develop an understanding of the important areas of the 'getting to know you' phase of the 'coaching bi-cycle'.
Timing	1 hour 30 min.
Material needed	Pens, paper and guidance notes (see in Annex 12)
Description	1. Participants are divided in 2-3 groups (depending on the size). In each group, 2-3 participants are acting as coaches and the rest as different young people. “Coaches” are asked to draw a mind map of important things to have during the 1st meeting with young people doing a project. “Young people” are given description of the situation about the project they are involved in (15 min.); 2. The role-play starts. Some may become observers and later feedback on the process. (20-25 min.) 3. Debriefing is done in 2-3 groups following the questions: what were the feelings being a “coach” and “young person”, what was the process, what conclusions can be done related to getting to know.
Challenges	Time can be an important factor as well as people getting too involved in role-playing rather than in taking the exercise as a learning experience. For coaches it might be difficult to work together as they did network yet
Recommendations	If time is available allow the observers to feedback to the participants playing young people and coaches. Highlight to participants that this is a learning opportunity and encourage them not to choose roles they feel most comfortable with.
Outcome	Participants gain knowledge and experience of being coached, being a coach and observing coaching in action. It is a good way of learning about what can happen in real life.

DAY 5

- Coaching Process: Building and Maintaining the Relationship

Coaching process: building and maintaining the relationships

Aim	Understand the principals of building and maintaining the relationships during the coaching process,
Timing	1 hour 30 min.
Material needed	A set of materials per group: 1 magazine, blind folders, 10 pages of A4 paper, 3 pages of colourful paper, 2 markers or pens, piece of string. 2 sticks of glues and 2 safety scissors.
Description	1. Participants are asked to relax and visualise the following: starting with what kind of relationships they have in their life (personal, with friends, with family, with colleagues at work), then that helps to keep and maintain these relations at a good level and then what are the similarities of building and maintaining the relationship within a Youth Initiative, Youth Exchange, Democracy Project (10 minutes.) 2. Group splits in to 6 small groups. In each of the groups, people decide who will be the participants, who will be the coach. Participants are informed that for this task they will be blindfolded. They will then be charged with the task of building a paper tower. The coach will support the participants in this task ensuring they are focused on establishing and maintaining the relationship with them. (25 minutes.)

	3. Another person in the group then becomes the coach and then repeat the activity. (25 minutes) 4. The group then debrief the two tower building exercises and are asked to write on post it's; a) the essential key elements to building and maintaining relationships and b) the blocks and challenges to establishing and maintaining relationships. The essential ones will be stuck to one tower and the challenging ones to the other tower. (15 minutes) The towers are then displayed in the plenary. (5 minutes)
Challenges	There is a need for feedback on the conclusions because some of them might be not relevant to coaching process. The interest might drop after people change the roles if someone stays with the same role again
Recommendations	It is good to ask participants to work with people with whom they did not have chances to interact with yet. At the end it is important to let people see the towers.
Outcomes	Participants gain another coaching experience and explore the issues in building and maintaining the relationship.

- Coaching Process: Identifying Needs and Competencies

Aim	Understand the process of identifying competences and needs then coaching; make the link with Youthpass process
Timing	1 hour 30 min.
Material needed	Key-competences printed and folded separately, beamer, flipchart paper
Description	1. People are introduced with the concept of competence and explained what means knowledge, skills and attitudes and how they relate to each other. Explanation of need is provided (15 min.); 2. People are invited to reflect on different areas of competence they have confidence in and choose the position in a 'horse shoe' shape line. After finding the right position they share with the neighbour what needs do they have for the improvement of their performance in certain area of the competence (30 min.); 3. People are divided into 8 groups. Each of the groups are given the description of a key-competence. The task for the group is to prepare a body sculpture, which would describe best the given key-competence. (30 min.) 4. Groups perform the sculptures while others guess which of the competence was shown. Link is made with the first activity in the session and applying key-competences in the work with young people.
Challenges	It might be not enough or too much time for people to exchange and discuss their needs and competences. It might be difficult for people to transfer their learning experience to their practice.
Recommendations	It is important to clarify 'needs', 'knowledge', 'skills' and 'attitudes/values'. The creative part is important allowing people to feel that Youthpass and non-formal learning can be creative.
Outcome	People learn about identifying needs and competencies then coaching and learn about using Youthpass in practice.

- Coaching Process: Supporting

Simulation Game "Youth Initiative"

Aim	Experience the supporting element in coaching and learn what matters in the supporting stage.
Timing	3-4 hours for experimenting, 2 hours for reflecting
Material needed	Depending on the given situations
Description	1. The group is divided in 3 smaller groups. Each group has to choose 2 people who would be "coaches" and the others would be "young people". "Young people" are invited to the "National Agency" (2 people from the training team act as NA) to sign the "contract" (get further instructions). "Coaches" are invited to attend a "working meeting" in the "National Agency". (10 min.) 2. Representatives of the youth groups are given instruction (see in Annex 13) on their task for the afternoon. "Coaches" are instructed about the communication with "NA" and given more information (See in Annex 13) about available resources. One of the resources is "SALTO Centre" (1 person from the training team act SALTO

	<p>role). (20 min.)</p> <p>3. Group work continues. Young people from real Youth Initiatives interrupt the work by giving brief presentation of their project. (2 hours)</p> <p>4. At the end of the simulation game each group is asked to present the results of their work by making a short, creative presentation. All the presentations are made during the “official event” – “Fair of Youth Participation Projects”. (30 min.)</p> <p>5. Reflection¹ in different groups is made on the experience of simulation game following these questions (1 hour 30 min.):</p> <ul style="list-style-type: none"> - What were the feelings during the exercise? - What was the step by step process during the exercise? - What kind of support was given by “coaches” and received by “young people” during the exercise? - What recommendations could be given on supporting element in coaching? <p>Recommendations are displayed in the plenary room</p>
Challenges	<p>Some people can get confused whether the task is for real or just for reflection and possible solutions.</p> <p>Some people cannot get in the different roles, played during the simulation game. People can concentrate more on the task implementation and forget about the process. People might need the debriefing immediately after the experience.</p>
Recommendations	<p>It is good to finish “experiencing” part of the simulation game with short presentations before the reflection of the day.</p> <p>Time after time it is good to check the “initiative groups” by visiting them and talking about their process and results reached so far. This might help to follow the process as well as to provide support in difficult situations.</p>
Outcome	<p>People experience the supporting process from the perspective of being a coach or being coached, make conclusions and recommendations about what is important in supporting element of coaching, people learn to manage their time.</p>

DAY 6

- Roles in Coaching

Coaching Personnel

Aim	Clarify the coaches purpose, knowledge, skills, and abilities for Youth Exchanges and Youth Initiatives
Timing	1 hour 30 min.
Material needed	Flipchart paper, job template and pens (template is copied onto A3)
Description	<p>1. Group is split into 4 and then charged with the task of preparing a Job Description and Person Specification for a Coach using the Template provided (see Annex). Two groups get a Coach for a Youth Exchange and the other two get a Coach for Youth Initiative (40 min.);</p> <p>2. The two groups for each activity then come together to share their Job Descriptions and work towards developing ONE (through negotiating and agreement) (30 min.);</p> <p>3. Representatives from the two parties present their Job Descriptions in the plenary (20 min.)</p>
Challenges	People need more time as the task requires clarifications of different understanding
Recommendations	It is good to remind participants to of the experiences and work they have completed through the week and to use the evidence around the room from flip charts etc.
Outcome	People clarify what a coach does, skills, knowledge, experience etc and the coaching process.

- Coaching Cycle: Evaluating

¹ In the training course Coach 2 Coach in Italy the simulation game “Youth Initiative” was splitted into 2 parts – the first part (introduction, implementation and presentation of the products) was done in the afternoon of day 5 and the second part (debriefing and conclusions) was done in the morning of day 6. Ideally it should be done in one day starting in the morning and finishing in the afternoon.

Handy Evaluation and Model of 3Ps

Aim	Understand the importance of evaluation, to learn tools used for evaluation.
Timing	1 hour 30 min.
Material needed	Flip chart, pens and paper
Description	1. Participants are introduced with a 'handy' guide to evaluation. The wrist being 'for who' we evaluate? Then each digit: "why", "what", "who", "when" and "how". Participants are encouraged to provide an example for each heading. 2. They are then introduced to the 3 P's triangle: "process", "people" and "product" and reminded with the model of successful participation. Participants are then divided into four groups and asked to use any of the models to evaluate the "Holiday Postcard Show". Each group then present its findings.
Challenges	The activity chosen to practise different evaluation tools might be not appropriate. It might be confusing if the aim of this session is to practice evaluation and develop skills or to evaluate the chosen session.
Recommendations	It can be an advantage to use a common experience and something real for participants to evaluate, and then pull out the different approaches and results.
Outcome	Participants explore the rationale for evaluation, the different elements and are then given the opportunity to put theory into practice.

Chat Show on CTV

Aim	Explore and identify issues of quality in coaching.
Timing	1 hour 30 min
Material needed	Circle of chairs, post-its
Description	Activity: CTV chat show – participants will divide themselves into four groups. 1st group – Coaches, 2nd group – European Youth Workers, 3rd group – NA staff, 4th group – Young People to be coached or who have been coached, other roles. Starting from reviewing the coaching cycle. 2 members of the team act as the talk show hosts and the other two act as reporters (making notes on the flipcharts). The chairs are organised in a circle. On chairs labels are slicked with the names of different roles people have in real work (National Agency, youth worker, international youth worker, trainer, coach, other) 1. Participants are asked to sit on a chair with a title and role that they feel most comfortable with. The group are reminded of the areas of quality presented earlier in the week (20 min.). 2. The debate will last for 1 hour (max). There is a selection of questions written already on card and placed in the middle of the circle. But the big question is 'how can coaching improve the quality and experience of young people on Youth Initiatives?'. The show will try to be less of a role play and more of a learning forum. As the questions start to dry up and at regular periods invite the reporters to interject and feed back the debates key points. Questions are on quality issues of coaching: <ul style="list-style-type: none"> - How does coaching improve the quality of a project? - What quality issues and areas of a project can be improved the coaching? - Can a project be of a good quality without a coach? - What are the challenges and pitfalls of the coaching process? - Is the project a failure if the coaching practice and experience is a negative one? 3. Summing up. TV show: how coaching is improving quality of a project. (10 min.)
Challenges	Can be sometimes challenging to get everyone participating in the debate with a big group or keep the attention through out the entire time. For some people it is difficult to combine a debate based on reality and at the same time be in the role.
Recommendations	Be clear and agree with the team on the questions as often as necessary. Consider different roles not only according the real life but as well about the level of experience.
Outcome	Participants are reminded of the areas of quality and explore the key points and questions of how can coaching improves the quality of Youth Initiatives.

DAY 7

- Action Planning: Me as a Coach

Action Wheel and/or Action plan

Aim	Plan future steps necessary in order to apply learning experience and knowledge gained during the course
Timing	1 hour 30 min
Material needed	A4 paper
Description	<p>1. Participants are asked to prepare individually their wheels of steps they are planning to undertake in order to apply the gained experience and knowledge in their realities. The different parts of the wheel are: my personal development, working with my target group, working in my organisation, cooperation with my National Agency, with other people in a group, other. As an alternative way of working is proposed to fill in the Action Plan from the "Coaching Ghost Inventory". (30 min.);</p> <p>2. Participants share their plans in groups of 3-4 people. (45 min.)</p> <p>In parallel it is proposed an individual consultation time with a member of a training team. (10 min.);</p> <p>3. In plenary people share about the ideas that they would like to work on with other people in the group (15 min.)</p>
Recommendations	Be aware that for some people proposed way (wheel) is not fitting to their style of thinking. It is good to stress that people can choose any structure and form that best fits to their thinking style.

- Action Planning: Network of Coaches

Open Forum for Action Planning

Aim	To plan future actions with other participants of the course to follow on after coming back home.
Timing	1 hour 30 min.
Material needed	None
Description	<p>1. Collecting the ideas of the activities what people want to propose as common actions (20 min.);</p> <p>2. Discussion in the groups depending on the interests (1 hour 10 min.);</p>
Challenges	If groups are too big you might suggest them to split to facilitate the discussion.
Recommendations	It might be good that you go around the groups and facilitate or help the discussion if needed or in case there would be questions about follow-up.
Outcome	Concrete actions are discussed and planned that could be implemented after the course.

- Resources

LSD Pre-departure Panic

Aim	Give participants the last chance to identify and gain the possible support, information and knowledge they require before they depart to support an Action 1 through coaching.
Timing	1 hour 30 min.
Material needed	Pens, paper and LSD briefing (see in Annex 15)
Description	<p>1. Finishing work-close projects and then... (20 min.);</p> <p>2. Introduction participants to the different stations and possibilities available at the LSD Pre Departure Lounge following the notes (see in Annex 14) and allowing participants to freely participate in/at the different stations provided for the exercise (40-50 min.);</p> <p>3. Check-out at the Coaching Map identifying new things that were added to the map during the week (20 min.).</p>
Challenges	Unless you are clear about the spaces and time available it could be confusing. Therefore handouts and flip chart presentations along with clear signposting will be required.
Recommendations	Encourage participants to use the time and space effectively and treat it like it really

	is their last chance to buy things at the airport. It might be necessary to also identify participants to be available at different stations.
Outcome	Participants are allowed some freedom to fulfil their own learning needs and hopefully get some answers or guidance on unanswered questions.

- Evaluation of Coach 2 Coach

Active evaluation methods

Aim	To create a space for participants to reflect on their experience and learning during the training course and evaluate it.
Timing	2 hours 45 min.
Material needed	
Description	<ol style="list-style-type: none"> 1. Active methods to express good and bad emotions are used. "Alley of Joy" – people in pairs form an "alley" and by running inside loudly repeat different things that created good feeling during the course. "Wall of Cries" – people stand in two lines facing the same people from previous exercise. Then the signal is given people from one line comes to the other side and silently say one element that created bad feelings during the course. After they said it they come back to stand in the line and other come to share. (15 min.) 2. People reflect on their learning process and identify their learning along the key-competences – a) individually; b) in pairs or trios. (45 min.) 3. Participants fill in the post-evaluation questionnaires (30 min.) 4. People join their re-groups for closing them. In the re-groups people reflect and share their experience and describe training course in 3 keywords. (45 min.) 5. Each of the group brings to the plenary 3 main elements that best describe the course. Final round of sharing last thoughts about the training course (30 min.)

Individual Questionnaires

Aim	To give participants the possibility to evaluate the different elements of the course, on the one hand the learning objectives of the course, and on the other one the methods implemented in the different sessions. To give participants the possibility to express freely and honestly; make some proposals for the future.
Timing	30 min.
Material needed	Questionnaires (see in annex) – one copy per person
Description	Participants are asked to fill in the questionnaire individually
Challenges	<p>It is important that participants fill in it on their own. It could happen that they don't answer some questions, either because they don't feel like or because they don't have anything to say on that matter, but in any case they should copy answers from other's questionnaire!</p> <p>It is important to give time enough for all participants to answer the questions. If time is too short participants could have the impression that it is not important and give quick answers without proper reflection.</p>
Recommendations	Don't make it too long but try to cover all questions that are important for you to evaluate the course afterwards
Outcome	It gives the trainers' team valuable elements to evaluate the training course and adapt the concept and the methods used for next trainings accordingly to the results of the questionnaires' evaluation.

7. EVALUATION

Evaluation of the training course is done in several stages of the process actively involving participants and training team. During the preparation stage, after selection is made, participants get the questions asking them to explain their understanding of "coaching", share their understanding of important elements in supporting youth groups, explain what other can learn from their experience and describe their expectations and fears towards the course (see in Annex 16). The main aims of this pre-questionnaire are for the training team to know more about the experience and level of competence of participants in coaching, how they

understand the term “coaching”. Information provided by the questionnaires is used at the end of session about coaching competences and in developing the Coaching Map.

At the very beginning of the training course participants are asked to fill in the pre-questionnaire (see in Annex 17) that is mainly used to assess their knowledge, skills and understandings related to coaching youth projects in the frame of the YOUTH/Youth in programme. The information from the pre-questionnaires is used for evaluating learning process of participants.

During the training course at the end of each day participants have reflection in self-managed reflection groups focusing on: feelings – how was the day; benefits – what was the most helpful and how it is possible to apply learning experience in practice; pitfalls - what was the least helpful; improvements – suggestions for future (see more in page 10-11). Partly this time is also used for reflecting own learning process for the Youthpass sharing the reflection with others too.

After reflection time one representative of each group comes for a meeting with a training team to give a feedback from a group (see more in pages 10-11). Next morning training team in the form of “Morning news” shares with the group the main points from the evening feedback (see more in page 12). This way of facilitating daily evaluation give opportunity as well for participants to develop skills and gain experience in facilitating reflection groups and giving feed-back.

At the end of the course final evaluation is done using variety of methods (see more in page 23). Post-questionnaire (see in Annex 18) is used to assess knowledge, skills and understandings related to coaching youth projects in the frame of the Youth in Action programme. In the evaluation process by comparing data from pre-questionnaires with data from post-questionnaires, it is possible to see the learning results related to improved knowledge, developed skills and changes in understandings. Post-questionnaire is used as well to evaluate learning process in general: learning environment, active participation, used methods, using the experience of participants, learning from each other, reach aims and objectives and other.

During the final evaluation the form is given for participants to evaluate different sessions in the programme (see in Annex 19). The outcomes of the form are used in further evaluation of the course. Comments related to the different sessions in the programme are included in the description of each session.

After the course, the team evaluates the training course focusing on aims and objectives, target group, learning process, teamwork and other relevant aspects.

Evaluation results from the training course *Coach 2 Coach* in Norway is outlined in the separate document called “Report on Learning Process and Results”.

8. OUTCOMES

The training course *Coach 2 Coach* brings benefits in different ways. First of all it contributes to the personal and professional development of participants coming to the course. Learning process and results reached during the *Coach 2 Coach* in Austria can be found outlined in the “Report on Learning Process and Results” as a separate document.

Follow-up ideas are considered as a concrete outcome of the training course. During the final day of the training course participants discussed in small groups follow-up ideas related to coaching nationally and internationally. During the training course held in Norway after sharing and discussing participants presented their follow-up ideas.

The training course held in Norway was a possibility to test the improvements made after the evaluation of courses held in Italy and Austria and to expand module covering the whole Action 1 projects in Youth in Action programme – Youth Exchanges, Youth Initiatives and Youth Democracy Projects. As well it was a good opportunity to use the theoretical materials from the Coaching Guide (on <http://www.salto-youth.net/a3publications> and on request: youthinitiatives@salto-youth.net) in practise.

9. NOTES FOR FURTHER USE

This documentation can be used as a resource for trainers and National Agencies in developing national or international training courses on coaching of projects created, implemented and evaluated by young people with support of youth leaders, youth workers and other people involved in such process. The projects can be implemented both on local and international level. The important is to take into consideration the projects specificities.

As well this report can give a basis in developing national systems of coaching and serve as a resource for other coaches enabling them to prepare and use some of the methods and tools outlined in this document.

10. BACKGROUND DOCUMENTS AND HANDOUTS

Annex 1: Final Programme of Coach 2 Coach

Time	DAY 1, SUN 7th May	DAY 2, MON 8th May	DAY 3, TUE 9th May	DAY 4, WED 10th May	DAY 5, THU 11th May	DAY 6, FRI 12th May	DAY 7, SAT 13th May	DAY 8, SUN 14th May		
7.30	<i>BREAKFAST</i>									
9.00	Arrival	Context of the training course, programme, objectives	Coaching mirror: sharing coaching experiences & exploring skills	Coaching process: motivating	Coaching process: building and maintaining the relationships	Coaching process: supporting (debriefing)	Action planning (individually)	Departure		
11.00		<i>Break</i>								
11.30		Getting to know organisations and projects	Coaching mirror: exploring coaching styles	Coaching process: getting to know	Coaching process: identifying needs & competences	Roles in coaching	Action planning (with others)			
13.00		<i>LUNCH</i>								
15.00		YOUTH programme	Improving youth participation through coaching	Free afternoon	Coaching process: supporting (group activity)	Coaching process: evaluating	Resources			
16.30		<i>Break</i>				<i>Break</i>				
17.00		Focus on Youth Initiatives	Introduction to the coaching process			Coaching for quality	Evaluation of the training course			
18.30		Re-groups Evening news/Open forum		Re-groups Evening news/Open forum						
20.00		<i>DINNER</i>			<i>Dinner in city</i>	<i>DINNER</i>				
21.30		Welcome evening	International Fashion Show	Free evening	Free evening	Free evening	Free evening		Farewell party	

Coach 2 Coach

WELCOME LETTER

Dear Participant,

Now you are reading this we assume that you have arrived safe and sound at Tromsø. You should have checked into your room and received this Welcome Pack of course. So first of all: **Welcome!**

In this Welcome Pack you will find programme of the training, pre-evaluation questionnaire, general information, list of participants, the 'Dinner card', badge, pen, menu guide, directions from the hotel to Tvibit Youth Centre (where the training will take place), a tourist map of Tromsø.

Today **Sunday 9 September 2007**, we suggest the following:

- Take a good look through the folder and:
 - complete your name badge
 - start filling the pre-evaluation questionnaire (this will be needed for the Monday morning, so please bring it with you then)
 - create your 'Dinner card' (this is a coloured piece of card in the pack) - so please write your name and your country on one side and on the other side "enjoy your meal" in your own language. Bring it with you to the dinner this evening

- Also feel free to wander around and discover Tromsø and its possibilities or take a nap, or go for a drink,...
- We will meet at 19h30 for dinner at the café area in Tvibit Youth Centre
- After dinner (at 21h00) we will gather in the Seminar Room downstairs for a short presentation of the team, getting to know each other, etc.
- And if you are not too exhausted from travelling and following our brief introductions, you are very welcome to stay and talk some more

That's all for now, looking forward to bump into you soon,

The Training Team

Buzz, Nerijus, Idunn & Sif

Annex 2: Letter for “Mission Impossible”

Date: Monday, 10 September 2007

**СОВЕРШЕНО
СЕКРЕТНО**

Subject: MISSION IMPOSSIBLE

Task

To enter the training course Coach 2 Coach you have to accomplish successfully this mission. Read the instructions given below and start the mission.

Instructions

On the other side of this page you will find lots of different questions written. You have to go around the room, find a person matching the certain statement and write his/her name above the statement. The mission will be accomplished when all your statements will have at least one name written next to it.

Time

To accomplish this mission you have ... oh my God!!!...you have time till this song come to the end!!!

Recommendations

Hurry up and good luck!!!



Can touch his/her nose with the tongue:

Has more than 3 brothers and sisters:

Has more letters than 9 in his/her first name:

Was born in 1976:

Has talked with a politician:

Can move his/her ears:

Is afraid of heights:

Speaks at least three languages:

You are looking for somebody who...

Has slept in an airport:

Sings in the bath:

Had ride a horse:

Likes early mornings:

Has been in a "foam party":

Has a goldfish:

Was born in a different country to the one they live in now:

Likes swimming:

Game Card

Diving into the sea of ideas

Shellfish (little projects)	Project Name
Project Description	Partners
Small Fish (medium projects)	Project Name
Project Description	Partners
Big Fish (extra large projects)	Project Name
Project Description	Partners

Fish Market Sellers Guide



Coach 2 Coach
Tromsø — Norway
September
2007

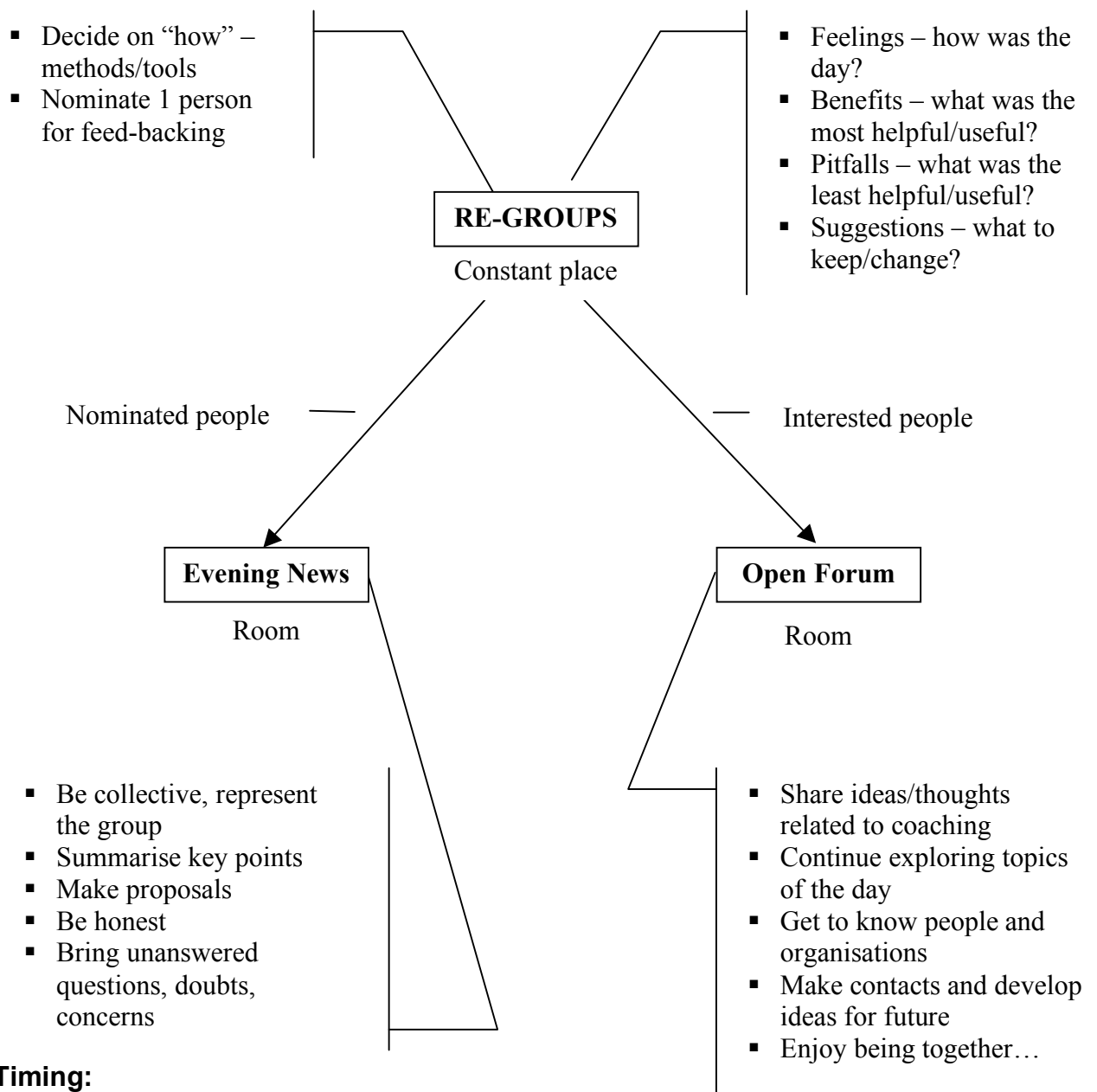
Fishing Company (Organisation)	Country	Seller (Name of pax)	Youth Exchanges	Youth Initiatives	Democracy Projects	I would like to work with them because...
	Czech	Vit Snajdr				
	Poland	Barbara Karas				
	Poland	Borys Niemczewski				
	Latvia	Rudite Muraševa				
	Slovakia	Eva Javorková				
	Turkey	Duygu Ozkan				
	Malta	Fr Saviour F.Grima				
	France	Carole Ciceron				
	France	Julien de Miribel				
	Belguim FL	Robby Van Den Ede				
	Germany	Jörg Reschke				
	Iceland	Anna R. Möller				
	Austria	Andrea Hollenstein				
	Austria	Gabriele Schafarick				
	Lithuania	Ignas Skudrickas				
	Netherlands	Noortji Damman				
	UK	Steve Cox O'Rourke				
	Estonia	Riina Vap				
	Norway	Anette T Jakobsen				
	Norway	Guttorm Sørenson				
	Norway	Ellen Aabø				
	Liechtenstein	Alexandra Neyer				
	Spain	Francisco Cañizares				
	Poland	Eliza Zadluzna				

Annex 5: Notes for the Re-groups, Evening News and Open Forum

Aims:

- For the Re-groups – enable people to reflect on the day by sharing the feelings, learning results, discussing the recommendations and practicing facilitation skills;
- For the Evening News – enable people to give constructive feedback to the training team; enable people to practise giving feedback skills;
- For Open Forum – to enable people to round-up the day by sharing the ideas, discussing the topics of the day, getting to know people, making contacts.








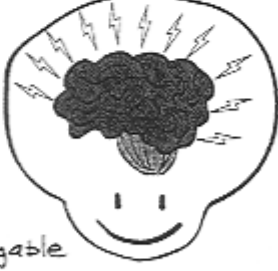


Structure:





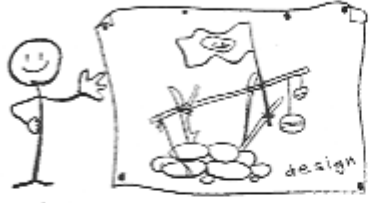
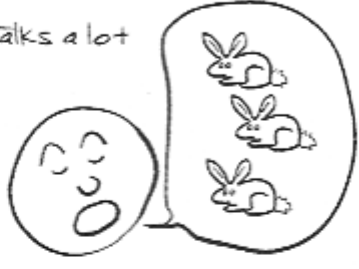
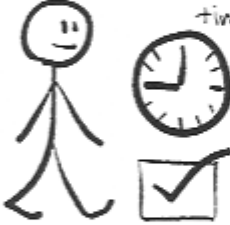



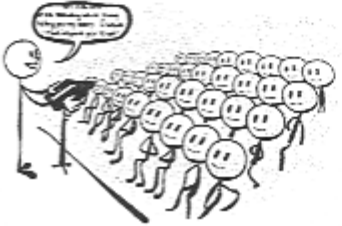

Timing:

From 19.00 till 19.45 – Re-groups;
From 19.45 till 20.30 Evening News/Open Forum

Annex 6: "Skill Cards"

 <p>Courageous</p> <p>© Chris Terrell - 01634 710225</p>	 <p>Sympathetic</p> <p>© Chris Terrell - 01634 710225</p>
 <p>Joker</p> <p>© Chris Terrell - 01634 710225</p>	 <p>Has lots of ideas</p> <p>© Chris Terrell - 01634 710225</p>
 <p>Good at organising others</p> <p>© Chris Terrell - 01634 710225</p>	 <p>Looks out for others</p> <p>© Chris Terrell - 01634 710225</p>
 <p>Gets bored quickly</p> <p>© Chris Terrell - 01634 710225</p>	 <p>Knowledgeable</p> <p>© Chris Terrell - 01634 710225</p>
 <p>Good at practical things</p> <p>© Chris Terrell - 01634 710225</p>	 <p>Friendly</p> <p>© Chris Terrell - 01634 710225</p>

 <p>© Chris Terrell - 01654 710225</p> <p>Interrupts others</p>	 <p>© Chris Terrell - 01654 710225</p> <p>Makes put-down comments</p>
 <p>© Chris Terrell - 01654 710225</p> <p>Looks for jobs that need doing</p>	 <p>© Chris Terrell - 01654 710225</p> <p>Says what's on their mind</p>
 <p>© Chris Terrell - 01654 710225</p> <p>Checks they've got it right</p>	 <p>© Chris Terrell - 01654 710225</p> <p>Says tactless things</p>
 <p>© Chris Terrell - 01654 710225</p> <p>Keeps ideas to themselves</p>	 <p>© Chris Terrell - 01654 710225</p> <p>Leaves jobs for others to do</p>
 <p>© Chris Terrell - 01654 710225</p> <p>Makes useful suggestions or ideas</p>	 <p>© Chris Terrell - 01654 710225</p> <p>Listens carefully to others</p>

<p>©Chris Terrell - 01654 710225</p>  <p>Well-organised</p>	<p>©Chris Terrell - 01654 710225</p>  <p>Supports others' suggestions or ideas</p>
<p>©Chris Terrell - 01654 710225</p>  <p>Has creative ideas</p>	<p>©Chris Terrell - 01654 710225</p>  <p>Talks a lot</p>
<p>©Chris Terrell - 01654 710225</p>  <p>Good at timekeeping</p>	<p>©Chris Terrell - 01654 710225</p>  <p>Works well in a team</p>
<p>©Chris Terrell - 01654 710225</p>  <p>Trustworthy</p>	<p>©Chris Terrell - 01654 710225</p>  <p>Energetic</p>
<p>©Chris Terrell - 01654 710225</p>  <p>Overcomes fears</p>	<p>©Chris Terrell - 01654 710225</p>  <p>Calm</p>

Annex 7: Exploring Skills

Handout from the Coaching Guide (will be soon available at <http://www.salto-youth.net/a3publications>) about abilities, competences and experiences of a coach

We would suggest the following as a list for ideal abilities, competences and experiences. You could ask yourself if you fulfil them or not, or if you would like to use them as a guide in future, so take a look in the mirror...

Ability	“What does this mean...?!”	Check-Box
Patience	I have learned to wait until others make up their own experience! I am able to watch group processes and to wait for the result they will achieve!	
Humour	I am able to laugh with others and sometimes also about myself! In difficult situations, e.g. if the motivation in the group is in danger of disappearing, some sense of humour at the right time can help a lot.	
Empathy	I can respond to the emotions of others, like anger, fear, worry or shame without being frightened! I always try to understand the point of view of the person facing me.	
Capability of Self Reflection	I know my personal strengths and weaknesses! I know my personal limits and I'm able to refer to them!	
Personal Standing	I have both feet on the ground! I have surroundings in which I feel comfortable and I feel well supported by my friends and family! Because of this I have people I can talk to if I need to reflect on the coaching situation.	
Conflict and relationship attitude	I'm able to solve conflicts and critical situations with others in a positive and constructive way!	
Experience in project development and management	I have already developed my own projects and initiated them! Because of this I am able to offer the group some methods and tools on “how” to develop their project.	
Knowledge about group processes	I gather experiences and observations of how groups interact and which processes they use regularly! This helps me to understand the emotions and reactions of the participants in each step of the process.	
Communication techniques	I know one or more techniques of communication e.g. “person centred individual consultation”! This helps me to moderate the group communication in difficult situations.	
Methods for Coaching	I know some creative methods to visualise or moderate situations and processes! Those can be helpful to structure ideas and opinions within the group and support the decision making process.	
Self experience with coaching	I have had a consultation during a project development or other situation! This helps me to see the advantage of it. It was important that someone from “outside” who wasn't personally involved supported me to structure my ideas and opinions in a different way.	
Coaching experience	I have experience in coaching groups or individuals! Out of this experience I know about different reactions of participants in different situations.	
Expert knowledge	I have expert knowledge in different domains, like _____, which I can offer to others!	
Personal contacts to other advising people	I have an existing network of contacts with other experts concerning consultation, youth work or supervision!	
Psychological and pedagogical skills	I have a psychological or pedagogical experience!	
Etc.	

Possibly this list isn't complete and you could lengthen or reduce it. You should understand it as a motivating technique to reflect in advance about your own abilities and limits. However it's not necessary to satisfy all the listed requirements. If you can say 'yes!' to at least half of the above mentioned topics, we think you are already well prepared to start coaching youth projects. If you are also willing to extend your own knowledge and experiences there are no better preconditions you can have.

Annex 8: Coaching Testimonies

"I understand a Youth Initiative like the perfect method to try to make a better world. A lot of persons can make a difference in the society where they live thanks to this action".

Alex (18) Romania

"A Youth Initiative is a way to stress an interesting subject or very serious problem and show it to others making them also think and do something about it. From my point of view Youth Initiatives help to grow more intelligent and sensitive generation since people who have ever done or attended a project of that kind, seem to return and stay with it for as long as possible"

Jaana (19), Estonia

"Youth initiatives give youngsters a chance to gain skills and methods which are not possible to learn at school".

Dimitri (18), Estonia

"When I am part of the work team I feel included and I can take some bricks to build the wall"

Martin (18), Czech Republic

"For me a Youth Initiative is the way how to get new experience, develop my skills and the first step how to change the world, starting from your local society"

Baiba (18), Latvia

"For me a Youth Initiative it's a way to start to make really something good to change society"

Gianlucca (26), Italy

"Youth initiatives can be local or be done in co-operation with youth from other countries in addition to concerning local matters"

Maria (20), Poland

"What I think is difficult is just to start a project. When starting a project, I think that advice from professionals is very important"

Mari (18), Estonia

"I would describe the role of the coach in our project as...giving advice and practical hints, giving contacts, sharing difficulties and mistakes, having good humour, positive thinking..."

Sonia (28), Portugal

...giving me confidence, coming up with constructive criticism..."

Palmir (23), Denmark

"I would like the coach to give me advice and answer my questions but not to tell me everything, rather to motivate me to search for answers and ideas by myself"

Maria (20), Poland

"The best coach should allow me and the entire group to find our own way to reach our goal. The coach should ensure me and my team to be autonomous in our project activities. The coach should be the map, not the driver!"

Anna (23), Poland

"The coach should be the person who wouldn't be involved in the whole process but only when a problem appears and the team does not know how to solve it."

Rasa (18), Lithuania

"Our coach was just watching... and giving tips how to improve one or another thing"

Gintaras (20), Lithuania

"For me the perfect coach is ... a person who never stops saying that there is nothing impossible, if you try, then there will be a time when you will succeed!"

Baiba (18), Latvia

"The most difficult can be to start together and to finish together"

Ilja (24), Estonia

"I would like the coach ...to share with me his ideas and knowledge..."

Miriam (17), Malta

"I wouldn't like the coach to give me ready ideas but rather to mobilise me to think by myself, to develop my own skills. Not to force his/her solutions, to ask how I see the things..."

Maria (20), Poland

"When realising Youth Initiative the most difficult for me and our group was to achieve and coordinate different interests and to manage the diversity of the group"

Sonia (27), Portugal

"Training, preparation would have helped us to realise our project even better than we did"

Vytas (22), Lithuania

"The coach could point out the shortages of our project because sometimes the people that are so involved in what they are doing they don't analyse their actions",

Kadri (18), Estonia

"A coach should come up with constructive criticism. I wouldn't like him/her to express criticism without having any suggestion for improvement."

Palmir (23), Denmark

"A coach should help with providing information, supporting, advising... I would like to have regular meetings with the coach"

Vytas (22), Lithuania

"Lack of knowledge, especially about financial issues"

Baiba (18), Latvia

"One of the greatest problems is the money problem. It is possible to ask support from different foundations, but usually all the projects require own finance too"

Mari (18), Estonia

"The tasks should be delegated so that I would not have to do everything on my own. But when everybody has some kind of a task then it's still important that the team would feel a team. That everybody would know their roles. So if I was a leader of that project the problem for me would be how to organize the group and how to be a good leader"

Kadri (18), Estonia

"And a problem that we met in my second project was that one person takes all the work to him or herself and does not share any information or duties with others. That is the most difficult thing that this person is "star sick" - does not want to listen to what others think and does all the things as he or she likes."

Jaana (18), Estonia

"Active participation is when all the young people participate and are active in the project. If I had an idea I wouldn't like my coach to give me his back and don't listen and understand me."

Miriam (17), Malta

So, for me the perfect coach is...

Palmir (23), Denmark: "...somebody that has enough empathy to understand the different personalities etc. One that finds the perfect balance between authority and neutrality, between observation and participation"

Jacek (24), Poland: "...someone who has clear vision of how he/she can help me, motivates me, is easy to contact with"

Monica (25), Portugal: "...supportive, sensitive, with lots of knowledge and fun"

Karen (18), Estonia: "...respectful towards the participants, expert on his or her topic, able to help in logistics and organisational work on spot during the activities, discrete and full of energy"

Rasa (18), Lithuania: "...someone who would always be helpful, available and prepared for giving his/her hand whenever is needed"

Martin Hanak (18), Czech Republic: "...someone who have knowledge, experiences, vision and energy to finish the project with us, someone who wants to share all he/she knows"

Krzysztof Szizwiki (19), Poland: "...someone who show the way"

Gianluca (26), Italy: "...not only a coach but a good friend"

Marcin (26), Poland: "...a person which helps to concretise needs and feelings, and helps with project planning and management, and always is near in order to give support, advices..."

Vytas (22) Lithuania: "... supporting, advising, wise, experienced skilful"

Andy (27), Malta: "...a guiding light in the middle of the dark forest!"

Ilja (24), Estonia: "...professional, neutral, diplomatic and nice person whom I trust"

Gintaras (20), Lithuania: "...person who knows what to say and when to say it"

Anna (23), Poland: "...a map, not the driver!"

Annex 9: Coaching Ghost

Coaching Ghost	
Directions:	Circle your response for each statement on the response form table provided.
Responses:	To what extent do each of the 40 coaching Inventory statements describe your behaviour, values or attitude? Circle the appropriate letter for each statement using the following key: A = Always S = Sometimes N = Never Note: you can only circle one response per statement.

Coaching Inventory Statements

1. The responsibility of learning and development always lie with the coach.
2. As a coach I like to share my skills and knowledge by being involved.
3. Coaching is about showing people the way.
4. People learn best when they take responsibility and get involved.
5. People need coaches to facilitate learning and for directing them to success.
6. Learning through doing with others is essential for the coach and the learners.
7. Coaches are essential if expertise and knowledge are to be transferred.
8. It is important for everyone to be involved through the whole process.
9. A coach is there to ensure people stay focussed and on track.
10. A coach's participation is an important part of any team.
11. The responsibility of learning is that of the participants, the coach is there just to support.
12. Facilitating the opportunity to fully get involved is that of the coach.
13. Coaching is another friendlier term for a manager.
14. As a coach I find it difficult not to get involved.
15. If people are the vehicles and drivers, the coach is the map.
16. A coach has to be able to creatively engage all participants.
17. The coach reminds the participants of the agreed aims and objectives.
18. The coach can motivate and ensure the group achieves more through seeing themselves as part of the group.
19. The coach is there to hold the hands of the participants.
20. When a group is functioning effectively the coach isn't needed.
21. A coach will have more experience and knowledge than the participants.
22. Being totally part of the group allows the coach to fully understand the group dynamics and learning process.
23. A coach will encourage and motivate the group to identify forward strategies.
24. A coach should allow the group to review and evaluate their own activities.
25. A coach should not allow the group to deviate from its goals.
26. The ideas input of the coach is just as important as the participants.
27. A coach is there to manage the groups dynamic not the group activities.
28. The coach will ensure everyone in the group has equal opportunity to give their views.
29. A coach will make sure meetings move on a good pace.
30. A group cannot meet if the coach isn't there.
31. A coach can make suggestions about the process but the group will make the decisions about the direction and activity.
32. The process is more important than the product.
33. A coach can firstly show the group how tasks can be accomplished before allowing them to attempt it.
34. A coaches needs are just as important as the groups.
35. A coach will support the group in reflecting to ensure the group learn from the experience of participating.
36. The group chooses its own direction and tasks.
37. A coach should encourage the group to think outside of the box, to be creative when approaching a challenge.
38. Problem solving is the responsibility of the coach and the learners together.
39. The coach will ensure there is a safe and productive learning environment.
40. The role of the coach is to be like 'a fly on the wall' and just observe.

Coaching Ghost Inventory – Response Form

Directions:	Circle your response for each statement on the response form table below.
Responses:	To what extent do each of the 40 coaching Inventory statements describe your behaviour, values or attitude? Circle the appropriate letter for each statement using the following key: A = Always S = Sometimes N = Never
	Note: you can only circle one response per statement

<u>1</u> A S N	<u>2</u> A S N	<u>3</u> A S N	<u>4</u> A S N
<u>5</u> A S N	<u>6</u> A S N	<u>7</u> A S N	<u>8</u> A S N
<u>9</u> A S N	<u>10</u> A S N	<u>11</u> A S N	<u>12</u> A S N
<u>13</u> A S N	<u>14</u> A S N	<u>15</u> A S N	<u>16</u> A S N
<u>17</u> A S N	<u>18</u> A S N	<u>19</u> A S N	<u>20</u> A S N
<u>21</u> A S N	<u>22</u> A S N	<u>23</u> A S N	<u>24</u> A S N
<u>25</u> A S N	<u>26</u> A S N	<u>27</u> A S N	<u>28</u> A S N
<u>29</u> A S N	<u>30</u> A S N	<u>31</u> A S N	<u>32</u> A S N
<u>33</u> A S N	<u>34</u> A S N	<u>35</u> A S N	<u>36</u> A S N
<u>37</u> A S N	<u>38</u> A S N	<u>39</u> A S N	<u>40</u> A S N

Coaching Ghost Inventory – Scoring Form

Circle your scores corresponding to the Response Form. The circles on your *Response Form* should be in exactly the same place on the *Scoring Form*.

<u>1</u> 2 3 1	<u>2</u> 3 2 1	<u>3</u> 3 2 1	<u>4</u> 3 2 1
<u>5</u> 2 3 1	<u>6</u> 3 2 1	<u>7</u> 2 3 1	<u>8</u> 2 3 1
<u>9</u> 1 3 2	<u>10</u> 1 2 3	<u>11</u> 3 2 1	<u>12</u> 2 3 1
<u>13</u> 3 2 1	<u>14</u> 3 2 1	<u>15</u> 2 3 1	<u>16</u> 2 3 1
<u>17</u> 2 3 1	<u>18</u> 2 3 1	<u>19</u> 1 3 2	<u>20</u> 1 3 2
<u>21</u> 1 3 2	<u>22</u> 1 2 3	<u>23</u> 3 2 1	<u>24</u> 3 2 1
<u>25</u> 2 3 1	<u>26</u> 1 2 3	<u>27</u> 2 3 1	<u>28</u> 2 3 1
<u>29</u> 2 3 1	<u>30</u> 1 2 3	<u>31</u> 3 2 1	<u>32</u> 3 2 1
<u>33</u> 2 3 1	<u>34</u> 1 2 3	<u>35</u> 2 3 1	<u>36</u> 3 2 1
<u>37</u> 3 2 1	<u>38</u> 2 3 1	<u>39</u> 3 2 1	<u>40</u> 2 3 1
Total:	Total:	Total:	Total:
Directive	Involved	Guiding	Participative

Grand Total:

Directions:	Add each column (down) and place totals in the boxes provided. Then also add all the columns together to give you your grand total.
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Plotting Your Results

To obtain a more graphic illustration of your Coaching Ghost results, transfer your column totals from the scoring form to the table below. Maybe use different colours and fill the columns to create a graph.

30				
25				
20				
15				
10				
5				
	Directive	Involved	Guiding	Participative

Coaching Ghost Interpretation

The Coaching Ghost Inventory is a self reflective assessment model to be used as a guide for supporting and challenging your development as a Coach.

The maximum score on this Coaching Ghost Inventory is 120 points. Any score above 100 will usually mean that you use a balanced combination of coaching methods styles and have broad and advanced understanding of coaching methods and techniques. You are aware of the importance of coaching and that different learners and groups all can have different learning needs and approaches.

If your score is in the range of 60 – 100, this could mean you have a good understanding of coaching methods and techniques and you may be slightly experienced but not a regular coaching practitioner. In time with some self reflection, training and further experiences of coaching you are well on your way to improving your practice and understanding of coaching.

If your score is below 60 this could mean that you are a coaching novice. Your understanding of the term and your experience of coaching might be relatively new. Completing the Coaching Ghost Inventory could be your first positive step to becoming and understanding the roles of a coach.

The column with the highest score can mean it is this approach you feel most comfortable and familiar with. However it is important to look closer at those areas where you scored a low score to identify possible learning and development areas for you as a coach.

Remember a good coach will always use a variety of techniques and methods depending on needs. A well balanced coach will have column scores that are close and similar.

DIRECTIVE	This style and method of coaching is very much based on the coach offering direction and sometimes steering the group in a certain or desired direction. The coach acts as a sign post through identifying possible routes and opportunities and occasionally will try and persuade the group to choose a particular route. The coach is clear and fully understands that this slightly manipulative approach is necessary at that particular time.
INVOLVED	This style and method is where the coach sees themselves as a member and part of the group. This is more aligned to a peer approach. The coach will usually feel they have the same amount of investment as the group and therefore deserve same amount of the reward. This is where the coach is immersed in the whole group process, they are involved yet at the same time they are the coach. The coach here may only be identified by having more experience, skills and understanding in the topic area.
GUIDING	This style and method is where the coach focuses on supporting the group or individuals. The coach is there to ensure the participants wellbeing by ensuring a safe learning environment and the group process is well managed. This is where the coach supports the group at every level, almost handholding the group and making sure they don't experience potential hazards.
PARTICIPATIVE	This style and method is where the coach allows the group to find its own way and individuals are self directive. The coach will ensure the group have ownership and autonomy of the projects and activities. The coach here acts more of sounding board and can offer suggestions but the participants ultimately make the final decision and choose their own direction.

Annex 10: Ladder of participation

Ten Levels of Participation

DICTATORSHIP

Young people are given no choices and participation is forced. Decisions are made by adults for and on behalf of the young people. The assumption is that adults know best and there are no opportunities or structures for young people's views to be heard.

MANIPULATION

Young people are not given opportunities to understand the issues being addressed are not actively involved in decision-making and merely go along with what adults require of them without being given a chance to contribute.

DECORATION

Adults involve young people in promoting a cause which the young people have little understanding of and have had little or no say in deciding about. The young people wear the T-shirt with slogans, perform at an event to bolster the cause and often engage in fun, 'feel good' factor activities. Young people are used to bolster a cause which adults think is important.

TOKENISM

Adults organise situations where young people seem to be given a voice but in fact have little choice about the subject and limited opportunities to develop their own opinions or make decisions. Adults set the agenda and young people are expected to fall in line.

ASSIGNED BUT INFORMED

Adults set up the framework and processes for a project and young people volunteer to participate when they have understood the intentions of the projects know who makes the decisions and appreciate the nature of the fixed roles.

CONSULTED AND INFORMED

A project is designed and run by adults but young people understand the processes and their opinions are sought and treated seriously. Young people are not expected to reflect adult ideas and opinions but they are encouraged to develop their own ideas and understandings are helped to make informed judgements.

ADULT-INITIATED, SHARED DECISIONS WITH YOUNG PEOPLE

Both adults and young people are involved in developing ideas, planning projects and decision-making. The experience and knowledge of young people is valued and ways are developed for adults and young people to communicate and make joint decisions. Adults are willing to hand over some control to young people and provide a secure framework, support and direction.

YOUNG PERSON-INITIATED AND DIRECTED

Young people take the lead in organising and directing collaborative working groups, supported by adults. Young people develop the confidence and skills to take control and responsibility.

YOUNG PERSON-INITIATED, SHARED DECISIONS WITH ADULTS

Young people take a lead role in developing ideas and proposals, identifying opportunities and problems and formulating strategies for action, the process being supported by adults.

YOUNG PERSON INITIATED – NO ADULT SUPPORT

Young people initiate, manage, take the lead and evaluate their own learning and actions. Young people identify their own opportunities and directions this is usually done for the benefit of the group and other young people. Adults are not involved in any part of the process.

Adaptation of 'Levels of Participation' from:

Positive Participation (Cohen and Emanuel) 1999 NHS - Health Wise

Ten Levels of Participation – Coaching Examples

Dictatorship

Youth workers gather together a group of young people to participate in hosting a youth exchange on 'art in Europe'. The youth workers are keen for the exchange to be a success as they have bought art equipment and have a partner organisation already. The young people are given clear instructions, when to meet, who is responsible for who and the programme is already planned. The youth workers are concerned with some health and safety issues and will be meeting with the partner youth workers to discuss this.

Manipulation

A youth worker and young people attend a meeting in a local school with teachers and health workers. The young people have been developing a sexual health awareness project. The teachers and health workers lead the discussion and decide it best for the group to work on a poster campaign only and due to the sensitive nature provide some clear and precise guidelines. The young people start working on it straight away.

Decoration

A group of young people arrive at a volunteer awards and celebration event. To promote the benefits the young people volunteering the organisers have arranged for certificates, photographers and the radio to be there. The event will close with live music and DJ's.

Tokenism

A group of young skaters are invited to meet local government officials who have chosen to involve young people in the new skate park development. The government officials have already chosen the design and location for the new facility and the young people are asked to choose the colour and name for the park. As part of the young people's involvement they have already been to Slovenia to meet other young skaters and as soon as the new facility is ready they will host them.

Assigned but informed

A young volley ball team need a new training venue and new members so the worker and manager have suggested a local schools tournament to be organised by the young players. The worker and club manager have booked a venue, set the date and drafted a letter to the schools. Now they need volunteers to plan and organise the rest of the event. Whilst the event is taking place the worker and manager will observe and identify possible talent and new members, and the young members will promote and gain support for the new training venue.

Consulted and informed

All the young members of an 'European information and advice centre' have been asked to complete questionnaire about the centre establishing a young people's management group. The staff are aware that most of the member's are already active in organising events and activities at the centre. The staff believe if the centre is to continue in meeting the needs of young people it is essential to encourage young people to be more involved in the management of the centre.

Adult-initiated, shared decisions with young people

Members of a local music rehearsal venue have developed an idea to organise a Community music event. They want to invite young bands from other countries to come and record a CD as well as perform a gig. All members of the centre have been involved following the initial idea from the older members. The centre has identified the main aims of the event as 'promoting new music

and European talent'. The young members are working with foreign partners and promoting the visit within schools and colleges and are responsible for organising the youth bands and the adults are also promoting the event as well as supporting them on the health and safety aspects. It is hoped the event will also promote some kind of unity and understanding between the different cultures especially in the local area.

Young person-initiated and directed

A group of young people involved in a variety of adventure sports have been successful with a youth initiative to develop a community adventure sports newsletter called 'Xtreme'. They have already designed the newsletter and now need some support to identify printing, sponsorship and funding possibilities. They have approached their local councillor who has agreed to offer them help where and when they can and as and when they are needed.

Young person-initiated, shared decisions with adults

A group of young people have established a small group to promote international youth opportunities across the local community. The group are all experienced in different aspects of international activities but to establish the organisation in the correct manner they have asked for the assistance of a local youth worker and college lecturer. The group wish to be independent but recognise the support and experience that the adults can offer and initially it is more to meet local legal requirements.

Young person-initiated with no adult support

A group of young people regularly meet at the local park to play basketball, they are not a team but play most days and organise competitions and games between each other at weekends. They share responsibility for refereeing and phoning around to make everyone turns up when something is planned. They sometimes enter regional competitions and do quite well. The group are known locally as the 'hoop demons' and all across town the groups tag and graffiti art is visible and well known.

Annex 11: Model of Coaching Cycle

Handout on coaching cycle from the Coaching Guide (available at <http://www.salto-youth.net/a3publications>).

Motivating

It could be that the developed objectives of a project are difficult to achieve and therefore young people feel less enthusiastic than at the beginning. It is your role then to keep the motivation of the group from the beginning till the end of the project and challenge them in finding solutions to reach their aims.

Getting to know

In this phase of the coaching process, your task is to get a sufficiently clear picture of the group and the social and psycho-dynamic reality of its members as well as their Youth Initiative project idea. You should be able to build trust and a reliable relationship and respond to the specific coaching needs of the group while respecting their autonomy.

Building the relationship

When a group of young people come together to create and develop together a Youth Initiative, what takes place between them, besides the project itself, is a group dynamic. Building the relationship means essentially managing group dynamics, that's it managing the interactions between members of the group as well as between the group and you.

Identifying needs and competences

To support a group in this phase of the coaching process, first of all you have to know what target to reach and the time estimated to reach it. Then you need to find out what competences are available in the group and evaluate what competences are needed for reaching the target. Last but not least it's very important to identify economical, structural, material and human resources to be used to reach the target. Last but not least, this phase could be a great moment to identify the learning objectives of the group and/or the individuals: which skills do you already have and which ones would you like to acquire or to improve through the project?

Supporting

During the Youth Initiative process specific skills and competencies might be needed by you as a coach in order to meet specific needs of the young people. The most needed skills are related to:

Informing

It might be that at a certain moment in the coaching process young people will ask for concrete information related to the implementation of the youth initiative, e.g. aspects of project management, contacts for funding.

Suggesting

This is creating opportunities for young people to find themselves answers and some kind of direction or solution to the more complex and difficult situations. This can also include sharing some guiding advice gained from prior experiences.

Facilitating

The coach can be asked or decides to take a facilitator's role at certain moments of the coaching process. Facilitating can be useful when the coach is responsible for structuring the process of the work and the group of young people is filling in the content.

Training

In order to improve the performance of a group, you might use training methods or arrange training opportunities. Training activities might aim at personal development, improvement of the group performance or be theme oriented.

Other

There are also other abilities or roles that the coach performs during the coaching process. These roles are less concrete, but still remain important elements in coaching. As examples, you might think of the roles of needs analyser, observer, challenger, team worker, animator, etc.

Evaluating

This phase provides an opportunity to set learning objectives for each of the persons involved in the project (also for the coach), then review these objectives at different moments of the process and finally reflect on what knowledge, skills and competences you all gained through the process.

Feed-backing

It is important to create the space for giving and receiving feed-back both for the group of young people and the coach. That is raising awareness of young people on the group process and enabling them to improve their performance. At the same time you can use feed-back from the young people to improve your own coaching practice.

Contact keeping

It involves both you as the coach and the members of the group in continuous communication and exchange of information. It is important for you to have up-dated information about the situation in the group, development of the project, answers to questions that concern the young people running the project.

Annex 12: Role Play Exercise

Coach 2 Coach – Getting to know each other (role play exercise)

- This session will be a role play, there will be 3 groups one of 8 and of which 2 people will be coaches, 1 will be observers and the remaining 5 will be young people about to start a Youth Initiative, Transnational YI and Youth Exchanges,.
- You will have **20 minutes** to prepare and the meeting will last for **30 minutes**.
- Following the meeting each group of 9/10 debriefs for a 20 minutes.
 1. how did it feel to be a coach?
 2. how did it feel being coached?
 3. what were the key points of the observations?
 4. what are the issues of 'getting to know each other'?
- So what are the 'Golden Rules' for 'getting to know'? (wordstorm) whole group plenary **10 minutes**.

Coach 2 Coach – Getting to know each other (observers)

The observer will observe the process and meeting role play with those playing the young people and the other the coaches

You are required to observe and make notes of the key points of the preparation and the meeting.

20 minutes is allocated for preparation for the first meeting. The meeting will last 30 minutes.

Coach 2 Coach – Getting to know each other (observers)

The observer will observe the process and meeting role play with those playing the young people and the other the coaches

You are required to observe and make notes of the key points of the preparation and the meeting.

20 minutes is allocated for preparation for the first meeting. The meeting will last 30 minutes.

Coach 2 Coach – Getting to know each other (observers)

The observer will observe the process and meeting role play with those playing the young people and the other the coaches

You are required to observe and make notes of the key points of the preparation and the meeting.

20 minutes is allocated for preparation for the first meeting. The meeting will last 30 minutes.

1) Coach 2 Coach – Getting to know each other (coaches)

You have been contacted by your National Agency to have a meeting with a group of 4-6 young people aged 16 – 21 living in the Tromsø region of Norway. They are all friends through a common interest in music and playing instruments. 4 of them are at school together and two of them work in a small café by the harbour in their small town just north of the regions capital Tromsø. They have recently been successful with a Youth Initiative application however they are now struggling to start and realise it. You will have your first meeting with them in this café and the only other information you know is that it is a music project and they are young musicians.

You have 20 minutes to prepare for your roles and the first meeting. The meeting will last 30 minutes

We suggest doing a **mind map** as a way of preparing for this first meeting and identifying the key issues you might face, information you want get from the meeting and possible ways of working.

1) Coach 2 Coach – Getting to know each other (young people)

You are group of 4-6 young people aged 16 - 21 living in a small town north of Tromsø. You are all friends through your common interest in music and playing instruments. 4 of you are at school together and two of you work in a small café by the harbour. This café has become your place to meet and talk and practice playing your musical instruments. Sometimes in the summer you play and perform for tourists visiting your region. This is regularly challenging as most of the time you are never paid and the type of music you have to play for the tourists is not really to your taste. 3 of you often perform locally at special events with older people performing very traditional folk music, again this is challenging as ideally you would like to play modern music with your peers. The biggest problem for you is having a proper place to perform and rehearse. You know already you have a big following with all your school friends and families you have even tried to record a couple of songs on one of your friends computer, again this wasn't ideal as the quality wasn't good and they didn't fully understand how to use the software.

Earlier in the summer whilst practicing in the café you got talking to a French young woman (living and working in Brussels) on holiday in Norway. She was really impressed with your talents and when you shared with her some of your frustrations she mentioned something called Youth in Action programme and Youth Initiatives. You downloaded an application from the website and with the help of one of your parents you completed and submitted the application quickly to meet the deadline.

The café owner has given you permission to build a small stage in the corner of his café but made it clear he couldn't afford to have this built himself. Another friend also told you about an organisation that has recording studio in Tromsø in a place called Tvibit that would be able help record the 5 songs that you have already written, however they are expensive and they are usually very busy.

It is these two things (the stage and recording) that you have applied for and your application has been successful. You have signed the contract for the funding and the money is on its way to the special account you have established for realising this project. However on looking at the contract one of your parents has raised a couple of concerns about your responsibilities. This has scared you slightly and a lot of your initial excitement has now gone as well as your confidence in carrying out the project. You have reluctantly contacted the National Agency and they have arranged for you to have a meeting in the café with a couple of coaches who live in your region.

You have 20 minutes to prepare for your roles and the first meeting. The meeting will last 30 minutes.

2) Coach 2 Coach – Getting to know each other (coaches)

You have been contacted by your National Agency to have a meeting with a group of 5/4 young people aged 16 – 21 living in a small village in the rural area. They have been involved into a networking project between 2 countries for 12 months. During this time they implemented 3 seminars which aim was to make young people living in rural areas more active. Afterwards the evaluation seminar their last common task left to create and publish a booklet on the methods they used during the seminars for raising activity level of local young people. The partner group has already done their part for the booklet and they are waiting for the part of the Norwegian group. The deadline was to finish and publish the booklet at 15th September and then the Hungarian group doesn't give any sign of meeting this and now the deadline is soon. If the group doesn't create their part, the successful project will fail and the partner group will lose the financial support they received for the booklet.

You will have your first meeting with the Norwegian group in a pub and the only other information you know is that it is a bilateral networking project (transnational youth initiatives) and after a 1 year successfully cooperation they have some trouble with finalising the project.

You have 20 minutes to prepare for your roles and the first meeting. The meeting will last 30 minutes.

We suggest doing a **mind map** as a way of preparing for this first meeting and identifying the key issues you might face, information you want get from the meeting and possible ways of working.

2) Coach 2 Coach – Getting to know each other (young people)

You are group of 5/4 young people aged 16 – 21 living in rural area in Northern Norway. You are members of an informal group.

You have been involved into a networking project between 2 countries for 12 months. During this time you implemented 3 seminars which aim was to make young people living in rural areas more active. Afterwards the evaluation seminar your last common task left to create and publish a booklet on the methods you used during the seminars for raising activity level of local young people.

The partner group has already done their part in the booklet and they are waiting for the part of your group. The deadline was to finish and publish the booklet at 15 September and then your group doesn't show any sign of life or interest and now the deadline is getting closer.

Your group members have some troubles with free time because half of your group consists of students and from May till end of June they had exam period. The group usually works very hard in summertime because they need money for their studies that's why they have temporary jobs from May to September.

You would like to finish your part in the booklet but your group struggle with time. If the group doesn't create their part, the successful project will fail and the partner group will lose the financial support of the booklet.

You have reluctantly contacted the National Agency and they have arranged for you to have a meeting in a pub with a couple of coaches who live in your region.

You have 20 minutes to prepare for your roles and the first meeting. The meeting will last 30 minutes.

3) Coach 2 Coach – Getting to know each other (coaches)

You have been contacted by your National Agency to have a meeting with a group of 6 young people aged 16 – 21 living in Tromsø, Norway. They have received financial support from the National Agency for implementing a hosting and sending bilateral youth exchange to a partner group in Italy. During the preparation time of the youth exchange everything went well, young people were excited on the theme of the exchange which is 'North to South – Relationships' and focuses on Norway and Italy. Two weeks before their departure to Italy, the group contacted the National Agency saying that they can't take part in the bilateral youth exchange because they are not able to pay 30% of the travelling cost by themselves and also will be unable to host the Italians because of the cost of living in Norway. The Italians are all ready to host and have also already booked their flights for the return visit. The group have asked for further help to find solution or other financial possibilities with the National Agency or else they will be unable to take part at all. Without the participation of the Norwegians the Italians will lose money and both miss out on the opportunity.

You will have your first meeting with them in a youth club and the only other information you know is that it is a bilateral youth exchange project and they have some trouble with 30% of the travelling cost and hosting costs.

You have 20 minutes to prepare for your roles and the first meeting. The meeting will last 30 minutes.

We suggest doing a **mind map** as a way of preparing for this first meeting and identifying the key issues you might face, information you want get from the meeting and possible ways of working.

3) Coach 2 Coach – Getting to know each other (young people)

You are group of 6 young people aged 16 – 21 living Tromsø, Norway. You are members of a youth club.

You have received financial support from your National Agency for implementing a bilateral youth exchange to go to Italy and also to host. During the preparation time of the youth exchange everything went well, members of the group were excited on the theme of the exchange which is 'North to South – Relationships' focusing on Norway and Italy. Two weeks before your planned departure to Italy, parents of 2 members of the group started to worry about their travelling because of the young youth workers who will go with the group. They think that the 21 year old group leaders who is too young and she can not be responsible for the others because some are under 18. You tried to convince them but they told that they will not pay 30% of the travelling cost and in this way they obstacle the travelling itself. The parents also said they would not host because of the cost. Your parents are concerned it just sounds like a holiday.

You contacted the National Agency saying that the group can't take part in the bilateral youth exchange because you are not able to pay 30% of the travelling cost by yourself. You asked help to find solution or other financial possibilities then you give the sign to the National Agency to help your group get to Italy. Without your participation the Italians will lose money and both miss out on the opportunity as the they have booked their flights to Norway already.

You have reluctantly contacted the National Agency and they have arranged for you to have a meeting in the youth club with a couple of coaches who live in your region.

You have 20 minutes to prepare for your roles and the first meeting. The meeting will last 30 minutes.

Annex 13: Simulation Game “Youth Initiative”**Instructions for ‘Young People’**

After participating in a Youth Exchange you came up with the idea of promoting international activities in Tromsø among young people. You hope to develop their interest too and bring an intercultural flavour to local community. In the implementation of your idea you want as much as possible to involve young people from the area aiming to broaden their understanding of opportunities international meetings can bring. You plan to prepare and publish a youth online magazine focusing on different cultures, life of young people in Europe and mobility opportunities. In the preparation stage you were thinking to interview young people about their international experience, people of different cultures living in Tromsø and to know their interests for the Youth Exchange themes. You hope to publish the first issue in at least two different languages.

You may start your activities after signing the contract with the ‘National Agency’ and should finish them not later than 17.30. As the report of your project you should make a 5 min. presentation of the results you achieved during your local Youth Initiative project in the CTV programme “Youth makes a change” that will take place in the main plenary room and will start at 17.30. At 16.00 you also have chance to meet other young people who were running similar projects to know their experience and get advice.

Instructions for ‘Coaches’

After participating in a Youth Exchange the group came up with the idea to promote international activities in Tromsø among young people. They hope to develop the interest of other young people too and bring intercultural flavour to their local community. In the implementation of the idea they want as much as possible to involve other young people from the area aiming to broaden their understanding of opportunities international meetings can bring. The group plan to prepare and publish a youth online magazine focusing on different cultures, life of young people in Europe and mobility opportunities. In the preparation stage they were thinking to interview other young people about their international experience, people of different cultures living in Tromsø and to know their interests for the Youth Exchange themes.

They may start their activities after signing the contract with the ‘National Agency’ and should finish them not later than 17.30. As the report of their project they should make a 5 min. presentation of the results they achieved during their local Youth Initiative project in the CTV programme “Youth makes a change” that will take place in the main plenary room and will start at 17.30. At 16.00 they are also have chance to meet other young people who were running similar projects to know their experience and get advice.

During implementation of the activity people can use resources available at the ‘SALTO-Resource’ (in the internet area). There is available internet spot for free during the realisation of the ideas.

There are other groups in the area that do different activities with the support of other coaches.

The activity is supported by the ‘National Agency’ aiming at non-formal learning of young people and improving youth participation in the area. It is possible to have contacts with the representatives of “National Agency”. As well it might be that people from the ‘National Agency’ might also like to visit the groups during the activity in order to monitor the implementation process.

Instructions for “Young People”

With another youth group abroad you came up with the idea of exchanging short video clips – unusual, interesting and funny happenings in the streets of your cities. The idea is to get to know more about life in the cities across Europe and see what it is the role and contribution of young people to local life. You plan to upload the material to the Internet and advertise it through emailing short advertisements to other young people, organisations and networks you know. In creative work you want to involve as much as possible people in the streets of Tromsø making their daily life more interesting also inviting them to get to know the life of other cities across Europe.

You may start your activities after signing the contract with the ‘National Agency’ and should finish them not later than 17.30. As the report of your project you should make a 5 min. presentation of the results you achieved during your transnational Youth Initiative project in the CTV programme “Youth makes a change”

that will take place in the main plenary room and will start at 17.30. At 16.00 you also have chance to meet other young people who were running similar projects to know their experience and get advice.

Instructions for “Coaches”

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They may start their activities after signing the contract with the ‘National Agency’ and should finish them not later than 17.30. As the report of their project they should make a 5 min. presentation of the results they achieved during their transnational Youth Initiative project in the CTV programme “Youth makes a change” that will take place in the main plenary room and will start at 17.30. At 16.00 they are also have chance to meet other young people who were running similar projects to know their experience and get advice.

During implementation of the activity people can use resources available at the ‘SALTO-Resource’ (in the internet area). There is available internet spot for free during the realisation of the ideas.

There are other groups in the area that do different activities with the support of other coaches.

The activity is supported by the ‘National Agency’ aiming at non-formal learning of young people and improving youth participation in the area. It is possible to have contacts with the representatives of “National Agency”. As well it might be that people from the ‘National Agency’ might also like to visit the groups during the activity in order to monitor the implementation process.

Instructions for “Young People”

Your group is organising an on-line radio music festival with the aim to promote local bands from Tromsø and create the opportunities to get known abroad. They hope that this will allow the bands developing international contacts and eventually collaborations. You want to collect the soundtracks of different bands and make the radio advertisements promoting the event. In order to have a radio coverage you plan to visit local radio station and talk with people about the kind of music they are playing and what radio programmes they have and you could use for advertising the event.

You may start your activities after signing the contract with the ‘National Agency’ and should finish them not later than 17.30. As the report of your project you should make a 5 min. presentation of the results you achieved during your local Youth Initiative project in the CTV programme “Youth makes a change” that will take place in the main plenary room and will start at 17.30. At 16.00 you also have chance to meet other young people who were running similar projects to know their experience and get advice.

Instructions for “Coaches”

The group is organising an on-line radio music festival with the aim to promote local bands from Tromsø and create the opportunities to get known abroad. They hope that this will allow the bands developing international contacts. The group want to collect the soundtracks of different bands and make the radio advertisements promoting the event. In order to have a radio coverage they plan to visit local radio station and talk with people about the kind of music they are playing and what radio programmes they have and they could use for advertising the event.

They may start their activities after signing the contract with the ‘National Agency’ and should finish them not later than 17.30. As the report of their project they should make a 5 min. presentation of the results they

achieved during their local Youth Initiative project in the CTV programme “Youth makes a change” that will take place in the main plenary room and will start at 17.30. At 16.00 they are also have chance to meet other young people who were running similar projects to know their experience and get advice.

During implementation of the activity people can use resources available at the ‘SALTO-Resource’ (in the internet area). There is available internet spot for free during the realisation of the ideas.

There are other groups in the area that do different activities with the support of other coaches.

The activity is supported by the ‘National Agency’ aiming at non-formal learning of young people and improving youth participation in the area. It is possible to have contacts with the representatives of “National Agency”. As well it might be that people from the ‘National Agency’ might also like to visit the groups during the activity in order to monitor the implementation process.

Annex 14: Roles in Coaching

**COACHING JOB DESCRIPTION AND PERSON SPECIFICATION
YOUTH INITIATIVES**

Job Purpose	What is the main purpose of this coaching position?
Facilitating young peoples' participation in Youth Initiatives.	
Main Tasks and Duties	What are the specific activities of the coach?
<ul style="list-style-type: none"> <input type="radio"/> Enabling/empowering the groups and individuals to achieve their goals <input type="radio"/> Identifying young peoples' skills and abilities and areas for development <input type="radio"/> Engaging with young people and develop a trusting relationship <input type="radio"/> Offering a wider perspective <input type="radio"/> Motivating through out the process <input type="radio"/> Signposting to support needed resources <input type="radio"/> Mediating possible conflicts <input type="radio"/> Stay in the contact with the group – be available <input type="radio"/> Ensure "safe" learning environment <input type="radio"/> Give feedback and suggestion when needed 	
Responsibility and Accountability	Who is the coach accountable to and who has responsibility for them?
Responsibility for the group you are supporting and accountable to the employer	

PERSON SPECIFICATION

		Desirable	Essential
Knowledge	What knowledge should the coach have?		
<ul style="list-style-type: none"> <input type="radio"/> Framework of Youth in Action <input type="radio"/> Moderation <input type="radio"/> Mediation <input type="radio"/> Training <input type="radio"/> Coaching <input type="radio"/> Project management (youth project) <input type="radio"/> Youth in Action and co-funding (resources) <input type="radio"/> Local reality and culture 			
Skills	What skills should the coach have?		
<ul style="list-style-type: none"> <input type="radio"/> Being able to build and maintain trustful relationships <input type="radio"/> Problem solving and conflict management <input type="radio"/> Being flexible/being able to adjust easily to the changing situation <input type="radio"/> Interpersonal skills <input type="radio"/> Ability to motivate <input type="radio"/> Realising and analyzing processes and emotions <input type="radio"/> Self-awareness of own limits and competences <input type="radio"/> Ability to give and receive feedback 			
Attitudes	What attitudes should the coach have?		
<ul style="list-style-type: none"> <input type="radio"/> Friendly <input type="radio"/> Open-minded <input type="radio"/> Willing to listen carefully to others <input type="radio"/> Being cool <input type="radio"/> Flexibility <input type="radio"/> Sense of humour <input type="radio"/> Interest in young peoples' issues <input type="radio"/> Committed to your own personal and professional development 			
Experience	What experience should the coach have?		
<ul style="list-style-type: none"> <input type="radio"/> Project management experience on local level <input type="radio"/> Life experience <input type="radio"/> Being part of the group <input type="radio"/> Working in a changing environment <input type="radio"/> Working with young people in different Youth Initiatives 			

COACHING JOB DESCRIPTION AND PERSON SPECIFICATION YOUTH EXCHANGES

Job Purpose	What is the main purpose of this coaching position?
Support and monitor the process of the group during the exchange (which means preparation, the exchange itself, the evaluation)	
Main Tasks and Duties	What are the specific activities of the coach?
<ul style="list-style-type: none"> <input type="radio"/> Ensuring that everything concerning the project clarified for all members of the group <input type="radio"/> Observe the group process and step in and step out <input type="radio"/> Create the group dynamics of need <input type="radio"/> Facilitate formal contacts (e.g. National Agency) <input type="radio"/> Share knowledge, skills, attitudes and experiences if needed <input type="radio"/> Give feedback <input type="radio"/> Ensure evaluation is done 	
Responsibility and Accountability	Who is the coach accountable to and who has responsibility for them?
Coach is accountable to the group and responsible for...	

PERSON SPECIFICATION

		Desirable	Essential
Knowledge	What knowledge should the coach have?		
<input type="radio"/> Youth in Action programme <input type="radio"/> Project management <input type="radio"/> Intercultural awareness			X X X
Skills	What skills should the coach have?		
<input type="radio"/> Foreign languages <input type="radio"/> Flexibility <input type="radio"/> Conflict management <input type="radio"/> Motivational skills <input type="radio"/> To see the bigger picture		X X	X X X
Attitudes	What attitudes should the coach have?		
<input type="radio"/> Open-minded <input type="radio"/> Communicative <input type="radio"/> Trustworthy <input type="radio"/> Constructive <input type="radio"/> Emphatic and positive		X	X X X X
Experience	What experience should the coach have?		
<input type="radio"/> Training and coaching <input type="radio"/> Youth Exchanges <input type="radio"/> Intercultural awareness <input type="radio"/> Working with the young people		X X	X X

Annex 15: Learning Space Dynamics (adopted)

Coach 2 Coach - Pre Departure Panic

AIM: To give participants the last chance to identify and gain the possible support, information and knowledge they require before they depart to support an Action 1 through coaching.

SALTO – Check in Desk

Presentation on SALTO's and Action Resource Centre (10 minutes)

Departure Lounge & Duty Free

LSD: Learning Space Dynamics

Learning (Last minute shopping) as an individual process, egocentric activities as you ask exactly for the information you want to know. You are responsible for your own learning process at the end of this training, all the unsolved expectations (concerning knowledge) might be met during this moment.

Space (the departure lounge and duty free) as everybody is obliged to stay in the same space, even when not interested or not busy. There is no cigarette break. Space also as the room is divided in different corners with different kind of activities. Participants can zap from one space to another. Like travelling through the 'Departure Lounges and Duty Free' as you do when you embark on a journey.

Dynamics (movement within a time frame, as you don't want to miss your flight) as participants are free to move from one corner to another looking for their maximum learning composition. Also the learning-opportunities are dynamic as different topics will be proposed on different moments. You have to think of a 'Departure Lounge' map (floor plan) presented with different programs on different times and on different channels (corners).

Time: 45 minutes

What's in the Departure Lounge

Passport Control/Security - Participants corner:

Last chance for you to declare and confirm who you are and propose a topic to talk about (usually mini lecture style). A timetable with blocks of 10 minutes is hung in a corner. It can be a presentation, a discussion topic... whatever they want to propose.

Passport Control/Security

Time	Topic	Citizen

Currency Exchange - Consultancy tables:

These are consultancy tables occupied by N.A.'s and trainers offering advice, clarification, information and support (this usually one to one or a small group). According to the knowledge present, choose between different topics or run a table yourself (Remember to choose the one that offers you the best exchange rate):

- Youthpass (Nerijus)
- Tvibit and Youth Participation (Sif)
- Youth in Action (Idunn and Andrea)

- Coaching (Buzz)

Coffee Shop - Working tables & Discussion Tables:

Several tables are just empty and are possible tables where you can sit together to work on a topic you choose to. The name covers the content: it's a working table. You can discuss whatever with whoever.

- Conflict resolution
- Creativity in youth work
-

Duty Free - Resource table:

Your last chance to visit: the fish market(promotion of organisations), the resources table (as it says), the Coaching Map (the ongoing coaching development and understanding).

Arrivals & Departures Board - Message board:

This is a flipchart on which participants can post messages and share your last minute and closing thoughts.

Leaving the Airport – Check the map:

Closing the LSD Departure Lounge with revisiting the coaching map and question and answer sheets.

Annex 16: Questions for the Preparation of Training Course

Coach 2 Coach: Coaching for Youth Participation

9-16 September 2007, Tromsø/Norway

PREPARATION FORM

AKTIV UNGDOM



Dear participant,

The training course **Coach 2 Coach** in Norway is coming soon and with this document we invite you to start your preparation. Training course is financed by the Youth in Action programme and therefore it so that you are entitled to receive a Youthpass². Youthpass is based a lot on self-assessment and dialogue process and use Key-competences as a framework to describe the learning outcomes (see introduction to Key-competences attached). We invite you to go through the following questionnaire if you want to start your own learning process. Some of the questions will support self-reflection and self-assessment (Part A); the others are to share your understandings and experience in coaching (Part B).

Part A: SUPPORT FOR PARTICIPATION

Reflect along the questions bellow on the situation and practice with the support to youth participation. You might think of discussing the questions with your colleagues in your organisation and may want to contact the National Agency before coming to the course. It is not necessary to share your discoveries in this document yet.

- What are the ways and approaches in your organisation to support/coach youth participation?
- What are the ways and practice of National Agency in supporting/coaching youth projects in your country?
- What difficulties do you face and what are your strong points when you are supporting/coaching young people?
- What was your motivation when applying to the Coach 2 Coach and what expectations and fears do you have now towards the course?

Part B: UNDERSTANDING AND EXPERIENCE IN COACHING

Please share your understanding and describe your experience with coaching along the questions in the table bellow. During the Coach 2 Coach we intend to use your answers as a reference material.

What do you understand by the term "coaching"?	
Which elements are important when you are supporting a group of young people to develop a youth project?	
What do you think others could learn from your own experience?	

Please return this form by the **3 September 2007** to Iddun Myklebust by email iddun.myklebust@bufdir.no

² Youthpass is a validation and recognition instrument of non-formal learning in Youth in Action programme. For more, please visit the official Youthpass web-site at <http://www.youthpass.eu>. For any questions regarding the Youthpass feel free to contact one of the trainers Nerijus Kriauciunas by email nercas@email.lt

Annex 17: Post-evaluation Questionnaire

**Training course COACH 2 COACH:
Coaching for Youth Participation**

PART 1: Pre-valuation questionnaire

(No name is needed)

The aim of this questionnaire is to help you to evaluate your experience, knowledge and skills in the area of supporting/coaching young people. Please, fill it in and return it to the training team by the beginning of the training programme (Monday morning).

1) What is your knowledge of the Youth in Action programme? How much do you know already?

NO knowledge at all **Very good knowledge**

1 2 3 4 5 6

□ □ □ □ □ □

2) What is your knowledge of:

	NO knowledge at all					Very good knowledge
	1	2	3	4	5	6
2a) Youth Exchanges	□	□	□	□	□	□
2b) Youth Initiatives	□	□	□	□	□	□
2c) Youth Democracy Projects	□	□	□	□	□	□

3) What is your ability to communicate in an international environment?

Difficulties to communicate **Communicate very easily**

1 2 3 4 5 6

□ □ □ □ □ □

3a) What do you do well? What do you need to improve?

4) Have you ever shared experience with other cultures? How much are you aware of 'cultural diversity'?

No experience/not much aware **Very experienced/very much aware**

1 2 3 4 5 6

□ □ □ □ □ □

5) To what extent are you experienced with supporting or coaching a Youth Exchange or a Youth Initiative projects?

No experience at all or more projects **Experience with 2**

1 2 3 4 5 6

□ □ □ □ □ □

5a) Describe briefly the projects you coached so far (if any):

6) How much are you aware of your own skills in coaching young people?

Not much **Fully aware**

1 2 3 4 5 6

□ □ □ □ □ □

6a) Describe briefly the skills you have already and the skills you would need to improve:

7) What is your level of understanding of how coaching can benefit to youth participation?

Very little

Very clear understanding

1 2 3 4 5 6

7a) Explain briefly which benefits coaching can have for youth participation:

8) How good are you at identifying available support and resources needed for coaching youth projects?

**Not good
good**

Very

1 2 3 4 5 6

8a) Describe briefly which support resources you already know:

9) What is your ability to apply learning gained from training events into your working practice?

**Not able to use it in practice
into practice**

Fully integrated

1 2 3 4 5 6

9a) Describe briefly how you can use it:

10) Do you work directly with young people who want to run a Youth in Action project?

No/not on a regular basis

Yes/on a regular basis

1 2 3 4 5 6

11) What is your interest to carry on being active in coaching Youth in Action projects after the seminar?

Not really interested

Very interested

1 2 3 4 5 6

11a) Specify your interest:

12) Do you think that you will have the skills to coach a youth project or similar project after this training course?

Rather NOT

Absolutely YES

1 2 3 4 5 6

13) What support do you have from your organisation back home to be an adviser/coach of Youth in Action projects?

No support

Full support

1 2 3 4 5 6

14) Any other comments:

Training course COACH 2 COACH: Coaching for Youth Participation

EVALUATION QUESTIONNAIRE

No name needed

PART 2: Post-evaluation questionnaire

1) Was the training course held in an environment where you felt comfortable to learn?

<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
--------------------------	-----	--------------------------	----

Comment:

2) Was your experience in youth work taken into consideration in the training course?

<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
--------------------------	-----	--------------------------	----

Comment:

3) Did you learn from other participants during the training course?

<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
--------------------------	-----	--------------------------	----

Comment:

4) Were your personal learning needs addressed?

All the time Most of the time Some of the time Seldom

Comment:

5) Were there appropriate resources available to use and take away?

<input type="checkbox"/>	YES	<input type="checkbox"/>	NO
--------------------------	-----	--------------------------	----

Comment:

6) Did you actively participate in the training course?

All the time Most of the time Some of the time Seldom

Comment:

7) Were the methods used appropriate to the topic?

All the time Most of the time Some of the time Seldom

Comment:

8) To what extent were the objectives of the training met?

- 8a) To **reflect** and **share** coaching understanding and experiences
- 8b) To work towards developing a **common understanding** of the term & actions of coaching
- 8c) To be able to identify and improve **knowledge, skills** and **attitudes** of coaching
- 8d) To prepare participants to **transfer** their **learning experiences** with other coaches in their countries (multiplier effect) and apply in their work with young people
- 8e) To be able to **identify available support & resources** required for the coaching process
- 8f) To understand the relevance of the coaching process in supporting young peoples **active participation**
- 8g) To experience **methods, tools, materials, practice** and **potential** for using for coaching within Action 1 projects

	Hardly	Partly	Totally
8a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8d)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8e)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8f)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8g)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9) What is your knowledge of the Youth in Action programme? How much do you know after the training?
NO knowledge at all **Very good knowledge**

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10) What is your knowledge of:

	NO knowledge at all			Very good knowledge		
	1	2	3	4	5	6
2a) Youth Exchanges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b) Youth Initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c) Youth Democracy Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11) What is your ability to communicate in an international environment now after the training?
Difficulties to communicate **Communicate very easily**

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11a) What do you do well? What do you need to improve?

12) How much are you aware of 'cultural diversity' now after the training?
No experience/not much aware **Very experienced/very much aware**

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13) How much are you aware of your own skills in coaching young people now after the training?

Not much **Fully aware**

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13a) Describe briefly the skills you have already and the skills you would need to improve:
 14) What is your level of understanding of how coaching can benefit to youth participation now after the training?

Very little **Very clear understanding**

1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14a) Explain briefly which benefits coaching can have for youth participation:

8) How good are you at identifying available support and resources needed for coaching youth projects now after the training?

**Not good
good**

Very

1 2 3 4 5 6

— — — — — — —

8a) Describe briefly which support resources you know:

15) What is your ability to apply learning gained from this training event into your working practice?

**Not able to use it in practice
into practice**

Fully integrated

1 2 3 4 5 6

— — — — — — —

15a) Describe briefly how you can use it:

16) What is your interest to carry on being active in coaching Youth in Action projects after the training?

Not really interested

Very interested

1 2 3 4 5 6

— — — — — — —

16a) Specify your interest:

17) Do you think that you have the skills to coach a youth project or similar project after this training course?

Rather NOT

Absolutely YES

1 2 3 4 5 6

— — — — — — —

18) Any other comments:

Annex 18: Form to Evaluate the Session

Training course Evaluation Form

Satisfied or dissatisfied with...	😊!	😊	😐	😞	☠
Welcome evening: dark bar, name games...					
Context of the training course: Coaching Tree (colour tree)					
Introduction to the programme and Youthpass (wall colour papers, learning)					
Fish Market					
Introduction to Youth in Action (millionaire game)					
Introduction to Youth in Action (dating show)					
Youth in Action: focus on quality (comparing different types of projects)					
Coaching Mirror (sharing experiences and exploring skills)					
Coaching Mirror (Coaching Ghost – exploring coaching styles)					
Improving youth participation through coaching (levels of participation)					
Introduction to the coaching process (describing coaching in diff. fields)					
Motivating (blindfolded and cup exercises, triangle of 3Cs)					
Getting to know (role play “First meeting”)					
Building and maintaining the relationship (building tower blindfolded)					
Identifying needs & competences (“horse shoe”, body sculptures)					
Supporting (simulation game of Youth Initiative project)					
Supporting (debriefing in 3 groups)					
Roles in coaching (coaching job description)					
Evaluating (handy evaluation, 3Ps and 3Cs)					
Coaching for quality on CTV (debate)					
Action Planning (personal)					
Action Planning (with others)					
SALTO presentation (power point)					
Resources (Learning Space Dynamics)					
Coaching Map					
International Holliday postcard show					
Reflection groups (daily evaluation)					
Implementation of Youthpass (background information, green papers)					
Evening news (feedback from the groups to the training team)					
Morning news (reporting from evening news in plenary)					
Training team in general					
Other participants in general					
Free afternoon (cable car trip, dinner in town)					
Fun, free time, partying...					
The accommodation in general					
The food in general					
The organisation in general					

1. Did you understand all the topics tackled? Were some of them too hard, too simple? Which ones?

2. What was the best and the worst experience? Please explain briefly your choices.

3. Please give specific or general comments about the programme of the training course

4. Please give specific or general comments about the training team

5. Please give specific or general comments about the organisation of the training

6. Any other comments or thoughts you would like to share?