

Coach 2 Coach

International Training Course on Coaching for Youth Participation

22-28 April 2008
Konstancin-Jeziorna, Poland

Description of the Training Module

Available on www.SALTO-YOUTH.net/toolbox

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INTRODUCTION

This document is prepared with the purpose of giving a comprehensive overview of the international training course **Coach 2 Coach: Coaching for Youth Participation** that was hosted by the Polish National Agency in cooperation with other National Agencies of European Youth in Action Programme.

Training course *Coach 2 Coach* took place on 22-28 April 2008 in Konstancin-Jeziorna (Poland) and brought together 17 participants from 9 different countries supported by 9 different NAs. 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. The start of the report focus's on the context of the training course, describing main aims and objectives and expected learning outcomes after the course. The main part of the report includes description of the methodology that was used during the course and detailed description of the sessions day by day. The report then gives a brief evaluation of process before, during and after the training course and outline main outcomes of the course. The concluding part of this document some recommendations are given for further use. Finally 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: Slovenia (2), Belguim-FL (2), Belgium-FR (2), Norway (1), Poland (2), Netherlands (2), Romania (2), Hungary (2), Portugal (1) and Lithuania (1).

Training team: Buzz BURY (trainer - UK), Nerijus KRIAUCIUNAS (trainer – LT), Eliza Zadłużna (trainer – PL) Anna Szlęk (Polish National Agency of Youth in Action Programme)

Place: Konstancin-Jeziorna, Poland

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 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 courses the training in Poland was developed further, with a shorter programme and the introduction of a new trainer to the team.
- 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 and Youth Initiatives.

3. AIMS AND OBJECTIVES

The main aim of the training course is:

- To increase the quality and support of Youth Exchanges and Youth Initiative projects in the frame 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 coaching within Youth Exchanges and Youth Initiatives

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 Exchange and Youth Initiative 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 and Youth Initiatives 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, get to know other people and organisations/institutions.
Coaching in the Youth in Action programme	Main idea and basic information is provided about Youth Exchanges and Youth Initiatives Support experience and needs are explored for youth participation within Youth Exchanges and Youth Initiatives
Coaching in Youth Exchanges and Youth Initiatives	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, reflection 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

Dark Bar

Aim	Get to know each other, to break the ice and start group process
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Timing	20-30 min.
Material needed	Dark room with arranged chairs in small groups for 4-5 people, background relaxing music.
Description	People are invited to come in to the “dark bar” (dark and blackened room) and sit in 4 small groups. Participants are taken down to the bar in pairs by the members of the training team. Nice background music is played and people start the first round of getting to know each other. People should say 1) their name 2) country they are coming from 3) 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 again their name, the most enjoyable thing about being from their country. In the welcome letter participants were asked to bring a small object with them that best describes their personality, they pass the object around the group and whilst describing the object and why it is good for describing them. Then people change places for the third and final. Again they exchange their name, why people shouldn't visit there country and which item of clothing they would be most disappointed to not find in their suitcase on arrival to their holiday. Finishing with sharing the colour of their eyes. Number of rounds can depend 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 has been the most horrible intercultural experience you have had? - What do people like about their neighbours and people from their region? - What stereotypes do other nationalities have about yours, and are they true?
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.

Pass the ball and crossword

Aim	Introductory name game for participants to continue getting to know each other
Timing	30 minutes
Material needed	Paper, questions, flipchart paper and pens and optional is a ball
Description	Participants stand in a circle and throw a ball of paper to each other. Each participant should catch the ball once to ensure everyone introduces themselves and confirms who they are. When they catch the ball they confirm their name and then peel off (unwraps) ONE sheet of paper off the ball. Each sheet of paper has a question on which the participant is to answer before throwing the ball to another participant. To answer the question participants are invited to the centre of the circle and also to write their name on the crossword sheet.
Challenges	Participants find the questions to difficult or too personal, level of pax English is too difficult and too early in the programme, participants cant throw or catch,
Recommendations	Make sure the questions are general and the English level is basic. It is an early getting to know exercise. Maybe include a gift or sweet with the paper. Maybe include some music in the background.
Outcome	People get to know more about each other and are able to confirm names, who's who and how there name sounds and looks.

Saboteurs

Aim	Breaking “ice” and invitation for welcome evening drink
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 upstairs". 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.
Recommendations	Make sure the ball is tight and does not fall apart when being thrown.
Outcomes	Group are energised and happy to go for the welcome drink and continue to mingle.

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 Polish National Agency
- Introduction to the Context of the Coach 2 Coach, aims and objectives and expectations

Coaching Tree – Context of Training

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 and objectives, programme and expectations.
Timing	1 hour
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 - Poland, Coach 2 Coach – Italy, Austria, Norway), other national and international developments (national TC, coaching strategies, work with support people, Seminar on Coaching, TC 'Coach me if you can!'). And now here we are full circle in Poland again – but why? Highlight future activities and possibilities: C2C – UK, C2C ToFT and C2C National programmes. 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. The objectives of the training programme are introduced as Fruits on the tree and</p>

	then participants are invited to revisit their own expectations of the training taken from their application forms and now presented as clouds. Participants are asked that once they have identified their own they find another participant to discuss and share their expectations. Then they are asked to identify 2-3 learning objectives for the week and to write them down.
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.

- Energiser (wacka balloon, circle name game)

Coaching in Youth in Action

Aim	To raise awareness and explore participants level of knowledge and experience of the Youth in Action programme their involvement and begin to ask questions about coaching
Timing	1 hour 30 min.
Material needed	Some questions on Youth in Actions, papers with guidance questions prepared for each group.
Description	<p>People are standing in the room and asking to put themselves in the "horse-shoe continuum" according to the different criteria connected with Youth-Initiatives and Youth-Exchanges from the programme guide. One trainer making notes on flipchart. Last question is: "I support more Youth Exchange or Youth-initiative". On the base of this last question you form 3 groups of 6 and 5 people. One supporting mainly Youth-Initiatives, one supporting mainly Youth-Exchanges and one supporting both of them. Then people in the group:</p> <ul style="list-style-type: none"> ▪ Share experiences they already have in supporting youth-initiatives/youth exchanges. ▪ Which of the methods you use, could be used in the frame of coaching? ▪ Come up with the three the most important questions which you have concerning the coaching in Youth in Action Programme? <p>At the end participants come to the plenary, give some summary what were the most important points of the discussion and share the most important questions they come up with.</p>
Challenges	Some participants that have little experience can find it difficult to contribute for the discussion.
Recommendations	Try to choose the descriptions of the projects that "differ in quality". Change it from a horse shoe to a line or a wind to make sure people move.
Outcome	Participants are invited to discuss and share their experiences of supporting youth initiatives and youth-exchanges as well as start thinking about their experience in the context of coaching.

- Lunch

Levels of Youth Participation

Aim	Participants increase awareness and experience different levels of participation, comparing them according to different criteria, introduction to Hart's ladder of participation
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Timing	2 hour 30 min.
Material needed	Description of the task for each group, 4 working-spaces with prepared materials: carton, matches, glue, scissors, colourful paper, scarfs for covering participants' eyes, Harts ladder of Participation pickup.
Description	Group is divided into 4 smaller groups. In each of the smaller groups participants have to agree which of they will be playing the role of the adults, and which of the youngsters. They receive the instruction of building the model of the ecological amusement park, as well as description of their behaviour and attitudes towards the situation. Each of the 4 situations represents different level of participation described at "Hart's ladder of participation". First one represents "Manipulation", second – "tokenism", third "projects initiated by adults, decision taken together with youngsters" and the fourth one – "project initiated and directed by youngsters, where adults can play only supporting role".
Challenges	Some participants that have little experience can find it difficult to contribute for the discussion.
Recommendations	Try to choose the descriptions of the projects that "differ in quality".
Outcome	Participants are invited to discuss and share their experiences of supporting youth initiatives and youth-exchanges as well as start thinking about their experience in the context of coaching.

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 4) 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>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 5).</p> <p>During the free time moments people are invited to explore their coaching style by using the Coaching Ghost Inventory available in Coaching Guide.</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
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- Re-groups

'Re-groups' Wonders of Poland

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 named by most wonderful regions of Poland (Tatras - mountains, Mazuria - lakes, Łeba - dunes, Białowieża - forest) and reflect on the day focusing on their leaning process. During the individual reflection people are invited to use the personal "Reflection mirror" booklet. After individual time people share about their learning with other group members discussing what was most and least useful in terms of learning during the day and what would they suggest to improve. 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>
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

- Dinner

Organisations' Night(mare)

Aim	To raise awareness and opportunity for the sharing of participants organisations as well as offering a platform for exploring the young people we work with and the intercultural differences and similarities.
Timing	1hour 45 minutes
Material needed	Pens, poster paper (flip chart), paints?, craft stuff (scissors, tape and glue etc), Post its and pens
Description	<p>Part 1 – Scary Movie - Participants are given time, space and material to produce a Horror Film Poster based on their organisation. It will need to include; Name of organisation, who they are, what they do, age of people they work with, where and contacts. (45 min)</p> <p>Part 2 – Participants share their organisations poster. The posters will be placed on around the neck and participants stand in a clockwise direction. Each participant(s) will have exactly 1 minute to present their posters and organisation to the group. A CD of scary sounds with a 1 minute gap has been prepared. This will be playing and if a participant is still talking when the next scary noise plays that participant becomes a zombie. Zombies will be identified with a Z on the forehead in face paint. The rest of the participants are citizens. (30 min)</p> <p>Part 3 – 'Passage del terror' Participants are given some post its and a pen. A heading will be shouted out like: Young people eat?...or at night young people drink?...on TV young people watch?...at weekends young people?...young people value?...</p> <p>Participants write the answer in reference to the young people they work with/in their country. They then have to find other participants with similar answers. If one person</p>

	has young people eats pizza and they find another 3 people with this answer if the majority are zombies then they all become zombies or visa versa they can become citizens again.
Challenges	Participants don't feel creative enough or value the creative element of presenting their organisations as a Horror Film Poster. People role play zombies too much.
Recommendations	Could be a great scene setter for playing Werewolves later in the evening. Try to make sure the posters can stay where they are to allow participants opportunities to go back to them after the evening. Make sure it takes place in a room that will be used again.
Outcome	Participants become more aware of other participants organisations and are able to identify some intercultural differences and similarities of the young people they work with.

Day 3

- Energizer (Left, Right, Opposite)
- Morning news
- Introducing to the coaching process

Coaching Puzzle

Aim	Get the wider picture of coaching practice and concepts, get familiar with the idea and concept of coaching in youth work context;
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 by 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 one by one along each of the aspect share the results in plenary by presenting their work on the puzzle cards (1 hour)</p> <p>2. The parallels are made between coaching in different fields and in the youth work 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 introduction of the model of coaching is given (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

- 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 6)

Description	<p>1. Participants are divided in 2-3 groups (depending on the size). In each group, 1 participant is acting as a coach 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.);</p> <p>2. The role-play starts. Some may become observers and later feedback on the process. (20-25 min.)</p> <p>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.</p>
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	<p>If time is available allow the observers to feedback to the participants playing young people and coaches.</p> <p>Highlight to participants that this is a learning opportunity and encourage them not to choose roles they feel most comfortable with.</p>
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.

- Lunch
- 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, string, sticky tape, 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) Treasure hunt. People split into triples or doubles. They have 5 minutes to agree on the communication strategy because after the preparation time the task will be for blindfolded people inside the marked circle to collect hidden valuables guided by their team member who can see but can not communicate in human languages. The time is limited – only 10 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 overcome these challenges. (30 min.)</p> <p>It is possible to discuss which of the task did they find more challenging and which made them more involved – identifying in this way “motivational factors”.</p> <p>3. A model on 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.)</p>
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: building and maintaining the relationships

Going for a walk

Aim	Explore and begin to understand the principals of building and maintaining the relationships during the coaching process,
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Timing	1 hour 30 min.
Material needed	Relaxing music and a circle of chairs and silence.
Description	<p>1. Participants are asked to relax and are taken through a short relaxation exercise whilst sat in a chair and then invited to 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. They are then asked to think about other people in the group who they may not have talked to so much other participants they may not have yet spent the time to get to know. They are then asked to slowly open their eyes, look at the other participants and identify the ones they don't know so well with a smile, Then participants are invited to work in pairs or threes to go for a walk and to discuss and share the key factors in building and maintaining a relationship (20 - 25 minutes.)</p> <p>2. Participants go for a walk. Can be nice if some nice weather can be ordered. (50 minutes)</p> <p>4. Participants come back to feedback a brief summary of their discussions. (15 minutes)</p>
Challenges	There is a need for feedback on the conclusions because some of them might be not relevant to coaching process. Participant may require further guidance maybe some guiding notes. Participants can also feel threatened and even begin to ask why is that I haven't spoken so much to another participant.
Recommendations	It is good to ask participants to work with people with whom they did not have chances to interact with yet but be careful how this is presented. Ensure time and space for feedback.
Outcomes	Participants begin to work with others in the group and reflect and explore the key factors of building and maintaining relationships.

- Re-groups
- Dinner

Day 4

- Energizer
- Morning news
- Coaching process: identifying needs and competences

Understanding competences and needs

Aim	Understand what components describes the competence and what are the ways to identify needs
Timing	1 hour 30 min.
Material needed	No special materials
Description	<p>1. With the help of participants there is given an input on what components describe competence (15 min.)</p> <p>2. Participants come to the language groups and are given a task to choose one of the coaching competences and describe its components (knowledge, skills and attitudes). In the plenary people are asked what was the process and (if any) difficulties they faced. (30 min.)</p> <p>3. Mapping needs as a method is explained asking people to give examples how during the coaching process they identify needs for support. People are encouraged to use this method and be aware of needs during next step in the programme. (15 min.)</p>
Challenges	When identifying components of certain competence it not easy to see the difference between the knowledge, skills and attitudes. The task is on an abstract level of thinking and might be challenging for people. There might be confusing because

	people reflect and discuss coaching competences but not competences within the group of young people.
Recommendations	When introducing a model of competence it is good to give a concrete example with one competence. If time allows it is good to practice needs analysis by using some simple tasks
Outcomes	Participants deepen their understanding of the components of the competence and reflects on different needs a group might have.

- Coaching process: supporting (experiencing)

Simulation Game “Youth Initiative”

Aim	Experience the supporting element in coaching and learn what matters in the supporting stage.
Timing	3-4 hours for experiencing, 1,5-2 hours for reflecting
Material needed	Depending on the given situations
Description	<p>1. The group is divided in 3 smaller groups. In each group people decided on 1 person who will take the coach role. Groups are briefed on the structure of the simulation game, timing and available resources. (10 min.)</p> <p>2. Groups are given instruction (see in Annex 7) on their task for the simulation game. “Coaches” are invited to meet for “Coaching forum” at the Resource Centre. During the meeting they are preparing for the coaching and informed about available resources. (20 min.)</p> <p>3. Group work continues. (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 report through the product, which they created. (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 a group during the exercise? - What recommendations could be given on supporting element in coaching? <p>Recommendations are displayed in the plenary room</p>
Challenges	Some people cannot get fully involved in the task because of its simulation nature. People can concentrate more on the task implementation and forget about the process.
Recommendations	It is good to finish “experiencing” part of the simulation game with short presentations of the results achieved. This makes it clear that the simulation game is over. 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.
Outcome	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.

Free Afternoon

- City Tour to Praga district in Warsaw
- Cultural Evening Meal with traditional, food, singing and dancing

¹ In the training course Coach 2 Coach in Poland the simulation game “Youth Initiative” was split 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.

Day 5

- Energizer (Animal Support, Circle energiser looking at support)
- Morning news
- Coaching process: supporting (debriefing)

Roles in Coaching

Aim	To identify and clarify different roles in coaching
Timing	1 hour 30 min.
Material needed	Flipchart paper, post-it's, markers, flips, good questions...
Description	<p>1. Participants are given different labels on their forehead with the name of different roles in coaching process. Roles are: facilitator, mediator, trainer, mentor, youth-worker, adviser.</p> <p>They are supposed to find out what is their role by asking the others different questions: What do I do?... Do I do this....? etc. They write the answers on the paper for themselves as the form of "evidences" for their role. (15 min.)</p> <p>2. Once they find out what's their role, they go to their role-group (with people who have the same role) and try to define/describe what's the role about (using "the evidences" they collected. (10 min.)</p> <p>3. We present very shortly the description of different roles in coaching process and ask them "if the descriptions presented are matching with their understanding of their role? In which points? What are the controversial points? (5-10 min.)</p> <p>4. They go to the three groups with people representing different roles. They discuss the following issues (approximately 30-40 min.):</p> <ul style="list-style-type: none"> • Think about the role you had on your head. Share with the group the time when supporting the group of young people you have been at this role. Why was it important that you were in this role? • What factors affect the role you take? • Which role in coaching, do you feel the most comfortable with? Why? <p>As a summing up of the discussions we ask each of the group to report what were the most important/interesting/challenging points of the discussion.</p> <p>At the very end we ask them to try to answer some question they come up with at the first day like: "How to balance independence/dependence between the and the group in terms of responsibility? "How much of the right do we have to influence the implementation of the project?"</p>
Challenges	If there is not enough relevant knowledge/experience of different roles when it might be difficult for people to response in a good way when asked questions or during the discussions. Some of the roles are more to be classed as professions, when others are rather the specific way of working.
Recommendations	If needed and time allows it is good to give explanation on different roles/functions by describing main attributes of them. Highlight the fact that some of the roles are more formalised and defined when the other ones are more situation/task based
Outcome	Participants become aware of the diversity of roles and therefore expectations and needs are present during the coaching process.

- Coaching process: supporting (evaluating)

Evaluation – what?

Aim	Understand the importance of evaluation within the coaching process and explore a possible tool used for evaluation.
Timing	1 hour 30 min.
Material needed	Flip chart, pens and paper
Description	<p>1. Energiser Why, When, What and Who (adoption of Zoom Zoom Each). (10 min.)</p> <p>2. Participants are introduced to the 'handy' guide to evaluation. The wrist being 'for who' we evaluate? Then each digit: "why", "what", "who", "when" and "how".</p>

	<p>Participants are encouraged to provide an example for each heading. (10 min.)</p> <p>3. They are then invited to focus on the 5 W's of When (preliminary, midterm, at the end, follow up and throughout), then move on to the 5 W's of What (project process, coaching process, youth project's learning process, project product and coaches learning). The Coaching Guide offers some good and clear guidance on this that can act as a guide. (20 minutes)</p> <p>4. Participants are divided into five groups and then each group are asked to choose a card which for the 5 W's of When (each card will have a different heading on), then each group are asked to choose a second card which is for the 5 W's of What. Each group then breakout to work on the headings they have for When and What. They are asked to explore the important considerations for their combination and to present them back to the other groups.</p> <p>Example: When – Mid term along with What – Coaching Learning How could they evaluate this and what considerations would be important?? (50 minutes)</p> <p>5. Participants place 5W's on the floor and asked to choose their position according the most value it is given by different stakeholders of Youth in Action programme: young people, European Commission, National Agency, themselves.</p>
Challenges	Participants get confused with the there being two 5 W's? Participants aren't given a real example to practice on. You can't control the way the W's are selected and combined.
Recommendations	If time allows maybe you could collect the W cards in and then let the groups select another combination.
Outcome	Participants explore the rationale for evaluation, the different elements within coaching and are then given the opportunity to focus deeper.

- Coaching for Quality

Coaching on Court

Aim	Explore arguments in favour and against in coaching for quality debates; Conclude the learning of coaching in Youth in Action programme
Timing	1 hour 30 min.
Material needed	
Description	<p>1. The plenary room is transformed into the 'court' – there are put chairs for the 'sides' and the 'jury', 'judge' and 'secretariat', a chair for witness. When entering the room people choose the chair without knowing specific role they will need to undertake.</p> <p>2. 'Judge' presents the 'case' and explains the structure of the 'court' process (see Annex 8). The groups are preparing and are presenting their arguments; exchange questions and concludes their position. The 'jury' gives their decisions highlighting all the arguments and adding (if needed) the missing ones.</p>
Challenges	To keep the right balance of involvement of everyone and ensure that the role-play does not replace the real content. To keep the argumentation focused on the main subject.
Recommendations	Support each of the groups when they are preparing their arguments, questions and answers. Keep clear with the structure and timing to avoid unequal participation and contribution. At the end give a summary and highlight the fact that we all are subjective because of being on course in coaching.
Outcome	Participants collect arguments in favour of coaching for quality and raise awareness on the limitations of coaching within the Youth in Action programme.

- Re-groups
- Dinner

Day 6

- Energizer
- Morning news
- Action planning (individually)

Personal action planning

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	1. Participants are asked to prepare individually the steps they are planning to undertake in order to apply the gained experience and knowledge in their realities. The different models as examples are given to cover the following areas: my personal development, working with my target group, working in my organisation, cooperation with my National Agency, with other people in a group, other. (45 min.); 2. Participants share their plans in groups of 3-4 people. (45 min.) In parallel it is proposed an individual consultation time with a member of a training team. (10 min.);
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 (with others)

Coaching 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	1. Collecting the ideas of the activities what people want to propose as common actions (20 min.); 2. Discussion in the groups depending on the interests (1 hour 10 min.);
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 9)
Description	1. Finishing work-close projects and then... (20 min.); 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.); 3. Check-out at the Coaching Map identifying new things that were added to the map during the week (20 min.).
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.)

7. EVALUATION AND OUTCOMES

Evaluation of the training course is done in several stages of the process actively involving participants and the training team.

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. Partly this time is also used for reflecting on own learning process for the Youthpass sharing the reflection with others too. The training team to reflect on the day also uses this time.

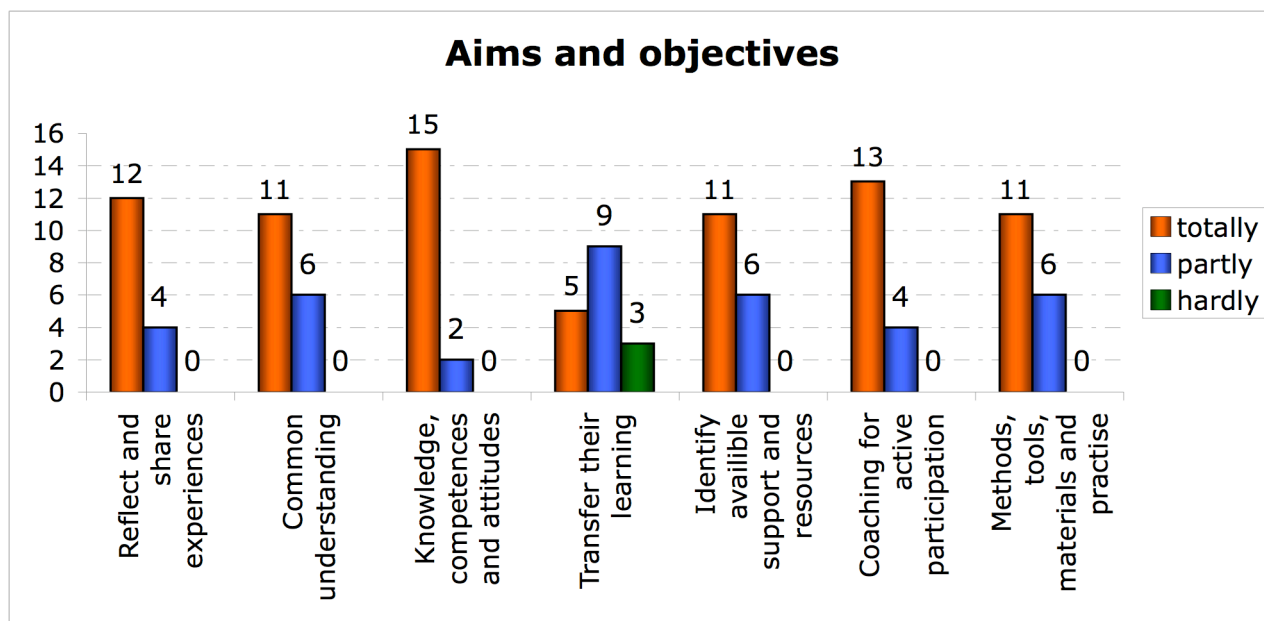
After reflection time one representative of each group comes for a meeting with a training team to give a feedback from a group. Next morning the training team in the form of "Morning news" shares with the group the main points from the evening feedback. This way of facilitating daily evaluation gives opportunity for participants to develop skills and gain experience in facilitating reflection groups and giving feedback.

At the end of the course final evaluation is done using variety of methods. During the final evaluation the form is given for participants to evaluate different sessions in the programme (see in Annex 10). 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, learning process, teamwork and other relevant aspects.

During the *Coach 2 Coach* in Poland participants evaluated each of the sessions. The three sessions, which got the best evaluation score given by participants, were the debriefing of the supporting simulation activity, “Morning News” and “Reflection groups”. The three sessions, which got the least evaluation score given by participants were “Resources”, “Coaching for Quality” and “Organisation Night(Mare)”. The summary of the evaluation results is enclosed as the Annex 10.

In the evaluation form participants evaluated to what extent the aims and objectives of the training course were reached and gave their marks as follows in the graph in next page.



Participants expressed that most of the topics of the training course were understandable, clear and logic. Only few mentioned that sometimes it was too simple because of previous knowledge or experience, but still it was seen valuable for other people in the group. It was mentioned that topics of Youth in Action, roles in coaching, motivation, information on the resources and organisation night could be more clear or explained better.

When asked to explain what was the best and worst learning experience people had different opinions on the simulation game of supporting the Youth Initiatives. Some expressed that it was very useful and they learnt a lot in terms putting the theory into practice, by taking it seriously. For some this activity was not challenging enough it would seem the reason was that most of other people focused on the product while this person focused on the process. But the debriefing of this simulation game was mentioned as best learning experience.

Some people also mentioned as their best learning experience when being a coach in a blindfolded park exercise or getting to know role-play, understanding the complexity and diversity of roles in coaching process and a need for diverse methods and approaches, learning from the training team.

For some people the worst learning experience was during the building and maintaining session because of not clear task explanation or not seeing a sense in it. The coaching puzzle was also mentioned as least useful because it was felt the different meaning of coaching made no point for discussions. ‘Coaching court case’ was seen as not good method to work on coaching for quality topic.

From the team evaluation it was stated that the best learning experience was when people were experiencing coaching being either in the role participant or a coach. The debriefing and reflection on the experience was helping people to draw conclusions and identify learning. Also it was mentioned that the reflection time was valuable for learning and discussing the learning experience. As worst learning experience was seen the coaching on quality session because of wrong focus, session on resources

because of the lack of structure and input from trainers and some moments to introduce the complex concepts were missing because of lack of time to go deeper or to clarify.

According to the feedback from participants the programme was enjoyable, creative, intense but digestible. It was balanced in terms of different methods to gain experience, to have time to reflect, to discuss and share and explore theory. It was suggested to emphasise that everyone is responsible for own learning, to include more tools and methods to be used to identify the needs with the group of young people and motivate them, trainers in some programme sessions could act as coaches and build learning in this way and summary after each of the coaching elements would be useful.

From the team evaluation on the programme it was admitted that the methods improved due to the need to shorten the programme by one day but also because of the efforts made to revise and update the methods. Taking into the consideration the participants' need for reflection and their experience gave added value to the programme. The programme was intense and therefore an extra day is beneficial in order to go deeper with some topics and improve learning to learn.

In the evaluation participants highlighted that the training team was balanced in terms of different working styles and personalities, had good humour and creativity, motivation and enthusiasm. The team was well prepared and supportive, enjoyed working with people. It was suggested that maybe sometimes the jokes were too sarcastic or not to the place and also that too big gap between the personalities of trainers is not useful.

The team in the evaluation recognised different working styles and the fact that there was a lack in common working experience in past and present or virtual meetings in preparation. This was the reason for extra working time to discuss and prepare during the training course.

Participants appreciated the information given in advance to prepare and arrive to the course. The accommodation, facilities and surroundings were comfortable. There was a response to practical questions and needs. The resource CD was good to receive but people would appreciate printed version of the Coaching Guide. It was suggested not to give handouts if it will be available on CD. The free afternoon could be more free and organised differently.

The team evaluated the organisation part of the course by mentioning that the venue, facilities and available materials were supporting learning to great extent. The coordination and information sharing at certain moments in preparation could be improved. It was also suggested the importance of the preparation meeting.

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.

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 Poland after sharing and discussing participants presented their follow-up ideas.

The training course held in Poland was a possibility to test the improvements made after the evaluation of courses held in past. As well it was a good opportunity to use and promote the theoretical materials from the Coaching Guide (on <http://www.salto-youth.net/a3publications> and on request: youthinitiatives@salto-youth.net) in practice.

8. BACKGROUND DOCUMENTS AND PICKUPS

Annex 1. Final programme

Coach 2 Coach: Coaching for Youth Participation
22-28 April 2008, Konstancin-Jeziorna in Poland

Time	DAY 1, TUE 22 April	DAY 2, WED 23 April	DAY 3, THU 24 April	DAY 4, FRI 25 April	DAY 5, SAT 26 April	DAY 6, SUN 27 April	DAY 7, MON 28 April	
7.30	Arrival	<i>Breakfast</i>						Departure
9.00		Context of the training course, programme, objectives, expectations	Introduction to the coaching process	Coaching process: identifying needs & competences	Coaching process: supporting (debriefing)	Action planning (individually)		
11.00		<i>Break</i>						
11.30		Coaching in Youth in Action Programme	Coaching process: getting to know	Coaching process: supporting (group activity)	Roles in coaching	Action planning (with others)		
13.00		<i>Lunch</i>						
14.30		Improving youth participation through coaching	Coaching process: motivating	Coaching process: supporting (group activity)	Coaching process: evaluating	Resources for coaching		
16.00		<i>Break</i>			<i>Break</i>			
16.30		Coaching mirror: sharing coaching experiences & exploring skills	Coaching process: building and maintaining the relationships	Free afternoon	Coaching for Quality	Evaluation of the training course		
18.00		Re-groups			Re-groups			
19.00		<i>Dinner</i>			Dinner in the city	<i>Dinner</i>		
20.00	Evening news							
21.00	Welcome evening	Organisations' Night(mare)	Free evening	Free evening	Free evening	Farewell evening		

Annex 2. Welcome letter

Coach 2 Coach

WELCOME LETTER

Dear Participant,

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

In this Welcome Pack you will find programme of the training, some paper, list of participants, the 'dinner card', name badge, pen.

Today **Tuesday 22nd April 2008**, we suggest the following:

1. Become familiar with the venue.

A venue quick guide:

We will be using three different buildings throughout our stay here. Firstly you are here in the Residential building (the one with the reception and small shop), this is also where we will all sleep. The building to the right as you come out of the Residential building is where will eat...it's the one next to the tent and marked 'stołówka'. The dining room is up the stairs. Finally to the left of the Residential building is the Training and Seminar building. Our main plenary room will be the one marked 'Sala A'. We will also use other rooms here throughout the week, but you will be informed when we do so. We may not always be the only people using the venue so please be aware of this when making your way around the place.

2. Take a good look through the folder and:

- o complete your name badge
- o 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
- o head over to dinner straight away as it is from NOW!!18h30

3. After dinner (at 20h00) we will gather in the main Plenary Room (Sala A) for a short introduction to tonight's activities.

- o Please also bring with you a small object that best reflects you and your personality. Please keep the object secret until it is required.

And if you are not too exhausted from travelling and following our brief introductions, you are very welcome to stay talk some more and celebrate a certain somebody's birthday (can you find out who?).

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

The Training Team

Eliza, Buzz, Nerijus, Ania

Annex 3. Mission impossible

Date: Wednesday, 23 April 2008

**СОВЕРШЕННО
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:




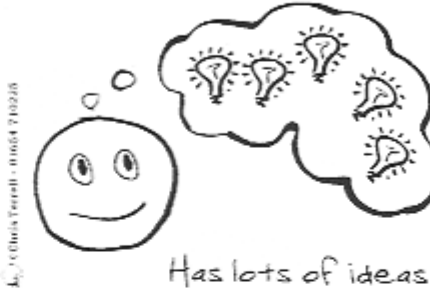


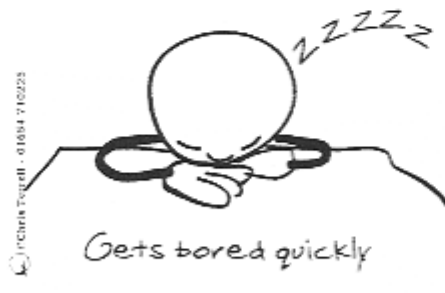
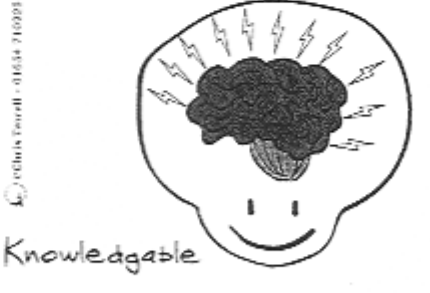

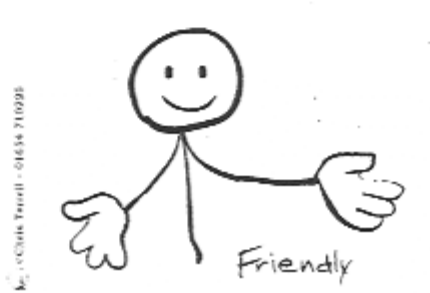
Has been in a "foam party":


Has a goldfish:



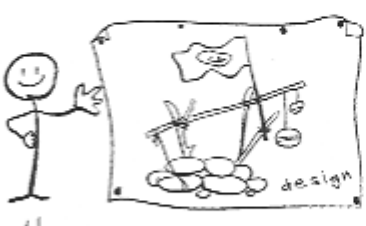
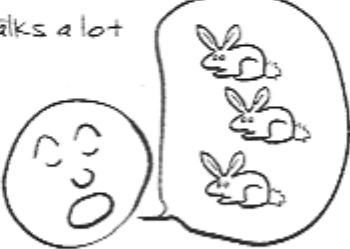




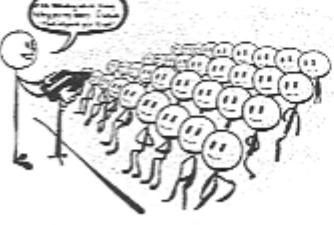

Was born in a different country to the one they live in now:

Likes swimming:

Annex 4. 'Skill cards'

 <p>Courageous</p> <p>©Chris Terrell - 01654 710225</p>	 <p>Sympathetic</p> <p>©Chris Terrell - 01654 710225</p>
 <p>Joker</p> <p>©Chris Terrell - 01654 710225</p>	 <p>Has lots of ideas</p> <p>©Chris Terrell - 01654 710225</p>
 <p>Good at organising others</p> <p>©Chris Terrell - 01654 710225</p>	 <p>Looks out for others</p> <p>©Chris Terrell - 01654 710225</p>
 <p>Gets bored quickly</p> <p>©Chris Terrell - 01654 710225</p>	 <p>Knowledgeable</p> <p>©Chris Terrell - 01654 710225</p>
 <p>Good at practical things</p> <p>©Chris Terrell - 01654 710225</p>	 <p>Friendly</p> <p>©Chris Terrell - 01654 710225</p>

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

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

Annex 5. 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"

Gianluca (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), Demark

"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 6. Getting to know role-play

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

- This session will be a role play, there will be 2 groups of 6 people, and 1 group of 5 people out of which 1 person will be a coach and the remaining 5 or 4 will be young people about to start a Youth Initiative, to finish Transnational Youth Initiative or run the Youth Exchange. Trainers will act as observers
- You will have **20 minutes** to prepare and the meeting will last for **30 minutes**.
- Following the meeting each group 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 (observer)

The observer will observe the process and meeting role play with those playing the young people and the coach.

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 (observer)

The observer will observe the process and meeting role play with those playing the young people and the coach.

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 (observer)

The observer will observe the process and meeting role play with those playing the young people and the coach.

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 (coach)

You have been contacted by your National Agency to have a meeting with a group of 5 young people aged 16 – 21 living in Konstancin-Jeziorna in Poland. They are all friends through a common interest in music and playing instruments. Two of them are at school together and the other two of them work in a small café in the centre of the town. 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. Come to the seminary room B for the Coaches' Forum to prepare for your role and the first meeting. The meeting will last 30 minutes

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

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

You are group of 5 young people aged 16 - 21 living in a small town Konstancin-Jeziorna, near Warsaw. You are all friends through your common interest in music and playing instruments. Three of you are at school together and the other two of you work in a small café in the centre of the town. 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 Poland. 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 a small youth organisation that has recording studio in Konstacin in local Cultural Centre 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 coach who lives 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 (coach)

You have been contacted by your National Agency to have a meeting with a group of 5 young people aged 16 – 21 living in a small village in the rural area. They have been involved into a Transnational Youth Initiative 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 from Sweden has already done their part for the booklet and they are waiting for the part of the Polish group. The deadline was to finish and publish the booklet at 15th June, but the Polish 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 Polish 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. Come to the seminary room B for the Coaches' Forum to prepare for your role and the first meeting. The meeting will last 30 minutes

We suggest doing a **mind map** with other coaches from Coaches' Forum 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 4 young people aged 16 – 21 living in rural area in the Eastern Poland. You are members of an informal group.

You have been involved into a Transnational Youth Initiative project between Poland and Sweden 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 from Sweden 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 coach who lives 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 (coach)

You have been contacted by your National Agency to have a meeting with a group of 4 young people aged 16 – 21 living in Konstancin-Jeziorna, Poland. They have received financial support from the National Agency for hosting a bilateral youth exchange with a partner group in Germany. During the preparation time of the youth exchange everything went well, young people were excited on the theme of the exchange which is ‘From past to the future’ and focuses on Polish-German relationships. Two weeks before the start of the exchange the group contacted the National Agency saying that they can’t host this exchange because the hotel is too expensive to be paid from the grant and their families are not in favour of the idea of hosting German youngsters at home. The Germans are all ready to come and have also already booked their flights. 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 realise this exchange. Without the participation of the Polish the Germans will not be able to come 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 paying the accommodation of the German group.

You have 20 minutes to prepare. Come to the seminary room B for the Coaches’ Forum in order to prepare for your role and the first meeting. The meeting will last 30 minutes

We suggest doing a **mind map** with other coaches from Coaches’ Forum 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 4 young people aged 16 – 21 living Konstancin-Jeziorna, Poland. You are members of a youth club.

You have received financial support from your National Agency for hosting a bilateral youth exchange with Germany. 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 “From past to the future” and focuses on Polish-German relationships. Two weeks before the arrival of the Germans, you discovered that the grant you received will not be enough to pay the hotel. Your parents also refused to help you, saying that they would not host Germans at home because they can’t speak German, nor English and are afraid that they won’t be able to communicate. Your parents are also concerned that it just sounds like a holiday.

You contacted the National Agency saying that the group can’t organise this youth exchange because you are not able to pay accommodation in the hotel for the German group. You asked help to find solution or other financial possibilities. Without your participation the Germans will lose money and both miss out on the opportunity as they have booked their flights to Poland already.

You have reluctantly contacted the National Agency and they have arranged for you to have a meeting in the youth club with a coach who lives in your region.

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

Annex 7. Simulation of the supporting element in coaching**Initial idea of the “local initiative”**

(Migration and magazine group)

Konstancin-Jeziorna is small town situated close to the capital city Warsaw. The town used to be known for recreation facilities and was recognised as health resort. Konstancin-Jeziorna has 2 churches, park, cultural house, museums, newspapers, municipality, schools, few NGOs and gas station. It used to have a paper factory, which today has turned into the shopping and entertainment area serving also as a meeting place for people. People who live in Konstancin-Jeziorna can be best described in two groups - the ones who have been living here for a long time and are the middle and lower income group. The others are the “wealthy newcomers” who in the past years have bought property and moved to the town. There are not so many young people living in Konstancin-Jeziorna and little evidence of youth related activities.

The initial idea of your group is to explore the migration theme. You may wish to identify more specific interests of yours within the main theme of your project. The project, which you intend to carry on should be realised practically and should include the interaction with people from the local community. Therefore you might wish to consider the possible local impact, which would include both learning from the local environment and people but also your contribution within your interest and the theme of the project. When planning and realising your activities be innovative and creative as well feel free to challenge yourself.

By the end of the project your group as a result of the activities want to realise a magazine, which would cover your interests within the theme of the project but also would represent your project experience. You may decide on the format of the magazine, the audience you wish to reach with it and the ways of how it will be distributed.

For planning and realising your local initiative you have time from 10.30 starting with a meeting together with your coach and ending the project at 15.15 with a brief presentation of your results. During this time feel free and do not forget to use the break opportunities available throughout the entire project period and lunch available from 14.30 at dinning room.

May the coach be with you!

Initial idea of the “local initiative”

(Culture and photography group)

Konstancin-Jeziorna is small town situated close to the capital city Warsaw. The town used to be known for recreation facilities and was recognised as health resort. Konstancin-Jeziorna has 2 churches, park, cultural house, museums, newspapers, municipality, schools, few NGOs and gas station. It used to have a paper factory, which today has turned into the shopping and entertainment area serving also as a meeting place for people. People who live in Konstancin-Jeziorna can be best described in two groups - the ones who have been living here for a long time and are the middle and lower income group. The others are the “wealthy newcomers” who in the past years have bought property and moved to the town. There are not so many young people living in Konstancin-Jeziorna and little evidence of youth related activities.

The initial idea of your group is to explore the culture theme. You may wish to identify more specific interests of yours within the main theme of your project. The project, which you intend to carry on should be realised practically and should include the interaction with people from the local community. Therefore you might wish to consider the possible local impact, which would include both learning from the local environment and

people but also your contribution within your interest and the theme of the project. When planning and realising your activities be innovative and creative as well feel free to challenge yourself.

By the end of the project your group as a result of the activities want to realise the photo gallery, which would cover your interests within the theme of the project but also would represent your project experience. You may decide on the format of the gallery, the audience you wish to reach with it and the ways of how it will be advertised.

For planning and realising your local initiative you have time from 10.30 starting with a meeting together with your coach and ending the project at 15.15 with a brief presentation of your results. During this time feel free and do not forget to use the break opportunities available throughout the entire project period and lunch available from 14.30 at dining room.

May the coach be with you!

Initial idea of the “local initiative”

(Park life and radio group)

Konstancin-Jeziorna is small town situated close to the capital city Warsaw. The town used to be known for recreation facilities and was recognised as health resort. Konstancin-Jeziorna has 2 churches, park, cultural house, museums, newspapers, municipality, schools, few NGOs and gas station. It used to have a paper factory, which today has turned into the shopping and entertainment area serving also as a meeting place for people. People who live in Konstancin-Jeziorna can be best described in two groups - the ones who have been living here for a long time and are the middle and lower income group. The others are the “wealthy newcomers” who in the past years have bought property and moved to the town. There are not so many young people living in Konstancin-Jeziorna and little evidence of youth related activities.

The initial idea of your group is to explore the park life theme. You may wish to identify more specific interests of yours within the main theme of your project. The project, which you intend to carry on should be realised practically and should include the interaction with people from the local community. Therefore you might wish to consider the possible local impact, which would include both learning from the local environment and people but also your contribution within your interest and the theme of the project. When planning and realising your activities be innovative and creative as well feel free to challenge yourself.

By the end of the project your group as a result of the activities want to realise the radio broadcast, which would cover your interests within the theme of the project but also would represent your project experience. You may decide on the format of the broadcast, the audience you wish to reach with it and the ways of how it will be spread.

For planning and realising your local initiative you have time from 10.30 starting with a meeting together with your coach and ending the project at 15.15 with a brief presentation of your results. During this time feel free and do not forget to use the break opportunities available throughout the entire project period and lunch available from 14.30 at dining room.

May the coach be with you!

Initial idea of the “local initiative”

(Migration and magazine group)

Konstancin-Jeziorna is small town situated close to the capital city Warsaw. The town used to be known for recreation facilities and was recognised as health resort. Konstancin-Jeziorna has 2 churches, park, cultural house, museums, newspapers, municipality, schools, few NGOs and gas station. It used to have a paper

factory, which today has turned into the shopping and entertainment area serving also as a meeting place for people. People who live in Konstancin-Jeziorna can be best described in two groups - the ones who have been living here for a long time and are the middle and lower income group. The others are the “wealthy newcomers” who in the past years have bought property and moved to the town. There are not so many young people living in Konstancin-Jeziorna and little evidence of youth related activities.

The initial idea of the group, which you choose to coach is to explore the migration theme. They may wish to identify more specific interests of theirs within the main theme of their project. The project, which they intend to carry on should be realised practically and should include the interaction with people from the local community. Therefore they might wish to consider the possible local impact, which would include both learning from the local environment and people but also their contribution within their interest and the theme of the project. When planning and realising their activities encourage the group to be innovative and creative as well challenge them.

By the end of the project the group as a result of the activities want to realise the magazine, which would cover their interests within the theme of the project but also would represent their project experience. They may decide on the format of the magazine, the audience they wish to reach with it and the ways of how it will be distributed.

For planning and realising their local initiative they have time from 10.30 with a meeting with you and ending the project at 15.15 with a brief presentation of their results. During this time of the activity feel free and do not forget to use the break opportunities available throughout the entire project period and lunch available from 14.30 at dining room.

May the force be with you!

Initial idea of the “local initiative” (Culture and photography group)

Konstancin-Jeziorna is small town situated close to the capital city Warsaw. The town used to be known for recreation facilities and was recognised as health resort. Konstancin-Jeziorna has 2 churches, park, cultural house, museums, newspapers, municipality, schools, few NGOs and gas station. It used to have a paper factory, which today has turned into the shopping and entertainment area serving also as a meeting place for people. People who live in Konstancin-Jeziorna can be best described in two groups - the ones who have been living here for a long time and are the middle and lower income group. The others are the “wealthy newcomers” who in the past years have bought property and moved to the town. There are not so many young people living in Konstancin-Jeziorna and little evidence of youth related activities.

The initial idea of the group, which you choose to coach is to explore the culture theme. They may wish to identify more specific interests of theirs within the main theme of their project. The project, which they intend to carry on should be realised practically and should include the interaction with people from the local community. Therefore they might wish to consider the possible local impact, which would include both learning from the local environment and people but also their contribution within their interest and the theme of the project. When planning and realising their activities encourage the group to be innovative and creative as well challenge them.

By the end of the project the group as a result of the activities want to realise the photo gallery, which would cover their interests within the theme of the project but also would represent their project experience. They may decide on the format of the gallery, the audience they wish to reach with it and the ways of how it will be advertised.

For planning and realising their local initiative they have time from 10.30 with a meeting with you and ending the project at 15.15 with a brief presentation of their results. During this time of the activity feel free and do

not forget to use the break opportunities available throughout the entire project period and lunch available from 14.30 at dining room.

May the force be with you!

Initial idea of the “local initiative”

(Park life and radio group)

Konstancin-Jeziorna is small town situated close to the capital city Warsaw. The town used to be known for recreation facilities and was recognised as health resort. Konstancin-Jeziorna has 2 churches, park, cultural house, museums, newspapers, municipality, schools, few NGOs and gas station. It used to have a paper factory, which today has turned into the shopping and entertainment area serving also as a meeting place for people. People who live in Konstancin-Jeziorna can be best described in two groups - the ones who have been living here for a long time and are the middle and lower income group. The others are the “wealthy newcomers” who in the past years have bought property and moved to the town. There are not so many young people living in Konstancin-Jeziorna and little evidence of youth related activities.

The initial idea of the group, which you choose to coach is to explore the park life theme. They may wish to identify more specific interests of their within the main theme of their project. The project, which they intend to carry on should be realised practically and should include the interaction with people from the local community. Therefore they might wish to consider the possible local impact, which would include both learning from the local environment and people but also their contribution within their interest and the theme of the project. When planning and realising their activities encourage the group to be innovative and creative as well challenge them.

By the end of the project the group expects as a result of the activities to realise the radio broadcast, which would cover their interests within the theme of the project but also would represent their project experience. They may decide on the format of the broadcast, the audience they wish to reach with it and the ways of how it will be spread.

For planning and realising their local initiative they have time from 10.30 with a meeting with you and ending the project at 15.15 with a brief presentation of their results. During this time of the activity feel free and do not forget to use the break opportunities available throughout the entire project period and lunch available from 14.30 at dining room.

May the force be with you!

Annex 8. Coaching for quality case**European Commission on Quality and Justice**

The trial of coaching

The court has gathered to hear the case for how coaching can contribute to the quality of Youth in Action projects.

Date: 26 April 2008

Place: Courtroom "Sala A"

**Background:**

Coaching in the field of European youth work is still a relatively new concept. It has been suggested that coaching can improve the quality of a project's experience. This is in terms of youth participation, non-formal learning, European dimension, inclusion, project process and other areas.

We are gathered to day hear the cases for and against coaching.

Court timetable:

Time	Activity
10 min.	Legal briefing
25 min.	Preparing cases for and against
10 min.	Presentation of cases
10 min.	Recess – prepare questions
10 min.	Questions and answers
15 min.	Recess – for jury decision + reflection and discussion
10 min.	Summing up and verdict (presented by the jury)

Note: any inappropriate behaviour (e.g. spitting, biting, laughing) and language (e.g. using globish) may result in individuals being removed from the courtroom. Any individuals or party not respecting the court

schedule will be held in contempt of court (it means, you get your ass kicked!).

The court will be presided by RT. Hon. Judge Buzz Bury.



Annex 9. 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 NA 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
- Youth Participation
- Youth in Action
- Coaching

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 10. Evaluation of the sessions in the programme

Satisfied or dissatisfied with...	😊!	😊	😐	😞	💀	
Resources (Learning Space Dynamics)	0	6	6	5	0	3,06
Coaching for quality (court case)	4	6	2	4	0	3,63
Organisation Night(mare)	5	3	8	1	0	3,71
Introduction to the coaching process (puzzle of coaching from different fields)	4	7	4	1	1	3,71
Identifying needs & competences (theoretical input, reflecting on coaching competences in language groups)	4	6	6	1	0	3,76
Free afternoon (guided tour, evening meal and dances)	2	10	4	1	0	3,76
Coaching in Youth in Action (horse shoe exercise, share project experience)	5	8	3	1	0	4,00
Roles in coaching (labels, describing roles, reflecting on preferences)	5	7	4	0	0	4,06
Action Planning (with others)	6	7	3	1	0	4,06
Fun, free time, partying...	5	8	4	0	0	4,06
Evaluating (handy evaluation, Ws, evaluating the value of process)	6	7	4	0	0	4,12
Action Planning (personal)	7	6	3	1	0	4,12
Building and maintaining the relationship (a walk and talk)	8	4	5	0	0	4,18
Context of the training course: Coaching Tree (colour tree)	8	6	3	0	0	4,29
Improving youth participation through coaching (participation simulation game, levels of participation)	7	6	2	0	0	4,33
Coaching Mirror (sharing experiences and exploring coaching skills)	8	7	2	0	0	4,35
Evening news (feedback from the groups to the training team)	9	5	3	0	0	4,35
The accommodation in general	8	7	2	0	0	4,35
The food in general	7	9	1	0	0	4,35
Getting to know (role play "First meeting")	9	6	2	0	0	4,41
Welcome evening: dark bar, name games...	8	9	0	0	0	4,47
Motivating (blindfolded treasure hunt and cup exercises, triangle of 3Cs)	11	3	3	0	0	4,47
Other participants in general	8	9	0	0	0	4,47
Supporting (simulation game of Youth Initiative project in Konstancin)	12	3	1	1	0	4,53
Reflection groups (daily evaluation, reflection mirror booklet)	10	7	0	0	0	4,59
The organisation in general	11	6	0	0	0	4,65
Morning news (reporting from evening news in plenary)	14	1	2	0	0	4,71
Supporting (debriefing in 3 groups, timeline and sharing)	14	2	1	0	0	4,76
Training team in general	13	4	0	0	0	4,76