



Final Report

of the International Training Course

Coach 2 Coach

Coaching for Youth Participation

23-30 June 2009, Budapest, Hungary

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 Hungarian National Agency in cooperation with SALTO - YOUTH Participation and National Agencies of European Youth in Action Programme.

The training course *Coach 2 Coach* took place on 24th – 29th June 2009 in Budapest (Hungary) and brought together 20 participants from 15 different countries supported by 15 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 (concerning mostly international youth exchanges and youth initiatives and 3 of them had some experiences on youth democracy projects) 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: Austria/Norway (1), Belgium (1), Denmark (1), Estonia (1), France (1), Germany (2), Hungary (1), Lithuania (1), The Netherlands (1) United Kingdom (2), Poland (1), Romania (2), Spain (1), Sweden (2), Turkey (2).

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Place: European Youth Centre: Budapest, Hungary

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). Already there were 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 the previous experience and evaluation results, in 2008 the concept of Coach 2 Coach: Coaching for Youth Participation courses the training in Poland was developed further, with a shorter programme and a new trainer to the team was introduced from the hosting National Agency. Now in 2009 the C2C programme has again been reviewed and advanced with the support of SALTO and the Hungarian NA and again with a national trainer as part of the team. Specific development were made during the course to balance the attention for all 3 sub-actions of Action 1 and to integrate attention for learning-to-learn competence in the educational process (for more on Learning to Learn project visit <http://www.learning2learn.eu/>).

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 in European Youth in Action programme with a specific focus on Action 1 project (as Youth Exchanges, Youth Initiatives and Youth Democracy Projects).

3. AIMS AND OBJECTIVES

The main aim of the training course is:

- To increase the quality and support of Youth Exchanges, Youth Initiative and Youth Democracy Projects in the frame of 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 be able to identify and improve own **learning** processes as coach;
- 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, Youth Initiatives and Youth Democracy Projects

4. COMPETENCES

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

- Knowledge of the Youth in Action programme and understanding of its philosophy, especially of Youth Exchange, Youth Initiative and Youth Democracy Projects with a focus on youth participation and coaching;
- Skills in reflecting own experience and ability of identifying competencies in coaching;
- Skills in facilitation and giving feedback;
- Understanding how coaching can benefit in increasing youth participation;
- Knowledge, skills and understanding in coaching youth projects;
- Ability to improve own learning to learn key competence as coach;
- 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.

Specific attention to learning-to-learn competence in coaching youth projects includes:

Planning own learning process as Coach: How may I become a better Coach?

Motivation – knowing own strengths and weaknesses - needs – strategies – do it – reflect on it - apply it to the reality!

The preparation of participants before the training course includes:

- Sending the invitation letter which includes information from the on-line survey and the reason behind why it will be sent. To prepare participants that they will get a post survey as well. Asking them kindly to fill in it out.
- Sending the Coaching Ghost Inventory for participants in order to identify their learning styles as coaches. The outcome will be asked during the training course anonymously.
- Sending the online survey for them by Innsbruck University on learning to learn competence.

5. PROGRAMME

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

Participants and organisations	Participants present themselves, 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, Youth Initiatives and Youth Democracy Projects. Support experience and needs are explored for youth participation within Youth Exchanges, Youth Initiatives and Youth Democracy Projects.
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.
Learning-to-learn	Planning own learning process as a coach: how may I become a better Coach? Motivation – knowing own strengths and weaknesses - needs – strategies – do it – reflect on it - apply it to the reality!

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 and on this occasion the programme had an association with the Learning 2 Learn research. 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

Welcome Pack & 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, welcome letter, info and programme

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. It also helps to ensure all participants get the welcome packs on arrival and are encouraged to read through its contents.
Outcome	The welcome pack helps participants to know they have arrived and sets the scene for the week, it encourages participants to become familiar with the venue and provides a platform for interaction at the first meal time.

- Welcome and getting to know each other evening

Dark Bar

Aim	Get to know each other, to break the ice and start group process
Timing	20-30 min.
Material needed	Dark room with arranged chairs in small groups for 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 and how they travelled to the training. Then people change places for the third and final time. Again they exchange their name, colour of eyes and the most shocking intercultural experience. 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 further guiding questions directly connected to the theme of the training.
Outcome	Participants all experience the strange and welcoming activity together and have to actively listen to get to know each other.

Name Matrix

Aim	Introductory name game for participants to continue getting to know each other.
Timing	30 minutes
Material needed	Flipchart paper, masking tape, post its and pens
Description	Name Matrix: Participants should write down their names on 2 post its and stick them on big flipchart papers horizontally and vertically on the same number. Participants get more post its. They have 1 minute to speak to each other in pairs then change pairs. During this 1 minute discussions they should find common special characteristics or something, which is common. They should write down to the post its and stick it to the crossing points of their names on the matrix. The activity can continue through the whole week during breaks and informal time – 30 min.
Challenges	Participants don't continue the activity in the informal time.
Recommendations	Possible consideration of crossword puzzle to get people visibly seeing the names and connections?
Outcome	Participants start to discuss. To find common interests and themes is always help to break the ice and motivate for further chat after the activity finished.

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 feel ‘cheeky’ and ‘more evil’ go to the middle of the room and the others divide again into two 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 that everyone is feeling comfortable before the exercises begins
Outcomes	People get energized and the ice-breaking process begins

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 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 continue to get to know each other. People who missed the welcome evening have a possibility to get to know the group and present themselves in a more informal way.

- Welcome from the Hungarian National Agency & SALTO Participation
- 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, Poland), other national and international developments (national TC, coaching strategies, work with support people, Seminar on Coaching, TC ‘Coach me if you can!’), Coaching Training – UK, European Coaching Working Group and production of ‘Where is my Coach?’. And now here we are in Hungary – but why? Introduce the cooperation of HU NA and SALTO Participation RC. The story is supported by visual material – could be colourful paper and very creative. Introducing the course objectives ends the story. (30 min.)</p>

	2. The objectives of the training programme are introduced as Fruits on the tree and 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. To have Where is my Coach, Coaching Guide available for viewing.
Outcome	Participants begin to understand the context of the training course, its development and the training's aims and objectives.

Coaching in Youth in Action

Aim	To raise the awareness on similarities and common criteria for different sub actions in Action 1 and introduce the coaching developments within the Youth in Action
Timing	1 hour 30 min.
Material needed	Statements on formal and quality criteria in Action 1 of Youth in Action programme, papers with guidance questions prepared for each group, 3 copies of Programme Guide in English
Description	<p>1. People come to form couples or triples. Facilitator reads the statement related to formal and quality criteria in Action 1 and people in teams chooses their position in the triangle (agree/disagree/it depends – for formal criteria and Youth Exchanges/Youth Initiatives/Youth Democracy Projects – for quality criteria). (15 min.)</p> <p>'Agree/disagree/it depends' statements:</p> <ul style="list-style-type: none"> • Youth Exchange requires minimum of 4 participants from one country • Duration of Youth Democracy Projects is maximum 15 months • Youth Initiatives have to have at least 2 promoters in two different Programme countries • The activity of Youth Exchange project must take place in the country of one of the promoters • Eligible participants for Youth Initiatives are young people aged between 18 and 30 years old <p>'Youth Exchange, Youth Initiative or Youth Democracy Project?' statements:</p> <ul style="list-style-type: none"> • The project should increase young people's positive awareness of other cultures and support dialogue and intercultural encounters with other young people from different backgrounds and cultures • The project should aim at introducing, implementing and promoting innovative approaches • The project should follow the principles of non-formal learning and Youthpass is applied. • The project should have a clear thematic concept, which promoters wish to explore together reflect interests and needs of participants • The project and working methods applied should involve the participants as much as possible and trigger a learning process <p>The last statement is: "I support more Youth Exchanges, Youth Initiative or Youth Democracy projects". On the base of this last statement people form 4 groups of 6 and 5 people. One supporting mainly Youth Initiatives, one supporting mainly Youth Exchanges, one supporting Youth Democracy projects and one supporting a mix of them.</p> <p>2. Then people in the group share their experience following the guiding questions:</p> <ul style="list-style-type: none"> • Briefly share experiences that you already have in supporting Action 1 projects • Which of the methods that you use, you think could be used in the frame of coaching? • Come up with the 3 most important questions, which your group has concerning

	<p>the coaching in Youth in Action Programme? (30 min.)</p> <p>At the end of this step participants come to the plenary, give some summary what were the most important points of the discussion and share the most important questions they came up with. (15 min.)</p> <p>3. The latest coaching developments in Youth in Action programme conclude the session by adding them to the Coaching Tree as leaves.</p>
Challenges	Some participants that have little experience can find it difficult to contribute for the discussion but for some people the sharing time is not enough. The statements on the formal criteria
Recommendations	It is important to clarify the objectives of the session avoiding the high expectation to learn the knowledge of what is available in the Programme Guide. The last coaching developments should be linked as much as possible with earlier steps of the session.
Outcome	People are updated on the latest coaching developments in the Youth in Action programme. They get aware about the differences and similarities between Youth Exchanges, Youth Initiatives and Youth Democracy Projects

- Lunch

Coaching for Youth Participation

Aim	Develop a common understanding and awareness of the different levels of participation and their relationship with coaching and their organisations.
Timing	1 hour 30 mins
Material needed	Participation cards and examples (see Annex 4 and Annex 5), pens and paper, young peoples testimonies about coaching expectations available from Coaching Guide.
Description	<ol style="list-style-type: none"> 1. Two volunteers are invited to be a coach for the activity. All the other participants on a post it write their own name at the top with it underlined and write two other participants names underneath their own. All the post-its are then collected and given to the two volunteers. The task is for the volunteers to place individuals equally distanced from the participants they have placed on their post it. This can be a big challenge and will be difficult to achieve. After a short and quick attempt stop the exercise and all participants to do the same with a post it again and then without talking ask ALL participants to stand equally distanced from the two people on their sheet. This slow energiser is a good tool in highlighting the need for a coach or not, and how a group may not always need a coach. 2. In small groups, participants are given participation case studies and asked to put the statements in order - from most participative to least participative. 3. Then participants can "spy" by visiting other groups and taking a look on their understanding how different levels of participation should be displayed. After coming back they discuss and change their own if needed. 4. Participants are then introduced to the adapted version of Harts Ladder of Participation on flip chart and handout. 5. Then still in their small groups participants share and discuss which level they feel they worked at on last project or activity with a group and why? 6. The groups then explore how can a worker move up the ladder and discuss how to implement the different levels and approaches at the appropriate times. 7. Input on Participation Developments and Policy from SALTO Participation.
Challenges	The level of English for the descriptions can sometimes be challenging (ensure each group has a participant with a good level of English).
Recommendations	Participation Gallery: testimonies from young people related to what young people think about participation, taking decisions, autonomy, etc could be stick on the wall to illustrate the session. Use examples that match the statements, or get the groups to come up with examples for the different levels.
Outcome	Participants explore and improve awareness of youth participation and the opportunities and realities within the Youth in Action programme and Action 1 linking it to coaching.

My Reflection in the Mirror

Aim	To reflect on and share the different coaching experiences, to identify the skills and
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	competences people have, are needed in coaching and need to be developed
Timing	1 hour 30 min.
Material needed	Skill cards copied on the coloured paper, cut and arranged in sets, reflective mirror like paper (also can be cooking folia), markers, glue, post-its, copies of young peoples' coaching testimonies to be printed on colourful paper and displayed on the wall
Description	<p>1. Before the break people are asked to leave a symbol on the poster with 4 different coaching styles based on the results from the Coaching Ghost Inventory. In the beginning of the session people are asked to share in few words what was their experience of using this tool for self-reflection. (5 min.)</p> <p>2. Individually people reflect on the working experience with young people that they consider being as a coaching experience. Main guiding questions:</p> <ul style="list-style-type: none"> • What was/is their role; • What did/are they do/doing; • What was/is working/not working. <p>Reflecting on their experience people identify the skills that:</p> <ul style="list-style-type: none"> • Describes them personally, • Are essential with the young people they are working with, • They need to improve. <p>During the reflection time they use a set of "skill cards" (see in Annex 6) Choosing 3 cards related to each of the aspect and sticking them on the reflective paper page. If there is no needed skill among the "skill cards", people can add their own. (30 min.)</p> <p>3. 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" having on the top the most important one followed by the less important ones. (45 min.)</p> <p>4. 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.</p>
Challenges	Creative part takes a long time and then there is not enough time to share in smaller groups. There is an expectation to receive feedback on the "right" skills immediately after the exercise.
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 reflect on their supporting experience and identify the coaching competences they possess, they are required and they would like to improve further.

- Re-groups

Learning buddies and 'Re-groups'

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. To practice facilitation skills and giving feedback. Support to use 'learning to learn' key competence for participants as coaches.
Timing	Ongoing process during the training
Material needed	Flipchart paper and a board, markers, handouts
Description	<p>1. Participants should choose a person they feel they can communicate trustfully and easily from the group and create together a so called "learning buddy". They should discuss about the result of the Coaching Ghost Inventory and the Coaching Mirror and share what they feel they need to improve and learn as coaches and personal development. – 20 min.</p> <p>2. 2-3 pairs join the one re-groups named by most wonderful regions of Hungary (Kékes - mountain, Balaton - lake, DUNA - river, Tisza – river) and reflect on the day focusing on their leaning process. 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</p>

	<p>“Evening news” session (45 min.)</p> <p>This system goes in every evening except Day 3 when we visit to Cseresznye Youth Service. The learning buddies get new and new questions in each evening which will lead them towards Youthpass and Learning to Learn key competences.</p> <p>Questions in each evening:</p> <ul style="list-style-type: none"> • Day 2: They should discuss about the result of the Coaching Ghost Inventory and the Coaching Mirror and share what they feel they need to improve and learn as coaches and personal development. • Day 4: How far are you to achieve your learning objectives? What is your progress concerning skills, attitude and knowledge as a coach? • Day 5: Use Coaching mirror and skill cards as a tool to reflect and discuss about your competence development as coach! • Day 6: Coaching Action Plan: make it individually then with your learning buddies.
Challenges	<p>For some participants can be uncomfortable to choose learning buddy without knowing the aim of choosing somebody.</p> <p>Some of participants can think that they have to spend too much time with their learning buddies.</p>
Recommendations	<p>The different aims of Learning buddies and Regroups should be clearly explained to the participants. Learning buddies should give space for participants to reflect on their learning process. Regroups should focus on reflecting the programme and methodology of the training.</p>
Outcome	<p>Participants have possibility to reflect on their learning processes concerning their learning improvement as coaches. Then reflect on the day as programme and methodology, practice the role of facilitator and giving constructive feedback.</p>

- Dinner

Recipe Me: Food of the World – Organisation and Country Cookery experience

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	1 hour 45 minutes
Material needed	Pens, poster paper (flip chart), paints?, craft stuff (scissors, tape and glue etc), Post its and pens
Description	<ol style="list-style-type: none"> 1. Participants should prepare a recipe card about the ingredients of their main national dish (the most important information about their organisation) and make a 1 min. advertisement for the dish as in a TV show. – 45 min. 2. They should start the presentation with the 1 min. advertisement of their cooking show why the others should watch this programme and learn to cook the food? – 30 min. 3. Going around the recipe cards (posters) and learn to make the food, so collect more info from organisation and in the same time to taste some national food and drinks. – 30 min. 4. Make photos from the recipe cards and give it to the participants in the end as a recipe booklet.
Challenges	Avoid having any mention of Intercultural Food type evening in participant pre-departure information to avoid any misunderstandings and to steer clear of participants typically bringing food and drink.
Recommendations	<p>The organisational recipe booklet to be used for the last day for Networking and possible partner finding.</p> <p>It is better to use the word ‘traditional’ then “national” food in order to avoid exclusion.</p>
Outcome	Participants can get familiar with the represented organisations and traditional food in the same time and creative, funny way.

DAY 3

- Energizer (Left, Right, Opposite)
- Morning news

- Introducing to the coaching process

Coaching Puzzle

Aim	To get familiar with the coaching concept in youth work context and in the Youth in Action programme in particular
Timing	1 hour 30 min.
Material needed	Flipchart paper, colour paper, markers, papers with guiding questions for each of the group
Description	<p>1. People are asked to share from which of the fields do they know about coaching. The coaching in youth work context is introduced briefly highlighting the different influences taken from other fields. (10 min.)</p> <p>2. People split in to the groups. Each group is focusing on different types of projects in Action 1 where coaching is/could be practiced. People describe coaching by explaining the different aspects of it:</p> <ul style="list-style-type: none"> • The role and function of the coach <ul style="list-style-type: none"> ○ What does (not) the coach do/perform in supporting young people? ○ What are his/her tasks in coaching? • The involvement and responsibility of the coach and the group <ul style="list-style-type: none"> ○ What is (not) the coach responsible for? ○ What are the possibilities and limits in coaching in terms of coach involvement? • The objectives of the coach in the coaching process <ul style="list-style-type: none"> ○ What specifically does the coach aim to achieve with supporting? • The areas of special attention when coaching <ul style="list-style-type: none"> ○ What are the specific themes/competences where coach puts the attention? • The final result expected from the group/team <ul style="list-style-type: none"> ○ What are the specific indicators which indicates the success/failure of the coaching process? <p>Groups one by one along each of the aspect share their results in plenary by presenting their work on the puzzle cards (50 min.)</p> <p>3. The quality standards and expectations in coaching are introduced along side with the some of the examples from the national coaching developments available at the "Who is the Coach?" publication (30 min.)</p>
Challenges	There might be not enough time for groups to discuss all the questions and later to share their discussion results in the plenary meeting. There might be an expectations from the participants to receive the immediate feedback on their work result
Recommendations	Making clear links between the work done by groups with the discussion on quality standards in coaching allows partly to answer the need for the confirmation of the results presented by the groups earlier.
Outcome	People become familiar with the general framework and concept of coaching in youth work and in sub actions of Action 1. The starting ground is set for further exploration of the coaching process.

- 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 7)

Description	<p>1. Participants are divided into 3 groups. In each group, 1 participant is acting as a coach, 1 participant is acting as observer 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. (20-25 min.)</p> <p>3. Debriefing is done in 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 recognise the importance of the first meeting with young people. The exercise give the possibility to experience being a coach and meet first time young people. In the same time they can experience being coached and being in a new situation with a coach.

- Lunch
- Coaching process: motivating

Motivating

Aim	To identify motivation factors, share tools for motivating young people
Timing	1 hour 30 min.
Material needed	Large dice.
Description	<p>Motiv8 is a board game exploring motivation, participation and influencing factors of Youth in Action – Action 1. It is played by 4 teams: Youth Exchange; Youth Initiative; Transnational Youth Initiative; Youth Democracy Project. The teams roll two dice...and have to throw a six to start.</p> <p>The board is transferred to the floor with different coloured paper to make it a larger more engaging activity (see Annex 8).</p> <p>As each team move around the board and lands on a square they pick up a card from the corresponding box in the middle. Each team is represented on the a bar graph on flipchart paper and each time their team pass the start they receive a bar. The winning team is the one with the most bars on the graph.</p> <p>Each time a team lands on the square 'Meeting with Coach' they have to describe – what motivates them as a coach and what de-motivates them as a coach?</p> <p>The Cards</p> <p>Youth in Action:</p> <ul style="list-style-type: none"> • Your group have an idea for an activity but don't have enough people to meet the criteria move down to the last participation level or the start. • Your group are overwhelmed by the application form don't get to go next time round. • Your groups application is rejected move back to the start. • You group gain application support from your National Agency and SALTO move up a square. • Your group are a non formal group and don't have a bank account move back to you last position. • Your group miss the deadline and move down two squares. • Your groups application is successful move up to the next YiA square. • Your group fail to meet the final report deadline move down to the last YiA square (or start). • Your group struggle to find the funding to support the 25% outstanding budget prior to completion move a square.

	<ul style="list-style-type: none"> Your groups activity is a success and the final report accepted go straight ahead to the finish. Your groups project was nominated for “best inclusion” project and you are invited to attend the Action week, move forward two squares. Your group found great partners while participating in CMS, move forward one square. Local municipality decided to co-fund your groups project, move forward two squares... Your partners decided to leave the project and you need to meet the needed criteria, move back two squares... <p>Participation Cards:</p> <ul style="list-style-type: none"> Teams are asked to give an example of the participation level for their specific activity (e.g. they land on Participation Level 3 – and they are a Multilateral Youth Exchange they have to give an example of Decoration for their Multilateral Youth Exchange and so forth). <p>Motiv8 Cards:</p> <ul style="list-style-type: none"> Your group find out you can apply for YiA funding for your project move forward to the next Motiv8 square. Your group gains the support of a coach move forward to the next Meeting with Coach square. Your are losing interest in the project how do YOU motivate everyone? Your project gains more interest and more participants move forward two squares. You are not enjoying the responsibility of finances and the project, how do YOU motivate yourselves? The press and media take a positive interest in your activity. How do you feel? You gain some training move forward one square. Some of your team are not happy with the fact that they don't get to visit another country, how do you respond? Somebody offers you a new and better place to meet, move forward one square. There is a fight between group members and you have to build the team again. How do you motivate people to do this? Some of the group feel no personal benefit to being involved and miss quite a few session? How do you deal with this? One of you have become very close friends with one of the other members. Move forward one square. You are given a community award for your activity. How do you feel? Move forward to the next Motiv8 square. You are struggling to complete the final report. How do motivate people to complete this? You have just received you Youth Pass certificate. How do you feel? Move forward to the start. <p>The winning team is the one that gains the most bars on the graph in the time allocated to play the game.</p>
Challenges	How to occupy time whilst one team is moving and ensure teams listen to each others responses. In this instance teams were encouraged to decorate their playing piece. Teams play the game to much and not enough focus on exploring the motivating factors.
Recommendations	To increase the amount of Motiv8 squares and reduce the amount of Participation squares.
Outcome	Participants explore and discuss motivating and de-motivating factors for the coach and the young people participating on projects.

- Coaching process: building and maintaining the relationships

Going for a walk and having a thoughts shower

Aim	Explore and begin to understand the principals of building and maintaining the relationships during the coaching process,
Timing	1 hour 30 min.
Material needed	Relaxing music and a circle of chairs and silence, flipcharts and markers

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, Youth Democracy Projects. 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 participant 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 min.</p> <p>2. Participants go for a walk. Can be nice if some nice weather can be ordered. - 45 min.</p> <p>3. Thoughts shower about how we build and maintain a relationship during the coaching activity. On 2 flipchart papers, participants should write down their thoughts, suggestions, aha points. - 10 min.</p> <p>4. Participants give a brief summary of their discussions and thought showers and have a discussion about each others hints and tips. (15 minutes)</p>
Challenges	For some participants is hard to find the link between private life and working life. For some others can be challenging to participate in relaxation exercise.
Recommendations	Maybe it is better during the relaxation activity just to go till building and maintaining relationship with young people they work with and not to mention the projects' name as e.g. youth exchanges. After the relaxation activity maybe needed to give a guideline to think and make a link between private life and working life experience. This can help to make the thought shower more constructive.
Outcomes	Participants start to talk to others they haven't spoken too much yet.

- Visit to local organisation
- Dinner out

DAY 4

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

Identifying needs and competences

Aim	Understand the process of identifying competences and needs then coaching; make the link with Youthpass process with special focus on learning-to-learn key competence
Timing	1 hour 30 min.
Material needed	Colourful papers for each key competence, handout for project cycle, sample for needs' map on flipchart paper, papers, markers, masking tape, post its.
Description	<p>1. Learning buddies: How far are you to achieve your learning objectives? What is your progress concerning skills, attitude and knowledge as a coach? (15 min)</p> <p>2. With the help of participants there is given an input on what components describe competence (10 min.)</p> <p>3. Present shortly Youthpass and key competences (15 min.)</p> <p>4. To divide them into 4 groups according to sub-actions and they get 4 different target groups. People should create a needs' map what competences young people need to improve during different stages of certain actions. They will get the target group and the project timeline – 30 min.</p> <p>5. To walk around the needs' map on the floor and let participants discuss about it and asking clarifications. – 10 min.</p>
Challenges	There is no clear link between Youthpass key competences and competence of young people.
Recommendations	To have more time in order to discuss on skills, attitude and knowledge of participants, to link to the Youthpass and link to the needed competences of young

	people within different youth projects.
Outcomes	Participants understand what kind of needs young people have in order to realise a certain youth project. They recognise how these needs are different concerning different target group. They make the link between needs and improvement of competences.

- Coaching process: supporting (experiencing)

Simulation Game “Coaching Youth Project”

Aim	To 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 decide 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 9) on their task for the simulation game. “Coaches” are invited to meet for “C2C forum” at the SALTO Participation Resource Centre. During the meeting they are preparing for the coaching and informed about available resources. In parallel groups get familiar with the task description and starts their preparation (15 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	Coaches and project groups should meet separately at the very beginning to have time to prepare and clearly to enter their roles for the simulation game. 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 “project 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 “project process” and coaching support and come with learning recommendations on the important processes, tasks and functions of a coach when support project groups.

Free Afternoon

DAY 5

- Energizer
- Morning news
- Coaching process: supporting (debriefing)
- Break

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¹ In the training course Coach 2 Coach in Hungary 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.

- 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 Eek). (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". 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 Process Level. 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. 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 to consider the importance of evaluating different elements and 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 (or their organisations). In the middle of the room is PRODUCT and then below this is COACHING PROCESS and above is PROJECT PROCESS, to the left is PARTICIPATION PROCESS and to the right is LEARNING PROCESS. Its important to also have a sharing and discussion element and not just moving.</p>
Challenges	Participants get confused with the there being two 5 W's of When? 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 a simple model of evaluation and identify how and when it can be utilised throughout the coaching process and start to understand the value and importance to the different stakeholders.

- Lunch

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. C2C Cafeteria: 4 tables with 4 different roles as coach, trainer, mentor and youth worker. Participants go around the different tables in 4 small groups and during 15 min per each table they discuss what the certain role is.</p> <p>2. Each group finishes at the table they have started and they summarise the description of the certain role.</p> <p>3. They should summarise it according to the aim, target group and the process of the certain role. – 60 min.</p> <p>4. Discussion about the differences and similarities among different roles and the borders among them.– 15 min.</p> <p>5. 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</p>

	role? In which points? What are the controversial points? (5-10 min.)
Challenges	For some participants can be confusing to change tables and think of different roles if they do not have experience any of them.
Recommendations	It is needed to clarify that we mean the different roles is coaching, so e.g. 'coach' should not be mentioned on any tablecloths.
Outcome	Participants can make difference among different roles and clarify the aim, target group and process of the certain role.

- Coaching for Quality

Coaching Manifesto

Aim	To explore arguments in favour and against in coaching for quality debates; to conclude the learning of coaching in Youth in Action programme
Timing	1 hour 30 min.
Material needed	
Description	<p>1. Participants are invited to group around the different target groups to whom they would like to explain coaching: a) their young people, b) their organisations, c) potential 'coaches', d) their National Agency. Groups size should be min. 4 and max. 5 people (10 min.)</p> <p>2. Each of the group is asked to prepare the "Coaching Manifesto" based on the definitions what is "manifesto" ("Manifesto" is a public declaration which explains principles, intentions and demands issued by a group of people). (45 min.)</p> <p>3. Each group presents their "Coaching Manifestos", other may ask questions, comments or express their point of views. (25 min.)</p>
Challenges	To avoid the repetition of material that was already discussed in previous days. To encourage the questions, comments and expressions of opinions from participants.
Recommendations	The final gathering where the group work is presented should have very appropriate atmosphere to encourage participation of people.
Outcome	Participants collect arguments in favour of coaching for quality and raise awareness on the limitations of coaching within the Youth in Action programme.

- Learning Buddies/Re-groups and Evening News
- Dinner

DAY 6

- Energizer
- Morning news
- Action planning (individually)

Coaching action planning

Aim	Plan future steps necessary in order to apply learning experience and knowledge gained during the course – to summarise the development of Learning to learn key competence and Youthpass
Timing	1 hour 30 min
Material needed	A4 paper, handout (see Annex 10)
Description	<p>Coaching Action Plan: make it individually then with your learning buddies.</p> <p>STEP 1: Revisit your learning objectives, which you set on the second day of the course and reflect along the following questions:</p> <ul style="list-style-type: none"> • What opportunities did offer this training course for me to reach my learning objectives? • What responsibility did I take in order actively reach my learning objectives? • What did I learn in my informal time which can maybe support to reach my learning objectives? • What conclusions can I make about my learning process as a coach and the development of my 'learning to learn' competence'? <p>STEP 2: Consider the 'Coaching Mirror' reflections and identify the areas of further</p>

	development: <ul style="list-style-type: none"> What would I like to improve further in becoming a better coach? STEP 3: Plan your concrete actions, which would prepare you in applying your learning from this course for the further coaching developments with.
Challenges	Not for everybody is easy to think individually and use the time appropriately.
Recommendations	
Outcome	Participants have a chance to think about themselves as coach and discover their 'learning to learn' key competence. They can prepare their personal coaching plan how they can become a better coach.

- 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. SALTO input on how to utilise the resources available website and publications. 2. Using the Recipe Me Booklets and descriptions for participants to find potential co-operations and collaborations. 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); 3. Finishing work-close projects and then... (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.

- Lunch
- 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
Description	1. Introduce participants to the different stations and possibilities available at the LSD Pre Departure Lounge (10 min.) 2. Participants freely participate in/at the different stations provided for the exercise (1 hour 15 min.) 3. The closing of the LSD Pre Departure Lounge is done with the introduction of the USB Resource Pack (5 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 and good to also identify and brief the participants in advance 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

Final Evaluation

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. “Zip Zap Good Times” – people sit in the circle and everyone is invited to pass it to the neighbour 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. Brief introduction to the key-competences in the Youthpass process is given. People reflect on their learning process and identify their learning along the key-competences – a) individually; b) with their learning buddies. Each of them on the post-it brings to the room one description of the learning outcome and sticks it to the relevant key-competence (1 hour) 3. Participants fill in the post-questionnaires (see Annex 12) (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. 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.) 5. Individually people fill in the Evaluation Form (see Annex 13) (15 min.) 6. Youthpass Certificate giving out ceremony closes the training course. (15 min.)
Challenges	It is very difficult to bring people back after each step they spend individually or in small groups
Recommendations	To make as little as possible division into individual work, small groups and in plenary. For short individual tasks it is possible to keep people in main room in this way avoiding difficulties in bringing them back
Outcome	People have the possibility to reflect, evaluate and express their feelings and thoughts in regards the quality of the training course. Team collects the necessary feedback and data for further development of the course.

7. EVALUATION METHODOLOGY

Evaluation of the training course is done in several stages of the process actively involving participants and the training team. At the very beginning of the training course participants are asked to fill in the pre-questionnaire (see Annex 11) that is mainly used to assess their knowledge, skills and understandings related to coaching youth projects in the frame of the Youth in Action programme. The information from the pre-questionnaires is used for evaluating learning process of participants.

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

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

At the end of the course final evaluation is done using variety of methods (see more in page 20). Post-questionnaire (see Annex 12) is used to assess knowledge, skills and understandings related to coaching youth projects in the frame of the Youth in Action programme. In the evaluation process by comparing data from pre-questionnaires with data from post-questionnaires, it is possible to see the learning results related to improved knowledge, developed skills and changes in understandings. Post-questionnaire is used as well to evaluate learning process in general: learning environment, active participation, used methods, using the experience of participants, learning from each other, reach aims and objectives and other.

During the final evaluation the form is given for participants to evaluate different sessions in the programme (see in Annex 13). The outcomes of the form are used in further evaluation of the course. Comments related to the different sessions in the programme are included in the description of each session.

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

Evaluation of the learning process and results from the training course *Coach 2 Coach* in Hungary is outlined in the separate document called "Report on the Learning Process and Results".

8. MAIN OUTCOMES

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

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

The training course held in Hungary was a possibility to finalise the improvements made after the evaluation of *Coach 2 Coach* courses held before considering the need to include the balanced attention for the different sub-action in Action 1. The module *Coach 2 Coach* covering the whole Action 1 projects in Youth in Action programme – Youth Exchanges, Youth Initiatives and Youth Democracy Projects is ready to become a National Agencies' networking course.

As well it was a good opportunity to use the theoretical materials from the Coaching Guide (on <http://www.salto-youth.net/a3publications> and on request: youthinitiatives@salto-youth.net) in practise.

9. NOTES FOR FURTHER USE

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

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

10. LIST OF PARTICIPANTS

Coach 2 Coach: Coaching for Youth Participation 23-30 June 2009, Budapest, Hungary

List of Participants

Name, surname	Gender/Country	Organisation	Contacts
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11. ANNEXES

Annex 1. Final programme of the training course

Coach 2 Coach: Coaching for Youth Participation 24-30 June 2009, Budapest in Hungary

Time	DAY 1, WED 24 th June	DAY 2, THUR 25 th June	DAY 3, FRI 26 th June	DAY 4, SAT 27 th June	DAY 5, SUN 28 th June	DAY 6, MON 29 th June	DAY 7, TUES 30 th June	
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)	Coaching process: evaluating	Action planning (with others)		
13.00		<i>Lunch</i>						
14.30		Improving youth participation through coaching	Coaching process: motivating	Coaching process: supporting (group activity)	Roles in coaching	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 (having dinner pack)	Coaching for Quality	Evaluation of the training course		
18.00		Re-groups	Visit to Cseresznye Youth Service		Re-groups			
19.00		<i>Dinner</i>			<i>Dinner</i>			
20.00		Evening news	Dinner in the city		Evening news			
21.00		Welcome evening	Recipe Me	Free evening	Free evening	Free evening	Farewell evening	

Coach 2 Coach

WELCOME LETTER

Dear Participant,

Now you are reading this we assume that you have arrived safe and sound to Budapest. 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 the programme of the training, some paper, list of participants, the 'dinner card' (blank folded colour card) and pen.

Today **Wednesday 24th June 2009**, we suggest the following:

1. Become familiar with the venue. A venue quick guide:

- **Rooms** – you will be accommodated in twin rooms with private bathroom.
- **Meeting room** – we will be working in *Meeting Room B-C* on the 4th floor – go and check out the panorama! ☺
- **Coffee machine** – we will be served coffee and tea in the breaks, however, there is a drinks machine in the basement, too.
- **Computers and free internet** - In the participants' computer room on the fourth floor there are several computers and a printer at your disposal. There is a wi-fi connection on the 4th floor, on the ground-floor and in the garden.
- **Gym room** - You'll find the gym room at the end of the corridor in the basement.
- **Sauna** - If you wish to use the sauna, please inform Reception one hour in advance. A minimum of four users is required before the heating is switched on. The sauna is free of charge and towels are provided at Reception. Feel free to use it in the evenings!
- **Environmental protection** The EYCB invites its guests to contribute actively to protect natural resources and our common environment. Everybody can help by acting with care and awareness in everyday life. You are invited to study these simple pieces of advice and apply them while you are at the EYCB and, ideally, take the ideas back home with you and share them with others!
 - **Save water**
 - Have a shower instead of taking a bath, turn off the water while brushing your teeth.
 - Use the "Start / Stop" function when flushing the toilet.
 - Inform the reception immediately about dripping taps, running toilets, etc..
 - Get fresh towels only when you need them, following the instructions in the bathrooms.
 - Return used batteries to the reception - they will be disposed of as special waste and therefore will not poison the ground water. Do not put batteries in the bins in any of the rooms.
- **Meals** - The self-service restaurant is open only during these hours. There is no pork served in the restaurant. Vegetarian meals are available if you informed us in advance. Please remember to bring along the lunch and dinner tickets you receive upon your arrival at Reception. Please return all restaurant crockery and cutlery to the restaurant area. We will have a dinner out on Friday!

Breakfast: 8.00 - 9.30

Lunch: 13.00 - 14.00

Dinner: 19.00 - 20.00

- **Medical Assistance** - If you need medical assistance please contact Reception, where you can get the necessary information. When visiting a doctor, always take your passport and insurance documents (if you have them) with you. A first aid kit is available at Reception. The security staff at Reception are trained in first aid.
- **Budapest (if you had some free time...☺)** - You will find leaflets and brochures about Budapest and Hungary in several languages at Reception. You can also find city maps there. You can buy tickets for public transport at the Reception.
- **Non-smoking** - The EYCB is a non-smoking building, smoking is allowed outside and in the designated area beside the entrance. Please use the ashtrays provided.
- **Name badge** – please, always wear or keep the name badge with you when you are in the building

We will not 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:

- 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
- maybe head over to dinner straight away as it is from NOW!?!19h00

3. After dinner (at 20h00) we will gather in the corridor outside the bar in the basement for a short introduction to tonight's activities.

And if you are not too exhausted from travelling and our brief introductions, you are very welcome to stay talk some more and make new friends.

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

The Training Team

Mara, Buzz, Nerijus, Fatima, Ágnes, László

Annex 3. Mission Impossible letter

Date: Thursday, 25 April 2009

**СОБЕРШЕНО
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. 10 levels of participation

YOUNG PERSON INITIATED – NO ADULT SUPPORT

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

YOUNG PERSON-INITIATED, SHARED DECISIONS WITH ADULTS

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

YOUNG PERSON-INITIATED AND DIRECTED

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

ADULT-INITIATED, SHARED DECISIONS WITH YOUNG PEOPLE

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

CONSULTED AND INFORMED

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

ASSIGNED BUT INFORMED

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

TOKENISM

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

DECORATION

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

MANIPULATION

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

DICTATORSHIP

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

Adaptation of 'Levels of Participation' from:

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

Ten Levels of Participation – Participation Examples

Dictatorship

A youth worker gathers together a group of young people to participate in a Youth Initiative project on 'art in the community'. The youth worker is keen for the project to be a success as the bought art equipment will be extremely valuable for the community's summer arts activities. The young people are given clear instructions, where to meet, what to do and how to deliver the project as the youth workers are concerned with some health and safety issues.

Manipulation

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

Decoration

A group of young people who have participated in an international youth exchange project arrive at a young people's award and celebration event. To promote the benefits of the exchange and youth participation the organisers have arranged for certificates, photographers and the radio to be there. The event will close with live music and DJ's chosen by the workers.

Tokenism

As part of a youth democracy project a group of young skaters are invited to meet local government officials who wish the young people to be involved in the development of a new skate park. The organisers have already chosen the design and location for the new facility and the young people are asked to choose the colour and name for the park.

Assigned but informed

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

Consulted and informed

A local municipality establishes through town twinning a youth democracy project that encourages young people to engage in youth parliament activities. The aim is to increase the influence young people have in shaping the local youth and cultural political picture. All the active members are from an 'international youth information and advice centre' have been asked to complete questionnaire about the project. The results will be shared and then action agreed by the young people and adults involved.

Adult-initiated, shared decisions with young people

Members of a local music rehearsal venue have developed a Youth Initiative to organise a Community music event. All young members of the centre have been involved following the initial idea from the older members. The centre has identified the main aims of the event as 'promoting new music and local talent'. The young members are promoting the event within schools and colleges and are responsible for organising the youth bands and the adults are promoting the event in the community and organising the adult bands. It is hoped the event will also promote some kind of unity and understanding between the different generations and music groups involved.

Young person-initiated and directed

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











Young person-initiated, shared decisions with adults

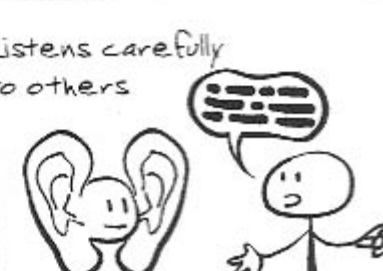
A group of young people have established a small group to promote international youth opportunities across the local communities through a transnational youth initiative. The group are all experienced in different aspects of international activities (exchanges, youth initiatives and evs) but to establish the organisation and web based network in the correct manner they have asked for the assistance of local youth workers and college staff. The group wish to be independent but recognise the support and experience that the adults can offer and initially it is more to meet local legal requirements.

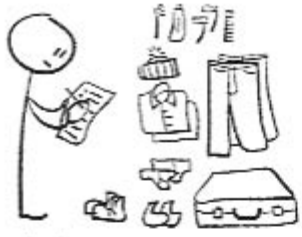

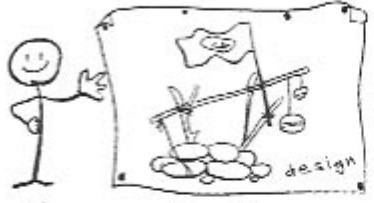
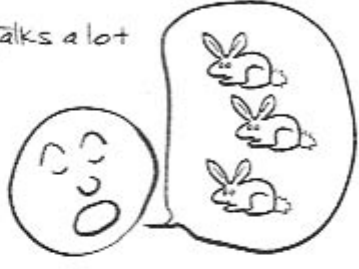
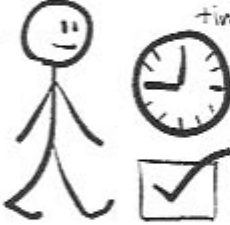



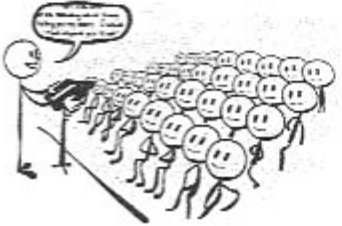

Young person-initiated with no adult support

A group of young people who have previous experience in European projects have now established organisations and a youth democracy project to promote active participation of other young people in local and international democracy. They have worked together to create a movie that highlights the interests of young people, rights and opportunities to promote active citizenship. They hold film events that show there own film and that of others that increase and inspire youth action in the community.

Annex 6. 'Skill' cards

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

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

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

Annex 7. Role play 'First meeting'

1) 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.

During the debriefing you should take notes on Conclusion as 'Golden Rules' for 'getting to know' and bring the notes up to the Plenary Room.

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 Budapest. 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 city. 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 Trainers' team room (Room D) 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 Budapest. 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 Hungary. 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 Budapest 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 (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.

During the debriefing you should take notes on Conclusion as 'Golden Rules' for 'getting to know' and bring the notes up to the Plenary Room.

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 4 or 5 young people aged 16 – 21 living in a small village in Hungary it is a rural area outside of the city. They have been involved in a Youth Democracy Project between 2 countries (the other partner being from the UK) for 12 months. During the last half a year they have had several Skype meetings, implemented local youth activities, published monthly youth magazines and radio programme about it and running a common webpage. Now they are preparing for an international study visit for the English young people in order to present their activities as a youth council and how they gathered and supported young people in the village. Their aim besides this is to prove to the local government that they need to get a bigger place in order to run a real youth club where young people from the village can spend their free time usefully and don't go to the neighbouring bigger city for having fun. They believe that having a valuable study visit by English youth council can help a lot to get the new place. The partner group from United Kingdom has a problem to find appropriate young people to come to the study visit, even though they have been working together virtually very well in the last half year. If the group doesn't come to the study visit, the successful project will start to collapse and your group will not get the bigger place for a youth club in the village.

You will have your first meeting with the Hungarian group in a their one room office and the only other information you know is that it is a Youth Democracy Project and after a half a year successfully cooperating they have some trouble with running the project.

You have 20 minutes to prepare. Come to the Trainers' team room (Room D) 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 or 5 young people aged 16 – 21 living in rural area in the Eastern Hungary. You are members of a local youth council.

You have been involved in a Youth Democracy Project between Hungary and United Kingdom for 12 months. During the last half a year you had several Skype meetings, implemented local youth activities, published monthly youth magazines and radio programme about it and running a common webpage. Now You preparing for an international study visit for the English young people in order to present your activities as youth council and how you gather and support young people in the village. Your aim besides this is to prove to the local government that they need to give a bigger place for the youth council in order to run a real youth club where young people from the village can spend their free time usefully and don't go to the neighbouring bigger city for having fun. You believe that having a valuable study visit by English youth council can help a lot to get the new place. Its your chance to get prove to the council how good a place like this would be.

The partner group from United Kingdom is having a problem to find appropriate young people to come to the study visit, even though you have been working together virtually very well in the last half a year. If the group doesn't come to the study visit, the successful project will start collapse and your group will not get the bigger place for a youth club in the village.

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

You have reluctantly contacted the National Agency and they have arranged for you to have a meeting 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 (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.

During the debriefing you should take notes on Conclusion as 'Golden Rules' for 'getting to know' and bring the notes up to the Plenary Room.

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 or 5 young people aged 16 – 21 living in Budapest. 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 Hungarian-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 travel. 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 Hungarian 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 Trainers' team room (Room D) 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 Budapest. You are members of a youth club.

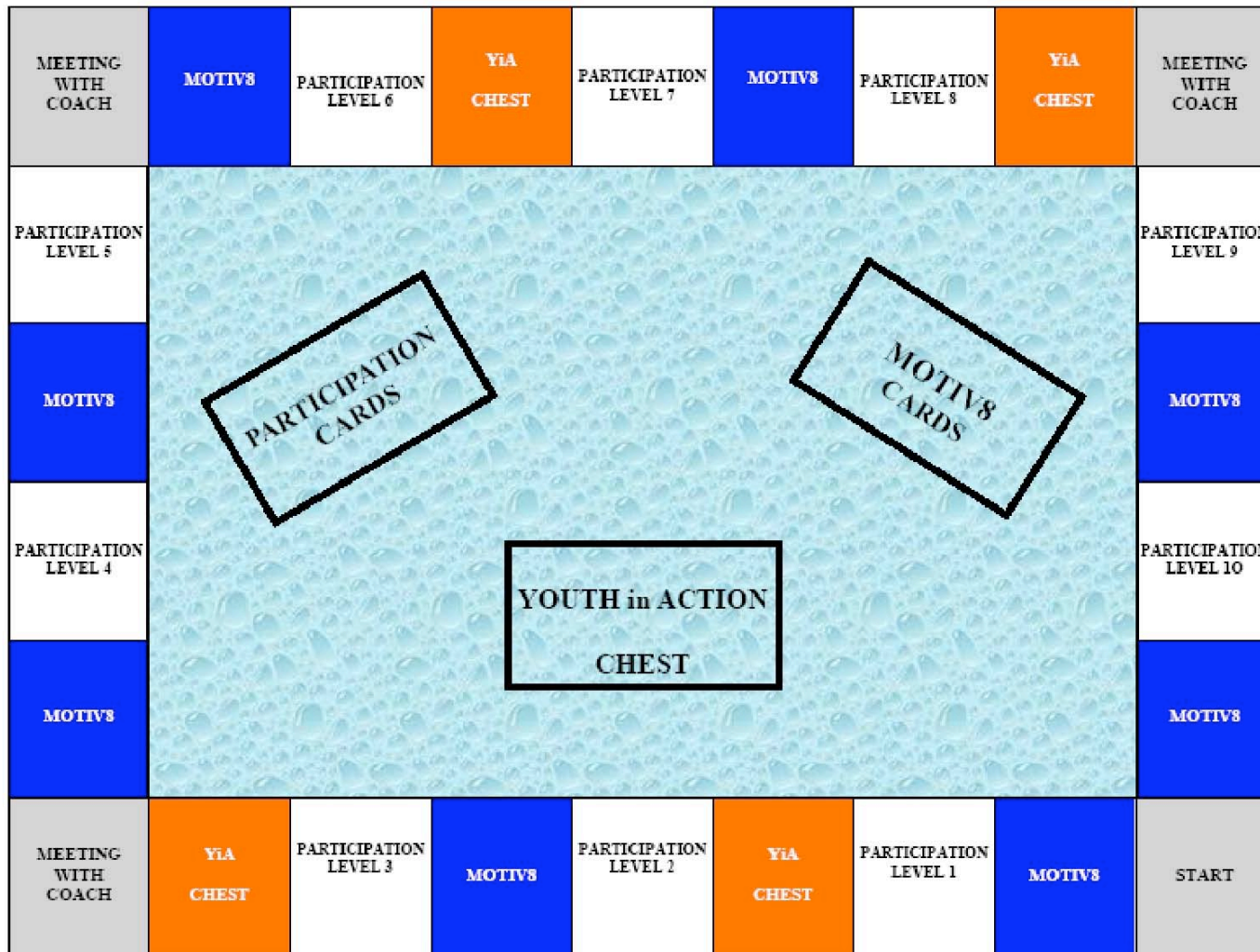
You have received financial support from your National Agency for hosting a bilateral youth exchange with Germany. During the preparation time of the youth exchange everything went well, members of the group were excited on the theme of the exchange which is “From past to the future” and focuses on Hungarian-German 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 travel to Budapest 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 close by.

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

Annex 8. Layout of the board game 'Motiv8'



Initial idea of the “local initiative”

(Critical consumption and photo campaign group)

Buda side of the city could be referred as the most historical part of Budapest where from old times richer people used to live keeping a special atmosphere up till now. Here, in the 2nd district, people enjoy staying in the park just in front of the district administration building or going shopping in variety of shopping malls just after crossing the park. Young people who live in the district enjoy meeting their friends at Moscow square or in a number of cultural venues established in instead of many of the former factories' buildings. However there are felt lack of public spaces for young people there they could gather for civic, social or cultural actions without the expectation to consume.

The initial idea of your group is through the project activities to address the issue of critical consumption. You may wish to identify more specific interests of yours within the main theme of your project. The activities, 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 benefiting 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 activities you want to realise an awareness raising photography campaign, 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 campaign, the audience you wish to reach with it and the ways of how it will be realised.

For planning and realising your local initiative activities you have time from 11.45 starting with a meeting together with your coach and ending the project at 15.30 with a brief presentation of your results and closing the activity. During this time feel free and do not forget to use the break opportunities available throughout the entire project period and lunch available from 13.00 at dinning room.

May the coach be with you!

Initial idea of the “democracy project”

(Democracy and radio group)

Buda side of the city could be referred as the most historical part of Budapest where from old times richer people used to live keeping a special atmosphere up till now. Here, in the 2nd district, people enjoy staying in the park just in front of the district administration building or going shopping in variety of shopping malls just after crossing the park. Young people who live in the district enjoy meeting their friends at Moscow square or in a number of cultural venues established in instead of many of the former factories' buildings. However there are felt lack of public spaces for young people there they could gather for civic, social or cultural actions without the expectation to consume.

The initial idea of your group is in cooperation with your partners abroad to set up and run an Internet based radio. In this way you wish to create at least the virtual public space for young people to exchange their ideas on democratic participation in their local community affairs. You may wish to identify more specific interests of yours within the main theme of your project. The activities, 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 benefiting 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 time your group as a result of the activities wants to realise the radio broadcasting, 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 recording, the audience you wish to reach with it and the ways of how it will be delivered.

For planning and realising your democracy project activities you have time from 11.45 starting with a meeting together with your coach and ending the project at 15.30 with a brief presentation of your results and closing the activity. During this time feel free and do not forget to use the break opportunities available throughout the entire project period and lunch available from 13.00 at dinning room.

May the coach be with you!

Initial idea of the “youth exchange”

(Cultural heritage and publication)

Buda side of the city could be referred as the most historical part of Budapest where from old times richer people used to live keeping a special atmosphere up till now. Here, in the 2nd district, people enjoy staying in the park just in front of the district administration building or going shopping in variety of shopping malls just after crossing the park. Young people who live in the district enjoy meeting their friends at Moscow square or in a number of cultural venues established in instead of many of the former factories' buildings. However there are felt lack of public spaces for young people there they could gather for civic, social or cultural actions without the expectation to consume.

The initial idea of your group is that after experiencing the intercultural youth exchange, which explored the cultural heritage theme to come back and as follow-up activity bring the alternative “intercultural concept” to local cultural reality and practice. You may wish to identify more specific interests of yours within the main theme of your project. The activities, 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 benefiting 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 your activities as a result you want to realise the publication, 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 publication, the audience you wish to reach with it and the ways of how it will be spread.

For planning and realising your youth exchange follow-up activities you have time from 11.45 starting with a meeting together with your coach and ending the project at 15.30 with a brief presentation of your results and closing the activity. During this time feel free and do not forget to use the break opportunities available throughout the entire project period and lunch available from 13.00 at dinning room.

May the coach be with you!

Initial idea of the “local initiative”

(Critical consumption and photo campaign group)

Buda side of the city could be referred as the most historical part of Budapest where from old times richer people used to live keeping a special atmosphere up till now. Here, in the 2nd district, people enjoy staying in the park just in front of the district administration building or going shopping in variety of shopping malls just after crossing the park. Young people who live in the district enjoy meeting their friends at Moscow square or in a number of cultural venues established in instead of many of the former factories' buildings. However there are felt lack of public spaces for young people there they could gather for civic, social or cultural actions without the expectation to consume.

The initial idea of the group, which you choose to coach is through the project activities to address the issue of critical consumption. They may wish to identify more specific interests of theirs within the main theme of your project. The activities, 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 benefiting 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 feel free to challenge them.

By the end of the activities they want to realise an awareness raising photography campaign, 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 campaign, the audience they wish to reach with it and the ways of how it will be realised.

For planning and realising their local initiative activities they have time from 11.45 starting with a meeting together with you as a coach and ending the project at 15.30 with a brief presentation of their results and closing the activity. During this time feel free and do not forget to use the break opportunities available throughout the entire project period and lunch available from 13.00 at dinning room.

May the force be with you!

Initial idea of the “democracy project”

(Democracy and radio group)

Buda side of the city could be referred as the most historical part of Budapest where from old times richer people used to live keeping a special atmosphere up till now. Here, in the 2nd district, people enjoy staying in the park just in front of the district administration building or going shopping in variety of shopping malls just after crossing the park. Young people who live in the district enjoy meeting their friends at Moscow square or in a number of cultural venues established in instead of many of the former factories' buildings. However there are felt lack of public spaces for young people there they could gather for civic, social or cultural actions without the expectation to consume.

The initial idea of the group, which you choose to coach is in cooperation with their partners abroad to set up and run an Internet based radio. In this way they wish to create at least the virtual public space for themselves and other young people to exchange their ideas on democratic participation in their local community affairs. They may wish to identify more specific interests of theirs within the main theme of your project. The activities, 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 benefiting 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 feel free to challenge them.

By the end of the time the group as a result of the activities wants to realise the radio broadcasting, 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 recording, the audience they wish to reach with it and the ways of how it will be delivered.

For planning and realising their democracy project activities they have time from 11.45 starting with a meeting together with you as a coach and ending the project at 15.30 with a brief presentation of their results and closing the activity. During this time feel free and do not forget to use the break opportunities available throughout the entire project period and lunch available from 13.00 at dinning room.

May the force be with you!

Initial idea of the “youth exchange”

(Cultural heritage and publication)

Buda side of the city could be referred as the most historical part of Budapest where from old times richer people used to live keeping a special atmosphere up till now. Here, in the 2nd district, people enjoy staying in the park just in front of the district administration building or going shopping in variety of shopping malls just after crossing the park. Young people who live in the district enjoy meeting their friends at Moscow square or in a number of cultural venues established in instead of many of the former factories' buildings. However there are felt lack of public spaces for young people there they could gather for civic, social or cultural actions without the expectation to consume.

The initial idea of the group, which you choose to coach is that after experiencing the intercultural youth exchange, which explored the cultural heritage theme to come back and as follow-up activity bring the alternative “intercultural concept” to local cultural reality and practice. They may wish to identify more specific interests of theirs within the main theme of your project. The activities, 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 benefiting 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 feel free to challenge them.

By the end of their activities as a result they want to realise the publication, 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 publication, the audience they wish to reach with it and the ways of how it will be spread.

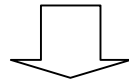
For planning and realising their youth exchange follow-up activities they have time from 11.45 starting with a meeting together with you as a coach and ending the project at 15.30 with a brief presentation of their results and closing the activity. During this time feel free and do not forget to use the break opportunities available throughout the entire project period and lunch available from 13.00 at dinning room.

May the force be with you!

Annex 10. Coaching Action Plan

STEP 1: Revisit your learning objectives, which you set on the second day of the course and reflect along the following questions:

- What opportunities did offer this training course for me to reach my learning objectives?
- What responsibility did I take in order actively reach your learning objectives?
- What did you learn in your informal time which can maybe support to reach your learning objectives?



- What conclusions can I make about my learning process as a coach and the development of my 'learning to learn' competence'?

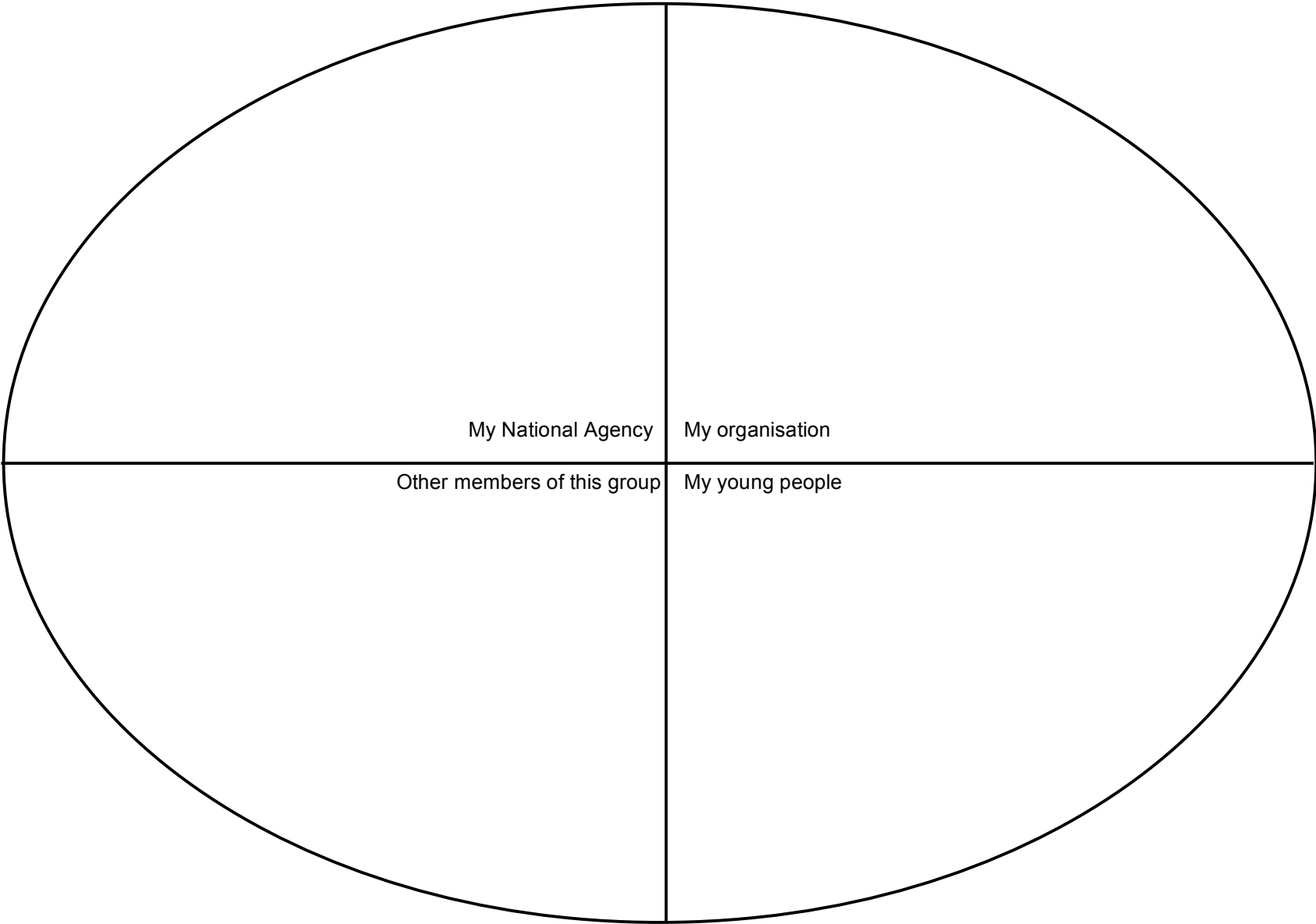
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STEP 2: Consider the 'Coaching Mirror' reflections and identify the areas of further development:

- What would I like to improve further in becoming a better coach?

What? Areas from a 'Coaching Mirror' where I see the need to develop	Why to improve?	How to improve?	When to improve?	Who would support me?

STEP 3: Plan your concrete actions, which would prepare you in applying your learning from this course for the further coaching developments with:



Annex 11. Pre-evaluation questionnaire

Training course COACH 2 COACH
Evaluation Questionnaire

No name needed

PART 1: Pre-questionnaire

1) What is your knowledge of the Youth in Action programme? How much do you know already?
No knowledge at all *Very good knowledge*

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

2) What is your knowledge of:

2a) Youth Exchanges

<i>No knowledge at all</i>			<i>Very good knowledge</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2b) Youth Initiatives

<i>No knowledge at all</i>			<i>Very good knowledge</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2c) Youth Democracy Projects

<i>No knowledge at all</i>			<i>Very good knowledge</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) To what extent are you experienced with supporting or coaching youth projects under the Youth in Action programme?

<i>No experience at all</i>				<i>Experience with 2 or more projects</i>	
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4) How much are you aware of your own 'skills' acting as a coach for youth projects?

<i>Not much</i>					<i>Fully aware</i>
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<i>Very little</i>				<i>Very clear understanding</i>	
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<i>Not good</i>					<i>Very good</i>
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<i>Not able to apply it in my practice</i>				<i>Fully integrate into my practice</i>	
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8) How confident are you in working with people from other cultural backgrounds??

<i>Not confident at all</i>					<i>Completely</i>
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9) To what extent do you regard yourself as "European citizen"?

<i>Not at all</i>					<i>A lot</i>
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1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10) How confident are you in supporting projects with young people with fewer opportunities?
Not confident at all *Completely*

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

11) What is your interest to carry on being active in supporting youth projects under the Youth in Action programme after this course?

Not really interested *Very interested*

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

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

No/not on a regular basis *Yes/on a regular basis*

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

13) Leave here any comments, which would allow understanding better your choices above:

Annex 12. Post-evaluation questionnaire

Training course COACH 2 COACH
Evaluation Questionnaire

No name needed

PART 1: Post-questionnaire

1) What is your knowledge of the Youth in Action programme now? How much do you know now?
No knowledge at all *Very good knowledge*

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

2) What is your knowledge of:

2a) Youth Exchanges

<i>No knowledge at all</i>			<i>Very good knowledge</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2b) Youth Initiatives

<i>No knowledge at all</i>			<i>Very good knowledge</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2c) Youth Democracy Projects

<i>No knowledge at all</i>			<i>Very good knowledge</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) What is your commitment to continue supporting/coaching youth projects under the Youth in Action programme?

<i>Unlikely</i>			<i>Fully committed</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4) How much are you aware now of your own ,skills‘ acting as a coach for youth projects?

<i>Not much</i>			<i>Fully aware</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<i>Very little</i>			<i>Very clear understanding</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<i>Not good</i>			<i>Very good</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<i>Not able to apply it in my practice</i>			<i>Fully integrate into my practice</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8) How confident are you now in working with people from other cultural backgrounds??

<i>Not confident at all</i>			<i>Completely</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9) To what extent do you regard yourself now as “European citizen”?

<i>Not at all</i>			<i>A lot</i>		
1	2	3	4	5	6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

10) How confident are you now in supporting projects with young people with fewer opportunities?
Not confident at all *Completely*

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

11) What is your interest to carry on being active in supporting youth projects under the Youth in Action programme after this course?

Not really interested *Very interested*

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

12) What support do you have from your organisation back home to be a coach of youth project?

No support *Full support*

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

13) Leave here any comments, which would allow understanding better your choices above:

Annex 13. Evaluation form

Training course COACH 2 COACH
Evaluation Form

Satisfied or dissatisfied with...	😊!	😊	😐	😞	💀
Welcome evening: dark bar, name matrix...					
Context of the training course: Coaching Tree, learning objectives (colour tree and clouds)					
Recipe ME evening					
Coaching in Youth in Action (walking statements, sharing in groups, latest coaching developments)					
Coaching Mirror (sharing experiences and exploring skills)					
Improving youth participation through coaching (levels of participation, youth policy developments and youth participation)					
Introduction to the coaching process (coaching puzzle, "coaching house")					
Motivating (giant board game)					
Getting to know (role play "First meeting")					
Building and maintaining the relationship (mind trip, walking in pairs)					
Identifying needs & competences (reflecting competences, intro to Youthpass, identifying needs and competences in project time line)					
Supporting (simulation game of Action 1 projects)					
Supporting (debriefing in 3 groups)					
Evaluating (handy evaluation, developing evaluation tools)					
Roles in coaching (C2C café)					
Coaching for quality (manifesto and presentations/questions)					
Action Planning (personal)					
Action Planning (with others)					
Resources (Learning Space Dynamics)					
Reflection groups (daily evaluation)					
Implementation of Learning 2 Learn (Coaching Ghost Inventory, learning buddies)					
Evening news (feedback from the groups to the training team)					
Morning news (reporting from the evening news in plenary)					
Training team in general (trainers, SALTO, NA)					
Other participants in general					
Visit to "cherry" organisation					
Fun, free time, partying...					

1) How would you rate the learning environment the training course was organised in?

Inappropriate

Excellent

1	2	3	4	5	6

2) To what extent was your experience in youth work taken into consideration in the training course?

Not at all

Fully

1	2	3	4	5	6

3) To what extent did you learn from other participants during the training course?

Not at all

They were my main learning resource

1	2	3	4	5	6

4) Were your personal learning needs addressed?

All the time Most of the time Seldom

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

Not at all

All I needed was there

1	2	3	4	5	6

6) Did you actively participate in the training course?
 All the time Most of the time Seldom

7) Were the methods used appropriate to the topics during the course?
 All the time Most of the time Seldom

8) To what extend is it possible to apply what you have learned on this course back home in your reality?
Not at all *Everything*

1	2	3	4	5	6

9) To what extend did the training course meet the aims and objectives set by course organisers?
Not at all *Fully*

1	2	3	4	5	6

10) What was the most important learning experience for you during the course and why?

11) Which topics were not, or less, useful for you and why?

12) Please give any specific or general comments about the programme of the training course