On the spot
HOW TO STOP YOUTH DROPOUT!

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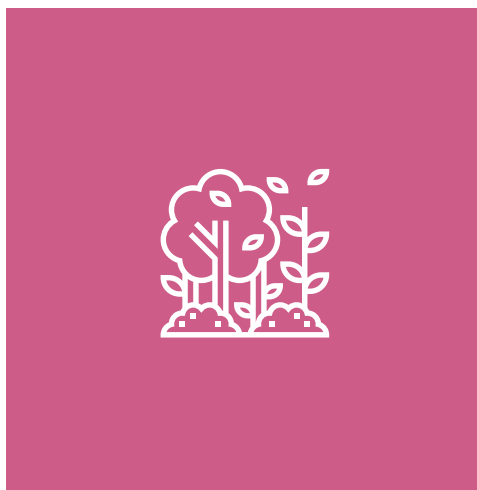
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INTRODUCTION

The percentage of high-school drop outs and early school leaving is still high all over in Europe. In 2013 in Hungary those who start secondary school, but finish it without a qualification, was around 11%, and this was similar or even higher in other EU countries. One of the five headline targets of the Europe 2020 strategy is to reduce the share of early school leavers from the current 15 % EU average to 10 %. The definition of early school leavers is the group of young people in the age 18-24 who does not have a secondary school qualification and not attending school either. It means that they will have less opportunity on the labour market because of the lack of qualification, they have less-paid jobs, and as a result less opportunity in life in general. They are endangered by poverty, criminalization, long-term unemployment, and bad socio-economical and health conditions.

Our project has a focus on the prevention of dropout and the empowerment of endangered young people. We have designed a training where youth workers get the methods and tools to tackle the problem of early school leaving with competence development, study visits, and sharing good practices.

The participants of this training course had the chance to discover and understand the main reasons of youth drop-out, during which they exchanged useful practices and acquired new methods, such as counseling, personal coaching, peer mentoring. What is more, they were one step closer to their personal completion, since the practiced methods (such as the Japanese IKIGAI and the RIASEC TEST) are not just good tools to help young people, but as participants of the training course, they also experienced a certain level of self-development and self-reflection. As a consequence, at the end of this course they were equipped with effective tools and skills to aid efficiently the youth who face the risk of drop-out.

This material was made by the participants and trainers of this training course:

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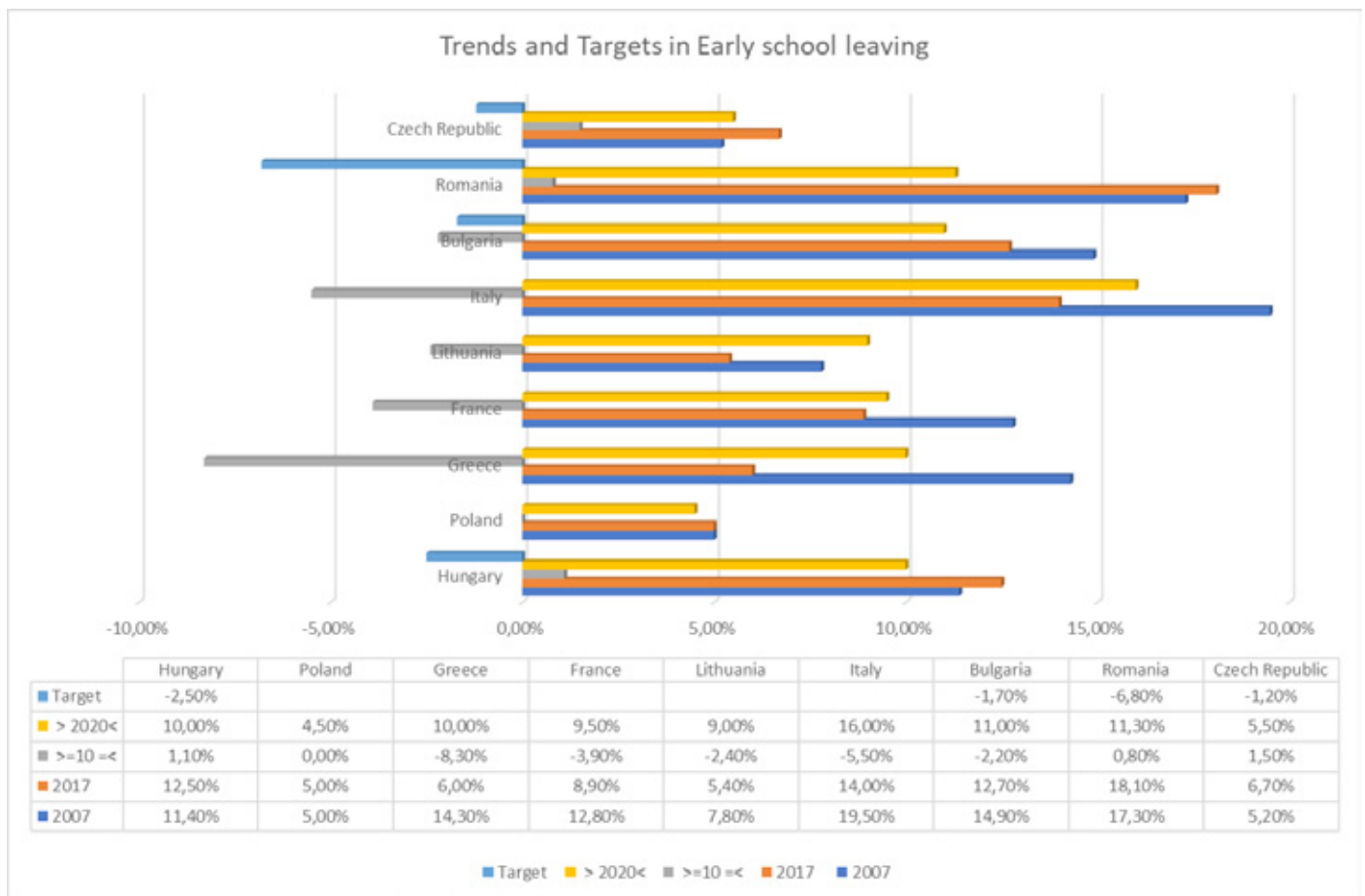
REALITY IN NINE COUNTRIES

Education should have an important role to reproduce a healthy and prosperous society, and school system is the main scene where future society is educated. But it faces many problems, and only one of those is school dropout.

In today's European context, early school leaving is a major issue for every country as it determines losses for both individuals and the society they belong.
The European Commission considers that the phenomenon of early school dropout is the main risk factor that leads to unemployment and precarious social position.
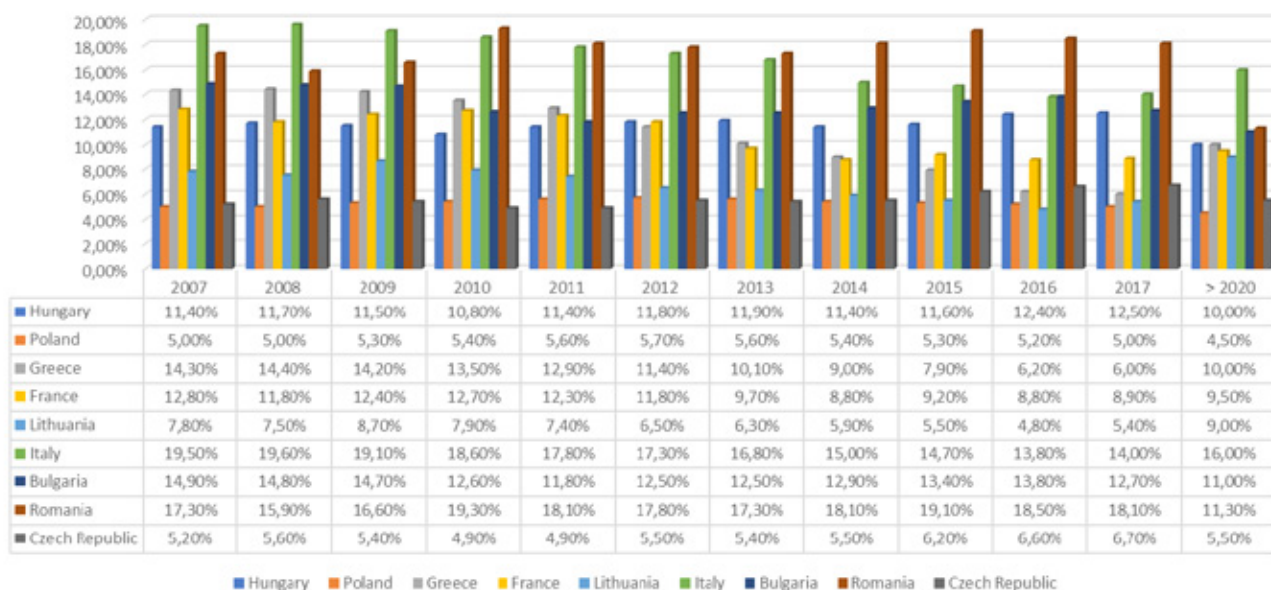
One of the five measurable E.U. targets for 2020 is related to the education sector: *the share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree*[1]. To achieve this target, active measures in school system should be taken, involving the family and the local community as well.

ACCORDING TO STATISTICS AVAILABLE ON EUROSTAT, WE HAVE THE FOLLOWING SITUATION[2]

Trends and Targets in Early school leaving

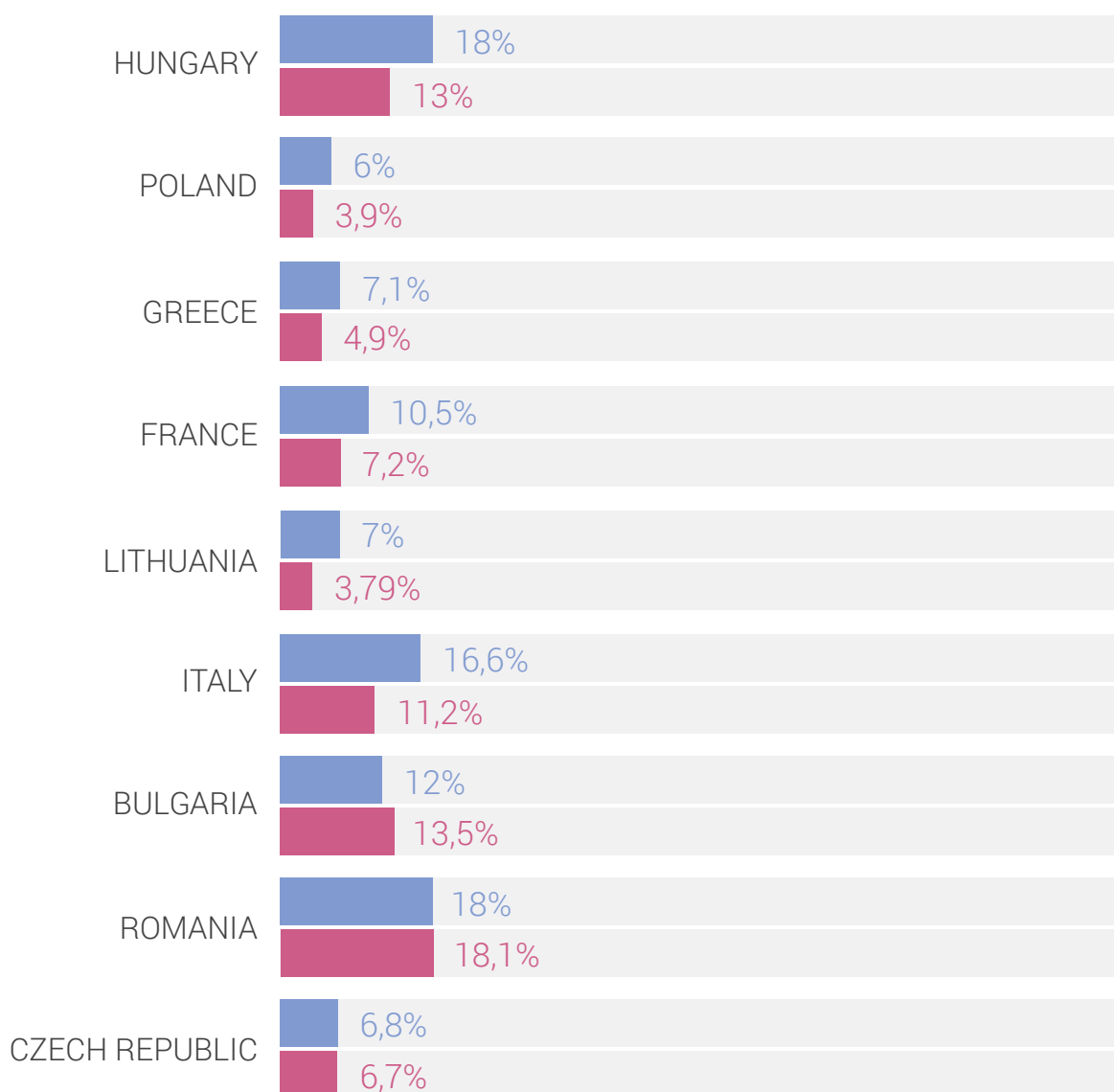|	Hungary	Poland	Greece	France	Lithuania	Italy	Bulgaria	Romania	Czech Republic
■ Target	-2,50%						-1,70%	-6,80%	-1,20%
■ > 2020<	10,00%	4,50%	10,00%	9,50%	9,00%	16,00%	11,00%	11,30%	5,50%
■ >=10 =<	1,10%	0,00%	-8,30%	-3,90%	-2,40%	-5,50%	-2,20%	0,80%	1,50%
■ 2017	12,50%	5,00%	6,00%	8,90%	5,40%	14,00%	12,70%	18,10%	6,70%
■ 2007	11,40%	5,00%	14,30%	12,80%	7,80%	19,50%	14,90%	17,30%	5,20%

■ Target ■ > 2020< ■ >=10 =< ■ 2017 ■ 2007

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1. European 2020 strategy: https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/framework/europe-2020-strategy_en (accessed at 19.10.2018)

2. https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&pcode=t2020_40&plugin=1 (accessed at 19.10.2018)

Early school leaving 2007-2017

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	> 2020
■ Hungary	11,40%	11,70%	11,50%	10,80%	11,40%	11,80%	11,90%	11,40%	11,60%	12,40%	12,50%	10,00%
■ Poland	5,00%	5,00%	5,30%	5,40%	5,60%	5,70%	5,60%	5,40%	5,30%	5,20%	5,00%	4,50%
■ Greece	14,30%	14,40%	14,20%	13,50%	12,90%	11,40%	10,10%	9,00%	7,90%	6,20%	6,00%	10,00%
■ France	12,80%	11,80%	12,40%	12,70%	12,30%	11,80%	9,70%	8,80%	9,20%	8,80%	8,90%	9,50%
■ Lithuania	7,80%	7,50%	8,70%	7,90%	7,40%	6,50%	6,30%	5,90%	5,50%	4,80%	5,40%	9,00%
■ Italy	19,50%	19,60%	19,10%	18,60%	17,80%	17,30%	16,80%	15,00%	14,70%	13,80%	14,00%	16,00%
■ Bulgaria	14,90%	14,80%	14,70%	12,60%	11,80%	12,50%	12,50%	12,90%	13,40%	13,80%	12,70%	11,00%
■ Romania	17,30%	15,90%	16,60%	19,30%	18,10%	17,80%	17,30%	18,10%	19,10%	18,50%	18,10%	11,30%
■ Czech Republic	5,20%	5,60%	5,40%	4,90%	4,90%	5,50%	5,40%	5,50%	6,20%	6,60%	6,70%	5,50%

■ Hungary ■ Poland ■ Greece ■ France ■ Lithuania ■ Italy ■ Bulgaria ■ Romania ■ Czech Republic

EARLY SCHOOL LEAVING IN 2017   ■ MALE   ■ FEMALE

	MALE	FEMALE
HUNGARY	18%	13%
POLAND	6%	3,9%
GREECE	7,1%	4,9%
FRANCE	10,5%	7,2%
LITHUANIA	7%	3,79%
ITALY	16,6%	11,2%
BULGARIA	12%	13,5%
ROMANIA	18%	18,1%
CZECH REPUBLIC	6,8%	6,7%

From this data, we observe that there are major differences between these nine countries in relation to school dropout rate. In 2017, Romania (18.10%) has the highest rate of school dropout among the analyzed countries, while Poland (5%) and Lithuania (5.40%) have the lowest rate.

According to the gender distribution, a ranging from 18% (Romania) to 6% (Poland) for men, and between 18.10% (Romania) and 3.90% (Lithuania) for women can be discovered. There are only slight differences among genders when we look at the dropout rates. We can only discover significant differences in case of some countries, and in these cases, the dropout rates are higher among male students: for example in Greece, where dropout rates among men was 7.1%, while among women it was 4.9 %.

All this data also shows that Poland, France, Greece and Lithuania have already reached their 2020 targets. Hungary (-2.50%), Bulgaria (-1.70%) and the Czech Republic (-1,20%) are very close to reaching these targets, while Romania needs to make more efforts to achieve a good rate of early school leaving (-6,80%). We believe that a maximum of 10% should be achieved by all the countries of the European Union, so that Italy, Bulgaria and Romania would have to propose this target and try to reduce the rate of early school leaving within a reasonable time. In order to achieve this goal, clear policies on this issue are required. But as another challenge, we can also discover a set of major problems in the education systems in these countries, which can have serious consequences on future economic and social environment.

Still, education itself has a huge impact on increasing living standards and contributing to social mobility, and has a preventing role to stop juvenile delinquency, illegal work. Education is a fundamental right of every individual to acquire the skills, knowledge and skills necessary to facilitate access to a job that will bring them the financial resources necessary for full integration into the social, economic, cultural and political life of society. And in this aspect, early school leaving mostly affects those who are already socially, economically marginalized, and have less opportunity. Those excluded from the education system are not only considered victims of social, educational inequalities, but also young people who are endangered to live in a poverty trap.

Early school leaving is a social problem that can be derived from a range of factors, such as individual, family, and social problems. So, to reduce the dropout rate, prevention of early school leaving should focus on both the students and their backgrounds, including their families and teachers too. For the effective creation and implementation of programs to reduce this phenomenon, the needs of the target group should have been taken into account, so a connection between needs, resources, policies and implementation methods is necessary.

In conclusion, early school leaving prevention is the responsibility of all those involved in the educational process, from students through teachers to parents, as equal partners.

REASONS OF DROPOUT
- WHAT IS A DROPOUT?

The European Union defines early school leavers as people aged 18-24 who have only lower secondary education or less and are no longer in education or training. Early school leavers are therefore those who have only achieved pre-primary, primary, lower secondary or a short upper secondary education of less than 2 years. According to the definition used in the EU, then situation of early school leavers can be very different. It includes young people who have dropped out of school before the end of compulsory education, those who have completed compulsory schooling, but have not gained an upper secondary qualification, and those who have followed pre-vocational or vocational courses which did not lead to a qualification equivalent to upper secondary level.[3]

REASONS FOR DROPOUT

There are many reasons in the background, and although the situation varies in different countries, early school leaving in Europe is strongly linked to social disadvantage and low education backgrounds. Vulnerable groups are especially affected such as young people who have been in care and those with special educational needs. Early school leaving is influenced by educational factors, individual circumstances and socio-economic conditions. It is a process which often starts in primary education with first experiences of failure and alienation from school.[4]

In the followings, we, as social workers, teachers, youth workers have collected those reasons which we feel as the most relevant connected to school dropout. All these are coming from field experiences, and our discussions during this training.

LACK OF MOTIVATION

The dropout of many students could have been prevented if their personal, inner motivation level would be higher. The lack of motivation can have various, and in most cases, multiple origin, such as previous failures, students does not know successful learning methods, lack of good personal connection between students, bad milieau in the class. Also, the structure of lessons can have a negative effect on students' motivation, for example if tasks are not challenging, because they are too simple, or on the contrary, if excercises are too challanging, and teaching methods are not adequate to the needs of the students. In some cases, students are not aware of their own abilities or interests, and they have no future goals - it can have a bad influence on the motivation level, because without long term purpose and real self-knowledge, they are just drifting, and motivation is hard to find.

1. http://europa.eu/rapid/press-release_MEMO-11-52_en.htm?locale=en
2. http://europa.eu/rapid/press-release_MEMO-11-52_en.htm?locale=en

FAMILY BACKGROUND

The attitudes of parents towards education and learning is also very important to keep up not just the motivation level of the young people, but also to reach school success and stop dropouts. Emotional support from parents has a huge role: if parents are engaged early in their children's educational career, than it is more likely to that they will be successful in school, because they will feel that education is important. The quality of family relationships are also important: tension, violance and conflicts inside the family, parents with addictions are another risk factors. Young people living in dysfunctional familes does not have the safe emotional background which is needed to perform well in school and focus on learning.

SOCIAL-ECONOMICAL SITUATION

Children and young people living in low-income families have difficulties to maintain their everyday life, and also to finance the expenditures connected to education, like books, learning materials. They also does not have financial resources to pay for extra lessons in case their children needs extra help. In those cases, where parents have low educational level, they are not even able to help their children with their lessons, and sometimes education itself does not represent a strong positive value for them. It can even happened that children from low-income families take students job in paralel with their secondary school education, because the family needs the money to survive. It can easily be a risk factor — if they take too much working hours, they will be tired in school, and would not have energy to study either.
Another risk factor can be the bad influence of peers, especially for those young people who are living in segregations. Drug abuse, criminalization can be a real risk in their case. Teenage pregnancy can also lead to early school leaving - girls who become pregnant under 18 will almost certainly drop out of school.

OTHER FACTORS

Besides the above mentioned, other circumstances can also be a risk a factor. There are studies[5] made in the EU, which indicate that early school leaving is nearly twice as high among immigrant students than among native population. It is because of the cultural and language differences, but it can also be a combination of bad social background as well. In case of cultural differences, minority groups are also more likely to be affected by early school leaving.[6] The following table sums up the main factors of early school leaving among immigrant students accoring to their situation:[7]

5. https://ec.europa.eu/jrc/en/publication/immigrant-background-and-expected-early-school-leaving-europe-evidence-pisa
6. ec.europa.eu/social/BlobServlet?docId=9591&langId=en
7. http://archimedes.ee/wp-content/uploads/2014/01/early-school-leaving-report.pdf

Factors of ESL for Minurity Groups

Type of Minority	Factors of ESL
New Immigrant workers	• Precarious residence status • Precarious work arrangements • Unprepared education system • Language problems
2nd / 3nd Generation Immigrant Workers	• Increased risk of ESL and unemployment • Low Socio-economic Status • Sub-cultural coping strategies
Citizens from former Colonies	• Low socioeconomic status • Increased risk of ESL and unemployment
Refugees / Asylum seekers	• Precarious / illegal residence status • Devaluation of previous qualifications • Language problems
Traditional Ethnic minorities (especially Roma)	• Low socioeconomic status • Prejudice, discrimination and segregation • Low school attendance • High unemployment in all age groups • Language problems

Learners with a long-term illness or disabilities are also in risk of school dropout. The situation of young people with special educational needs (SEN) can be very different, and their status is highly depends on the nature of their health condition. Different conditons can impact on young people in different ways:

• Illnesses can prevent the learner from attending school;
• Illnesses can cause learners to put a greater value on something outside of school.

It is not entirely clear to what extent dropping out of school is associated with major chronic health conditions such as asthma, diabetes, heart disease, but we can agree that if children with SEN are in a greater risk to experience poor psycho-social outcomes. It is also a great risk, if children and young people with SEN and their family have a bad socio-economical background, because it is harder for them to get the best available services which could help them the reduce the disadvantages they have because of their conditions.[8]

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8. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4164164/

THE IMPORTANCE OF INTERSECTORAL COOPERATIONS

Dropping out of school is a huge problem, as these young people have less opportunities at the labour market, and it can lead to poverty, and further existential problems. Most of these young people find school boring and don't feel attracted by the curricula, suffering from not being engaged, motivated or inspired.

Students and pupils feel the need to get engaged in hands-on, real-life projects and experiences that will take them out of the school's classroom. This phenomenon takes place because in the classic education system students are not asked what they want or what they need, and many students can feel like school is destroying their activity and motivation level.

In the training course, we tried to find out how to find solutions to this problem, and what kind of good practices are existing already. Cooperation between different sectors should have an essential role in the solution of this issue. During the discussions, we have identified the main organizations which can pay a crucial role in the prevention of school dropout together with the education institutions.

We also had a small brainstorming how other experts can join into the process, and support young people to avoid early school leaving. Here is a short list of possible cooperation between professionals from different sectors:

- Psychologist or career consultants can help to learn special techniques how to learn effectively, or to discover what is their main interest, which is the right career for them
- Extracurricular subjects and activities should be available to relieve stress build inner strengths – such as meditation and yoga
- Social workers can help them to improve the quality of life, develop soft skills, improve relationship with others, and be better at team work.
- Motivation training for teachers should be available, so they could learn new metods to increase motivation level of kids and youngsters.
- Measures against bullying, and paying more attention to know the kids better.
- Youth organizations, NGOs can provide interesting and useful services to young people, which can help in the prevention of school dropout as well.

We have also watched several videos, and in one of them a very interesting and successful method was introduced. The solution proposed by the video was to hire recent graduates or higher education students in all fields, and send them in low performing schools to work with teachers and students. They can get help from universities, businesses and NGOs. The pilot version was implemented by the Concordia University, and they were doing workshops about robotics, fashion, video gaming or entrepreneurship to secondary school students.

Thanks to the programme, students in disadvantaged and low performing school can get real-life experience, and it is win-win situation on both sides: it is reinforcing the student engagement in case of the university students, and also increases the motivation to stay in school in the case of secondary school pupils. Not to forget that companies and the business sector in general are also ready to invest in youth and 21st century education, because it also their interest to have a well-educated future generation, who can be potential highly motivated future workers.

Proper cooperation between NGOs, companies and schools, together with the introduction and more frequent use of non-formal education methods can keep the students engaged and motivated, which is essential to get the best results.

9. Video about Hands-on Project at Concordia University: https://www.youtube.com/watch?v=bENGE5GguQl

GETTING SOLUTIONS FROM BEST PRACTICES

The National Dropout Prevention Center (NDPC) in the United States have collected few solutions and practices regarding to dropout from education, which can be useful for us as inspiration. Also, we have discovered that lots of similar programmes and initiatives are already exist is Europe as well. According to their study, the NDPC have identified the 15 most effective methods and strategies, which can be arranged to four bigger category, such as:

Foundational Strategies

- Systemic Approach
- School-Community Collaboration Safe Learning Environments

Early Interventions

- Family Engagement
- Early Childhood Education Early Literacy Development

Basic Core Strategies

» Mentoring/Tutoring
» Service-Learning
» Alternative Schooling
» Afterschool/Out-of-School Opportunities

Managing and Improving Instruction

» Professional Development
» Active Learning
» Educational Technology
» Individualized Instruction
» Career and Technical Education (CTE)[10]

There are many ways how to change our practice and fight against early school dropout. In the training course, during debates and discussions, we have identified few solutions how to help young people and their families who are facing higher risks of school droput. Here is our conclusion:

- Smaller school/smaller classes can be useful to provide more personal attention to students
- „Re-think" the idea of school – more alternative methods and nonformal elements in public education to engage students in classroom experience, make lessons more interesting, and keep the motivation level on a higher level

- More focus on information and orientation to support career guidance
- Second chance programmes for those who are already dropped out of the school system
- Psychological support for children and young people
- Financial support for families in need
- Student exchange programmes to broaden the perspectives of young people, develop language skills, soft skills, and help them to find out their personal goals
- Summer school, after school programmes for those who need more attention and extra help in their studies

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10. For deeper explanations, please visit the full study here: http://dropoutprevention.org/wp-content/uploads/2018/03/NDPC_15_effective_strategies.pdf

GETTING SOLUTIONS FROM THIS TRAINING COURSE

During the training course participants and trainers focused on concrete and realistic solutions both to prevent school dropout and to bring back to the education system those ones who have already experienced it. To reach our purpose, participants learned methods and exchanged experiences, and at the end of the training, this booklet was prepared to share the results with other professionals. In here we would like to share methods which are used in different areas, from social work through education, communication trainings, self-development, career consultancy, so that we can support young people more sufficiently to prevent school dropout.
In this chapter, first we introduce the basic purposes of each method, and then share how we can adapt them in our work with young people in risk of school dropout.

1. Rapport[11]

Purpose of this method

This tool is used for effective verbal and non-verbal communication between people. The basis of this method is that connections between people is based on how we communicate with each other in different, conscious and unconscious ways. This is how we build trust, respect, how we can improve teamwork. According to rapport, effective communication works at the following way: active listening to the other person, and do not interrupt who is talking, so the other person feel heard and understood; pay attention of the speed and the tone of your voice; use a vocabulary appropriate for the person you are talking with (being aware of individual differences); focus on breathing and modulate gestures and facial expressions (nonverbal communication should reinforce what is being said); show your interest in what is being said; smiling at the person, fixing your posture in an open and inviting way; encouraged the other person to continue speaking with small verbal comments. As it is visible, the skills we use to base the communicative process are about understanding the emotion and intentions of the person someone is talking with.

How to use it in our work with young people

To make those skills more visible we can ask the help of a coach, he/she can show to the children how to make a good quality of communication. This simulation can happen between the coach and the teacher.

After that, children can be in pairs and start to communicate, while trying to use the represented method. Pay attention to maintain a relaxing and comfortable atmosphere with not so many noises, so the pairs could not disturb each others. Use different locations, if there are too many children. Kids could sit on chairs or on the floor, if they prefer. If for some people eye contact at the beginning of the process is uncomfortable it could be also possible holding hands or find an agreement asking to each other what makes you feel comfortable during the communication. They can use a notebook or a paper if they want to take notes about their feelings, but no other material is required.

The teacher or coach will give to them a list of questions, such as what are the hobbies, what is their favourite city what one like mostly in school, and so on. This activity could have many different ways: it could be about asking personal questions or talk about specific topics and share one personal opinion. It is also possible not to give direction to the conversation between pairs, and ask them to find a topic, like "childhood", "passions", "what one likes or dislikes", "what one considers meaningful", and approach again each other following the steps of the effective communication. All these can be adapted to the group itself.

One would ask first those questions and the other would just talk as much as he or she feels like, and after they switch. 15 minutes would be enough for one person, with the possibility to prolong the time 5 minutes more.

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11.   https://www.psychologytoday.com/us/blog/turning-point/201504/how-build-rapport-powerful-technique
        https://www.mindtools.com/pages/article/building-rapport.htm

What can young people learn from this activity?

The activity could be useful for students and young people to develop communication skills and active listening. Once the person has acquired awareness about those skills, they can use it in their everyda communication within their social environment (kids, colleagues, friends, family, boss or co-workers). The more they practice it, the more satisfying and rewarding their interactions with others will be.

A communication, which does not care about those qualities and approach, could be problematic and cause misunderstandings, frustration and conflicts at home, school, and work. Stress is one of the most common reason of misreading other people. To avoid the problem it has to be learnt how to quickly calm down before continuing a conversation. Focus on the other is also fundamental because being multitasking is not always good especially when someone is trying to communicate his thoughts and ideas, better to avoid distractions and stay focused for the sake of the communicative relationship.

It is better do not forget that communication is more effective when it becomes spontaneous, that's why it's important to propose to kids exercises about how to maintain good communicate good with each other.

2. Feedback and assertive communication[12]

Purpose of this method

A particular space should be dedicated on assertiveness a quality everybody can develop to feel better and more comfortable in communication. It is important to recognize the other person's situation or feelings and then express the personal needs or opinion. That is why we can start to practice assertive communication with how to give feedback. It is better to start small, and start to practice assertiveness in lower-risk situations to help to build up confidence.

First, we need to learn the structure for feedback between two or more people. The dynamics can be described like this:

To give	To receive
Check: is it ok?	Yes/no
Tell facts	Ask for facts
Suggestions	Ask for suggestions
Express commitment	Express your commitment
Thank you	Thank you

When we have a clear idea about what a feedback is, then we can continue with the development of assertive communication. The key of assertiveness is to use the "I" formula, which means that we should never depreciate the other person, but we should rather express our feelings connected to the actions of other in a way how it affects us, or expressing our needs referring to our feelings by using such sentences like"I am (feeling) because (need)". To further develop assertive communication, we can focus on getting better in the following skills:

- Being a good listener
- Using and recognizing body language and non-verbal communication
- Taking control of emotion and stress
- Understanding and empathizing with others
- Be open to critiques and compliments
- Learn to say NO
- Use I for your statements

How to use it in our work with young people

We can create "reflection groups" at the end of activities, lessons, to practice how to give feedbacks, and develop assertive communication. It can take at least 5-10 minutes, or if it is possible, even more. The reflection group has to be kind of small, between 5 and 10 children, but if there are more, it is good to create more groups, and then they can share their conclusions in the bigger group as well.

Before we start, we can introduce the above mentioned basics of how to give feedbacks, and how to communicate in an assertive way. Then we open the discussion to the group, encourage the youngsters to share their opinion and feelings in an assertive way. Do not forget to mention that there are no wrong answers, and we respect everyone's opinion. We can also give supporting questions connected to different topics, like what was the best and what was the worst activity, what they wanted to do differently, or just simply ask them to share the feelings. They can start to share feedback in a particular order, for example the first person from the left starts, and the next person will continue, or they can go as they wish – but everyone should answer. When we finished, the facilitator finish the circle with the sentence "Thank you for sharing", and shares his / her feedback as well.

http://www.rtle.org/downloads/SPEAK-UP-GUIDE.pdf?fbclid=IwAR3sd03OjmpE_37WnI2hHLxeaxq1AJGrH4Y2lw7g1pq78v2KM1ojWwQ37Mc

https://www.communicationandconflict.com/i-statements.html?fbclid=IwAR3HjpJloMgmtnZRMF0nbYCOlJj2q0oElSunaUo72tvhbm460IeqO0JwwZI

"Give me a massage and I will give you a feedback" was the activity we have made during the training course. The aim is again to improve an effective communication. Participants are divided in groups composed by three people. The first person start the activity, who gives a massage to one other person, while the third one is an observer. After two minutes, the one who get the massage, makes a short feedback, while the observer is taking notes. Giving feedback is also possible during the massage. Then they switch until everybody has received the massage. At the end they share in big group how they felt in the different roles.

With this fun activity they can develop communication and cooperation as well.

What can young people learn from this activity?
These are good tool not just to get feedback, but to share emotions and practice assertive communication as well, where everybody could be able to share feelings and perceptions of the day. It is a good way to build trust between young people themselves, and the teacher / facilitator as well - they would feel more accepted, probably less shy, with the right to express their own emotions and it provides the possibility to also understand how the others feel.

They will also recognize their needs and find out their qualities, they can recognize if they have been satisfied or not, and why they feel this way. It also provides space to find out solutions together with the support of the others.

3. GROW coaching model[13]

Purpose of this method
The GROW model is originated from the words GOAL, REALITY, OPTIONS, WAY FORWARD, and it is coaching model to keep records of goals, obstacles, commitments and timescales.

The main idea of coaching is to help the people to identify their goals, problems and its causes as well as to find solutions to them, by offering guidance in a specific order. The purpose of coaching is raising the self-awareness and the self-understanding by answering to specific and systematic questions from the coach.

To clarify what is coaching: [14]

Coaching Is	Coaching is Not
Building enthusiasm	Monitoring work - looking over shoulders
Being real, authentic	Hiding behind a shield of position or power
Allowing mistakes	Punishing others for mistakes
Valuing each Staff Member's contribution	Valuing position hierarchy
Trusting and respecting team members	Being suspicious of people
Giving direction through involvement, pitching in	Controlling and ruling from the office
Making constructive use of differences	Squashing conflicts
Letting go	Hanging on

13. http://www.free-management-ebooks.com/faqch/models-09.htm?fbclid=IwAR38N4UJg2xJZcuv4iR2mkUdvjfRPCL1H9cW9h4nmlrPXnEABBYI_tjvwd0
14. https://hr.duke.edu/managers/performance-management/duhs/support-resources/what-coaching-andnot?fbclid=IwAR14eXeWMogJMB1PNBrPKMST8SRYQSvkIgBnc8nfvnDLL0WeFslBSVGI2mg

Coaching Is	Coaching is Not
Acting as advocate and champion	Protecting personal turf
Providing face to face and two-way communication	Issuing memos, e-mail and one-way communication
Being clear and consistent in practice	Playing favourites and political games
Listening with understanding	Listening to what s/he wants to hear
Facilitating	Directing
Offering regular positive, reinforcing feedback	Waiting until mistakes are made, then criticizing
Holding positive expectations based on strengths	Focusing on inadequacies
Specifying behaviour that needs to change	Generalizing about poor attitude or personality problems
Communicating information regularly	Holding back information for "your own good"
Treating people as adults	Treating people like kids
Creating a climate of confidence and freedom to express ideas	Maintaining atmosphere of caution and fear

The GROW model is built up in this specific order:

- The first question deals with the personal goal, and it aims at identifying what the coachee really wants.

- The second question is about the reality, it has a focus on identifying what the real problem actually is- "what kinds of needs do you have?"

- The third question is about the options that the coachee themself can identify connected to their problem, exploring ideas and obstacles - "how realistic they are?"

- The fourth question is about the exact steps to be followed in order to move forward to reach the goal. It is a positive outlook of the goal depending on the situation they have

GROW COATCHING

G	OAL	**What do you want?** **How does succes look like?**	**How will you measure it?** **SMART** Specific | Measureable | Actionable | Relevant | Time-band
R	EALITY	**What resources are available?** **How are things going right now?**	**Where are you right now?**
O	PTIONS	**What could you do?** **What prevents you from achieving it?**	**Who could help you?** **Would you like to give some options?**
W	AY FORWARD	**What will you do?** **What are your next step?**	**What support might held you?** **What timeframe do you set?**

How to use it in our work with young people

One good exercise could be to divide the class in pairs so everybody could try coaching and be coached. It would be a cooperation between pairs and everybody would have the possibility to show needs and propose solutions. In 10 minutes each person should answer to the question of the coach based on the GROW model, and explain the perception they have about their goals and obstacles, following the structure showed above, and find together concrete solutions. Then they switch and do the same, but now in the different role.

When they finish, they get two minutes to give a feedbacks in a bigger group about their experience.

What can young people learn from this activity?

The activity make participants explore new competences, acquire new tools; it is important to be active and realize the difference between assumptions and facts. Be analytical and sharing experience that, connected together, create a framework of notes and guidance lines that kids can have in the classroom and look at it as something they have done together and they learnt for their best.
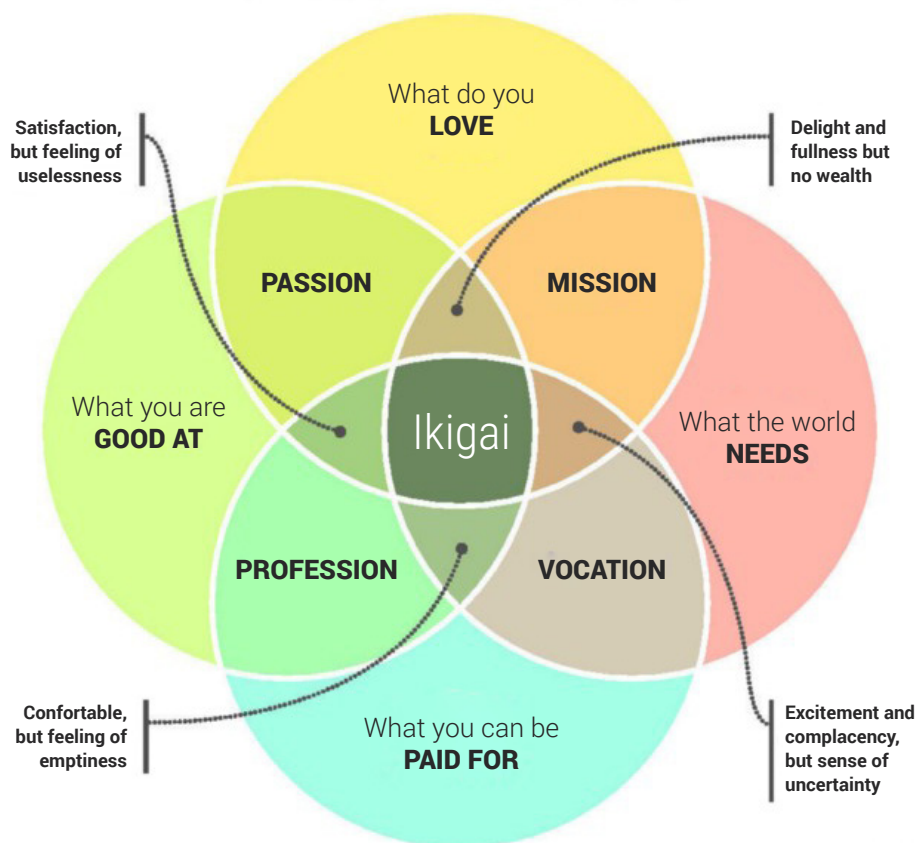
4. Ikigai[15]

Purpose of this method

The word 'Ikigai' refers to the source of value in one's life or the things that make one's life worthwhile. (Nakashiki, 1999). The word roughly translates to the "thing that you live for" but it can also translate into the purpose of your day or the reason for waking up in the morning. Each individual's ikigai is personal to them and specific to their lives, values and beliefs (Wilding, 2017). It reflects the inner self of an individual

and expresses that faithfully, while simultaneously creating a mental state in which the individual feels at ease. Activities that allow one to feel ikigai are never forced on an individual; they are often spontaneous, and always undertaken willingly, giving the individual satisfaction and a sense of meaning to life. (Buettner, 2009). To find this out what is our Ikigai, first we need to get familiar with the Ikigai scheme, which looks like this:

IKIGAI

A JAPANESE CONCEPT MAKING "A REASON FOR BEING"

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15. https://medium.com/thrive-global/ikigai-the-japanese-secret-to-a-long-and-happy-life-might-just-help-you-live-a-more-fulfilling-9871d01992b7

How to use it in our work with young people

The entire Ikigai activity can take up to one hour depending on the individuals' focus and their ability to identify themselves with the activity. Not much materials are needed for this activity. It only requires one A4 sized sheet of paper and a pen per person, and colorful pencils. The youngsters first need to take a look at the above scheme, and then draw the same four circles, similar to a Venn-diagram. - but they should not write anything inside these circles. The next step is to fill in the circles with words according to their own needs and feeling, starting with the outer parts of the circle. In this way every slice and segments of the circles will represent word that are connected to the person, so all the information visible in the outer and inner circles will be replaced with words symbolizing personal motives.

They will go step by step like this: at first they need to find answers for the four questions in the outer circle (What do I love? What I am good at? What the world needs? What I am paid for?). If they have their answers, than they can go to the next level by finding our what is their love, profession, vocaton, passion by answering both questions which are next to each other. (For example, to find out what is their passion, they need to think about something that they love and they good at

it). If they answered these ones too, then the inner segments are the next ones – for example, in the intersections of love, passion, and mission, they will discover something that gives them delight and fullness, but will not give them wealth. If these ones are filled in too, than in the middle of the circle they can discover their Ikigai by thinking about those things that are written in the smallest intersections, by thinking about what connects them, what is the core value, idea which is commen in them. If they can not discribe it with words, they can even draw it – the point is that by looking at it, they will recognize it even later.

What can young people learn from this activity?

This activity is very good for self-awareness and self-evaluation, and also to discover the future goals. It helps to focus on themselves deeply and more closely, so they can find out what is their main motivation, main life purpose. They can experience who they really are, and it helps to be more confident, and purposeful. If they are aware of their own motives, and discover what is the meaning of life for themselves, then it can have a positive effect on their everyday motivation as well.

5. The RIASEC test[16]

Purpose of this method

RIASEC test is used in career guidance, developed by John L. Holland in the 1950s, and became very popular and useful in the field of career counselling. The test itself combines questions about aspirations, activities, skills, and interests. Based on the answers, the results will shows us what is our main charachter type: Realistic, Investigative, Artistic, Social, Enterprising, or Conventional, and it also suggests occupation areas that can suit the person.

How to use it in our work with young people

The test should be used individually. When we give the instructions, it is important to mention that there are no wrong answers, and they should answer honestly. It is their own personal interest to do so, otherwise the results will be false to themselves.

All they need to do is to read the statements and mark the circles next to the statements if they agree.

When they finish with all the answers, then then just simply calculate how many marks are in one column, and add up the numbers. The total numbers will show which is their main areas of interest.

It is important to highlight that the test shows us the current situation, as aspirations, skills, and interest can change over the years. Also, it can also happen that there will be more than one main area with very similar or even equal points. In this case, it means that the person has diverse interest, and a good solution might be to choose a career that is connected to both areas. But, if the scores at each field are very close to each other, it can mean that the person does not have yet a clear field of interest – in this case a career consultant professional can help them to see more clearly.

Several versions are available online, but we have used a classic form which is also available on the Internet.[17]

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16. https://www.pedagonet.com/Tests/RIASEC.html ; https://openpsychometrics.org/tests/RIASEC/

17. The pdf version can be downloaded from here: https://www.hawaiipublicschools.org/DOE%20Forms/CTE/RIASEC.pdf

THE RIASECTEST

Follow these easy steps to see where your interests are.

❶ Read each statement. If you agree with the statement, fill in the circle. There are no wrong answers!

		R	I	A	S	E	C
1.	I like to work on cars	○					
2.	I like to do puzzles		○				
3.	I am good at working independently			○			
4.	I like to work in teams				○		
5.	I am an ambitious person, I set goals for myself					○	
6.	I like to organize things, (files, desks/offices)						○
7.	I like to build things	○					
8.	I like to read about art and music			○			
9.	I like to have clear instructions to follow						○
10.	I like to try to influence or persuade people					○	
11.	I like to do experiments		○				
12.	I like to teach or train people				○		
13.	I like trying to help people solve their problems				○		
14.	I like to take care of animals	○					
15.	I wouldn't mind working 8 hours per day in an office						○
16.	I like selling things					○	
17.	I enjoy creative writing			○			
18.	I enjoy science		○				
19.	I am quick to take on new responsibilities					○	
20.	I am interested in healing people				○		
21.	I enjoy trying to figure out how things work		○				
	Total	**R**	**I**	**A**	**S**	**E**	**C**

		R	I	A	S	E	C
22.	I like putting things together or assembling things	○					
23.	I am a creative person			○			
24.	I pay attention to details						○
25.	I like to do filing or typing						○
26.	I like to analyze things (problems/ situations)		○				
27.	I like to play instruments or sing			○			
28.	I enjoy learning about other cultures				○		
29.	I would like to start my own business					○	
30.	I like to cook	○					
31.	I like acting in plays			○			
32.	I am a practical person	○					
33.	I like working with numbers or charts		○				
34.	I like to get into discussions about issues				○		
35.	I am good at keeping records of my work						○
36.	I like to lead					○	
37.	I like working outdoors	○					
38.	I would like to work in an office						○
39.	I'm good at math		○				
40.	I like helping people				○		
41.	I like to draw			○			
42.	I like to give speeches					○	
	Total	**R**	**I**	**A**	**S**	**E**	**C**

Grand Total

R	I	A	S	E	C

❷ Add up the number of filled in circles in each column and then add the two columns together for a grand total.

❸ Using your grand total scores from above, transfer the scores for each letter into the appropriate column below.

R = Realistic — Total: ____
I = Investigative — Total: ____
A = Artistic — Total: ____
S = Social — Total: ____
E = Enterprising — Total: ____
C = Conventional — Total: ____

❹ Take the three letters with the highest scores and record them under "My Interest Code".

MY INTEREST CODE

_____ _____ _____

❺ Turn the page to see what this means!

RESULTS OF THE RIASEC TEST

R = Realistic

These people are often good at mechanical or athletic jobs. Good college majors for Realistic people are…

- Agriculture
- Health Assistant
- Computers
- Construction
- Mechanic/Machinist
- Engineering
- Food and Hospitality

Related Pathways

Natural Resources

Health Services

Industrial and Engineering Technology

Arts and Communication

I = Investigative

These people like to watch, learn, analyze and solve problems. Good college majors for Investigative people are…

- Marine Biology
- Engineering
- Chemistry
- Zoology
- Medicine/Surgery
- Consumer Economics
- Psychology

Related Pathways

Health Services

Business

Public and Human Services

Industrial and Engineering Technology

A = Artistic

These people like to work in unstructured situations where they can use their creativity. Good majors for Artistic people are…

- Communications
- Cosmetology
- Fine and Performing Arts
- Photography
- Radio and TV
- Interior Design
- Architecture

Related Pathways

Public and Human Services

Arts and Communication

S = Social

These people like to work with other people, rather than things. Good college majors for Social people are…

- Counseling
- Nursing
- Physical Therapy
- Travel
- Advertising
- Public Relations
- Education

Related Pathways

Health Services

Public and Human Services

E = Enterprising

These people like to work with others and enjoy persuading and and performing. Good college majors for Enterprising people are:

- Fashion Merchandising
- Real Estate
- Marketing/Sales
- Law
- Political Science
- International Trade
- Banking/Finance

Related Pathways

Business

Public and Human Services

Arts and Communication

C = Conventional

These people are very detail oriented,organized and like to work with data. Good college majors for Conventional people are…

- Accounting
- Court Reporting
- Insurance
- Administration
- Medical Records
- Banking
- Data Processing

Related Pathways

Health Services

Business

Industrial and Engineering Technology

What can young people learn from this activity?
This test can help students, young people to choose a future profession that suits and satisfies them. Finding the career they could be successful and satisfied is very important, because the lack of motivation can be a risk factor in school dropout. RIASEC test is a good help for those who have no idea in which professional fields they can imagine themselves, as it provides a list of occupations that suits them according to their current interests, skills, and aspirations, and with this list they can already have a starting point.

6. Peer to Peer mentoring

Purpose of this method

Peer mentoring is a form of mentorship that usually takes place between a person who has lived through a specific experience (peer mentor) and a person who is new to that experience (the peer mentee). An example would be an experienced student being a peer mentor to a new student, the peer mentee, in a particular subject, or in a new school. In this particular case, we focus on the students and pupils that are at risk of dropping out.

The peer mentor may challenge the mentee with new ideas, and encourage them to move beyond the things that are most comfortable. Most peer mentors are picked for their sensibility, confidence, social skills and reliability.[18]

How to use it in our work with young people

High school students are matched with elementary and middle school students to form a mentoring relationship. Similar relationships can be made between students with the same age, taking into consideration that one of them is at high risk of dropping out, and the other one has the skills and abilities to support the other person.

Buddy or mentoring pairs can meet in the school or in othe places, such as youth centres, youth organizations, NGOs for one hour per week throughout the school year to spend time together doing different activities. Typical activities can include eating lunch together, playing board games, arts & crafts activities supplied by the school or local NGOs, going to a local recreation center together, or helping with the school material – anything that suits to the needs of the mentee.[19]

What can young people learn from this activity?

The results of these method seems to be significant, as school counselors, district officials, and others consistently praise peer to peer programmes on the outcomes, as they report happier, more engaged, and better focused students.

7. Genogram[20]

Purpose of this method

Genogram is a practical tool in social work to discover the quality of family connections and background of clients. It is most commonly used during consultancies, both with children and adults. It is also a good visual tool to examine family dynamics, and behaviour patterns. Genogram can be useful in charting the basic family structure, recording individualized information to better understand relationship dynamics, and family relationships. Before doing it with young people, it is better to first try to understand how a genogram looks like, and we can even try to create and draw our own genogram.

Genogram basically looks like a special kind of family tree, where all members are represented by symbols. Different markings mean different life situation, and we can also indicate the quality and nature of connections between family members. In the following picture we can see an example for genogram -at the right side of the picture, there is also a legend to explain the meaning of symbols and marks.

By simply looking at the genogram, we can discover lots of information on a person's family background.
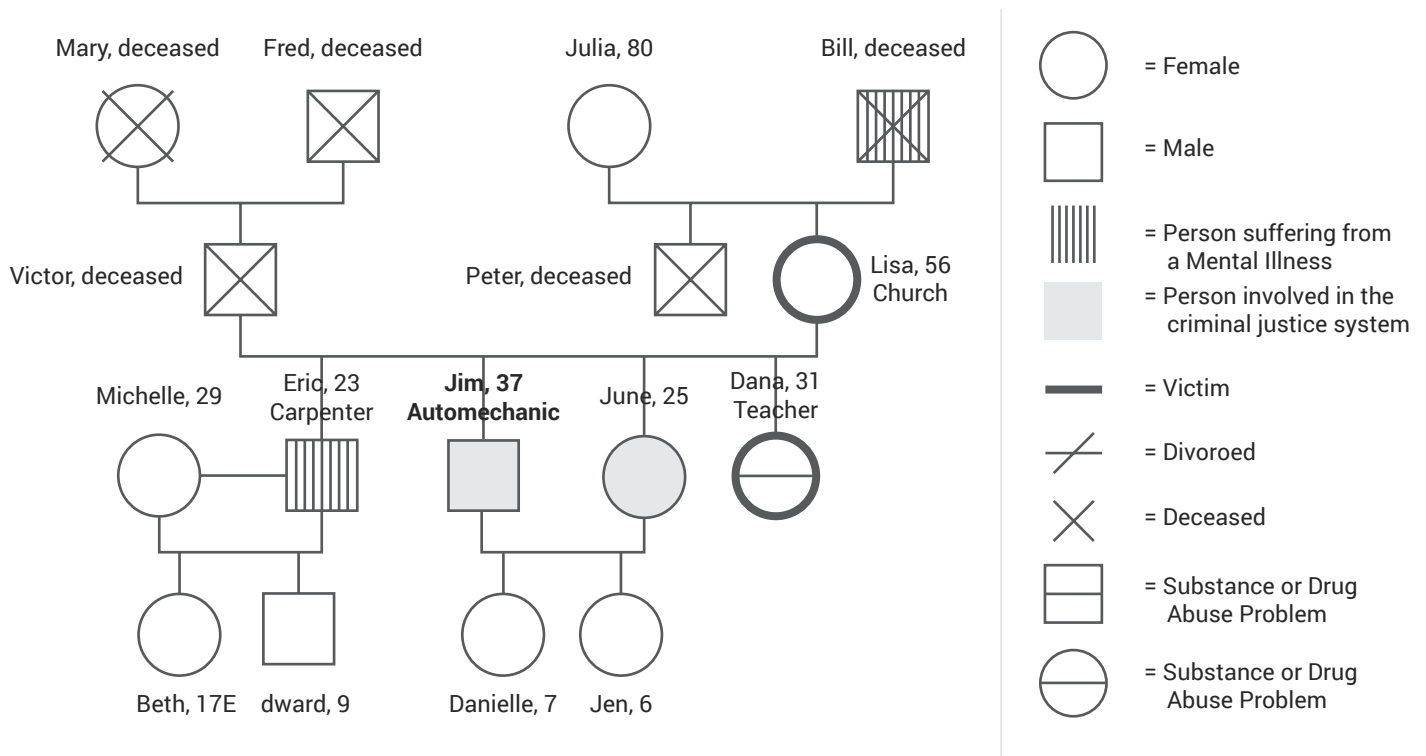
In this example we can see the family connections of Jimmy, 37 year old automechanic, who has been involved into criminal activity, divorced from his wife (also involved into criminal activity), and they have two daughters. He has a brother, Eric, who suffers from mental illness, and a sister, Dana who has a substance or drug abuse problem. His father, Victor has been passed away. His mother, Liza, is 56 years old -she is very religious (connection to church), and was a victim of family abuse (most probably by his father, Bill, who already passed away, and had mental illness).

18. https://en.wikipedia.org/wiki/Peer_mentoring

19. https://www.buddyprogram.org/programs/peer-to-peer-mentoring-program/

20. https://www.socialworker.com/feature-articles/practice/a-picture-is-worth-a-thousand-words-genograms-social-work-practice/?fbclid=IwAR3wvRFWpBO0VV5WmLBbUxj_9wLROu-92l1mLED5ct3c-fucwZoMR2lz4HI

GENOGRAM

Genogram symbols legend:
- ◯ = Female
- ☐ = Male
- ▦ = Person suffering from a Mental Illness
- ▨ = Person involved in the criminal justice system
- ▬ = Victim
- ⊘ = Divoroed
- ☒ = Deceased
- ⊟ = Substance or Drug Abuse Problem
- ⊖ = Substance or Drug Abuse Problem

Family members shown: Mary, deceased; Fred, deceased; Julia, 80; Bill, deceased; Victor, deceased; Peter, deceased; Lisa, 56 Church; Michelle, 29; Eric, 23 Carpenter; **Jim, 37 Automechanic**; June, 25; Dana, 31 Teacher; Beth, 17E; dward, 9; Danielle, 7; Jen, 6

How to use it in our work with young people

Genogram always should be done individually with the young person, because they can share sensitive information. It is also important to do a genogram when a certain level of trust has already been established between the professional and the young person. We should provide comfortable and calm environment while doing the genogram.

The first step is to explain that we are going to make a "family tree", to make family connections visible and more understandable. Then we start a small conversation about family as a warming-up to the topic - we can make short notes in the meantime, if necessary. Then, we can offer to the person to do the genogram together, by using a large sheet of paper and a pen or marker. While making the drawings, we should take care for the correct use of symbols as we can see it in our example above.

The person who is making his/her own genogram will draw their own symbol first, and then they can continue it with the other family members using the correct shapes, outlines, line styles wile drawing the relationship lines. To have a more detailed genogram, we can provide subjective details to a relationship lines at the end - like name, age, profession, cultural or ethnical identity, or anything else that the person feels imporant to mention.

What can young people learn from this activity

Genogram is very useful in terms of assessment and intervention as well. In general, the genogram is a good tool for gathering information, but most importantly, seeing family relationships graphically and visually can help young people to understand relationship dynamics and behavioral patterns. It also promotes self-understanding: the genogram invites them to share personal identification in terms of race, gender, ethnicity, and cultural affiliation, which allows them to understand the various aspects of identity. It helps them to manage their lives better, and also gives a better insight for professionals into the person's background.

It is also useful for professionals to conduct assessments, and start to plan intervention or prevention activities together with the clients, if necessary.

8. ECOMAP[21]

Purpose of this method

The Ecomap is very similar to the genogram, but its main focus is on the wider environment of the person. It is developed by Dr. Ann Hartman, who is also credited with creating the genogram. Such as the genogram, ecomap is also used by social workers mostly, to discover the social and personal relationships of an individual with his or her environment.

Ecomap does not only show us the connections between the person and the outside world, but the quality of these connections can be represented – these can be positive and nurturing or negative wrought with conflict and stress. Connections can also be considered strong or weak. Ecomap also operates with symbols and special marks, to represent the nature of the connections. In here, the direction of the connections also have an important rule:

arrows can indicate the flow of attention and energy. Arrows pointing towards the client indicate that the system primarily influences the person. If the arrow is pointing from the person towards the system, the opposite is true. In some cases there is a two-directional flow of influence so the arrows point in both directions. For example, if one of the external entities included is "Social Security," the arrow would point to the person, showing that they receives resources from Social Security. In another example, a healthy relationship between mother and daughter would likely have an arrowhead on both ends, showing the reciprocity of the relationship, while one-sided relationships would have an arrowhead pointing in only one direction. In the following figure, we can see an example for ecomap. At the left side, there is small explanation of each symbol, and above it, we can read the explanation of this specific ecomap.
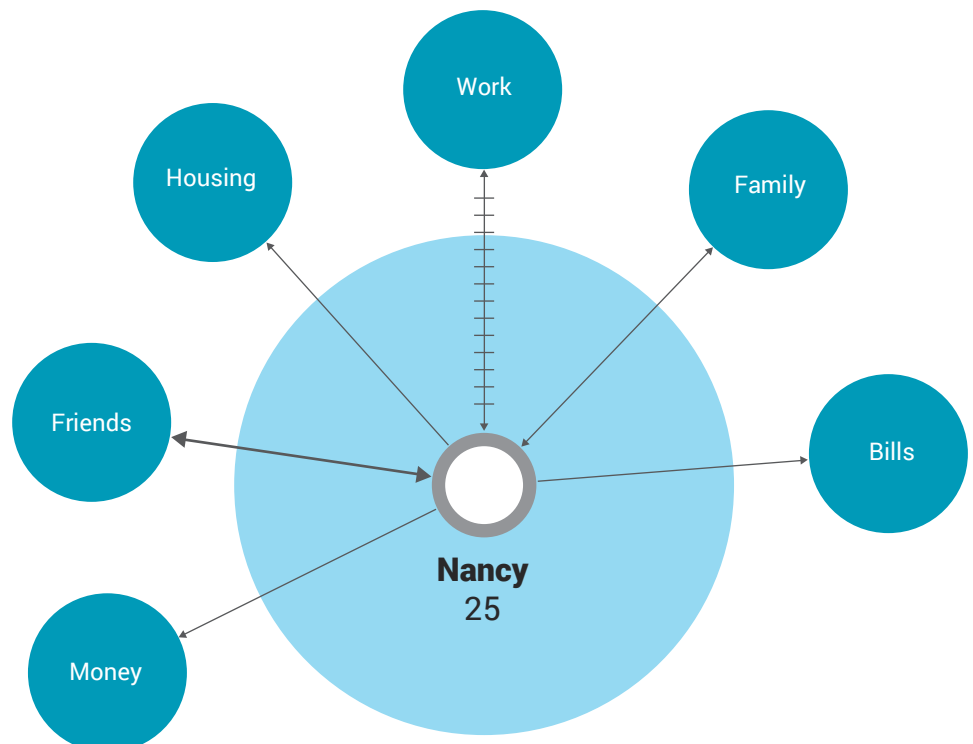
ECOMAP

Isabella Jones
12/12/2012

Cretaed By:
Francis Little

Ecomap key	
☐	Person, Male
◯	Person, Female
◯	Influence
↔	Strong Connection
→	Strong Connection
↔	Weak Connection
→	Weak Connection
┼┼┼▶	Stress Connection

Additional Notes

Nancy's main stress is her work. She loves what she does, but her need to perfect what she is doing is causing her additional anxiety. She is also not good with her money, letting bills go unpaid.

21. https://mswcareers.com/the-ecomap-a-social-work-assessment-tool/

https://www.ohio.edu/medicine/about/offices/rural-underserved-programs/programs/upload/Ecomap-What-is-an-Ecomap.pdf

How to use it in our work with young people

To this activity, similarly to the genogram, we will need calm and relaxing environment. Ecomap can also be done individually, it is not a groupwork. Before we start, we introduce the activity, and then we can have a short discussion with the person about the group of people and organizations around them.

For the activity, we will need a large sheet of paper, pen or markers. The first step is to draw the young person inside a large circle, in the middle of the paper. This central unit represent the person.

After this, draw circles that represent people, groups, institutions, and entities the central unit has a relationship with. These can be family members, friends, business associates, churches, places of employment, educational institutions, but even things that have a huge role in the person's life, or important to the person, suh as interests, housing, money etc. Write the name of each entity in the center of each circle.

Finally, as the most important step in creating an Ecomap, draw in the connections between the individual and the external entities. These connections can be strong and positive, stressful and negative, or uncertain. Different types of lines can be used to indicate different types of connections. For example, a dashed line might represent a distant connection, while a double line represents a strong connection – any type of line can be used in the drawing, but the definition of each should be noted in the Ecomap's legend. Arrowheads should also be used at the end of each line to indicate the direction in which resources flow or the level of mutuality of the relationship. Arrowheads indicate the direction of influence for each relationship.

It is also important to add a date when we finsh the ecomap, because these relationships may change over time, and it might be necessary to re-evaluate the results.

What can young people learn from this activity

Ecomap can represent the social net and resources around the person, showing the people and institutions they can rely on. It can also visualize other factors that are playing a huge role in the person's life currently. It can be a powerful tool for discovering possible sources of depression and anxiety, as well as exploring hidden support systems in friends, neighbors, clubs, professional agencies, charities, and social or religious organization.

With the ecomap young people can gain a greater understanding of their relationships and other factors, that have an influence on them.

It is also a good tool for the professionals to start a discussion and ask the right questions in counseling.

PARTICIPATING ORGANIZATIONS

United Future

Bulgaria

Dobroti Czech Republic, z.s.

Czech Republic

Organisation Française de la Coopération Internationale

France

You in Europe

Greece

Centrum Inicjatyw Europejskich SUBCARPATHIA

Poland

Asociacija Apkabink Europa

Lithuania

Associazione Culturale Jumpin

Italy

Asociatia "ARYAS"

Romania

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