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# Guide to the LYBA Program

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With the support of the  
Erasmus+ Programme  
of the European Union

# 1 What are you looking at?

**This is a guide to educating young people to be enterprising.**

**This is an educational offer involving the local community and labor market.**

**This is an invitation to a new experience of working with young people.**

## **WHAT CAN YOU FIND HERE?**

The guide is the outcome of months of cooperation between two organizations working with young people in two countries and two cities: the Foundation of Alternative Education “ALE” from Mrągowo, operating in the heart of Masuria, in north-eastern Poland, and the Foundation of Creative Youth - Alkotó Ifjúságért Alapítvány from Szeged, famous for its university, in the south of Hungary.

By reading the guide, you will learn:

- where the idea for the program comes from and how it was created,
- the benefits young people can gain from participating in the program,
- what is necessary to run the program,
- the step-by-step implementation of the program,
- what to focus on in order to achieve your goal.

The “Leaders of Youth Business Academy” program was developed under the strategic partnership project and co-funded by the Erasmus+ program launched by the European Union.

# 2 LYBA

## WHY THIS NAME?

The acronym LYBA, taken from the English title of the project, has been adopted as the name of the program since it is simple and easy to use in both countries. The genesis of the project, however, goes back to eight years ago in Masuria when the Foundation “ALE” was established here. Later, the Alkotó Foundation appeared in the story, which set a new direction for the missions of both organizations.

### Foundation of Alternative Education “ALE”

From the very beginning, we pursued our goal to make education a passion for everyone. We assumed that it was not the place that determined the people, but it was the people that influenced the place where they lived, so living in villages and small towns did not have to mean fewer opportunities and a worse quality of life. Because we have been working primarily with young people since the beginning, at some point we established the Enclave Academy, called “a place for young people created by young people”. Thanks to the voluntary work, peer learning support and the incubator of youth initiatives, we have developed a model of social and civic youth animation to help young people prepare for adult life. In partnership with the Slovak organization STEP-Spoločenstvo pre oblastný rozvoj, within the Erasmus+ program, we developed the Academy’s guide, and then we trained ten Polish organizations and institutions working with young people in our region, thus implementing the Young Coaches Academy. However, the basis for LYBA was the social innovation “Leaders of the Enclave Academy” implemented under the TransferHUB grant program. Then we began to support young people in moving from education to professional activity and taking their first steps in the labor market. By shaping a more entrepreneurial approach to social initiatives and services, establishing youth business incubators and creative workplaces in the Foundation, we opened a new chapter in our activity. The LYBA project has become the key thread of this chapter.

# Alkotó Ifjúságért Alapítvány

The foundation was established at the dynamic municipal youth center D2, belonging to the network of Hungarian youth clubs in subsidized by the government. Its goal was to spread support of the activity and development of young people and to provide opportunities especially for those who were disadvantaged. In pursuit of this goal, we focus on good cooperation with other non-governmental organizations, youth clubs, cultural institutions, secondary schools and the University of Szeged. Not only do we implement our own projects locally, regionally and internationally, but we also co-organize public events, youth festivals, social, educational and leisure programs for children and teenagers. We support young artists, placing particular emphasis on artistic education by means of modern media. We conduct classes and workshops in schools. We also organize courses and extracurricular activities. We train young community leaders, especially by supporting and promoting their participation in Erasmus+ exchanges and training projects, as well as by animating local student parliaments and student councils. Thanks to such a cooperation network, we provide a wider range of services, thus improving the quality of the offer for young people in our town and helping them to find an idea for their own future.

## WHAT IS THE LYBA PROGRAM?

**LYBA is a development program for young people aged 15-19 in transition from education to professional careers.**

For who?

For secondary school students

It is a uniform group in terms of developmental age and life tasks – young people are provided with education that prepares them for their first jobs and/or for further education. This is a significant time when self-awareness takes shape - what I want, what I like, what I am good at and what I can do with it to have a satisfying job.

What for?

To acquire competences needed when planning your career path in an effective and independent manner

We believe that the majority of young people graduating from secondary schools find it difficult to define their resources, i.e. knowledge, experiences, achievements, skills, abilities, motivation, goals, attitudes, and values. Therefore, they are not sufficiently prepared to plan their careers and/or become an employee. School syllabuses fail to promote such skills so young graduates often have no idea how to reinvent themselves. Their further career and educational choices tend to be random, affected by other people's opinions or socioeconomic factors. Equipping young people with a greater awareness of their potential and the ability to use it is crucial before they graduate.

**How?**

**Through collective design and implementation of a social and business initiative, supplemented by workshops, coaching and mentoring.**

Personal experience is the most valuable asset if you wish to become a valuable employee, entrepreneur, manager or leader. This is a real-life test and a lesson in which you learn about your potential. Adolescents dream of experiencing adulthood in its many areas. In the professional area, the difficulty lies in their insufficient knowledge and competences. Moreover, young people are naturally perceived as unskilled and inexperienced. In consequence, they are only allowed to do a narrow range of jobs. Therefore, in the LYBA program, young people experience the reality of work in a simulation by:



becoming leaders and members of initiative teams - managers and employees of their own company



planning and implementing their initiatives in the local environment like business ventures



learning from practice like in real job



having workshops, coaching and mentoring like beginner employees and entrepreneurs

## **WHAT WILL THE LYBA PARTICIPANT GAIN?**

Supplement their educational background before starting their professional career with:

- greater knowledge of personal resources
- greater knowledge of local resources
- skills to take advantage of the aforementioned
- planning further education more correctly,
- cooperating more effectively with different people in various roles and tasks
- continuing their community service, including leadership, in accordance with their own preferences
- being able to develop new relationships in the local community
- commence work with responsibility and satisfaction

## WHO PARTICIPATES IN THE LYBA PROGRAM?

### Youth

The main actors who form teams of several people for the preparation and implementation of their initiatives. In each team one person performs the function of a leader (manager), the others play the roles of members (employees).

### Partners

All valuable entities to cooperate with in order to implement the initiative. Depending on the community, these can be companies, institutions, local governments, schools and universities, educational centers, non-governmental organizations, etc.

### Schools

As the most important educational environment, they play a consultative role. LYBA teams share their ideas for initiatives and how they are implemented with school communities. Teachers, educational counselors and principals are asked to share their observations. They also ensure that young people learn to reconcile participation in LYBA and school duties.

### Recipients

Recipients of initiatives prepared by LYBA participants: specific groups of residents, companies, institutions, non-governmental organizations, Internet users. In the professional reality - potential clients and employers.

### Parents

Parents are important opinion makers and companions, especially in difficult moments when their encouragement is indispensable. They are asked to act as managers of their children's time to keep a good balance between LYBA and other important areas of life. They are also advised to keep in touch with the LYBA staff.

## Coaches

We call them youth coaches because their key role is to escort young people through their personal counseling. They help LYBA participants to go through the whole process carefully with introspection, i.e. benefit from this experience to the greatest extent possible. The outcome of their support is the so-called Individual Development Path prepared for each participant.

## Mentors

Each initiative is a mini-project set in a specific industry or service sector. Where applicable, a given initiative uses the knowledge and experience of people who practice a similar profession or have already run similar projects. Meetings with mentors allow young people to seek practical advice and draw inspiration from solutions used elsewhere. Entrepreneurs, representatives of specific professions, social leaders, but also young people who have already launched their initiatives can be mentors.

## Trainers

The series of workshops for participants proposed by LYBA includes modules related to the so-called soft entrepreneurial skills, such as team communication and cooperation, team management, time management as well as more business-oriented competences related to strategic and financial planning, logistics, PR, social media management, etc. The selection of trainers for individual modules should be well thought out and based on available resources. The workshop programs should be tailored to the needs of a given group of participants.

# 3 LYBA in 10 STEPS

## STEP 1: APPOINTMENT OF THE PROGRAM STAFF

The decision to implement the LYBA Program is the first most important step. There are no obstacles to implementing the LYBA Program in an already functioning structure, e.g. in a school, at a community center, at a youth club, in a non-governmental organization or in a social business incubator.

The staff should be selected before any activities commence. The selection should be tailored to the tasks in terms of qualifications and competences and, in the case of coaches, the number of participants should also be taken into consideration. It is recommended that one coach is assigned to one leader and his team (assuming that the teams consist of four to six people). The number of trainers to conduct the workshops is not imposed. There can only be one trainer if he or she boasts the appropriate competences.

The trainers should be adequately prepared for conducting trainings and workshops on the so-called soft skills, also known as psychosocial skills, and experienced in working with young people so they are familiar with the specificity of adolescence. LYBA coaches do not have to be professionals. The name “coach” does not refer to the certification, but to the methodology used in the program. However, it is recommended that they should be experienced in educational, psychological or animation work with young people. Moreover, they should have an opportunity to learn the basic coaching methods for engaging in individual and group talks. To this end, they can be pre-trained and provided with relevant literature on the subject.

Mentors come from your own resources, but not restricted to. They provide LYBA teams with counseling concerning implementation of initiatives either for a payment or free of charge. No extra qualifications are required. It is crucial that mentors represent specific industries, fields of knowledge, service sectors or professions related to a given initiative. Young people, leaders experienced in similar activities, can also be mentors.

The necessary funds depend on the program implementation rate. The main costs that need to be secured are the staff costs. The budget for the implementation of initiatives can be secured or obtaining the funds can constitute a task for the teams.

The staff cooperate with each other from the beginning to the end of the Program. The coaches communicate with trainers and mentors, exchanging conclusions and recommendations. During individual and team sessions with the participants, the coaches work through the content of the workshops and help to put them into practice, i.e. into working on initiatives. If there are more trainers, each trainer also gives advice to another trainer on the cooperation with the group and the results achieved. The cooperation of the staff should be supervised by the coordinator of the entire LYBA program.

## A FEW ISSUES BEFORE THE START:

The selected staff is not yet provided with the complete starter pack.  
We recommend:

- ensuring that everyone understands the goals and results they want to achieve through the LYBA Program
- discussing the most important moments (milestones) and the potential risks
- developing your own communication strategy
- establishing a consistent message to all the participants of the process, i.e. young people, recipients, partners, schools, parents

## STEP 2: RECRUITMENT OF LEADERS

The first stage consists in recruitment of the team leaders, i.e. the Leaders of the Youth Business Academy. The only condition is that they should be secondary school students. The choice can be narrowed down to young people attending one specific school if need be. We recommend that the candidates meet the following requirements:

### 1. Availability

Due to the intensity of involvement in the Program, the candidates who are high school seniors or students with additional obligations such as extracurricular classes or part-time jobs should be excluded.

### 2. Motivation

Due to the importance of this role, we recommend persons with strong motivation. We believe that its indicators are: 1. wide experience indicating significant engagement in an organization, a youth group, projects for young people or voluntary service, 2. ongoing passions and/or interests, which are a sign of personal development.

Recruitment can be carried out openly through any communication channels, i.e. advertisements in schools and in social media. You can also use your own contact networks. More important, however, is the accompanying message. Recommendations concerning recruitment messages are presented in **Infopack 1: Leaders**.

The coaches conduct an individual recruitment interview with each applicant. A sample interview card is available in **Supportpack: Coaching** (for download in Materials – link). We recommend holding a group briefing before one-on-one interviews.

### FURTHER RECOMMENDATION

If possible, after the leaders have been selected, engagement of a professional career counselor is recommended so that the participants can learn about their potentials for specific branches of industry, fields of knowledge and professional areas. You can

take advantage of partnerships with local entities (schools, psychological and educational counseling centers or career offices). Coaches will not perform the analysis of preferences and predispositions. No matter how aware of their strengths and weaknesses the leaders are and how they present their interests, expectations and ideas for their participation in the Program, it is worth particularizing spectrums of their capabilities.

## STEP 3: MEETINGS WITH PARENTS

Before the leaders officially join the Program, it is important to hold a meeting with their parents. If one group meeting is impossible to take place, you can hold several one-one-one meetings. Consequently, each parent can personally meet a staff representative (a coach) and obtain genuine information about the LYBA Program, irrespective of the information provided by their children. The meeting should also be held for parents of adult participants. We recommend that the leaders also participate in the meetings.

During the meeting, parents should receive materials concerning the Program as well as relevant documents if their child is underage (**Infopack 2: Parents**). The coaches discuss with parents the idea, the goals, the rules of participation and the stages of the Program. They also place particular emphasis on issues that may raise concern, e.g. legal liability, ensuring safety, reconciling school and home duties and participation in the Program, etc. It is vital that the parents are encouraged to take a supportive and motivating role for their children. It is also recommended that you establish an informal contract with the parents to motivate all parties, i.e. the parents, the participants and the coaches, to facilitate communication and cooperation.

## STEP 4: MEETINGS WITH PRINCIPALS AND TEACHERS

This is a group whose support is crucial for the success of the LYBA Program which mainly is educational benefits for young people. Generally, principals and home-room teachers from schools of our participants are invited to meetings. However, it is worth engaging other persons, e.g. a Business Education teacher, a Student Council sponsor (usually a teacher), an educational counselor or a psychologist, with the consent of the school authorities.

During the meeting, the coaches inform them about the Program (**Infopack 3: Schools**). In cooperation with the principals and other school staff, they define the role of the school and teachers as **LYBA consultants**. Their task is to receive reports from the leaders and providing feedback in one-on-one talks or in a class, during advisory classes, Business Education lessons or in a different manner. They also function as outsider reviewers of the Program. Because each school can have their unique idea to fulfil the role, the contract between the school, the leader and the Program staff lies in your hands. **Infopack 3: Schools** contains recommendations for agreements signed with schools.

## STEP 5: COMPETENCE WORKSHOPS FOR LEADERS

Young people's knowledge of creating ideas for initiatives and their implementation, including team management, building partnerships, promotional activities, and budget management, may be limited mainly because it is not included in formal secondary education. Therefore, we believe that leaders need basic training support that cannot be provided through coaching.

The package of subjects on which to conduct the workshops is flexible. Depending on the needs of a given group, it can be modified and supplemented at any time. The coaches can decide on the appropriate program of the workshops after consultations with a trainer or trainer, but the preparation of the scenario is the trainer's duty. However, we provide a basic list of issues that should be discussed in workshops with leaders, and then with leaders and their teams. The number of hours assigned to a given module is also only our recommendation, based on our experience. The schedule of the workshops (number of days, number of hours per one workshop day, intervals between workshops) depends on many factors, such as the size of the group of leaders, the availability of young people, the course of the school year and school breaks, as well as young people having to commute to participate. Therefore, this aspect can be adjusted to a given

situation. It is the trainer's responsibility to determine the length of one workshop in such a manner as to meet the needs of the participants.

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## **Module I: Insight into leadership.**

### **Competency workshop for leaders.**

#### **24 hours**

1. What do I know about myself? What do I not know about myself and how should I find it out? Developing the skills of introspection.
2. My strengths and weaknesses - how to recognize and manage them? Reinforcing self-approval and the ability to fulfil personal potential.
3. My leadership skills - increasing self-awareness in fulfilling the role of a leader.
4. What do I say and how do I speak about myself? Developing the ability to express oneself in social situations - establishing the so-called personal brand.
5. What do I tell others about them? What do I hear from others about myself? Developing the ability to give and receive constructive feedback.

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## **Module II: Insight into the initiative – project development and planning. Initiative – setting up and planning projects.**

### **Competency workshop for leaders.**

#### **24 hours**

1. Setting up projects leading to social changes. Design pattern: goal-action-result. Case-study analysis of long-term and cyclic initiatives, activities, projects and their outcomes.
2. What can a social and business initiative be? Social services in various walks of life as social and business activities.
3. The structure of the project and its implementation stages. Defining the resources needed for implementation.
4. Establishing the concept of your own initiatives.
5. Essentials of team formation at the recruitment stage, defining the profiles of team members, who is needed, in what role, what competences, experience and/or characteristics they should have.

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## **Module III. From people to people – project resources management.**

### **Competency workshop for leaders or leaders and team members.**

#### **24 hours**

1. Diagnosis of social capital and strategic planning of cooperation with stakeholders.
2. Defining goals, activities and outcomes in the context of the intended social change. Socioeconomic potential of the initiative and its outcomes.
3. Communication with stakeholders - how to give presentations, how to encourage participation, how to maintain commitment, how to provide benefits?

4. Establishing public messages in social media.
5. Acquiring partners, obtaining financial and material resources. Budget planning.
6. Legal and logistic aspects of activities during the implementation of the initiative.

There are two versions of module III implementation, depending on the organizational potential. If we choose the version for the leaders only, discussing the subject with the teams will be the leader's task. The leader will be supported by a coach. This might be both inspiring and difficult for the leader since he or she has no training skills. In the other version, the leaders and their teams attend the workshop together, which is connected with a larger group to be trained. If this version is chosen, it should be implemented after the next step, i.e. Team Recruitment.

A supervisor, i.e. a youth coach, is assigned to each leader as early as at the workshops stage. According to the definition by Robert Dilts, coaching is "*extracting people's strengths and helping them overcome personal limitations so that they can achieve their goals.*" The coaching approach to young people at LYBA involves support in formulating and achieving their goals that they establish for themselves during their participation in the Program. At the workshop implementation stage, the coach should meet the leader before and after each module to discuss and work through the content of the workshop in the context of individual goals. Recommendations for coaching session cards can be found in **Supportpack: Coaching**.

## RECOMMENDATION:

### 1. COACHES ATTEND WORKSHOPS

Because the educational process is continuous and flows smoothly from workshops to coaching sessions, and from coaching sessions to workshops, it is recommended that the coaches attend the workshops as observers. This will facilitate a more effective support of leaders (and then entire teams) in translating their knowledge and skills into practice.

### 2. ADJUSTING THE SCOPE OF THE WORKSHOPS TO THE GROUP

Despite the fact that we provide a list of recommended topics in modules, we recommend that you maintain the so-called made to measure approach. Groups of young people participating in the program may vary in terms of the initial level of knowledge and competences. Young people that are involved with various organizations, groups and/or are engaged in the implementation of projects will have a different initial experience in the training room from those who have never experienced this. Vocational school students may have different preferences as to the intensity and methods for acquiring knowledge than secondary school students. Finally, the differences in mental development between young people aged 15 and 19 will also affect learning skills. Therefore, we recommend that the workshop program should be treated as a starting model that serves as a tool to achieve a specific goal in the entire process: how to effectively prepare young people for the implementation of initiatives. Alterations to the workshops, e.g. highlighting or abandoning some modules and adjusting specific exercises to the needs of a given group are most desirable. Obviously, this requires the staff to have proper training competences.



## STEP 6: TEAM RECRUITMENT AND TEAM-BUILDING WORKSHOPS

With their own Infopack, i.e. their own idea for an initiative, the leaders conduct promotional campaigns aimed at their peers. They themselves determine the recruitment method and the manner in which the candidates apply. They only receive materials from the project staff (**Infopack 4: Teams**).

Each leader recruits between two and four people for their teams. They invite the candidates to interviews that they conduct as future managers in the presence of their coaches. It is an opportunity to learn about their motivations for joining the project, their interests and skills, and to talk about their roles in the team as well as the benefits and challenges. We do not impose a scenario for recruitment interviews. A sample scenario can be found in **Infopack 4: Teams**. Additional recruitment is possible if someone drops out at an early stage. If someone leaves during the implementation of the initiative, the team finalizes it alone or with the support of other teams. However, the key tools for minimizing this risk are coaching and training support and healthy relationships within the group.

Like at the stage of leaders recruitment, it is important to conduct meetings with parents and teachers of the team members. Depending on the organizational possibilities, these will be meetings in each school or one collective meeting. Their key goal is to define mutual expectations, dispel fears, define roles and readiness to support young people. The meetings are conducted by the coaches with the participation of recruited participants, optionally with the support of a coordinator. The information, materials and documents from **Infopack 2** are provided for the parents and teachers.

Recruitment should end with team-building workshops for each team which ought to last between four and eight hours. The workshops are intended to facilitate integration targeted at better understanding of one's own behavior, attitudes and abilities in task situations, confronting success and failure, touching on the conflict of roles and challenges of team communication. The teams will continue to discuss this with the coaches during the implementation of the initiative.

### RECOMMENDATION:

The challenge that we believe will appear in each group of leaders will be the recruitment method they choose. At this stage of life, friendly relationships will be the dominant criterion. Most leaders are unlikely to make an open recruitment effort, despite their

openness and curiosity to meet new people. Most often, they will recruit their team from the people they know from their class and/or their circle of friends. Emotional closeness, trust and doing this as a friendly favor will be more important than their potential interest in the Program and the initiative. The friendly relationship will overshadow their potential abilities and skills needed to participate in the Program. There may be incentives such as: I have a project to do, will you help? or: there is a nice action, are you in? This will have nothing to do with recruitment practices in the open labor market since it will fail to simulate real-life situations. The challenge for the Program staff is that imposing an open and official recruitment formula on the leaders may have a demotivating effect and is inconsistent with the principle of coaching. What can and should be done is to allow the leaders to choose the team they think is the best, but by encouraging them to play the role of recruiters and to "filter" even best friends through the prism of their idea for the initiative and motivational readiness.

## STEP 7: COACHING

The moment LYBA teams begin to function, they are under the constant care of the coaches previously assigned to particular leaders. All coaching sessions are assumed to last one hour. The minimum of one individual session with the leader per month and two team sessions with the leader and other participants is recommended. Sample team and individual session cards can be found in **Supportpack: Coaching**.

The coaching sessions make the participants aware and deepen the experience of the group process: they touch on communication and cooperation, roles in the team, their own reactions to various task situations. Regardless of the coaching sessions and workshops, the teams are advised to meet on their own to prepare and implement their initiatives. This space, where there are no staff or other adults, is extremely important for acquiring and developing competences which are to be incubated by other activities.

Devising plans or scripts for individual coaching sessions is unacceptable since it would contradict the idea of coaching. During team sessions, the group alone determines the purpose of the meeting. They might find a new idea for one component of the initiative, resolve a conflict in the team or deal with difficulties in contacts with recipients or a partner. Then, on the basis of the analysis of the existing state (the situation in which they are at the moment), the participants choose a way to achieve their goal. They name and specify problems to focus on how to overcome them. Ultimately, their goal is to provide themselves with the outcome of the session, i.e. an action plan with deadlines and responsibilities. The procedure of individual coaching is very similar (see: **individual coaching session sheet, Supportpack: Coaching**).

### RECOMMENDATION:

As the intensity of activities in the Program increases, the educational process deepens, the teams get used to one another in cooperation, and the moment of motivational crises are coming. When combined with the rhythm of schooling and the

hot moments during the school year, the domestic duties and the personal life outside the school environment, the burden can become hard to bear. Young people's reactions in such situations may involve escape due to the absence of similar experiences and ready strategies for reconciling different roles, tasks and obligations. Seclusion, not responding to contact attempts, absence from workshops and meetings, not fulfilling promises given to the team and to the staff may be signs of too much, too hard and/or too fast. According to the common school stereotype, it is not worth admitting to a

mistake. Hiding in the hope that someone will not notice seems to be a better idea. In such situations, it is the coaches that are supposed to help young people abandon the role of a student unprepared for lessons and change the perception of their own role to teachers who take responsibility for their failures. Also, it often requires abandoning roles and labels associated with each person's family life. However, the overriding principle of subjectivity and decision-making on



the part of young people should apply - every experience, success or failure can be turned into an opportunity to develop only if they consciously agree to it. The coach's task is to create the most amicable conditions for the participants to gain experience from various opportunities by encouraging them to seek compromises, alternatives, solutions and by giving them a chance to make a choice.

## STEP 8: MENTORING

Support from the coaches and the trainers proves insufficient when industry-specific consultations are needed. Some teams can finance their own mini-trainings from their own budget obtained for the initiative. However, absence of permanent expert support decreases their motivation and the quality of their work. Therefore, you should carefully decide when and to what extent it is necessary to provide mentor support from industry specialists that young people need, or people with similar experience in the implementation of social and/or business projects (including peer mentors). We recommend that meetings with mentors should begin at the stage of workshops in Module II or III. The frequency of meetings will depend on the needs of young people and the availability of mentors. Therefore, it may also be part of their preparation for the initiative.

## STEP 9: IMPLEMENTATION OF INITIATIVES

This is the climax of the LYBA Program which requires at least at least six months, preferably the whole school year, i.e. ten months. Because it is not known in advance what initiatives will be implemented, who they will target, where and how they will be implemented, as one campaign or cyclically, from our point of view involvement of the youth coaches and the mentors' support are the key aspects. Any challenges that arise during the process are monitored and discussed with young people and the Program coordinator. The frequency of meetings with coaches and mentors depends on the needs and possibilities, but one individual session for the leader and two sessions for the team per month are the basic requirement.

Even at this stage, potential complications may arise, including young people dropping out of the project. It happens that the team is not implementing the initiative despite it being well prepared. Confronting reality sometimes causes young people to feel unable to continue their activities. The rhythm of school life and summer holidays is also of great importance here. You should think carefully about the time to implement initiatives and take into account the difficulties on the home stretch. An efficient communication system adopted by everyone and provision of a safe space for acceptance of failure will constitute the tools used to minimize risks. The coaches, the trainers and the mentors need to take care of the quality of relationships with young people and mutual cooperation. With the help of young people, they should also shape a conscious, developmental approach to failures so as not to treat them as failing to do homework (resulting in the desire to avoid punishment), but as a developmental experience that can motivate them to act even more.

The final stage of the implementation of initiatives is their evaluation in the teams themselves and - as we recommend - at organized meetings with outsiders, e.g. recipients and partners, teachers and educational counselors from their schools. They are invited to assess the quality of the initiative as well as the prospects for further cooperation and an opportunity to take advantage of young people's potential. LYBA teams are obliged to prepare well for this conversation. They themselves have to ask their recipients and partners for opinions on the initiative. Therefore, they themselves arrange the meeting and decide on the form and method of evaluation. In the discussion on "the bridge into the future", it is worth mentioning the possibility of continuing the initiative and/or its results using various instruments. The most successful indicator of young people's success will be everyone's appetite for more.

## STEP 10: INDIVIDUAL DEVELOPMENT PATH

For LYBA teams it is the end of group activities within the Program. Based on the entire coaching process, everyone develops their Individual Development Paths (IDPs) with their coaches. The purpose of this document is to summarize the effects of such an experience, i.e. providing the participants with:



greater knowledge of their personal resources



greater knowledge of the resources of the local community



competences to use both in the future

Secondly, each participant's IDP defines the possibility of putting the knowledge into practice for:



better life decisions



more effective cooperation in various roles, tasks and teams/groups/communities



further social activity, including leadership



more effective work in terms of efficiency and personal satisfaction

A sample Individual Development Path is presented in **Supportpack: Coaching**.

### RECOMMENDATION:

The Individual Development Path is not the same as the project participation certificate. IDPs should be developed for all participants, even those who resigned from participation before the end of the initiative. It is a collection of all the developmental

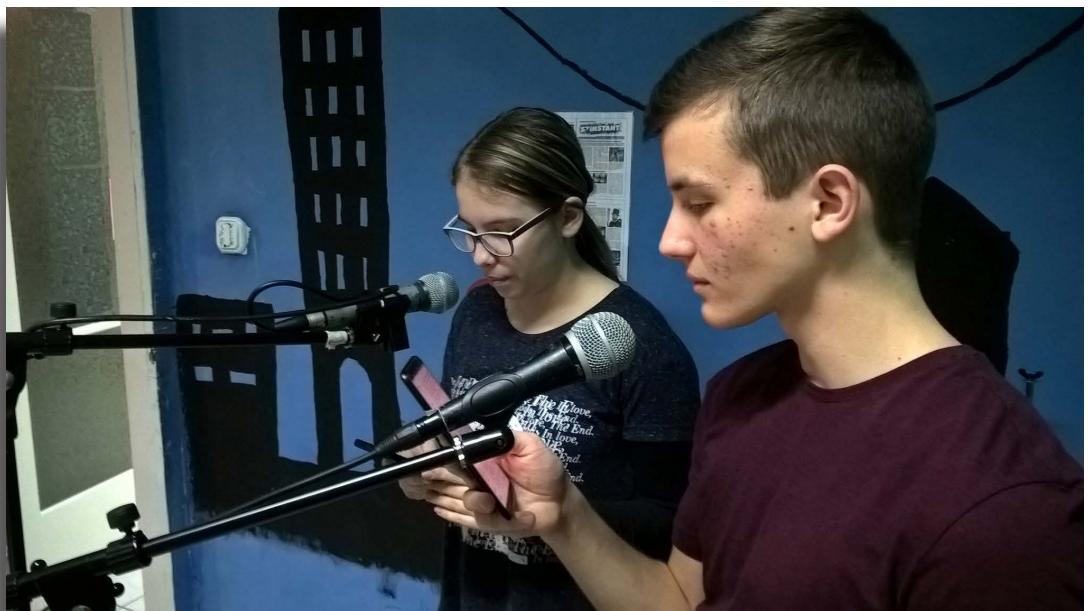
benefits of participating in LYBA and the analysis of their value for the future. Resignation from the Project also constitutes a valuable part of this experience and might show something important to the participant. Discussing it with the coach also gives you an opportunity to work through your personal feelings of failure and guilt, if applicable. Therefore, we strongly recommend that you also take care of those who withdrew at the last minute of this stage.

# 4 Materials

**You can get Infopack and Coaching Materials from LYBA Google Drive Folder.**

**Click or select the link and copy**

<https://drive.google.com/drive/folders/1JFTcDucb76A66CycbtUPyJ0PdDJrXB54?usp=sharing>



# 5 Who created LYBA?

## POLAND

### *Foundation of Alternative Education "ALE"*

#### **Leaders:**

Szymon Dziergiewicz  
Emilia Stawirej  
Miłosz Matwiejczyk  
Wojciech Ruszczyk  
Martyna Modrzejewska / Martyna Gnoza  
Julia Cieśniewska / Konrad Szymanek

#### **Support staff:**

Aleksandra Lemańska  
Donata Kobylińska-Durka  
Kinga Szolc  
Olgierd Stasiak  
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## HUNGARY

### *D2 Youth Center*

#### **Leaders:**

Dénes Papp  
Dóra Szollár  
Emma Szilasi  
Lili Juhos  
Marcell Juhász  
Zsolt Pászti-Tóth

#### **Support staff:**

Gyöngyi Kispál-Podrácz  
Edit Ábrahám  
Mariann Ádász  
Zita Farkas  
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