

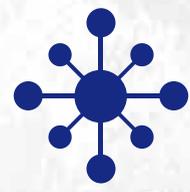
EUROMED STUDIES AND RESEARCH CENTRE

Supporting learning: long-term training courses in EuroMed" is an handbook made to help bring some clarity to what is for many a fuzzy picture - to help us to be clearer about what we are offering in our role as coaches in EuroMed training course and what expectations can be met. The publication is addressed primarily to trainers and organisers in long-term training courses, but we hope that others may also find inspiration here

Federica Demicheli: project officer SALTO-YOUTH EUROMED
Mark Taylor: trainer and writer
Leo Kaserer: trainer and coach
Taoufik Laouzari: director of Youth Center in Asilah and International Trainer



SALTO-YOUTH EuroMed Resource Centre
Support and Advanced Learning and Training
Opportunities within the Youth In Action Programme
INJEP
95 avenue de France - 75650 Paris cedex 13 - France
www.salto-youth.net/euromed - www.injep.fr/salto



Supporting Learning: long-term training course in EuroMed



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Disclaimers

CHAPTER I - Welcome notes

Welcome to our handbook - nice you decided to pick it up or download it and look through it.

We think you might find something interesting here...

This handbook is being made to help bring some clarity to what is for many a fuzzy picture - to help us to be clearer about what we are offering in our role as coaches in EuroMed training courses and what expectations can be met. Just as importantly, here, will be our attempt to show what we are NOT offering and what expectations cannot be met.

The publication is addressed primarily to trainers and organisers in long-term training courses, but we hope that others may also find inspiration here!

We draw our inspiration from many sources and we know there are other books about "coaching", even a beautiful guide to coaching youth initiatives - and we shall refer to some more as we go along.

This publication is here to help you navigate in and around the Mediterranean Sea as a coach - have a look in this mirror. What do you see? Yes, that's for whom this publication has been written!

❖ Why should you use this publication?

We wrote it with you in mind.

You can check what is useful for you.

You could even help make the next edition better. We are serious here - this first edition can benefit a lot from more reflected feedback from you the users. We had a really challenging time making this initial edition. Writing as a team all started in a very logical and simple manner; we agreed a structure and responsibilities for writing each part; and then we went away and really started to think about how and what to write and whether that will fit

in the context of EuroMed! Close colleagues have helped us along the way and assured us that at least we are working in the right direction here. Now we need to hear from you.

Learn some real stuff, learn how to help your coachees find out what they want to learn and even see if they have learnt it afterwards!

Even in difficult circumstances it is possible to coach and be coached. To find out how to learn for yourself, have a look here...

What's in this handbook?

The end - but there's more -

Where to look for more

Chapter 1

❖ Hi hi, you are reading it.

Chapter 6

❖ Giving support to learners as a coach is a fairly new concept, so we take some time here to explore what it looks like in practice

Chapter 2

❖ Takes you through the context and some of the basics of the long-term training courses in EuroMed

Chapter 5

- ❖ What is it like to be a coach in EuroMed LTTC's?
- ❖ How to prepare yourself and what questions to think about

Chapter 3

❖ Let's look at what makes up the rapidly changing EuroMed realities

Chapter 4

- ❖ Looks at the bases of our work as coaches
- ❖ Where does coaching come from?
- ❖ Where does coaching overlap with other types of interaction



Ready? Then turn the page! and let's begin...



CHAPTER 2 - Introduction and Background

* Our working fields

This handbook is aimed to be used in the framework of Euro-Mediterranean cooperation within two important funding programmes Youth in Action and EuroMed Youth IV.



In this framework, SALTO EuroMed has been developing specific strategies and supporting activities in order to reinforce the quality of Euro-Mediterranean cooperation in the youth field providing innovative educational tools.

SALTO EuroMed aims to strengthen cooperation among youth NGOs and institutions from both sides of the Mediterranean Sea. This cooperation needs time and strong support for developing mutual understanding of the different educational approaches, for getting to know the working and organisational systems and to overcome cultural misunderstandings and to strengthen intercultural learning. This process cannot be realised only within a single training course, but needs more time and specialised support. The working field of SALTO EuroMed faces changes and challenges constantly and the SALTO therefore aims to train social workers, youth leaders and trainers to overcome and react to that reality and to develop national and international quality projects.

The main educational foundation of both Youth in Action and EuroMed Youth IV Programmes is non-formal learning.

* What is Non Formal Learning?

There are several perceptions and understandings about it...

Some approaches are more linked to community life, and the variety is very large... especially if you look at it from a worldwide dimension. Nowadays these societies are dynamic and changes are taking place in various fields of activity, including the area of education. Non-formal learning activities increase the process of developing attitudes and competences and contribute to the development of society as a whole. Non-formal learning is oriented to individual needs, contributing to personal development, using clear learning objectives as well as to social aspects, facilitating communication, intercultural dialogue and social learning. The necessity of non-formal learning is motivated not only by the need to change mentalities, it is about the "need to reform and modernise teaching and learning across the borders - in the interests of citizens themselves"

The majority of relevant literature has only been written in the last few years. This is also the case with the publications, periodicals, mailing lists and other sources of information on youth non-formal learning that have

sprung up only recently. When scanning the available literature it was clear that youth non-formal learning as a concept within the scope of youth work (at least in theory) has become ever more present.

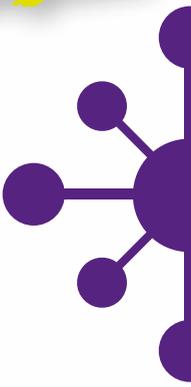
Non-formal learning can be characterized as follows:

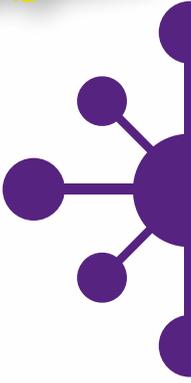
- Non-formal learning and education, understood as learning outside institutional context (out-of-school) is the key activity, but also the key competence of youth work. Non-formal learning/education in youth work is often structured, based on learning objectives, learning time and specific learning support and it is intentional. It typically does not lead to certification, but in an increasing number of cases, certificates are delivered, leading to a better recognition of the individual learning outcome. (the Pathways 2.0 paper)
- It can be undertaken by the individual or be part of an organised activity that occurs within the workplace or community.
- Non-formal learning is intentional from the learner's perspective

* What is Youth in Action?

Youth in Action is the European Union (EU) programme for young people aged 15-28 (in some cases 13-30). It aims to inspire a sense of active citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's

future. It promotes mobility within and beyond the EU borders, non-formal learning and intercultural dialogue, and encourages the inclusion of all young people, regardless of their educational, social and cultural background.





The Youth in Action Programme aims to achieve the following general objectives:

- Promote young people's active citizenship in general and their European citizenship in particular;
- Develop solidarity and promote tolerance among young people, in particular in order to foster social cohesion in the European Union;
- Foster mutual understanding between young people in different countries;
- Contribute to developing the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field;
- Promote European cooperation in the youth field.

*** What is EuroMed Youth IV?**

The EuroMed Youth Programme is a regional programme set up within the framework of the third chapter of the Barcelona Process entitled "Partnership in social, cultural and human affairs".

It promotes the mobility of young people and the understanding between peoples through three types of actions: Youth Exchanges, Voluntary Services and Support Measures.

After the success of the three previous phases, it is expected that during this Phase IV of the Programme around 100 projects will be funded.

Eight countries will participate: Morocco, Algeria, Tunisia, Lebanon, The Palestinian Authority, Egypt, Jordan, and Israel. Syria will not be taking part to the Programme¹.

*** The Long-Term Training Course experience**

Salto EuroMed has been developing Long-Term Training Courses (LTTC's) since 2003 as a main method for supporting the professional and personal learning of participants. The first experience of a LTTC in this context has been "JUMP into EuroMed Youth exchanges - Put Salt On your idea" and "Jump again" an LTTC focusing on developing quality projects of youth exchanges. These LTTCs were the first attempt

to implement a long-term learning process. The experience was very rich and strong not only in terms of personal/professional learning, but also in realising projects. Since this first experience the current concept of the training was put in place: Starting with an introductory seminar Continuing with a practise or "experiential" phase in which participants implemented projects Ending with an evaluation seminar²

A few years later, SALTO EURoMed started two important LTTCs "TOTEM: Training for Trainers in EuroMed" and "TATEM: Training for Active Trainers in EuroMed" (the second one in conjunction with the Council of Europe). TOTEM was designed to support the learning of those youth workers and youth leaders - already experienced in EuroMed - who manifested their will/need to develop their competences as trainers in this field. More specifically, TOTEM responded to the need of developing specific EuroMed -related competences in the field of training and tried to address a very specific target group of candidates. TOTEM was part of the SALTO EuroMed training strategy and constituted a complementary training course to TATEM, the latter addressing those who were already involved in training activities within EuroMed.

This first edition of TOTEM was quite intense. In fact it was a LTTC in five phases: 3 seminars and 2 practical phases in between the seminars. During this very intense learning path - as we can read in the report³ - a phase named "monitoring" was

developed and introduced for the first time.

Mentoring was a basic learning tool to support the personal learning process of the TOTEM participants (as becoming trainers). This is particularly relevant in a two years' long training course. Each participant was assigned a mentor to guide him/her and offer advice throughout the whole course.

After these positively-evaluated experiences the process continued with SALTO EUROMED introducing new LTTCs with more depth in particular subjects and with a special focus on what came to be known as "coaching" as an integral part of the learning process, for instance: "Dialogue among Civilisations" 2008/2009; "EVS as Tool for Active Citizenship" 2010/2011 and "Hand in Hand for a sustainable future" 2010/2011; "Traditional Sports and Games as Intercultural Tools" 2009/2010; "Let's Train with our Neighbours: Civil Society; Participation and Democracy" 2010/2011; "Protecting the Mediterranean Environment : Youth will make the difference" 2009/2010.

Long-Term Training Courses focus on different topics but they have the same basic structure:

- **1st training** is aimed to explore the concept/topic of the training, to create partnerships for developing projects and to anchor coaching within the learning process in the 2nd phase.
- **2nd phase** coaching within projects is aimed to support the learning process of the members of a project's partnership.
- **3rd evaluation** meeting focuses on personal and professional development



CHAPTER 3 - Challenges and realities in EuroMed

*** Situation of young people**

The challenges of coaching were evident since the beginning, but also the importance of that for the success of the training. The coaching was important not only for supporting the creation of new partnerships and projects, but specially in supporting each partnership and each member of that partnership in overcoming the several difficulties and challenges in working in new and intercultural groups. The concept of coaching has been worked out, discussed and fine-tuned within each team of trainers. Through analysis of the experience made, the concept has been more defined and shaped within the specificities of the Euro-Mediterranean framework.

Over the last three years, SALTO EUROMED developed a new tool for supporting the coaching during the process: the e-Learning Platform.

The E-Learning is a virtual place in which coach and coachees share information, tasks and homework. This is an important tool for helping to overcome the geographical distances and to continue to learn.

SALTO EUROMED needs this new publication to help analyse our experience over the years in order to define a common working method for the trainers, and also as tool for all the social workers and trainers involved in this sensitive area. The publication is a reflection about the specificities of supporting the learning through coaching taking into account the challenges of Euro Mediterranean cooperation. The new challenges of civil societies in the EuroMed area make this publication important for providing a possible tool for supporting learning process for trainers and new social workers.

In this chapter of the handbook we would like to explore the realities and the challenges of young people in our "EuroMed world", and to find some conclusions and ideas which may help us to better know our target groups in order to identify at least some of their needs and expectations. Many controversial questions appear in our minds while trying to do this task, sometimes questions may lead us to more questions: Are we able to describe different characters? What are their specificities? education? lifestyle?... and so on.

We are conscious that drawing a singular and well-rounded picture of a Euro-Mediterranean young person is a difficult and quasi impossible task, regarding the general concerns of young people in different sides of the area. Still we think it is important to attempt to give a contextual description of the situation in the whole region, trying to join many pieces of an original Mosaic.

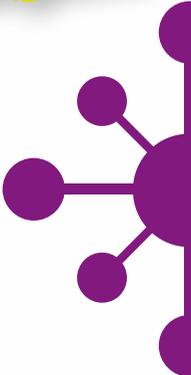
The EuroMed area is composed of European countries (27 EU member states) and 9 southern Mediterranean countries (Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Palestine, Syria and Tunisia); plus Turkey which is a programme country, candidate for accession to the EU. This area is rich with a diversity of many socio-economical, cultural and political systems. This complex puzzle is also an important factor that may help us in identifying some similarities and differences of the characteristics of the young people living there. At the risk of including too many generalisations, we found it an exciting challenge to decide what to put IN and what to leave OUT of this chapter; SO...

*Are you ready to dive in with us?
 Are you ready for this discovery?
 So - let's do it!!!*

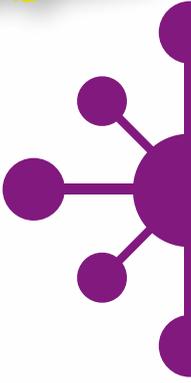
QUALITY PARTNERSHIP: BORN OUT OF LONG-TERM COOPERATION!

A result of the "Dialogue Among Civilisations" LTTC is the partnership "EVS Quality Group". This partnership developed a long-term strategy of EVS, seminars and Study Visits for better understanding and agreeing on what are the quality criteria in EVS in the EuroMed context. They produced an interesting document based on their common experience during the coaching phase. They used their own story, challenges and achievements for designing this document⁴.

At the time of going to press we know that this partnership is still working together!



⁴ <http://www.salto-youth.net/rc/euromed/EMlibrary/emeducpub/reportscollection/reportdialogue/>



From general perspectives the EuroMed area is characterized by its cultural and religious plurality, by a wide variety of lifestyles that coexist daily, and by the variety of paradoxes and the extreme disparities in terms of social, cultural, technological and economical resources which widely differs according to region, gender and the social status of the family. It's also characterized by the different values that the young people, from different sides of the region, hold for themselves and others. Obviously, young people in the EuroMed area have specific needs and expectations, and face particular difficulties in the path towards their personal development and their participation in society. Each category (if we allow ourselves to make the effort to distinguish any) requires a specific and different attention in terms of youth policies. However, our first observation has to be the absence of an official youth policy for the EuroMed area, and many of the southern Mediterranean states have no official youth policy nor even a de facto one. The recent youth revolt movements in the southern countries of the EuroMed area, which led to the fall of the Tunisian and Egyptian presidents and the corresponding ruling parties, and to many important socio-political reforms in other countries reflect clearly the huge gap between generations, which could be considered as a strong "Clash of Generations" indicating a need for an urgent push to "do together" between the generations.

Young people in the south are mainly considered as individualists when compared to the previous generations, because of the effects of globalization and the strong structural changes in society. This can be seen in the schooling and educational systems, urbanization styles, new employment structures, delayed age of marriage, and the swiftly changing values influenced by the "West". These are considered the main source of conflicts, misunderstandings and tensions between the adult world (in power) and young people (the majority population).

The existence of an open and structured dialogue with young people in the northern part of the area has enabled, in many cases, their active participation in community life, as agents of sustainable development. It is true that their situation is not ideal or the best as they have many similar problems like their southern neighbours, if we consider the recent youth revolts in some European countries such as Greece or Spain. But they can participate in decision-making through their "young" representatives in various political and socio-economical European structures, although sometimes the young people don't use these opportunities as much as they could². In Europe the participation of youth in social and political life seems to be going through a metamorphosis, even though the existence of many initiatives and programmes aim to promote youth participation in public life.

Women and young girls in the Meda region are generally considered as a very vulnerable group, many of them are subject to several kinds of discriminations: inside their families, at school and university, at work or during leisure time. Unlike in Europe, the concept of gender equality is not considered by much of the population (even by women in some cases), and this is somehow due to the big influence of local cultures, traditions and educational systems that reinforce the traditional gender roles. So few opportunities are offered to women to achieve the same goals as men in many societies and this is also the case of many young girls in Europe coming from immigrant families³.

"the status of women is (...) a result of the predominance of patriarchal values in the legal, religious and political spheres, and a larger structure of discrimination built on historical and cultural aspects"⁴

We note also that the differences between urban and rural youth on the southern shore of the Mediterranean sea are very visible, and are considered as a blocking factor for social development.

These differences are due, in some ways, to the trend towards urbanism and construction of massive urban centres, at the expense of rural areas, suffering from a big lack of basic infrastructure and public services. This has generated a massive exodus to existing urban centres and the creation of informal settlements, where young people feel marginalized and without a real role in the socio-economic system. Many young people get caught up in an identity crisis between nationalism and/or religious extremism, fuelled by the hatred of 'the other' and the rejection of the official public authorities. This can lead young people into the potential risk of being an easy prey for radical religious and political doctrines, due to their often low intellectual levels and their deep feeling of frustration.

In Europe, the situation of young people is a bit similar in some cases, specially the groups of minorities such as immigrants and Roma people who, despite many programmes promoting integration, are more and more in the margins, and over-represented among victims of the "system's values", and claiming for more recognition of their cultural rights and equality.

In order to go a little bit deeper, we will try in the following lines to analyse some key factors of the situation of young people in the EuroMed area.

¹ Sylvie Floris. « les jeunes et l'interculturel en Méditerranée ». Barcelona Youth and Mediterranean Challenges - quaderns de la Mediterrània 11 - IEMed 2009 - 2. BREVIGLIERI Marc & CICCHELLI Vincenzo « Adolescences méditerranéennes. L'espace public à petits pas ». Paris : L'Harmattan, collection « Débats jeunesse », 2007 - 3 "EUROMED Partnership: Acting for gender equality" - European Communities, 2006) and UNDP Human Development Report, 2002 - 4 "Les femmes en tant que participantes à part entière à la Communauté euro-méditerranéenne d'États démocratiques". Rapport d'Euro-MeSCo. Avril 2006

⁵ "les dynamiques démographiques en Méditerranée" - les notes d'analyse du CIHEAM N° 11 (juin 2006) and "avoir 20 ans dans 20 ans en Méditerranée" - INJEP 2000).



**Demographical fracture:
 are young people a minority?**

Youth represent the largest component of the population in the Euro-Med area, however the demographic balance on the both sides of the EuroMed area is undergoing considerable changes. The demographic growth remains high in the southern Mediterranean countries. The huge inequality of distribution among the different concerned countries, which can jump from single to double figures if we go from the north to the south, will affect the future of the entire region, and of young people themselves, who are and will be in the first line of these revolutions and developments. International migration has become also an important factor of the evolution of the European and Mediterranean societies⁵.

Family situations

This is one of the clearest similarities between young people in the area. Many are confronted with a lot of difficulties to gain early independence and leave the paternal nest: the age of marriage is growing for both men and women; the path from childhood to independent adulthood depends on the nature of the moving (provisional: to study, to work, or final: to create a new family or just to live with a partner). This path could be breakable and young people may be forced to return to the parental home due to difficulties in securing a permanent job or sufficient income or after the

dissolution of the couple or the young family (specially for women). Indeed, many young people with fewer opportunities consider that remaining with their parents allows them to live more comfortably⁶.

Education: Formal? Non-Formal?

Analysing the educational systems in the area we notice that, officially, compulsory schooling ends between the ages of 16 and 18, but there's an important gap between the north and the south in the matter of attendance: in the south there's a notable rate of abstention/school drop outs mainly in rural areas and by females despite the EuroMed area being the richest one in the world in the number of schools, educational centres, diverse universities and high schools. The trend to private schooling is growing in the whole region, which questions seriously the efficiency of the public schooling, and the equal access for young people regardless of their economic status and place of residence. During the last two decades, most of the countries became conscious of the need to promote gender equality in the educational system, but still with different levels of efficiency and commitment, there's still a long path to walk to achieve this equality and to overcome many cultural and traditional challenges.

We notice also that the use of new technology as a tool in education is not widespread in the area, and is only used in a much-reduced part of it, due

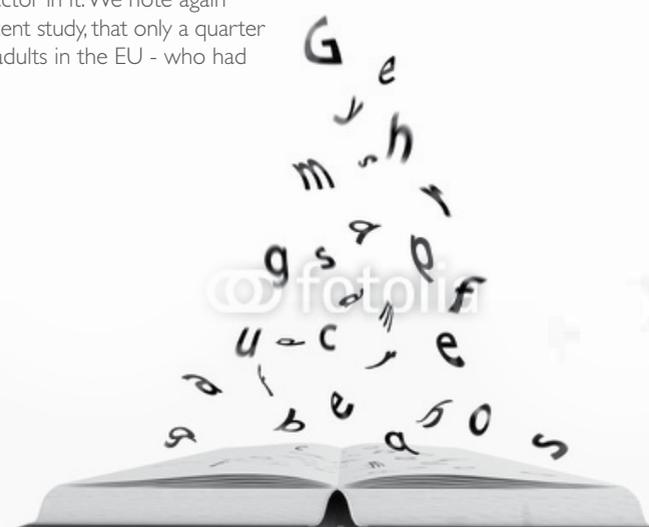
to the economic situations of the countries and the quality of the educational infrastructures.

As to the promotion of non-formal education, we can see that community involvement in the learning process is being encouraged and supported increasingly. Although the understanding of the terminology (non-formal education) and the appropriate use of it is still often unclear. For example, it can be considered in the south, as an alternative education for those who couldn't take part in the official educational systems, in order to reduce the rates of illiteracy. However, in the EU, people are under pressure from the strong competition in the labour market to update their skills continually in order to secure employment, so life long learning is thus seen as a key factor in it. We note again from a recent study, that only a quarter of young adults in the EU - who had

been involved in an organised voluntary activity in the past 12 months - had received some kind of formal recognition (e.g. a certificate or diploma) for their participation⁷.

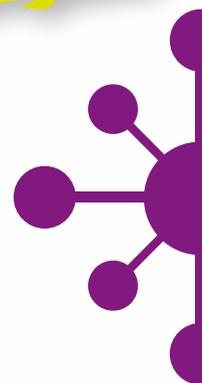
**Youth Income - How unequal
 is the Euro-Mediterranean area?**

The gaps in Gross Domestic Product (GDP) per capita between the Euro-Mediterranean countries of the north and those of the south are not getting smaller. In 2006, the average income per inhabitant in the South and East Mediterranean countries is much lower than the average income in the EU countries. Despite that more than 20% of young Europeans aged 18-24 were at risk of poverty in 2007, however, they are considered as privileged when compared to their homologues on the other side⁸.



8 www.planbleu.org_methodologie_indicateurs_smdd2009_Uk_00_1_PIB_EN.pdf (World Bank, World development indicators.) Pocketbook on EuroMediterranean statistics . Eurostat 2010 - 9 Flash EuroBarometer No 319b - "Youth on the move" February-May 2011. "GLOBAL EMPLOYMENT TRENDS 2011 - the challenge of a job recovery" - ILO publication 2011

6 http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Youth_in_Europe <http://gender.pogar.org/countries/country.asp?cid=19> <http://www.undp.org/> - 7 "Training and employment in the northern and southern Mediterranean region". Euromed Communities 2006 and Flash EuroBarometer No 319a - "Youth on the move" February-May 2011



Labour market

There is a big diversity in patterns of transition from education to work among European young people, as entering the labour market could be straight forward (going from school or university to a permanent job), or fragmented (combining schooling and part-time jobs). These kinds of transition are very rare in some regions of the countries in the southern and eastern part of the Mediterranean. Here many young people who left school at an early age, are seeking a permanent job, either in the family business or in precarious work conditions. As the prospects of finding a permanent job with a good salary are not very high, many young people look to emigrate to the northern side in order to find a labour opportunity which is highly remunerated (especially if compared with the salaries in their native countries).

Generally, unemployment of young people is becoming a serious problem faced by the Euro-Mediterranean countries where about 53% of European young people are worried about the absence of jobs in their city or region. In many cases this is due to the lack of good job opportunities in young people's fields of study, or that jobs were poorly paid and that salaries would not provide a reasonable standard of living⁹.

Religion

One of the most important topics that attracts the interest of a high range of young people in European and Mediterranean societies is religion. In this region there is a big religious diversity specially in the richest side (the west and the north), in part due to a high flow of immigration. Nevertheless this diversity is surrounded by a complex mixture of facts and myths, hate and fear, provoking in some cases a lot of tensions between young people from different religious backgrounds.

It is difficult to measure exactly the number of religious or non-religious young people in the area, as this is a personal matter. Still, we notice that in the south, religion is present in many aspects of daily life and this affects young people as much as anyone else. In many cases it can condition some important decisions and behaviours in relation with the local community or with the rest of the neighbours of the area.

"...In Euro-Mediterranean societies, they (religions) simply exist together with other contemporary processes (migration, socio-economic differences, globalisation and so on) as an important factor to consider in relation to young people and youth work..."¹⁰.

The image of 'the other':

Euro-Mediterranean societies present, certainly, a number of "family resemblances" resulting from their complex history. It is the most diverse region of the world in terms of mixing and brewing ethnicities - and these have all been mutually stereotyped...

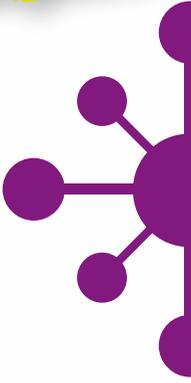
The EuroMed world can be envisaged as a space of dialogue and confrontations where identities are defined in a game of mirrors. This area is not seen as an homogeneous entity, but as a cluster of many stereotypes, rich in generalizing misconceptions about the different citizens.

Reflecting on the construction of the image of 'the other' among youth in the EuroMed area, trying to uncover the prejudices that young people hold for them, and the way they understand each other and how they present themselves to the others, it's crucial to keep in mind that stereotypes should not be analysed as to whether they are right or wrong, true or false - stereotypes should be rather seen as generalizations and simplifications of what has been encountered individually.

Many factors may influence the building of this image, such as individual behaviours, the media, or the historical statements taught at school, immigration, tourism, etc., and they may have different levels and aspects according to regions, religions, languages, gender, etc. However, in many cases when young people try to destroy stereotypes and prejudices they potentially risk the reinforcement of others¹¹.

This bird's eye view over the general situation of the Euro-Mediterranean area, may help us to highlight the level of diversity and complexity of all these issues, and that both trainers and participants in the LTTC's are faced with trying to navigate across this often "rough sea"! And one of the helpful tools on working with the issues in this has been proved to be the addition of coaching (and mentoring) into the training process.

¹⁰ "Mosaic-The training kit for Euro-Mediterranean youth work", Council of Europe, 2010 - 1 | For a much greater discussion of such dynamics, see: "683 opinions: the situation of young people in the Euro-Mediterranean Area" - Euro-Mediterranean Youth Platform November 2005 "Living together: Combining diversity and freedom in 21st-century Europe" Report of the Group of Eminent Persons of the Council of Europe (www.coe.int)



* FURTHER READING

- “683 opinions : the situation of young people in the Euro-Mediterranean Area” - Euro-Mediterranean Youth Platform November 2005
- “Culture and communication key factors for changing mentalities and societies” - study by the Anna Lindh Euro-Mediterranean Foundation for the dialogue between cultures for the 2006 Euro-Mediterranean Ministerial Conference on “Strengthening the role of women in society”
- “AGORA Debats Jeunesse N°32” - INJEP - l'Harmattan 2003
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- « Rum 21 » European Journal on Youth Policy N° 10 (12/2007)
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- http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Youth_in_Europe
- www.planbleu.org_methodologie_indicateurs_smd2009_Uk_00_1_PIB_EN.pdf (World Bank, World development indicators.)
- Pocketbook on EuroMediterranean statistics. Eurostat 2010
- “Living together: Combining diversity and freedom in 21st-century Europe” Report of the Group of Eminent Persons of the Council of Europe (www.coe.int)
- “Mosaic-The training kit for Euro-Mediterranean youth work” Council of Europe 2010
- Flash EuroBarometer No 319b - “Youth on the move” February-May 2011.
- “GLOBAL EMPLOYMENT TRENDS 2011 - the challenge of a job recovery” - ILO publication 2011
- www.planbleu.org_methodologie_indicateurs_smd2009_Uk_00_1_PIB_EN.pdf (World Bank, World development indicators.)
- Pocketbook on EuroMediterranean statistics. Eurostat 2010

CHAPTER 4 - Concepts of Coaching

* Some first remarks

Coaching is nowadays a very popular term which finds its way into our language and into many fields of our professional and even personal lives (diet coach, insurance coach, fitness coach, etc ...). Do all these coaching people do the same thing? I bet not!

We have to be very careful about what we call “coaching” as it has, if well used, a strong depth and a high potential in supporting individuals and

groups in achieving their goals. When we talk about coaching we discover that sometimes it is difficult to draw lines between different disciplines. There is no consistent or unique definition. But even so we base the concept on the existence of a largely cohesive set of principles and we shall try to set out our understanding of them over the next pages.

* Where did the term ‘Coaching’ come from?

As it is described in the literature it seems that the word appeared in the 1550s, describing “a large kind of carriage”, taken from Hungarian: “kocsi (szekér) (carriage) of Kocs”, the village where it was first made. A bit later in the same century coach was used in almost all languages in Europe within their own specific contexts. For example, coach was applied to railway cars in the mid 19th century.

The Online Etymology Dictionary gives the information that “coach” was a slang term at Oxford University from 1849 for a tutor who “carries” a student through an exam.

In an athletic sense coach appears around 1861. In the 1980’s coaching emerged from sport to business.

* The development of coaching as a discipline

In several publications (for instance, Ian McDermott and Wendy Jago 2005) it is mentioned that the core of coaching could be said to have existed in a variety of cultural and religious traditions around the world as long as there have been elders and leaders who provoked insight through powerful questioning.

In its present form coaching is a relatively new discipline. The coaching field is the result of the convergence of different developmental strands over the last half century. One of the most influential publications was “The Inner Game of Tennis” from Timothy Gallwey in 1974. In this book he describes, that a tennis player has to play two games at the same time: the

outer game is to beat the player on the other side of the net, but the much trickier and more difficult to play is against your own failings and problems. The emergence of coaching as a popular profession began in the

United States in the late 1980's. Since then the proliferation of coaching has led to a huge and almost unmanageable increase of fields and areas where the word coaching is used.

* Terminology/characteristics of coaching

There are many but similar ways to explain the term 'Coaching'. This is one of the most meaningful we have found for our work: ***“Coaching is the art of facilitating the unleashing of people’s potential to reach meaningful, important objectives” (Rosinski).***

Coaching is oriented towards concrete impact and results, it is about helping to formulate and achieve objectives. Coaching refers to the activity of a coach in supporting the coachee to discover and use their individual potential and resources.

Coaching tends to focus on a specific outcome that the individual wishes to achieve. The coach aims to stimulate the coachee to uncover innate knowledge for a better performance. Coaching is mentioned in many places as the art of choosing the most appropriate ways in the given situation of the coaching process, which means that beside technical tools, the identification of coherency and empathy are vital. The responsibility for decision-making stays with the coachee. Coaching is about learning (for the coachee and the coach).

Although these lines might give us a closer understanding of coaching it is necessary to underline the fact that there is no globally-agreed definition of coaching. This publication is our attempt to express what the experience of coaching looks like to us as we have absorbed and learnt from other coaches, literature and our own LTTC's.

We have noticed that there are different forms of coaching depending on target group and context and we start to see how our practice within the LTTC's is specific. The main ones, for us, can be seen like this:

Team Coaching

Coaching teams is about helping a group of people to become a team and to achieve superior performance and reach their agreed aims. Coaches will, for instance, help team members realize how they interact and perform together. If the relational part is not included in coaching then the process becomes rather one of facilitation. Team coaching involves an elaborate process; it includes getting to know each other, building a relationship and

working together. Ideal performance will be found where team and individual objectives intersect. Coaches help unleash individual and collective potentials in pursuit of the team's aims.

Project Coaching

The focus is on the realization of a developed project within a partnership. Project coaching puts the main emphasis on development and realisation. Therefore most of the time along side team coaching this opens the questions of partnership which have to be made transparent within the project in order for it to succeed. Who agrees on the partnership? Is it the individual participating in the LTTC and having an NGO in the background? Or is it an NGO sending one representative to realize an activity?

International coaching

Within this term I would understand that the coaching group consists of members based in different countries. In our Euromed LTTC activities participants meet first physically and work together on projects virtually (through e-mail etc.) before getting started on the activities, which means that the coaching process is happening mostly through internet. The coachees group is composed by an equal number of members from European countries and Meda (countries around the Mediterranean Sea).

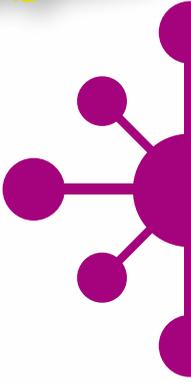
Intercultural coaching

This describes the coaching of participants who belong to different cultural groups. We each operate within multiple cultures. Very often we see nations/countries as the main criteria taken into consideration to identify us culturally (we Egyptians, Brits, French, Algerians...). But our nationality is only one of the groups to which we belong. Following the concept of the cultural onion (cultural outside, language, activities, customs, role models, secrets) we could see intercultural coaching within the same country, even the same ethnicity (for example: a business person, a punk and a religious person are from the same country, with the same ethnicity but live in very different cultures. Coaching a team where this diverse people work together for me could already be interpreted as 'intercultural coaching').

Rosinski in "Coaching across cultures" suggests that different cultures could be seen having an effect on coaching where the differences and similarities cut across many different lines, such as:

- Geography and nationality, region, religion, ethnicity
- Discipline: profession, education
- Organizations: volunteer, paid worker, decision-maker, civil servant
- Social life: family, friends, social class, clubs
- Gender and sexual orientation

We will go on to consider this whole field in more depth in the next chapter.



* What could be the benefits of Coaching?

McDermott and Jago give a handy summary of the positive benefits of applying coaching within teams:

- Improved performance and productivity
- More creativity
- Better use of resources (human, financial)
- Harmonized partnership/cooperation
- Improved learning
- Team development
- Improved relationships
- Higher flexibility to changes
- Motivated staff

And they go on to provide a useful checklist of principles for making coaching effective by answering the following simple question:

How does coaching work?

- Coaching is driven by process not by content
- Coaching is transparent
- Coaching engages the coachee in self-exploration, self-discovery and self-determination
- Coaching works by asking not telling
- Coaching isn't limited by a problem-solving focus
- Coaching assumes discovery and surprise
- Coaching harnesses unconscious knowledge, resourcefulness and creativity¹
- Coaching should give us the opportunity to understand our available possibilities, it will expand our thinking and our list of options. Coaching helps us to identify false or

limiting assumptions. Coaching might have a creative and surprising approach!

What does a coach do?

Coaches are supporting, assisting, challenging, questioning and encouraging. They will assure that specific learning can be successfully re-applied by the coachee in the future. The structures and methodologies of coaching are very numerous with one unifying feature, coaching approaches are predominantly facilitating in style; this means that the coach is mainly asking questions and challenging the coachee to learn from their own resources.

The coach will have different types of interaction with coachees and will need to be knowledgeable and transparent about the approaches they take. Some of the main types of interaction to be found under coaching are to be found here:

training: is the interaction of imparting competences. The trainer has the role of an expert and the participant learns and is supported in the learning process.

guiding: is to stipulate and provide a direction

intervening: to interrupt and influence a situation (especially in moments of danger for the process or the group); clearly it has a strong impact in a process

suggesting: giving ideas and ways, showing alternatives

feedback: is a message to another person about how their behaviour is perceived and understood by another. One of the strongest methods in the treasure chest of the coach and, as such, we give it a bit more space here

than the other interactions. The "Johari Window" has proved itself to be a useful tool in explaining the role of feedback in educational settings. It was developed by Joseph Luft, a psychologist, and Harry Ingram, a psychiatrist - their model makes it clear what the process is trying to achieve.

	Known to self	Not known to self
Known to others	arena	blind spot
Not known to others	façade	Unknown

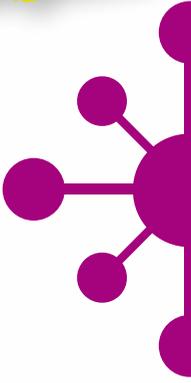
The top left window **arena** covers the aspects of yourself that are known to you and are clearly evident to others - usually easily identifiable facts, but still useful to check others' perceptions...

the **façade** covers the aspects that are known to you but hidden from others - usually related to your motivation for doing things, your thoughts...

the **blind spot** covers those aspects that are known to others but not to

you - often you will find that others have a different perception of your actions and their consequences, things which you will not have thought about before....

Feedback is necessary to help us **decrease** the **blind spots** and increase the size of our **arena**. A coach can be very valuable in helping facilitate this process.



APPROACHES TO DISTINGUISH FROM COACHING?

In addition to the interactions listed above, we sometimes stray into other fields when doing what we might think of as 'coaching'. You will have to decide as you go on, to what extent it is useful and/or valid to use some of these interactions with coachees:

Teaching: impart knowledge, inculcate what is true or important.

Tutoring: in most countries a tutor is a person employed in the education of others. A hierarchical order in the learning process is stated.

Managing: The process, the steps and the decision are realized by the "manager". A dialogue is not necessary as decisions are made vertically.

Mentoring: is the support delivered through the opinion and experience of the mentor. Mentors open doors, contacts and possibilities assuming that these are right for the mentee as they would be for them.

* The coaching process

The coaching process is based on trust in the coachee. Coaching is differentiated from therapeutic and counselling disciplines - it follows the assumption that the coachees have the resources they need to make reasoned progress at the time that they seek coaching.

Coaching can be wholly coachee-centred and responsive to the coachee's objectives and needs. Other coaches set up a programme or 'learning journey' which the coachee must follow over a specified period of time. There are numerous coaching pathways to help coaches to structure their coaching process. The most popular still might be the GROW Model, popularized by John Whitmore.

Although the names and labels may vary, in almost all situations a coaching process will contain the following steps, (although perhaps not necessarily in this order!):

Getting to know each other

The coach gets to know the coachee or team and vice-versa. In a team coaching even the members do not know each other at the start. This happens most probably through conversations but also activities and exercises. A very important step here is reaching clear understandings of why the coachees want coaching.

Contract

The ways of contracting are diverse. It could be a very formal binding agreement, a learning contract or even an

unexpressed accord. It depends very much on whom is coached and coaching. It includes all the practical agreements, for instance: who is part of the coaching, when we meet, how we talk...

Building a relationship

In the coaching literature the authors often stress the need to build a rapport between coach and coachee. A key word is Authenticity on both sides - this means that both the coach and coachee should make visible what each of them is willing to contribute, what are the personal aims and motivation to participate in this process. The coachee should get a transparent and authentic understanding of the coach. In this phase emphasis is placed on the exploration and creation of a common ground to create an appropriate working climate. It is not so much about the content, it is about the how we work and talk to each other.

Assessment

What are the concrete needs, what are the competences and resources? What should be the main aims, what are the objectives? What can I do to achieve that? What are the steps and the possible pitfalls?

Ongoing Support and Coaching presence

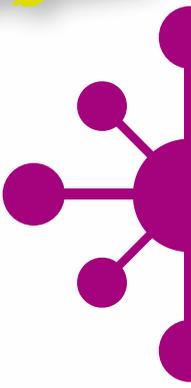
For many the core of coaching is to accompany a process and giving support. This mostly happens through giving feedback but includes all the interactions mentioned above.

Evaluation

Normally a project has its stages. After realization an evaluation is very important to assure the learning points of the experience. The achievements, learning points and the pitfalls have to be analysed to assure sustainability and transferability for the coachee.

End of Coaching contract

Just like the start of a coaching process the end might take different forms. From my perspective, the whole process has to have a formal start as well as a formal end. The coachee has to know when the process is finished and from which moment she/he has to act without this support. Just as the coach has to know the process has an end and can set some limits. A slow and undefined phasing out is unsatisfactory and takes away some of the importance of coaching. A coach has limitations and is NOT always to be seen as an available friend!





“COACHING BI-CYCLE”

The guide “Coaching Youth Initiatives” draws the “Coaching Bi-cycle”, a definitely plausible model which aims to provide a guide for the main coaching phases and how to manage them. The guide is aimed for youth initiatives within the Youth in Action programme and has so a strong relevance to “Youth in the world” and Euromed Youth Projects.

Coaching was most often performed on a one-to-one basis and face-to-face, but with the globalisation and the

developed use of IT web-based sessions in between or may be facilitated totally by web-based interaction.

* Coaching in the virtual world

Today, more and more training but also coaching is taking place via the Internet. Facilitating learning and group processes through the internet implies an increased likelihood of difficulties and misunderstandings (technical- and communicational obstacles, language barriers,...). Especially as the coaching is limited to the words written or spoken this is a huge challenge in groups where the mother tongue is not the same. Video conferencing is more likely an unrealistic tool as most of partners do not have access to appropriate facilities (equipment, connection,...).

Coaching in the virtual world has also huge advantages: You can communicate from where ever you are. Answers can be made quickly and more frequently than it would be possible with face-to-face coaching. Therefor also the costs are much lower. Modern video-enabled virtual coaching is more realistic than ever before.

We shall go into more detail about the importance and role of such communication in the next chapter where we look specifically at how coaching might work within EuroMed LTTC's.

CHAPTER 5 - How Coaching can work in EuroMed

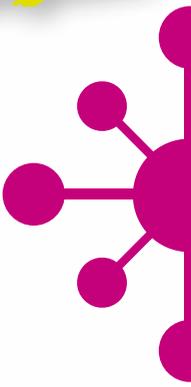
As we learned in Chapter 3 the situation of young people in the Euro-Mediterranean area is a tangible and complex reality: characterized by cultural and religious plurality, by different value systems, by a wide variety of coexisting lifestyles, and by the variety of paradoxes and extreme disparities in terms of social, cultural, technological and economical resources. From the short introduction about the history of coaching, it is clear that the discipline's origins are very “Western”, having their roots in the United States and Europe. The concept is based on norms, values, ways of communication and approaches from those culture areas. Perceptions and practice of what is understood to be ‘coaching’ or ‘teaching’

or ‘mentoring’ in other cultures are seen often in different ways. So it is possible that some participants might view coaching initially with suspicion. All of this makes us pose the question of how could coaching work in Euro-Med LTTCs? But in fact it looks from our experience like coaching could be a very appropriate way of supporting partnerships and educational development... There is a respect for and an appreciation of cultural differences. Coaching - as we see it - is supporting the learning process and works hard to make sure that possible barriers, conflicts and misunderstandings can be prevented or solved. It is certainly not easy, as we shall discover. So let's see what we have to consider along the way...

* Who are the “coachees”?

Youth workers, youth leaders, trainers, project managers and others applying and participating in one of the Euro-Med LTTCs. The training provider would expect them to develop partnerships for projects during the 1st phase of the LTTC, which they go on

to develop, run and evaluate throughout the course with the support of coaches. This means that they are invited automatically to be coached by one of the training team members.



* Who is coaching?

The trainers of each LTTC are designated as coaches of partnerships/projects.

Their backgrounds in terms of education, training and experience as trainers are various. Some have an explicit education and training in coaching, others do their utmost to 'learn on the job' - which is a normal process within non-formal learning situations and needs to be supported by a system of mutual feedback within the team. Sometimes it is even possible for a team to have access to a supervisor or coach themselves to assist in their professional development. We have found that it is also good practice for all coaches to follow ethical and professional standards which are shared within the preparation of the team. At least many of the points raised in this chapter should be discussed within the team as they prepare and run the course.

A coach does not necessarily have to be an expert in all aspects of the work carried out by their coachees, but there are two competences in EuroMed LTTC's which we would like to highlight here:

Knowledge of Meda/ Europe political and social realities

Coaching has "empathy" as one of its important principles. The EuroMed zone is an area of geographical differences and a huge cultural diversity. Societies and nations are going through different challenges and

developments. Regional challenges and conflicts are influencing possible (or impossible) cooperation. The everyday politics influence EuroMed LTTC projects seriously. The coach has to be aware of these to avoid misunderstandings, refusal and 'diplomatic' difficulties.

Capacity of dealing with cultural differences and similarities

All of us are born into cultures and grow up and are socialised in the middle of a host of influences which help us establish our value systems and ways of behaving. Both visible and non-visible patterns, norms and values affect our intercultural communication and interaction.

Cooperation within EuroMed is affected quite naturally by the origins of the participants and trainers. The following model by Milton Bennett adapted for coaching by Philippe Rosinski, shows a very helpful model for the development of intercultural sensitivity. For me it seems to be useful as a development path both for coaches and their coachees. Using it could be seen as an attractive invitation to check on your (inter)cultural competences. Rosinski and Bennett divide basic approaches into "Ethnocentric" and "Ethnorelative" - the second being the ways in which coaches can try to work with intercultural approaches.

DEALING WITH CULTURAL DIFFERENCES¹

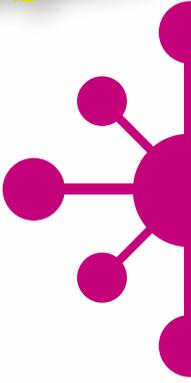
Ethnocentric* Pitfalls

- 1 Ignore differences
 - be physically or mentally isolated/separated
 - deny
- 2 Recognize differences but evaluate them negatively
 - denigrate others
 - feel superior
 - place others on a pedestal
- 3 Recognize differences but minimize their importance
 - trivialize
 - fail to notice uniqueness - "we are all the same"

Ethnorelative** Approaches

- 4 Recognize and accept differences
 - acknowledge, appreciate, understand
 - acceptance is not agreement, surrender
 - acceptance needs to be instinctual and emotional as much as intellectual
- 5 Adapt to differences
 - move outside ones's comfort zone
 - empathy (temporary shift in perspective)
 - adaptation is not adoption, assimilation
- 6 Integrate differences
 - hold different frames of reference in mind
 - analyse and evaluate situations from various cultural perspectives
 - remain grounded in reality, essential to avoid becoming dazzled by too many possibilities
- 7 Leverage differences
 - make the most of differences, strive for synergy
 - proactively look for gems in different cultures
 - achieve unity through diversity

* Ethnocentric coaching - ** Ethnorelative coaching = Global coaching = Coaching across cultures



❖ **How does this model have a relevance to our practice of coaching?**

Especially because, as Rosinski suggests - building on Bennett's model - it is possible to use a seventh developmental stage: leveraging cultural differences. And I agree that it is not enough for a coach to be just culturally aware. With "leveraging cultural difference" Rosinski means to look for gems in your own culture and mine for treasures in other cultures: ***"The riches appear in the form of useful insights, alternative perspectives on issues, and can be collected from human wisdom accumulated through space and time"***.

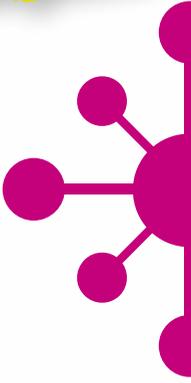
The whole model could be useful within the EuroMed LTTC work we do as it could help the coachees also to understand how they deal with cross-cultural differences and what they can do to improve their practice. And of course it helps also the coaches to reflect on their level and which immediate improvements should be done. Coaching never would be appropriate if the coach has an ethnocentric approach.

As with all such models which appear 'simple' at first, it really is recommended that you go more deeply into the meanings and explanations given by the authors in their publications. With the original Bennett model, for example, he emphasises a lot that people are not supposed to take a purely linear approach in understanding how it works, as 'progress' can often mean moving backwards and forwards between stages.

Now it really is time to see what this all really means in practice...

❖ **Practical steps of coaching in a EuroMed LTTC**

The LTTC Process	What are the related steps of coaching within the LTTC?
<p>1. Phase: Preparation</p> <ul style="list-style-type: none"> • Participants get to know the aims, features and logistic details of the LTTC • Communication through the e-learning platform is established • Homework (topic-related, presentation of organisation, personal expectations, contribution and concerns) 	<ul style="list-style-type: none"> • Information about coaching • Participants start to think about their expectations about the coaching process
<p>2. Phase Training course</p> <ul style="list-style-type: none"> • Getting to know each other • Building a rapport • Sharing concepts and practice of learning • Working on topics • Sharing project ideas, building partnership • Agreement on partnership • Planning of project 	<ul style="list-style-type: none"> • Getting to know each other • Building a relationship • Further details of coaching • Nomination of coach • Forming of coaching partnership • 'Coaching contract' in which the coachee and coach agree together what are the principles and contents of their relationship: how often to be in contact; limits • Roles and responsibilities • Coaching about learning strategies
<p>3. Phase Implementation "coaching phase"</p> <ul style="list-style-type: none"> • Preparation of an application • Preparation of project • Implementing the project 	<ul style="list-style-type: none"> • Supporting the practical phase • Mutual informing about developments • Feedback from coach • Intervening with questions and suggestions from the coach • Reflection about progress • Mediate between project partners if necessary • Check the coaching process and agree any changes needed in the coaching contract
<p>4. Evaluation Meeting</p> <ul style="list-style-type: none"> • Present, discuss past experience • Reflect on learning gained in the course • Plan new activities 	<ul style="list-style-type: none"> • Evaluation • End of coaching contract • Assessment of learning outcomes. • Evaluate personal and professional development in a dialogue process <p>Assess the impact of the LTTC on the coachee's organisation</p> <p>Assess the impact of the LTTC on the quality of projects and partnership</p>
<p>Continuing partnership</p> <p>The LTTC finished, but from experience we see several partnerships continuing their cooperation</p>	<p>In theory the coaching process is over; but past experience tells us that several coaches have been requested to continue with coaching if anything is unclear in the future projects/cooperation. This is a delicate question which needs to be answered on a case-by-case basis.</p>



* Challenges in the practice of EuroMed LLTC coaching

For the organisers or promoters of LLTC's, also for the coaches and coachees, it is not a simple matter to implement coaching within the courses. The practice is still very new and we are learning all the time about how to implement it to the benefit of all. Here we outline some of the challenges we see together with some suggestions about how to work with them. They are set out here for teams and participants to consider as they continue with the adventure. EuroMed projects operate within a complicated set of pressures which can and do change rapidly.

Who has any experience or a basic idea of coaching?

In reality it is rare to find participants who have experience with coaching. Not only because it is mainly a Western approach, but also because in NGO work (also in Europe) it is just starting to be used. This makes it necessary for teams to explain the reasons, meaning and approach from the very beginning. From the coachees it requires a high level of interest in learning, reducing cultural barriers/misunderstandings and commitment.

Trust and responsibility

Coaching is based on ethics and values. It acts on the assumption of reliability, diverse resources and professional attitudes. The reality sometimes is different and both sides need to communicate well with each other in making these values transparent.

Gender

While the impact and relevance of gender in coaching has not been extensively researched, experience shows several challenging issues. Explanations that already exist tend to say that men often follow an analytic approach with the focus on responsibilities, rights and obligations, while meanwhile women tend to focus on the relational aspects. Do both genders perceive in different ways and award things other meanings? I am not sure if this appreciation is adequate, but it might be worth thinking about it.

In EuroMed LLTC's it can happen that men from different cultural backgrounds and areas do not see a woman as an equal partner. What could this mean within a coaching process? What could this mean to a female coach in terms of process, role and interactions?

Gender can alter the balance and also the perception of the gender power not only within a project partnership, but also in the relation with the coach. The gender issue is a key point in each EuroMed activity: to be able to deal well with such subjects is very important for the good development of a learning partnership.

Questions of power and the perception of power and responsibility

Sometimes coachees ask their coach to take decisions for them or to bring the "real" answer to problems within a partnership. Especially within the

EuroMed framework, this is quite a strong tendency. The idea of some coachees is that a coach is like a "good teacher" able to handle and give answers to all difficult situations and questions. Others may expect their coach to be a 'friend' who is available day and night, ready to give support and advice...

Sometimes the fact that a coach won't answer directly to some questions, brings confusion into a partnership. Some coachees start asking such questions: If the coach is the one who has the power and knowledge, why not ask them to provide solutions? Why is the coach only asking questions? Is this coach able to support the partnership then? So it is up to the coaches to explain very carefully their role and what their function is in the project.

Hierarchy

The social and cultural hierarchy of the participant's NGO or of the local community has a great impact in the partnership's life. Sometimes, the participants are not able to take decisions alone, but they need some official permission from others within their NGOs. The system and nature of hierarchy is deeply different in EuroMed. Each country has different approaches and understanding of what hierarchy is and how this could and should influence daily life in the work. Some deep differences - especially if they are not openly discussed

- could create some misunderstanding among participants.

Time management

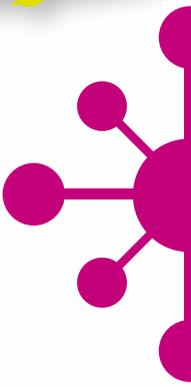
While some cultures see time as scarce, others view it as plentiful. This often has the effect that people have very different perceptions about how fast or slowly they are doing things. What impact could these different concepts have? Big Example: The Youth in Action application deadline madness!

Many Europe-based organisations who apply for funds in Youth in Action are used to prepare their papers very close to the deadline. The application content has to be negotiated and prepared, the papers signed, stamped and sent. Imagine a partner who follows the concept of 'plentiful time'. How would they behave? How important would it be to deliver the papers on the application day? Which influence would this have in a partnership?

Misunderstandings, conflicts and several times we have seen a failure to apply for funding a project! And what would that mean in a coaching process? Between the participants and also between the coach and coachee? Again a lot of effort needs to be invested in order for such challenges to become avoidable.

Political framework

Not all participants within our LLTC's are able to work together closely



because of the political situation and sometimes their own political views exclude people from different countries. Tact and diplomacy are needed here to ensure that coach-coachee relations take account of these realities.

Regulations and laws

One area is of particular concern here: VISA regulations and their implementation limit the mobility of our participants and sometimes even team members. We have seen a number of high quality projects fail 'simply' because visa applications have been rejected.

Financial resources

Very often participating NGO's do not have enough financial resources, trained and skilled human resources in order to agree and follow a long-term partnership.

Language

Within each LTTC this is a huge challenge (as in almost all international groups I guess) to guarantee a certain level of communication. Does everybody understand? Does everybody understand the same? Even in projects in which all people are supposed to speak the same language, this issue comes up many times and needs careful attention.

Assignment of trainers to be the coach

The participants do not usually select who should coach their partnership.

Within a training course partners from different countries agree on a project partnership. After that a trainer is designated to be coach. This is not the usual practice within coaching: normally you can choose if coaching is the appropriate method for you personally or for a project. And you have the choice to look for and select your coach. In EuroMed LTTC's a coach is assigned to the partnership, after discussions within SALTO EuroMed and the team of trainers. This has an impact on the relationship of coachees with their coach.

Change in perceptions of role

A participant first meets a team of trainers which results in a level of hierarchy being established. One of those trainers will become the future coach as well. Again this has an impact of the relationship. So far, no participant has asked for a change of coach - how would you react if this happened in your LTTC?

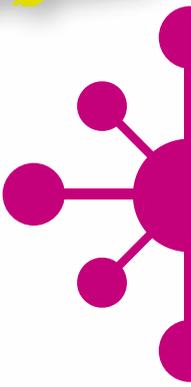
Do we mean the same?

All coaches act with an implicit understanding of what is coaching. But does this (often unsaid) understanding have the same meaning for each coach? Do we have the same understanding of concept, process and interventions? From past experience we can say 'Definitely Not!' - which makes this publication important and needed!

Becoming a coach in EuroMed is a 'nice' responsibility and one which offers a lot of possibilities for professional growth and development. And for this reason we also put a lot of emphasis on the role of learning within the coaching relationship...

* If you want to go further - some useful publications:

- Megginson, David & David Clutterbuck (2005/ 2009) **Techniques for Coaching and Mentoring**
Elsevier Ltd.
ISBN 978-0-7506-5287-2
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CHAPTER 6 - Learning to Learn in a coaching relationship

* Learning

As outlined in Chapter 2, non-formal learning is one of the main bases of the work we do. But, why do we learn? Is it just to improve performance? Here is not the place to go

into all the arguments about how to define learning itself - maybe it is better to take a pragmatic approach and to say learning is often looked at in different ways, for example:

Learning can be...

Memorising some facts

- * Example: a formula to use in a maths test
- * Example: the meanings of road signs for a driving exam

Altering behaviour in a certain way

- * Example: being polite in the bus, how to judge about giving up your seat
- * Example: being able to decide about which topic to concentrate on now!

Getting more knowledge about a certain topic

- * Example: new facts about Egyptian ancient civilization
- * Example: background information about intercultural learning practice in Italy

A process of personal growth

Becoming more skillful in doing something

- * Example: making a budget for a project
- * Example: repairing a machine

In addition to the products of learning listed above, learning is also about process, about growing, taking risks and being creative. All of us learn differently: some can read an article and understand it immediately, others may have to practise what they have

read; some need to hear what they need to learn, others just to see it; some of us are faster, some slower. As coaches we need to bear a lot of things in mind if we are to be useful to our coachees in their learning process.

* Learning to Learn

In a world in which the speed of change is increasing, one of the most crucial key competences for us all to develop is known as learning to learn – in a way you could call it a 'meta competence' as it helps us to acquire other competences. We can now see learning happening throughout our

lives, not something that stops after school has finished. Basic concepts of learning to learn show us that it has a lot to do with empowerment for the learner - it means much more than being more efficient in your learning as a glance at the map below shows:

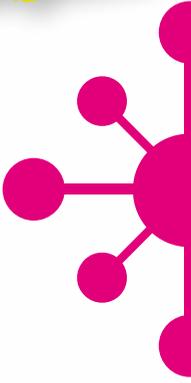
Learning to learn means being on the path to...

- * Seeing learning to learn as both a goal and a process
- * Being self-confident to enter learning processes with others
- * Being ready to accept responsibility for your learning process
- * Knowing your own learning preferences
- * Planning your learning, and/or realising what you have learned
- * Having an ability for selfawareness and assessment
- * Giving and accepting feedback

(source: Darko Markovic in the new publication called Youthpass unfolded. Practical tips and hands-on methods to make the most of the Youthpass process to be published by SALTO RCT&C and SALTO Inclusion)

As with other competences in life, we need to develop our knowledge, skills and attitudes when acquiring the ability to learn to learn. There are

some tools which can assist participants in this: for instance, a simple notebook can be highly effective when used as a 'learning diary'.



*** Coaching and Learning to Learn**

As we saw in chapters 4 and 5, there are a lot of overlapping ideas about the expectations which training course participants bring to the relationship with their coach: this ranges from those who want to be told what and how to do things to those who require little more than a sounding board for their own ideas. Our experience as coaches within learning to learn processes suggests that we should try to emphasise the facilitation side of the relationship. Asking questions puts the responsibility firmly on the shoulders of the learner to find answers, identify strategies that have worked in the past and plan how to use resources better in the future.

Sometimes its not so easy to think of 'the right question' to ask, which is why the Learning Interview method was

developed. And we have adapted it here for the use of coaches. The basic idea is to group a series of questions for use at different stages of the coaching relationship and can be used to help enrich your regular contacts. All of them are centred on helping the coachee work out for themselves how to develop their learning to learn competence.

Take a look at the mind map here and try asking yourself some of the questions... When using this set of questions you are free to develop new ones as you go along. And, of course, you are encouraged to choose the ones which fit to your coachee's styles of learning .

*** Planning to learn and showing what has been learnt**

With the introduction of Youthpass we now have a couple of years' experience of supporting young people and youth workers and trainers in thinking specifically about their learning processes. We have found everyone benefits from identifying what they need to learn and trying to identify how, when and with whom this could be achieved. And many have good experiences with using instruments like the Personal learning and development plan shown below.

So far, so good and logical! Only our experience also shows that many people (especially adults) then find it almost impossible to keep to their plan. And the danger is then that they give up out of frustration, anger, guilt or just boredom. Sometimes this

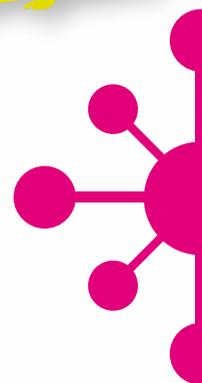
seems to be because people get too ambitious and enthusiastic in the planning stage, so coaches can help by asking questions about how realistic the plans look.

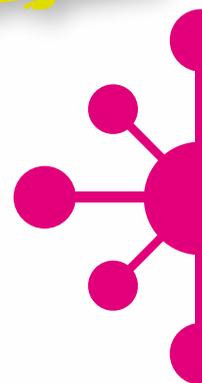
With some people it is even more revealing to use the same table and ask them to look back in time at what has happened and trying to identify what they have learned. How. And with whom. The answers given can be crucial in helping to set up realistic strategies for the future.

*** Personal Development & Learning Plan**

What do I want to do (& maybe Why)	How	With Whom	When	Notes

Good luck with your efforts in this field. As with the other elements of this publication we would welcome hearing your comments and stories.





Impact of your learning

- * Do you immediately implement what you've learnt?
- * Do you first reflect and evaluate?
- * Do you involve others in your organisation to implement your learning?
- * Do you plan 'further learning'?

Your way of learning

- * How would you describe 'you learn best'?
- * What makes learning a positive experience for you?
- * What would you like to add to your 'learning repertoire'?

How do you know

- * What makes you decide 'now I've learned'?
- * Do you set criteria?
- * Is it more 'something you feel'?
- * Do you give words to it?
- * Writing it down.
- * Telling it to others.
- * Do you need proof for yourself?
- * Do you test it out?
- * Do you ask others for confirmation?

Barriers or challenges

- * What stops you from learning?
- * How do you know that something is getting in the way of learning?
- * How do you manage to start learning again?

Other people

- * Do you need others for your learning?
- * How did others help you in your learning?
- * Do you actively search for others?
- * For what do you need others?
 - feedback
 - other perspectives
 - discussion
 - confirmation
- * Who are 'others'?
 - peers (other learners)
 - experts
 - trainers/facilitators
 - your coach
 - How can your coach help you?

Being a learner

- * Did you see yourself as a learner at the beginning of the project?
- * How did that show in your attitude and actions?
- * Is 'being a learner' a conscious choice?
- * What makes being a learner a good feeling?

Planning your learning

- * Were you clear about what exactly you wanted to learn?
 - Did you set objectives?
 - Or more a general direction?
- * Were you just 'open to learn something'?
- * Do you think planning helps you?

Learning moments

- * Can you recall moment where you felt 'Yes now I'm learning'?
 - Describe that moment.
 - Did you realise your learning at that particular moment or only later?
- * What kind of situations do you recognise for yourself as learning moments?
 - listening
 - reading
 - doing
 - discussing
- * What does it need for you to have 'a learning moment'?
 - Do you need a certain atmosphere?
 - Do you need challenge?
 - Do you need safety?
 - Do you need to be on your own?
 - Does it need 'new input'?

What did you learn during a specific project?

- * Could you make statements about what you've learnt?
- * On what did you change opinion?
- * What are your new questions on the topic?
- * What do you do different now after the project?
- * Do you have plans for follow-up on your learning?

LEARNING INTERVIEW
Questions to help coachees understand what, how, when, with whom they learn.

Source: Mark Taylor/Paul Kloosterman based on findings in the UNIQUE L2L project

