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Coaching for Inclusion: Closing the gap between Rural and Urban Youth

Report of the study session held by
Rural Youth Europe and Youth Express Network

In co-operation with the
European Youth Centre of the Council of Europe

European Youth Centre Strasbourg
26 May - 02 June 2013



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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Executive summary

The study session “Coaching for Inclusion: Closing the gap between rural and urban youth” was organised by Rural Youth Europe (RYEurope) and Youth Express Network (Y-E-N), in cooperation with the Youth Department of the Council of Europe, from 26 May to 2 June 2013 at the European Youth Centre Strasbourg (EYCS).

The aim of the study session was to explore how coaching can help young people overcome barriers they face in their daily lives and promote their social inclusion (and active participation) in society.

The objectives were the following:

- To identify challenges based by urban and rural areas in relation to social inclusion in order to define their concrete coaching needs
- To create a common understanding of the key concepts of the study session (inclusion, coaching)
- To share concrete coaching methods and resources
- To develop participants coaching competences for young people
- To introduce participants to the work of the Council of Europe in relation to social inclusion
- To support participants in transferring the gained competences into their work with young people.

The study session gathered 40 participants and team members from 20 countries covering a large geographical area of Europe (from France to Armenia and from Ireland to Turkey). The age of participants was between 22 and 30 years; 50% coming from Y-E-N members and partner organisations and 50% coming from RYEurope members. The background of the people participating in the study session was very mixed, with one half coming from rural areas and the other half from urban areas, but this division was not clearly related to RYEurope and Y-E-N. Participants were youth/social workers and active young people who worked hard for their community and/or organisation. Their experience on the theme of the study session was quite diverse, although they were able to share their realities and experience and learn from each other.

The preparatory team consisted of:

- Pia Nurmio-Perälä, Course Director, RYEurope, Finland
- Gareth Laking, RYEurope, UK
- Emma Silen, RYEurope, Finland
- Manuela Costeira, Y-E-N, France
- Romina Matei, Y-E-N, Romania
- Nadine Lyamouri-Bajja, Educational Advisor, Council of Europe

The preparatory team members had an interesting mix of cultural and work experience backgrounds. The topic of social inclusion is the core of the work done by Youth Express Network. Their representatives were youth workers experienced on this theme. RYEurope is more concentrated on the rural youth themselves and vary the work plan according to the many needs their members have.

The main content of the study session was the mechanisms of social inclusion and exclusion, the challenges faced by young people in urban and rural areas in general and more specifically in relation to social inclusion. We explored the concept of coaching in

youth work and explored what it contains and what the role of a coach in youth work for social inclusion can be. We visited local organisations that work on social inclusion. We facilitated some skills development workshops for coaching in youth work (active listening, providing feedback, youth participation, coaching styles and roles, putting good questions, developing an action plan for coaching and coaching in youth projects). Finally, we spent some time investigating these topics in relation to the activities of RYEurope, Y-E-N and The Council of Europe.

The flow of the programme was as follows:

- Arrival day
 - Arrivals, welcome, information and ice-breaking
- Programme day 1
 - Introduction to the group, getting to know each other, teambuilding, introduction, exploring each other's realities
- Programme day 2
 - Exploring what is social inclusion/exclusion among youth
- Programme day 3
 - Learning about coaching
- Programme day 4-5
 - Various workshops on coaching for inclusion
- Programme day 6
 - Transferring the learning to the home organisations, evaluation

The most important outcomes for participants were that:

- they went through a process of learning, experiencing and actually understanding what social inclusion means in different contexts,
- they enriched their competences regarding coaching for young people,
- they shared realities and got contacts across the organisations, which can be useful for further cooperation, and
- they became familiar with the work of the Council of Europe.

For RYEurope it was important to work on the field of social inclusion at this study session, as that is a central theme for the organisation this year. It also supports one of the organisations long term strategies.

For Y-E-N, who works continuously on the theme of social inclusion, this study session brought different perspectives on the impact of social exclusion on young people coming from rural areas. It was an opportunity for their representatives to understand a new reality, share initiatives, face the topic head on and assist in creating networking opportunities.

Our aim of the study session was to explore how coaching can help young people overcome barriers they face in their daily lives and promote their social inclusion (and active participation) in society. We were able to understand rural and urban realities in facing social exclusion and what common needs rural and urban youth have in terms of coaching. Participants brought new competences on coaching in youth work; new partnerships for future projects and a better understanding about the work done by the Council of Europe. The content of the study session as well as the different learning opportunities were very well evaluated by participants.

According to the evaluation, a strong point of the programme was the experiential learning activity on social exclusion. This activity allowed participants to experience

exclusion, debrief and understand what it means to the young people they work with. The different workshops on coaching techniques were also thoroughly enjoyed by the young people participants.

Background of the study session

The study session “Coaching for Inclusion: Closing the gap between rural and urban youth” was organised by Rural Youth Europe (RYEurope) and Youth Express Network (Y-E-N), in cooperation with the Youth department of the Council of Europe, from 26th May to 2nd June 2013 at the European Youth Centre Strasbourg (EYCS).

Profile of participants

The study session gathered 40 participants and team members from 20 countries covering a large geographical area of Europe (from France to Armenia and from Ireland to Turkey). The age of participants was between 22-30; 50% coming from Y-E-N members and partner organisations and 50% coming from RYEurope members. The background of the people participating in the study session was very mixed with one half coming from rural areas and the other half from urban areas, but this division was not clearly related to RYEurope and Y-E-N. Participants were youth/social workers and active young people who worked hard for their community and/or organisation. Their experience on the theme of the study session was quite diverse, although they were able to share their realities and experience and learn from each other.

The selection of participants was done by each organisation separately. Candidates sent application forms and each organisation made the selection of their participants according to: experience on the topic, motivation to attend the study session, involvement with their organisation and possibility to multiply the learning points in their local context. Through the application forms we identified the needs of selected participants and could build and adapt the program accordingly. For the selection of participants, we took into consideration geographic, age and gender balance in order to improve the group dynamics.

RYEurope and Y-E-N are European networks whose members come from different countries. Thanks to this diversity, we were able to invite people from different areas in Europe. It contributed to the richness of intercultural learning (as a transversal topic during all the activities), to a better understanding of the culture of the other, to improve social and communication skills but also to understand different organisations in Europe.

The preparatory team members were selected separately by RYEurope and Y-E-N. The course director was the person in charge of the application, the former Secretary General of RYEurope, Amanda Hajnal. During the implementation of the project, RYEurope elected a new SG, Pia Nurmio-Perälä, who gladly took the challenge to be the course

director of this study session. It was her first experience as a team member in a Study session held in the frame of the youth department of the Council of Europe, but for many years she has been working on educational youth projects.

Emma Silen is a board member of RYEurope and she was involved in the preparatory team for RYEurope's study session in 2012, thus she could make a follow up from this learning experience. Gareth Laking was selected to be a preparatory team member for RYEurope based on his application in the internal selection process. Manuela is Project and Communication manager at Y-E-N and works on coaching of young people. Romina is a board member of Y-E-N and was involved in a previous activity on coaching. She was selected internally by Y-E-N. Both of them had previous experience working with EYCS. Nadine was very helpful as educational advisor. She gave space and support to the whole team. Nadine had an important role in giving direction when the rest of the team got struggled. She had previously worked for the EYCS thus she could rapidly react on our questions concerning administrative issues, facilities and working culture at the EYCS.

The preparatory team members had an interesting mix of cultural and work experience backgrounds. The topic of social inclusion is the core of the work done by Youth Express Network. Their representatives were youth workers experienced in this topic. RYEurope is more concentrated on the rural youth themselves and vary the work plan according to the many needs of their members.

Arthur Hamot and Fabien Sannier were interns at the Council of Europe and participated in our study session. Arthur joined as a participant and helped with translation into French for participants who had difficulties following in English, while Fabien helped with reporting and practical issues.

Background of the theme

Representatives of RYEurope and Y-E-N had cooperated in previous youth international activities and met at other events. The discussions showed a common interest in developing coaching methods and use it especially for social inclusion of young people. The general context was that young people from Y-E-N have urban backgrounds and the RYEurope youth come from rural areas, even if there are also exceptions to this assumption. This diversity was a high point for our cooperation and will to work together. Even if the target group of both organisations is different they share educational principles in working values while working with young people. Both organisations understood that they could learn from each other and give a step forward in their daily work. These thoughts developed into an application for a study session, which was approved.

In the first preparatory meeting, the team adapted the application form to their understanding of the topic. All team members were able to contribute in order to gain ownership of the project. We started by getting to know the other organisation and by getting a better understanding of what their needs are. At that point we had received many applications and knew the target group quite well. The division into urban and rural youth was certainly still interesting, but we chose to keep it as the context rather than part of the theme. In this way we wanted to show that the challenges regarding inclusion often are similar regardless of where we come from. We established together that the main vision of the project would be social inclusion for all young people and the main theme, coaching as a tool for social inclusion.

Main content and programme

The main content of the Study session was the mechanisms of social inclusion and exclusion, the challenges faced by young people in urban and rural areas in general and more specifically in relation to social inclusion. We explored the concept of coaching in youth work and explored what it contains and what the role of a coach in youth work for social inclusion can be. We visited some local organisations that work on social inclusion. We facilitated some skills development workshops for coaching in youth work (active listening, providing feedback, youth participation, coaching styles and roles, putting good questions, developing an action plan for coaching and coaching in youth projects). Finally, we spent some time investigating these topics in relation to the activities of RYEurope, Y-E-N and the Council of Europe.

During the first preparatory meeting, the team decided to adapt the programme presented in the application to the needs of selected participants. Even if we changed some points in terms of structure, we reached similar aims as the ones in the application. In the original plan, emphasis was put on how to include specific groups, like migrants, rural youth and homeless young people. In our final programme we got to know the realities of the different deprived groups by the testimony of participants, field visits, and the input of experts. We worked on coaching methods that could be useful for all. We took carefully into consideration that the group was very diverse and therefore we put effort into defining a common understanding on social inclusion and exclusion.

The programme was (re)built as a puzzle by the whole preparatory team together. It happened on the second day of the preparatory meeting after getting to know each other, discovering organisational backgrounds and defining the vision, theme, aim and objectives.

Session plans were reviewed online, but the detailed discussion about them was brought up at our second preparatory meeting, one day before the study session started. At this point, we finalised and made small adjustments in the sessions for the first three days and had an overview of the whole week. We did not want to finalise the whole week at once, as flexibility regarding the participant's needs was important. At this last preparation stage, we also insured that the methods we used were diverse enough and that every session brought the participants a step forward in the programme flow.

The first days' programme ran very fast and we could see that we had made the right choices regarding the format, content and flow. We had meetings each evening to evaluate the day and check the status of the following day. After the first two days had past, we had a longer meeting where we prepared the structure of the last three days. The session plans for this were preliminary done, but we added elements according to the needs of participants.

The session plans are attached; they follow descriptions and backgrounds of the programme for each day and below is the program in the format it was given to the participants.

**Study session by Rural Youth Europe and Youth Express Network:
Coaching for inclusion: Closing the gap between urban and rural youth
Program**

Sunday 26.05.2013	Monday 27.05.2013	Tuesday 28.05.2013	Wednesday 29.05.2013	Thursday 30.05.2013	Friday 31.05.2013	Saturday 01.06.2013	Sunday 02.06.2013
	...9:30 Breakfast	...9:30 Breakfast	...9:30 Breakfast	...9:30 Breakfast	...9:30 Breakfast	...9:30 Breakfast	...9:30 Breakfast
	9:30-13:00 Introduction, get to know each other and teambuilding	9:30-13:00 What is social inclusion?	9:30-13:00 Coaching as a tool	9:30-13:00 Development of knowledge, skills and attitude of coaching	9:30-13:00 Development of knowledge, skills and attitude of coaching	9:30-13:00 Action plan	Departure
	13:00-14:30 Lunch and free time	13:00-14:30 Lunch and free time	13:00-14:00 Lunch	13:00-14:30 Lunch and free time	13:00-14:30 Lunch and free time	13:00-14:30 Lunch and free time	
	14:30-18:30 Welcome space, Exploring realities and challenges for youth of the participants' home communities	14:30-18:30 CoE work on social inclusion, Introduction to learning friend	14:00-19:00 Field visits to local NGOs	14:30-18:30 Development of knowledge, skills and attitude of coaching	14:30... Reimbursement, learning friend excersice and free time in town, packed dinner	14:30-16:30 Evaluation	
Arrival						16:30-19:00 Free time	
19:00-20:30 Dinner	18:30-20:00 Dinner and free time	18:30-20:00 Dinner and free time	19:00... Dinner in town	18:30-20:00 Dinner and free time		19:00... Barbeque party	
20:30... Welcome evening	20:00... Intercultural evening	20:00... Game evening		Movie evening			

Arrival day

It was clear from the beginning that we will keep the programme of the arrival day short, but that a short facilitated session was needed to bring the group together and answer questions that the participants may have. We introduced the team, played a name game and a few ice-breaking games. After that some general information was given about practicalities and the next day's start of the programme. This was enough to give participants space to get to know each other further. We started the programme after dinner, but a few participants arrived late in the evening so unfortunately missed this. A welcome poster and the helpful staff at the reception ensured that everyone got what they needed for the first evening.

Programme day 1

At the preparation meeting we decided to change the sessions order on the first programme day. We were all used to first have an introduction and then getting to know the group better. This time we decided to switch it, so that we got to know the group in the morning and in the afternoon introduced the study session. This was more natural and helped the programme flow, because:

- We started directly to break tensions in the group, which was needed with such a diverse group;
- The participants could concentrate better on the introduction to the study session in the afternoon as they already knew the people around them,
- This solution built a better bridge to the next day's programme.

We were lucky to have sunny weather in the morning, so we had the first part of the session outside. Name games were needed with such a big group and team building as well. The level of English varied a lot and therefore team-building games with less speaking made it more comfortable for the whole group.

In the afternoon we got an official welcome from the EYCS director. For the introduction we prepared a welcome space so the participants could discover for themselves:

- the aims and objectives,
- the programme flow,
- identify their hopes/fears/contributions,
- what they brought with them and what they want to take home with them and
- the backgrounds of the group.

The working groups before dinner gave a little appetiser of what the study session was about as the participants were sharing realities by listing and comparing challenges that the young people in their home area face. The participants works first individually and later in groups of 5-6 persons. The target group our participants worked with are mainly:

- youth in disadvantaged suburbs where social problems are common,
- unemployed youth,
- school dropouts,
- young immigrants meeting the culture of the new home country,
- youth from rural areas that in some cases have fewer opportunities of education and mobility.

At the intercultural evening the participants did not only share food and drinks, but also jokes from their countries.

Programme day 2

Nadine presented the Exclusion Breakfast at the preparatory meeting and it directly felt like a perfect element for our study session. But it had to be well prepared as it is a powerful method. The whole team got informed well as to how the method works, we prepared the material and after the first programme day we could share the passports of who would get breakfast, who had to fight for it and who would be denied breakfast. We chose to use this method as it brought all the participants closely together ready for when we started working with social inclusion. Before everyone had their own view of inclusion and exclusion, but this exercise gave the group a common experience of the topic. This helped when going forward to coaching for inclusion later in the week.

We had asked the participants to arrive to breakfast earlier than normal and by then the prep-team members were ready in their roles as Passport Officer, Breakfast Guard, Stamp Officers and Visa Officers. The participants were confused by the random distribution of the different passports. Most participants got a red passport and they had normal access to breakfast. The ones with blue passport needed certain stamps or signatures and in some cases they needed a visa for this. The officers made the life difficult for them by making mistakes on purpose and requesting more documents. The few that had a green passport did not have any chance to get breakfast, but got to know this later on, so they were fighting for their rights for a long time. When Nadine had done this exercise before, the ones having breakfast have not helped the others, but this time they did. In most cases they had their breakfast first and then helped the others after, but it was a remarkable sight. It might have been a result of successful teambuilding or the characters of the participants. The participants with blue or green passports were frustrated of course and one person gave up directly and went back to bed. Those who stayed got together and tried to figure out the system and helped each other with the German visa form. After 40 min the exercise was stopped and everybody got breakfast before we started the debriefing. When we got into the working room a few participants

were still irritated or confused, but many saw the point why this was needed. We gave plenty of time for the debriefing so everybody had a chance to say what they wanted and get out the feelings.

After the break we came back to the theory of inclusion with input by Nadine.

The input proposed some definitions of inclusion/ exclusion as well as related concepts such as integration, assimilation, and adaptation. Through drawings, Nadine explained how inclusion requires a two-sided readiness, both from the newcomers and the host society. She explained that social inclusion is always related to a change of the system, and that nobody can be forced to be included.

Some examples of how social inclusion is used within the Council of Europe were provided. Finally, the concept of social "cohesion" was introduced by the following definition "the dignity of each person and the recognition of their abilities and their contribution to society, fully respecting the diversity of cultures, opinions and religious beliefs." The session ended with Nadine challenging participants to reflect on their own experiences in being excluded/ excluding other people. They were then invited to reflect on what they might do differently as a result of the experience of the exclusion breakfast.

Manuela continued with preparing the group for the afternoon workshops.

In the afternoon five guests presented different views on how the Council of Europe addresses social inclusion, and the participants chose one. The representatives came from the Roma Support Team, The Youth Department, the Congress of Local and Regional Authorities, the Social Charter and the Enter Long-Term Training Course.

For reflection we used the method of learning friends and that afternoon we presented the method, divided the group into pairs and they had their first sessions together. They had a few questions about their learning processes which their friends helped to answer. These learning friends were used throughout the week to enable participants to share their questions and learn with a peer.

This evening was specifically chosen to be calmer, so some board games and the Enter Dignityland! game were presented.

Programme day 3

We started the topic of coaching with a little simulation of taking off our shoes and borrowing another person's pair of shoes. By trying to walk in another person's shoes they could physically try and understand what it is like being in somebody else's shoes.

The introduction to coaching was done with the statement method and with this group it worked very well. The statements were about the roles and responsibilities of a coach:

1. Coaching in youth work is about telling young people what to do.
 - Most participants disagree with this and the comments were that the coach can give advice and explain options, but not make the decision for the young person.
2. Coaching is only for those who are failing.
 - The participants strongly disagreed and some said that coaching could be useful for all in some life situations.

3. The coach and the person being coached are equals.
 - The comments are that they are of equal value, but have clearly different roles in the coaching process.
4. When you do coaching in youth work you act as a therapist.
 - This statement seemed a bit challenging. The comments were that the coach does not need to act as a therapist, but can use some methods that therapists also use.
5. In order to be a good coach you need to be available whenever the young people need you
 - In general the opinion was that also the coach is a human with a private life and cannot be available at all time. Some were of the opinion that young people in difficult situation should be able to get help at any time, but that the coach could direct them to other collages or advice about a phone number an external emergency youth worker.
6. The young people you coach need to see you as friend.
 - The participants agreed that the young people does not need to see the coach as a friend, but the discussion was about if it is ok to be friends. Some thought that friendship might make the role definition difficult.
7. I need to be a professional coach in order to do coaching in youth work.
 - The participants said that the coach should have an education in the field but can also be an adult with any suitable education and/or experience to coach young people.
8. In order to do coaching in youth work I need to be young myself.
 - The participants said that age does not matter as long as the coach is able to communicate well with young people.
9. A coach in youth work should be recognised as a leader in the community.
 - The participants said that it could be an advantage for the coach to be recognised as a leader in the community as the young people might listen better to her/his advice, but it is not necessary.

The open but directed discussion that the statements brought was useful for the participants to share their visions of a coach. This was a good start for getting into the topic.

Next we concentrated on the competences, the knowledge, skills and attitude of a super-coach. This made the participants reflect on what is needed to be a good coach and notice that different qualities are needed in different situations and for different target groups. The listed competences were as follows:

- Knowledge about the target group, how young people develop, abilities and disabilities, communication, foreign languages, human rights, laws of the country, labour market, services and education systems.

- Skills of listening, communication, team working, motivation, empathy, problem solving, flexibility, time management, leadership and different types of learning.
- Attitude of being open minded, responsible, enthusiastic, passionate, professional, kind, tolerant and have a sense of humour.

This brought us to reflect on what competences do the participants personally have and what they wish to develop. We used the results for guidance on the Dynamic Learning Space so we could meet participants' needs.

In the afternoon the participants split up in three groups going to different local organisations:

Association Libre Objet

19, rue Tiergarten
67000 Strasbourg
Tel.: +33 3.88.32.81.55
Website : <http://www.libreobjet.com/>

This organisation works on social inclusion for unemployed people in Strasbourg through the creation of artistic objects made out of recycled materials. During the visit, one member of staff presented their social project (origin, organisation, selection of participants, created objects, material, results), underlying how they use coaching methods to foster the social inclusion of people. Participants on the study session were enthusiastic with the methods of social inclusion through arts but also the use of the coaches ability to empower unemployed people.

Club de Jeunes l'Etage

19, Quai des Bateliers
67000 Strasbourg
Tel : +33 3.88.35.70.76
Website: <http://www.etage.fr>

Club de Jeunes L'Etage is a day centre that above all welcomes, tries to establish and maintain a contact with young people aged under 25 years who are in social precariousness. L'Etage's main objective is to bring those youngsters with fewer opportunities the resources so that they can use them to help themselves. More than a thousand young adults come to L'Etage every year. Most of them are homeless.

The core activity of this organisation is "the Cafeteria-Restaurant for young people". All year round, except on weekends, young people with fewer opportunities can have a hot meal for lunch and for dinner, for the symbolic sum of 1,50€. But the institution is much more than just "a place to eat", for young people it is also a place to stay indoors, a place to meet people who can provide help and advice. It is the place for them to develop networks of relationships, to recharge their batteries and to restore their self-confidence through the activities on offer.

Centre Social et Culturel Au delà des Ponts

Route du Rhin, 67000 Strasbourg
Tel:+33 3.69.22.54.20
Website : <http://www.audeladesponts.fr/>

As an addition to the programme, the French participant Jamila Haddoum brought us to the youth club where she works (CSC Neuhof). It is located in one of the poorest and most multicultural areas of Strasbourg (Neuhof). There we met the group of young people Jamila is coaching and learned about their project. They collect money by doing service in the community and they will use the money for a group trip to Miami. The project teaches the youngsters the value of money, work ethics, team work and many practical skills, so it is a project where the journey to the goal is the most important aspect. Jamila also came up with the brilliant idea to ask the youngsters similar questions to that the participants had answered to regarding the role of a coach. The youngsters were first a bit shy and did not want to speak in English, but soon they got braver and it turned out that it meant a lot to them to get visitors from all corners of Europe, they also really enjoyed that fact that we wanted to listen to them and hear their views. The participants found it interesting to see local youth work in action and get to know what the young people in Strasbourg actually needed from a coach. For Jamila this moment was important as she doesn't speak very much English. By showing the other participants what she does, she felt more included in the group and received a lot of respect from the other participants for her achievements. More interestingly, the young people she works with had a very similar vision to our group on the role of a coach, but it was remarkable that for them a coach needed to be like a friend, although they totally agreed that even the best coach needs a private life and cannot be disturbed at a moment's notice.

Dinner was served at Mosaïque, an integration restaurant created as a safe space and learning opportunity for women with a migrant background to work and develop social skills. It is situated in the same neighbourhood as Jamila's youth club. We got served good food, but also got to know the history of the restaurant and the area. It was a beautiful evening and the owner of the restaurant was a very inspiring woman who really motivated young people to believe in their social inclusion projects, even if they nothing to start with.

Programme day 4

The first part of the morning was used for debriefing the previous afternoon/evening and the second part we introduced the Dynamic Learning Space.

In the afternoon participants were invited to attend parallel workshops on coaching for young people. They could choose sessions according to their interest and needs. The topics had been chosen according to the sessions the previous day where participants discussed which competences were needed to be a good coach. We made it very clear that we were not looking for professional coaches, but instead for coaching skills in youth work.

The workshops organised for this session were:

1.	<p><u>Active listening</u></p> <ul style="list-style-type: none"> • Aim: To let the participants explore the sense of listening. • The Objective of the session was to provide participants knowledge of and training on, listening to different levels in a conversation (internal listening, focused listening, global listening). • Methodology: experimental learning, simulation exercises, input and presentations • Session:
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	<p>Step 1: Getting in the mood: Blind folded participants listened to different and diverse sounds (created by the facilitators). Debriefing</p> <p>Step 2: Input: difference between “listening” and “hearing”; presentation of listening in different levels: (internal Listening, focused listening, global listening)</p> <p>Step 3: Practice: In pairs participants were invited to tell a story (i.e. their journey from home to EYCS), trying to experience different levels of listening. How is it for the “coach” to listen to the other participant having an “internal listening” attitude? How does it feel for the person being coached? What happens when the coach adopts a different attitude, having a “focused listening” or a “global listening”?</p> <ul style="list-style-type: none"> • According to the evaluation, this session contributed to the development of participants’ coach competencies on youth work. It allowed participants to put in practice, by experience, the skill of listening, seeing it also through the prism of attitude.
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2.	<p><u>Youth participation</u></p> <ul style="list-style-type: none"> • Aim: To understand different levels of youth participation and non-participation. • Participants got familiar with some examples of youth projects and evaluated how actively the participants had been part of the process in each of them. We used the ladder participation method to order the participants according to how much they were part of the processes. To make it more visual, a big ladder was marked on the floor and participants were asked to stand according to where they think they participate in their NGO, in their youth work practice, in their municipality. They were then invited to reflect on what would be needed for them to participate more actively. The last task was for them to come up with suggestions from their own organisation in order to improve "real" youth participation.
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3.	<p><u>Giving and receiving feedback</u></p> <ul style="list-style-type: none"> • Aim: to raise awareness of the importance of constructive feedback. • Objective: Provide a safe space to allow participants to try the experience of give and receive feedback • Methodology: Input on feedback (Brainstorming / Johari window), practical exercise on feedback • Session: <ul style="list-style-type: none"> Step 1: Input on feedback and the establishment of a common understanding on it inside the group Step 2: Practice: we divided the room in different corners with two chairs in each. One person had 3-5 minutes to give feedback to the other, based on the experiences of the study session. After this the person then moved to the next corner to received feedback from another person for 3-5 minutes. Then move again; give feedback; move; receive feedback. <ul style="list-style-type: none"> ○ Step 3: Debriefing • This session showed in practice the added value of giving and receiving constructive feedback. Moreover, this session contributed to participants’ self-awareness and team working. During the debriefing, some of the participants mentioned how nice it was to learn what other people think of
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	them and it was good to be able to express what they see.
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4.	<p><u>Project management</u></p> <ul style="list-style-type: none">• Aim: To give the study session participants an overview of the project management circle and how they can help their youngsters to manage their own projects.• We started discussing central concepts in project managements. When young people plan their own projects it can be easy to start from a definitive theme and method and then apply them to the project idea and the target group. We did an exercise where the participants were in groups and received a theme, 3 methods and a target group and they then had to base this on a programed day. The idea was so that the participants could try this method on target groups when they got home. In the end other examples were used to determine the first steps of managing a project, we discussed challenges that youngsters often have at the start when managing projects.• This group of participants were quite analytical and it was difficult for them to throw themselves into creating a fictitious program day. Therefore more time would have been better at the start of this exercise for the participants to get into the topic of project management.
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5.	<p><u>Coaching styles and roles</u></p> <ul style="list-style-type: none">• Aim: For the participants to evaluate their own coaching style and improve as a coach.• Four different coaching styles were presented (directive, involved, guiding and participative) and the characteristics of each of these styles was discussed. The participants were then asked to stand near the coaching style, which they believed best described themselves.• Finally they were giving a coaching ghost inventory; this is a questionnaire which depending on how they answered it informed them of what type of coach they are.
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6.	<p><u>How to put powerful questions</u></p> <ul style="list-style-type: none">• Aim: Raise awareness on the importance of asking good questions in a coaching process.• The objective was to provide participants a space to learn about “open”, “closed” and “powerful” questions.• Methodology: Input, group discussion, practical exercise• Session:• Step 1: Input and group discussion on “how to ask ‘powerful’ questions” (open/closed questions)• Step 2: Practice: Each participant did individually the “Wheel of life exercise” (this wheel contains 8 sections that represent different areas of one’s live). The wheel measures the level of the person’s satisfaction in those areas. In pairs, either as “coach” and “person being coached”, they tried to ask each other useful and efficient questions concerning one specific section of the wheel – the one the person wants to change or improve.• Step 3: Debriefing• Participants gained experience both of being the one who asks and the one who is being asked the questions. This workshop also contributed to self-
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	awareness of participants.
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In the evening two movies were shown, Run fat boy run and Freedom writers, both related to the study session theme.

Programme day 5

In the morning representatives of the European Youth Foundation visited us for a while to tell the group about the opportunities they offer youth organisations. Then followed a sum-up of the Dynamic Learning Space and the learning friends met again. Participants got instructions on how to receive their reimbursement and after lunch they departed to the Council of Europe buildings to pick it up. They had a free afternoon and evening as a result most people ventured into the city centre to experience some of its vast culture.

Programme day 6

This was a day of transferring what was learnt, it was also the day for evaluation. Romina told the story of the week to recall all that had happened. The learning friends met for a last time and we used (Dixit) cards because we had also used them the first time the learning friends met. This time each person had to find a card with which they gave a message to their learning friend. Participants wrote letters to themselves which are to be sent 6 months later.

A closing space was done in the same format as the welcome space and we used mainly the same elements to reflect back on. We had a look at hopes, fears and contributions and on what the participants bought with them from home.

The secret friends who had been introduced at the beginning of the week, were revealed as they were the ones handing out the certificates to each other. The participants initiated a money collection round which they gave to the prep-team to hand over to a project working on inclusion for youth. Jamilas' group of young people were selected. A final round up of the week followed and suddenly the study session was over.

The preparatory team gathered for the last time in their room for evaluation and reflection. Later a barbecue party was organised before the participants departed the following day.

General information on the programme

Several times we adapted the programme to meet the needs of the participants and we gave space and time for debriefing. Everything was connected to the theme, including the evening activities. Some parts of the programme had several purposes, for example the learning friend was both, daily reflection and also the person the participants practiced coaching and listening skills with which was an important part of our theme. Energisers and games were used throughout the week; which the participant found refreshing. We had some challenges regarding the English as a working language, but it got resolved with help from other participants, observers and preparatory team members who spoke French also helped to assist with translation.

The participants' backgrounds were not visible during the sessions because we worked a lot on the common understanding of the theme. Later on in the week some participants started asking who was from RYEurope and who was from Y-E-N, but actually this didn't

matter at all. Somehow we had succeeded well in building one group of participants from two organisations. We used the opportunity this gave us of having participants from totally different backgrounds but yet we didn't focus on this. This was our choice and something that worked very well for this seminar, another time we might concentrate more on the realities from where participants come from.

The cooperation in the prep-team was very smooth, but still full of healthy consideration for each decision. The prep-team members all had their own characters and therefore also had their own role within the team. The cooperation was built on trust that was earned, as the team members took their responsibilities seriously.

Outcomes

The most important outcomes for participants were that:

- They went through a process of learning, experiencing and actually understanding what social inclusion means in different contexts,
- They enriched their competences regarding coaching for young people,
- They shared realities and got contacts across the organisations, which can be useful for further cooperation and,
- They became familiar with the work of The Council of Europe.

According to the evaluation and responses from the participants, their learning points were based on the full concept of the study session, meaning they seemed to learn the most when they approached the theme from a different direction. The use of various methods and different places of learning made it possible for everybody to learn in a way that was suitable for them. This led to a certain understanding of the theme and the participants tried on many different non-formal learning methods during the week, which they could use at home.

The activities that were most remarkable for the participants were the exclusion breakfast and the visits at the local NGO's. The exclusion breakfast created a common experience for the participants. This was especially important because the participants came from very different backgrounds and had earlier experiences of exclusion from different perspectives. The exercise did of course not change their background, but it gave them at least one common reference point when further working on coaching for inclusion. The visits to the local NGOs gave the participants new experiences but most of all it was a break from the routine and the participant could take in the experience of being within a different organisation. Visiting Jamila's youth house was moving because the young people proudly told our group about their project. Jamila's support as a coach does not only help them with this project, but it might change their direction in life for the better. The dinner at Mosaique was interesting because the restaurant shows an already successful project that has helped many women to get out of their homes, get work experience and peer support from other women.

Still, the regular sessions at the EYCS were the spine of the study session. The flow was important as it ensured that the participants were ready for the next step each time new challenges appeared. Here are a few comments about the flow:

- The team building succeeded well and it happened very fast. This was shown in the exclusion breakfast but also in the way we mingled around and included everyone during the free time.
- The exclusion breakfast made the rest of the introduction to inclusion issues easier to understand.
- The statement exercise stated the day about coaching. It is an exercise that does not always work, but it worked for this group because we had enough many participants that interacted in the discussion and the facilitation was good.
- The method of the Dynamic Learning Space gave the participants an opportunity to choose direction. This was important at this stage as it took into consideration that the participants came from varied backgrounds and did not have the same experiences and needs. In some of the workshops they also had the chance to share a bit more about their background.
- Part of the group were used to debrief and evaluating before the start of this week. The other were not used to it, but adapted well along the week.

Each team member learnt different new competences from this study session. We became like a group of sisters and brothers supporting each other when needed. Based on notes from the advance preparatory team meeting and the meetings during the week the following was learnt:

- Patience and listening skills were improved as we are all from different background and needed to truly understand each other to cooperate smoothly.
- We shared many good methods that can be used for future projects; both full sessions and energisers were useful. Also the team building activities will come in useful for the participants in the future.
- We observed each other's facilitation styles and learned small tricks from each other.
- We learned more about the work of the Council of Europe. We understood for example the importance of the No Hate Speech Campaign and now it is regularly promoted on the RYEurope webpage and the monthly newsletter.
- We shared technical skills and project management skills regarding the project administration and sharing of materials.
- The study visits outside the youth centre were eye-opening for both participants and the team members.
- We got to know more about each other's organisations and the young members we have within them.
- We learned small things about each other's realities, for example that it is possible that a rural area is by the sea. Getting to know Strasbourg a bit better was interesting also.

We do not have much advice improvements, but we would like to give feedback on what we did and what was of utmost importance for us:

- The format of having the preparatory team meeting a couple of months before is absolutely needed. For us we built as a team and created the format and the content of the study session. Two work days was ok, but a third day would have been better with it been two organisations working together. By having a third day we could have also made a start on making the session plan sketches and get feedback on them from the team members.
- Having the educational advisor helped us with the overview, finding the right methods of facilitation for the different sessions. It was also time efficient at the preparatory team meeting as she could tell us how everything usually works in EYCS.
- We were glad to be able to eat out at Mosaique one evening and also connect the dinner to our theme. We would suggest that also other groups that work on similar themes could eat at the same restaurant.
- The reception staff were very helpful both for the team and for the participants. They helped with all kinds of tasks and it was important for arrival and departure that someone was in the reception at all times.
- We appreciate the flexibility and are grateful of the possibility to discuss issues with the EYCS staff.
- The only thing we think that could have been improved is to have more healthy food served at the EYCS.

Follow-up

RYEurope has two other events this year about inclusion, but on more concrete levels relating to rural areas and its inhabitants. The first one is a youth exchange that took place in Ireland in August. It was about how young rural citizens can be more active in their community and how to do community planning in a way that takes into consideration different youngsters needs. In October a RYEurope member in England hosted a seminar about entrepreneurship in rural areas, which is important to keep the countryside alive with opportunities for young people.

RYEurope will hold a study session together with the European Confederation of Youth Clubs in May 2014 in Budapest. This study session is about storytelling as a method for working on cultural identity and social inclusion in a changing Europe.

Y-E-N is continuously working on the field of social inclusion. They have been and will continue being involved in the Enter! project. They organise and run social inclusion projects both at local and international level, training youth workers, social workers and young people themselves.

Y-E-N applied for a seminar on career orientation (Youth in Action programme) in which we will use the experience and results of this study session.

The cooperation between RYEurope and Youth Express Network was strengthened and both organisations realised that their work can be complementary and contributes to young people's empowerment.

The No Hate Campaign has been promoted several times on RYEurope's webpage and newsletter and this visibility continues.

Final conclusions and recommendations

For RYEurope it is important that we worked on the field of social inclusion at this study session, as that is a central theme this year for the organisation and it support their long term strategy.

For Y-E-N, who works continuously on the theme, this study session gave a different perspective as the group was diverse.

Our objectives and how we met them is described like the following:

- To identify challenges based by urban and rural areas in relation to social inclusion in order to define their concrete coaching needs
 - We worked in mixed groups on competences of the ideal coach. The rural and urban backgrounds of the participants ensured that these were taken into consideration.
- To create a common understanding of the key concepts of the study session (inclusion, coaching.)
 - We took a stand and discussed what is and what is not coaching for us.
- To share concrete coaching methods and resources
 - We got to know real life coaching cases at our local study visits.

- To develop participants coaching competences for young people
 - We learnt about specific coaching competences during the workshops of the Dynamic Learning Space.
 - We practised coaching during the learning friend sessions.
- To introduce participants to the work of the Council of Europe in relation to social inclusion.
 - Guests representing projects and departments of Council of Europe held sessions for our participants.
 - The No Hate Speech Campaign and the Enter project were presented to the participants.
 - Opportunities from the European Youth Foundation were presented to the participants
- To support participants in transferring the gained competences into their work with young people.
 - Whenever needed our sessions were debriefed in a way that the participants could collect the learning of the session, which makes it easier for them to transfer what they learned to their own reality.
 - We did not only have a reflection about transfer at the end of the study session, but provided participants with various reflection spaces on their learning and how it could be used in their local youth work practice.
 - Participants wrote a letter to themselves in the end of the Study session. This made them put down in words what they wanted to achieve. The letters were then sent to the participants 6 months later as a reminder.

Our aim of the study session was to explore how coaching can help young people overcome barriers they face in their daily lives and promote their social inclusion (and active participation) in society. This aim concludes the objectives. As we could tick off every part of the objectives we can also think of this as completed. Additionally we got very good feedback from the participants on the study session as one unit where each part supported the other. All in all we had a successful study session with strong learning experiences for both the participants and the team.

Appendix 1. Participants List

Participants selected by Rural Youth Europe (name, country, organisation):

Ms Astrid Reiegelneegg, Austria, Landjugend Österreich
Ms Pauliina Axelin, Finland, Hankasalmi 4H
Ms Riitta Huhtala, Finland, Keski-Pohjanmaan 4H
Ms Nicola Chegwidde, United Kingdom, National Federation of Young Farmers' Clubs
Mr Toby France, United Kingdom, National Federation of Young Farmers' Clubs
Ms Jolene Powell, United Kingdom, Wales Young Farmers' Clubs
Ms Llinos Dyer, United Kingdom, Wales Young Farmers' Clubs
Mr Andrew Little, United Kingdom, Young Farmers' Clubs of Ulster
Mr Zita Blair, United Kingdom, Young Farmers' Clubs of Ulster
Ms Laura Mitchell, United Kingdom, Scottish Association of Young Farmers' Clubs
Ms Aiofe Lenigan, Ireland, Macra na Feirme
Ms Liga Bernane, Latvia, Latvian 4H
Ms Alma Spangere, Latvia, Latvian Young Farmers' Club
Ms Gunvor Guttormsen, Norway, 4H Norge
Mr Michal Lechtanski, Poland, Organization for Development of Rural Areas in Poland
Ms Olivia Bengtsson, Sweden, Sveriges 4H
Ms Viktoria Voigt, Sweden, Hallands Länsförbund av 4H

Participants selected by Youth Express Network (name, country, organisation):

Ms Sofya Piradyan, Armenia, Federation of Youth Clubs of Armenia
Mr Aram Kocharyan, Armenia, Federation of Youth Clubs of Armenia
Mr Jeyhun Alizada, Azerbaijan, Green Baku
Ms Zoya Navashonava, Belarus, Youth Cultural Social public Union "White Coffee"
Ms Kararina Vuckovic, Bosnia and Herzegovina, PRONI
Ms Gaia Federica Aloisio, Italy, Centro Socioculturale Affabulazione Ostia
Ms Bardha Uka, Kosovo, Kosovar Youth Council
Mr Marcu Silviu, Romania, Intercultural Institute Timisoara
Mr Grigore Goja, Romania, Centrul de Voluntariat Resita
Mr Stanislav Tsymzhitov, Russia Federation, Association of Indegenous Peoples of the North of the Khabarovsk region
Mr Abdullahi Mahmoud Mohammed, Sweden, Voices of Young Refugees in Europe
Mr Emir Özorpac, Turkey, Siirt Genclik Gelisim Dernegi
Ms Yliya Vasylyonok, Ukraine, Center of Social Services for Family, Children and Youth
Ms Jamila Haddoum, France, CSC Neuhof
Ms Natalia Militello, Italy, The Exchangeables
Mr Andreas Klein, Germany, Haus der Offenen Tür
Ms Elena Lia Gaudi, Romania, Nevo Parudimos
Ms Sabina Diana Tatomir, Romania, Nevo Parudimos

The preparatory team consisted of:

- Pia Nurmio-Perälä, Course Director, RYEurope, Finland
- Gareth Laking, RYEurope, UK
- Emma Silen, RYEurope, Finland
- Manuela Costeira, Y-E-N, France
- Romina Matei, Y-E-N, Romania
- Nadine Lyamouri-Bajja, Educational Advisor for the Council of Europe, France

