



Youth Social Rights Network

COUNCIL OF EUROPE



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In NEET of a coach!

Report of the study session organised by the Youth Social Rights Network in co-operation with the European Youth Centre of the Council of Europe

European Youth Centre Strasbourg
15 – 22 May 2016



This report gives an account of various aspects of the meeting. It has been produced by and is the responsibility of the educational team of the meeting led by Biljana Vasilevska Trajkoska, as the course director. It does not represent the official point of view of the Council of Europe.

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Dear reader...

Young people should have access to employment opportunities and affordable, accessible, and youth-friendly services that help them enter the labour market. However, young people have been particularly affected by the ongoing crisis regarding both their employment prospects and alarming levels of youth unemployment. The unemployment rate of young people has been increasing in the years following the financial and economic crisis, reflecting the difficulties faced by young people in finding a job. Many young people today are not in education, training or employment feeling social and labour market exclusion. Apart from its financial and social effects on personal life, long-term unemployment negatively affects social cohesion and, ultimately, may hinder economic growth.

In situations like this, we as professionals working with young people need to be aware and trained to use as many tools as possible so to support the personal and professional development of young people and accompany their transition from education to employment, and by doing this preventing social and labour market exclusion.

Coaching is perceived as one of those tools that has been understood as a process in which people and teams are helped to make the best of themselves.

Bearing this in mind, the Youth Social Rights Network (YSRN) in cooperation with the European Youth Centre of the Council of Europe organised a study session titled "In NEET of a coach" that took place in European Youth Centre Strasbourg from 15 to 22 May 2016. The study session gathered 42 participants and was a step forward towards reducing inequalities among young people and ensuring that young people make a successful move from education to employment, and avoid social and labour market exclusion. It had a networking dimension and was designed to contribute to promotion of young people's access to rights by supporting youth work and facilitating young people's transition to autonomy and social inclusion. It provided opportunities for exploring and reflecting on competences that professionals working with young people need to have so as to be able to support those that are most at risk of becoming NEETs in making a successful move from education to employment and preventing social and labour market exclusion.

This report reveals the key conclusions and outcomes from participants' exploring adventure on how accessing social rights is related to the transition to autonomy and labour market and how coaching can be used for supporting young people's successful move from education into employment. The report describes what coaching is and what coaching competences (skills, knowledge, attitudes) and roles are, as well as the importance/benefits of coaching.

Moreover, the report provides tips and tricks of the coaching process. At its end, the report underlines the need for making coaching more accessible to young people and proposes several steps on how to do that.

The study session in brief

The aim of study session was to develop youth workers' competences for providing one-on-one coaching to young people who are most at risk of becoming NEETs in order to reduce inequalities among young people and to ensure they make a successful move from education to employment.

Adhered to non-formal learning principles and based on participatory methods, the programme of the study session was designed to contribute to the realisation of the main aim of the study session covering the following themes:

1. Getting to know the context

- Social rights of young people and their relation to autonomy and transition to autonomy;
- Understanding youth employment situation in Europe;
- Who are the young people at risk of becoming NEETs and what challenges they face?

2. Coaching as tool for supporting the personal and professional development of young people at risk of becoming NEETs:

- What is coaching;
- Coaching competences (skills, knowledge, attitudes) and roles;
- The importance/benefits of coaching

3. The coaching process:

- Connecting with the coachee (the young people at risk of becoming NEETs);
- Assessing the needs and competences of the coachee (the young people at risk of becoming NEETs);
- Setting goals together with the coachee and how to motivate the coachee in achieving the set goals;
- Creating networks and support systems;
- Staying in touch with your coachee;

4. Online coaching: Using digital/innovative networking via online channels;

5. Coaching limits and your responsibilities;

6. Good VS bad feedback;

7. Making coaching more accessible to young people.

Participants

The study session gathered 42 participants including youth and social workers, family therapists, coaches, psychologists and other professionals working with young people at risk of becoming NEET as well as students pursuing degrees in relevant fields, coming from 18 Council of Europe's member states.

Main session content: Setting the context of young people's transitions

Access to social rights and autonomy

In this session, participants discussed access to social rights and particularly how access to social rights affects young people's transition to autonomy. What kind of obstacles which impede the access to social rights can we identify and which measures are taken locally in order to overcome those obstacles?

In line with the questions the participants concluded the following:

Accessing the right to education supports the process of becoming autonomous and independent. Education empowers young people and supports the development of their competences. It gives them opportunities to become good life managers that are socially active and included in the societies with high levels of self-esteem and self-motivation. Educated young people are more likely to make informed choices about different life elements and maximize the use of their individual potentials. It is also believed that they are more likely to have bigger success in accessing and improving in the labour market than young people with less or no education. However, lack of funds for quality education and improvement of the educational programmes, non-inclusive education; education system that doesn't correspond to the recent trend and demands of the employment market. Depending on the capacities (financial, technical, human) of the states, as well as the awareness level of the society for the need of improvements in educational systems in order to support young people in entering the labour market, there are national and local policies that try to overcome these obstacles. Some countries try to overcome this by reforming the educational systems and increasing the quality of education by introducing new improved educational programmes, others implement educational exchange programmes between countries that allow young people to broaden their horizons and develop new perspectives. We can also map some initiatives for recognition of non-formal education, life-skills development programmes, carrier counselling and entrepreneurship education, as well as different scholarships sensitive to different categories of young people.

Accessing the right to healthcare contributes to prevention, early diagnosis and treatment of different health problems that might affect the life of young people. Some health problems severely affect young people's entire wellbeing including their acceptance by others, inclusion and participation in their societies affecting also their transition to autonomy and employment. Some health problems stigmatise young people. On the other hand, there are young people that face difficulties accessing the right to healthcare due to the lack of, or poorly equipped health services and healthcare providers in their neighbourhoods, highly expensive treatments and medications, inadequate and poor medical services, judgement and discrimination by the medical staff in situations of certain health conditions related to sexual or reproductive health as well as addiction. It is becoming more obvious that the environment is highly polluted and everyone, including young people, lack access to non-polluted air, soil, water, food... Some of the activities that are undertaken by different stakeholders to overcome these challenges

include programmes for improvement of the health system, institutional development of health institutions in disadvantaged neighbourhoods, provision of social benefits for personal healthcare, programmes for increasing the number of people with health insurance, reduction of the expenses for some health services, treatments and medications, awareness raising about socially responsible behaviour or prevention and non-discriminative social responses to some health problems, eco-friendly social policies, as well as putting sustainable development and environmental protection at the top of the future development agendas.

Accessing the right to work, and accessing decent quality work that assures financial independence, is one of the crucial needs for successful transition to autonomy. It is not only the access to work that can support young people's inclusion into societies and their entire wellbeing, but what is also important is accessing rights in work: equal pay for men/women, maternity leave, paid leave, healthy working environment, protection from working hazards, protection from forced labour, having a job that is freely chosen by the individual etc. All this gives opportunities to young people to live a decent quality of life where they can enjoy their working environment and advance in their professional careers in line with their potential. Accessing desired, decent, protected, secured jobs leads to social cohesion, happiness of young people, reduces criminality and deviant behaviour, as well as the amount of money spent on supporting programmes for unemployed young people. It leads to fewer frustrations and less brain drain. On the other hand, young people are more enthusiastic and can be more productive than elderly people, hence influencing the overall productivity and economic growth of the country. Yet, young people were highly affected by the economic crisis that is ongoing in the countries in Europe and face different obstacles in accessing and staying in the labour market that makes them financially unstable. Some of the problems are lack of adequate secure jobs that are in line with one's education or the gap between education and labour market, low salaries, poor working conditions, unequal pay, discrimination of young women that wish to have a family or during their pregnancy, etc. What is appreciated in the area of accessing employment is the vocational training and vocational orientation services, professional career guidance and support carrier planning skills and understanding. Countries develop coaching and mentoring, apprenticeship programmes, active labour market policies designed for specific categories of young people (those with lower levels of education, young people with disabilities or health problems, young people victims of abuse, young people without parents or parental support, young people from minorities etc.), entrepreneurial education and support for the opening of young people's businesses, while providing social protection benefits for unemployed young people.

Accessing the right to housing. Having a house is one step closer to being autonomous and independent. Often young people cannot afford to leave their family home after graduating from university/college due to financial instability, poverty and exclusion from the labour market. This leaves young people feeling "trapped" in their parents' house, without privacy and with a feeling of not having or losing control over their lives. In the area of housing we can detect different good practices that work and support young people's access to affordable and decent houses measures, like better interest rates for mortgages for young people, state social housing programmes that provide cheaper alternative for housing of young people, state benefits for

young people that will renovate and then inhabit abandoned houses which are not currently in use, etc. Yet, it is obvious that we still need more efforts to prevent young people from becoming homeless or staying their entire life or youth living with their parents.

Accessing the right to security and assistance supports the transition to autonomy for young people but there are many challenges related to this, like becoming dependant on the social benefits and not being empowered to take care of oneself. Good practices include decentralisation of security and assistance programmes, taking into consideration and addressing local needs, efforts to make social services accessible for all young people, life-skills development and training in social services as well as providing opportunities like internships, apprenticeships, job shadowing and other carrier development and experience gaining activities, improving the employment of young people in need of social and security assistance by developing a system of benefits for companies that will employ these people, as well as creating part time jobs for young people under state protection.

Accessing the right to organise. The sense of belonging to your “tribe” is related to the right and the possibility of young people to organise themselves on the basis of different criteria. In groups, young people feel stronger to advocate and lobby for changes in the policies that might improve their working/living conditions, develop feelings of being connected, included and integrated. Young people’s support system is made by different kinds of organisations/groups where they express and further develop their identity and the ability to claim their rights. Some young people face lack of information of the legal framework for the right to organise not just for the sake of employment issues and collective bargaining, but also for other needs and interests. Other problems are a lack of sustainability of different organisations/groups and poor and poorly functioning support systems. What is considered as beneficial is introducing programmes, which increase the sense of belonging and the level of participation of young people towards common challenges. Good practices include making legal frameworks and conditions to protect the right people to organise, creating and supporting platforms that help young people organise.

Accessing the right to protection against poverty and social exclusion. Youth is a time of life transitions and many uncertainties. Young people are one of the most vulnerable groups in society and face a risk of poverty considerably higher than that faced by most other age groups. The most important predictor of a young person being poor is whether they still live with a parent: those who have left home are at a much higher risk of poverty. This risk is particularly high in the first year after leaving home. Poverty and social exclusion make young people lose their autonomy and affects any aspect of their life. If financial assistance were to be made available with the aim of reducing youth poverty, this could most usefully be targeted at those who are in the first year or two of living away from the parental home. Designing programmes and community interventions for protection against poverty and exclusion is a great necessity. Employment protects young people from poverty, but getting a job is not enough in itself. Young people must get and keep jobs in order to avoid poverty. Schemes to encourage young adults into work should be designed with this in mind, and evaluated on the basis of their success at keeping young people in work for at least a year.

NEET? So, just what does 'NEET' mean? Who are the young people at risk of becoming NEETs and what challenges they face?

As noted by participants, NEET is a very loose umbrella term; it simply stands for young people 'Not in Employment, Education or Training'. A person identified as NEET is either unemployed or economically inactive and is either looking for work or is inactive for reasons other than being a student or a carer at home. NEET is a situation and not a characteristic of the young person. All of us at one point in our lives have been and will be NEET. The key thing about a 'real' NEET situation is that it is involuntary and the person is stuck in it. Young people are a heterogeneous group and not all of them are likely to be stuck in this NEET situation for a long time. However, some of the young people that face certain disadvantages are more likely to be NEET longer. Some researches tend to define key characteristics of indicators to identify those at risk of becoming NEET and almost all of them point out to the education level, gender, ethnicity, social status and background, health problems etc. as part of those indicators.

In line with defining NEET participants created 4 different profiles of young people in NEET situation that were our coachees in the next days of simulations of different phases of the coaching process with learning and exploring purposes. The profiles can be found in Appendix III of this report.

Main session content: Coaching

What is coaching?

A dynamic goal oriented relationship between at least 2 people where the coach supports and empowers the coachee to find their own way!

Coaching is caring, understanding, guiding, listening, and empowering young people...

Why is coaching important?

Participants concluded the session on coaching with the following as an explanation why coaching is important: coaching helps young people to assess and address their needs, unleashes their potential and empowers them to take control over their life. It is a low cost, high impact solution. Through coaching, young people at risk of becoming NEET develop feelings of security and feel as if someone takes care of them and is here to help and support them in their transition and access to rights, in overcoming the obstacles that they are facing. Coaching provides support in the development of professional and personal competences. It helps young people in setting goals, assessing and further developing their potential, motivating themselves in the realisation of these goals. During the coaching process, young people are empowered to detect opportunities and to engage themselves in education and/or trainings that further deepen their employability and make them stronger in the fight against labour market and social exclusion. The coach leads the young person in increasing their belief in themselves and creating a positive self – perception but also a positive perception of other people despite the differences. It can awaken young people's will to participate in society and use their potential for the development of the community. One of the greatest values of coaching is in its ability to reduce inequalities among young people and to restore and demonstrate

*The coach is your **Wise Friend** associative and warm, open, with softness, tenderness in the voice.*



*The coach is a **Wizard** that knows tools that can provoke "magic" changes in you*



*The coach is a **Warrior**: tactical, directive, sharp, clear, gives instructions and reveals future steps.*



*The coach is the **Visionary Elder** that makes you feel whole and complete... boosts your self-esteem and inspires you.*



Source: Ms . Katy Zhania Tyson

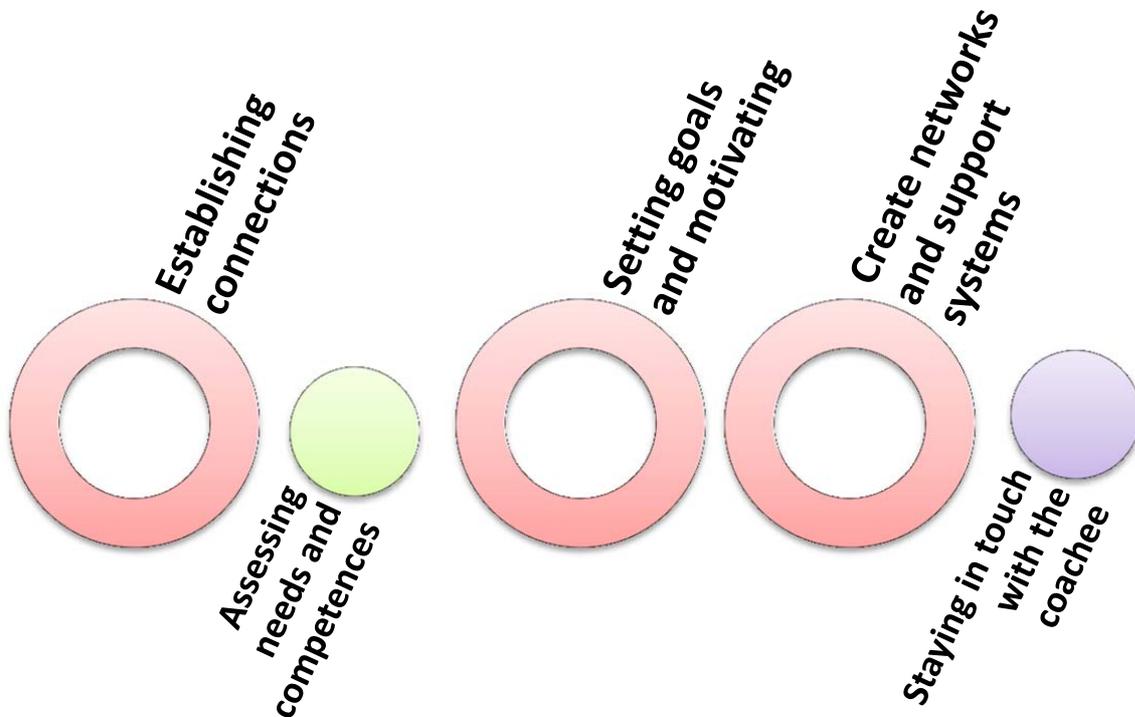
faith in humanity and solidarity, non-discrimination and respect for human dignity.

Ideal coach?

Being a coach is a responsible, highly demanding profession, but it is also a life style, an expression of love for young people and will to dedicate one's time and capacities in supporting youth to find their place in societies. The coach knows and understands young people and their needs, rights, behaviour, vulnerability, problems, support measures. The coach is an educated and trained social worker, psychologist, youth worker, family therapist, teacher, community worker ... The coach knows that every young person is unique and is able to appreciate their differences while treating them with respect and dignity. A coach knows how to communicate, to listen and observe what is not being said. The coach is caring, kind, calm, open-minded tolerant, empathic. The coach is well-organised and demonstrates high management and leadership skills. The coach always values the needs and ideas of young people, and acts according to those needs.

The flow of the coaching process:

Using the NEET characters that were created while getting to know the young people at risk of becoming NEET, participants had a chance to experience how a coaching process may look like in reality by simulating coaching. The flow that they experienced, explored, proposed techniques and tips and tricks included the following phases:



Connecting with the coachee (the young people at risk of becoming NEETs)

The first step of the coaching process is to actually connect with the coachee. Meeting someone for the first time is always challenging, even for the best and the most experienced coaches. The first meeting can happen if the coach goes to the coachee, or if the coachee initiates the process or by someone's recommendation goes to visit a coach.

The first encounter is all about getting to know each other and building relationships. It includes answering some questions like: Why did this meeting happen? (getting to know the problem(s)) What do we know about the process? What do and should we expect to come out of it? What are our roles and responsibilities in the coaching process, as well as our limits? This is the time to agree and draft a contract on future encounters, communication, cooperation and responsibility – a step that can simplify the process of keeping the contacts alive.

In order to achieve all this, the coach needs:

- to be a highly skilled communicator that knows how to communicate verbally and non-verbally;
- to observe;
- to listen actively, to guide the conversation taking into consideration everything that will be said or demonstrated by the coachee;
- to ask for clarifications, to summarise and rephrase things just to be sure;
- to be welcoming, open, honest and polite and make the coachee feel comfortable;
- to show understanding and empathy;
- to assure the coachee that the coach can be trusted, but at the same time to guarantee the protection of the information discussed with coachee;
- to focus on the positive side of the discussion.

Assessing the needs and competences of the coachee (the young people at risk of becoming NEETs)

The coaching process addresses certain problems/needs that should be completely and thoroughly assessed and linked with the existing competences of the young person. The assessment happens through conversation, interviewing, observing the young person. By exchanging information, asking questions or using other tools like tests, sociometric scales, questionnaires, reading certificates and diplomas for finished education and trainings, grades, CVs letters of recommendations ... The coach identifies not just the needs but also young person's competences and desires.

What is next? The coach and the coachee can make a list together that includes: needs detected, existing competences, as well as desired possible solutions to the problem and then discuss it in order to see if the existing competences are in line with the young person's needs and desires and enough to overcome the risks and the problems or there is a need for further personal and professional improvements. The coach gives advice on the methods or opportunities and ways for further development of the listed needed competences. The list is

non-exhaustive and can be consulted and updated constantly throughout the process and can be a useful tool for the evaluation of the success of the process.

Setting goals together with the coachee and motivating the coachee in achieving the set goals

Once we assessed the needs, competences and desired solutions to the young person's problems, it is time to set goals and make a plan! The goals should be SMART (specific, measurable, achievable, realistic and time framed) or rewarding, realisable, relevant, rational... They can be put in a plan that contains every step that will be undertaken by the coachee and the coach in the near future and that will lead to the desired goals.

Motivation

Motivating young people can be challenging for the coach. Young people at risk of becoming NEETs, especially those that face certain disadvantages that might lead the young person to be stuck in the NEET situation for a long time, might be disappointed and scared to try out new things, so to avoid facing the feeling of failure and negative reactions. Of course this is definitely not a characteristic for every young people in situations like that, but it is important to be aware that the motivation requires knowing your coachee very well and experimenting with tips and tricks so as to keep them on the right track towards the realisation of their goals. One of the experts that visited our session, Ms Katy Zhvania Tyson, shared with our participants some of the theories of change that might help the coach understand the changing process and make them more sensitive towards the methods.

Our participants listed the following as possible motivation tips and tricks for coaches:

- Break the goals into smaller steps and celebrate smaller successes;
- Share experiences and success stories (personal stories that are publicly available);
- Watch motivational videos or suggest the coachee to watch and discuss a movie with content that might influence their motivation to stay on the path towards achieving the goal no matter how hard it is;
- Praise the young person's strong sides;
- Demonstrate commitment and motivation yourself;
- Show that you believe in the young person;
- Include the personal networks and support systems in motivating the young coachee;
- Challenge the young person.

Networks and support systems

Coaching is a personal process that always relies on the nets that work

Network and support may prove to be very helpful during the coaching process. From one side, personal networks and support systems like friends, family, relatives... might, as mentioned, be involved in motivating and supporting the young person in working hard towards the realisation of their dreams, creating a positive image of themselves and their future, regaining trust in

people and society, believing that a change is possible and when we cannot find the right job – we have strength to create it... On the other hand, the professional networks of different institutions, experts, NGOs, youth workers, social workers, psychologists, health workers.... might address some of the problems or needs of the young person and help in overcoming life obstacles. Networks can also help the coach in guiding the coaching process.

Staying in touch with the coachee

After a successful series of development sessions, updates and evaluations of the plan, links with other relevant actors who might support and assist the coaching process, the young person that was at risk of becoming NEET can get to be either in education or training or as employed / self-employed citizen. This is the preferred, desired ending of the coaching process and now it is time to make a closure of this phase and possibly agree on how the coach and the coachee will stay in touch in the future. The ways of staying in touch will depend on the entire coaching process and the relationships built in the process, on the characteristics of the coach, the coachee and many other factors. However, it is always useful to create a strategy or a kind of a commitment for staying in touch and contacting from time to time and not only in situations of need.

Online coaching

Using digital/innovative networking via online channels

Participants agreed that online tools can be used to help the coaching process with a coachee or to help the coach themselves. Social platforms, chatting applications, research engines etc. can find a place in almost every step of the coaching process.

When working with young people that have access to the Internet, it is recommended to use the online channels to get to know each other, meet, stay connected, explore information related to the desired jobs of the coachee or existing online information about the competences that need to be developed, search, recommend and possibly enrol in online courses, build an online identity on job searching platforms that might support the job search process, and create links, networks and support systems with different stakeholders. Even though it is recommended, the online coaching should not replace the one-on-one face-to-face coaching.

The online channels can also be used by the coach for constant professional development and networking with colleagues that will act as the coach's support system and motivation platform or a valuable resource of answers to the challenges of the coaching process.

Coaching includes a combination of actions, knowledge and skills that are at the disposal of a coach. The decision however to use one or another of the methods identified in helping young people depends on the experience and competencies of the coach, as well as the preferences of the young person to be coached.

Know your limits and your responsibilities

Boundaries, like laws and rules, help keep our lives from being chaotic or even at risk. The coach needs personal and professional boundaries. Related to that, the participants discussed coaching limits and responsibilities and detected what is not encouraged to happen in the coaching process:

- Promising more than what you can achieve
- Misleading the coachee
- Gossiping about the coachee's situation with friends
- Lying to the coachee
- Discriminating and not showing respect to the young coachee
- Judging and labelling the young person
- Becoming too much of a friend and losing authority
- Seducing or being seduced by the coachee
- Changing roles – bragging about the problems of the coach instead of the problems of the coachee
- Not setting communication boundaries
- Letting coaching affect personal life
- Being over empathetic and carried away by the coachee's emotions and situation
- Being too authoritative and directive
- Not practicing what one preaches
- Being constantly available
- Not asking for help when it is needed
- Acting like other professionals (a therapist, a psychiatrist, a social worker ...)
- Comparing coachee's experience with one's own.

Good feedback vs bad feedback

Participants agreed that during the coaching process it is important that the coach receives a feedback on their work in order to see if the coach is doing the right thing, if things can be done better, to self-motivate etc. The participants discussed the good vs bad feedback that can be received by the coach for their work and the influence that this has on the coach:

Bad feedback	Good feedback
Demotivates, focuses on blame. Creates defensiveness and confrontation	Encourages, focuses on improvement-achieved or possible; creates trust and cooperation
Problem-oriented; does not approve skills	Solution oriented; improves skills
Undermines confidence and self-esteem	Increases confidence in ability and potential
Leaves person guessing	Clarify the current position and what to do next
Leaves person feeling "judged"	Leaves person feeling helped & inspired

The coach I am /the coach I want to be

Before the end of the study session, participants spend some time to reflect on their coaching style and self-assess in order to detect areas for further development and for becoming the coach they want to be.

Making coaching accessible to young people

Having in mind that coaching has a number of benefits for young people and can help them in making informed decisions on their life, as well as overcome obstacles in accessing social rights and in their transition to autonomy, participants agreed that there is a need for making coaching more accessible and visible for young people and took some time to discuss and detect: Where is coaching needed in your neighbourhood? Who can be a coach in your neighbourhood? How to make coaching accessible for young people? Who else can you involve in your efforts to make coaching accessible to your neighbourhood?

Their conclusions follow:

Where is coaching needed in your neighbourhood?

- Schools, (primary, secondary, highschoools)
- Universities
- Youth centres
- NGOs working on young or family issues
- Social centres
- Social protection institutions
- Employment agencies
- Community centres
- Municipalities
- Online
- Police
- Prison
- Orphanages
- Career centres

Who can be a coach in your neighbourhood?

- Social workers working in different institutions
- Teachers
- Trained youth workers
- Psychologists
- Police officers
- Social educators
- Peers
- Employment officers
- Priests
- Successful businesspersons

How to make coaching accessible for young people?

What kind of support is needed for coaching to become a reality in your neighbourhood?

- Educational – lack of trained coaches
- Removing bureaucracy
- Institutional - creating coaching space
- Financially
- Networking with different stakeholders
- Recognition of the value of coaching

How to inform young people on coaching benefits and make it accessible to all?

- Organise activities to inform young people on coaching and its benefits

- Promote it online
- Promote good practices
- Promote successful coaches
- Create coaching platform / forum
- Provide free coaching sessions

Who else can you involve in your efforts to make coaching accessible to your neighbourhood?

- Local authorities
- Social centres
- Public institutions
- Business companies
- Celebrities
- Foreign experts.

Main session content: Moving forward and follow-up

At the very end of the meeting, participants spent some time to share the ideas for their future work on making coaching accessible for young people, as well as some ideas for using the Recommendation [CM/Rec\(2015\)3](#) of the Committee of Ministers to member States on the access of young people from disadvantaged neighbourhoods to social rights in their future work. Those ideas include:

- Coaching children with behavioural problems
- Coaching graduating young people from transition home
- Coaching training for youth workers
- Career centre for young people in rural areas
- Campaign for promoting the benefits of coaching
- Meetings on sharing good practices related to coaching
- Coach online
- Coaching young offenders.

In relation to the Enter! recommendation, participants indicated the following possible follow-up:

- Translating the recommendation
- Presenting the recommendation to the local authorities and trying to get their support
- Implementing some of the recommendation that are in line with the rest of the work that they are doing
- Promoting the recommendations among youth organisations and young people.

In order to support the implementation of the follow up, we introduced and spend some time on exploring the Council of Europe, particularly the Youth Works platform, as a place where participants can share their practices and learn from others. The platform can be found here: <http://www.coe.int/en/web/youthwork>

The European Youth Foundation was also introduced as a support system for participants' youth projects.

In line with the study session the educational team with the support of the IT unit in the Y-SRN created a special part in our web site covering the main elements and outcomes of the study session > <http://ysrnetwork.weebly.com/in-neet-of-a-coach.html>

End notes by the preparatory team members

Access to social rights for young people

Access to education and access to the labour market, the ability to have a house, the possibility of medical care is not as improved as we might want to believe. Young people constantly face challenges when accessing their social rights, and are being considered as part of the vulnerable lost generation. Unemployment rates are alarming and indicate that young people do not have smooth transitions from education to the labour market and are faced with a kind of a “delayed” independence.

We, the Youth Social Rights Network, as an organisation that works on the improvement of access of social rights for young people, believe that there is an enormous need to deal with the above problems, and to identify ways of supporting young people in their transition to autonomy and adulthood, to identify support measures that work and to try and develop them even more. Coaching is perceived as one of those support tools, a way of identifying not just obstacles and needs, and also competences and ways to overcome obstacles in the transition period. Being someone’s coach means having a significant role in a person’s life and requires being competent (trained, skilled, educated) to address the challenges of the coaching role.

Maria Roidi

NEET situation, young people at risks of becoming NEET, NEET and autonomy...

The number of young people who are not in education, employment and training is increasing tremendously in Europe. The current political, social and economic situation is affecting young people’s lives and creates a fertileground for very low number of new opportunities and services for the young people having almost no access to their social rights. The refugee crisis in Europe, the rise of far right political parties in European governments and the threats to European unity and inclusion do not guarantee any more that young people who had education before would not be left behind the employment market, or young people receiving vocational training would not be left without space for quality internships, etc. Therefore, the current situation is not only affecting NEET young people but also ALL young people who are in danger of being victims of crisis and wrong political decisions.

Therefore, there is a huge interest and need to integrate something new in the well-used and experienced services. The Youth Social Rights Network’s approach in discussing youth work and reflecting on how coaching can be included in youth work services was one of the first attempts to make youth work accessible for all. Not only aiming to empower young people but also seeing coaching as a tool to support young people in achieving their goals. The interest and enthusiasm of participants to be involved in this process once again showed us, organisers, that YSRN needs to continue to work in this direction. The support received from the Council of Europe was a valuable contribution for the YSRN to pilot this initiative and to reflect on its outcomes. We are now gathering information about the follow-up by our participants and looking

forward to continuing our work and dedication in the field! With one aim – to improve access to social rights for all young people!

Sulkhan Chargeishvili

Coaching as a method for addressing NEET risks and situations

As mentioned previously, “In NEET of a coach” was addressed primarily to young professionals who work directly with young people who are in a NEET situation or at risk of becoming NEET. As the major topic of our study session, we focused on coaching, and we did so, because we see in coaching one of the best methods to unlock one’s own potential.

Whereas there are several external (economic, social, political, etc.) factors that push young people into NEET situations, there are also internal (personal/emotional) obstacles that hinder young people to maximise their own performance. That is where coaching can give a helping hand, and empower NEETs by helping them to find their own answers and improve their emotional skills to overcome the situation they find themselves in.

We started from the premise that coaching involves the belief that individuals have the answers for their own problems within themselves. Taking this as a starting point, we built a study session which guided participants through the different stages of coaching keeping in mind that the role of a coach takes mostly the form of a facilitator that assists NEETs in the process of becoming the best version of themselves.

Working closely with cases that resemble very much a real NEET situation, our aim was to equip participants with the skills and knowledge needed to become effective and empathic coaches.

Melinda Visan

More detailed info, videos and pictures can be found online:

<http://ysrnetwork.weebly.com/in-neet-of-a-coach.html>

Appendix I Daily programme

Sunday 15 May

Arrival of participants
19:00 – 20:00 Dinner
20:30 Welcome! evening

Monday, 16 May

08:00 – 09:00 Breakfast, registration, filling the reimbursement forms
09:00 – 11:00 Welcome and opening
11:00 – 11:30 Coffee break
11:30 – 13:00 Introduction and background of the study session
13:00 – 14:00 Lunch
14:30 – 16:00 Exploring social rights
16:00 – 16:30 Coffee break
16:30 – 18:00 Exploring social rights
19:00 – 20:00 Dinner
20:30 – 21:30 Organizational bazaar

Tuesday, 17 May

08:00 – 09:00 Breakfast
09:00 – 11:00 Meeting the Head of the Council of Europe Youth Department, Antje Rothemund, and the Executive Director of the Council of Europe European Youth Centre Strasbourg, Tina Mulcahy
Understanding youth employment situation in Europe
11:00 – 11:30 Coffee break
11:30 – 13:00 Meeting the NEETs
13:00 – 14:00 Lunch
14:30 – 16:00 Youth work, coaching and autonomy
16:00 – 16:30 Coffee break
16:30 – 18:00 You as a coach
19:00 – 20:00 Dinner
20:30 – Intercultural evening

Wednesday 18 May

08:00 – 09:00 Breakfast
09:00 – 11:00 What is coaching: coaching attitudes, roles, principles and challenges
11:00 – 11:30 Coffee break
11:30 – 13:00 Linking with NEETs
13:00 – 14:00 Lunch

- 14:30 – 16:00 How to identify NEETs needs and competences
- 16:00 – 16:30 Coffee break
- 16:30 – 18:00 Setting goals and motivation
- 19:00 – 20:00 Dinner

Thursday 19 May

- 08:00 – 09:00 Breakfast
- 09:00 – 11:00 Supporting the social and professional development of young people,
Expert's Input: Ketevan Zhvania-Tyson, coaching expert
- 11:00 – 11:30 Coffee break
- 11:30 – 13:00 Supporting the social and professional development of young people
Expert's Input: Athanasios Krezios, coaching expert
- 13:00 – 14:00 Lunch
- 14:30—16:00 Creating networks and support systems for NEETs
- 16:00 – 16:30 Coffee break
- 16:30—18:00 Online coaching?
- 19:00 – 20:00 Dinner

Friday 20 May

- 08:00 – 09:00 Breakfast
- 09:00 – 11:00 Coaching possibilities, limits and responsibilities
- 11:00 – 11:30 Coffee break
- 11:30 – 13:00 Keeping contact and feedback
- 13:00 – 14:00 Lunch
- FREE AFTERNOON
- 20:00 Dinner in the city

Saturday 21 May

- 08:00 – 09:00 Breakfast
- 09:00 – 11:00 How to make coaching accessible
- 11:00 – 11:30 Coffee break
- 11:30 – 13:00 Becoming the coach I want to be
- 13:00 – 14:00 Lunch
- 14:30 – 16:00 Follow up plans
- 16:00 – 16:30 Coffee break
- 16:30 – 18:00 Evaluation and closure
- 19:00 – 20:00 Dinner

Sunday 22 May

Departure

Appendix II - List of participants

Participants

ANDORRA/ANDORRA

Name : IOLANDA PEREZ LOPEZ
Organization's name: COMU DE LA MASSANA

ARMENIA / ARMENIE

Name : ANI HARUTYUNYAN
Organization's name: NGO "SKARP" HEALTH CENTER

Name : ERIK VARDANYAN
Organization's name: ARMENIAN NATIONAL STUDENTS' ASSOCIATION

AZERBAIJAN/ AZERBAIDJAN

Name : RAMIZ ALIYEV
Organization's name: COMMON SENSE

DENMARK/DENEMARK

Name : KIRSTEN MOLER
Organization's name: ASYLSYD - REFUGEE CENTER

ESTONIA/ESTONIE

Name: HELENA HEIDEMANN
Organization's name: YOUTH FOR SOCIETY

GEORGIA/GEORGIE

Name: SOPHIO KASHAKASHVILI
Organization's name: YOUTH SOCIAL RIGHTS NETWORK

Name: NATO ANTIA
Organization's name: PEOPLE IN NEED

Name: SALOME KURDADZE
Organization's name: YOUTH SPACE/ YOUTH SOCIAL RIGHTS NETWORK

Name: TINATIN GHOLADZE

Organization's name: YOUNG ENTREPRENEURS ASSOCIATION

Name: TAMTA KHUTSISHVILI

Organization's name: LEPL – CHILDDREN AND YOUTH NATIONAL CENTRE / MINISTRY OF YOUTH AND SPORT/ YOUTH SOCIAL RIGHTS NETWORK

GREECE/GREECE

Name: SOFIA FRAGGI

Organization's name: YOUTH SOCIAL RIGHTS NETWORK

Name : CHRISTOFOROS PAVLAKIS

Organization's name: Global Sustain

Name: MARY DROSOPULOS

Organization's name: MEDITERRANEAN COLLEGE STUDENTS' CLUB / UNITED SOCIETIES OF BALKANS NGO.

Name: OLGA TSESMETZOGLOU

Organization's name: YOUTH SOCIAL RIGHTS NETWORK

HUNGARY/HONGRIE

Name: ORSOLYA BOZSO

Organization's name: MINISTRY FOR NATIONAL ECONOMY, LABOUR MARKET PROGRAMS DEPARTMENT

Name: ANITA TREGOVA

Organization's name: NATIONAL YOUTH COUNCIL

ITALY/ITALIE

Name: MATTEO MUSELLA

Organization's name: ASSOCIAZIONE VELE CORSARE

PORTUGAL/LE PORTUGAL

Name: CARVALHO FERNANDES PINTO EMILIANO JOAO

ROMANIA/ROUMANIE

Name: SIMONA – MARIA TIPLEA

Name: JULIA ESZTER VARO

Name: RALUCA CULDA
Organization's name: COACHING4EU

RUSSIAN FEDERATION / FEDERATION DE RUSSIE

Name: LIUBOV KUZNETSOVA
Organization's name: YOUTH ASSOCIATION FOR A GREATER EUROPE

SERBIA/SERBIE

Name: NADEZDZA HADRIK
Organization's name: Youth office Municipality STARA PAZOVA

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA / L'EX REPUBLIQUE YUGOSLAVE DE MACEDOINE

Name: LIDIJA HRISTOVA
Organization's name: YOUTH SOCIAL RIGHTS NETWORK

Name: ILIJA VASILEVSKI
Organization's name: PUBLIC PRIMARY SCHOOL ELPIDA KARAMANDI

Name: ZHIVKA GRUEVSKA
Organization's name: INSTITUTE FOR MARRIAGE FAMILY AND SYSTEMIC PRACTICE – ALTERNATIVA

THE NETHERLANDS/LES PAYS-BAS

Name: TIM BALOCHE

Name: JOATHAN NATHANAEL DE LIJSTER
Organization's name: NGO BE INOVATED

Name: BALONUSKOV SERGEJ
Organization's name: K.I.D. – KULTURA.IECIETIBA.DRAUZIBA

UKRAINE/UKRAINE

Name: OLHA LYTVYENENKO
Organization's name: CHARITY FOUNDATION HOUSE OF HOPE

Name: KONSTYANTYN LYTVYENENKO
Organization's name: CHARITY FOUNDATION HOUSE OF HOPE

Name: IEVGEN VOROPAI
Organization's name: VOROPAI LLC MEDIA CONSULTING

UNITED KINGDOM / ROYAUME-UNI

Name: DAVID AYNSLEY
Organization's name: TR14ERS

Name: RICHARD CARLING
Organization's name: JSC AUTOMOTIVE LTD

Name: TOM GASKIN
Organization's name: KEYSTONE DEVELOPMENT TRUST

PREPARATORY TEAM

Name: BILJANA VASILEVSKA TRAJKOSKA
Organization's name: Youth Social Rights Network

Name: MARIA ROIDI
Organization's name: Youth Social Rights Network

Name: MELINDA VISAN
Organization's name: Youth Social Rights Network

Name: SULKHAN CHARGEISHVILI
Organization's name: Youth Social Rights Network

Name: RAMON TENA PERA - External trainer, Youth Department, Council of Europe

Lecturers

Name: KATEVAN ZHVANIA-TYSON
Organization's name: NON FORMAL EDUCATION YOUTH CENTRE SUNNY HOUSE

Name: ATHANASIOS KREZIOS
Organization's name: Kids in Action

Council of Europe Secretariat

Name: MARA GEORGESCU, Educational Advisor, Youth Department

Appendix III NEET profiles used for simulating parts of the coaching process

Meet Yoana, Luca, Emilia and Sam



Yoana is a 27 years old girl that was born in a small city in a small and poor country. At the age of 16 she left her hometown and her family and moved to the capital in her country to study psychology dreaming that one day she will be a family therapist and help families overcome their crisis. During the studies, things were great. She dedicated herself to her professional development, studied hard, passed all the exams on time and with good grades. She was a remarkable student and she believed that the professional success is right behind the corner.

She lived with 3 other roommates and had the time of her life enjoying her autonomy. Even though she was financially still dependent from her parents, she felt that nobody tells her what she can do and that she is free to make all the decisions that affected her and her life by herself. After the studies, Yoana engaged in a master studies in teaching and finished them in no time.

And then

She started the job search... She looked for job opportunities everywhere... went to several interviews, send her CV to different employers but she did not get a positive reply from anyone. Her parents could not continue to financially support her life in the capital so the only thing that she could do at that time was to go back in her hometown and live with them again.

For Yoana that was a shock and a loss of her autonomy. She felt disappointed and hopeless. She lost her will to go out and have fun ... There were also no good news in the employment area so she started working as a waitress and she did that for 2 years. After, she engaged herself in another job that has no relations of any kind with her professional experience. The wage that she receives is not enough for her to move out of her parents' house and live alone. She feels like she needs help ... She wants to be independent, live in her own flat again and find the right job...

Then she decided to go and visit the coach in her employment agency

Luca is a 21 years old girl, coming from a small town in a big country. She is the oldest child of Jim, her father with a disability and Laura, her mother, who is constantly at work and exhausted. Because her parents are not able to give all the attention to their 3 children, Luca needed to take over their responsibility and take care of her sisters and brothers.

She has been doing this since she was 10. This exhausts her. She barely finished high school because she always lacked time or energy to study. She doesn't have time to do what she wants and to have friends or a romance. At some point she lost her will to do anything That made things worse. She started to become introverted and avoid talking to anyone and sharing what she felt or needed...

One day the social worker that is working in the high school that Luca was studying in, rang on Luca's door....

Hi all!

I am **Emilia**. I am 20 years old and I come from a rural area with fewer opportunities. My life has not been easy: I grew up in an orphanage. Although at moments it was difficult and I felt alone, I could study and I was able to finish highschool. But when I turned 18 things changed again. What for most teenagers it's a happy moment, for me it was a sad turning point in my life: soon after finishing high-school I had to leave the orphanage and I saw myself alone in the street.

I felt lost and lonely. For some time I lived with some friends, but since I have had no models to look at, things turned nasty again. Sometimes I envy people of my age that are living with their family.

So, soon after living the orphanage I became pregnant and I had to leave. Now I have a 3 year old child. It's a blessing and one of the best things I have now in my live. At the beginning it was very hard: I had no support from the baby's father and I ended up living on the street but soon I found a crisis centre where I live now together with my daughter. They are nice to me, they take care of my daughter and they try to help me. I established a good relation with a lady working in the kitchen and she thought me how to cook. Now I am working at the centre's kitchen.

I am ok here, but I know that I need to move. I want to do something, but what? I have dreams like everybody, and I think that I have to provide a future to my daughter. In this small village everybody knows me and what my past is. So nobody is giving me a job, plus I have a "bad reputation", which makes it difficult for me to find friends or people to hang out with. I would need to leave the village and go to the city where I could find more opportunities, a job, a life... I wish, I would be able to finally leave my past behind. But how?

One day I decide to go to see a coach working in the social centre.

Sam is a 27 years old young person, who lives in a big mega polis with his parents. Sam belongs to an ethnical minority group in his country of citizenship and is always feeling to be affected by discrimination due to the variety of stereotypes connected to his ethnicity. Sam has a disability, which he thinks is a huge barrier to get autonomous and have his own say. Meanwhile, Sam has completed life-skills training program but he finds challenging to use it in practice and to actually get a job. Sam thinks that multiple discrimination and lack of services makes him very unpopular and unwanted in the society. "There are so many opportunities in big cities, but I am not the right person to get it, I guess" says Sam.

Sam's educational background is mainly connected to vocational training in the field of web design and web development and loves computers and creating different tools to make it even greater.

Sam is under stress, as he realizes that soon he will need to take care of himself to have at least pocket money and all the basic stuff. But whenever he goes deep thinking about it, he starts drinking alcohol. Sometimes it takes weeks of non-stop alcohol usage.....

Local minority rights NGO decided to help Sam find himself....

Click and meet us - <https://www.youtube.com/watch?v=OSDoX1vrRIM>