



Erasmus+



**KA2 – Cooperation for
innovation and good practices.
Strategic partnerships for
youth**

Project co-financed by the European Union under the European Social Fund

**FUNDACJA CENTRUM EDUKACJI, PRZEDSIĘBIORCZOŚCI I AKTYWNOŚCI SPOŁECZNEJ
ECOLE DE PAGÈS BEAUMARCHÈS**

Report summarizing the implementation of the project FOR YOUTH AND WITH YOUTH WE DISCOVER THE WORLD



Report on the implementation of activities and evaluation

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Introduction.

In the Report Poland 2030, training processes have been assigned an extremely important role in supporting the development of social capital. For this reason, education should focus on the issues related to increasing concern for the common good, improving the quality of public space and debate, increasing mutual trust, supporting civic activity and increasing the role of creative and cultural potential. The task of the Polish system of formal and non-formal education is also meeting the goals and tasks posed by the European information society¹.

General characteristics

The project "For the youth and with the youth we discover the world" was implemented in the years 2015-2017 as part of the Erasmus + Programme for the years 2014-2020, Action KA2 - Cooperation for innovation and good practices. Strategic partnerships for youth.

Project's leader

The leader of the project was the Foundation Centre for Education, Entrepreneurship and Social Activity, based in Warsaw.

The Foundation for Education, Entrepreneurship and Social Activity (Fundacja Centrum Edukacji, Przedsiębiorczości i Aktywności Społecznej) is a non-governmental organisation operating primarily in the field of social policy and education. Its aim is to support, initiate and implement all social tasks addressed to children, youth and adults as well as tasks in the field of educational and social activities, cultural activities, physical education and sport, charity and voluntary service. The Foundation conducts its activities throughout the country. The Foundation is also the governing body of an educational institution for young people with special educational needs: socially maladjusted or with mild intellectual disability, enabling them to participate actively in social life, to have direct contact with culture and art.

The Foundation organises meetings, workshops, competitions, cultural and other events, activities promoting safe, attractive and active organisation of leisure time by young people and development of their interests and talents, including organising summer camps for children and young people, promoting and organising intercultural exchange, in particular through the organisation of trips, workshops and lectures. One of the areas of activity is also youth voluntary services for the elderly and young children.

The Foundation cooperates with many experts in the area of education, mentoring, tutoring and supporting people at risk of social exclusion.

The activities undertaken are aimed at integration and stimulation of various social environments, including activities aimed at activating children and young people, development of social and civic awareness and equalisation of opportunities for groups of people who are socially weaker, disadvantaged, maladjusted and at risk of social

¹ Compare [Uchwała Nr 61 Rady Ministrów z dnia 26 marca 2013 r. w sprawie przyjęcia "Strategii Rozwoju Kapitału Społecznego 2020"](#), Monitor Polski z 2013 r., poz. 378. Access online: 27 December 2017 r.

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maladjustment, as well as combating social exclusion. The Foundation pursues its goals also through the development of innovation and entrepreneurship among children, youth and adults. It makes the society aware of the possibility and necessity of constant development and continuous broadening of knowledge and raising qualifications.

Project's Partner

The socio-professional integration in IMPRO: A collective project

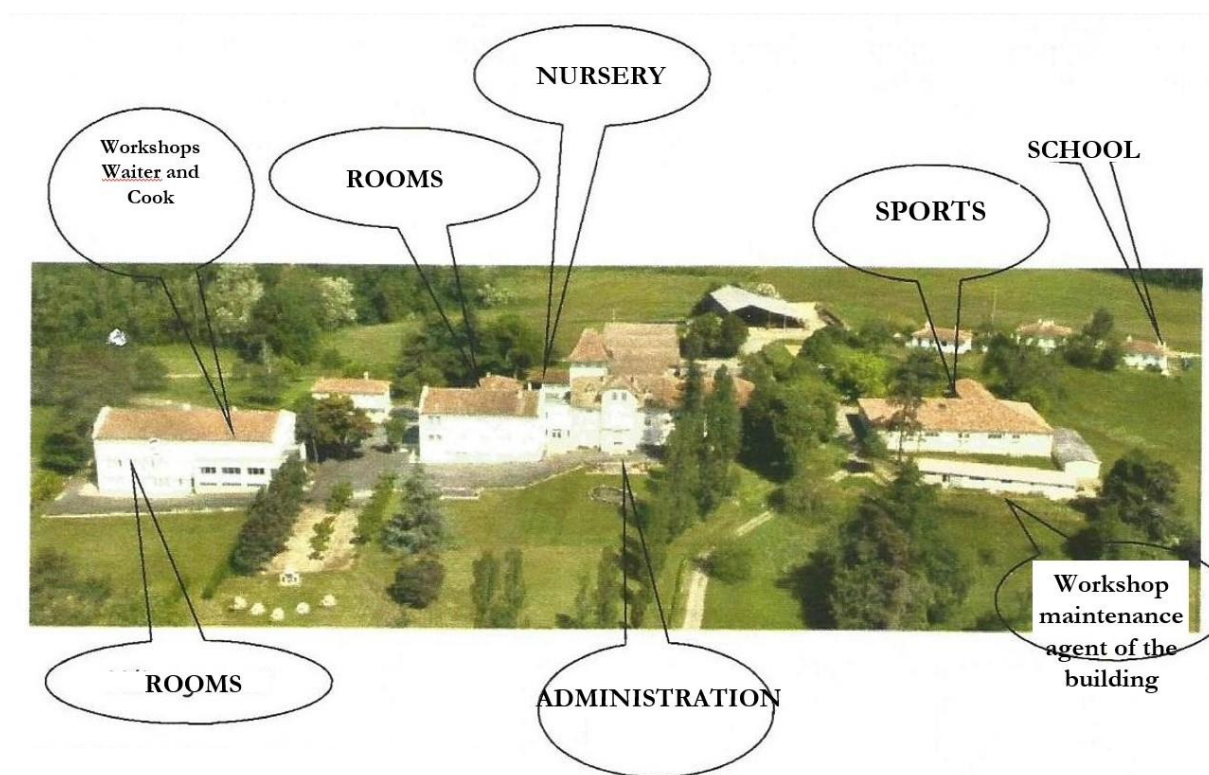


Figure 1. Complexe de Pagès in Beaumarchès



Figure 2. Occitania in France².



Figure 3. Department Gers and Beaumarchès in France³.

Location : Municipality of Beaumarches, department of Gers, Midi-Pyrenees area, large south west of France.

Pages complex manager association : AMASSAG (Mutual Agricultural Association of health and social actions of the Gers) private rights association.

Financiers : ARS (Regional Agency for health) and General council.

Description of the structure : An IMPRO, medico professional institute (boarding, canteen, school, or teaching unit, professional workshops, medical care and para-medical), an ESAT establishment and support services through work, (lodging, restaurant, laundry vineyards and green spaces).

Missions and objectives of the association:

- To facilitate social inclusion of people with disabilities taking into account their wishes and their competences.
- Accompany to autonomy of people experiencing handicap.
- Contribute to the well-being or at best be its people.

Public welcome:

- Agrément 25 adolescents and young adults (age 18) for the IMPRO and adult for the ESAT .
- The MDPH (House of handicapped persons) address the adolescents and young adults to the IMPRO after the decision of the CDAPH (Rights Commission and independence of disabled persons).
- The IMPRO welcomes teenagers presenting a medium or mild intellectual deficiency with or without associated disorders.

² Source: By TUBS – Own design. This vector image includes elements that have been taken or adapted from this: France adm location map.svg (by NordNordWest), CC BY-SA 3.0 de, <https://commons.wikimedia.org/w/index.php?curid=45549847>

³ Source: https://commons.wikimedia.org/wiki/File:France_location_map-Regions_and_departements-2016.svg?uselang=fr

A . Presentation of IMPRO : 6 sectors in synergy

The health sector is composed on the structure of a psychologist, a nurse, a speech therapist and a psychomotor . On the outside hospitals (Tarbes and Auch) and clinical (Aire sur l'Adour), medical practices (Plaisance du Gers), CMP (psychological medical centers), the psychiatric clinic for adolescents to Auch, surgeries of speech therapists, physiotherapists, dentists, dermatologists, opticians.

The school or teaching unit is made up of two specialized seconded teachers of National Education, a sports educator employed by the AMASSAG. Young people are prepared to CFG (General training certificate), included in SEGPA or professional high school for those who can attend an outside schooling.

- Shall enjoy, the most difficulty, of internal schooling and acquire useful skills school has a future social independence.

The professional sector is made up of three technical educators providing three vocational training qualification level 5 (agrement Ministry of Labour):

- Cook
- Waiter, waitress
- Maintenance agent of the building.



Figure 4.The pupil - cook

The educational sector is made up of 6 boarding educators framing youth in collective life moments (meals, lift, evenings, activities Wednesday after-noon). They form a young domestic autonomy (meal preparation, linen management, the household, body hygiene) and accompanying to participate in sports and outside cultural associations.

The administrative sector is made up of a director, an educational department head, a secretary.

The social sector is made up of a social worker who helps young people in all their administrative demarches and job search.

B. Pedagogical projects related to the establishment project in order to promote the integration socio professional

a. The three objectives of the establishment project in connection with the teaching unit:

Objective 1 : “Opening up to the outside / maintain and develop the cooperations”:

Working in partnership with cultural associations civic and sporting External:

- ERASMUS (International Action): to develop openness european culture.
- ECO-SCHOOL (national action) in order to practice in the whole complex of ecological and civic habits (waste separating, solidarity action towards Mali, energy savings).
- PLANETE Sciences (regional share) to develop the scientific demarches and experimentation (solar vehicle construction)
- ADDA (departementale share) promote access to culture (theater, dance)

Objective 2 : “to show off and develop competences through the course socio educational, of care, teaching and professional”.

- To support coordination, inter sectors through the PAAP (project of reception and personalized assistance). The starting point of the project remaining aspirations of the young person and his family. This makes it possible to set up objectives in which each professional registers the actions to be carried out with the user. For the teachers, these actions are registered in the PPS (Personal Project of Schooling).
- Prepare inclusive education to allow access to an outside schooling.
- To set up a time of connection school / professional workshops, that makes it possible to the pupil to contextualize the knowledge.
- To support autonomy:
 - formation with the computer and internet patent (B2i)
 - formation with road education level 1/ level 2 (ASSR1 and ASSR2)
 - formation with the gestures of first aid (APS = level 1 / PSC1 = level 2).
 - Information with census citizen and Day Defense Citizen (JDC)

Objective 3: “To improve quality of the reception and the assistance of the user by adapting human resources, the equipments and tools .

Update of the website, valorization and diffusion of the actions setup in partnership with the pupils.

b - The approach of project, an adapted answer:

“At the beginning was the action” Henri Wallon, French sociologist

→Appropriation of a approach while taking part in every stage

A transferable approach of the teaching project towards the personal project

→**To give direction to the trainings:**

- to support the transfer of knowledge, of competences and approaches in order to concrete realization (contextualisation of the knowledge)
- to reconcile the school and social knowledge to restore the link between the pupil and the trainings.

→**Implication a booster of autonomy:**

- to take into account the pupils' ideas and aspirations to develop the specific originality to each individual
- to live an approach of project makes it possible to change and take self-confidence by the catch of responsibilities.
- completion of projects makes it possible to reach stages in the personal construction of the pupil and reinforces its capacity to be projected in a future on which he thinks of being able to act.
- to fight against a social determinism by acquiring more cognitive flexibility by requesting the adaptabilities.

→**Cognitive progress and socialisation by the work of group:**

- off-centring of the individual by the cognitive conflict socio
- installation of democratic debates
- to live a levelling situation
- education in republican values (Europe)
- acceptance of the other (tolerance)
- development of a collective solution (solidarity).



Figure 5. The pupils during the scientific project: « The solar vehicles »

Innovativeness of the Project

The implemented Project was characterized by innovativeness, manifested both in the project's concept and activities. The most important determinants of innovativeness are:

- Project issues, based on the coaching and mentoring method, not very common
in work with the youth. Its essence lies in the fact that the coach does not work instead of the student – his/her job is to provide tools, teach new skills, behaviours and, if necessary, help in exceeding limiting beliefs, discovering supporting values.
- Parallelism of work on two levels - work with young people and cooperation of young people from two countries, and work with teachers and transnational cooperation of teachers.
- Effective international meetings in which participated not only adults, but also young people with special educational needs. Overcoming the stereotype that organizing educational trips abroad for young people struggling with disability or social maladjustment is impossible - effective ways to overcome such barriers (in practical and legal terms).
- Complexity of the subject matter proposed during trainings to the target group - focusing not only on the development of language and computer skills that are so needed nowadays, but mainly assuming the development of competencies necessary for achieving success by young people with little opportunities, from risk groups. During the training "I am a coach, a mentor - a guide for a young person", adults who work with youth from such groups have been equipped with appropriate tools, knowledge and skills to change the mental attitude of young people and show the possible directions of change.
- Original programmes of activities for young people cooperating in the project, aimed at integration of target groups, improvement of interpersonal competences, and above all, overcoming barriers related to the dysfunction or lack of a particular type of skill.
- Pilot testing of developed solutions by conducting workshops with people working with youth and by individual work of direct participants in the project, i.e. people working with youth as a coach, mentor (one adult takes care of one young person). Developing, individual programmes of work and assessing their effectiveness using the knowledge gained during the workshops.
- Developing innovative solutions in the field covered by the project, based on the experience of partner countries and placing the continuation of international cooperation in the permanent work plan of the organization.

The implementation of the project was a very important experience for both partners, giving young people at risk of social exclusion and teachers working with them new opportunities for development. Both similarities and differences in functioning of organisations became a chance to form the foundation of mutual exchange of

experiences and learning based on benchmarking – observation and adaptation of the best organizational, programme and methodological solutions.

Project objectives

Give me a fish and I will have something to eat all day long.

Teach me to fish, and I will have something to eat for my whole life.

Indian proverb

The main objective of the project was to discover the potential and develop key competences of learners (students and wards) and people (teachers, trainers and specialists) working in institutions supporting youth at risk of social exclusion due to disability and/or other risk factors related to it, in particular with the family, social and economic situation, through learning about and applying mentoring and coaching methods in the process of supporting them.

The main objective was pursued through specific objectives aimed at developing the professional skills of the staff, i.e.:

- Acquisition of new substantive knowledge and working methods by persons working with youth and developing on the basis of acquire knowledge new skills related to the application of coaching and mentoring in the processes of individual support of students' development
- Strengthening the habit of lifelong learning (in accordance with the European Lifelong Learning strategy) through cooperative activities, including the exchange of experiences in a transnational environment and creative adaptation of good ideas to their own work.
- Preparing people working with youth: teachers, trainers and specialists for the role of a coach professionally cooperating with young people, using innovative methods and forms of work in order to strengthen the motivation, independence, decision-making, entrepreneurship and creativity of youth under their care.
- Acquiring by adults working with youth practical skills of using ICT in the process of their own learning and in the process of teaching their students.
- Improving communication skills in foreign languages for the sake of personal development, and the development of professional group and parent institution.
- Preparing the staff from institutions supporting young people to continue the acquired programme, methodological and organizational solutions in the "post-programme" phase.

- Acquisition of knowledge about cultural values of another country and the specific construction of the educational system in the partner country.
- Shaping in people working with youth the attitude of openness to personal, cultural and national diversity and readiness to establish transnational contacts free from prejudices and stereotypes.

The second group of specific objectives was formulated for youth from partner countries. They included:

- Developing students' skills in the field of cooperativeness, implemented during meetings with their peers from abroad.
- Developing youth's skills in the field of communicativeness, implemented through contacts with young people and a foreign community during meetings in real situations and in virtual space.
- Developing young people's skills in the field of creativity, implemented by activities undertaken during preparation for trips, excursions and meetings with foreigners and during them.
- Acquisition of practical skills in using ICT tools in the learning processes and building social bonds.
- Developing students and wards' practical skills in communicating in foreign languages during contacts with peers and adults arranged in the Project.
- Building healthy self-esteem of young people, their self-confidence based on the self-assessment of competences facilitating planning and implementing tasks aimed at achieving short-term and long-term goals through participation in an individual programme of support based on coaching and mentoring.
- Developing in young people the ability to recognize their strengths in the context of planning their own personal, educational and professional careers.
- Acquiring knowledge about cultural values of another country and about the specific nature of functioning of peers in the reality of their country.
- Shaping attitudes - openness to personal, cultural and national diversity and readiness to establish transnational contacts free from prejudices and stereotypes.

The last group of specific objectives concerned the development of institutions as learning organizations and the impact on their closer and further surroundings. Here the following objectives were defined:

- Developing an organizational culture based on the concept of a school – a learning organization and innovativeness in various areas of its work.
- Improving the organization of processes within organizations aimed at improving the efficiency of their work .

- Strengthening the reputation of institutions by disseminating information about project activities and their results in the closest environment, in their home countries and in Europe.

The idea of the project is in line with the guidelines of the **Social Capital Development Strategy 2020**⁴, where chapter. III *The diagnosis* reads:

Based on the experience of the Polish teaching system and the lifelong learning concept, the main attitudes and social competences were identified, which should be a priority in the teaching system and in other forms of education supporting it. These include: cooperativeness, communication and creativity.

The concept of the project is also consistent with the recommendations of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning (2006/962 / EC)⁵. The European Parliament and the Council of Europe recommend:

Developing the portfolio of key competences for all as part of their lifelong learning strategy, (...) and the use of the Key Competences for Lifelong Learning - European Frame of Reference document (...) as a reference tool, to ensure that:

- 1) education and training offered to all young people measures to develop key competences at a level that would give them appropriate preparation for adult life and constituting the basis for further learning and working life;**
- 2) an appropriate offer was available for those young people who, due to educational difficulties resulting from personal, social, cultural or economic circumstances, need special support to realize their educational potential;**
- 3) adults had the opportunity to develop and update key competences throughout their lives (...);**

Objectives and activities in the Project are also compatible with the results of educational researches and forecasts for educational trends of the future. For example, Dr. Jackie Gerstein draws attention to the change of the teacher's role (from the "giver" of the content to the coach, mentor and guide for young people) and the corresponding new role and place of the learner (which is the centre of the multi-sensory learning process, developing holistically, aware of own goals, strengths and challenges)⁶. From the YouthSpeak survey (with the respondents of over 42,000 young people from all over the world), conducted in 2015 by AIESEC and PricewaterhouseCoopers International Limited, it appears that the ideal model of development for learners and those entering the labour market is the so-called 70-20-10: 70% of knowledge should come from practical classes, 20% is learning through meetings with mentors and other inspiring people, and the last

⁴ Compare: [Uchwała Nr 61 Rady Ministrów z dnia 26 marca 2013 r. w sprawie przyjęcia "Strategii Rozwoju Kapitału Społecznego 2020"](#), Monitor Polski z 2013 r., poz. 378. Access online: 27 December 2017.

⁵ After.: <https://usergeneratededucation.wordpress.com/author/jackiegerstein/> and <http://www.edunews.pl/system-edukacji/przyszlosc-edukacji/2510-stare-i-nowe-trendy-w-edukacji> Access online: 27 December 2017.

⁶ Compare.: <https://usergeneratededucation.wordpress.com/author/jackiegerstein/> and <http://www.edunews.pl/system-edukacji/przyszlosc-edukacji/2510-stare-i-nowe-trendy-w-edukacji> Access: online: 27 December 2017.

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10% are traditional theoretical classes⁷. Benefits from individual support of youth at risk of social exclusion by mentors have also been proven by the experience of the Elder Brother Sister Foundation (Big Brothers Big Sisters - BBBS founded in the USA in 1904) and Big Brothers Big Sisters International (since 1998). At present, foundations run a program for over 30,000 children and youth all over the world, also in Poland.

The scope of support for Project participants

The participants to the project:

The people participating in the ERASMUS + project were numerous:

- the adults participating in the training and the exchanges,
- the young people who benefited from this project,
- the adults who participated periodically but were not involved in the training,
- participants of events disseminating the project,
- the external partners who supported the project.

Direct support in the project was given to adults working with youth (11 persons from Poland and 11 persons from France) and the youth themselves (10 girls from Poland and 12 students from France). It included the following activities:

- **4 international meetings of the Project Management Team** organized as part of mobility (2 in Poland - **M1 and M3** and 2 in France – **M2 and M4**).
- **2 international training meetings (C1 and C2)** - conducting workshops to prepare 20 people working with youth to be a coach and mentor (22 people participated in the workshops).
- **2 international youth meetings (C3 and C4)**, during which 21 young people (10 and 11 from respective countries), under the care of adults from each country, jointly implemented activities prepared earlier according to their own ideas, in the area of active leisure time, entrepreneurship, artistic and sporting activities as well as social integration, including the local environment. The youth used the skills gained while working with the coach.
- **2 conferences summarizing the Project and disseminating its results** - in France and Poland - **E1 and E2**.
- working out intellectual results - the training program "**I am a coach, a mentor - a guide for a young person**" (**O1**), **20 individual programmes of work with youth (O2)** and a **summary Report on project activities (O3)**.

Indirect support was provided for young people from Complexe de Pages - 27 people, and 38 students from the youth educational centre, for whom the Foundation is the governing body. In addition, employees, co-workers and volunteers from partner

⁷ Report at: <http://www.pwc.pl/pl/publikacje/2015/badanie-youth-speak-2015.html> Access online: 27 December 2017.

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organizations, participants of the conference, recipients of intellectual results - a total of 400 people, were also supported indirectly and/or directly. The support is also the use of materials developed in the project.

Evaluation and monitoring in the Project

The Project adopted measures and success indicators, taking into account qualitative and quantitative aspects.

These measures and indicators were monitored on a daily basis and, at the key stages contributing to Project's success, evaluation was carried out (see the chapter *Implementation of activities* part *Developing project's Evaluation and Monitoring Plan*).

At the end of the project realisation, the report summarising all implemented activities was developed together by the Leader and Project Partner. The results of the evaluation conducted in accordance with the assumed success indicators - quantitative and qualitative (see chapter *Project's Results*) are one of the elements in the report.

Implementation of the Project

Project management

Organisation of work of the project team

After signing the contract with the Foundation for the Development of the Education System, the planned tasks were started. A project team was created. Its tasks were planning and organising activities in the project and taking responsibility for the correct realization of scheduled work. The project team was composed of the following persons: project coordinator and project specialist coordinator as a supporting person, expert in the project. The scope of duties and the rules of communication in the project team were defined.

Before the first meeting of the Team, the needs and expectations of potential participants of international meetings were collected.

At the first meeting of the Project Management Team, in order to avoid crisis situations and meet participants' expectations as far as their visits were concerned, the Project Leader and the Partner developed a list of characteristic features for each national group participating in the project. Expectations regarding diet, accommodation, way of conducting classes, way of spending free time and organising cultural events as well as other specific needs were analysed.

The most important information on customs, especially the differences between French and Polish ones was also gathered and then passed on to adults and young people participating in international meetings.

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Photo No. 1. First meeting of the Team. Kielce, November 2015

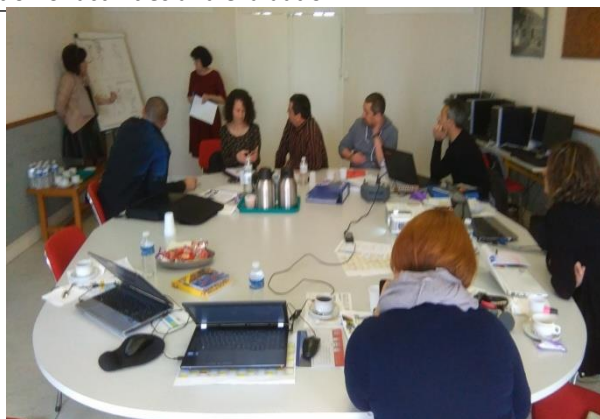


Photo No. 2. Second meeting of the Team. Beaumarchès, April-May 2016 r.



Photo No. 3. Meeting of the Project Management Team, Beaumarchès, April-May 2016. From the left in the first row: Julien de Nodrest, Partycia Carayon – speech therapist, Helene Deloste, , Urszula Wiklińska – employee of Youth Centre in Węgrzynów, Benjamin Bled – hedmaster Complexe de Pagès (Ecole de Pagès), Emilia Wojdyła –Project Specialist Coordinator, Małgorzata Jas –Project expert, Michel Barri – teacher of practical vocational training w Beaumarchès. From the left in the back row: Valerie Brouste– deputy head of Complexe de Pagès (Ecole de Pagès), Alain Seidel – teacher of practical vocational training in Beaumarchès, Mayor of Maciac municipality, Jarosław Wojdyła – chairman of Fundacja Centrum Edukacji, Przedsiębiorczości i Aktywności Społecznej. Press photo, France.

Developing project documentation

The following documents have been developed:

- attendance lists at meetings, trainings - workshops, classes,
- evaluation sheets,
- contracts for people employed in the project and other documentation, as appropriate.
- work sheets.

Promotion activities, disseminating the information about the project (designing the project logo, preparing and printing leaflets, preparing a promotion package, etc.)

As part of the project promotion, its logo was designed. Information about project meetings was published on the website subpage. Information leaflets about the project were also prepared and printed. An information package has been prepared for young people. Contacts have also been established with regional and local media in Poland and France. It is worth adding that the French side has proposed a permanent media patronage over the project by local newspaper from the Gers department.

Documentation in the form of a film was created about the implementation of activities in the project. Today, after the end of the Project, the film is a unique and innovative supplement to this report.

Activities in the project were disseminated in the communities of the project leader and partner, among educational institutions, local and regional authorities.

The coordinators/teachers of the Complex of Pagès they also ensured the promotion of the ERASMUS project both within and beyond the walls of the Complex of Pagès: regular contacts with the press, e-mails and calls to the various authorities (School inspectorate, Vice-chancellorship, City halls, Association of local authorities, General Council, Regional council, Superior ESPE=Ecole of the Teaching profession and Education, educator's Schools ...), information meetings, organization of the conference. Also worked with Mr. Bled to raise part of the finance for the audiovisual project.

The director of the Complex of Pagès Mr. Bled, and Mrs Brouste, leader of the education service managed all the authorizations with the various administrations concerning the travel of the young people to Poland. Finally he accompanied the team during the trip to Poland to present the French establishment to the conference which took place in Warsaw in October, 2017. He was thus able to help us to set up the conference in November in Auch (France).

In the Erasmus+ program we benefited from external partners who supported us in different ways.

Some of them such as the General Council of the Gers, the « Jazz in Marciac » association in France, Marshal Office in Kielce, Warsaw City Hall offered T-shirts, CD, pens, which represented the cultural diversity of our « département » (county).

During the visit of the Polish adults for the first training week (July 25 to 30th, 2016), Mr Guilhaumon, Vice-president of the Region Occitanie, met them during a visit of the architectural heritage and invited them in the concert given under the big top of the festival "Jazz in Marciac".

The Regional council, the Departmental Council, the mayor of Beaumarchès, the Crédit Agricole bank, Groupama financed the audiovisuel project directed by M. Nivan. This allowed the making of a magnificent documentary on the project ERASMUS + but also allowed our young people the benefit of training during the filming and video editing.

Finally the local newspaper correspondents: M. Serres (« La Dépêche » newspaper), du Sud Ouest : M. Pefaut (« Sud Ouest » newspaper), M. Lavedan (« Le Petit journal du Gers sur internet ») : published articles on-line concerning the evolution of the project.

Specialist and organisational supervision over the project

Specialist and organisational supervision over the implementation of the project consisted of on-going control of timeliness and correctness of task implementation by the Project Management Team, checking the correctness of the documentation,

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controlling the schedule of activities carried out, controlling the compliance of funds spending with the planned budget. Evaluation sheets were analysed on a daily basis.

Results of intellectual work

Developing the programme of workshops for people working with youth, scenarios and teaching materials

As a result of the project activities an output (O1) was created - the programme "I am a coach, a mentor - a guide of a young person". The high quality of the programme was ensured by many factors:

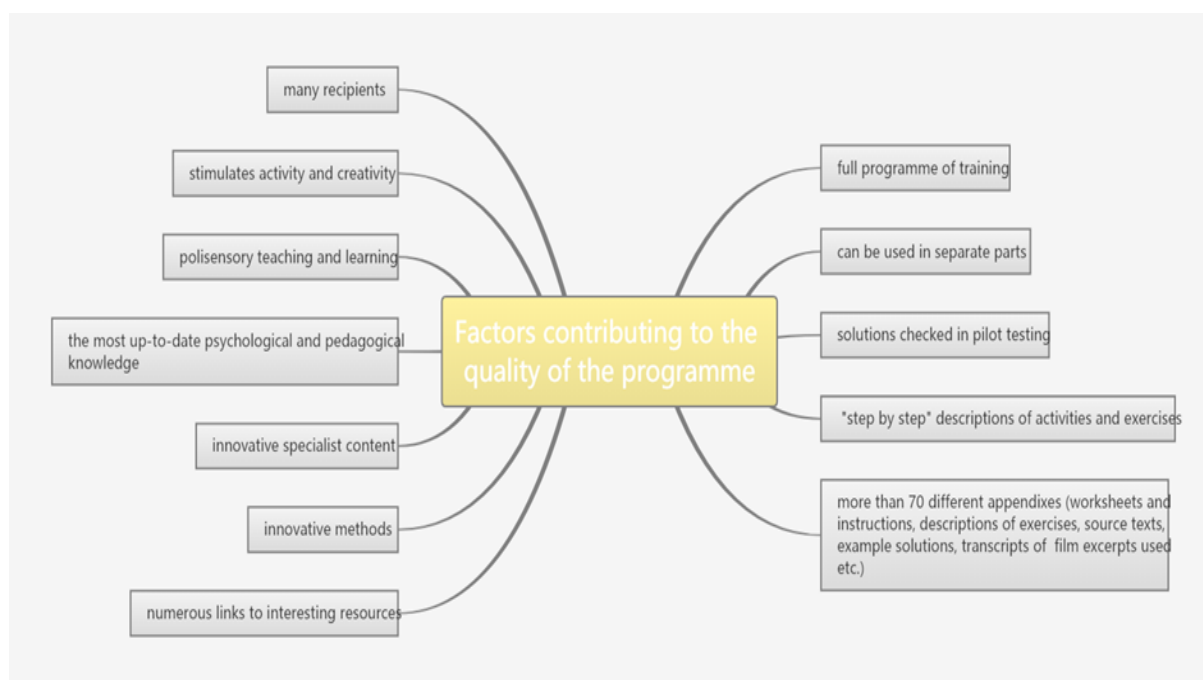


Figure No. 6. Factors contributing to the quality of the programme „I am a coach, a mentor – a guide of a young person”

”

The Programme's structure:

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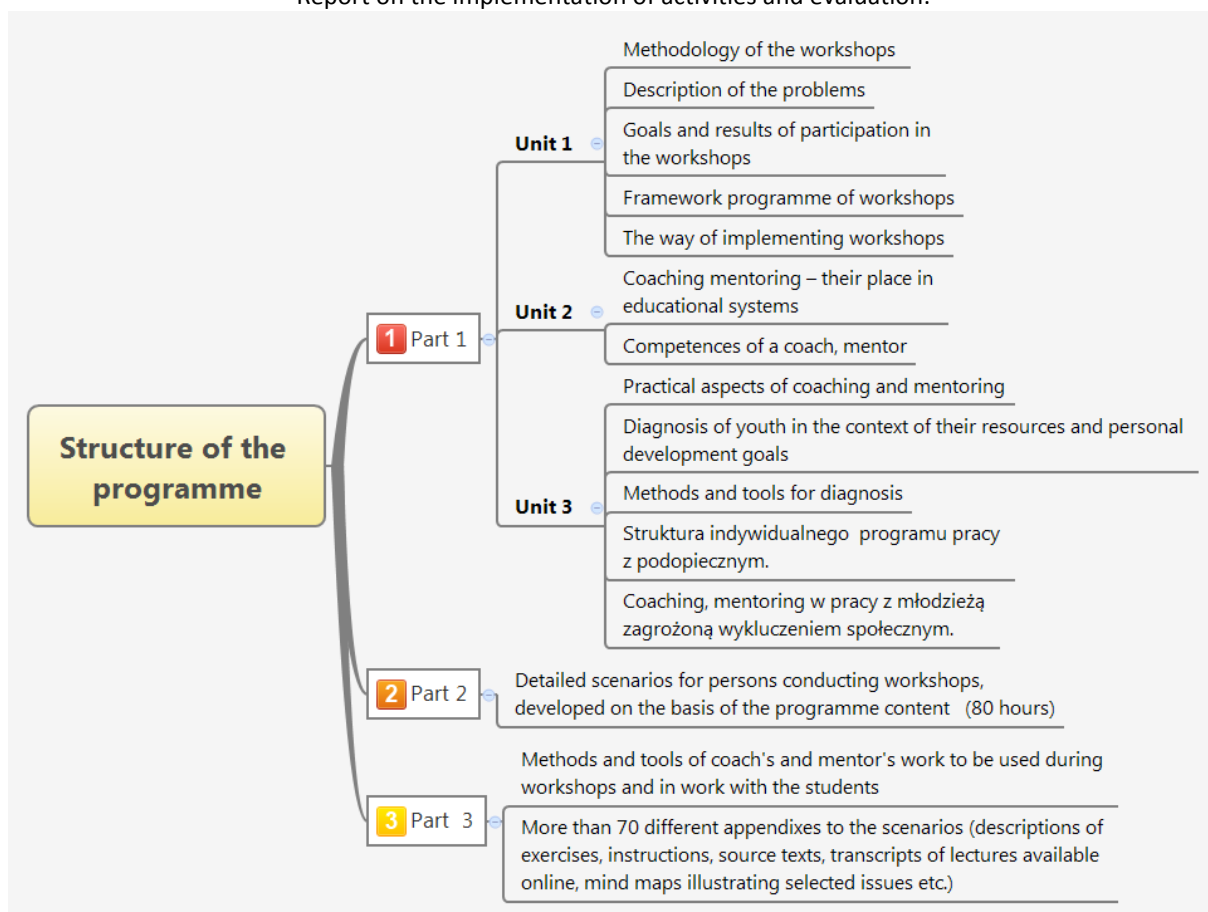


Figure No. 7. The structure of the programme „I am a coach , a mentor – a guide of a Young person”

The program was pilot tested during trainings for people working with youth who participated in the project (see the task *Logistic organisation and conducting trainings and study visits*). During the workshops, the instructors collected participants' opinions on the specialist and methodological aspects of the programme, and on this basis the authors made the desired modifications, so that the final result - the programme published on the website of the Leader and Partner - was the highest quality product.

The scenarios (part II of the training) included the structure of an individual programme of work with the student/ward, based on coaching and mentoring methods, developed by participants-practitioners.

Developing individual programmes of work with students/wards

As the result of the workshops and trainings for other employees within the partner organisations 20 individual programmes of work with the student/ward using mentoring and coaching methods have been prepared. Individual programmes include the diagnosis of the student/ward based on his/her resources, goals of individual work, ways to achieve them, actions, time frame for their implementation and the number of hours needed for a specific type of activity, methods used in working with a young person, ways to assess the effectiveness of individual work. When developing the programmes, the stages of work with student/ward and the structure of the individual programme were agreed upon together in the Polish-French group during the workshops (Short-term Learning/Teaching/Training Activities C2).

Stage I.

Gathering and analysing information about the student on the basis of:

- documentation of the student/ward;
- information from parents / family;
- information from teachers;
- information from a psychologist;
- information from a speech therapist;
- information from a psychomotor therapist;
- information from a nurse / doctor;
- information from teachers of technical/vocational subjects;
- information from the educator in the centre;
- information from a social worker.

Stage II. "Getting to know myself" - self-assessment the student with the help of a coach/mentor. A series of meetings (5 hours). **Meetings with students entitled:** !! → Why am I in the Centre? → School → How do I spend my time? → People who are important to me.

Stage III. Synthesis of the diagnosis - defining the student's profile, taking into account his/her strengths and areas for development in the scope of:

- psychological (intrapersonal) profile,
- social (interpersonal) profile,
- educational and vocational profile.

Selecting areas for development within: intrapersonal competences, interpersonal competences, educational and vocational competences.

Defining goals to be achieved with the student/ward.

Describing the expected results.

Stage IV. Planning activities - identifying and naming milestones. Developing the schedule and topics of session as part of an individual coaching plan.

The structure of an individual programme of work with the student/ward

Stages	Content	How to implement (materials, sources, aids)	Example number of hours
I.	What do I know about the student/ward – collecting and analysing information	Analysis of documentation (documentation from specialists, medical documentation Conversation, meetings with Parents (questionnaires, surveys).	5
II.	Getting to know myself" – self-assessment of the student with the help of the coach	Conversation with the student/ward (<i>Student's booklet</i>), Unfinished sentences, picture contract, other – as needed.	5

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Report on the implementation of activities and evaluation:			
III.	Psychological profile (intrapersonal)		2
	Social profile (interpersonal)		2
	Educational and vocational profile		2
	Synthesis of the diagnosis – determining priorities (from one or more areas but not more than 3).	E.g. pyramid of priorities, target, criteria poker.	2
	Defining areas for development	Diagnostic tools e.g. questionnaire, Wheel of satisfaction/ Wheel of life, „a figure” (other described in the programme „I am a coach, mentor – a guide of a young person”).	2
	Development goals	Coaching conversation – GROW model; STROM, SMART model	2
	Expected results		
Plan of coaching activities			
IV.	Milestones.	Plan of a coaching trip, planning from the future, „The road”, creative planning according to W. Disney, a cone by R. Dilts, Socratic questions, star of questions.	4
	Coaching sessions (implementation of activities): Session No.1: Session No. 2: Session No.3:	GOLD model, Silver model, feedback, other methods	30/40
V.	Evaluation of the programme of work with the student	Balloon, a letter to myself, a dustbin and a suitcase, coaching conversation, self-diagnosis of effectiveness of the educator – guardian and guide of youth (Appendixes to the programme „I am a coach, mentor – a guide of a young person”).	4

Original individual programmes of work prepared by project participants, i.e. 20 people working with youth as a coach/mentor were a fully innovative activity.

The third intellectual result is this report.

Drawing up a schedule for trainings and study visits

The implementation of the task required precise arrangements taking into account, above all, the different rhythm of work of the Polish organisation and youth from the

educational institution in Poland and the French institution, in particular the different school year calendars.

Thanks to the constant contact of the members of the Project Management Team (4 mobility meetings and ongoing e-mail, telephone or Skype communication), all scheduled trainings (international training meetings for the staff working with youth C1 and C2) and visits - international meetings of young people (C3 and C4) were held in accordance with the objectives of the Project, at the timeframe facilitating smooth implementation of the Project's objectives (see *Project structure*).

Logistic organisation, conducting trainings and study visits

The implementation of the task required:

- taking into account the differences in the participants' command of English (youth and adults) as the language of communication in the Project in planning and conducting trainings and meetings,
- solving problems related to the trips abroad of girls from the Youth Centre in Poland (legal and practical aspects concerning socially maladjusted persons under the supervision of the court),
- solving problems related to the trips abroad of students from the Beaumarchès centre (legal and practical aspects concerning minors with disabilities),
- selecting places for trainings and meetings which will be the most conducive to the implementation of different Project objectives, including those related to the development of creativity, entrepreneurship, language skills and getting to know the cultural heritage of the destination country, its touristic assets, etc.

Before starting activities addressed to the target group, the process of self-education of the staff was initiated in partner organisations, aimed at improving communication skills in English (purchase of dictionaries and tutorials, organising conversation classes in small groups in which at least one person was fluent in a foreign language). The programmes offered as compulsory and additional educational activities for young people were enriched with content and exercises allowing to improve language skills for everyday communication during trips, and during sessions via Skype the youth were accompanied by English teachers who could help in case of difficulties. The youth, under the guidance of teachers and educators, during the classes prepared illustrated glossaries useful in contacts with peers and for communicating in public places (airport, station, shop, hotel, places to be visited abroad). In this way, as confirmed by the evaluation results of international meetings, the risks related to the differences in the participants' (youth and adults) command of English as a language of communication in the Project have been effectively minimised.

In France:

From the beginning of the project in November 2015, our 24 pupils also have corresponded in English with the young Poles by written or oral exchange on the Internet: e-mails, Facebook, Skype, WE transfer.

They also wrote a book introducing the Pagès' Complex with photos and comments in English in order to show the place where they are in training on weekdays.

This book was given by the manager of the Complex, M Bled to the project manager, Mrs Wojdyła when the Polish adults came to France in July 2016, for the first coaching and mentorship training week. Finally, they made slide shows with Windows movie maker in which they appeared.

Before starting activities in the Foundation Centre, several youth meetings were organised, the purpose of which was to prepare them for cooperation with people from abroad. The essence of the meetings was to draw attention to the differences between Polish and French culture, to broaden the horizons of young people and encourage them to international cooperation.

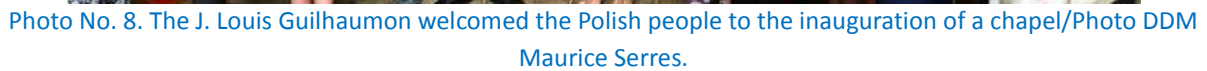
We also managed to effectively solve the difficulties related to the legal and practical aspects of trips abroad of young people from risk groups. Teenagers participating in the project (disabled, with difficulties resulting from their dysfunction, difficult social situation) were provided with care and support of competent adults who ensured safety, assisted them during travel and during the implementation of the programme. The programme of youth visits in each country also took into account their individual situation, abilities and limitations (selecting accommodation, activities, places visited, transportation, etc.). For young people, the preparation for foreign trips became an opportunity to demonstrate their engagement, initiative and entrepreneurship, e.g. when they had to fill in and submit documents necessary to obtain legally required identity documents, to contact directly (using the available internet applications)) with offices attending Polish citizens going abroad, etc.

Places for accommodation and tour routes were carefully selected for foreign visits of the youth. The recommendations of Polish and French members of the Management Team, obtained during previous visits in the partner country, proved to be helpful here. They recommended places interesting for young people and available for them taking into consideration their abilities and limitations, based on experiences related to Management Team's visits in Beaumarches and the surrounding area, in Lourdes, the Pyrenees or in Węgrzynów, Jędrzejów, Kraków, Wieliczka, Zakopane, etc. Schedules for youth visits took into account the health and safety issues (e.g. time of activities and rest, psychological support from teachers during the visit, medical assistance, etc.).

Youth meetings were held in accordance with programmes earlier developed by young people in cooperation with their programme supervisors.

Short-term Learning/Teaching/Training Activities - training of people working with youth (C1 and C2).

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The training was divided into two parts (C1 and C2).

The programme of workshops also included exercises that allow to determine organisational, psychological and social conditions of work with young people at risk of social exclusion. The participants had the opportunity to analyse "bridges" and communication barriers in their parent organisation, and then plan necessary modifications and improvements.



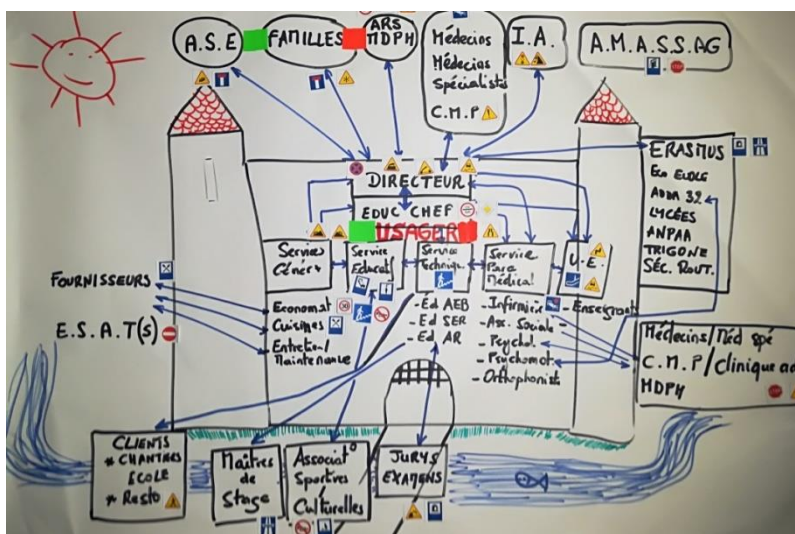


Figure No.9. The results of the exercise „GPS of our institution – bridges and communication barriers” (2 French group)

The training in the form of a workshop ensured active participation of the teachers. The exercises given to the participants were selected in such a way so that they could adapt them in work with their students.



Figure No. 10. Picture contract prepared during workshops by participants

Effetement uczestnictwa w szkoleniu osób pracujących z młodzieżą będzie:		5) nabywanie nowej wiedzy merytorycznej i umiejętności jej wykorzystania w trakcie nabywanych doświadczeń,
		5) Acquisition de nouvelles connaissances et des compétences techniques à utiliser au cours de l'expérience acquise,
7) poznanie metody coachingu, mentoringu i wykorzystanie jej w pracy z młodzieżą,	6) możliwość weryfikacji i modyfikacji stosowanych metod pracy w oparciu o doświadczenia praktyczne,	6/4
7) Connaissance des méthodes de coaching, de mentorat, et leur utilisation dans le travail avec des jeunes,	6) La possibilité de revoir et de modifier ses méthodes de travail, sur la base de l'expérience pratique,	4/5
8) wymiana doświadczeń pomiędzy osobami dorosłymi z krajów partnerskich,	13) poznanie historii i kultury krajów partnerskich,	6/2
8) L'échange d'expériences entre les adultes, les éducateurs des pays partenaires,	13) La connaissance de l'histoire et la culture des pays partenaires;	4/2
1) rozwój kreatywności i innowacyjności,	2) rozwój umiejętności planowania indywidualnej pracy z młodzieżą,	4/0
1) Le développement de la créativité et de l'innovation,	2) Le développement des compétences de planification de travail individuel avec les jeunes,	4/0

Figure No. 11. Training effects considered the most important by the participants.

Workshops, which served as a pilot testing, were used to test the content and methodological solutions included in the programme. Thanks to this, after the end of the first part of the workshop, the authors made modifications in accordance with the expectations and suggestions of the participants.

Reflection:

We were a group of 22 adults gathered in the big meeting room of the Complex of Pagès to exchange our professional practices and to train in the tools of coaching and mentorship.

- Proposals were pinned to walls « Increase the sense of responsibility », « Increase the level of self-respect », « Increase self-confidence », « Increase skills in a foreign language », « Increase participation in the proposed tasks » ... We had a number of red and green labels and we had to stick them on what seemed to us the most important and on what we considered the less important effects on the young people.

- Next we had to draw a picture representing our vision of the training. We realised that our expectations were the same in spite of our different relationships with the young people (which related to our profession).

We also noticed through our drawings that we wished to learn tools during this training but that we were also very curious to exchange our respective professional experiences.

After this we talked about the common problems we met with young people we managed.

We then reviewed the common problems which we met with the young people who we took care of: passivity, communication problems, lack of self-confidence, violence to others or oneself, crime, delinquent behaviour, depression, ...

We then gave examples of activities and attitudes which favoured the development of transferable skills such as: involvement, communication, self-confidence, intra and inter personal relationships, social adaptation, success and optimism.

In a list we determined that there had to be five main qualities in a mentor: be an admired model, a guide, a professional who encourages, a person who motivates and one who strengthens skills.

We then classified additional elements which we considered to be less important for the success of the young people.

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Photo No. 9. Trainig in France

At the end of each activity we had to review with emojis what the activity had given us. Often this was creative (we had to imagine, produce) and cooperative (the French and Polish teams were mixed). They pushed us to write, to read, to speak, to move ... in sum, a training appealing to all our senses of learning (visual, hearing, oral and kinaesthetic).

At the end of this first training course, we already knew better how to distinguish the differences between the skills of a coach and those of a mentor. We had thought about our professional practices according to the specific needs of our pupils and we were all satisfied with this initial exercise.

We had learned evaluation tools which we could reuse with our pupils and which we tested during the training (hot-air balloon, barometer, star, drawings). We had exchanged welcome gifts and most importantly we had learnt to understand better.

The second part of the workshops (C2: Kraków, 20 August -25 August, 2016).

Podczas drugiego tygodnia szkolenia w Polsce obecny był cały zespół francuski, a także polski zespół.

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Photo No. 10. Part of the French group at the airport in Kraków - Balice

During the second week of training in Poland, the whole French team was present as well as the Polish team.

The workshops included to preparing adults to make a diagnosis based on the resources (strengths) of young people, recognising their own competences, which may be useful in creating individual programmes of work with young people, developing a structure of such programmes. During the workshop, participants planned the work with young people.



Photo No. 11. Workshops for teachers. Part 2. An example results of the exercise „A figure” – my student/ward today (determining strong points of the student/ward and areas for development).

This part of the workshops also covered the issues of difficult situations in the coach's work, issues related to understanding and essence of permanent education.

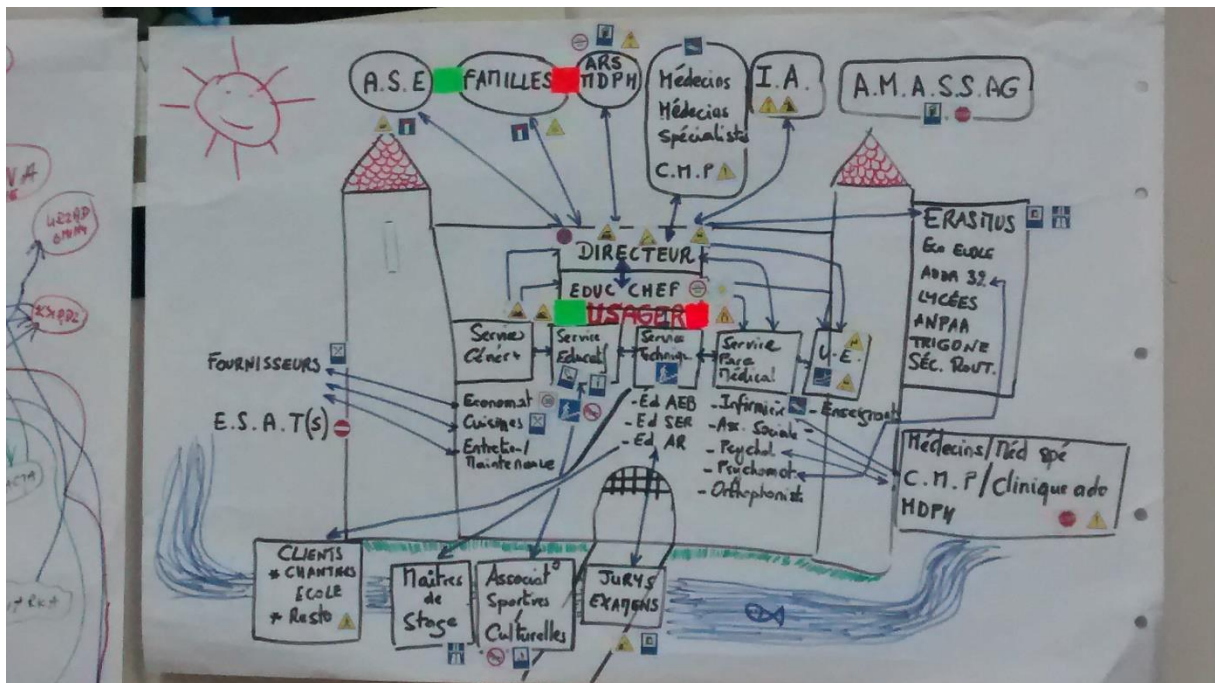
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During the workshops teachers, educators and specialists were prepared to work with youth in the next year of the project, based on an individual programme. They started a new, innovative form of pilot testing, putting the acquired skills in practice and at the same time supporting young people.

From the first hour of training, we had to represent our mental barometer in the shape of a drawing, most of the members of the team were happy to be there and curious about the program.

- What was the situation of the young person?
- What were the various services of the multidisciplinary team? (Paramedical, educational, teaching, administrative, technical)
- Who were the different partners?

It allowed us to understand the care provided and the modus operandi of the French and Polish establishments.



Finally we had to, using road signs, symbolize the role and the position of each of the speakers.

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person, the roles of each in the care provided and the multiple interactions which existed between all the participants.

Following this we returned to the roles of mentor and coach concerning the various points which we wished to use with the young people:

- The will to accept the coaching;
- The goal of the learning process;
- Support in the learning process;
- The role of questions;
- To provoke reflection;
- The respect and the acceptance of values;
- The impact of the cooperation on the development of the young person;
- Favour change;
- Concentration;
- The role of the pupil and the coach in the learning process;
- The importance of interpersonal relationships;
- Use of the intrinsic skills of the pupil;
- The involvement of the pupil;
- Who directs the learning process;
- That the objectives are formulated with respect and consideration of the individual.

To complete these theoretical contributions we developed methods and tools allowing us to help the pupil and to accompany him with an individualized program. We were introduced to the method SMART which allows the transformation of vague objectives into concrete actions to reach these goals.

Then we drew characters representing the pupils, allowing us to visualize their state of mind, their problems and their key points. This with the aim of better understanding the pupil we wish to help.

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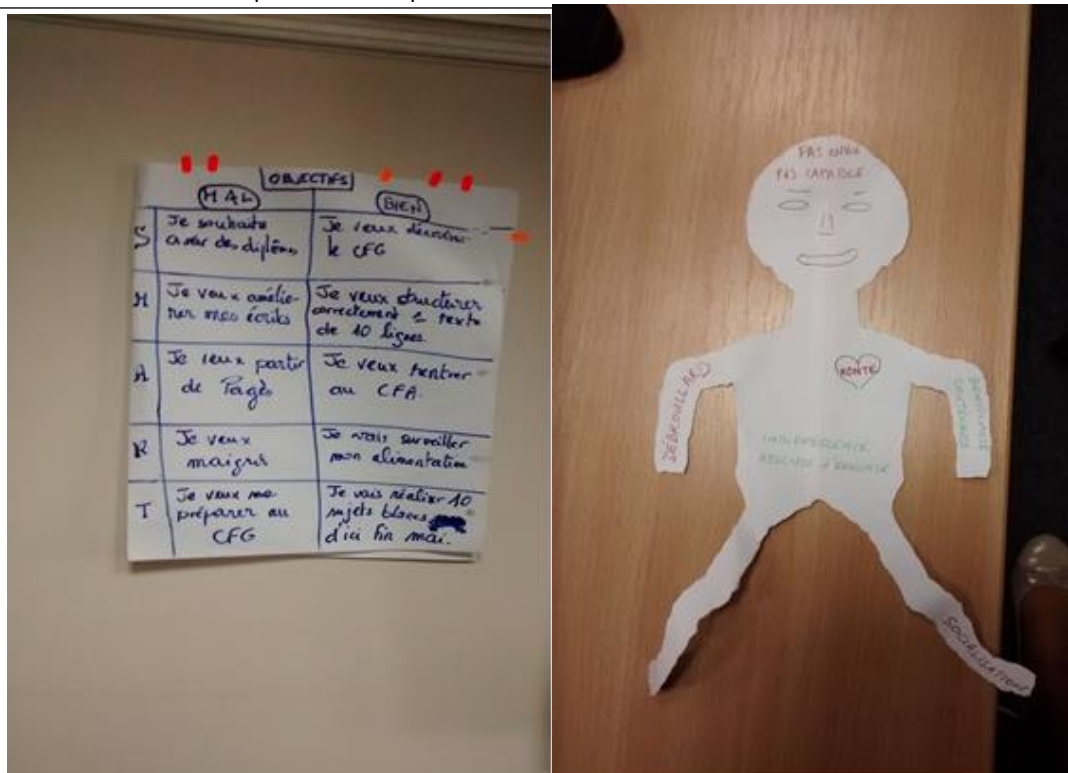


Photo No. 13. Workshops in Poland. Part 2.

We also thought about the way of leading an individual interview with the pupil with collective reflections on open and closed questions.

We used role-playing games by taking the place of the learner and the coach or the mentor.

As during the first training course, the end of each activity was evaluated with playful exercises we could use with our pupils.

We also thought about the structure of the individualized programs:

- the collection and the analysis of the information
- learn to know each other (to be self-aware) with the pupil's report book
- the determination of areas to be developed:
- the psychological, social, educational profile of the pupil
- the synthesis of diagnosis
- objectives of development and expected results
- planning of the coaching sessions
- evaluation of the work program
- conclusion.

Indeed, the program of coaching must be based on the resources identified by a young person. The first phase of the work of coaching consists of the definition of the resources of the coached person, which must include their self-assessment.

The coach will then define with the pupil the development objectives that are important for him and how to achieve them.



Photo No. 14. Workshops in Poland. Part 2.

After finishing of the workshop, every adult participant in the workshop chose one person from the group of young people in order to develop an individual programme of work with that student.

During the sessions of coaching/mentorship we worked with our young people around the following points:

- We encouraged action: we always ensured the pupils were actively involved.
- We strengthened in a positive way the various successes, thus we verbally recognised things done well and we always complimented the pupils.
- We gave to each the opportunity for success: make a success of video editing, a slide show, of electrical connections, find a recipe for the visit of the correspondents.
- We allowed the pupil to make choices: choice of the activities to do with the Polish correspondents, choice of songs to use on slide shows, movies ...
- We did our best to be good role models for the mentored pupils.
- Every time pupils taught us something that we did not know, we made the effort to express our gratitude.
- We allowed the mentored pupils to make errors. We took the drama out their status: error is important in a process of learning. Its presence must be lived as a good omen! It represents an indicator of the position of the pupil in their process of learning, and that he does not have to feel discouraged when he makes it.
- We encouraged self-assessment: in every success, in every realization we said sentences like: " you must be satisfied ", " you have to feel proud! ", " Wow, well done! ", etc.

Pupils have a better relation with the adults:

- Quality dialogue or the communication is not vertical but horizontal: the pupil is not any more a performer but a partner who can express his wishes, his skills while maintaining with the adult a relation of need when it is a question of finding solutions to

International Youth Meetings (C3 and C4)

In the trips participated 10 students from the Youth Centre for which the Foundation is the governing body (C3 - May 11-18, 2017) and 12 students from the Complex de Pages (C4 - June 15-22, 2017). It must be added that the entire community was involved in the organisation of the visits in the partner organizations, not only those who were the direct target group covered by support. In both places, guests from abroad had an opportunity to contact the local community, local authorities, the media, representatives of various administrative, cultural, social institutions, NGOs, etc. The preparation and conducting the meetings took place in two stages.

Stage 1 - Developing the concept of International Youth Meetings

During the meetings of the Management Team, a general plan of the meeting was prepared, its costs were estimated, the necessary conditions for the stay of young people were determined. The students, under the guidance of teachers, educators and specialists, worked out the initial concept of the Meeting, planning what they can offer their guests to make their stay interesting and to contribute to achieving the objectives of the Project.

Stage 2 - Preparing and conducting International Youth Meetings

The Management Team took care of formal and legal aspects of trips abroad (documentation, booking of rooms, admission tickets, transportation for people with special needs, etc.).

The staff from partner organisations, in contact with the legal guardians of the youth qualified for the trip, supervised the completion of the formalities required in case of trips abroad of minors. They also conducted activities with all students preparing them for the trip abroad and/or receiving guests from abroad.

The students, under the supervision of the teachers, planned detailed activities necessary to conduct the meeting. The costs were estimated. The local community and representatives of various institutions and organizations were also invited by the teachers and students to cooperate in the implementation of activities accompanying the stay of young people from abroad.

The youth prepared various activities implemented during both meetings. These included:

- knowledge quizzes about partner countries, competitions,
- outdoor activities,
- cooking classes, de coupage
- exhibitions of youth works, photo exhibitions,

- leaflets and brochures promoting the Centre, town, region,
- artistic and dance performances;
- trips and walks to interesting places nearby the Centres,
- promoting the Centres, town and the International Meeting on social networks,
- art competitions,
- sports and fitness tournaments, games,
- meetings integrating school and local communities.

International Youth Meeting C3 - France, May 11-18, 2017.

From the Facebook fan page of the Centre in Węgrzynów:

[...] The students from the Centre in Węgrzynów took part in a trip to France. It was a great adventure for them, for many it was the first foreign trip, the first flight by plane, a new experience - getting to know a new culture, direct contact with a foreign language and working during classes with French youth. During the stay, the students participated in everyday classes organized by French teachers. Classes were held together with French youth. Participation required overcoming the language barrier, but the youth had great communication and activities became a pleasure for them. They started to like each other. Each day made them closer and spending time together was a pleasure for everyone. They had an opportunity to visit the surrounding area, learn about the culture of the country, check the eating habits, so different for us. The students had a chance to learn how to surf in the Atlantic Ocean. They had the opportunity to visit the Pyrenees and the beautiful lake located in the middle of the mountains. They also participated in zumba classes. It was a very interesting experience for them.



Photo No. 15. Ready for the trip – the girls at the Modlin airport.

I was at the airport for the first time and I saw how many people from all over the world travel by plane. It was amazing! (student's quote) I would like to travel in the future. I know I have to learn English because otherwise it will be difficult. (student's quote)

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The girls were very excited about the trip, flying by plane. At the airports, during check-ins or flights they did very well. I was proud when I observed how disciplined they were, how much attention they paid to proper behaviour. And abroad they used English and selected French phrases useful in everyday communication more and more courageously. (teacher's quote)



Photo No. 16. Before the Polish-French sports competition.



Photo No. 17. We learn zumba with an instructor.



No. 18. Sports. Girls and president of the Foundation. France.

Photo

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Photo No. 19. The Atlantic awaits . We brace ourselves...



Photo No. 20. The Atlantic awaits. Let's go!



Photo No. 21. The Atlantic awaits! We can surf! by Marcel Lavedan.



Photo No. 22. Geometry and craft in one....



Photo No. 23. Polish-French folk pieces of art.

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Photo No. 23. Polish-French - gym.



Photo No. 24. Polish-French - cooking.

Marcel Lavedan's account in the French press:

Polish Saga - Act 3

It's been several days since we have not given our Polish friends a minute of rest from surprises ... The schedule is very busy: the Saturday discovery of the Ocean in Capbreton with a surfing lesson !!! They were delighted!

Sunday is the discovery of the Pyrenees with a cruise on the lake, a picnic at Payolle and a balneotherapy session at Bagnères de Bigorre!

We take a good care of them!

International Youth Meeting C4 - Poland, June 15-22, 2017.

The meeting in Poland was organized in an institution run by the Foundation. French youth had the opportunity to visit the Centre in Węgrzynów and, together with Polish students, participate in classes and learn about the life in the institution. The French youth's visit programme was full of attractions. Together with Polish youth they actively took part in different activities. A meeting with the authorities of the county of Jędrzejów and representatives of the local community took place. The youth visited the State Museum in Jędrzejów and admired the collection of clocks gathered here. A trip to Kraków, Wieliczka and Zakopane was also organized.



Photo No. 25. A meeting with the head of Jędrzejów district.



Photo No. 26. At the king's castle in Wawel.



Photo No. 27. Underground in Wieliczka.



Photo No. 28. A trip to Zakopane.

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Photo No. 29. A trip to Krakow.



Photo No. 30. A trip to Zakopane.

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Photo No. 31. In the Pages.



Photo No. 32. In the Pages.

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Photo No. 33. In the Youth Center in Poland.



Photo No. 34. Sophiane thanks Jaroslaw the director of the Polish partner . In June, 2017

Conferences summarizing the project

Two conferences summing up the Project and disseminating its results (E1 - France, 22 November 2017, E2 - Poland, Warsaw, 25 October 2017 at the headquarters of the Mazovian Centre for Teachers' Training in Warsaw) were addressed to people working with youth, local and non-governmental organizations and decision-makers. 120 people participated in the conference. The conference acquainted participants with the objectives and tasks of the project and disseminated its results.

At the conference in Warsaw the idea of coaching and mentoring was presented (a speech by a representative of the scientific community - Mirosława Huflejt-Łukasik, PhD, from the Faculty of Psychology at the University of Warsaw, member of the Coaching Chamber), also the legal basis enabling the application of these methods in work with young people studying in formal and non-formal contexts (representative of the pedagogical supervision authority). The concept and content of the programme "I am a coach, a mentor - a guide of a young person" was presented, as well as the idea and structure of individual programmes of work with young people and examples of practical solutions from implemented programmes (here documents developed in France and Poland were used with all personal details deleted). Activities implemented throughout the duration of the project, which were included in the report, the Foundation's representative presented during the conference.



Photo No. 35. The conference in Warsaw

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Photo No. 36. The conference in Warsaw



Photo No. 37. The conference in Warsaw

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Photo No. 38. The conference in Warsaw

In France, on arrival the invitees go into the cinema entrance hall where they admire the photographic works of Cathye SEGRIA, documenting the project.



Photo No. 39. the photographic works of Cathye SEGRIA, documenting the project.

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Then, Mister Bled, director of the Complex of Pagès, was open the conference by thanking and by presenting to the public the partners who financed the audio-visual project, some of whom will say a few words.

M Bled presented the Erasmus+ and explaining the actions and the beneficiaries of programs Erasmus +.



Photo No. 40. The conference in Auch, France.

M Bled ends his speech by presenting the Complex of Pagès of which he is the manager:

→ Brief description of the different buildings with a Power Point document.

→Description of the services and the staff who work with the young people

→Description of the modus operandi (gender mix, care, number of young people, schooling, vocational training, educational activities).



Photo No. 41. The conference in Auch, France.

The participants viewed *of the documentary movie made by the director Pierre NIVAN during the 2 ½ years of the project.*

The next event was the intervention of an expert in coaching and mentorship, Monsieur Jean Pierre ANDRIEN. At our request, he took time to define these concepts, which although very innovative, are still little known in France.

- Illustration of the expert's speech with the presentation of the Complex of Pagès's professionals who led an experimental coaching/mentorship project for the young people.
- These professionals managed individualized programs and presented the progress, objectives and effects of their project.

During the conference, an exchange of good practices took place. People working with youth and project participants shared conclusions and reflections from individual work with young people, gave recommendations and practical information to be used by conference participants, answered questions during a lively discussion. The breaks proved to be a great opportunity for informal conversations of participants with speakers and guests, for establishing and exchanging contacts.

Buffet offered to the conference participants, it was a moment of conviviality and sharing - just like the whole project.

Developing a plan of project evaluation and monitoring

Evaluation in the Project occupied a very important place at every stage of its implementation, from the planning and preparation phase, through the main activities, as well as during the activities aimed at promoting the project and using its results. The main goal evaluation was to assess three basic aspects, crucial from the point of view of achieving the Project's objectives:

- To what extent the project has contributed to the **mutual learning about both countries and cultural exchange** among the participants of the meeting, as well as in their environments, to what extent it has **changed attitudes**: increased the level of motivation, independence, entrepreneurship, openness to changes of the youth involved.
- To what extent participation in the Project contributed to **the improvement of competences of people working with youth**?
- At what organizational and specialist level the project was implemented during each stage in order to achieve the best results in each of them?

For this purpose **evaluation was planned and carried out taking into account different sources of information**:

- members of the Project Management Team, participants of workshops (teachers from both Centres), youth participating in international meetings, local environment of Centres, recipients of dissemination and promotion activities (participants of the conferences, people visiting the Foundation's website, subpage of the Project),
- project documentation, including - photographic documentation created during the implementation of activities, media coverage, posts on Facebook, etc.

The method adopted for the evaluation was a questionnaire. Questionnaires to be used after:

- international meetings of the Project Management Team,
- • workshops for people working with youth,
- conferences summarizing and disseminating the project were developed.

The evaluation concept included **various methods and developed tools adequate to these methods**:

- questionnaires,
- templates / visualizations of soft alternative research methods,
- individual interview questionnaires
- questionnaires for focus interviews,
- instructions for observation,
- instructions for analyzing existing data.

The **structure of the final report** was also developed (O3).

The use of project evaluation methods and tools in relation to individual activities and various information sources is presented in Figure 13.

The evaluation criteria referred in particular to the level of youth satisfaction and the increase of their competences and changes in attitudes, as well as to the increase of competences of people working with youth.

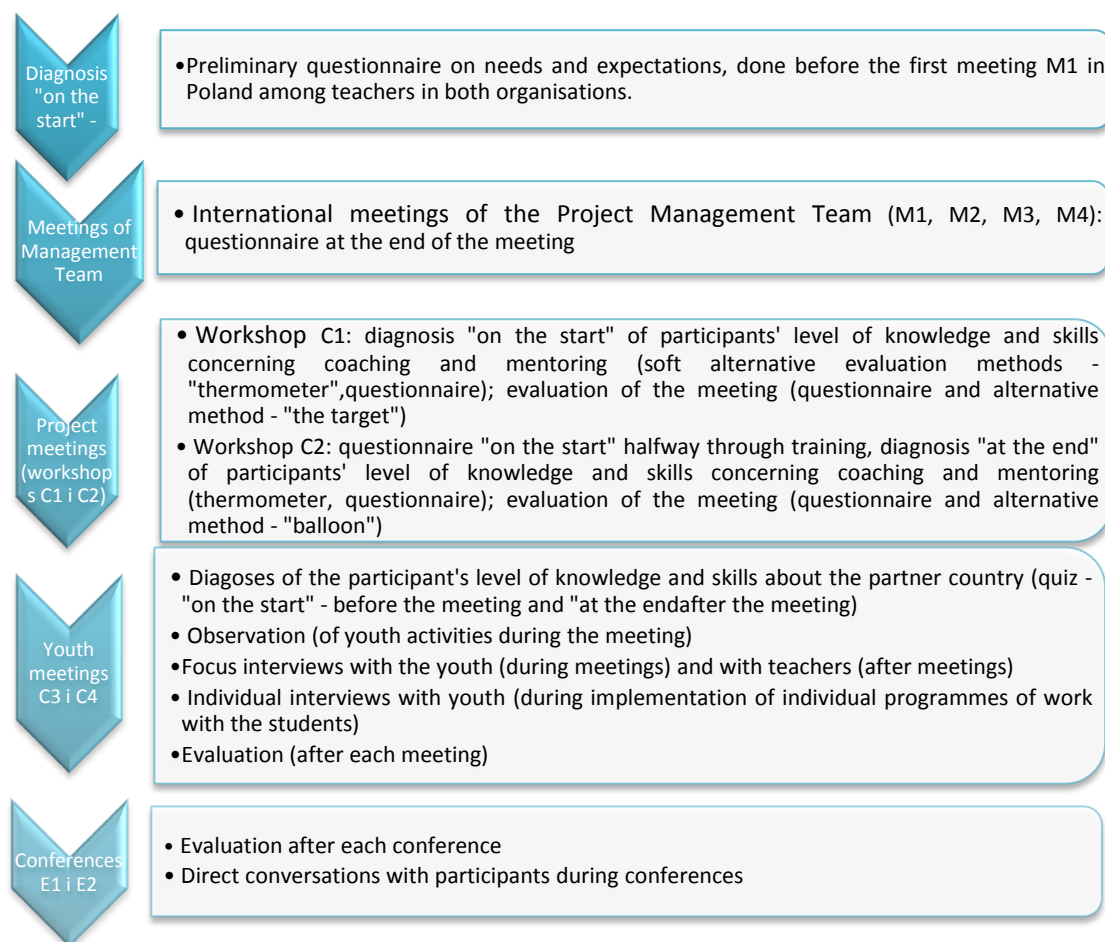


Figure No. 12. Forms and methods of evaluation In the project.

The forms of evaluation listed in Figure No. 13 were supplemented by public consultations conducted in local environments in both countries (meetings, direct conversations of participants during the project), which provided data allowing assessment of the Project in terms of its impact on local environment during its implementation.

The coordinators in the partner countries and the specialist expert of the Project were required to maintain a high level of activities and to measure the value of activities in the evaluation process. All project participants were obliged to implement the activities with the utmost care and to participate in evaluation.

In addition, the ways to **monitor the implementation of individual activities in the project on a day-to-day basis** were planned and the scope of **personal responsibility in this area was defined** (coordinator of the whole project, coordinator in the partner organization, employees of organizations participating in the project, specialist expert, teachers and instructors, in particular those involved in the preparation of project results). The youth stayed in touch with the help of available electronic tools, to monitor the preparation for meetings and other activities in the project. The forms of monitoring included analysis of the activities of young people who were in constant electronic contact during the preparation for international meetings, as well as photographic and film documentation of the Project, which allowed the analysis and evaluation of activities and their ongoing modification.

Project results

Degree of achieving hard results of the project

During the implementation of the tasks specified in the project, documentation was collected that allowed to determine the degree of achievement of the assumed results. The project achieved both hard and soft results, including developed specific products.

No.	Index	Target index quantity	Degree of index implementation
1.	Number of institutions taking part in the project.	2 institutions	100%
2.	Creating an internet platform.	1 platform	100%
3.	Developing a programme of workshops for people working with youth concerning coaching and mentoring (O1) <i>I am a coach, mentor – a guide of a young person</i>	1 programme	100%
4.	80 hours of workshops - <i>I am a coach, mentor – a guide of a young person</i>	1 training	100%
5.	Training 20 people on the basis of the developed programme) <i>I am a coach, mentor – a guide of a young person</i>	23 trained persons	115%
6.	Preparing 20 individual programmes of work with youth (O2)	20 programmes	100%
7.	80 hours of partner meetings of youth (40 hours in Poland and 40 hours in France)	80 hours	100%
8.	Developing a report summarising project activities (O3)	1 report	100%
9.	Awarding at least 40 people with a certificate of participation in the project	80 certificates	200%
10.	Establishing cooperation with at least 4 institutions working in the field of youth support by each partner and the leader	8 new cooperating institutions	100%
11.	Writing 3 articles for local press disseminating project activities, bringing into general use a chosen innovative method of supporting the youth like coaching, mentoring	3 press articles	100%
12.	Organising 2 conferences presenting and disseminating project results (one in France –E1, one in Poland– E2)	2 conferences	100%
13.	Participation of a 100 people in 2 conferences presenting and disseminating project results (150 persons in Poland (E2) and in France (E1)	at least 200 participants	200%

Table No. 1. The degree of achieving hard results in the Project.

Degree of achieving soft results of the project

The Project also achieved the assumed soft results, monitored and measured both during the project and at the moment of its completion, by people working with youth and the young people themselves. Soft results are in particular:

For young people:

- developing creativity and innovativeness,
- improving the competences of using information and communication technologies,

- improving the skills of using a foreign language,
- learning the method of coaching, mentoring and using it in work with young people,
- exchange of experiences between young people from partner countries,
- the ability to fill out forms, prepare documents,
- increasing the skill of using maps, tourist guides and timetables,
- developing competences in the field of learning,
- encouragement for self-improvement,
- increasing faith in one's own abilities,
- increasing the involvement of people participating in the performed tasks,
- ease in breaking stereotypes,
- getting to know the history and culture of partner countries;
- intercultural competences (broadening solidarity and tolerance among young people to strengthen social cohesion in the European Union, by planning and conducting cultural events during international meetings to present the culture of their country, as well as to learn about the Partner's country culture, customs and lifestyle),
- raising the level of self-esteem,
- improving the skills of self-presentation,
- increasing the sense of responsibility,
- developing interpersonal and social competences, team work skills, avoiding conflicts,
- developing initiative (by arranging situations in which young people have the opportunity to discover their own resources, skills they already have - in the process of exchanging experiences and ideas and during the implementation of project activities).

For adults involved in project activities:

- acquiring new substantive knowledge and skills to use it in work with youth,
- the ability to verify and modify the work methods used based on practical experience,
- exchange of experience between adults from partner countries,
- ability to fill out forms, prepare documents,
- developing competences in the field of learning,
- encouragement for self-improvement,
- increasing the involvement of people participating in the performed tasks,
- ease in breaking stereotypes,

- getting to know the history and culture of partner countries

After the completion of the project, it is planned to:

- establish long-term cooperation between partner institutions,
- continue personal contacts between employees of individual institutions,
- increase the initiative of the project leader and partner in the implementation of international cooperation,
- increase the efficiency of adults work with young people using experiences from the project,
- better understand social and cultural linguistic diversity and show greater sensitivity to it,
- have greater ability to act on the international level,
- build a more dynamic, committed and professional environment within the organization, open to incorporating good practices and new methods into everyday activities,
- show a synergy effect resulting from cooperation with other organizations.

It was also planned that all persons associated with the organizations implementing the project will benefit from the activities organized in the project. It was assumed that the project Lider's and partner's environment will be using the results of the project in a very wide scope, as well as other people working with youth in each of the countries participating in the project by:

- using the programme of workshops concerning coaching, mentoring, available in an electronic version,
- using, as an example, individual programmes of work with young people,
- participating in trainings carried out on the basis of the developed training programme, organized by Project Partners,
- using materials published on the project website, on the website of the Project Leader and Partner,
- continuing to maintain contact and exchange experiences by the Project Leader and Partner,
- presenting the results of the project during different events, local festivities, holidays and other celebrations (e.g. in the form of results presented by young people),

The project results were used, according to the plan, by representatives of the local environment by:

- participation in events and projects prepared by young people,
- participation in integration meetings of the local environment with organizations participating in the project.

Project results can now be used freely, without any geographical or institutional limitations, by employees of organizations that are involved in work with youth, as well as

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by all those interested in this topic, thanks to having the results published on the project's website and partner countries' websites.

Meeting of the Project Management Team

At the end of each meeting of the Project Management Team, participants filled out the questionnaire.

Questions in the questionnaire concerned three areas: organization of the meeting (questions 1 - 3), specialist content of the meeting and its relation to the objectives of the Project (questions 4 - 5) and the quality of communication between Partners (questions 6-7).

The last, 8th question was open. In each of the closed questions, the YES - NO answer was the choice.

Questions used in the evaluation questionnaire:

1. **Organization of the meeting Q1.** *The dates of the meeting were selected with respect to the availability of participants to ensure participation of all project partners.*
2. *Organization of the meeting Q2. Information on the meeting agenda was satisfactory, clear and useful.*
3. *Organization of the meeting Q3. Realistic time assumptions were adopted.*
4. **Issues discussed during the meeting Q1.** *The topics discussed during the meeting were closely related to the objectives of the project.*
5. *Issues discussed during the meeting Q2. The topics included on the meeting agenda were discussed during the meeting.*
6. **Quality of communication between partners during the meeting Q1.** *Participants had the opportunity to contribute their knowledge and experience to the meeting*
7. *Quality of communication between partners during the meeting Q2. Participants had the opportunity to raise and discuss all issues relevant at this stage of the project*
8. **If you have chosen "no" in any question, explain why. If you have any comments that will help improve the next meetings, present them here.**

After all four meetings All participants have marked YES in each question 1-7.

The questionnaire addressed to adult participants was of universal nature - it was used not only after of the Project Management Team, also after International Youth Meetings, and complemented when needed with other evaluation methods and tools.

The results of the trainings:

In order to examine the quality of training, an evaluation questionnaires developed between at the meetings of the Project Management Team were used.

The questions concerned:

- evaluates his knowledge in the described area before the workshop and after the workshop

- assessment of their knowledge in the described area (coaching, mentoring) before the workshop and after the workshop
- assessment realization level of training targets (given in a workshop description) by workshop's leader?
- assessment of the competence of the trainer and training materials
- workshop organization
- use of acquired knowledge and skills in youth work

Participants they filled out the questionnaire by choosing one of the following Marks in scale 1 – 5.

Questions used in the evaluation questionnaire after the first part of the training:

1. How do you estimate your knowledge in described area before the workshop
2. In which level workshop intensified your knowledge in this area?
3. How do you evaluate realization level of training targets (given in a workshop description) by workshop's leader?
4. Please inform if the workshop leader answered for participants questions?
5. Please let us know if the workshop organization meet your requirements?
6. What can we eventually change in workshops (content of the training program, organization) - question was open?

Questions used in the evaluation questionnaire after of the training:

1. How do you estimate your knowledge in described area before the workshop
2. In which level workshop intensified your knowledge in this area?
3. How do you evaluate realization level of training targets (given in a workshop description) by workshop's leader?
4. Please let us know if the workshop leader made a workshop in a competent way?
5. How do you mark training materials (substantive, graphic, practical one so possibility of using them after the workshop)?
6. Please inform if the workshop leader answered for participants questions?
7. Please let us know if the workshop organization meet your requirements?
8. Would you recommend workshops to your friends?
9. Do you use the method of coaching/mentoring in your work?
10. Which elements of the training of the indicated below would be the most useful in your work (please write) - question was open.
11. Other considerations and suggestions (question was open).

After the first training, five persons also filled in the open question (6).

Two comments concerned the dates and duration of training:

It is difficult to match the dates of two groups from countries where institutions have days off at different time. Great thanks for the project's coordinator that this was successful and both parties could take part in an interesting training! (FR)

Thank you for organizing the meeting at the time when wonderful festivals take place in Baumarche and in the area. It was a unique opportunity for me to enjoy jazz and salsa after classes⁸ ☺ Once again thanks a hundred times! (PL)

⁸ Between July 29 - August 15, 2016 in Marciac, in the region of Toulouse, the International Jazz Festival took place - a popular event,, organized for forty years, appreciated highly by admirers of this type of music. In 2016 the following stars performer: Dianne Reeves and Diana Krall. After the second day of training, the participants went to Marciac and had the opportunity to

*The authors of three statements drew attention to **situations related to the use of a foreign language**:*

The language barrier was a great difficulty for me, especially on the first day of training - my English, as it turned out, is at the very basic level. In the following days, however, it was getting better - the speakers used simple language, visualised the content (one picture is worth a thousand words! ☺). And the group - the French, and we Poles - supported each other in every situation. Thank you! And for the next meeting I am going to work on my English ... (PL)

It is a pity that there is no translator in the project plan. On the other hand, maybe it is a good reason for me to polish my "school" English? (FR)

Congratulations to the workshop instructors on how they were able to deal with a group whose language skills (English) remain at a very different level! A great idea to visualize the content (e.g. a picture contract - I will certainly use it at work with my disabled students! Or graphic forms of exercise instructions or worksheets - target, figure, thermometer, road signs ...). In addition to specialist knowledge about coaching and mentoring, I enriched my teaching skills by observing the instructors!

Answers to the survey questions are consistent with the results of the evaluation carried out with other methods. The increase of knowledge and skills of the participants was very important

after the workshop. This is confirmed by all participants.

To deepen the evaluation results and refer them to the soft results assumed in the Project, at each training participants' opinions were collected also using soft, alternative methods of evaluation.

To learn **how much the participants' knowledge and skills in the field of coaching and mentoring increased** thanks to participation in the training, a quantitative research tool - **"thermometer"** was used.

At the beginning of the first part of the C1 training, participants were asked to mark the level of their knowledge and skills in the field of coaching and mentoring on the thermometer (where 10 means the highest mark, minus 10 - lowest) with price tags (orange - Polish, green - French) . As it is shown in Figure No. 14, before the training majority of the French participants - 6 out of 10, indicated 0 and less. The Poles assessed their knowledge and skills slightly higher (4 out of 10 participants marked 0 and less), although the dominant (half of the participants) was a low mark: 1.

The study was repeated at the end of the second part of the training (C2) - the same colours of the price tags were used but marked with X. As can be seen in Figure No. 14, the progress is very clear. No participants, neither from the Polish group nor from the French group, indicated a mark lower than 2, and the dominant is 7-8 (in total 13/20 participants).

experience the atmosphere of this extraordinary artistic event, while on the last day of their stay, thanks to the invitation of City Mayor of Marciac, they participated in a closed concert where the festival's biggest stars performed. One of the evenings the participants also spent at the Tempo Latino Festival (Gers, Vic-Fezensac), one of the most famous musical events in Europe for lovers of salsa, flamenco and Afro-Cuban music.

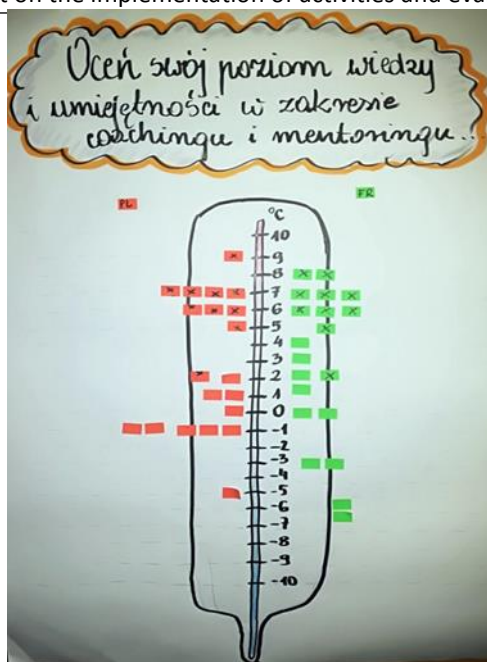


Figure No. 13. Thermometer – a tool for evaluating participants' knowledge and skills concerning coaching and mentoring „on the start” (C1) and „at the end” (C2) of the training.

At the beginning of the C1 training, a tool for diagnosing the attitudes and expectations of the participants was also used.

Simple drawings in four quarters of the poster meant:

- I want to acquire new knowledge (symbol: book)
- I want to acquire new skills (symbol: hands)
- I want to meet new people, gain experience in teamwork (symbol: table)
- I am reluctant to start training (symbol: a cannon-ball on a chain)

Participants received two green tags / points and could stick them at their discretion: either one point in two quarters, or one or two points in one quarter.

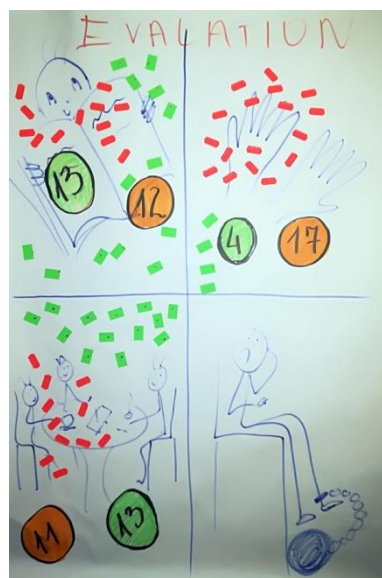


Figure No. 14. Diagnostic tool

The same tool was used at the end of C2 training - this time the participants received orange tags and answered the question what was the most significant result of the training for them:

- Acquiring new knowledge (symbol: book)
- Acquiring new skills (symbol: hands)
- Meeting new people, gaining experience in team work (symbol: table)
- Feeling that I was reluctant to participate in the training (symbol: a cannon-ball on a chain)

The results of the study can be seen in Figure No. 15. From the perspective of the goals and results of the training (including - the results most participants deemed the most important - see Fig. 12), the success of the training can be

seen in significant, over fourfold, increase in the number of tags stuck in the quarter "Acquiring new skills".

The **formative evaluation** was especially important for the authors of the workshop programme. By collecting participants' opinions on its various aspects after conducting the first part of the training (C1) they could introduce suggested changes to the already implemented part and improve the elements to be presented in the second part of the training (C2).

Two other alternative research methods were used for this purpose (in addition to the questionnaire): a balloon (a qualitative method) and a target (the method allowing to acquire quantitative data).



Figure No. 15. Target—quantitative study after the workshop C1. Choosing 5 points (the middle of the target) is the highest score



Figure No. 16. Balloon – qualitative study after the workshop C1.

Here are the results of study with the use of the target:

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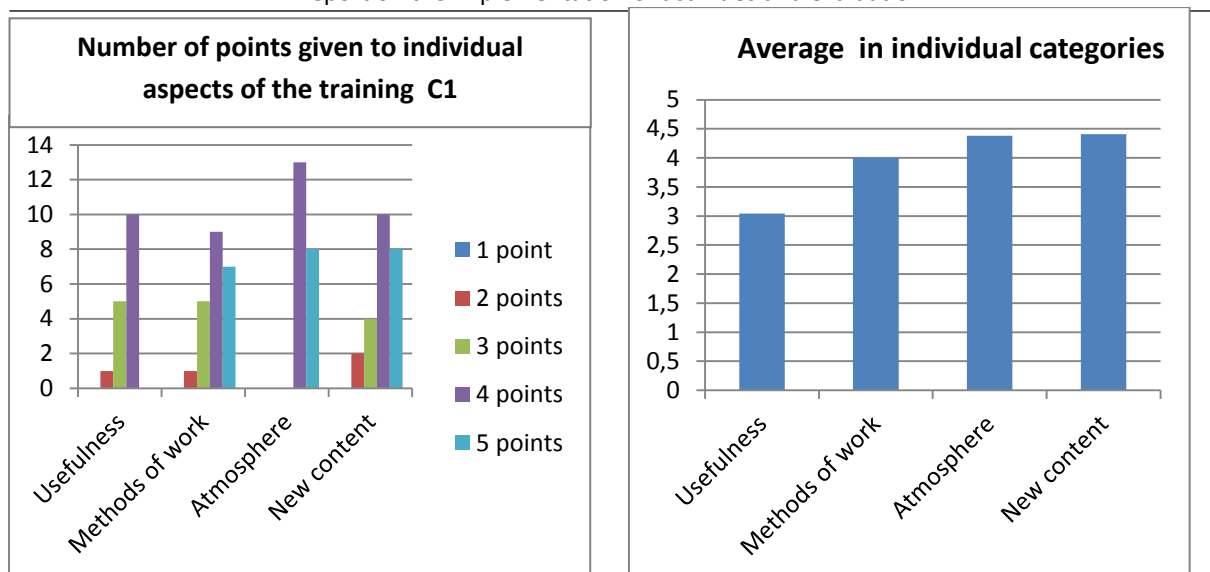


Chart No. 1. Assessment of individual aspects of the workshop. Chart No. 2. Average in individual areas

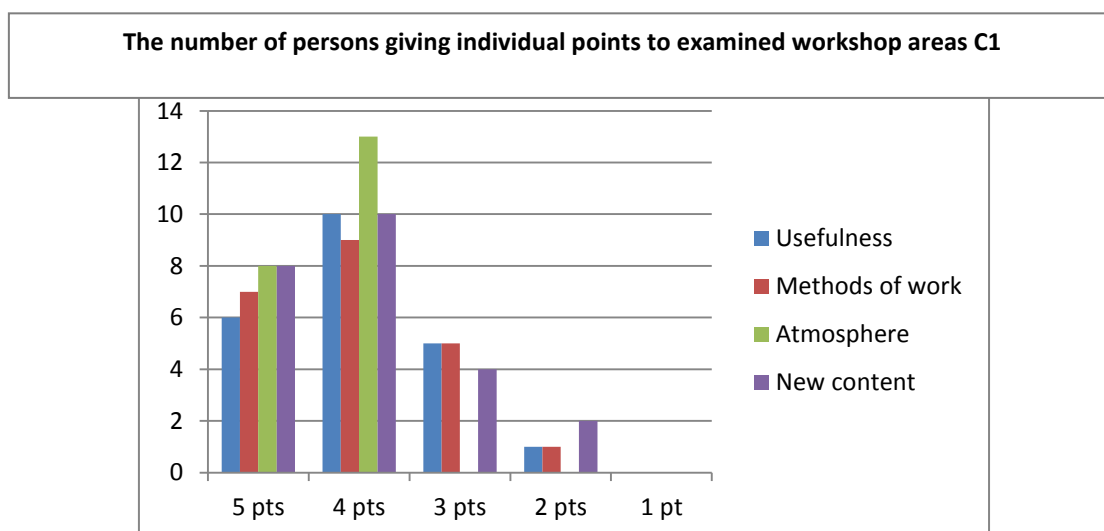


Chart No. 3. The number of persons giving individual points to examined workshop areas C1.

According to the results of the research conducted with the help of a target, the new content presented at the training and the atmosphere of the workshops obtained the highest rating from participants. They also highly assessed working methods. Usefulness was ranked the lowest in the assessment - but it must be remembered that C1 training took place before putting into practice knowledge and skills learned during the training (before developing and implementing individual programmes of work with the student).

Interesting data was provided by a study conducted with the help of the "hot-air balloon" method, which allowed to identify factors conducive to learning during the training (opinions stuck to the balloon envelope), elements of the training developing knowledge and / or skills of participants (balloon basket) and factors hindering learning during C1 training.

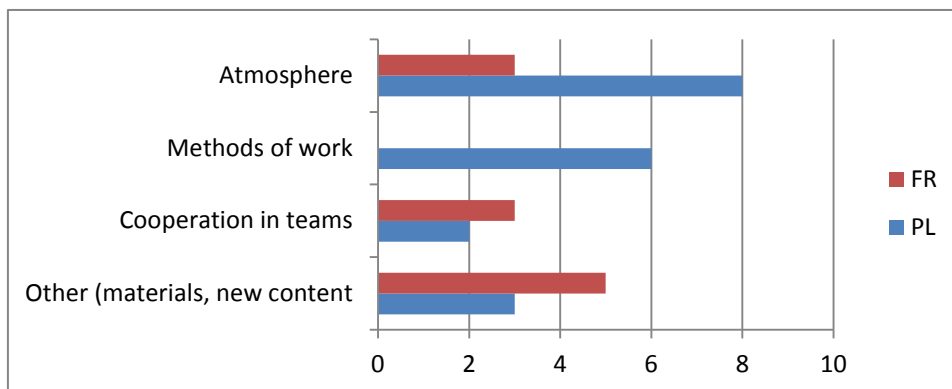


Chart No. 4. Factors facilitating learning during the workshop C1.

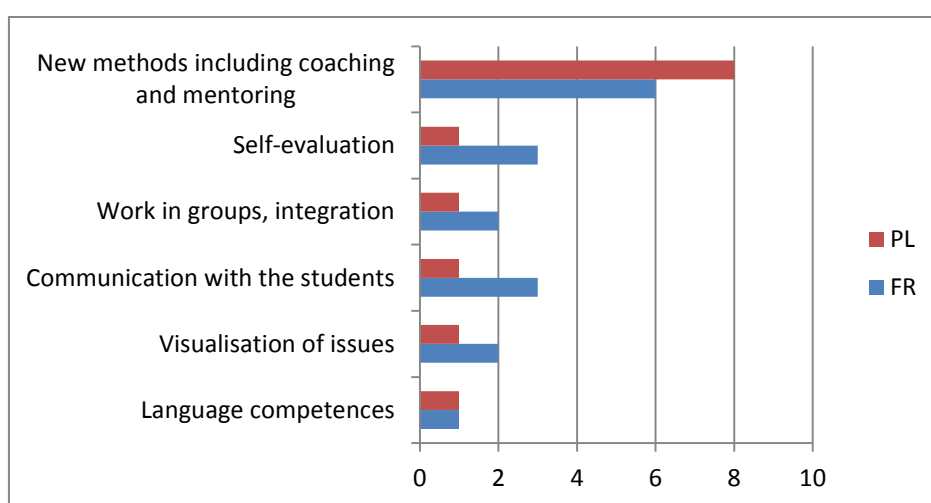


Chart No. 5. The most inspiring elements of the workshop C1.

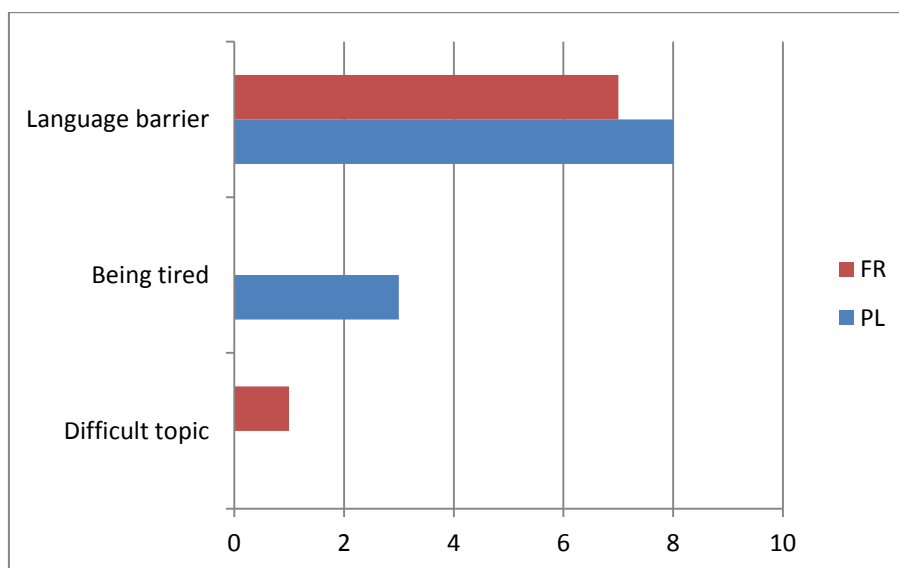


Chart No. 6. Factors hindering learning during workshop C1.

At the end of C2 training, the standard questionnaire was supplemented with a soft, qualitative evaluation method - "dust bin and suitcase".

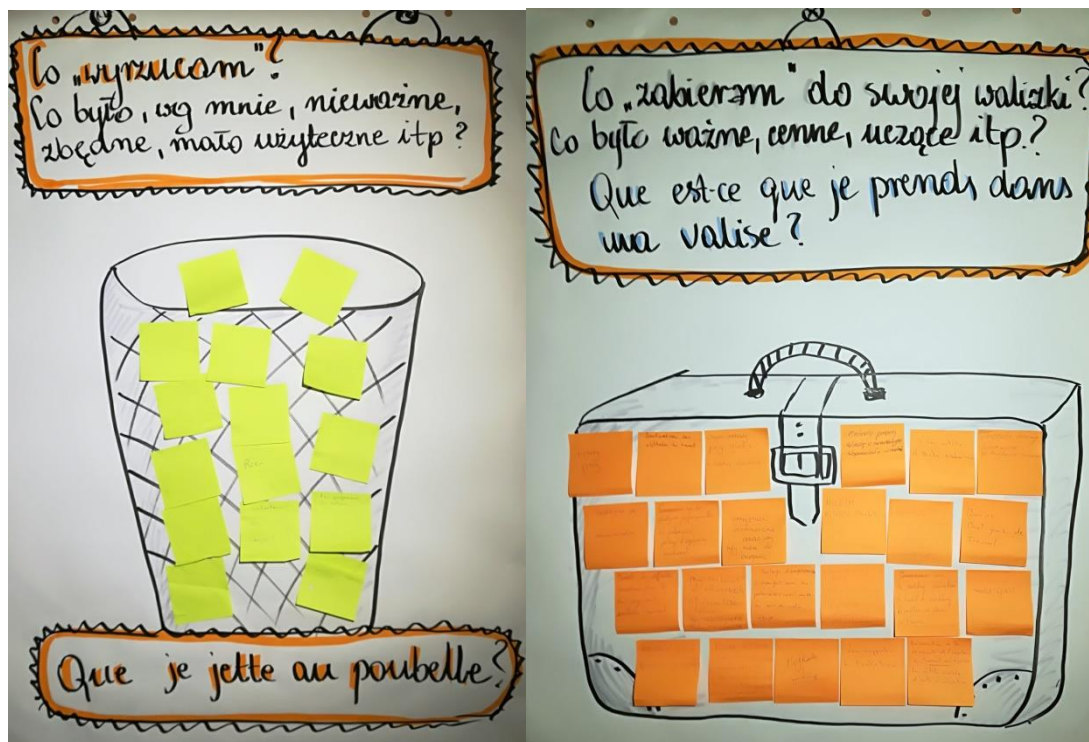


Figure No. 17. „Suitcase and dustbin” – evaluation of workshop C2.

In the dust bin, the participants stuck empty cards and notes like "I'm throwing out nothing" "Nothing" and "I take everything into the suitcase." One person (FR) wrote: "My language competences".

In the "suitcase" participants mainly wrote about new content and new skills related to communication with the students using methods based on coaching and mentoring (20 people). In addition, there was a remark regarding the methodology of formulating SMART goals (1 person).

The results of study visits – the youth:

Study visits of young people fully met the assumed results, namely:

- Youth have developed their IT competences. They eagerly prepared multimedia presentations and short films about life in their Centres, learning how to use new programmes and applications. Systematically, in accordance with the schedule, they communicated with their colleagues from the partner country via Skype. They used the Internet resources, searching for information and interesting facts about the partner country, at the same time learning how to evaluate and select information.
- Young people improved their communication skills in foreign languages, especially English. The added value of youth contacts in the Project, apart from the increase in fluency in communicating in English, was arousing interest in the mother tongue of peers from the partner country. Young people spontaneously played the role of "mother tongue teachers",

which brought small successes in simple communication situations during a visit to the partner country (airport, shop, meetings with representatives of institution's local partners, etc.).

- Youth has developed the key competences of creativity and innovativeness. By participating in creation of study visits programme, they learned to plan actions so that they would help in their own development in the cognitive sphere (in particular, learning about the history and culture of partner countries) and in the area of building and strengthening interpersonal relationships.
- The students from institutions participating in study visits have developed civic competences - they learned about the consequences and laws applicable in the process of preparing for trips (how to fill in necessary forms and documents, contact with authorities responsible for issuing identity cards, following procedures at check-in at airports, etc.).
- Participation in study visits has contributed to the improvement in the skills how to use maps, tourist guides and timetables.
- Qualifying a young person for participation in a study visit and their participation in the preparation and implementation of the visit, resulted in increased involvement in performed tasks and strengthening self-esteem and belief in their own capabilities when the task turned out to be a success. The participants in the visits learned to take responsibility for the tasks and for their own development. They learned the skill of self-presentation.
- Participation in study visits (in evening meetings organized in each country to present the culture of participants' country, as well as to learn about the culture, customs and lifestyle of the Partner's country) undoubtedly strengthened intercultural competences. Tolerance increased among young people - they learned in practice how to overcome stereotypes related to "otherness" (national, cultural, related to disability and socio-economic situation, etc.). Through international contacts, awareness of the need to strengthen social cohesion in the European Union has also increased.
- The youth understood that - quoting psychologist Jacek Walkiewicz - "Travel educates ... the educated". They realised that a visit to another country requires preparation, effort to create a friendly atmosphere and to present proper material during meetings. Thus, the participants of the meetings strengthened their motivation for self-improvement, the competence of learning, developed entrepreneurship and creativity.
- Young people developed their social competences, in particular by experiencing teamwork, practicing methods and techniques of avoiding or resolving conflicts in team work, effective interpersonal communication aimed at establishing and strengthening relationships and team integration around Project tasks.
- Youth initiative was developed through their participation in situations in which young people had the opportunity to discover their own

resources, already possessed skills - in the process of exchanging experiences and ideas and during implementation of project activities.

The pupils who followed an individualized program with their coach have better self-confidence. For those who created an activity or reached a concrete goal (example: realization of an audio system, the use of video editing software during the audio-visual project, the use of a camera, etc.), new skills were acquired, obstacles were faced then exceeded, numerous questions found answers.

While confronting the difficulties the pupils were able to exceed their limits and noticed that it was of no use to lose courage. They understood that by asking their coach and others around them that obstacles are always surmountable.

They noticed that what others said had great importance in these moments of doubt: their message was heard; it was for them a real empathic revolution. They realized as well that the temporary difficulties did not represent limits but rather opened the possibility for constructive dialogue. For the pupils with the greatest difficulties with inter-personal relationships this acquisition is an important tool giving them the possibility to become better integrated within the peer group.

As each of them does professional training, to have a developing experience from the point of view of the self-confidence allows them an easier integration into a working team and contributes to better employability.

- **The pupils have better self-respect:**

Self-respect is self-respect, faith in oneself. It is about the way people perceive themselves, the value that we give ourselves, in the way we can manage ourselves and competently manage our environment. It is the feeling which urges somebody to say "I am someone".

The pupils who followed an individualized program of coaching evolved positively from the point of view of self-respect.



Photo No. 42. The conference, France

French: In our establishment, we frequently observed behaviour proving a lack of self-respect:

- We observed that people isolated themselves regularly from others.
- Certain young people were more punitive with themselves: that is, they were too demanding of themselves.
- They did not tolerate making mistakes, they lived their errors as injustices.
- Certain young people felt inferior and shy, they did not dare to engage with their Polish companions during the Skype sessions.
- Others did not accept and refused categorically to respond in contact with the Polish correspondents at the beginning: they thought they were too ugly, or not interesting. Often believing to have more difficulties making friends than the others.
- Certain young people did not dare to express controversial opinions, even if they knew that they were right. Certain young people, before the adventure Erasmus +, were "invisible members" of a group, rarely leaders but rather they followed the group.
- At the beginning of the exchanges between the young French and Polish certain young people were shy when they had to address the correspondents and very aware of their insufficiency.

The pupils come to the school with more pleasure: the pupils who followed an individualized program realized that their ideas and their projects could come true with the cooperation of the adult, in the school frame which is then perceived as a model which adapts itself rather than he does not stand out.

Today, they see their schooling with a lot of reassurance and adduce to put into words their projects of learning :

So the pupils not having followed by individualized program, realized too that they could benefit from a "modernized" follow-up.

Within the framework of the job search: they know that they can realize letters in support of application, draft curricula vitae.

In the search for autonomy: they know that they can realize an initiation into the learning of the traffic rules, learn about use public transport...

They can make decisions with regard to what they need to learn.

- Learn is thus more stimulating: the motivation which results from it is much stronger because the commitment is granted, it is very clear.

We observe since the experience of the individualized programs of support for the youth that the pupils get involved more in their schooling. This changes the atmosphere of class a lot, the pupils set up their projects of learning and the adult helps, organizes the stages of the various learnings, reassures, congratulates, while refocusing the action of the pupil towards the objective that it settled himself.

The pupils maintain better relations and a better communication between them:

- During the program of exchanges Erasmus +, the pupils who benefited from an individualized program of support very often worked in a group: elaboration of activities for the coming of the Polish correspondents, the participation to the audiovisual project, etc....By working in a group, they experimented the collaboration, the debate of ideas, the empathy, the opening, the altruism by the acceptance of the word of a peer.

All this contributed to the implementation of partnership relations where the listening of other one became a tool in the service of the realization of a common objective. By looking for ideas to solve problems, some people were able to give their point of view, what improved the communication qualities.

The results of conferences summarising the project:

In Poland, the conference "I am a coach, mentor - a guide of a young person" took place on October 25, 2017 at the premises of the Mazovian Center for Teachers Training in Warsaw. The anonymous evaluation questionnaire used closed questions relating to various aspects of the meeting and an open question (unfinished sentence: *Participation in the conference and workshops made me realise that ...*).

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120 people participated in the conference. The questionnaire was completed by 85 people.

Question 1.

Did the speaker present the goals of the Erasmus + Project? (score on a scale 1 - 5, where: 1 - means very poor, 2 - poor, 3 - medium, 4 - good, 5 - very good).

1 point	2 points	3 points	4 points	5 points
1 person	0	3 persons	13 persons	67 persons

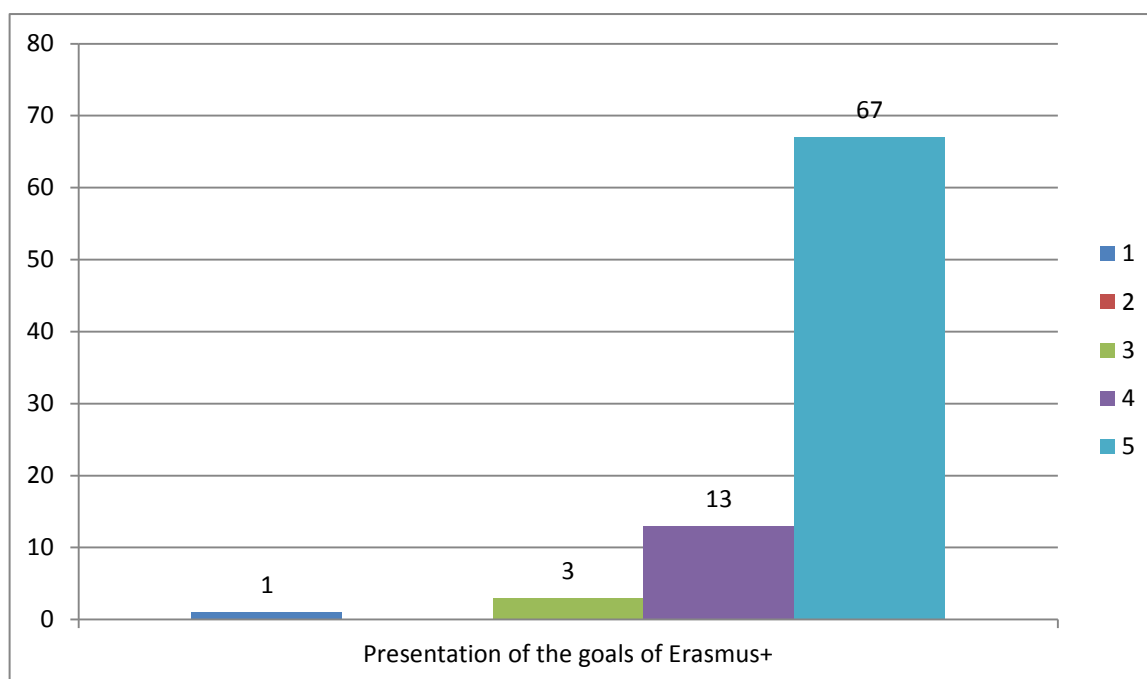


Chart No. 7. Participants' opinions concerning the presentation of the goals of Erasmus +

The vast majority of participants (nearly 80%) indicated the highest rating in this aspect.

Question 2.

Did participation in the conference deepen your knowledge and skills in this field? (score on a scale 1 - 5, where: 1 - means very poor, 2 - poor, 3 - medium, 4 - good, 5 - very good).

The results were as follows:

1 point	2 points	3 points	4 points	5 points
1 person	1 person	13 persons	25 persons	45 persons

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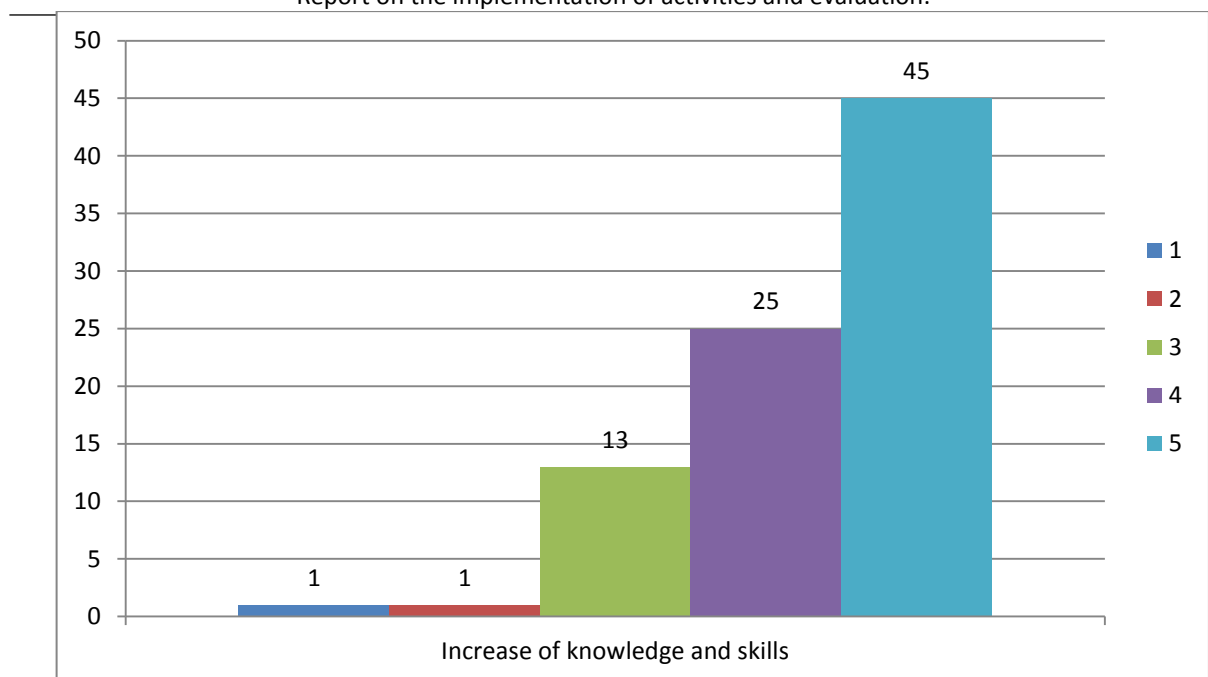


Chart No. 8. Participants' opinions concerning the increase of their knowledge and skills.

Over 82% of participants rated their increase in knowledge concerning coaching and mentoring very highly (5 points) or highly (4 points). **The average assessment in this aspect is 4.3/5 points.**

Question 3.

Please assess the organisational aspects of the conference - where 1 is the lowest and 5 the highest.

	The area under assessment	1	2	3	4	5	Without answer
A.	Coherence of the presented goals with the discussed subject matter	1	1	9	15	58	1
B.	Duration of the conference (compliance with the time frame defined in the programme)	1	5	4	20	54	1
C.	Place where the conference was organised	0	0	1	10	74	0

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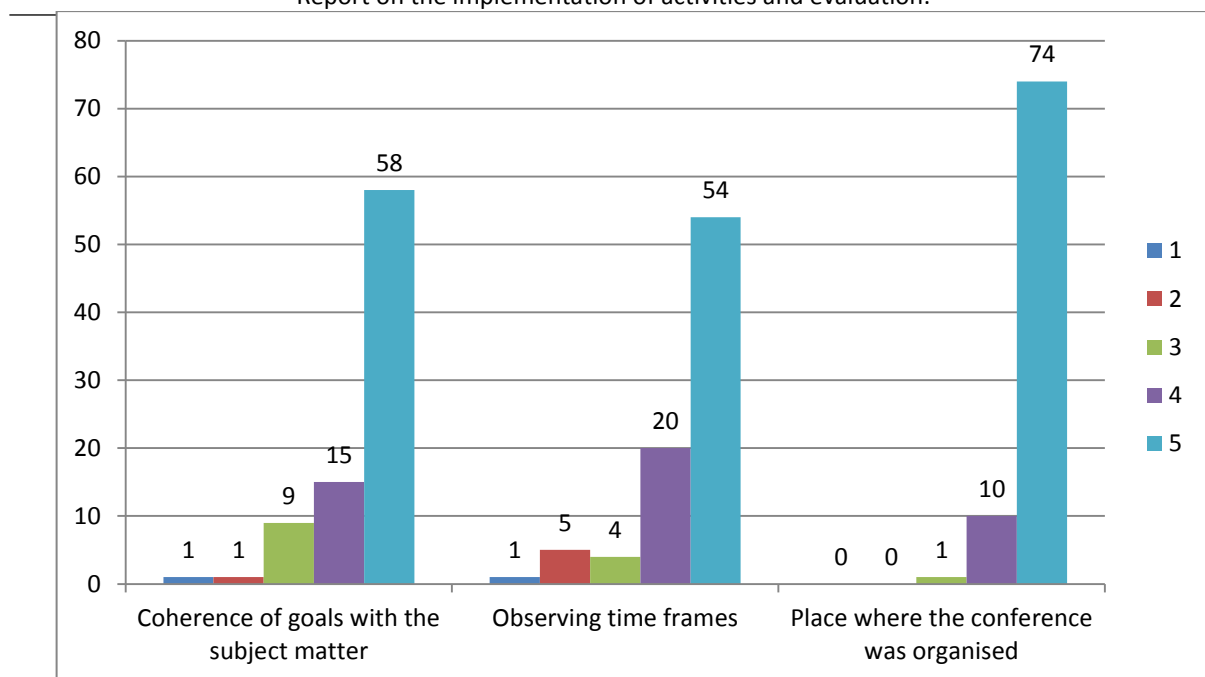


Chart No. 9. Participants' opinions about organisational aspects of the conference

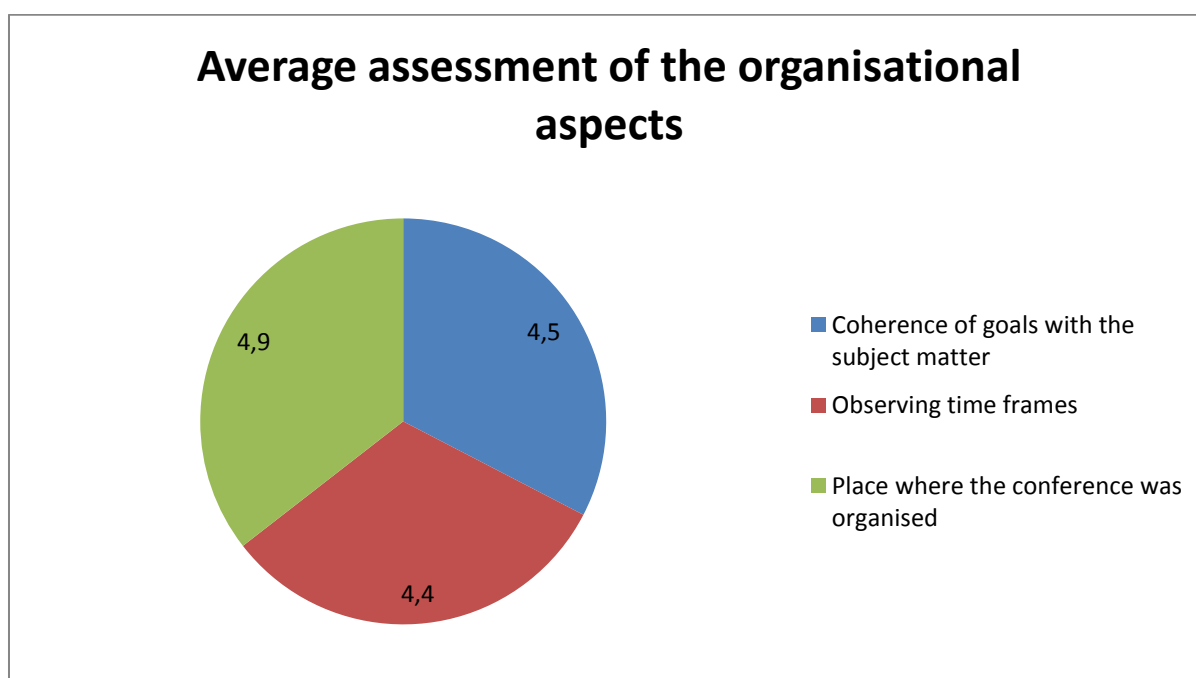


Chart No. 10. The average assessment of the organizational aspects of the conference

Question 4.

Please, assess the course of the conference in terms of its content. Please, mark the right answer next to each of the sentences below:

		Yes	Partially	No	Without answer
A	I enriched my knowledge in this field.	66	17	1	0
B	Issues discussed during the conference will be useful in my	63	20	2	0

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	work				
C	Issues were presented in a comprehensible manner.	81	3	0	1
D	Issues presented during workshops are up-to-date.	81	2	0	1
E	The detailed content discussed at the workshops was appropriately selected.	69	12	2	2

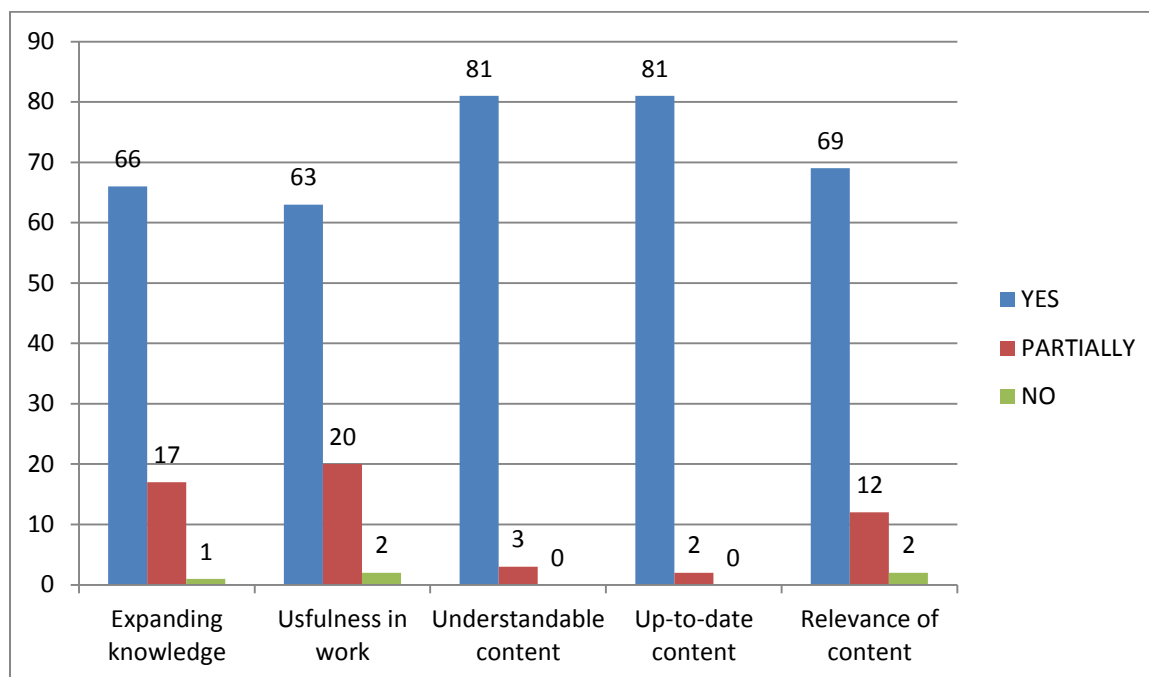


Chart No. 11. Participants' opinions about the content of the conference

Question 5.

The last question in the questionnaire was an open question, requiring the completion of the unfinished sentence: *Participation in the conference and workshops made me realise ... my reflections*. This question was completed by 35 people (about 41.2% of the participants who returned the questionnaire). The statements concerned the following aspects.

- **Organizing knowledge about coaching and mentoring, raising awareness of the importance of coaching and mentoring in education** (*The practical meaning and idea of coaching in general and its place in education; Coaching is needed at school to increase learning effectiveness; there are many common features that a coach and teacher should possess; Teacher is a coach supporting students in their development and achieving individual and group goals; Coaching can be successfully used in education and is a method facilitating communication; Coaching is a great method of working with both youth and adults; Coaching can be used on many levels and it supports development in many areas*).
- **Teacher's own professional development, organisational development of the institution** (*I should learn more about it during postgraduate studies; I want to train in the field of coaching; I should change methods and forms of work with*

students; I have a lot to learn; I have lots of opportunities to develop; I still need to improve my teaching skills; new methods and tools will make it possible to achieve successes, will be interesting for children and youth; Let us move forward, not go back; I can use coaching in my work; I have a lot to do in my school, both with young people and with teachers; It's so important to work with another person - teacher and student (...) Time to introduce coaching at school; Coaching is needed at school; Coaching can be used on many levels and it supports development in many areas; It is worth looking for new ways/solutions in the teaching and upbringing of young people; We often clip each other's wings; It's worth developing, fulfilling your dreams; Our task as teachers and educators is to support students in development; (...) Teacher's potential is important; The need for continuous training, introduction of new methods of work at school, the need for change, improvement of teaching skills; It is worth investing in your own development to be a competent teacher; Improvement, learning, flexibility and adjusting eliminate difficulties; Participation in the conference was beneficial, made me aware that coaching is necessary in the place where I work, is even indispensable in order to improve the quality of relationships and cooperation; It's worth taking part in projects).

- **Improving teaching skills** (The work should be based on the child's skills and strengths ... The key to effective education is to strengthen students' resources; Coaching and mentoring is feasible in teacher's work; (...) Our task as teachers, educators is to support students in development; Need for continuous training, introduction of new methods of work at school, the need to change, improve teaching skills; Coaching (...) is a method facilitating communication; We need a change in the relation student-teacher; (...) Working with children is very important and you should not cross out any child; new methods to work with youth; made me aware of similar educational problems in other countries (here France); Coaching is a very important tool in work with students; It's worth to look for new ways to solve problems in teaching and upbringing of young people).
- **Doubts** (There is a need to change the approach at the teacher-student level; How does this relate to the core curriculum and school reality???; Teachers training is detached from the realities of their work; Not enough time to ask questions, for discussion after guests and specialists' speeches; this subject is not yet sufficiently developed in the world of teachers and education; my reflection: some cannot be changed or work with, what a difficult task ahead of us!).
- **Own experience, experiences of parent institutions** (I use elements of coaching in my work; educational institutions are developing and applying new methods of work).

In Poland, the conference "I am a coach, mentor - a guide of a young person" took place on November 22, 2017 in Auch. The anonymous evaluation questionnaire used closed questions relating to various aspects of the meeting and an open question (unfinished sentence: *Participation in the conference and workshops made me realise that ...*).

110 people participated in the conference. The questionnaire was completed by 85 people.

At the end of the conference in France, we distributed a satisfaction survey which was very generously performed and turned.

1. Were the objectives of the project Erasmus + clearly explained? 75 %

Seventy-five per cent of respondents found that the two objectives of the Erasmus+ exchange programme had been clearly stated. People understood that there had been exchanges between youth and adults.

2. Did the conference give you a better understanding of coaching and mentoring concepts? (53%)

Conference attendees seem to have had some difficulty distinguishing between coaching and mentoring concepts. Even though people seemed to understand that they were new ways of accompanying or supporting young people, on the other hand they misunderstood the nuances that could exist between these two concepts.

This seems logical because they are still not well known in the French education system.

3. Evaluation of the conference organisation:

- Coherence between the objectives presented and the subject discussed (80%):

Eighty percent of asked people found that the objectives presented in the program of exchange were in adequacy with coaching and mentorship concepts.

- Duration of the conference (timing compliance) (85%):

Eighty-five percent of respondents found that the conference was not too long and that they were able to remain concentrated up to the end in spite of the presentation of the expert which intervened during the last phase of the conference, in any end of morning.

- Do you find that the conference was well-paced? (83%):

Eighty-three percent of asked people found that the conference was well-paced and that the fact of changing presenter, of varying media (using Power Point documents, Vidéos, etc...) allowed to maintain interest throughout three hours. The break in the middle of the conference was very well received.

- Selected site (90%):

Ninety per cent of respondents found that the place for the conference was suitable and that travel time was not too long.

They found very pleasant to attend the conference in a movie theatre. This allowed to emphasize the movie redrawing the Erasmus+ adventure and to welcome comfortably people.

- Evaluation of the conference conviviality (breakfast - lunch) (97%):

Ninety-seven percent respondents found that the conference was friendly. It is true that the breakfast of welcome and the coffee break accompanied by croissants, similar products, orange juice charmed people. Similarly lunch.

4. Evaluation of the progress of the conference:

- The subjects approached at the conference were very useful for my work (91 %):

Ninety-one percent respondents found that the subjects approached during the conference were very useful for their work.

Indeed, trainees (teachers, social workers) found the development of an international exchange programme very relevant and interesting. The concepts of coaching and mentorship, even if they were not clearly distinguished appeared very innovative.

- The concepts were clearly explained (65%):

We have already said that the concepts of coaching and mentorship were not clearly distinguished, however the 65 % of people asked said that they were clearly explained.

- The approached subjects are on the current (85%):

In front of the disturbing results of the French School Institution (PISA investigate), the concepts developed during the conference seemed very current.

5. Find you that the distribution of the documentary allowed you to understand better the Erasmus project +? (96 %)

96 % of asked people found that the documentary realized by Pierre NIVAN allowed to understand exchanges, common work done, preparation work for the reception of Polish correspondents.

- Do you find that the documentary highlights the Pagès Complex young people? (97 %)

Almost all the respondents found that the documentary highlighted the Complex of Pagès's young people, which was the initial goal.

- Do you think that the documentary was well done? 100%

All the asked people are unanimous to say that the documentary was very well realized. It is true that the emotions experienced by young people during the exchanges are very visible, spontaneous and touching. They have been faithfully transcribed and respectful of young people.

Summary

The project for

The project for coordinator: the project brought us skills for organization, indeed it was necessary to plan minutely adults and young people journey. We developed English language skills to exchange with Polish correspondents. We improved open-mindedness through the discovery of another culture.

We were "ambassadors" of our country, we represented it so socially as culturally. We enormously worked the partnership: press, administrative authorities (local and regional authorities, General Council, Regional council, Vice-chancellorship, School inspectorate), private companies (hotelkeepers, caterers, banks, insurances), speakers (director, photographer) ...

The project for author/trainer: the project brought us knowledge in coaching and mentorship with the sum of read, analysed and synthesized documents. We developed skills of writer and translator (it was necessary to translate everything into English). During adults training we developed group management and animation because we had to propose tools and approaches that aroused interest and reflection.

The project as coach/mentor: the project allowed us to put into practice all the tools and sell door-to-door that we discovered during readings or during adults training. It allowed us to know an active pedagogy which leaves a good part to pupil's expression, initiative and autonomy.

We built stronger links with our pupils and changed look on some of them. We noticed that good relationships between pupils and us were also important as the knowledge we brought them. We understood that the cement of these relations rested on the listening, the dialogue, the confidence and the benevolence.

The project for teachers :

We found several learning situations: English language, geography, mathematics, readings, organising activities for the correspondents, using new technologies, etc.). During the journey in Poland/France, we noticed with happiness pupil's capacities to feel, to be moved, to respect others. All these civic values learnt at school were used spontaneously, without having to remind them.

The project as person:

This first experience of cultural exchange thanks to Erasmus + was a very enriching event. Just like our pupils, it allowed us to discover another country of the European community. This project was remarkable because it had a positive impact on young people. We will not hesitate to get involved again in an ERASMUS project but in another professional context.

French: *The wonderful welcome of Polish people, their generosity and their authenticity allowed us to win in open-mindedness. We stand out from this experience with the idea to belong to a wider community. Travelling to Krakow made us realize that we know this city better than French cities. Then, we undertake strongly every person to participate to international programs of exchanges because we think it's the best way to meet European nations. They also contribute to the construction of a common cultural space. For us, the Erasmus program of exchanges was more than a journey, a common work because a part of our heart will ever beat in Poland.*

Poles: *The project was a great experience for us. He created new development opportunities. We met great people. We were delighted with France and the kindness of the*

French. Today we are a more united team and we are waiting for a new "professional" adventure.

Final conclusions:

- The project achieved the assumed results and worked out planned effects.
- The project implementation is an example of good practice in the field of working with youth at risk of social exclusion.
- With regard to this group of young people, ambitious goals and unique project activities have proved to be effective and have produced the expected results.
- Implementation of project activities made the youth and their teachers aware of the value of different learning paths: formal, non-formal and informal, which is part of the assumptions of the national qualifications framework in the European Union.
- A project based on international cooperation helps to make participants aware of the similarities in the methods of working with students at risk of social exclusion. Exchange of experiences taking place in the centres allows for enriching knowledge and skills development, develops supranational and cross-curricular key competences of teachers, facilitates the implementation of effective programme, methodological and organizational solutions.
- Coaching and mentoring are effective methods of individual work with young people with difficulties resulting from their health, social and economic situation. These methods are still unique in everyday work with students/wards.
- Creativity and innovativeness of young people and their teachers develops fastest in real task situations.
- International contacts have significantly influenced the development of key competences of young people and adults, in particular: social and civic, communication in foreign languages, information technology, initiative and entrepreneurship, learning.
- The participation of the centre in an international project has a positive impact on the environment - it not only strengthens centre's importance, but also expands knowledge and strengthens socially desirable attitudes of people and other entities around the centre.

Recommendations.

- Continue the activities of the centres for young people at risk of social exclusion, aimed at establishing long-term cooperation to exchange experiences and develop innovative methods of working with students/wards.

- Disseminate the results and products of the Project - good practices concerning individual support for young people based on the use of mentoring and coaching, including the programme - "I am a coach, mentor – a guide of a young person" and a model of an individual programme of work with the student using mentoring and coaching.
- Implement mentoring and coaching in everyday work with young people in institutions participating in the Project.
- Popularize the method of coaching, mentoring in units of the educational system and organisations working with youth.