



Erasmus+



I'M A COACH, MENTOR – „A GUIDE” OF A YOUNG PERSON”

Workshops program

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INTRODUCTION

Changing reality, civilisation progress, labour market changes require from young people new social attitudes, new skills, including the use of ICT, and professional mobility. Equipping youth in so understood competencies, also included as the key competences of the European Union, is a major challenge for those working with young people. Understanding and improving work with youth using coaching methods, learning about mentoring as a form of support for young people will also serve the professional development of all parties involved in the process.

The proposed workshops programme, "I'm a coach, mentor – a guide of a young person" is a publication created as a result of an international project "For the young and with the young we discover the world" Erasmus +, by the Centre for Education Entrepreneurship and Social Activity Foundation based in Warsaw, dedicated especially to activities for young people who are excluded or at risk of social exclusion and Le Complexe de Pagès - French educational and social institution, linking education with the labour market and social support designed for young people with disabilities. Coaching methods used in practice by the two institutions are an innovative way of working with young people and the developed programme is an interesting proposal to be used in schools, teachers training centres, continuing education centres and institutions dealing with education and professional development of young people. It is also a response to the needs of youth workers seeking innovative and interesting methods and forms of work.

Supporting professional development of teachers, trainers and all those who are concerned with the education of young people is a very important area both for the participants of the workshops and their wards who take advantage of the knowledge of their coaches or mentors. Coach's key competences and basic coaching tools can be successfully used in education. It happens that teachers and trainers use them without being aware of that fact. The introduction of the coaching method is beneficial not only for the learning and teaching process, but also for the development of competences of students, teachers, parents and educational environment. Coaching in education has a lot of positive aspects. This method can be used by a psychologist, pedagogue or counsellor, or every teacher, educator, headmaster, parent or coach.

In the long term, the coach turns into a mentor who advises wards, suggests, using his/her extensive knowledge and experience helps them to look from a broader perspective on what they do and the results they achieve, and further helps them find the right path to success. A mentor is a guide that skilfully shows the way forward, the way of action. Mentoring is also being "a role model" of conduct and behaviour. Professional and personal success of the mentor can be an exemplar for the ward.¹

Coaching and mentoring are methods which have been present in education for several years, however, they are still not very commonly applied. We encourage to use this programme of workshops in internal improvement of the organisation. It will provide the necessary theoretical and practical knowledge on these methods of work.

The Authors

¹ Source: D. Pomianowski - *Coaching, Mentoring czy Consulting?* „Emocje”, 3/2011, Wydawnictwo Edupress

Module I.

The methodology of the workshop "I am a coach, mentor – a guide of a young person.

ABC of the programme „I'm a coach, mentor – „a guide” of a young person

1. Characteristics of the problems embraced by the project.

High quality of education is one of the objectives set out in the strategic documents of the European Union. High quality in this area can be provided only by high-class professionals. Improving professional skills is a regular part of professional development of these people. Hence, taking into consideration the target group of young people covered by this project, i.e. youth at risk of social exclusion due to many different factors, having reduced self-esteem and lacking confidence, youth with disabilities, the priority is to prepare youth workers in partner institutions for work as a coach, mentor or improving their already acquired skills and developing basic and multifaceted skills of young people, which will create an opportunity for better achievements, developing abilities and talents, as well as changing attitudes to life, which in turn will increase their chances for better professional and social life. The opportunity to learn about the culture of the partner country and to use this knowledge when educating young people will enable the development of their civic competences, which is also one of the key competences.

In the project young people covered by the support of adults, are the people from risk environments, with low self-esteem and low motivation. In this diverse target group there are also people with intellectual disabilities and other special educational and developmental needs, as well as young people who, due to the financial situation, economic and social conditions - are less able to develop and succeed in life. Young people covered by the project come from the risk groups, have problems with self-esteem, faith in their own abilities of development, with motivation. They often lack parenting and social skills. They do not believe that they can change their lives by investing in themselves.

Standard methods of work with the young people do not always bring expected results. Coaching and mentoring is an opportunity for young people and a challenge for youth workers. People with high professional competences will increase young people's chances to achieve success in life and better social functioning. It is also a chance for reintegration of persons who are socially excluded or at risk of exclusion. International exchange of experience and development of competences of adults working with young people will contribute to the effective support of youth in developing entrepreneurship, discovering their passions, strengthening self-esteem and motivation. A professional coach will become a sort of a "guide" supporting young person in the implementation of set tasks. Thanks to his/her efforts young people will improve interpersonal skills and, above all, overcome the barriers associated with their dysfunction or the lack of a particular type of skill. He/she will show young people that they have potential which they can and should develop. In the long term, these activities serve to improve the professional and social situation of youth.

The proprietary programme of the workshops developing coaching skills, mentoring of adults is an innovative action, as the result of which trained adults working with youth will also develop innovative, original individual programmes targeted at individual persons.

2. **Characteristics of the workshops programme.**

The workshops programme has got the following structure:

It consists of 3 parts.

The first part contains information about the workshops and the specific content of the training programme. It is composed of 3 modules.

- Module I (introductory): methodology of workshops containing the characteristics of the problems included in the project, the objectives and results of the workshops, a framework programme of workshops and their implementation.
- Module II: Coaching and mentoring - in educational systems. Competences profile of a coach, mentor. It describes the status of coaching and mentoring in Polish and French educational systems. It describes in detail coaching and mentoring as methods supporting the development of learners and the skills and work conditions of a coach and mentor. It shows the idea and purpose of the coaching and mentoring methods in work with youth and presents differences between coaching and mentoring.
- Module III: Practical aspects of coaching and mentoring. The module is dedicated to the diagnosis of the youth in the context of their resources and personal development goals, including the methods and tools for diagnosis. The module includes a proposal of a structure of the individual programme of work with the ward as well as a section on the use of coaching and mentoring in work with young people at risk of social exclusion.

At the end it will present bibliography / recommended literature.

The second part includes detailed scenarios for the instructor, developed on the basis of the programme, which will be realised during the workshops.

The third part includes methods and tools for a coach and mentor to be used during the workshops and when working with the student.

The whole is a complete training material that can be used by trainers, educators, consultants, headmasters of schools and institutions.

3. **Objectives and outcomes of the workshops programme.**

The aim of the developed programme is to improve professional skills of adult youth workers, through the exchange of experience with people from the partner country, working out new methodological and substantive solutions, getting to know coaching and mentoring and the ways how to use the new methods in work with youth, and also the development of young people competencies concerning the organisation of their own lives, finding effective way to achieve the goals, openness to change, innovation and skills of team cooperation, the search for their own development opportunities, leisure activities, exploring new areas of activity.

It is also a mutual education of young people and adults, which fits within the European strategy of Lifelong Learning.

Results of the participation in the workshops.

The youth workers participating in the workshops will:

- develop their creativity and innovation,

- develop planning skills of individual work with young people
- improve the use of ICT competencies
- improve foreign language skills,
- acquire new knowledge and skills how to use it during their professional experience,
- have an opportunity to review and modify working methods on the basis of practical experience,
- get to know methods of coaching and mentoring and how to use them in work with youth
- exchange experience with adults from the partner country,
- be encouraged to self-improvement,
- increase self-confidence,
- increase their involvement in the tasks performed,
- break stereotypes,
- get to know the history and culture of the partner country;
- raise the level of self-esteem,
- improve skills of self-presentation
- increase sense of responsibility
- acquire interpersonal and social skills, team work skills, skills of avoiding conflicts
- build a more dynamic, committed and professional environment within the organisation, open to best practices and new methods for daily operations,
- experience synergy resulting from the collaboration with other organisation.

By participating in the project and international exchange, adults will also develop their competences in the field of learning.

4. Framework programme of workshops.

Module	Block	Issues	Number of hours
I. Methodology of the workshops.	1. ABC of the programme „I'm a coach, mentor – „a guide” of a young person	1. Characteristics of the problems included in the project. 2. Characteristics of the workshops programme. 3. Objectives and results of the workshops programme. 4. Framework programme of the workshops. 5. Implementation of the workshops.	2
II. Coaching and mentoring - their place in educational systems. Competence profile of a coach, mentor.	1. Status of coaching and mentoring in the Polish and French educational systems.	1.1. Formal and legal basis of coaching and mentoring.	8
		1.2. The quality of work of youth workers in the light of research results and educational reports- chances and challenges In coaching and mentoring.	
		1.3. Examples of good practice in the Polish and French educational systems.	
	2. Coaching and mentoring as methods supporting learners' development.	2.1. Coaching, mentoring – definitions and terminology dilemmas	4
		2.2. Coaching i mentoring – the idea and objectives of using those methods in work with youth	
	3. Competences and work conditions of a coach and mentor.	3.1. Competence profile of a coach/mentor.	26
		3.2. Effective Communications as the basis of coaching and mentoring.	
		3.3. Psychological and social work conditions – on the way to personalised education.	
		3.4. Understanding and the essence of life long learning.	
III. Practical aspects of coaching and mentoring.	1. Diagnosis of young people in the context of their resources and personal development goals.		8
	2. Methods and tools for diagnosis.		8
	3. Methodology and structure of an individual programme of work with the student/ward.		12
	4. Milestones. Difficult situations In the work of a coach, mentor .		4
	5. Applying coaching and mentoring in work with young people at risk of social exclusion.		8
	Total		80

5. **Implementation of the workshops.**

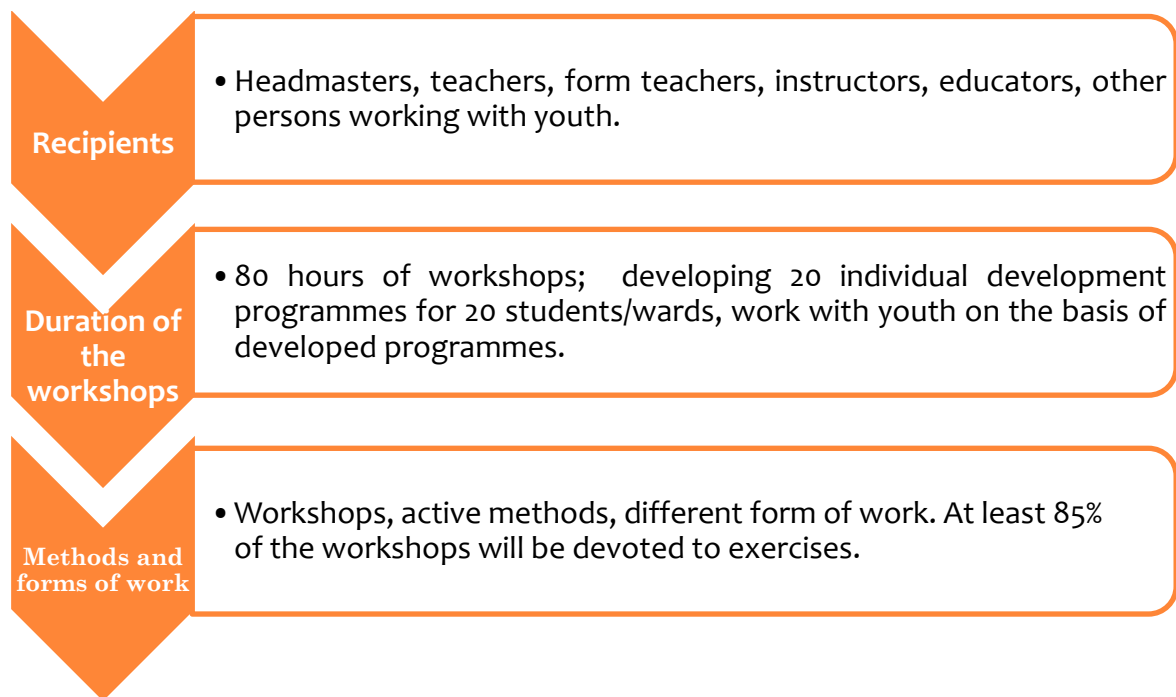


Figure 1. Implementation of the workshops.

Module II.

Coaching and mentoring – their place in educational systems. Competence profile of a coach, mentor.

1. Status of coaching and mentoring in the Polish and French educational systems.

1.1. Formal and legal basis of coaching and mentoring.

In the Polish and French legal systems development of teachers of other youth workers and development of youth in schools and institutions have been included in a number of laws. However, forms of supporting their development, particularly individual development, have not been fully determined. One will not find the concepts of mentoring / mentor, coaching / coach, tutoring / tutor in e.g. laws and regulations. Instead, there are concepts of "counselling/ counsellor," "guardian", "consultant." For example in Poland, the only document in force in the educational system (in force since November 2015.², although not having the rank of the law or regulation), which contains

² Quoted parts of the programme: <https://men.gov.pl/wp-content/uploads/2015/11/zatwierdzona-ramowka-kursu-z-zarzadzania-oswiata-w-pdf.pdf>

the concepts of coaching and mentoring is a framework programme of a qualification course in management of education for candidates for headmasters, based on the concept of leadership in education.

In the framework programme of the course, **a list of competences acquired by participants has been set out, among which there are competencies essential for the quality of the coaching processes or working with a mentor.**

Competence	Component elements – knowledge and skills essential in coaching and mentoring
Focus on school's conception of work.	Building school conception of work focused on the learning process of all members of the school society and creating situations facilitating learning and development in cooperation with all parties involved. Setting priorities taking into account external context (local culture) and the needs of students and teachers.
Intentional introduction of leadership.	Strengthening and discovering the employees' potential (empowerment) to responsibly and effectively realise tasks in accordance with one's own conscience and respect towards other people.
Communication skills.	Communication with other people in order to build understanding and keep relationships, the ability to listen and give constructive feedback.
Building school culture focused on the learning process of all members of the school society.	Understanding the essence of the learning process and its conditions. Developing cooperation in learning. Reflecting on the learning process.
Managing the school as a learning organisation.	Creating learning conditions for students and teachers. Making use of helpful data in the process of taking decisions facilitating development of the school and professional skills of the teachers.
Cooperation with the environment leading to mutual development.	Identifying individual, organisational and social potentials important for students' and environment's development. Creating cooperation nets with local educational institutions (schools, pedagogical and psychological centres, teachers training centres, libraries, etc.) to support mutual development.
Creating and implementing personnel policy oriented on the development of the employees.	Diagnosing and creating conditions for personal and professional potential development of teachers and employees, especially by giving and using feedback. Using individual development of teachers and employees to improve work of the team in all fields of school activity.
Authorisation of school employees.	Strengthening inner motivation to make all employees feel responsible, competent, autonomous, capable of performing tasks and creative work.
Conceptual and strategic thinking.	Understanding the system of school management in democracy and ensuring maintaining of ethical standards.
Systemic management of the school.	Introducing new employees into the organisation culture in accordance with the established and applicable model.
Building a school management model based	Creating space for management based on cooperation. Organising processes of cooperation, communication and solving

on cooperation.	problems among groups.
Self-improvement.	Recognising one's own potential, abilities and limitations as well as developmental needs, building knowledge on own beliefs, attitudes, values and manner of acting.
Developing self-awareness in the leader role.	Building individual's awareness in the context of their Professional role and modern challenges In school management (in particular school operating conditions, constant character of changes, creating a knowledge society, globalisation). Intentional assuming of the role of the leader.
Planning and undertaking initiatives for self-improvement.	Defining one's own developmental goals in respect to the school development plans. Cooperation with other people on one's own development, accepting suport from other people. Stimulating development by using inner motivation and energy. Taking care of mental hygiene, self-acceptance and balance between work and private life.
Being ready to learn and develop, openness to new experiences.	Constant updating of knowledge and professional skills.
Reflexivity	Ability for and systematic reflection on action undertaken.

Important:

It can therefore be said now that the inclusion of mentoring and coaching issues in the obligatory content of the qualification course for future headmasters of schools and educational institutions should result in growing awareness of the validity of these innovative forms of one's own development support and of the staff in organisations they will manage in the future. The programme can also be seen as an innovative solution in educating employees - not just in the field of education. The content of the document and competencies that participants should develop are universal and can be useful not only in schools and educational institutions, but also in other organisations which build the concept and organisation culture in accordance with the model of participatory leadership, based on cooperation, diagnosing and releasing the potential of each member of the organisation and shaping in people - adults and adolescents - self-awareness about their own resources, self-steering, self-management.

The lack of a complete catalogue of forms of support of individual development of students / young people, teachers and other youth workers in laws and regulations does not prevent the possibility of including mentoring and coaching in practice. "Who wants to - looks for a way, who does not want to- looks for a reason" - the words of Stefan Żeromski inspire to look not only at the "letter of the law," but also to search for the "spirit of the law."³.

³ The concept of the "letter" and "spirit" of the law has been described by Montesquieu in the work "The Spirit of the Laws" (De l'esprit des lois) 1748. Today, this concept could lead to the conclusion that thoughtless use of the "paragraphs" of the law often leads to formalism and bureaucratism. One has to remember about the "spirit of the law" - the idea and meaning of "paragraphs". This is important in Poland, where "the fast inflation of the law" achieves record results. In 2014, 25634 typewritten pages of the new laws (laws, regulations) were published, beating France (22585 pages). In 2015 - 16% more (29843 pages). For comparison - in 1990, 1,384 pages were published, in 2000. - 7456. "Production of laws in Poland is the highest in history" -

1.1.1. Formal and legal basis for a comprehensive and personalised youth development supported by the people working with them

Possibility to use coaching and mentoring in work with youth is provided by a number of provisions of Community law, as well as by legal solutions in particular European countries. In this chapter we will refer both to education and to the existing regulations in other sectors discussed previously, where young people can find support of an counsellor, consultant, mentor or coach in personal, educational or professional development .

An important instrument of Community law is the White Paper on Education and Training, which contains key objectives to be achieved by educational systems in the Member States. The document, called by the education ministers of the Member States "White Paper on Youth" (2001.), considers as main challenges the following topics:

- encouraging to acquire new knowledge and skills,
- developing proficiency in foreign languages,
- bringing the school and the business sector closer together.

The Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962 / EC)⁴. is significant in the activities of the European Union countries aimed at comprehensive, individualised development of youth.

The European Parliament and the Council of Europe recommend:

"The development of key competences for all as part of their learning strategies throughout life, (...) and using the" Key Competences for Lifelong life - European Reference Framework "(...) as a reference tool in order to ensure that:

- 1) education and training offers all young people the means to develop key competences to a level that equips them for adult life and which forms a basis for further learning and working life;**
- 2) appropriate provision is made for those young people who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfill their educational potential;**
- 3) adults ⁵ are able to develop and update key competences throughout their lives, and a particular focus on target groups identified as priorities in the national, regional or local level, such as individuals needing to update their skills;**

informs the portal "Barometer of law", based on the research by audit and advisory organization Grant Thornton (after: <http://barometrprawa.pl> – access: 10 March 2016 r.).

⁴ <http://eur-lex.europa.eu/legal-content/pl/TXT/PDF/?uri=CELEX:32006H0962&from=pl>

⁵ We quote here the provisions relating to adults being aware that - firstly - the boundaries of "adulthood" in determining the age of "young people" in the literature are very diverse, and secondly - our program concerns the development of competencies of both youth workers as

4) appropriate infrastructure for continuing education and training of adults, including teachers and trainers, the existence of validation and evaluation procedures, measures aimed at ensuring equal access to both learning throughout life, and to the labour market and support for learners that recognizes the differing needs and competences of adults;

5) addressed to adult education and training provision for individual citizens is consistent through close links with employment policy and social policy, cultural policy, innovation policy and other policies affecting young people and through collaboration with social partners and other stakeholders. "

Ján Figel, a Member of the European Commission responsible in 2006 for education, training, culture and youth, wrote in the introduction to the document:

*Education and training systems in the Member States should support the development of these competences for all young people and the education and training of adults must give all adults real opportunities to learn and maintain these skills and competences.*⁶

Key competences are defined in the document of the European Parliament and of the Council as **"a combination of knowledge, skills and attitudes appropriate to the situation. Key competences are those which all individuals need for personal fulfillment and personal development, active citizenship, social inclusion and employment. (...)** The key competences **are all considered equally important, because each of them can contribute to a successful life in a knowledge society.** Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Good basic skills of language, literacy, numeracy and skills in the field of information and communication technologies (ICT) is an essential foundation for learning; learning to learn supports all learning activities. Some issues are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings play a role in all eight key competences."⁷

Below there are 8 key competences:

well as the very youth (in the program the focus is on young people aged 13-18 years, because the project partners work with such age group XXX).

⁶

⁷After:<http://eur-lex.europa.eu/legal-content/PL/TXT/?qid=1458463783983&uri=CELEX:32006H0962> and <https://www.google.pl/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwjJq8ny787LAhWCZpoKHSEiAKEQFgggMAE&url=http%3A%2F%2Feur-lex.europa.eu%2Flegal-content%2Fpl%2FTXT%2FPDF%2F%3Furi%3DCELEX%3A32006H0962%26from%3Dpl&usg=AFQjCNGSraM1ltsp8k5w9JjY-iGntYBL5Q&bvm=bv.117218890,d.bGs>

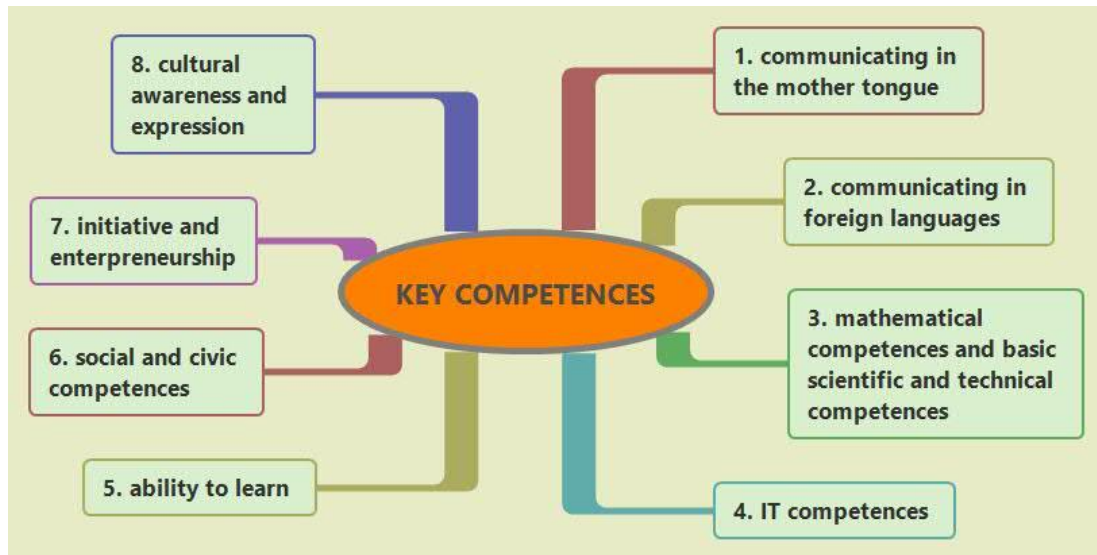
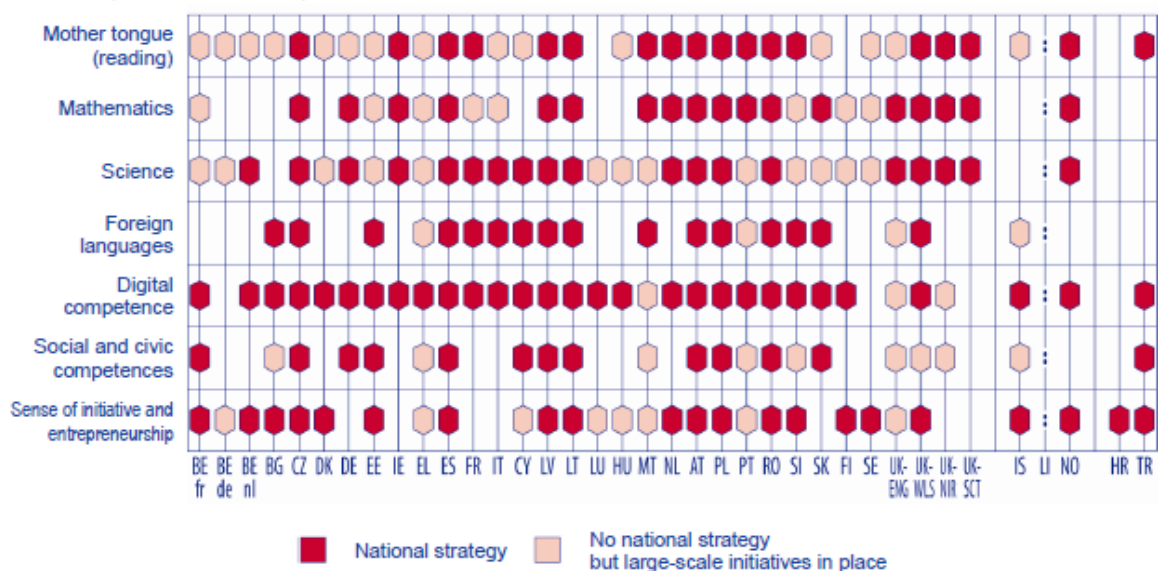


Figure2. Key competences included in the recommendations of European Parliament and the Council of Europe.

It is worth to analyse each key competence, paying attention to the knowledge, skills and attitudes characteristic for it. It will be easier to plan the work with young people, using both tools (curricula, textbooks, aids) already used in schools, educational institutions and organisations providing support in youth development, and build new tools, such as individual development programmes for the student / ward.

Most European Union countries developed national strategies for at least three key competencies:



Source: Eurydice.

Figure 3. National strategies promoting key competences in general education⁸.

EU countries in different ways implement their strategies – in the quoted publication by Eurydice the reader will find examples of good practice in almost all key competences (report does not refer to only two: cultural awareness and expression and learning skills)⁹. Data from the report (reference year is the school year 2011/2012) show that all European countries incorporated key competences into the national curriculum and other strategic documents, but they are not treated equally. **Most countries in education put the emphasis on developing basic skills** such as reading and writing, basic competences in maths and science or using a foreign language, while **less attention is devoted to cross-sectional skills (general)**, such as digital competence, social or entrepreneurship, even though we know that acquiring these skills is equally important from the point of view of today's labour markets.

The attention of youth workers should also be drawn to the **Communication of the Commission of the European Communities to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions of April 27 2009, describing the strategy adopted by the European Commission in the document "Investing in young people and empowering - EU strategy for youth. A renewed open method of coordination to address the challenges and opportunities facing youth. "**

The document says i.a.:

*Through extensive consultation across Europe, the following specific challenges have been identified as topping the list of young people's concerns: education, employment, social inclusion, and health. **Europe's youth need to be equipped to take advantage of opportunities such as civic and political participation, volunteering, creativity, entrepreneurship, sport and global engagement.***

Repeatedly the authors indicate triggering the potential of young people, improving the quality and innovation of educational services, training, counselling, consultation

⁸ Source: European Commission/EACEA/Eurydice, 2012. Developing Key Competences at School in Europe: Challenges and Opportunities for Policy. Eurydice. Luxembourg: <http://eacea.ec.europa.eu/education/eurydice/> and https://www.google.pl/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwi3rt21kgvLAhUHbxQKHc8jBCYQFggfMAA&url=http%3A%2F%2Feacea.ec.europa.eu%2Feducation%2Feurydice%2Fdocuments%2Fthematic_reports%2F145en.pdf&usq=AFQjCNFkqzLvUZL74ltinYqF1UPg_k2oDg&c ad=rja In Polish: https://www.doskonaleniewsieci.pl/Download_Pozostale.aspx (access: 10 March 2016 r.)

⁹ Compare: <http://eurydice.org.pl/publikacja/rozwijanie-kompetencji-kluczowych-w-szkolach-w-europie-wyzwania-i-mozliwosci-tworzenia-polityki-edukacyjnej/>

addressed to the young generation as a means to cope with these challenges. The following issues seem particularly important in the context of the content and purpose of our programme:

INVESTING IN YOUTH AND EMPOWERING

VISION OF THE EU FOR YOUNG PEOPLE

Young people should make the best use of their potential. This vision is addressed to all, but actions should focus on those in a less favorable position. It has a dual character:

- **Investing in youth:** putting in place greater resources to develop those policy areas that affect everyday lives of young people and improve their quality.
- **Empowering youth:** promoting the potential of young people for the renewal of society and to contribute to EU values and goals.

Greater collaboration between youth policies, and other policy areas such as education, employment, inclusion and health will be developed, with **youth activities and youth work playing a supporting role.**

NEW ROLE OF WORK WITH YOUTH

Work with youth¹⁰ is out-of-school education, managed by professional youth workers or volunteers within youth organisations, community centers, youth centers, churches etc., which contributes to the development of young people. With the participation of families and other professionals, work with youth can help them deal with unemployment, school failure and social exclusion, and also organise free time. It can also develop skills and support the transition from adolescence to adulthood. Despite the non-formal character, work with youth should be further professionalised. Work with youth covers all areas of activity and their objectives.

Objective:

It should support the work with young people (...) and professionalise it.

Actions by Member States and the Commission within their competence:

- **Equip youth workers with professional skills and promote the validation of these skills** through the appropriate European instruments (Europass, EQF, ECVET).
- Promote work with youth through, i. a., Structural Funds (...)

¹⁰ "The socio-educational instructor ", a commonly used term for work with young people, is the legal term describing a "person working with young people," according to art. 149 paragraph. 2 of the Treaty of Lisbon.

- Develop innovative services, teaching methods and practice for work with youth.¹¹

Polish strategic programmes are consistent with the European Community strategies, including the above discussed. For example, announced in 2014 *Government Program for Youth Social Activity for the years 2015-2016 ACTIVE YOUTH*¹² refers not only to the strategy "A EU Strategy for Youth - Investing and Empowering ...", but also to other EU guidelines, including the document **'Europe 2020 - A European strategy for smart, sustainable and inclusive growth'**¹³. They also recall one of the flagship initiatives to achieve the goals: **"Agenda for new skills and jobs"**¹⁴, which sets out the key actions relating to the youth, in particular: supporting transitions in the labour market, by e.g. **improving access to lifelong learning (more flexible learning pathways, non-formal and informal education, integration of guidance systems on learning and professional career)**; providing employees with the right skills in terms of employment (the skills necessary to succeed in the labour market); promoting entrepreneurship.

Coaching and mentoring methods are essential, particularly in work with children and youth who are at risk of social exclusion for many different reasons. A coach supporting the ward in development at the same time **recognises their individual developmental and educational needs, and individual psychological and physical abilities resulting from many factors (figure 4).**

¹¹ After: <http://eur-lex.europa.eu/legal-content/PL/TXT/?uri=CELEX%3A52009DC0200> (access: 18 March 2016 r.)

¹² The grant programme *Youth Social Activity* complements programmes addressed to non-governmental organisations in Poland. It is complementary with actions undertaken under the Civic Initiatives Fund Programme for the years 2014-2020. In regard to the tasks performed by the minister responsible for social security forms part of comprehensive solutions dedicated to different age groups, implementing the Strategy for the Development of Human Capital, taking into consideration different phases of life.

¹³ Communication of the Commission of 3 March 2010 r. - **'Europe 2020 - A European strategy for smart, sustainable and inclusive growth'**: http://ec.europa.eu/eu2020/pdf/1_PL_ACT_part1_v1.pdf (access: 16 March 2016 r.)

¹⁴ Communication of the Commission of the European Communities to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions of 23 November 2010 - **Agenda for new skills and jobs'** <http://ec.europa.eu/social/BlobServlet?docId=6710&langId=pl> (dostęp: 16 marca 2016 r.)

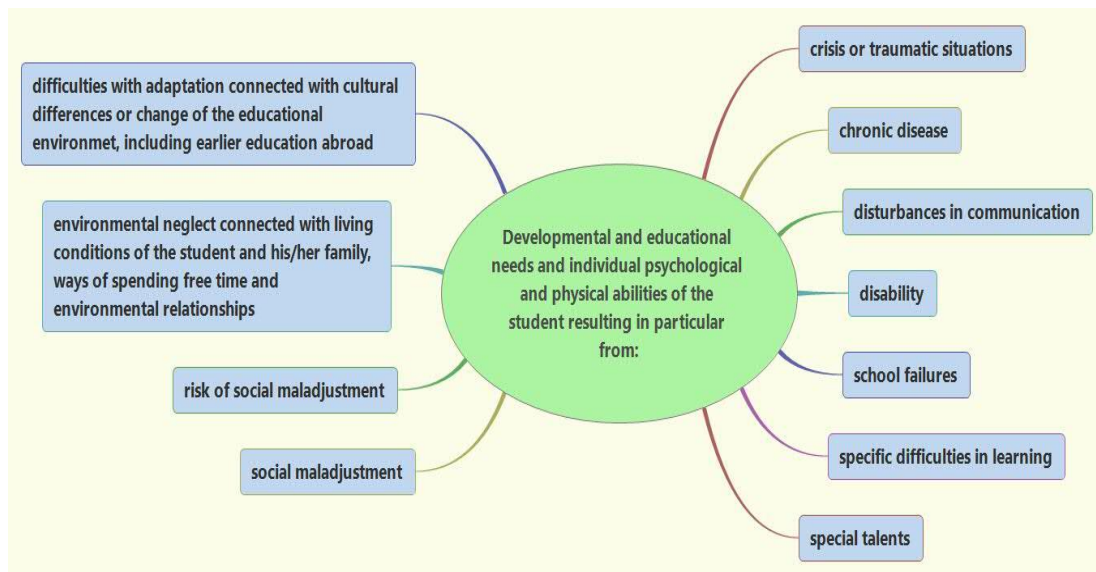


Figure 4. Needs of youth which are the basis to cover them with support.

Psychological and pedagogical support in schools and institutions is offered to students by teachers, form teachers and specialists performing tasks in the field of psychological and pedagogical support, in particular **psychologists, pedagogues**, speech therapists, **counsellors** and educational therapists. **Help is organised and offered in cooperation with a number of entities, including institutions which employ people trained to work with youth and having theoretical and practical preparation for conducting coaching processes or incorporate mentoring into school/institution activities.**

1.2 The quality of youth workers activities in the light of the results of educational studies and reports – opportunities and challenges for coaching and mentoring.

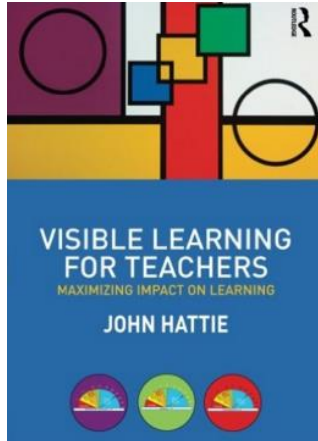
Many modern studies and reports, including educational, provide valuable information about the quality of work of youth workers, and the conclusions and recommendations included allow to determine the strengths and challenges in this area. Forecasts concerning methods of effective learning and stimulating development in school and out-of-school situations in formal and informal education developed in different parts of Europe are a valuable source of information about desirable changes in work with youth.

For the start we will identify the factors that are considered - in the light of the latest research and forecasts - as essential to effective learning and development of young people.

Then we will review and briefly analyse selected research reports, referring to several aspects. First, we will look at the competences of people working with youth and the potential of institutions they represent - we will determine what is the degree of readiness of these persons and / or organisations to implement mentoring and coaching methods in daily practice.

Second, we will identify those studies that indicate the purposefulness of using mentoring or coaching in work with youth, relate to the effectiveness of these methods in various spheres of development of both teen-ward, as well as adult-mentor / coach.

1.2.1. Factors affecting the effectiveness of learning and development of young people in the light of reports, expert opinions and international and domestic forecasts .



John Hattie, professor and headmaster of the Melbourne Education Research Institute at the University of Melbourne in Australia and honorary professor at the University of Auckland in New Zealand for 15 years conducted unique studies looking at the effects of learning from the perspective of students. Research methodology involved conducting more than 800 studies of educational research from all around the world (a total of 50,000 studies performed in a population of 200 million children and adolescents). In addition, during Hattie's studies thousands of five-minute individual interviews were carried out.

Thanks to the efforts of John Hattie's research team the most influential factors concerning academic performance and development of young people have been identified. The classification also shows which factors have weaker, neutral and harmful effects – they are presented on the chart, which should be read in accordance with the following interpretative key (professor Hattie called it a "barometer of influence"):

Size of the effect	Level of the effect – influence on learning outcomes	
> 1	Very big influence – very high increase in learning outcomes	Zone of desired effects
> 0,4	Desired effect –high increase in learning outcomes	
0,15-04	Medium effect – medium increase (typical teacher influence achieved during a typical school year)	
0,0 – 0,15	Small effect – small influence on student’s development (the student could achieve the same without school/teacher)	
< 0,0	Negative influence – decrease in learning outcomes	

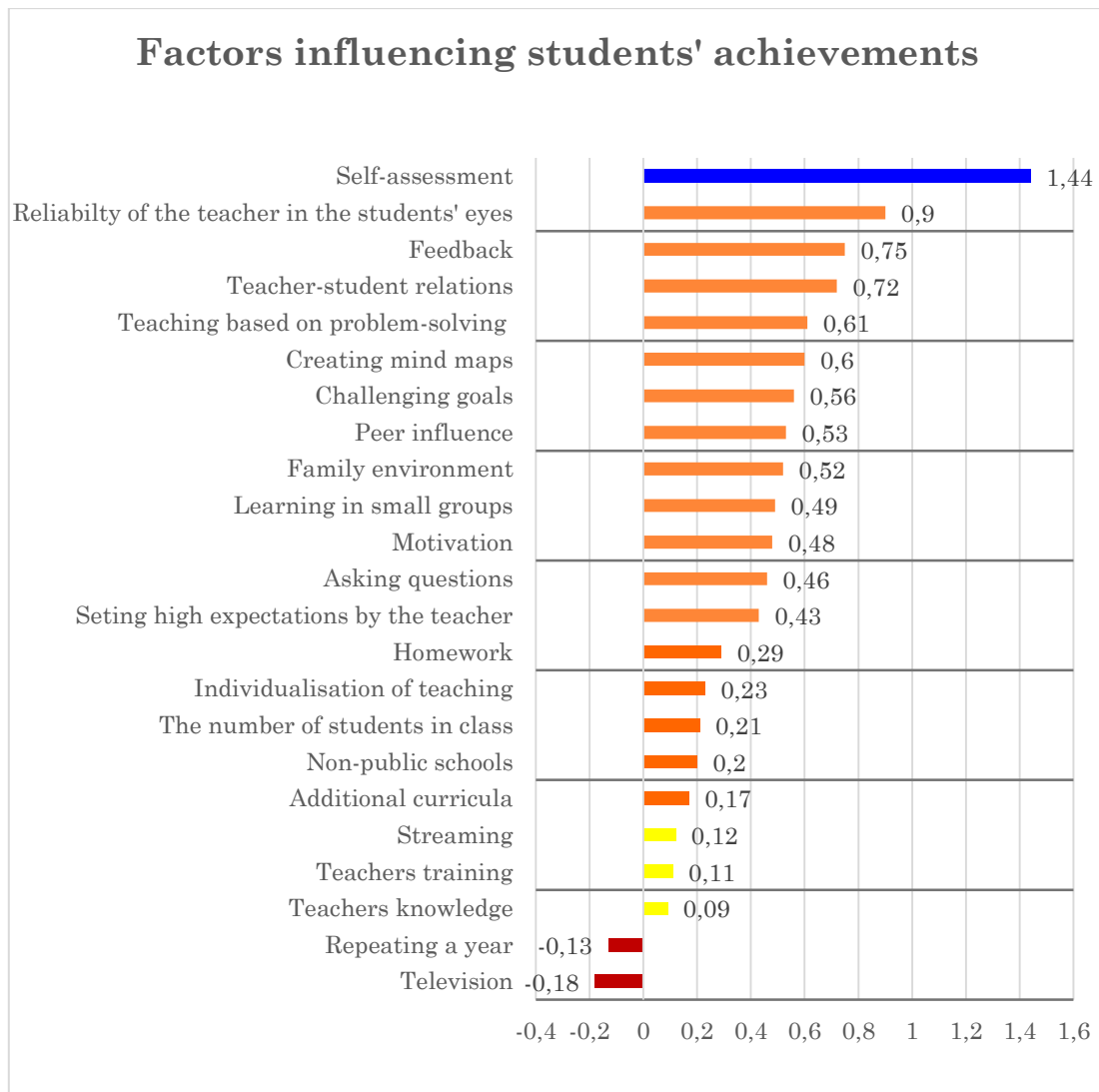


Figure 5. Factors influencing students' achievements according to professor John Hattie.

The fundamental conclusion for youth workers resulting from the research by John Hattie is that the most important is using such strategies, methods and forms of work that will help the wards build their self-esteem.

It is worth reminding here the definitions of self-esteem:

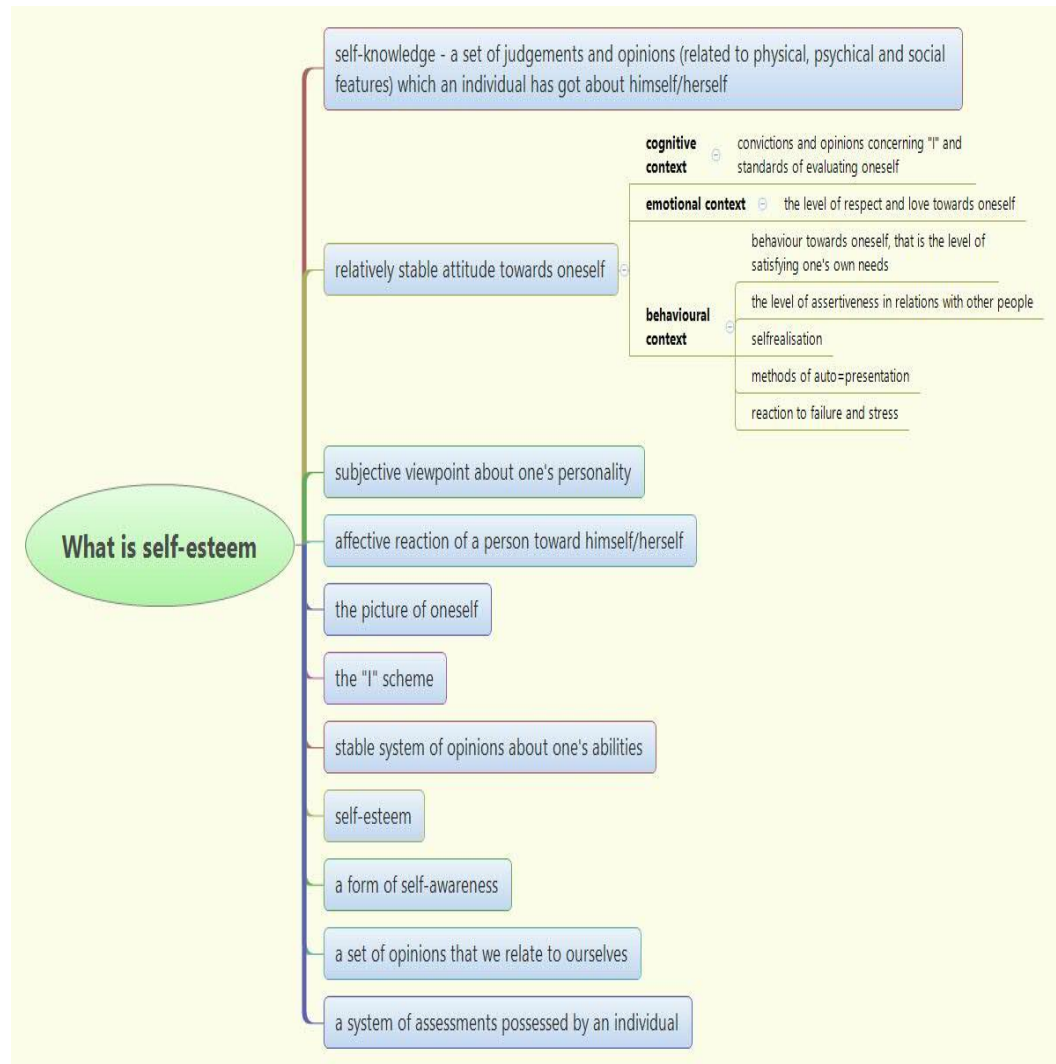


Figure 6. Definitions of self-esteem¹⁵

Self-assessment is based on six pillars, knowing which is important for people who use personalised methods, especially coaching, in work with youth.

¹⁵ On the basis of.: dr Teresa Wejner-Jaworska, Wyższa Szkoła Edukacji Zdrowotnej i Nauk Społecznych Polskie Towarzystwo Dysleksji, Czynniki warunkujące lepsze wyniki w nauce w świetle badań prof. Johna Hattiego, „Przegląd Edukacyjny” 2014, nr 3/4, s. 4-7 oraz: http://www.ptde.org/file.php/1/Archiwum/XX_KDE/pdf_2014/Wejner-Jaworska.pdf (dostęp: 10 marca 2016 r.)

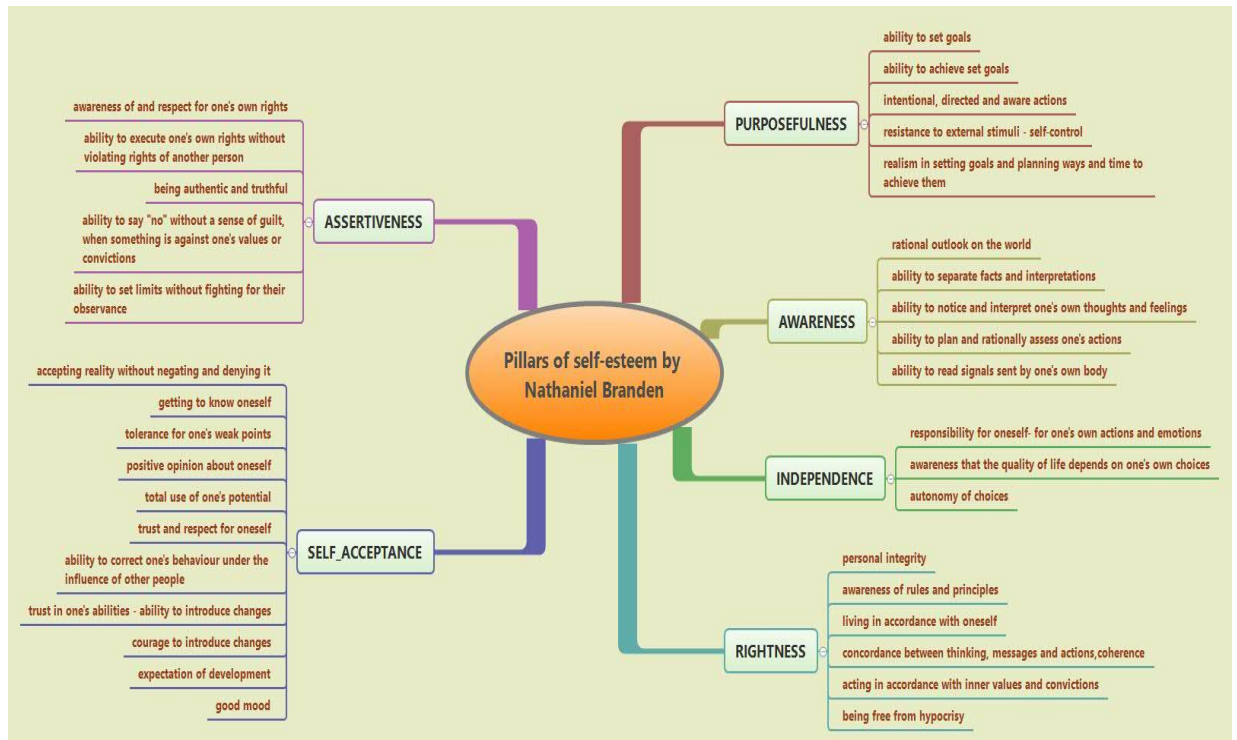


Figure 7. Pillars of self-esteem by Nathaniel Branden¹⁶

Some psychologists consider **self-acceptance as a basis for building a healthy self-esteem, adequate to the reality and facts**. A person who is a mentor for young people or applies methods of coaching in cooperation with them should also be aware of the consequences of their lack of self-acceptance – risks resulting from the attitude of self-rejection:

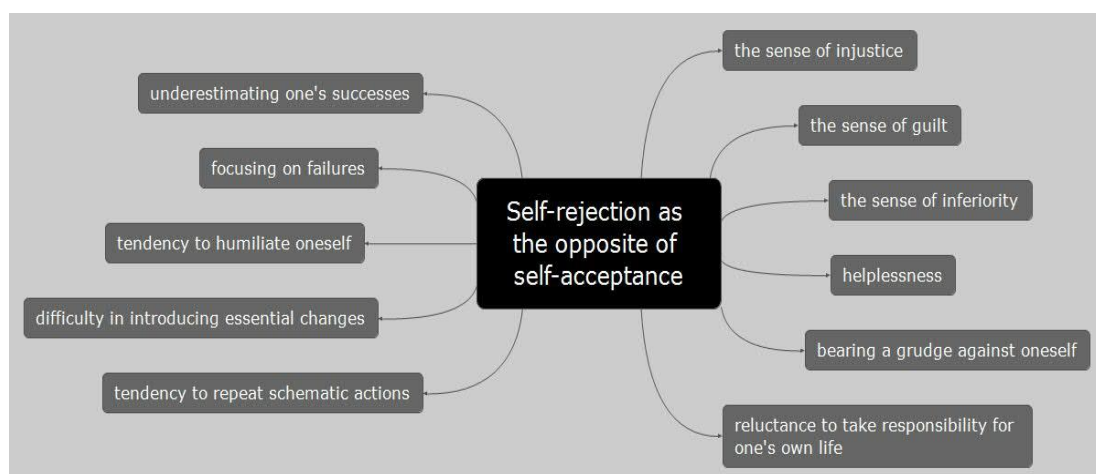


Figure 8. Self-rejection as the opposite of self-acceptance.¹⁷

¹⁶ On the basis of.: Nathaniel Branden, „The Six Pillars of Self-Esteem”

and should know the manifestations and effects of disturbed self-esteem:

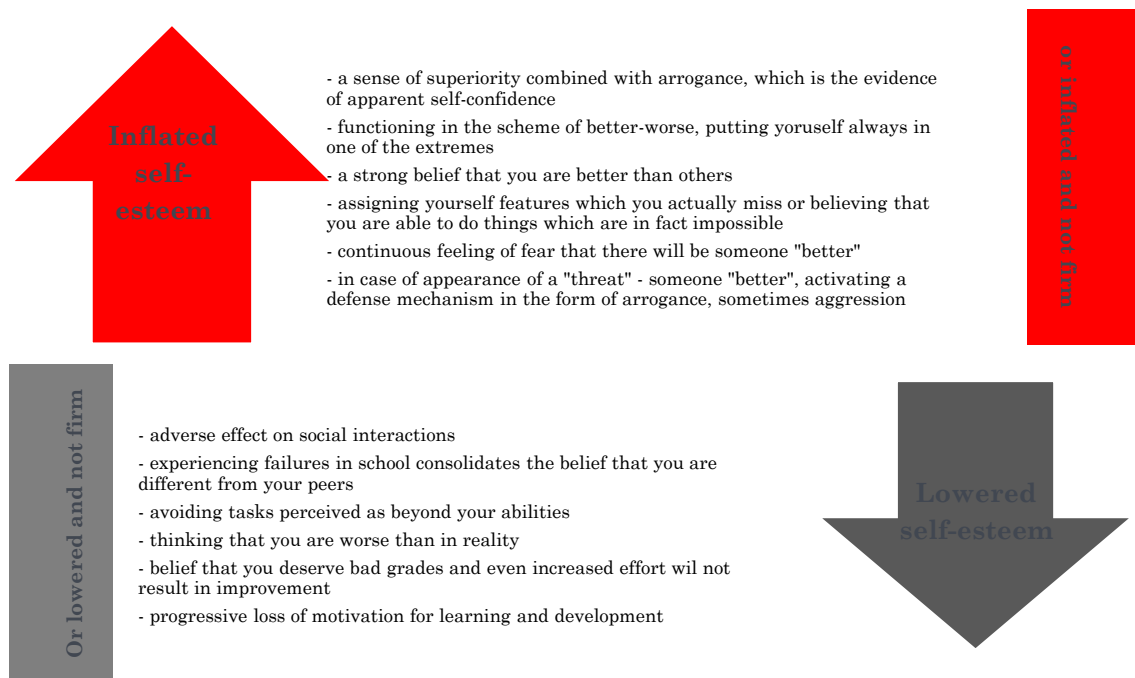


Figure 9. Manifestations and effects of inflated or lowered self-esteem of the student.¹⁸

What are the characteristic features of „healthy self-esteem”?

Here are the most important determinants:

¹⁷ On the basis of.: dr Teresa Wejner-Jaworska, Czynniki warunkujące lepsze wyniki w nauce w świetle badań prof. Johna Hattiego.

¹⁸ On the basis of: Teresa Wejner-Jaworska, Czynniki warunkujące lepsze wyniki w nauce w świetle badań prof. Johna Hattiego.

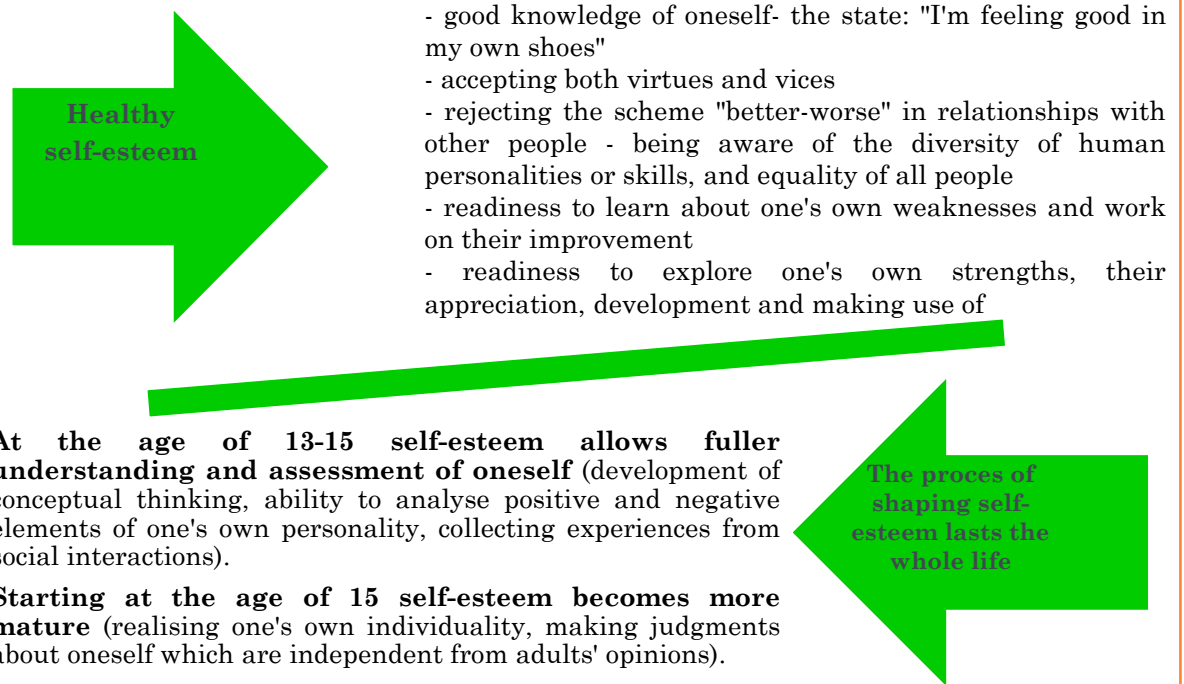


Figure 10. Healthy self-esteem, its determinants and effects¹⁹

You cannot understand a person's behaviour, not knowing what his/her self-image is – the words Nathaniel Branden could be the motto for the activities of people using mentoring and coaching in work with a young person. If, knowing the results of professor Hattie's studies, we add to this a high impact on the development and learning of such factors as: *the credibility of the teacher in the eyes of the students, their mutual relationships and the quality of feedback*, then **mentoring and coaching emerge as work models worth implementing in daily activities of institutions educating and supporting youth, as facilitating individual development much better than traditional methods.**



Dr. Jackie Gerstein,²⁰ an American educator, propagating and implementing the idea of teaching based on passion, supporter of the creative use of new technologies in teaching and learning, promoter of the idea of sharing ideas for creative and effective teaching strategies by teachers, published on her blog User Generated Education **a list of upcoming and passing trends in education.** In her list she draws attention to the change in the role of the teacher (from the "transmitter" of content to coach, mentor and guide for young people) and **the new role and place of the learner** corresponding to this change,

¹⁹ On the basis of: Teresa Wejner-Jaworska, Czynniki warunkujące lepsze wyniki w nauce w świetle badań prof. Johna Hattiego.

²⁰ Compare: <https://usergeneratededucation.wordpress.com/author/jackiegerstein/> and <http://www.edunews.pl/system-edukacji/przyszlosc-edukacji/2510-stare-i-nowe-trendy-w-edukacji>

(the learner is the center of the process, learning with many senses, developing holistically, aware of his/her goals, strengths and challenges).

Among the trends of the future, we find such areas that are particularly conducive to the use of coaching or mentoring in work with youth (on the map below they are highlighted in bold font).

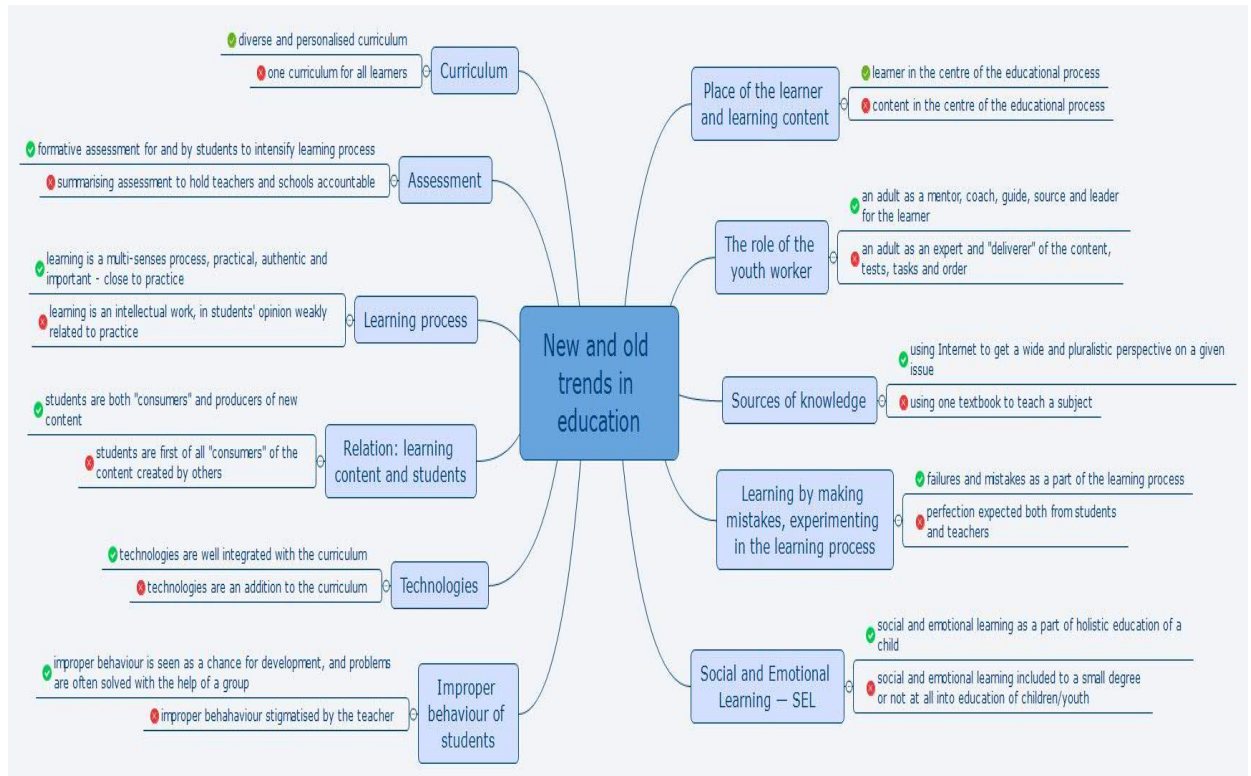


Figure 11. New and old trends in education according to Jackie Gerstein²¹.

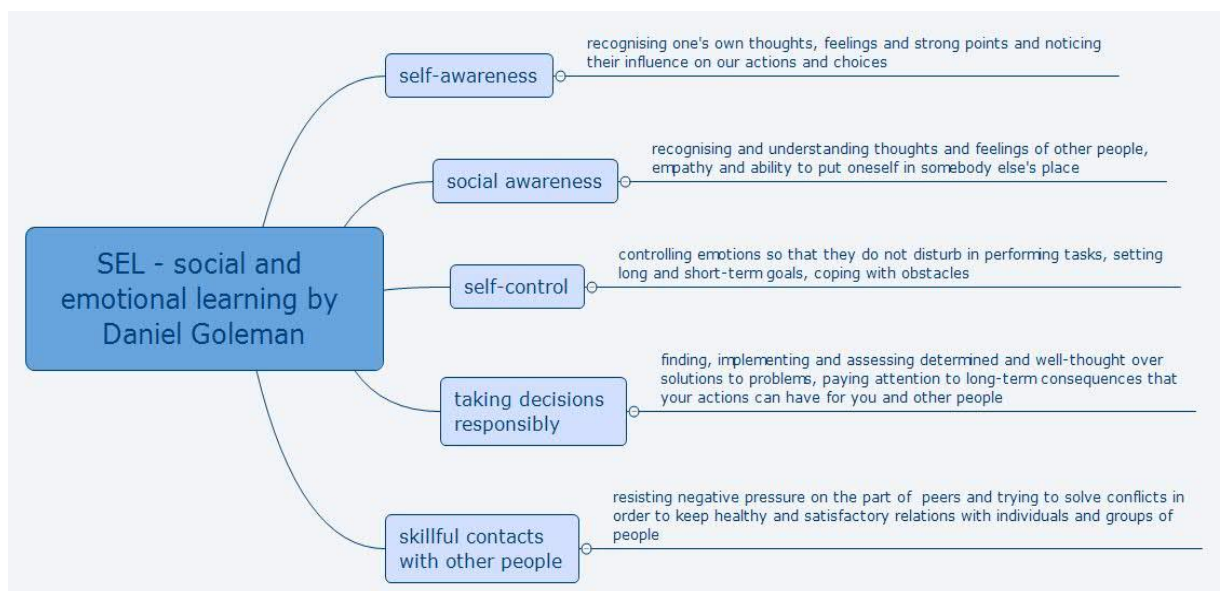
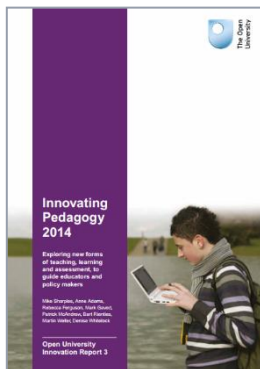


Figure 12. Elements of social and emotional learning (SEL) as a future trend in learning and teaching.

²¹Compare: <https://usergeneratededucation.wordpress.com/author/jackiegerstein/> and <http://www.edunews.pl/system-edukacji/przyszlosc-edukacji/2510-stare-i-nowe-trendy-w-edukacji>



Educational trends of the future were also studied by **scientists from the Institute of Educational Technology of the British Open University**. The report *Innovating Pedagogy 2014*²² presented a list of ten pedagogical innovations, which they believe will have the greatest impact on teaching methods in higher education in a more or less distant future. Some of these predictions - as they claim - will also have an impact on education at lower levels.

Below are the innovations indicated by them – for each of them the strength of the impact on learning and an estimated time in which this change will be introduced in education have been

determined.

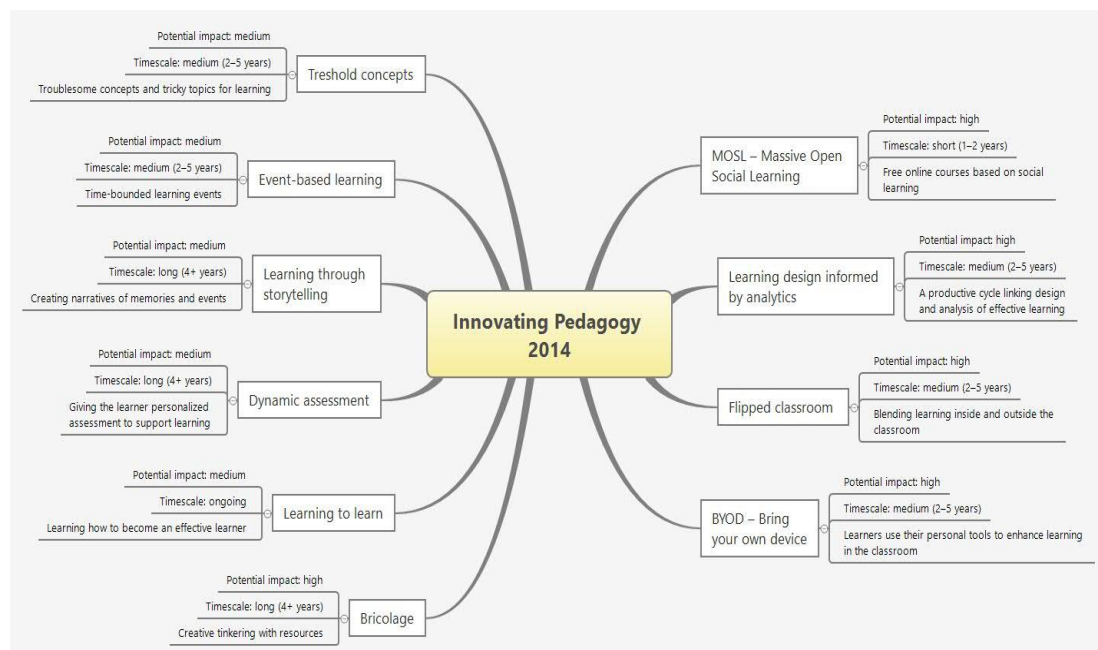


Figure 13. Innovating Pedagogy of the future according to the scientists from the Institute of Educational Technology, The Open University, United Kingdom

The analysis contained in the report shows that social networks and other ways of using communication technology and information will be more and more important in education. It's a big challenge for those working with young people born after 1980, representatives of the generation of "digital natives", for which new media are from an early age a natural environment, unlike for the majority of adults (their teachers, educators, trainers) representing a generation of "digital immigrants". European population is aging, the average age of teachers in the European Union is also increasing. In the light of the TALIS 2013 results *statistical secondary school teacher in the countries surveyed is 43 years old, in Poland a year younger. The youngest teachers teach in Singapore (average of 36), Malaysia and Abu Dhabi (39). On average in TALIS countries, only 12% of secondary school teachers are younger than 30, while 30% of teachers are older than 50. The big problem for the educational systems of some countries is the aging of teachers,*

²² Report available on the website: <http://www.openuniversity.edu/news/news/2014-innovating-pedagogy-report>

especially in Italy (average age is 49 and 50% of teachers are older than 50) and in Estonia (48). Comparing data from 2008 - we see that the problem is escalating, particularly quickly in Italy, Portugal and Bulgaria. In Poland, aging of the teachers is not currently a problem, but a small percentage of young people draws attention²³. France is a country close to the TALIS average, where the average age of teachers is 43.

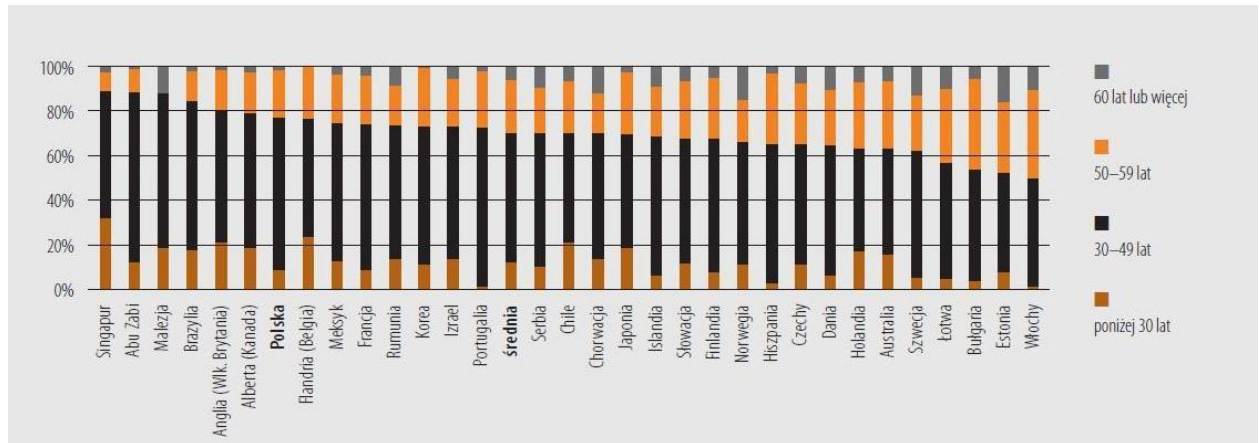


Figure 14. Percentage of teachers grouped by age in TALIS countries²⁴

When we talk about the meeting of the generations of "digital natives" and "digital immigrants", it is worth reminding about the diagnosis concerning the low level of integration of digital competence with the teaching process, presented in the Eurydice report *Developing key competences in schools in Europe*. According to the researchers, this can result from the lack of specialised knowledge and skills among teachers, but can also be caused by their reluctant attitude towards ICT. Some teachers may in fact treat them only as an aid in teaching, which they can put aside to concentrate on the content of their subject²⁵.

In recent years, alongside traditional mentoring and coaching (conducted in direct contact "face to face") other forms, based on virtual contacts appear. Regardless different opinions on the use of the new media in this area, the level of ICT competencies of professionals working with youth should be much higher than the statistics show.



Another study conducted among students is **YouthSpeak**²⁶. Over 42 thousand young people from all around the world (most born in the years 1990 to 1997),

²³ After: *Polscy nauczyciele i dyrektorzy w Międzynarodowym Badaniu Nauczania i Uczenia się TALIS 2013*, Instytut Badań Edukacyjnych, Warszawa, wrzesień 2015, p. 12: <http://eduentuzjasci.pl/talis/195-publikacje/raport/raport-z-badania/polscy-nauczyciele-i-dyrektorzy-na-tle-międzynarodowym-główne-wyniki-badania-talis-2013/1217-polscy-nauczyciele-i-dyrektorzy-w-międzynarodowym-badaniu-nauczania-i-uczenia-sie-talis-2013-wersja-pelna.html>

²⁴ Polish Lower Secondary School Teachers and Headmasters in the Light of Teaching and Learning International Survey (TALIS 2013): <http://eduentuzjasci.pl/en/news-and-events/1069-polish-lower-secondary-school-teachers-and-headmasters-in-the-light-of-teaching-and-learning-international-survey-talis-2013.html>

²⁵ Eurydice Raport *Developing key competences in schools in Europe*. ..., p. 26: http://eurydice.org.pl/wp-content/uploads/2013/03/Developing_Key_Competences_pl.pdf.pdf

²⁶ Raport: <http://www.pwc.pl/pl/publikacje/2015/badanie-youth-speak-2015.html>

including more than 1,600 people from Poland, took part in the study *YouthSpeak* in 2015. *YouthSpeak* is an initiative that gives young people the chance to speak about the problems the world is facing today.

AIESEC and PricewaterhouseCoopers International Limited gathered opinions of the young generation on topics related to economy, education and business. It turns out that young people recognise the importance of education in further career development (75%), but at the same time show a significant gap between the educational offer of universities, their own needs and the labour market needs. Piotr Herstowski, president of AIESEC Poland, emphasises that the ideal model for learners and persons entering the labour market is so-called 70-20-10: **70% of knowledge should come from practical classes, 20% is learning by meeting with mentors, managers and other inspiring people, and the last 10% is traditional theoretical classes.** The survey shows that only 4% of respondents indicated wages as the key element in the development of their careers. **The most important for young people is gaining experience and personal development, and the private and professional spheres increasingly intertwine and mutually complement themselves.**



The Polish report *What will Poland be like in 10 years? State. Market. Job. Education. Lifestyle. Poland in the European Union* ²⁷, prepared by the centre for dialogue and analysis THINKTANK, we find, in addition to optimistic and "black" scenarios for the development of the country for the next 10 years in EU, prognostic statements of experts from various fields: scientists, economists, sociologists and psychologists, entrepreneurs, trendsetters, public administration, social activists, media. The report touches the issue of the inevitability of change in formal and informal education. Let us quote these statements, which indicate the need for the development of individuals,

personalisation of teaching processes, support for learners in discovering and using their personal potential, and thus open space for the use of mentoring and coaching methods in work with young people.

*If we want to (...) better manage the world, we need to remodel the two main engines of development - the growth and education. Unemployment and poverty will never disappear if you do not give the people an opportunity for personal development, getting a job, access to health care system and education. Therefore, **the key to a better "future world" is to inspire the development of individuals.** The basis of this process is education. Unfortunately, the existing educational system is generally heading in the wrong direction. Instead of concentrating on the release of human potential, produces labour force, reproductive employees who are able to store a lot of data, but they can not draw conclusions from them. (...) **The present system of education should therefore be remodeled - must help people discover and develop their "strengths".***

Management mechanisms of the "world of tomorrow" - **opinion of professor Muhammad Yunus**, the winner of the Nobel Peace Prize in 2006, the author of the idea of microcredit and the concept of social enterprise, social innovator, advisor of UN Secretary General and the European Commission.

²⁷ <http://mttp.pl/co-robimy/publikacje/raporty/thinktank-publicationslist>

Developing and expressing one's own individuality occupies a high place in the hierarchy of personal goals. (...) Everyone can live as they want, looking for their own way and alternatives. Otherness is obvious, became something normal. **Across the generations, there is a trend to more fully express ourselves, searching for deeper reflection.** It is implemented in different ways: through the fulfilment of spiritual, physical, cultural and sports passions, deepening knowledge, starting additional studies in adulthood, etc. **Personal training and personal coaching allow to choose appropriate solutions.** In the implementation of "self-realisation" it is important to look for authenticity, experience, real emotions. In addition to the desire to "be somebody" there is a strong tendency to "be some person"²⁸

First of all, self-realisation

The educational system switches from the transmission of information (you can find it online) **to learning how to explore, process and create new ideas.** **Practical knowledge becomes more important,** which helps to achieve success in various fields. **The teacher is no longer in the center of the process, but a pupil, and a hierarchical relation between them (based on the strength and dominance of one side) is replaced with an individualised learning process, diagnosing and developing talents.** **The new system requires new skills from teachers: mentoring, coaching, motivating and inspiring,** proactivity, social courage and resourcefulness.²⁹

Changing the teacher-student relationship



The experience of the **Big Brothers Big Sisters foundation – BBBS³⁰**, undoubtedly testifies about the effectiveness of new skills in work youth. It was founded in 1904 in the United States of America and is recognised as the largest mentoring program in the world. With passing time, there was a great demand for popularising mentoring outside the US, so in 1998 the organization Big Brothers Big Sisters International was created, which currently runs a programme for more than 30 thousand children and young people around the world (Australia, Austria, Bermuda, Bulgaria, Canada, Cayman Islands, Ireland, Israel, The Netherlands, New Zealand, Poland, Russia, Trinidad and Tobago). In the United States more than 200 thousand young people work with adults - volunteer mentors in the BBBS programme.



A happy, active, aware of his/her potential child, receiving regular mentoring support from an adult (on one to one basis) in order to learn taking decisions, trusting other people, being responsible for himself/herself and others is a global vision of BBBSI.

It turns out that contact with a mentor who is a friend and a role model for a young person works regardless of the political or cultural specificity of the place where they both live.

²⁸ <http://mttp.pl/co-robimy/publikacje/raporty/thinktank-publicationslist>, p. 45.

²⁹ <http://mttp.pl/co-robimy/publikacje/raporty/thinktank-publicationslist>, p. 35.

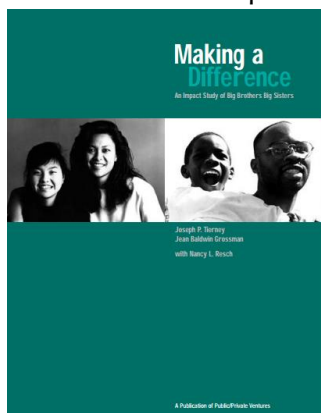
³⁰ Source of information about BBBS foundation: <http://bbbscalgary.ca/>, <http://bbbspoland.org/>, <http://www.bbbsi.org/>, <http://www.bigbrothersbigsisters.ca/en/home/default.aspx> Film o życiu i działalności Karen J. Mathis: <https://www.youtube.com/watch?v=wZF24wHdUR4>

BBSI and BBSA wards are mainly children from incomplete families, without contact with relatives, having no other role models apart from their peers. Children who lack relationships with adults and the chance to talk with them about their fears, problems, needs and dreams

Having received an application from a person who would like to be a mentor ("Elder Brother" or "Elder Sister") the stage of verification begins and the candidate is invited for an interview. Parents are important partners for BBBS - they report the child to the programme, at the beginning of the cooperation give information about strengths and problems of their daughter or son, also participate in the first meeting with a mentor and take the final decision about choosing him/her or not.

The programme addressed to the child lasts at least a year. Children and mentors meet 2-4 times a month. During the meetings, they spend their time in many ways - they may, for example, go for a walk to the park, watch a movie, eat dinner, play ball or just talk. In course of time, the mentor and the child establish a relationship, thanks to which the child knows that apart from parents there is someone who supports them and on whose help they can always count. A trained BBBS relations specialist helps in building these relationships.

Every time when Big Brothers Big Sisters associates a child with a person who is an authority, an experienced friend, a role model, an extraordinary transformation begins. Personal relationship built on trust and friendship helps children discover their potential and develop key competences to make decisions that pay dividends in the future. For children, it was important to spent time with their mentor, but what mattered most was the fact that had a person fully focused on their needs and issues important to them.



What is the effectiveness of the BBBS mentoring model?

In 1994-1995, Public / Private Ventures, an independent organisation from Philadelphia, conducted a survey among more than 950 boys and girls in the United States. The study covered children reported to the programme, who were randomly divided into two groups. Children in the first group entered on the waiting list - it was to be the control group. Children in the second group in a short time were assigned mentors – an Elder Brother or Elder Sister, with whom they met about three times a month. The researchers examined children (and their parents) in both groups twice: at the moment of being qualified for the programme Big

Brothers Big Sisters, and after 18 months of participation³¹. Researchers found out that among children who participated in the programme for 18 months and spent time with their BBBS mentors, in comparison with children who did not participate in the program, decreased the probability of:

- using drugs (by 46%),
- drinking alcohol (by 27%)
- truancy (by 52% -missing the whole day at school, by 37% - lmissing individual lessons)
- physical aggression and violence to colleagues / classmates (by 33%)

It also turned out that the young participants strongly believed in their abilities at school, they also had better relations with their families.

³¹ Raport *Making a Difference An Impact Study of Big Brothers Big Sisters* do pobrania na stronie: http://ppv.issuelab.org/resource/making_a_difference_an_impact_study_of_big_brothersbig_sisters_re_issue_of_1995_study

Gary Walker, then the president of Public / Private Ventures, commented on the findings: *This is very good news, especially in times when many people say that it is impossible to reach teenagers. This programme proposes a strategy on which the state can rely to really tip the balance, especially for young people from incomplete families.*

Karen J. Mathis, Chairwoman of Big Brothers Big Sisters of America, also saw the impact of mentoring on persons in the child's environment: *When children feel good, they have a positive impact on their friends, family, school and peers. This important study showed that young people believe in themselves because their Big Brother or Big Sister believed in them.*

According to the authors of the programme, Big Brothers Big Sisters focuses on *understanding the basic developmental needs of young people, rather than on solving individual problems once they occur.*

Benefits of mentoring were also examined by BBBS Canada (The Boston Consulting Group conducted the study). They specified what financial return to society the foundation generates - it turned out that every \$ 1 invested by the society in the BBBS activities gave, on average, \$ 18 profit. They also defined other indicators of success, referring to the careers of the adult "graduates" of the programme:

- 63% got post-secondary education,
- 68% of respondents are employed full-time, and their earnings are high,
- had more chances of higher earnings,
- 66% work as volunteers in their communities,
- 90% feel a happy person,
- 80% reported a healthy lifestyle.³²

It is necessary to travel towards Quebec to discover relations of mentorship tested in various places (schools, middle schools and high schools) with different public (pupils, teachers).

Teaching mentorship / pupils

It is not rare to meet a pupil and a member of staff of the grammar school Cavalier-De LaSalle making of the shopping, practising a sports activity or having a bite to eat to the restaurant of the place by chatting.

To counter the unhooking, the direction of the school set up "the Grands soeurs program". A way of joining the young people who have not much attachment at the school.

Inspired by similar projects in the United States, the program creates a mentorship between pupils and members of teaching and not teaching staff of the school.

"The objective is that the young person is present at the school, happy to go there", explains the Deputy Director General of the school commission Marguerite-Bourgeoys and the instigator of the project, Richard Guillemette.

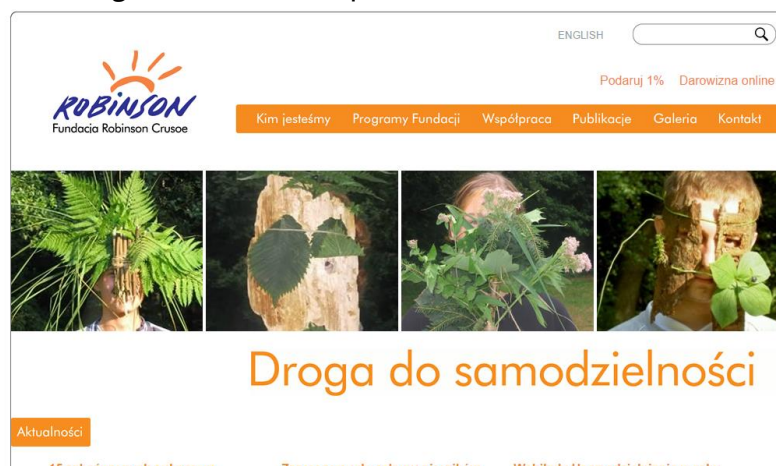
The mentors, all volunteers, are recruited within the school. The relation becomes established in the course of the meetings. Sometimes, it is just a young hello. In other

³² Inspiring lectures on mentoring can be seen at: <https://bbbscm.org/ted-talk-videos>, <https://www.youtube.com/watch?v=YWYKdKY2HPU>, <https://www.youtube.com/watch?v=oZBdZEG7PSI&feature=youtu.be>

opportunities, the pupil and the adult go to the cinema or to the restaurant. Sometimes still, all the mentors and the pupils make an activity of group, as to play ninepins. Professor-researcher be associated with the department of psychoéducation of the University of Quebec in Trois-Rivières, Pierre Potvin studied the first impacts of the program. "A project of the kind can be an excellent way of contribution to the school perseverance. With the first evaluations, we see moreover that the young people are satisfied well by what they received ", indicates mister. Potvin.

Activities undertaken by Polish Foundation Robinson Crusoe, which use the idea of mentoring, can be a Polish example of supporting youth at risk of social exclusion.

It is an interesting initiative related to a better use of the guardian in the process of self-empowerment (especially when the student has not got close relatives who could take on this role, and a social worker "must" become a guardian). It operates in care and education centres, family children's homes and foster families in cooperation with various non-governmental organisations. Personnel trained by the Foundation, who work with the child for a year, can become guardians of self-empowerment, being a friend, and a mediator in contacts with the outside world. The Foundation would like to standardise the role of a volunteer, who at the beginning would assist the whole process, giving the child support through friendly relations, and at a certain point would adopt the role of a guardian of self-empowerment.³³



The Foundation's website contains annual reports on the activities - the information contained therein (quantitative and qualitative) testifies to the fact that such a solution not only brings benefits to young people entering adulthood, but also brings social benefits.



The Foundation also shares useful online publications, e.g. interestingly designed "Guide for self-empowerment", which is a tool for the tutor, but also a "tutorial" for the ward in a children's home, a foster family or family children's home³⁴. The creators and animators of the organisation write: "Robinsons" (that's how we

³³ M. Bieńko, *Formy wsparcia systemu opieki zastępczej, Komentarze i opinie [w:] Z opieki zastępczej w dorosłe życie*, ISP Warszawa 2006, s. 230 Za: http://www.projektrops.wzp.pl/sites/default/files/files/21490/04090900_1412986273_poradnik_dla_zpp_2.pdf

³⁴ Compare.: <http://www.fundacjarobinson.org.pl>

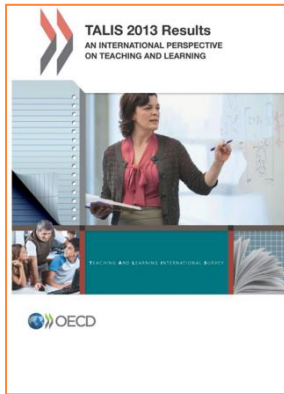
call our children) need support both in the area of social skills and emotions. Due to the lack of faith in themselves, support from the family and relatives and the fear of another failure they often withdraw from situations that require perseverance and abandon opportunities that could change their fate. We teach Robinsons how to gain economic, social and emotional independence – how to break the vicious circle of helplessness, how to overcome barriers, how to fight for their place in the world and in society. For more than 12 years of activity, the Foundation has developed practical empowerment programmes that allow youth from the facilities show themselves in the local community in a constructive way and by their own activities counteract stigmatisation. We operate all over the country, establishing local centers of empowerment, the so-called Empowerment Vehicles for young people over 16 .

Robinsons taking part in the programme " Development Mentor" also undertake activities for the local community (eg. care for animals in the shelter, assist the elderly, organise activities for children staying in hospital) and in return they receive funded training (eg. A driving course, additional courses for the maturity exam) or gratification in kind (eg. a set of construction tools). It is important that such "payment" contributes to the educational or vocational development of an individual. The basis for such action is "the Robinson contract" based on the principle of "give me a fish and I will have something to eat all day. Teach me to fish and I will have something to eat for the rest of my life. " Adult "development mentors" support young people in the execution of contracts.

1.2.2. Polish and French teachers against international background–conclusions from TALIS survey³⁵ and national surveys

³⁵ Hernik K., Malinowska K., Piwowarski R., Przewłocka J., Smak M. i Wichrowski A., Polscy nauczyciele i dyrektorzy na tle międzynarodowym. Główne wyniki badania TALIS 2013. Warszawa: Instytut Badań Edukacyjnych, 2014 (www.ibe.edu.pl.)

Polish teachers and headmasters within the international context. The main results of the TALIS 2013 survey, Warsaw: Institute for Educational Research, 2014 (www.ibe.edu.pl). In 2013 the TALIS survey (Teaching and Learning International Survey) covered more than 172,000 teachers - almost 14,600 from primary schools, almost 105,500 from lower secondary schools, more than 25,000 from higher secondary schools. The total number also includes 27,000 teachers working in schools, in which PISA study was conducted. In total, the study was conducted in more than 10,300 schools of various levels - primarily in Europe but also in the Americas, Asia and Australia. In Poland, a total of 10 298 teachers and 513 headmasters from 526 schools participated in the study. In Poland TALIS survey in 2013, as well as the previous one in 2008, was coordinated by the Institute for Educational Research. At the international level, the project was implemented and coordinated by Data Processing and Research Center (DPC) the IEA (International Association for the Evaluation of Educational Achievement), and the total responsibility for the TALIS rested in the OECD Secretariat and the Governing Board of the TALIS Programme. The report in full and abridged version in English and Polish language can be found at IBE: <http://eduentuzjasci.pl/talis> The source of basic TALIS data: <http://www.oecd.org/edu/school/talis.htm>, <http://www.oecd.org/edu/new-insights-from-talis-2013-9789264226319-en.htm>, http://www.keepeek.com/Digital-Asset-Management/oecd/education/talis-2013-results_9789264196261-en#page2



TALIS (Teaching and Learning International Survey) is the first international research programme focused on the study of the learning environment and work conditions of teachers. It is a joint venture of governments, international consortium, the OECD and the teacher unions of the associated countries. TALIS provides information about teachers, strategies and teaching methods used by them, the influence of teachers on students' learning process. The issues examined are first of all: opportunities of professional development, teaching rules and practice, assessment of teachers work and feedback from headmasters and teachers, leadership and school management, school climate.

Thus, to what extent do beliefs, attitudes and practice of Polish teachers encourage the use of mentoring and coaching in work with youth? Many surveyed attitudes and actions of Polish teachers received high scores from the researchers. We will focus, however, on the revealed problems trusting that knowing them will facilitate planning of effective changes.

It seems that before youth workers in Poland there are many challenges in this area - the data from the research shows that teachers are not fully ready for cooperation with the young person based on mentoring and coaching. **Polish teachers, less often than teachers from other countries are interested in the well-being of their students, their beliefs, rarely get their opinions about the quality of their work.** However, they are more effective in setting the requirements and maintaining discipline in the classroom.

It is worth noticing that TALIS diagnosed the lack of genuine, constructive cooperation between Polish teachers (culture of work "behind closed doors", the climate of competition at school, reluctance to disclose the problems that arise in their daily work, occasional collaborative learning activities and collaborative action research, perceiving team work primarily through bureaucratic procedures). The data are a challenge for headmasters, who are responsible for organising additional professional training for teachers in the school/institution and aware of the role of organisational culture based on cooperation. **Mentoring** is a special form of professional development. **In TALIS it is defined as a support structure in schools where more experienced teachers support the less experienced teachers, involving all teachers in a given school or only new ones.** In Poland, in the opinion of school headmasters (primary, lower secondary and upper secondary) mentoring programmes were available, on average, for 21-28% of all teachers in a school. About 11% of teachers at each level of education had mentors during the research. And 15-16% of teachers were mentors. What is also important, **in Polish schools mentoring is perceived primarily as an obligatory action accompanying teachers career paths, and the process of getting promotion is mainly associated with the fulfillment of procedural requirements, less - with the dialogue between teachers having different levels of professional experience.**

Educational research conducted in Poland in recent years seems to confirm the image of teachers presented in TALIS. In this respect particularly important are data and conclusions from external evaluations *Teachers count. Report on the state of education in 2013* and the report *Discrimination at school – unauthorized presence*.

Building anti-discrimination education in the formal education system in Poland. In France, 90% of teachers declare that they are well or very well trained in their subjects, against the average of 93% in other countries. But only 60% consider themselves to be well prepared for the implementation of the curriculum content and practical activities, with an average of 89% in the TALIS study.

Deficiencies in professional training are more evident in France among the youngest teachers of history and geography and in discipline among teachers without a license.

Priority needs expressed by the college teachers (lower secondary school) relate primarily to the use of digital technology, the diversity of students (individual approach, multicultural educational environment or multilingualism), counseling and vocational orientation of students.

Finally, the lack of incentives and the lack of time are emphasised by teachers as the main obstacles to their further education.

A limited number of teachers in France declare diversifying forms of work in relation to students with learning difficulties or who may develop faster, i.e. gifted students (22% in France, compared to the average of 44% in TALIS, or 63% in the United Kingdom), or the use of ICT for educational purposes (24% in France, compared to the average of 37% in TALIS countries, or 74% in Denmark and Norway).

In France, despite the fact that 76% of teachers work in schools where school headmaster declared that there is a system of mentoring for teachers (percentage close to the TALIS average), less than 4% of teachers reported having a tutor, mentor, against the average of 13% in TALIS.

In France, as in most other surveyed countries, the strongest training needs relate to supporting teachers working with students with special needs (27%); moreover, to individualised teaching (19%) and teaching in a multicultural and multilingual environment (11%).

What's more, 25% of teachers mentioned the need to develop digital skills and 17% skills in new technologies in the workplace. The third need is improvement in the field of guidance and vocational counseling for students, which seems to be specific for France only (20% compared to the average of 12% in TALIS). In France, as in all countries, the lack of motivation and time are seen as obstacles to further training. Almost half of the teachers in France believe that the lack of incentives to motivate them, decreases their participation in lifelong learning, which is slightly more than the average in the participating countries. The teaching profession in France is performed mainly individually.

Although secondary school teachers (college) in France declare their willingness to discuss the progress made by some students with their colleagues and exchange with them teaching materials, other practices based on cooperation such as observing the work of other teachers and do more training, this is still quite rare in France, regardless of the educational sector (public or private). So, more than three-quarters of teachers in France (78%) say that they have never observed the work of their colleagues in the class, compared to the average of 45% in TALIS.

Participation in group vocational training, the use of common assessment scales are a slightly more common practice, but generally less popular than in other countries, including Poland.

In France, "active" teaching methods and diverse teacher's activities are underrepresented. Three methods of teaching are defined as "active", according to TALIS (active learning methods): students work in small groups, working method of the project (lasting at least one week) or using digital technology. Those three methods are used in France less often than in all the participating countries: 37% in comparison to 42% in Poland and 47% on average in TALIS - work in small groups: 24% in comparison to 16% in Poland and 37% on average in TALIS, for projects lasting at least one week 22% compared to 36% in Poland and 27% in the case of the use of digital technologies.

However, this does not mean that teachers in France do not point to the benefits resulting from other methods proposed in the study: the percentage of their response, however, is also below the average. First of all, some of them use diverse pedagogical activities, depending on the level of students: 22% compared to 55% in Poland and 44% on average in TALIS.

Research confirms, therefore, the need to improve the competences of teachers working with diverse groups of students as far as work methods and individualised activities are concerned.

The term of coaching is used on the educational report TALIS on 2013, but concerns the relations between teachers.

The coaching is, in all the countries, a predictive variable systematically is positive of behavior of cooperation, results which join the conclusions of the first edition of the investigation TALIS (OECD, on 2009). Yet this behavior of cooperation brings to practices of active pedagogy.

1.2.3. The potential of entities cooperating with schools in the context of opportunities for the implementation of mentoring and coaching in work with youth - the results of research and report.

Elizabeth Raczkowska- Bogdanovich, an expert in the Ministry of Regional Development in Poland, in her expertise ***The search for methods of early social intervention and prevention of social exclusion of children and young people*** has identified **desirable directions of innovation** in projects aimed in particular at young people aged 15-19:

Innovation in the area of early social intervention and prevention of social exclusion of children and young people will be manifested in the application of new instruments or in modification of previously used approaches (use of new work techniques, methods, tools), taking into account the specifics of the target group and planning actions aimed at overcoming initial resistance of particular people. Developing tools for problems and groups hitherto unnoticed, neglected or covered in a small degree or by less effective actions will also have the characteristics of innovation.

Early intervention programmes targeted at children and young people should take into account **systematic and simultaneous activities in different spheres: health, education, education, culture, the development of active citizenship**³⁶.

The author stressed that **traditional training courses** conducted for social workers, teachers, trainers, therapists, educators, caregivers, NGO workers, emergency services - police, probation officers, and employees of other institutions dealing with groups of children and young people at risk of social exclusion **are not innovative solutions**. She also defined exactly the purpose of her study: **the search for more effective (which can be understood as better adapted to the specifics and needs of different problem groups) activation and impact methods, new and more effective ways to reach people, building a comprehensive system of support (effective communication = effective intervention).**

She critically assessed the potential of institutions from various sectors involved in the support of youth with problems (the lack of qualified personnel, lack of the latest knowledge, reluctance to disclose institutional problems, schematic actions, avoiding or ineffective cooperation with other entities responsible for the work with young people, a low level of readiness for change).

She also added: *taking actions to combat social exclusion of children and young people we should direct them preventively, not only to pathological, poor, dependent on social assistance communities, but to all children and young people who are at risk of different types of disfunctions*³⁷. Among those risks she defined problems and risky behaviours of young people which are challenges at present and in the future, and "which may consequently lead to deeper disturbances in personal and social functioning, that can in the future, contribute to difficulties on the labour market and subsequently lead to social exclusion"³⁸:

³⁶

Za:

https://www.wup.pl/images/uploads/VII.FUNDUSZE_EUROPEJSKIE/Innowacyjnosc_i_ponadnarodowosc_-_aktualnosci/ekspertyzy/Ekspertyza_Poszukiwanie_metod_wczesnej_intervencji_socjalnej_i_prze

[ciwdzia%C5%82ania_wykluczeniu_spo%C5%82ecznemu_dzieci_i_m%C5%82odzie%C5%BCy.doc](https://www.wup.pl/images/uploads/VII.FUNDUSZE_EUROPEJSKIE/Innowacyjnosc_i_ponadnarodowosc_-_aktualnosci/ekspertyzy/Ekspertyza_Poszukiwanie_metod_wczesnej_intervencji_socjalnej_i_prze), p. 4.

³⁷

https://www.wup.pl/images/uploads/VII.FUNDUSZE_EUROPEJSKIE/Innowacyjnosc_i_ponadnarodowosc_-_aktualnosci/ekspertyzy/Ekspertyza_Poszukiwanie_metod_wczesnej_intervencji_socjalnej_i_prze

[ciwdzia%C5%82ania_wykluczeniu_spo%C5%82ecznemu_dzieci_i_m%C5%82odzie%C5%BCy.doc](https://www.wup.pl/images/uploads/VII.FUNDUSZE_EUROPEJSKIE/Innowacyjnosc_i_ponadnarodowosc_-_aktualnosci/ekspertyzy/Ekspertyza_Poszukiwanie_metod_wczesnej_intervencji_socjalnej_i_prze), p. 4.

³⁸

https://www.wup.pl/images/uploads/VII.FUNDUSZE_EUROPEJSKIE/Innowacyjnosc_i_ponadnarodowosc_-_aktualnosci/ekspertyzy/Ekspertyza_Poszukiwanie_metod_wczesnej_intervencji_socjalnej_i_prze

[ciwdzia%C5%82ania_wykluczeniu_spo%C5%82ecznemu_dzieci_i_m%C5%82odzie%C5%BCy.doc](https://www.wup.pl/images/uploads/VII.FUNDUSZE_EUROPEJSKIE/Innowacyjnosc_i_ponadnarodowosc_-_aktualnosci/ekspertyzy/Ekspertyza_Poszukiwanie_metod_wczesnej_intervencji_socjalnej_i_prze), p. 5.

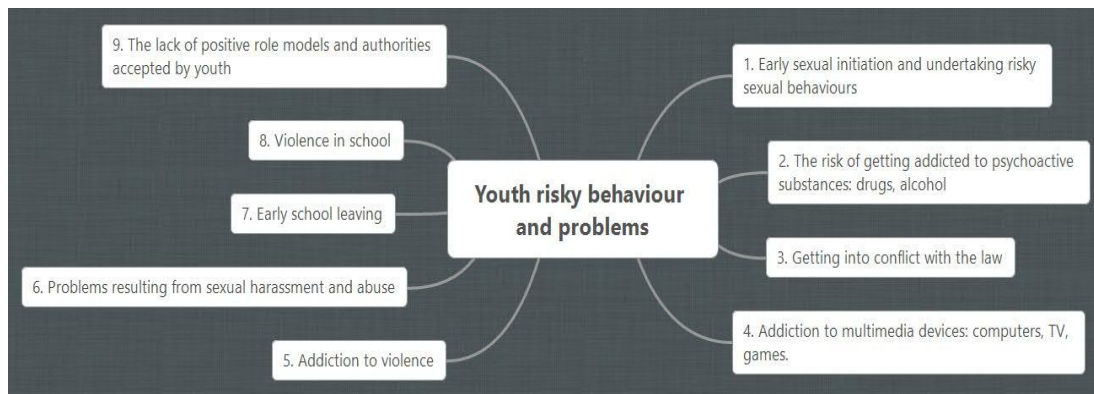


Figure 15. Youth risky behaviours and problems that can lead to social exclusion – according to the report of the Polish Ministry of Regional Development (2009).

The expert also identified example directions of innovative activities – we will quote those that seem to create favorable conditions for the implementation of coaching or mentoring in work with youth:

- Programmes targeted to **encourage young people's passions, cognitive curiosity**, motivation to learn languages, learn about other cultures, improve in modern technologies, **develop educational and professional ambitions, the search for individual career paths.**
- **Building a new, comprehensive systems of support for groups with specific problems**/using existing institutions, creating new, not yet used links, systems of communication and cooperation between different entities in order to increase the efficiency of assistance provided /.
- **New forms of presenting and transmitting values, shaping valuable attitudes.** Various forms enabling children and young people identify the consequences of their actions, experiencing, experimenting, deepening understanding and empathy - camps for experiencing self and the world, programmes showing young people priorities, workshops requiring shaping the character, working on the character, teaching perseverance, fortitude, self-improvement.
- **Joint workshops for children and parents/guardians. Development and implementation of new, more effective prevention programmes** by teams of specialists - psychologists, sociologists, pedagogues, based on modern knowledge and experience. **Adapting programmes that have worked abroad to Polish conditions** by teams of specialists: therapists, psychologists, educators and testing them in Poland.
- Programmes that contribute to the delay of sexual initiation of young people, e.g. programmes including promotion of sexual abstinence among young people, teaching how to make the proper selection of sexual content, conscious resignation from pornography, **teaching responsibility based on the voluntary, conscious choice of values and beliefs.**
- **Introducing system impacts on children and young people involving family, school and other institutions responsible for the education of the young person. (...)**
- Development and implementation of programmes teaching how to deal with anger, aggression, aggressive behavior. **Teaching constructive ways to express**

difficult emotions (e.g. anger), to appreciate oneself and to notice one's own successes.

- **Strengthening and supporting the entire social context in which children operate to make them form their identity in a mature way.** Programmes targeted at the main institutions and entities of local life making them aware of the important role of bottom-up activities for specific groups of children and young people, teaching how to plan, undertake and implement initiatives in local communities aimed directly at the local youth and children - organising valuable ways to spend time (initiate and develop clubs, community centers, special interest groups, bands, theaters), engaging young people in activities for the benefit of their place of living, organising and promoting voluntary activities, teaching participation in social life.
- **Implementation of public campaigns promoting principles and values - engaging people of the media as positive characters/role models** (young people look for idols, role models, identify with them, take on their values (example: a nationwide campaign "I love, I do not beat" or "All of Poland reads to kids" in which people of culture, art, science were involved).
- **Development and implementation of prevention programmes and early reaction to risky behaviour concerning the exposure of children and young people to drugs and alcohol**, including the ability to recognise danger, refuse, show positive behaviours, ability to be an abstainer and create positive heroes among young people. People with a strong sense of identity and control over their lives are more likely to take care for themselves and their health.³⁹

To sum up - in work with youth it is worth to rely on careful analysis of the desired, adequate to the young person's individual circumstances key competences - planning a cooperation be guided by the principle: "To act HERE and NOW thinking about THERE and THEN". Counteracting passivity, shaping active attitudes of a young person - see it primarily as initiating, planning and implementing ideas for development - personal, professional and social. As taking responsibility for oneself and (co-)created reality. Because, the authors of the guide say "Support youth by coaching":

Today's reality needs to go toward the biggest empowerment of young people, taking responsibility for their actions and omissions, it requires a flexible response and, above all, providing young people and youth workers with such conditions in which mutual support and development is possible. Because it is important to support a person not only when he/she does what we think is right, but above all be available to him/her regardless of the fact whether he/she does what we think is right or not⁴⁰.

1.3. Examples of good practice in educational systems - coaching, mentoring.

The mind is not a vessel to be filled in, but a fire that you need to light.
Plutarch of Chaeronea

³⁹ On the basis of: *Poszukiwanie metod wczesnej interwencji...*, s. 16-19.

⁴⁰ After: Pakiet Edukacyjny Pozaformalnej Akademii Jakości Projektu. Część 6. Wspieraj młodzież coachingowo, Fundacja Rozwoju Systemu Edukacji, Narodowa Agencja Programu Erasmus+, 2014:

http://www.mlodziez.org.pl/sites/mlodziez.org.pl/files/publication/3082/pajp_vi_coaching.pdf

Access: 25 February 2016 r.

The essence of coaching is communication. In coaching, the client seeks appropriate solutions through conversations with the coach. So how can the method of coaching be used in education? To which group of people could we apply this method? Practice shows various possible uses of coaching in the institutions within the educational system.

Coaching is sometimes used in the work of psychological and pedagogical centres as activities concerning personal development addressed to the teaching staff and students. Proposal how to use coaching methods can be found in the work plan for the school year 2015/2016 of the Psychological and Pedagogical Centre in Skarżysko Kamienna.⁴¹

The aim of the workshop for high school students, "Awake a giant in yourself" is practising how to formulate life goals based on the SMART model⁴², or "smart" goal. Moreover, the form of personal development workshop is to create a space for students to discover their strengths, which means to experience the power of coaching. Application of this method allows young people to recognise their strengths, understand personal experience for future planning and understand the concept of setting SMART and VALID goals.⁴³ During counselling activities with the coach the student has an opportunity to believe that dreams can come true, and to meet interesting people. For schools headmasters the centre offers the meeting "Coaching-style management in the school." Its objective is "to present the benefits of a coaching-style management in the school (building an atmosphere of support, taking responsibility by individual members of the teachers' council), and to practice coaching conversations based on the GROW model."⁴⁴

Coaching can also be used **in vocational counselling in upper secondary schools**. The objectives of vocational guidance for the 4th stage of education cover three areas: self-knowledge, study of the educational market and the labour market, career planning. The work plans of the vocational counsellor, in particular in the area of self-guidance, include methods involving the use of coaching.

⁴¹ http://pppskarzysko.pl/index.php?p=1_148_Plan-pracy-poradni (access: 11.04.2016)

⁴² <http://www.psychowiedza.com/2014/07/sprytne-cele.html> (access: 11.04.2016)

⁴³ <http://www.educoaching.pl/2011/10/model-valid-wyznaczanie-celow-w.html> access: 11.04.2016)

⁴⁴ http://pppskarzysko.pl/index.php?p=1_148_Plan-pracy-poradni (access: 11.04.2016)

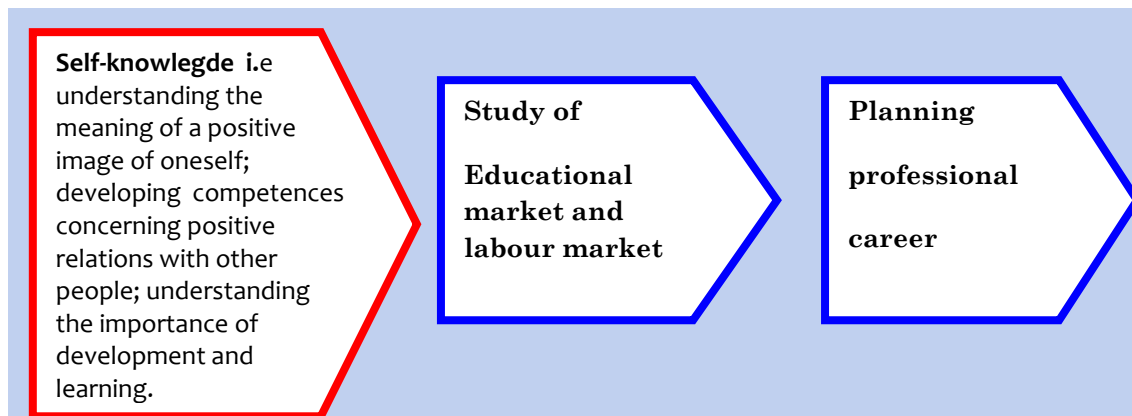


Figure 22. Own materials: thematic areas in educational and vocational counselling in upper secondary schools and using coaching methods.

Coaching can be used similarly by vocational counsellors in lower secondary schools. The essence of coaching is the fact that autonomy and individuality of a person is fully respected and appreciated. The objectives of educational work concerning vocational counselling in lower secondary schools include i.a. issues related to determining one's own predispositions and interests, developing students' skills aimed at taking right decisions in life. Specific objectives assume equipping the student with skills enabling self-knowledge, the ability to self-diagnose preferences and career interests, the ability to plan further educational and professional development and continuing education in higher education institutions. Coaching method works both with the class team, as well as during individual meetings and consultations with students. The diagram below illustrates the area of "the development of self-knowledge associated with the self-management " in educational and vocational guidance in lower secondary schools as ideal for using coaching in work with students (the areas in which it is advisable to use coaching methods are marked red).

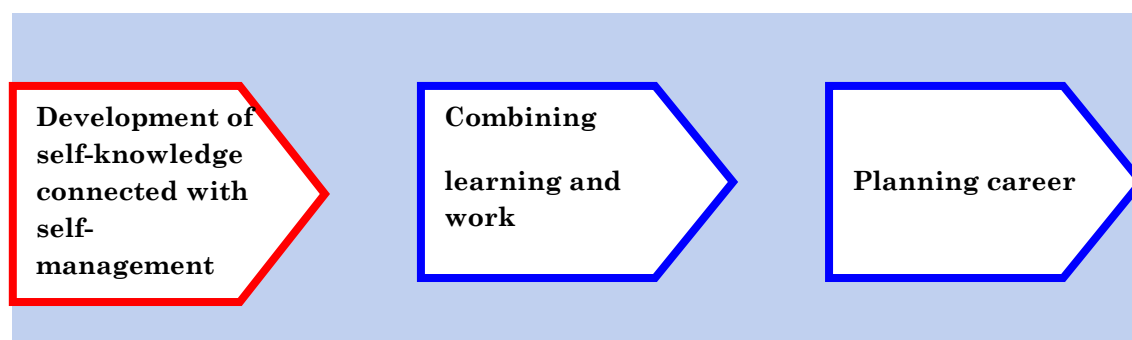


Figure 23 : Own materials: thematic areas in educational and vocational counselling in lower secondary schools and using coaching methods.

Environmental Educational Centre (Środowiskowe Ognisko Wychowawcze TPD) in Warsaw (9 Na Uboczu Street), invited lower secondary school students (Lower Secondary School No. 96) to participate in the project "Coaching for the labour market." Activities aimed at vocational counselling like: workshops of "soft" competencies, individual coaching sessions with elements of counselling, lectures with entrepreneurs were carried out within the project. Thirty-hour workshop (in 6 sessions) included topics

such as: setting goals, interpersonal communication, assertiveness, teamwork, creativity, problem solving using coaching.

Another example is the use of coaching in **work with teams of teachers** in schools.⁴⁵ The model of learning by experience, namely Kolb's cycle and GROW model⁴⁶, perfectly fit here. School is a place of constant problem solving and daily realisation the tasks. Educational leaders or heads of the teaching teams can, using above models of coaching activities, jointly seek solutions to problems and ways of fulfilling the team tasks. **Coaching and tutoring**⁴⁷ belong to the group of the so-called personalised education methods, which is defined as "highly individualised educational system, optimised and flexibly adopted to the needs of particular students, with their participation. This style of education involves the selection and adjustment of methods and techniques of teaching and upbringing to the nature of a specific person and takes into account the natural differences between the sexes."⁴⁸

In particular, tutoring found its practical use in schools and institutions run by the Association for the Support of Education and Family "Skipper" (Stowarzyszenie Wspierania Edukacji i Rodziny "Sternik"). In schools for boys "Sails" and for girls "Streams" and in nursery schools "Streams" education and upbringing with the use of tutoring is conducted. As part of the school tutoring the following activities are offered:

- "Personalised meeting with parents" - thrice a year the tutor has meetings with the student's parents; the tutor shows the parents the child's progress at school, and parents inform him/her about their observations concerning the child at home and out of school setting "You are not alone" –a tutor-guardian designated from school teachers meets regularly and individually with the student;
- "Personal development" - "meetings are designed to identify strengths and weaknesses of the student and setting educational objectives, and are the main element of integral education implemented in the " Sails " school. ⁴⁹

The purpose of personalised education is help to integrate all aspects of students development: spiritual, intellectual, sporting, social, artistic. Educational and upbringing

⁴⁵ A. Grzymkowska, Coaching w pracy z zespołami nauczycielskimi, <https://www.ore.edu.pl/.../rozwoj-zawodowy-nauczycieli> (dostęp: 12.04.2016)

⁴⁶ A. Grzymkowska, Coaching w pracy z zespołami nauczycielskimi, <https://www.ore.edu.pl/.../rozwoj-zawodowy-nauczycieli> (dostęp: 12.04.2016) p 5-9

⁴⁷ We are talking about tutoring as a way to promote the development of a young person using coaching tools. Tutor in other words is a person who "takes care of" the development of his/her ward. The relationship tutor - ward is a relationship similar to the relationship between the promoter and graduate student. Both persons spend their time on meetings which purpose is the development – of knowledge, attitudes and broader qualifications of the ward. The tutor indicates the student development directions, broadens his/her perspective and opens to new ideas. The advantage of this kind of "smart surveillance" is the overall development of the student- not only in science, but also of other personal and social attributes <http://centrumngopoznan.pl/blog-13-05-2013-nowe-sposoby-nauczania-coaching-tutoring-i-mentoring/>

⁴⁸ <http://www.edukacja.edux.pl/p-28527-edukacja-spersonalizowana-w-polskiej-szkole.php> (access:12.04.2016)

⁴⁹ <http://www.sternik.edu.pl/wychowanie/tutoring#> (access: 13.04.2016)

programmes adjusted to the student's needs and developed together with the student are the instruments used in the integral development of the young person.

Examples of application of the tutoring method in the teacher's work can be also found in the Artistic Upper Secondary Lyceums "ALA". Their concept includes the assertion that "(...) a team of people to help in making choices, indicating a positive way with their own lives are needed. I wish to emphasize once again that this assistance cannot be reduced to even clearly identify "what is good and what is bad", "what is right and what is not" and expecting, or forcing to make such a choice. The choice - the decision must be the result of the student's own reflection and its sovereign decision. We can facilitate this decision or support the direction, only by creating the right situation."⁵⁰ In this concept we can also find views on the role of the teacher: "Teacher- this word from Polish educational language is not a very accurate term, because it suggests the possibility of implementing educational and upbringing process without or even against the wishes of the student. It's not possible. On the other hand, a person who wants to learn something, can do it without the help of a teacher. Therefore, the process of teaching and upbringing is primarily based on the independent action of the individual, the teacher can only help to build motivation, define the goal, stimulate the will and arouse interest in the subject. "⁵¹

- Differences between this school and traditional upper secondary schools include: "The choice of a teacher-guardian based on mutual consent to establish the relationship student - teacher-guardian,
- The ability to choose a teacher of the subject,
- Verification of knowledge and skills is the responsibility of the student, the teacher acts as an expert
- Negotiating marks, generally negative grades are not used,
- Individualised study plan,
- Individualised course of study,
- Individualised learning programme (possibility)
- Obligatory block of the arts subjects,
- Voluntary participation in some of the classes,
- Obligatory programmes in religion or ethics,
- Not repeating the whole year in case of not being promoted to the next class,
- Friendly, direct relationships between students and teachers"⁵²

Mentoring, apart from **coaching and tutoring**, as a method used primarily in working with children with difficulties may in particular be used in care and education centres. "Its primary goal is to improve the quality of life and the proper functioning of the children in the family, peer group, environment, and overcoming barriers in the start in adult life."⁵³

⁵⁰ <http://ala.art.pl/szkola/koncepcja> (access: 13.04.2016)

⁵¹ <http://ala.art.pl/szkola/koncepcja> (access: 13.04.2016)

⁵² <http://ala.art.pl/szkola/koncepcja> (access: 13.04.2016)

⁵³ P. Gawęł, *Mentoring – teoria i praktyka*, Fundacja Edukacji i Twórczości, Białystok 2004

Mentor like a coach, uses his/her knowledge, experience and skill resulting from them, to help the student by asking appropriate questions concerning basic issues. Such questions allow the student to look at the situation or problem from a different perspective.

The example of a mentor is a guarantee that the path chosen by the student is safe and can lead him/her to the desired goal.

In Poland, mentoring is used in the work with students at risk of social exclusion. As part of the project this method was used in the process of gaining independence by **young people staying in foster care institutions**. "The main goal of the project was to enhance the chances of entering the labour market by students from foster care institutions (care and upbringing institutions, family children homes and foster families) at the age of 15-19 in Białystok, through the development and implementation of an innovative system covering direct and indirect support. One of the main indicators for the verification

of this goal was to develop standards for work using mentoring, aimed at strengthening the social and occupational activities of foster care students. "⁵⁴

An inspiring example is the so-called **peer mentoring**. The method of peer mentoring consists in a friendly, supportive relationship between the mentor and the ward. The mentor is usually a bit older or at the same age as the student, feels good in the school environment and functions properly. In addition, he/she is active and has good communication skills. Typically, his/her main task is to assist a colleague who has difficulty with the proper functioning in the school environment. Peer mentoring as a method of working with refugee students has been proposed to schools in Białystok by the Foundation for Education and Creativity in the framework of the project "School of Diversity" in 2012.

Primary School No. 44 in Białystok participating in the programme, distinguished the following specific objectives of mentoring: "to prevent or reduce feelings of loneliness and isolation in refugee students, expanding their social relations, foster learning Polish language, develop social skills of refugee students and mentor, solving problems that arise, develop intercultural skills of the mentor, transmit Polish culture and the culture of refugees, promoting the idea of peer mentoring, integrate refugee students with Polish students. "⁵⁵

Bilingual Primary School No. 1 in Radom included peer mentoring in the concept of its work. According to the school guidelines the aim of mentoring is to develop in students self-awareness and courage to self-realisation with the support of the master. "In our school, we want to inspire students to create partnership relations with schoolmates, relationships enabling them multifaceted development and achieving

⁵⁴ Moc relacji, modelowy system wsparcia wychowanków pieczy zastępczej, red. A. Butarewicz, A. Dąbrowska, M. Jarcom, Białystok 2014, s. 55, http://mentoring.pl/sites/default/files/js/MOC_RELACJI.pdf (access: 14.04.2016)

⁵⁵ http://inpa.pl/sp44/index.php?option=com_content&view=article&id=174:mentoring-rowieniczy&catid=43:gowna&Itemid=172 (access: 18.04.2016)

success."⁵⁶

In the method of peer mentoring mentors or older students assist younger colleagues in their daily functioning in the school. Based on their experience mentors support younger students in their start in the school life. They pay attention to their sense of security and inspire self-realisation. They discover and support the individual potential of each student.

Presented examples of the use of coaching, as well as tutoring and mentoring in the institutions from the Polish educational system present a broad spectrum of these methods.

Firstly, their value lies in the fact that they represent the concept of personalised education in which the student with his/her individual needs and abilities is the determinant of the educational process.

Secondly, these methods imply the development of student's personal competences that form the basis for conscious control over their own lives. The task of a coach, tutor or mentor is to develop student's skills of self-assessment, which make young people able to define their goals, measure progress, plan activities that lead to the shaping of internal motivation.

Thirdly, a pragmatic dimension of the use of the above methods is important, as they are often an effective and inspiring and sometimes also therapeutic (socio- therapeutic) way for a student to get an education necessary to find one's place on the labour market or return to life in the society. Fourth, the use of coaching, tutoring and mentoring methods requires high competences on the part of the teachers, prevents burnout, integrates school community and reinforces what is most important in education- the value of every human being regardless of his/her potential.

2. Coaching and mentoring as a way of supporting learners' development.

Humanistic concept of human development, being in opposition to the traditional approach, is the basis of modern educational and training strategies, both at the global (eg. EU strategies) and regional levels, and is also reflected in the teaching and upbringing programmes used by youth workers in schools, educational and non-educational institutions, NGOs, etc. The essence of the humanistic foundation of education and training is a subjective and personal treatment of the person, accompanied by a conviction that he/she possesses essential attributes: freedom and responsibility, the ability to choose and to go beyond the external constraints. The perception of the roles and relationships of learners with their "teachers" is also changing; an adult working with the youth becomes a guide, using a rich and diverse professional skills to encourage them to experience and self-recognise themselves, explore their own potential, define and implement individual goals – both short-term and long-term. Such stimulation, directed at "predicting oneself," facilitates adaptation

⁵⁶ <http://niepublicznaradom.edu.pl/program/mentoringpl/> (accessp: 18.04.2016)

of a young person to function in a dynamically changing, largely unpredictable situations of the contemporary and future world.

Thus, today intentional actions of adults which help the youth to develop in the chosen direction are considered as supporting the development of a young person. These activities include first of all: creating situations which allow self-discovery and the acquisition of key competences, helping in achieving self-sufficiency, self-reliance and self-realisation, in conducting interesting and satisfactory life.⁵⁷

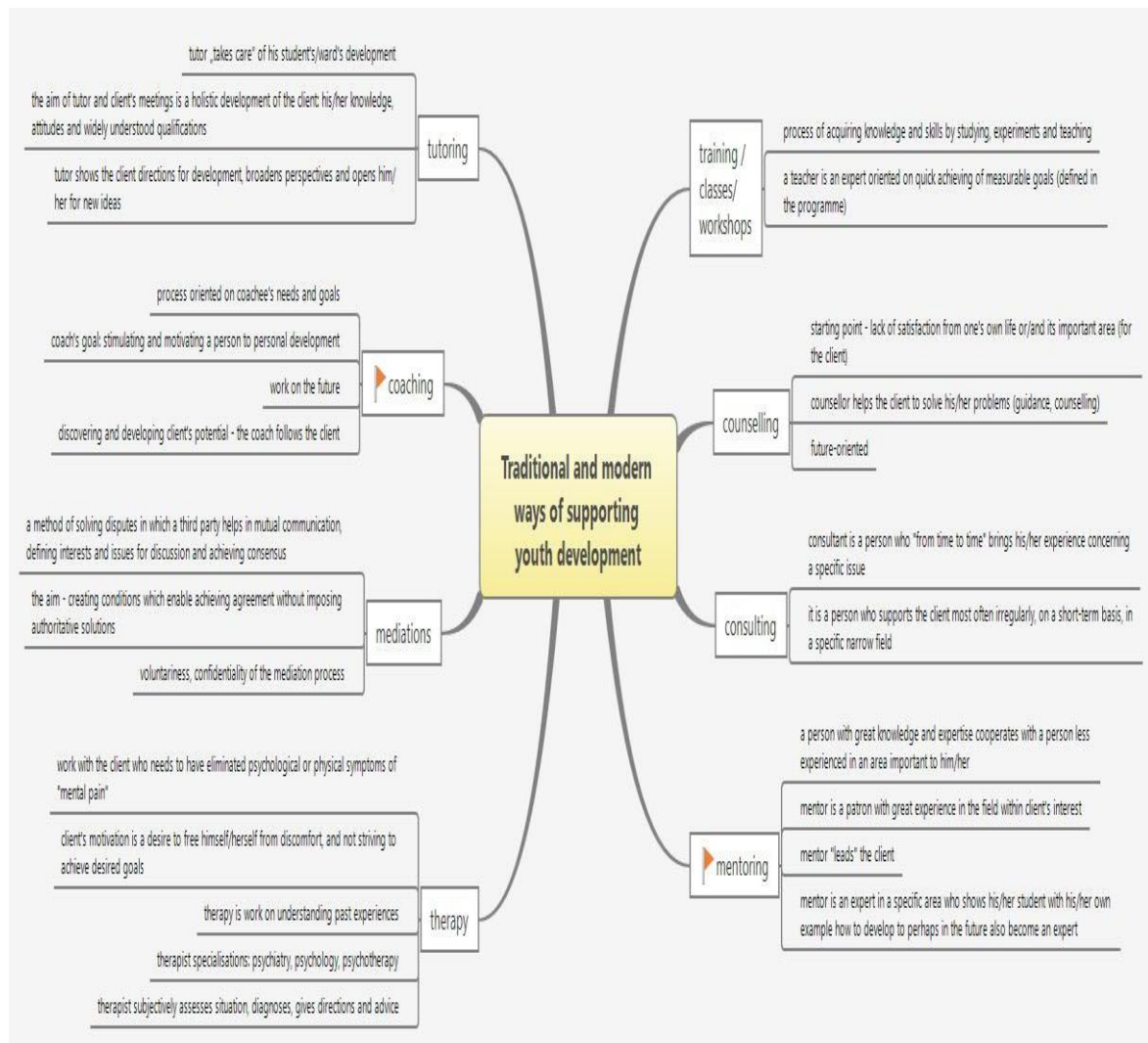


Figure 35. Traditional and modern ways of supporting youth development.⁵⁸

⁵⁷ On the basis of.: Iwona Gryniuk-Toruń, Wspomaganie ucznia w rozwoju osobowym jako cel edukacji: <http://www.psychologia.net.pl/artykul.php?level=87> access: 12 marca 2016 r.

⁵⁸ Mind map was developed on the basis of: Iwona Gryniuk-Toruń, Wspomaganie ucznia w rozwoju osobowym jako cel edukacji; Nowe sposoby nauczania. Coaching, tutoring i mentoring: <http://centrumgopoznan.pl/blog-13-05-2013-nowe-sposoby-nauczania-coaching-tutoring-i-mentoring/> Access: 12 marca 2016 r.; Carol Wilson, Nowy coaching biznesowy. Przewodnik po najlepszych praktykach, Wyd. MTBiznes, 2015; Pakiet Edukacyjny Pozaformalnej Akademii Jakości Projektu. Część 6. Wspieraj młodzież coachingowo.

Mentoring and coaching seem to be the most effective methods of supporting youth development in line with the assumptions of humanistic psychology.

2.1. Coaching, mentoring - definitions and terminology dilemmas.

Eric Parsloe and Monika Wray in the book "Coaching and mentoring. Practical methods to improve learning" describe the discussion about mentoring and coaching ongoing

in the business and educational environment as "semantic jungle."⁵⁹ Many definitions were created around the concepts of coaching and mentoring, resulting in disputes over terminology.

In our program, we will refer to the most important elements of the definition of coaching and mentoring, available in the literature. We accept the view of the group of experts, who believe that mentoring is a broader process than coaching, which means that coaching can be one of the tools (a technique, method), which are used by mentors - people working with youth.

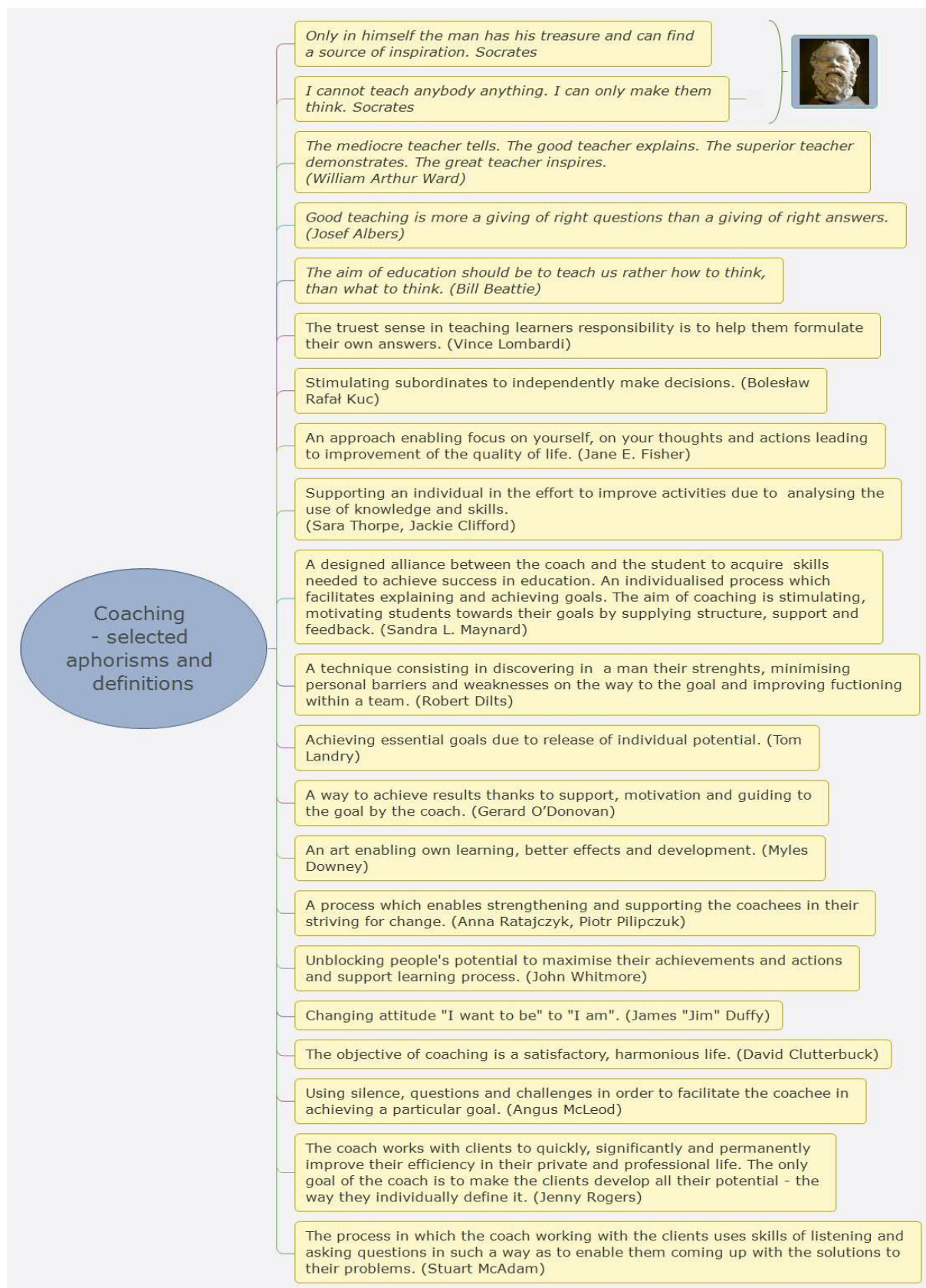
Here are some definitions of coaching and aphorisms concerning its essence. Among the maxims the reader will find sayings of Socrates, the founder of dialectic trend, who considered *dialectics a method of conducting philosophical discourse involving the "pulling out" real meanings and definitions of the concepts and the relationships between them from a student by a teacher. It takes place on the basis of one of two methods:*

- *elenctic - a method of questioning opponent's assertions by deriving ideas leading in the end to an absurd or contradictory thesis in comparison with the original one,*
- *maieutic (midwifery) - consisting in helping the student to reach the truth, which he/she already knows, through skilful questioning. This method assumes that each person has an intuitive knowledge of ideas. The concept of maieutic dialectics is the foundation of modern coaching.*⁶⁰

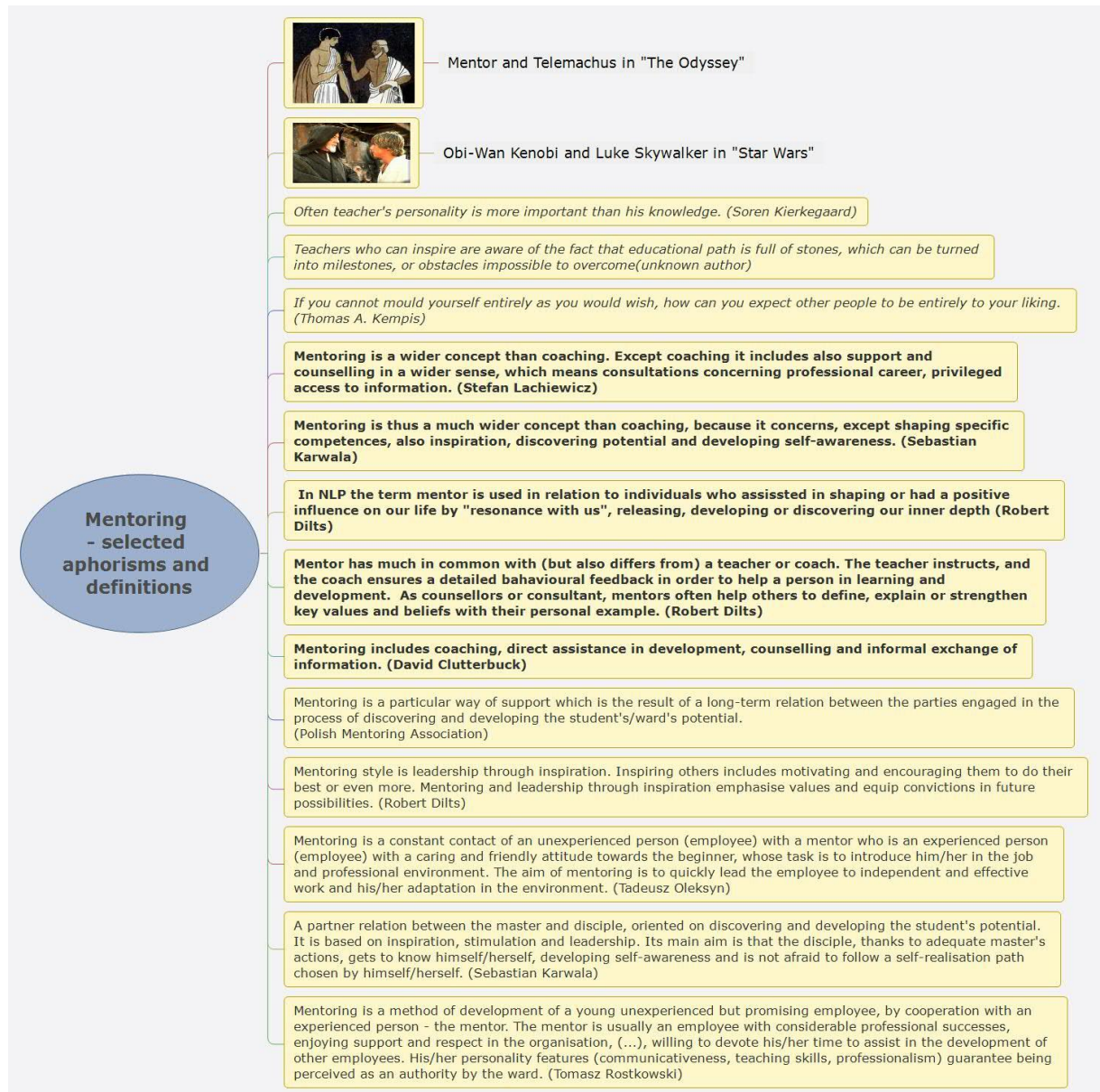
The map illustrating mentoring starts with the image of Telemachus and Mentor, as the concept of mentoring has its origin in Greek mythology. Odysseus, setting off for a war of Troy, entrusted the care of Telemachus to his friend. Today, we indicate under mentor's word the one who plays the role of guide or adviser. In the professional domain, the concept of mentorship applies to the relation which becomes established between an experienced employee, a mentor, and a novice, the mentoré. The object of the professional mentorship thus is to ensure the professional development and the professional learning of the new employee who benefits from the support, the advice, the expertise and the wisdom lavished by a more experimented colleague (Cuerrier, on 2004). Mentor (pass your knowledge and experience to my son). Mentor, appearing also in the figure of Athena, fulfilled this task brilliantly.

⁵⁹ Compare.: (Eric Parsloe, Monika Jamieson Wray, Coaching And Mentoring. Practical Methods To Improve Learning, Kogan Page Publishers, 2000).

⁶⁰ Joanna Żukowska, Naukowe ujęcie coachingu [w:] Człowiek w organizacji. Teoria i praktyka, red. Wachowiak P., wydawnictwo: SGH, Warszawa 2012, s. 6-7: <http://www.depot.ceon.pl/bitstream/handle/123456789/2151/Naukowe%20uj%C4%99cie%20coachingu.pdf?sequence=1> Access: 10 marca 2016 r.

Figure 36. Selected definitions of coaching and aphorisms about its essence.⁶¹

⁶¹ Developed on the basis of: Joanna Żukowska, Beata Marciniak, Zastosowanie coachingu i narzędzi coachingowych w oświacie [w:] „Dyrektor Szkoły” nr 1 (229), styczeń 2013, s. 29-30;

Figure 37. Selected definitions of mentoring and aphorisms about its essence.⁶²

Małgorzata Sidor-Rządkowska, Coaching i mentoring – pożyteczna moda [w:] „Dyrektor Szkoły” nr 10 (250), październik 2014, s. 31-32; Małgorzata Sidor-Rządkowska. Profesjonalny coaching: Zasady i dylematy etyczne w pracy coacha, Wolters Kluwer, 2012, s. 14; Joanna Żukowska, Naukowe ujęcia coachingu [w:] Człowiek w organizacji. Teoria i praktyka, red. Wachowiak P., Wydawnictwo: SGH, Warszawa 2012: <http://www.depot.ceon.pl/bitstream/handle/123456789/2151/Naukowe%20uj%C4%99cie%20coachingu.pdf?sequence=1>; Inspirujące cytaty dla nauczycieli osób dorosłych: <http://www.edulider.pl/edukacja/inspirujace-cytaty-dla-nauczycieli-osob-doroslych> (Access: 1 kwietnia 2016 r.); Rogers J., Coaching. Podstawy umiejętności. Przekład: Katarzyna Konarowska, Dorota Porążka, Gdańskie Wydawnictwo Oświatowe, 2010.

⁶² Developed on the basis of: Mentoring w praktyce polskich przedsiębiorstw. Analiza danych i dokumentów zastanych (desk-research), Polskie Stowarzyszenie Mentoringu, 2013: <https://badania.parp.gov.pl/files/74/75/726/19443.pdf>; Encyklopedia Zarządzania:

And below there is a table comparing coaching⁶³ and mentoring⁶⁴.

Quality	Description referring to coaching	Description referring to mentoring
Voluntariness	A coachee must voluntarily participate in the process.	The wilfulness of both parties – the mentor and the person under his/her care- is important, though in some (procedural) forms of cooperation based on mentoring (e.g. apprenticeship, probation training) participation in mentoring can be obligatory, included in the bilateral agreement.
Directiveness	Lack of directiveness. No one from the outside can influence the process.	Just like in case of voluntariness. The influence on the programme of mentoring can have e.g. the curriculum of vocational subject within which the trainee takes part in the process
Supporting learning process	It's not a learning process though it supports coachee's learning.	It's a learning process, comprising acquisition of new knowledge and skills, testing them, experimenting etc. At the same time, thanks to mentor's authority and competences, it is a form of supporting the ward's development, also in other areas than "education".
The role of questions in the process	Questions, not advice or suggestions are the coach's main tools.	Questions are important – both parties can ask them. Also important are advice and suggestions of the mentor, who because of his/her experience, position and authority, „knows better”, and often also evaluates the ward's achievements.
Stimulating thinking	Reaching consciousness or even subconsciousness.	Stimulates auto-reflection, problem-solving thinking, imagination. It allows auto-evaluation (also in reference to mentor's status, knowledge, skills, attitudes, behaviours and values).

<https://cytaty.mfiles.pl/index.php/keyword/7978/o/mentoring>; Inspirujące cytaty dla nauczycieli osób dorosłych: <http://www.edulider.pl/edukacja/inspirujace-cytaty-dla-nauczycieli-osob-doroslych> (Dostęp: 1 kwietnia 2016 r.)

⁶³ The Skurce of information In the 1 and 2 column: Joanna Żukowska, Naukowe ujęcie coachingu, p. 5-6 (Coaching features developer by S. Caldwell).

⁶⁴ 3 column – own material.

Respect and acceptance of values	Attitude, values, behaviour of the coachee cannot be assessed by the coach	The values of both parties – the mentor and ward, are important. The ward verifies his/her value system, and at the same time reflects on (often creatively adapts) the mentor's system of values.
Relation with development	Coaching ensures permanent improvement and auto-evaluation.	It serves improvement, development (especially of skills), stimulates auto-evaluation.
Introducing changes	The client independently, without being forced to, takes the decision to introduce changes.	The ward makes the final decision about the change (of oneself, one's values, attitudes, behaviour, habits), though the decisions can be suggested by the mentor.
Focus on achieving the goal	Hierarchisation of achievable goals and determination to achieve them	In the mentoring programme of cooperation the mentor and ward set achievable goals, spread in time. They strive for their achievement together.
Human being as the centre of the process	The focus is on the coachee, not on the process or tools used. The coach is – metaphorically speaking „transparent“, stands „behind the coachee“	The ward is in the mentor's centre of interest, but also the process modelled by the mentor is important, his/her skills etc. The mentor – metaphorically speaking “strides before the ward” (when showing to him/her the skills, experience, knowledge, values) or besides him/her (when confronting his/her resources with the ward's resources)
Importance of mutual relations	Care for mutual respect, honesty and trust	Relation based on mutual respect and trust, and also on mentor's authority.
Taking advantage of one's own resources, talents and abilities	Focus on the resources of the client, not of the environment. The coachee independently takes advantage of his/her own resources, talents and abilities.	Using the ward's resources, but also mentor's and the environment of the mentoring process. Decisions how to take advantage of them is taken by both the mentor and ward.
Activity	Striving to strengthen and improve the coachee.	Striving for maximum strengthening and improving of the ward with the maximisation of activities of the mentor, who devotes his/her time to the ward to show him/her the potential.
Responsibility for the process	The coachee, not the coach, bears the responsibility for the process of coaching and its results.	Co-responsibility of the mentor and ward for the mentoring process and its results, though the mentor is the person who ‘knows better’ and sometimes evaluates the results.

Ecology of goals ⁶⁵	The coachee's interest is the most important, if the goal can threaten it, it should be redesigned or abandoned.	The ward's interest is most important. The mentor - as an authority and professional in the scope of mentoring - has the right to express opinions (based on one's own experience) about the ward's ecology of goals.
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Table 2. Comparison of coaching and mentoring.⁶⁶

Basic differences between mentoring and coaching can also be presented in the following way.

Mentoring	Coaching
Long-term relationship.	Limited period of duration of the relationship.
May be informal, meetings when necessary.	Usually characterized by lasting structure and regularity.
Can last for many years, a broader point of view on the person.	Short-term (sometimes time-bound) and focused on specific topics.
Mentor has got greater experience than his/her client.	The coach does not have to have a great experience in the client's field.
Aimed at professional and personal development.	Is usually focused on development and work-related topics.
The topic is set by the client, the mentor is a guide who helps the client achieve the set goal.	The topic concerns achieving specific short-term goals.
Focused on professional development.	Related to specific topics concerning development and not only work.

Regardless of the differences between mentoring and coaching, the essence of both processes is **support based on communication**, oriented to the needs or objectives of a person or group, based on exploring the potential of a person or group, carried out through cooperation.

⁶⁵ Ecology of goals – when the costs are proportional to benefits.

⁶⁶ It's also Worth listening to lectures on coaching (e.g. Joseph O'Connor, Czym jest coaching <https://www.youtube.com/watch?v=75Eyf39eUFs>, Coaching na świecie: <https://www.youtube.com/watch?v=-78mRaYwm6A>) i cech mentoringu (Czym jest mentoring?: <https://www.youtube.com/watch?v=LotuyjZHCUw>). Inne: Projekt Become a mentor today <http://www.thementoringproject.org/become-a-mentor/>

The effect of such understood support is working out how to solve the problem by a person or group.

Therefore, the development of communication skills - from listening, through asking questions, to providing feedback - is very important for the coach and mentor.

The professional coaching is a continuous partnership which allows the customers to obtain satisfactory results in their personal and professional life. By the process of the coaching, the customers strengthen their learning, increase their yield and improve their quality of life. Essentially, the coaching concerns the behavior and the way with which it produces results. We describe the process of coaching as a way to work with the people by taking into account their behavior as reaction to the world which surrounds them. » The International Coaching Federation

Catherine Voynnet Fourboul, in its study on the coaching and the mentorship defines the latter in the following way: the mentors help the protégés to learn. But the knowledge does not come only from the experience of the mentor. The mentor guides the protégé in situations of learning.

According to the code of ethics of the " European council of the mentorship and the coaching " =EMCC, which covers the following aspects of the profession (the skill, the context, the management of the limits, the integrity, the professionalism) that coach/mentor's role obeys the same rules and the same degree of requirement.

2.2. Coaching and mentoring - the idea and objectives of the use of the methods in work with youth

Dominique Glassman in the report " The work of the pupil for the school and except the school " for the High council of the evaluation of the school (HCCE, on 2004, PDF), dedicates 6 pages to the notion of **school coaching** (p. 91 in 97). The school coaching takes into account the difficulties of the pupil, proposes methods to mitigate it and proposes choices of sectors as well as more ample investments for the future.

"What is aimed by the coaching, seems to base above all on a "meta" position of distance to oneself, temporary exit of one to build itself. It is a question to be made «the craftsman of one ", the producer aware of its own life, master of its fate. And for it, to put favor to the coach all the assets from his part. Decently go very fast, because the important decisions do not require necessarily a long lead times of maturation, the coach helps the young person to give birth to himself. The argument of the speed of the effects is mobilized." Louis Fournier defines the school coaching according to 2 axes:

A psychological approach aiming at teaching to the pupil to manage his stress, to overcome its shyness, to improve its concentration which must according to him be realized by a psychologist.

The purpose being «to enable pupil to learn in situation of success.

An educational approach allowing the acquisition of knowledges and know-how which must be realized by a teacher or a professional trained in the coaching and using specific tools.

Polish authors of the "Report on the state of education in 2013" entitled "What counts are the teachers," begin their study with the sentence: *The teacher is the most important.* They formulate a thesis important not only for teachers, but also for other people working with youth: **What modern teachers are and will be, is one of the determinants of the long-term development of the country.**⁶⁷

Education has two main objectives. First - it builds the country's development potential, and secondly - strengthens social cohesion. These goals are interrelated. The development potential is both increasingly aware development of elites, and raising the general level of population education, to better ensure good conditions for outstanding people, and to creatively absorb results of their work. The elites are the stronger, the broader the access to elite positions, that is, inter alia, the better is equal access to high quality education. Interrelation of two purposes of education can be seen here .

The principle of social cohesion is not just work with the weakest and minimising the risk of social exclusion, but also opening opportunities for individual development. Both goals of education require individualised work with children and youth. In today's world universal education reinforces the growth potential and social cohesion as much as it can avoid uniformity and personalise ways of working with the student. This is the essence of the problem of modern educational systems, built in the past on other patterns. It is also the main context of the necessary transformations of the contemporary role of the teacher. (...) Effective teaching of another person includes a substantial element of creative work. For each child, each young person, adult student and adult learner you need to look for a separate key to activate their potential.⁶⁸

So coaching and mentoring as the methods used by teachers when working with young people today have a "global" justification. An important challenge for the guides of young people is shaping the **attitudes of aware citizens prepared to make choices, resistant to manipulation of information, equipped with the ability to argue, ready to interact with others and take responsibility for their liabilities towards others. It is an ideal - the reality, not only in Poland, is quite distant from. Also, the most developed countries, which until recently enjoyed the belief that they have solved the problem of public education, are now finding out that the traditional model does not stand new challenges.** The labour market requires combining hard skills with soft, quick learning and coping with previously unknown problems, recombination of previously acquired competences and complementing them. The world of routine (...) in professional life is a thing of the past, is relegated to the outskirts. More lucrative and interesting jobs, giving a stronger position in the market require flexibility. The period of education is only partially used, if it does not ensure preparation for new roles in adult life.⁶⁹

⁶⁷ Liczą się nauczyciele. Raport o stanie edukacji 2013, Instytut Badań Edukacyjnych, 2014, s. 7.

⁶⁸ Liczą się nauczyciele. Raport o stanie edukacji 2013, Instytut Badań Edukacyjnych, 2014, s. 7.

⁶⁹ Liczą się nauczyciele. Raport o stanie edukacji 2013, Instytut Badań Edukacyjnych, 2014, s. 8.

Compared with the traditional "not standing new challenges" methods used in work with youth, coaching and mentoring are an opportunity to improve the efficiency of development paths of young people (but also their adult "guides"). Here are the arguments supported by research:

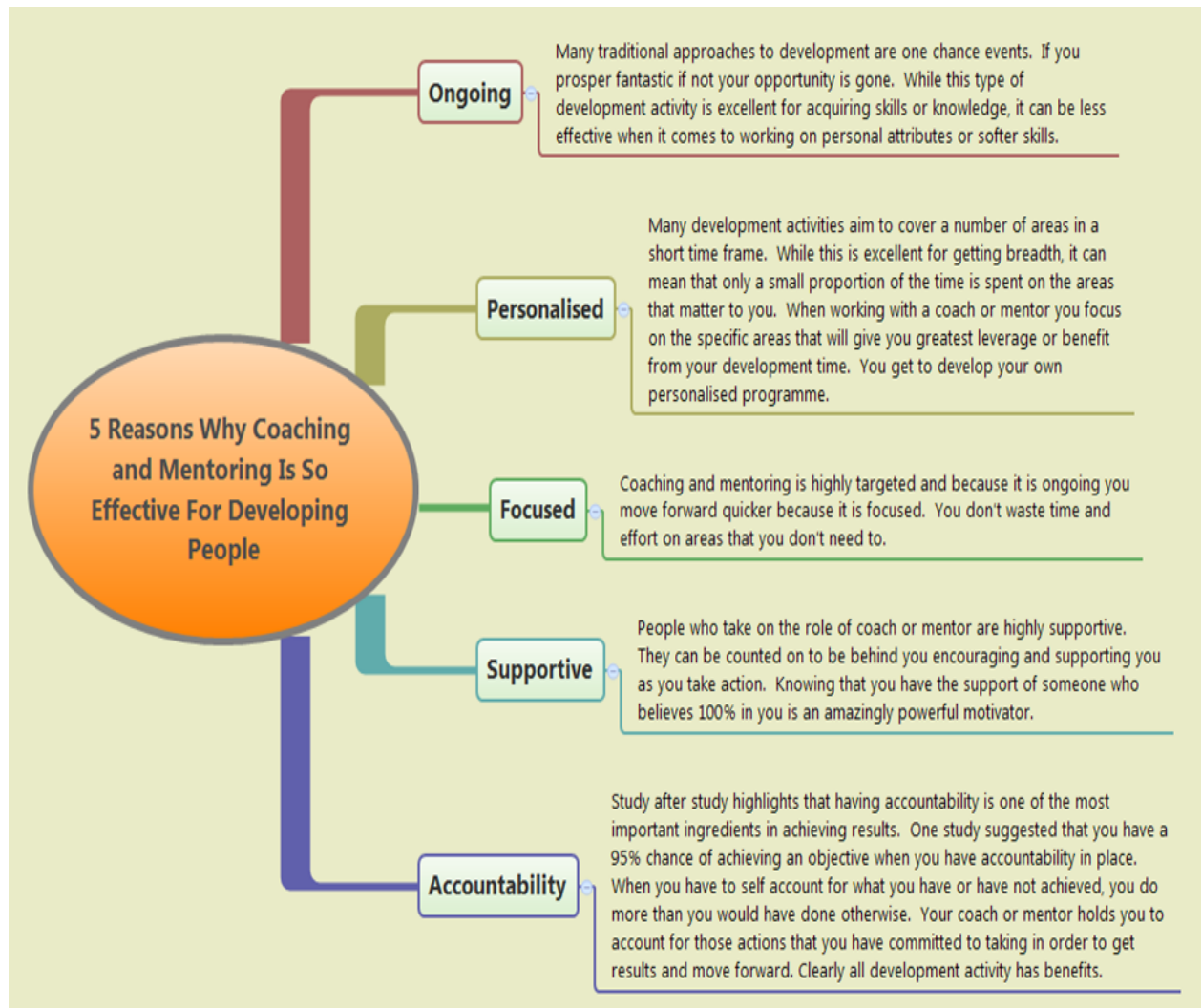


Figure 38 Why coaching and mentoring are so effective.⁷⁰

Experts in the problem add to the above list the following:

- Building respect.
- Building good communication (efficient, friendly, mutual, constructive, satisfactory, creating positive relationships, discovering new opportunities).
- Building learning skills.

⁷⁰ After: <http://www.seka.edu.pl/5-powodow-ktore-wspieraja-coaching-i-mentoring/>. The authors base on the research by The Chartered Association of Certified Accountants, ACCA.: 5 Reasons Why Coaching and Mentoring Is So Effective For Developing People: <http://goalsandachievements.com/career/5-reasons-why-coaching-and-mentoring-is-so-effective-for-developing-people/> Access: 10 marca 2016 r.

- Building a sense of purpose (increased sense of calmness, optimism and joy).⁷¹

**In what situations is it possible to use mentoring and coaching in work with youth?
Who can effectively act here as a mentor, and who – a coach?**

The opinion of Małgorzata Sidor-Rządkowska PhD, can be interesting: *Can a teacher be a coach for his/her students? In my opinion no. This categorical and perhaps surprising statement derives from the very nature of the coaching profession. Its underlying principle is that the owner of the coaching process is the client - the coach follows him/her. A student needs rather a mentor - a person who is besides, and even a step forward, illuminating the path leading to the world of knowledge and skills. These comments do not alter the fact that the coaching skills in the teacher's work are very important. However, they must be used selectively, in a very thoughtful way, adjusted to the specific student-teacher relationship.*⁷²

Joanna Żukowska PhD and Beata Marciniak suggest that in relation to teaching (education) the term "coaching approach" should be used rather than "coaching." *Coaching approach in education may concern:*

- ✓ subject lessons,
- ✓ cooperation with the student,
- ✓ class meetings
- ✓ meetings with parents and talks with them,
- ✓ work of the school pedagogue

*Perhaps at this point a question arises, why do we talk about the coaching approach, not a pure coaching. (...) Being a teacher, you can draw all benefits from coaching, but you should not be coaches for your students. (...) Basically this is due to the fact that the coach does not assess, even he/she cannot do it, while the teacher on the contrary - has not only a right but an obligation to do so. A coaching approach allows the use of any assets of the coaching, that is, building trust, boosting motivation in students, clear communication with listening in the lead, and using tools applied in coaching. (...)*⁷³

We emphasise the opportunities for the use of coaching in work with youth, which are opened for out-of-school guides, representing e.g. non-governmental organizations, psychological and pedagogical centres, institutions of social welfare and labour market and employment institutions. We can also see the possibility that these people, in cooperation with the school, can get involved in extracurricular activities, conducting professional coaching sessions with teenagers - especially older ones.

The coaching approach/coaching and mentoring can be carried out both in individual work with students (face to face), as well as for groups of students. In both forms it is not worth hurrying, having in mind the most important goal: the development

⁷¹ After: Joanna Żukowska, Beata Marciniak, Zastosowanie coachingu i narzędzi coachingowych w oświacie [w:] „Dyrektor Szkoły” nr 1 (228), styczeń 2013, s. 31.

⁷² Małgorzata Sidor-Rządkowska, Coaching jako forma wsparcia rozwoju uczniów [w:] „Dyrektor Szkoły” nr 12 (252), grudzień 2014, s. 28.

⁷³ Joanna Żukowska, Beata Marciniak, Zastosowanie coachingu i narzędzi coachingowych w oświacie [w:] „Dyrektor Szkoły” nr 1 (228), styczeń 2013, s. 31.

of the student / ward at the pace adequate to his/her needs and abilities, because, as Dorothy Briggs Corkville says:

*Growth is not steady, forward, upward progression. It is instead a switchback trail: three steps for-ward, two back, one around the bushes, and a few simply standing, before another forward leap.*⁷⁴

It's worth to remember this idea when reaching for coaching tools useful in planning and implementation of the process e.g. the popular GROW model⁷⁵:

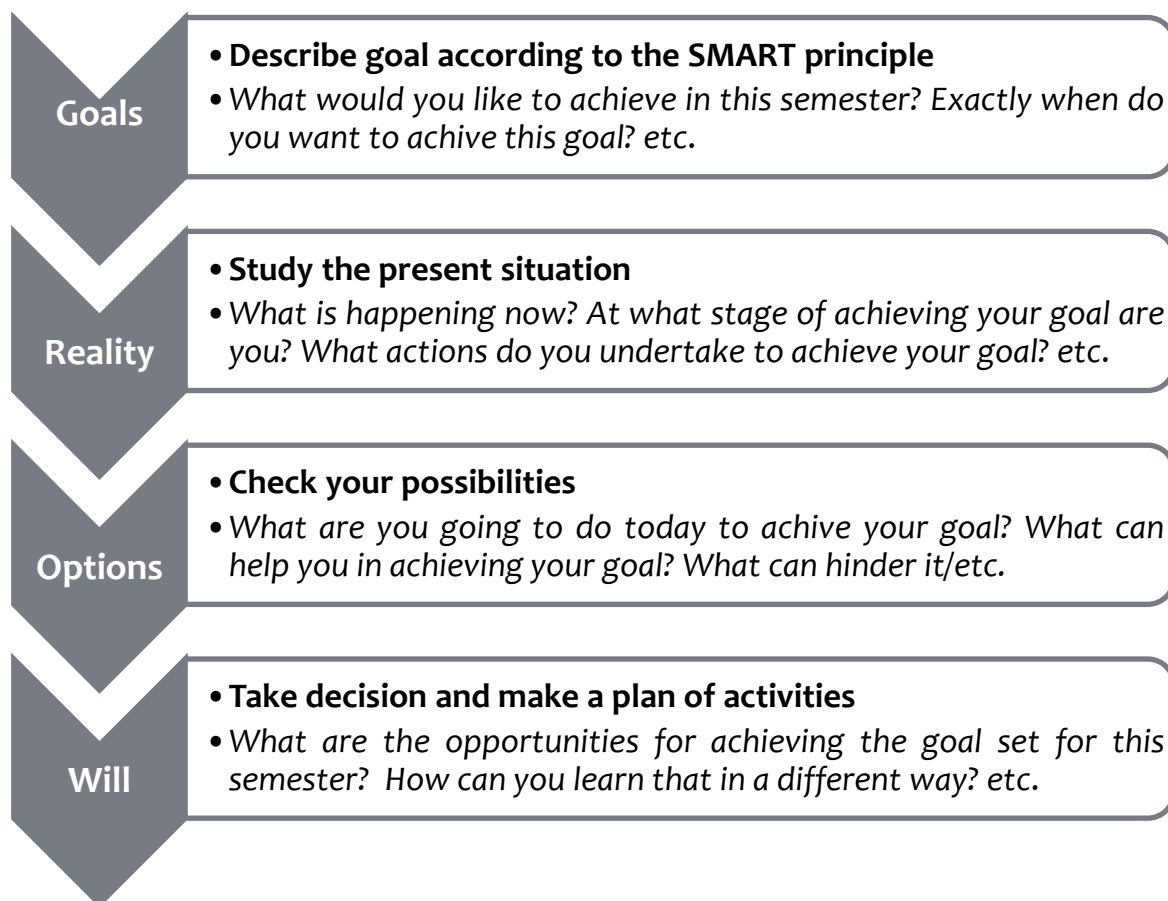


Figure 40. Stages of coaching – GROW model.

or when planning the process of mentoring with the ward – creating together a Personal Development Programme (PDP) and monitoring its assumptions:

⁷⁴ <http://motywujace-cytaty.blogspot.com/2009/05/cytaty-motywacyjne-1.html>

⁷⁵ After: Joanna Żukowska, Beata Marciniak, Zastosowanie coachingu i narzędzi coachingowych w oświacie [w:] „Dyrektor Szkoły” nr 1 (228), styczeń 2013, s. 32.

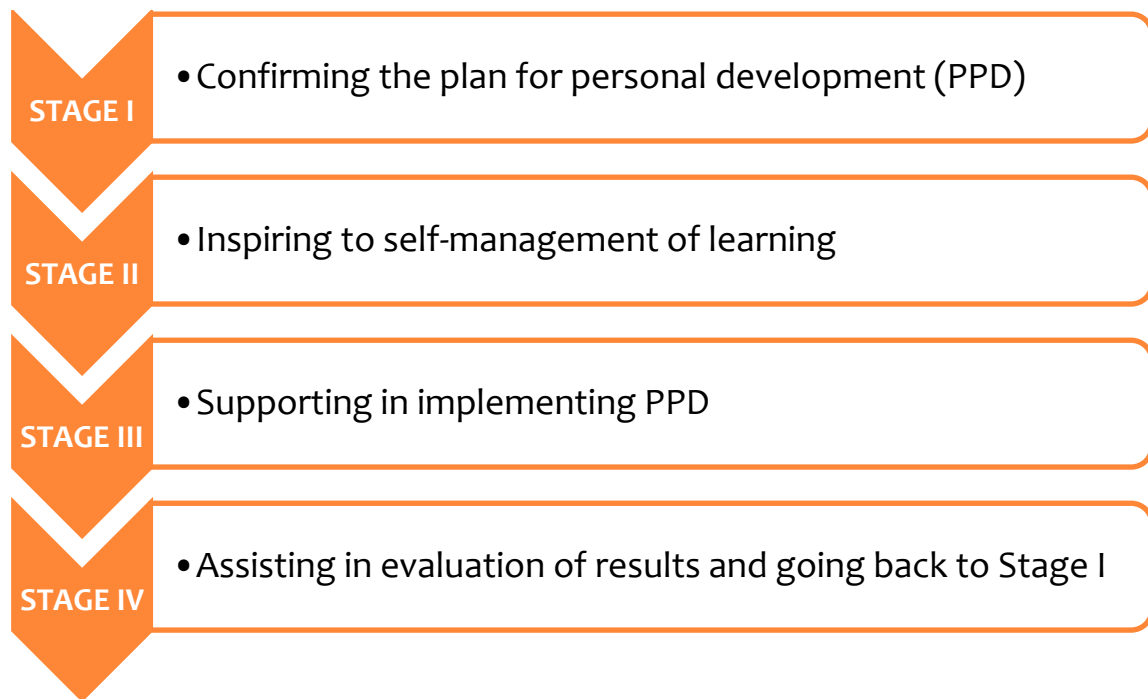


Figure 41. Stages of mentoring.⁷⁶

Stages of mentoring can also be seen differently, knowing that each mentoring relationship is unique and both parties should have as much freedom as possible. The mentor and mentee will decide best how often to meet, how long the meetings should last, which of them will take place in the real world, and which by e-mentoring. *Each of the mentoring relationships changes over time and goes through - unique to a relationship – stages⁷⁷* - writes Sabina Sadowska and gives the proposal of stages for such cooperation:

⁷⁶ On the basis of.: E. Parsloe, M. Wray, Trener i mentor. Udział coachingu i mentoringu w doskonaleniu procesu uczenia się, Oficyna Ekonomiczna, Kraków 2002, s. 82-86.

⁷⁷ Sabina Sadowska, Mentoring krok po kroku: <http://www.miesiecznik-benefit.pl/index.php?wiad=48> Access: 1 kwietnia 2016 r.

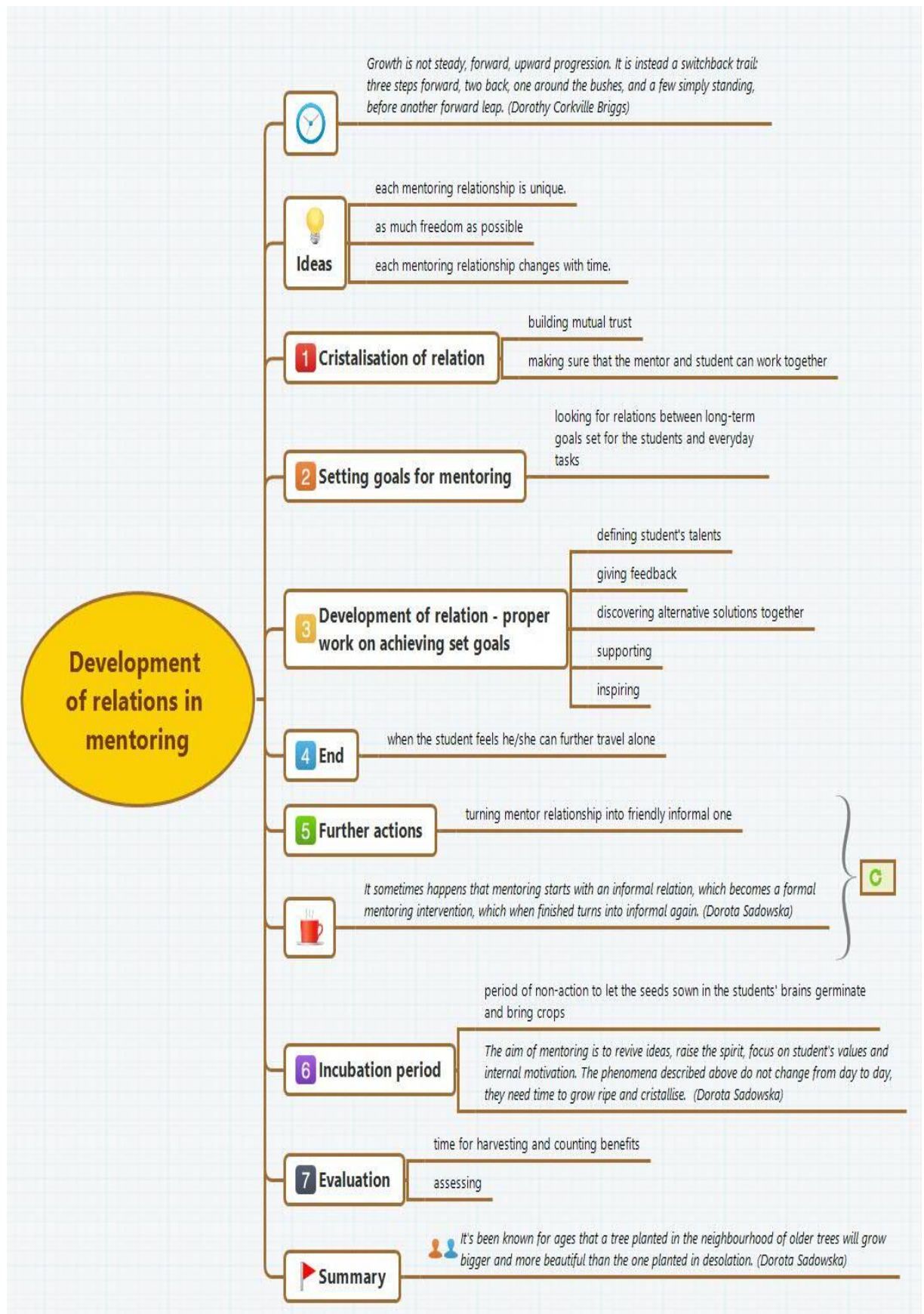


Figure 42 Stages of relationship development in mentoring.

To the proposed stages the author adds her commentary:

*Described (...) scenario is to serve as a signpost, not as specific guidelines. Travel called mentoring is sometimes surprising, rarely bookish, and the more space for the spontaneous response (of the mentor and the ward), the better it finds its way to the people interested in it. It is worth to take the risk that the open formula of mentoring brings, because where there is mentoring, there is wisdom, sharing knowledge and undying inspiration.*⁷⁸

In the report " The mentorship as the strategy of support for the occupational integration: points of view of novice teachers ", Claire DUCHESNE (educational Faculty, University of Ottawa, Canada) and Ruth KANE (educational Faculty, University of Ottawa) approach the question of the mentorship between professionals within the teaching profession.

Today, we indicate under mentor's word the one who plays the role of guide or adviser. In the professional domain, the concept of mentorship applies to the relation which becomes established between an experienced employee, a mentor, and a novice, the mentoré. The object of the professional mentorship thus is to ensure the professional development and the professional learning of the new employee who benefits from the support, the advice, the expertise and the wisdom lavished by a more experimented colleague (Cuerrier, on 2004).

As we were able to notice it above, to establish a distinction between the roles of coach and mentor seems delicate.

In both cases, it is about transmission and about friendly help to bring the individual to a personal or professional fulfilment.

However views differ, in particular as regards «the time»:

- Formal time as regards the coaching and informal for the mentorship (around a coffee, around a game...).

-time limited for the coached (we speak about yield, about speed of the effects), longer for the mentore (we go at the rate of the mentore).

But also «the procedures »:

- Often voluntary and friendly relation (we speak about support) of the mentor.
- Very structured relation (fixed objectives) and sometimes charged by the coach.

Finally «the contents »:

- Transmission of a life experience (advice), professional experience by the mentor.
- Analysis, remediation, contributions of knowledge and skills by the coach.

In the report " The mentorship as the strategy of support for the occupational integration: points of view of novice teachers " it was underlined that a mentor also had to possess skills in communication.

«The quality of the relation which becomes established constitutes the most determining element of the mentore experience; the relational skills of the mentor as those of the mentoré will have, consequently, a direct influence on the success of this relation. "

⁷⁸ Sabina Sadowska, Mentoring krok po kroku: <http://www.miesiecznik-benefit.pl/index.php?wiad=48> Access: 1 kwietnia 2016 r.

« According to Martin and Rippon (2003), the accessibility of the mentor establishes one of the qualities the most appreciated by mentored; this accessibility shows itself, among others, by a friendly attitude on behalf of the mentor, by its flexibility, by its sense of the equity as well as by its general capacities in the communication (listen to with attention, give a just feedback, etc.). The study of Edwards and Gordon (2006), besides, highlighted the importance, for the mentoré, to answer the calls and the e-mails of his mentor, to ask him of the questions and to share with him the information about its progress. A practice of mediocre communication in quantity as the part of the mentor as the mentore risks, consistently, to result in a relationship mentorale sterile.

In the reading of the report of Rolland Viau on "The motivation: condition in the pleasure to learn and to teach in school context", 3rd congress of the researchers in Education Brussels, in March, 2004, we notice that it is still question of mentorship.

Indeed when the latter studied the life of three big researchers: Charles Darwin, Albert Einstein and Carl Jung, he noticed that the latter had sunk into the boredom, and ran away from the benches of the university these three big researchers had there come consider the school as a demotivating place. Bad interpersonal relations had settled down between them and their teachers under the sign of the control, the authority and the pressure. But how these big researchers went out?

To arrive there, they used the following strategies: the reading, the exploration and the installation of a relation intimate and supported with one or several mentors.

«Interesting Fact, Zuckerman reveals in its study that it is not so much the scientific knowledge which the mentors transmit to the big researchers; this knowledge, they acquire them themselves by the reading of works and research works. In fact, what the mentors communicate them; they are methods of work, ways of thinking, values and attitudes towards the scientific research. Furthermore, while bringing them to trust them, they inculcate them manners to think and of quality standards which bring them to surpass themselves. We gave the privilege to open this bracket on the importance of the mentors in the training of the big researchers to accentuate once again the key role which the teachers play, or should play, in the training of the young people. The current and future information technologies will transform certainly the school world, but the young people will always be in search of models and mentors to guide them. "

"Let us have we in the schools of the secondary and same at the University Professors who are models and mentors who have themselves the passion to learn and to know?

In other words, the young people see their professors exploring, looking, reading and especially taking pleasure to make him? Don't they rather observe teachers of the secondary sector passing on a material automatically without too much conviction and university professors, more worried by the obtaining of research grants than by the real problems of search?"

This reflection completes a facet of the mentorship, that of the attitude of the mentor "which tempts of ", "which inspires» by the pleasure that he gives to see to explore, to look, to read

But it is also necessary to underline here the importance of the interpersonal relations which a professor maintains with his pupils: by his sense of honesty and equity, his humor, his respect for the individual differences (the sex for example) and cultural (the

religion e.g.) and his empathy, he influences the motivation of his pupils to persevere and to put a lot into their work.

He is particularly important in our profession of teacher specialized to avoid any discriminatory behavior to the the most low or demotivated pupils.

We notice that a mentor thus has to show any behavioral skills (or human qualities).

3. The competences and work conditions of a coach and mentor.

3.1. Competency profile of the coach and mentor.

Speaking of competency profiles of the coach and mentor working with youth, we will accept a view from the general to the particular. We'll start with a reflection on key competences, which are particularly important in the work of the youth guide. Then we will show the characteristics and competencies of the teacher / tutor/ guardian, based on the values of humanistic psychology. Finally, we'll focus on knowledge, skills and attitudes characteristic for the coach and mentor while working with a young person.

3.1.1. Key competencies of the person working with youth as a guide - a coach, a mentor

In the part III (Appendix for scenario 3) presented a detailed analysis of the components of key competences, defined in the recommendation of the European Commission and the Council of Europe in 2006. Shaping these skills - "the key to the future" of a teenager, is the aim of supporting development paths of the youth. At the same time, key competencies are for adults working with young people, not only the European, but also a personal reference to their "qualifications framework". Our resources and "deficiencies" in respect of each of the eight key competences should be subject to reflection, we should find in them those elements of knowledge, skills and attitudes, which are particularly useful in being the youth guide.

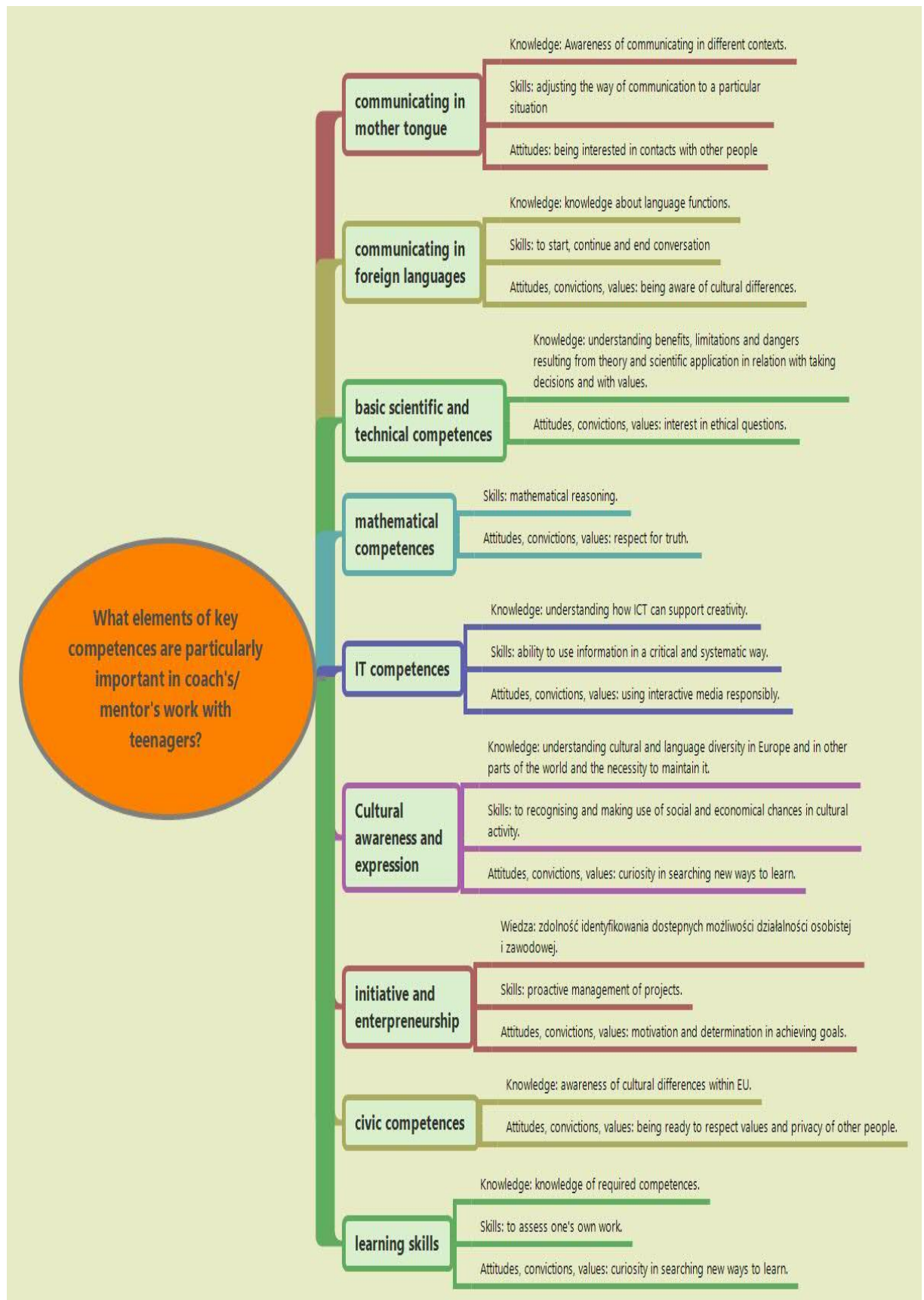


Figure 43. Key competences in the context of coach/mentor's work with youth – example priorities in terms of knowledge, skills and attitudes.

3.1.2. Personality traits of an adult working with young people.

For successful cooperation of the coach / mentor with young people the qualities of his/her personality are essential - let us mention those that significantly affect the quality of the relationship:

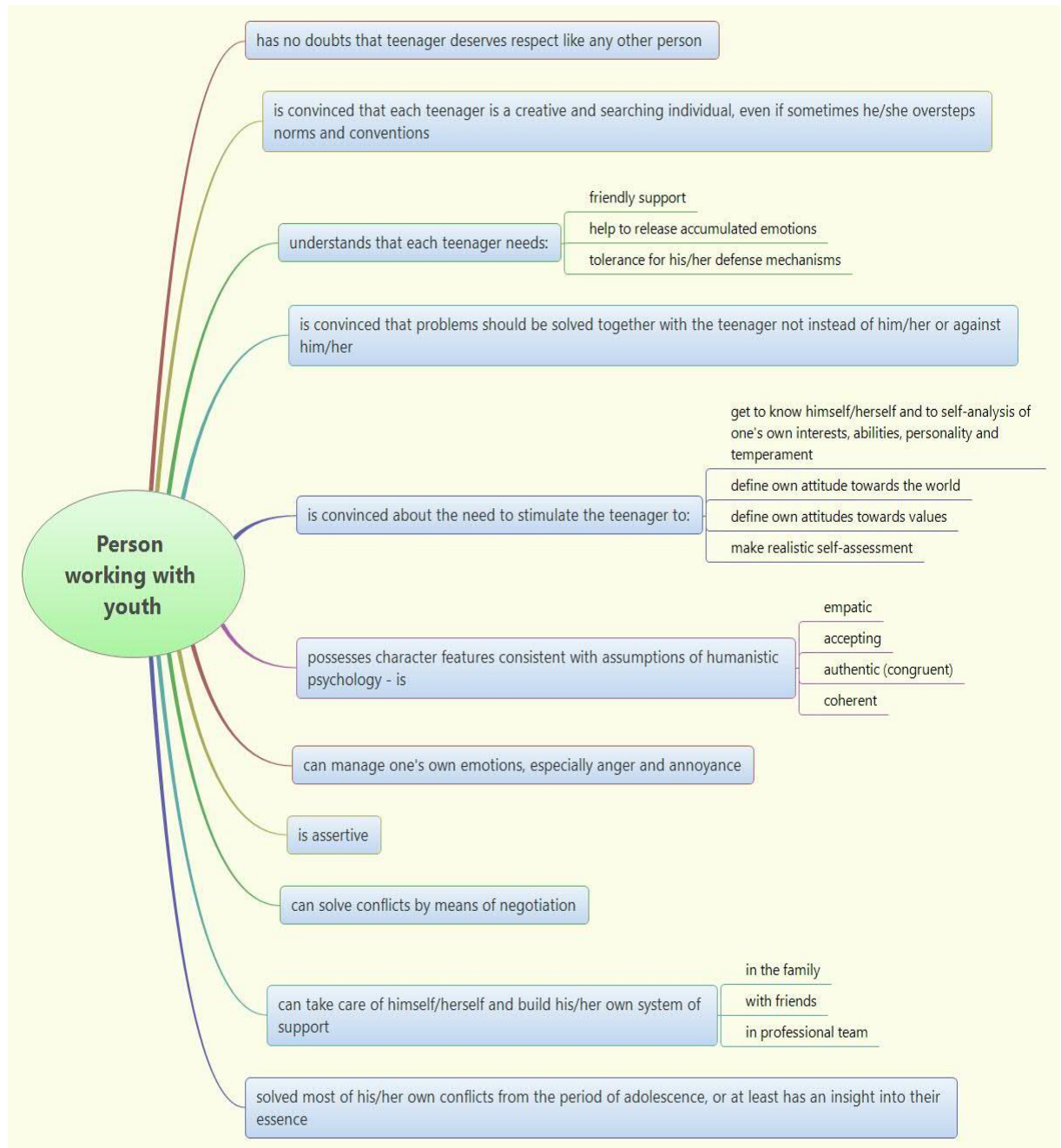


Figure 44. The qualities of a person working with youth, which positively affect the quality of mutual relations.⁷⁹

⁷⁹ Developed on the basis of: Grzegorz Gwis, *Nastolatek w gimnazjum* [w:] „Przegląd Edukacyjny” nr 2 (22)/1999.

3.1.3. Competences relating to the technique of mentor's work.

In the literature we find many typologies of mentor's competences, characteristic for this professional role. Each of them is associated with the stages / components of the mentoring process, requiring specific knowledge, skills and attitudes.

The work of the international project of transfer of innovation Certification of Mentors and Tutors (CertiMenTu)⁸⁰ is interesting in this regard. Although the project works related to vocational education, the competences profile of a mentor presented in the final product can be considered as a universal proposal:

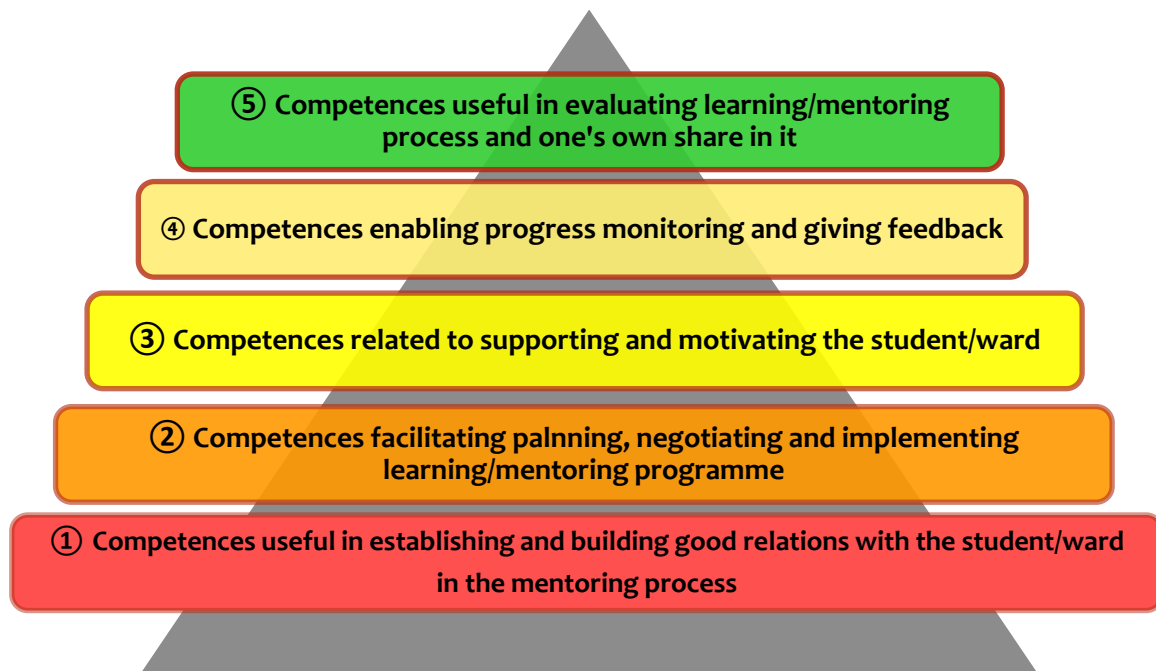


Figure 45. Competences of the mentor working with the youth in line with the European Competence Matrix for the Mentor, developed within the CertiMenTu project.

The authors of the study provide detailed knowledge and skills affecting the quality of each of the stages of mentoring. Let's look at the most important (we will refer

⁸⁰ Certification of Mentors and Tutors (CertiMenTu): www.certimentu.eu, tu Europejska Matryca Kompetencji dla Mentorów:

http://www.certimentu.eu/certimentu/web.nsf/77F78BC068EA5FE9C1257BF900586397/%24file/Do%208_European_matrix_mentors_final_ENG.pdf?OpenElement. O Matrycy czytaj także (PL): www.wbl-toolkit.eu/dl/uqosJLJNKJqx4JJK/EP18_1_PL.pdf;

https://www.google.pl/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjwyJjLuYPMAhVlvRQKH8QFggBMAA&url=http%3A%2F%2Fcejsz.icm.edu.pl%2Fcejsz%2Felement%2Fbwmeta1.element.desklight-f28bc730-aaf1-4e03-979b-106c4705a4d9%2F%2Fkompetencje_europejskich_mentorow.pdf&usq=AFQjCNFKtVVATWYkvbv68slrXYWEnoHQOA&sig2=IjA8hNq7bhJ-5seiAd54Xw&bvm=bv.119028448,d.ZWU and in: Jolanta Religa, Kompetencje europejskich mentorów i tutorów (Competences of the European mentors and tutors) [w:] „Edukacja ustawiczna dorosłych” (Polish Journal of Continuing Education

nr 2(85)/2014, s. 36-45
http://www.edukacjaustawicznadoroslych.eu/download/2014/edu_2_2014.pdf

broader to the selected elements in the section "Practical aspects of mentor's and coach's work," and in the part containing workshops scenarios).

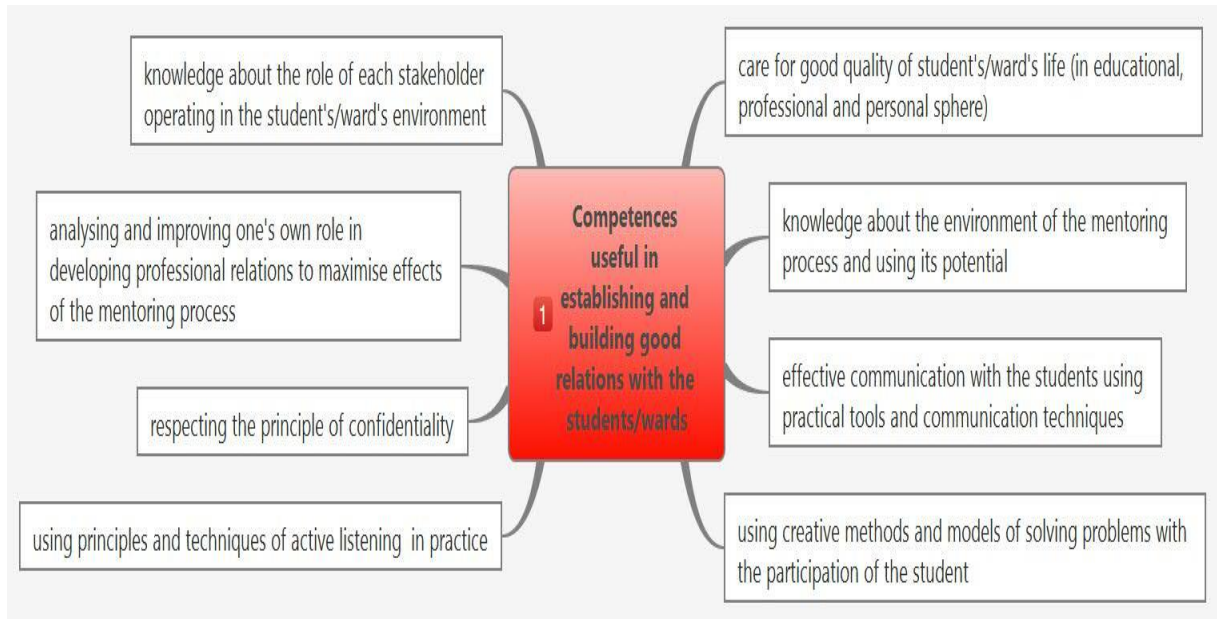


Figure 46 Mentor's competences useful in establishing and building good relations with the ward.

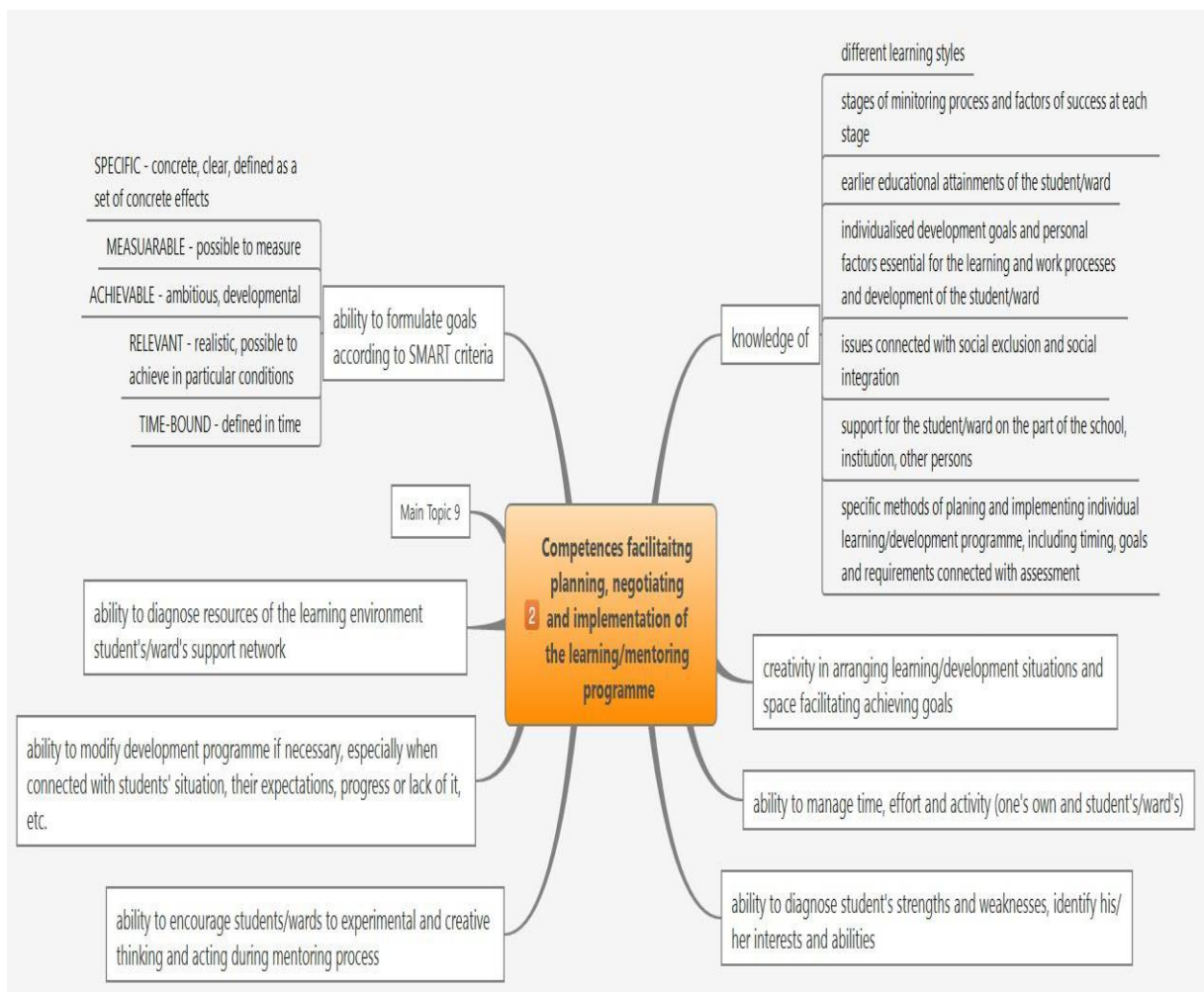


Figure 47. Mentor's competences facilitating planning, negotiating and implementation of the learning/ mentoring programme.

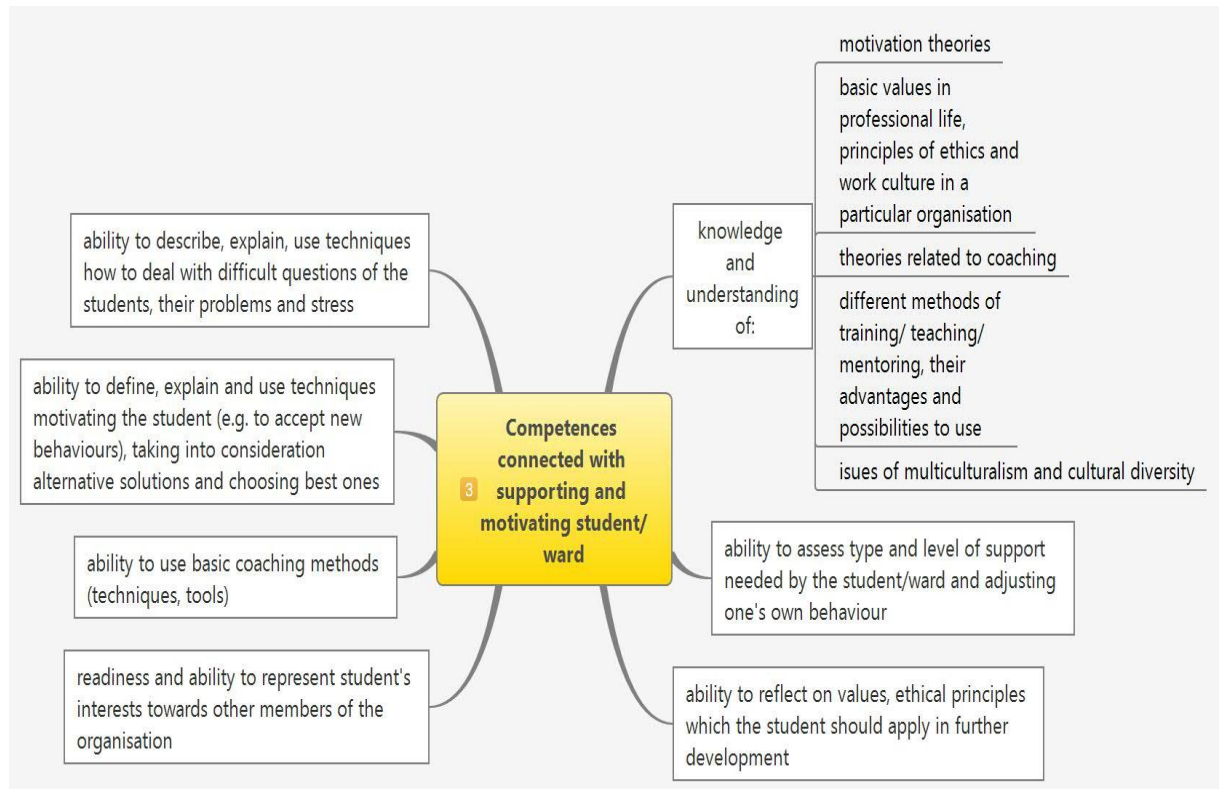


Figure 48. Mentor's competences related to supporting and motivating the ward.

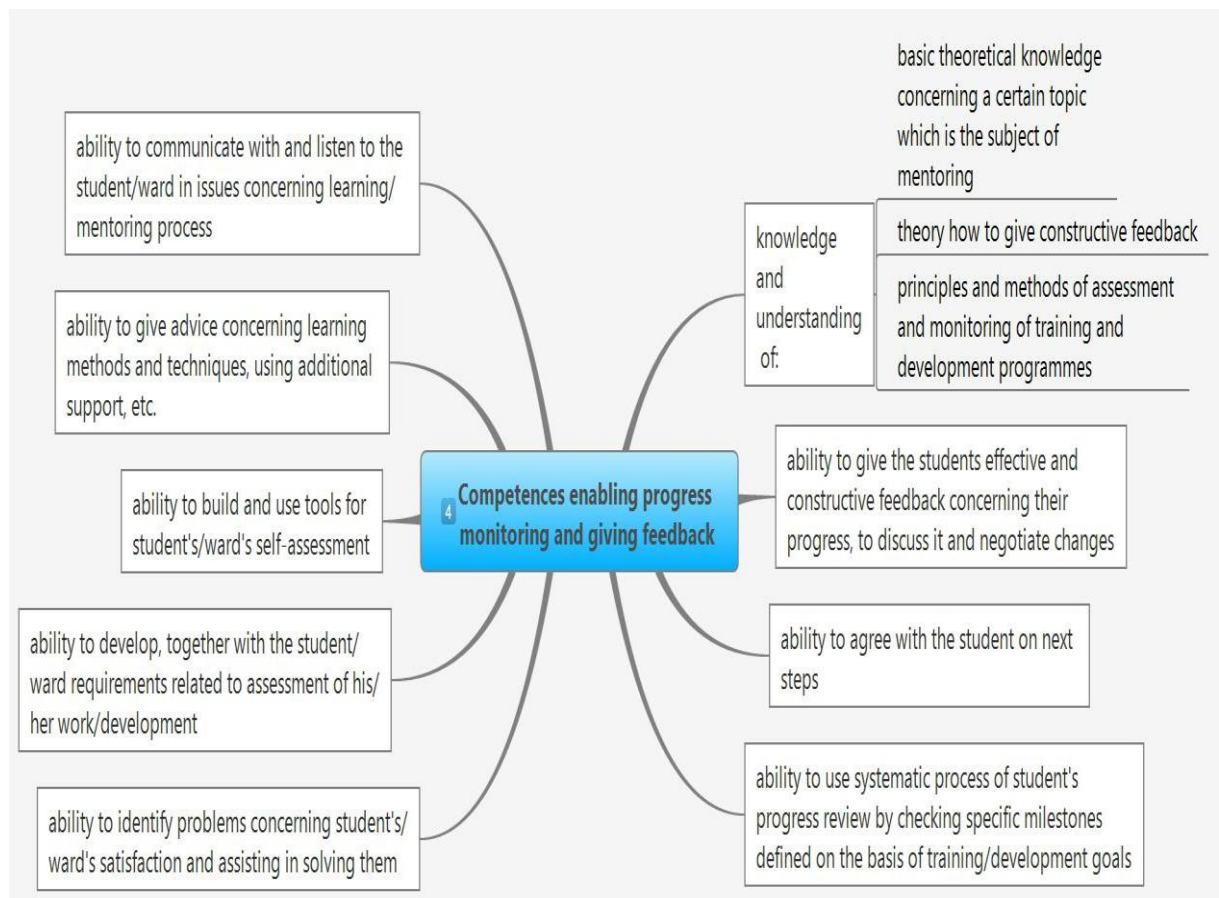


Figure 49. Mentor's competences enabling monitoring of the ward's development and giving feedback.

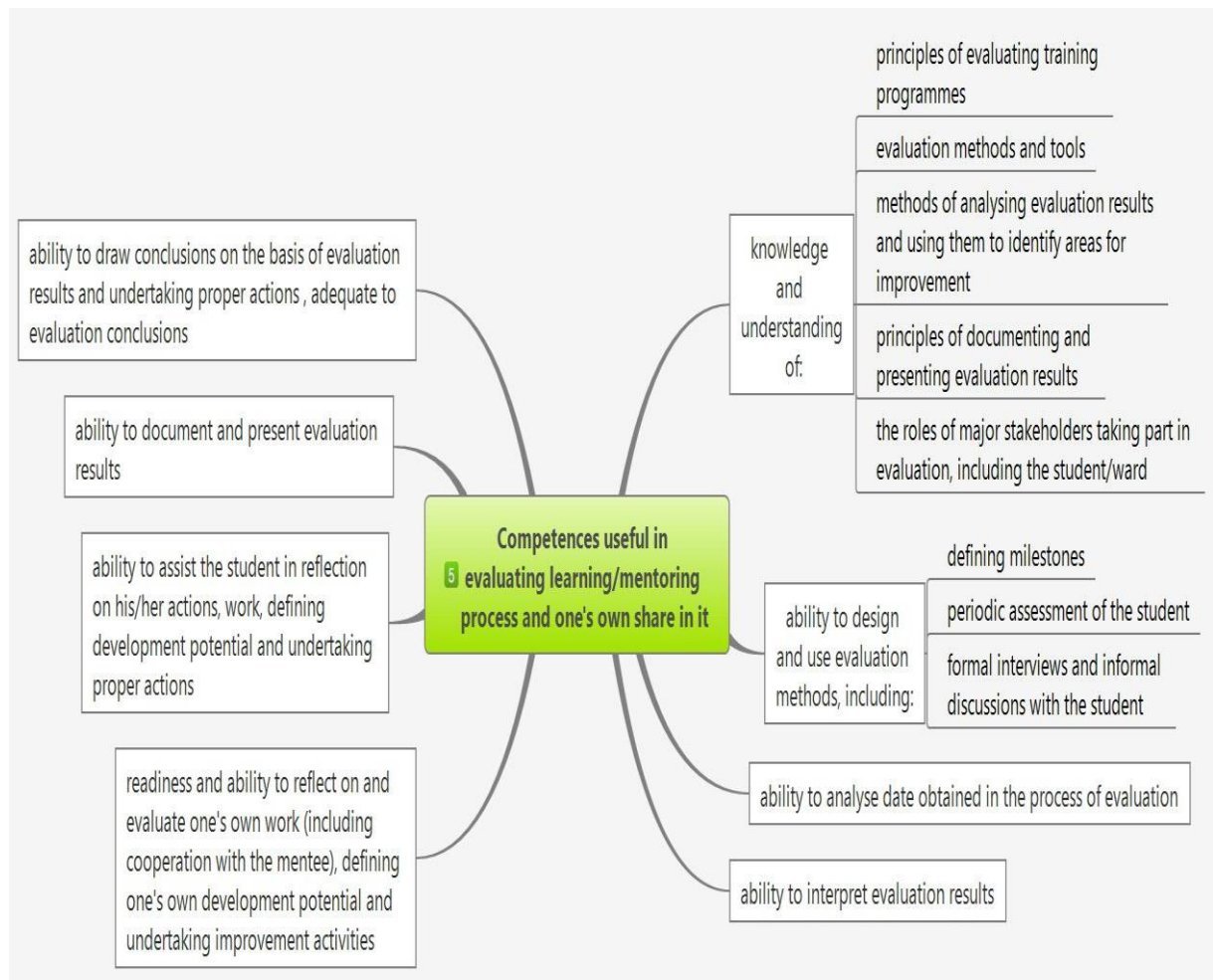


Figure 50. Mentor's competences useful for evaluating the learning/mentoring process and mentor's contribution to the process.

In his life a pupil can cope with a certain number of /obstacles challenges. In spite of that one realizes that some manage to make a success of their professional life and personal: said that they have a resilient personality.

Impact strength is thus the capacity of a person to overcome the adversity and to continue its normal development.

As a mentor, we have the possibility of providing to mentoré the support which it needs to develop.

To help one mentoré to free itself from the difficult situations, is invited to build impact strength. The fundamental tool to arrive for this purpose is to weave a positive relation. In this direction, the mentor is the central figure on which to rest.

To build impact strength, the role of the mentor is of:

to be conscious that only a relation authenticates will be the catalyst of the success of mentoré. In other term, mentoré must feel that one is interested in him whatever the circumstances (unconditional relation)

To be conscious that all the pupils can achieve their goals or their dreamed, therefore it is necessary to formulate that one believes in him.

To determine the strong points of mentoré and to concentrate on its forces. To help to build its confidence by focussing on what it CAN do to it in order to in order to develop

him (and not on what he cannot do!).

To pay attention to the words employed between the mentor and mentoré:
to formulate the things in a positive way and to require the same thing in return.

To pay attention to the words employed between the mentor and mentoré:
to formulate the things in a positive way and to require the same thing in return.

To weave a positive relation:

to spend time together

to create a comfortable atmosphere

to work together to set objectives

he to let make choices

to help mentoré to take again confidence in the school

to encourage mentoré to solve problems, to make decisions to listen

to listen

to laugh with him, very often

to be attentive, offer our support

3.1.4. Competences relating to the professional techniques of the person using coaching in work with youth.

As shown in the Matrix of Competences for Mentors, there are certain situations in their work, in which coaching techniques prove useful - particularly favourable here are activities related to supporting and motivating the ward.

So what competencies are specific for the person entering the role of a coach working with young people, and at the same time distinguishing this role from mentoring?

There are three basic competences of a coach:



Figure 51. Three basic competences of the coach.

COMMUNICATION SKILLS of the coach are primarily the unique way of conducting conversation which can be described with the sentence: **ASK, DO NOT TELL**. The ability to start the conversation and actively listen to the interlocutor, combined with observing his/her nonverbal behaviour, without hasty interpretations based on schematic, common beliefs and without drawing premature conclusions is especially important in conducting coaching conversation.

QUESTIONS in the conversation conducted by a coach should allow as many answers as possible - because the essence of the process is to explore different ways of reaching the goal by the coachee. So the coach uses primarily **OPEN QUESTIONS**, future-oriented and desired solution-oriented.

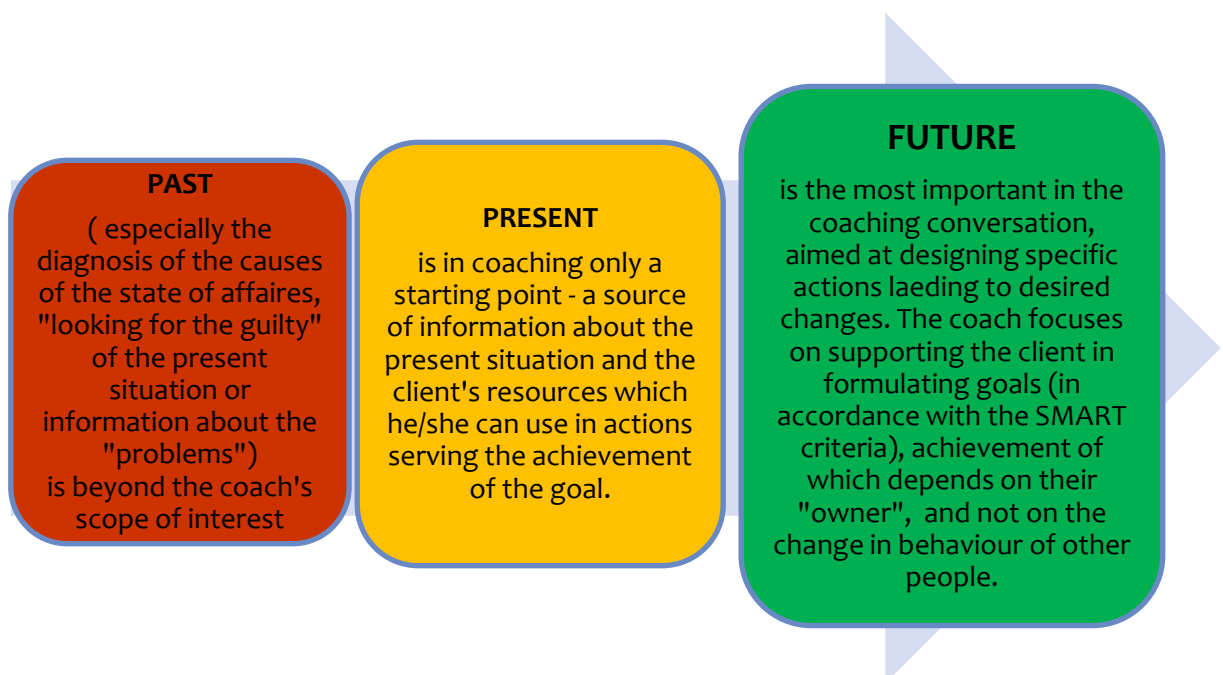


Figure 52. Timing in the coaching conversation.

The aim of using this methodology is taking by the interlocutor full responsibility for his/her decisions and actions to achieve the objectives and results of these actions.

The coach, in contrast to the mentor, does not formulate his/her own "requirements", does not instruct, advice, does not present and model "ideal" or even optimal solutions, does not "teach" and does not transmit knowledge, does not give the interlocutor a classic feedback about his/her "progress" does not share the experiences and views (is a specialist in the development, in moderating developmental process rather than "expert" in the area the coaching refers to). In conversation the **coach uses tools, allowing to preserve the autonomy of the coachee, strengthen the climate of trust, eg.:**

- **reflecting and paraphrasing** (e.g. : *From what you say, I understand that ... correct me if I'm wrong, but I've heard that ... Let me order what I've heard: you said that ... etc.*);

- **changing perspective**, allowing to look at things from another point of view (e.g. *from the perspective of another person involved in the situation, expert or authority, not involved "observer", oneself - but at a different time, etc.*).

- **scaling** - helping the client to know whether and to what extent he/she is implementing the set goal (e.g. *How much - on a scale from 1 to 5 - are you happy with what you have accomplished so far? At what stage of your plan are you, 1 is the start, and 10 finish? What is your level of satisfaction with the results of your work on a scale ...? What would have to happen to make your level of satisfaction increase by 1 degree? etc.*)

TRUST IS BUILT not only because of consciously used by the coach communication tools, but also his/her "benevolent neutrality," partnership in relations with the ward consisting in acceptance, unconditional approval of his/her outlook and objectives, choices and decisions. As in the role of a mentor an awareness of professional ethics, discretion, etc are important.

Coach's **PERSONAL SKILLS** are primarily the ability to see, name and analyse own personal emotions and reactions in order not to hinder the relations the coach-coachee. Distance, neutrality, control over emotional involvement in the "client's" affairs are extremely important in fulfilling the role of a good coach.

3.2. Effective communication as the basis of coaching and mentoring

According to Françoise Kourilsky in «from the desire to the pleasure to change », the communication is the main tool of the coach accompanied with a knowledge of the human mechanisms (psychology of the relation).

Of robust know-how in the practice of the negotiation, the relevant analysis of the potentialities and the blockings of the individual to determine objectives and to set up strategies as well as capacities of mobilization will be useful to realize an effective coaching.

3.2.1. Tools and ways of working of the coach :

Important tips:

A cooperative and firm strategy =Associate flexibility on the strategy and directivity on the objective.

The authenticity (harmonization of the verbal and the not verbal) which allows the coached to be in trust.

Know how to play silences to let get free the importance of the words.

Create synchronization with the other one (interests, attitudes).

Request the right hemisphere of the brain (emotional brain, global thought, unconscious, creativity) which favorites the change.

The communication must be indirect (metaphoric language says "full of imagery language", to adopt comparable linguistic structures = speak a language adapted to our public, the illusory alternative, to leave the choice in the activity to the pupil to take its membership while the activities pursue the same objective, to anticipate the blockings by putting them in words to avoid them, to break up of them).

1) **Be tactician as cunning as respectful:**

- The provocative humor to highlight a behavior which limits the person (not to confuse with the mockery, the person is not affected in its value).

Why to make of the humor? Because the laughter is a trigger of the motivation and the cheerfulness infers the mobilization of the resources and Him let go.

- The put on hold «an expected message is a settled message»
- the dissociation or meta position consists in helping the pupil to itself out of difficulties by allowing him to speak about it, position of " critical observer " and secondly we shall ask him to visualize again the situation but solved.

2) Throw the desired future: " from the desire to the objective of change " :

- Build the desire of change: highlight the frustrations to activate the motivation to change.

Take time to make the future imagine.

Update the beneficial consequences of the desired change.

To take time to verify the ecology of the change, the person it is in capacity to assume the consequences of this change?

3) To clarify the objectives

- It allows a centred cooperation, with stages to be carried out, modest and concrete "There is no big difficult task which cannot be decomposed into small easy tasks".

- The criteria to define the objectives:

He must be specific, concrete and assessable

He must be positively formulated

He must be realistic

He has to be of the responsibility of the person which wants to reach him

He has to respect the ecology of the person.

- The questioning which clarifies the objective:

«What do you want to obtain or improved?"

«What it will bring you furthermore? »

«In what will you know that your objective is really reached? »

«There an inconvenience in reaching this goal? »

« Has you he of the obstacles to the realization of this objective there?"

«What resources do you need? »

«What are the means to implement? »

«What are the stages? »

«What's the beginning? »

«When put itself in it? »

4) Exploit the resources:

- Detect and mobilize the resources (emotional, psychological, relational, material or technical resources).

- «The effect Pygmalion» is a relationship for a model which allows rising.

5) Respect for the ecology:

It is desirable that the changes are beneficial to the person as consequences which they pull in a way that the young person launched in a process of change, frightened, does not backtrack. To launch him in the direction of the change, he has to understand that his limits, his resistances are useful, they are badly exploited human characteristics.

6) The prescription of the symptom and the resistances:

The person indicates what she wants to modify, if we ask to the person to produce consciously its dysfunction this one does not appear anymore, it is the pedagogy by the failure, the trick is to allow the young person to be spontaneous in its negative attitudes

of failure but to experiment them consciously to have a control by the realization of the nonsense of the situation.

It is the creative method which stimulates enormously the resources of the concerned people by making them feel that it is the fact of wanting to carry out voluntarily changes which escape their control.

7) The Resistances and the inhibitions, engines hidden to exploit:

A resistance is a natural phenomenon, it is necessary to exploit the useful function of this resistance.

How to detect the resistances:

They express themselves in a more or less discreet way, verbally or not, by the statement of a rule, the judgments, the statement of a supposition, the statement of an interpretation, the statement of a past experience, a sudden change of breath, a light onomatopoeia, an inflection of voice, a change of verbal rhythm.

3.2.2. Capacities of active listening and communication in the mentorship:

Within the framework of the mentorale relation, it is important to communicate well on the interpersonal plan. The active listening does not simply consist in keeping silent when the mentoré speaks. To give the impression that what he tells you is important for you and what we give importance to it, it will be necessary to answer so that the conversation continues without confrontation

«If I ask you to listen to and what you begin to give me advice, you do not make for what I asked you.

If I ask you to listen to and what you begin to tell me why I should not feel the way I feel, you trample my feelings

If I ask you to listen to and what you think of having to make something to solve me problems, you dropped me, however strange it can appear to you

Then, please, listen to me and hear me, simply. If you want to speak, wait for a few minutes and, me promises him, I shall listen to you in my tour. "

Unknown person

3.2.3. Appropriate the factors which feed the conversation, to leave those who block it aside:

1) Nonverbal communication:

The use of the physical language is a more powerful weapon than the words; it is to be used during the exchanges with the mentoré.

- Smile.

- Touch: used with decency it is the right way to show that we have of the interest for the mentoré.

- Look in eyes: it suggests the sincerity and increases the credibility. Not use it can the appearance of a shady, guilty, shy or frightened air. But you should fix too long, it is more natural to look away by moment by looking for example over the shoulder of the mentoré. Try also to keep eyes for the same level.

- Agree of the head, use simple gestures: shaking of the head (mean that we pay attention), gestures of hands, to tilt the head on the side, bend forward to listen carefully,

- To open, to adopt an open body movements shows that we are opened to the pupil and what he tells us:

Do not collapse on his chair (the mentoré).

Avoid crossing arms and legs.

2) Create the favourable conditions to the learning

Learn with the head, the heart and the body

a) The head:

➤ **Consult the suggestive preferences:**

By reading the "chocolate-brown" word (images, words, taste, smell?) the same thing by saying out loud the word "energy", finally by redoing of memory a drawing.

Visual preference if you have images and movies, verbal if you «speak in your head» and kinaesthetic preferences if you one felt sensory

Either mixed if you notice that you speak on images or whether you have sensory felt besides the images and besides the word.

The essential idea is being able to increase the pallet of all which takes place in the head, said "pallet evocative".

Small game of the "cinema»: Ask to the child to close for eyes and invite to be made a small mental movie.

You tell him a story and to evoke mentally the scene by using most sensations: visual, hearing, olfactive, gustative and/or tactile.

Trick: thinks of the rhymes, the favorite songs, the bed songs for the hearing.

➤ **Develop the attention and the concentration:**

Exercises:

Mandala to favor the attention and the concentration before working (5min).

Method Vittoz to check "the emissivity" and the "susceptibility".

The axis of symmetry to refocus.

➤ **Make room in the head and put itself in project:**

To enter the learning the attention must be mobilized.

It is very important to define in the starting up the objective of the work which is going to be made.

Think of formulating in a specify way what is expected and no more than two actions at the same time.

➤ **Install habits:**

To fight against the fear of the unknown.

The researchers say that it is necessary 21 days to install a habit (when this one is installed, more need to negotiate). To help in the respect for the routines, use tools and techniques of management of time

Finally the method of the small steps = to decompose a big difficult task into small easy tasks.

b) The heart:

➤ **The fundamental role of the feelings:**

The positive feelings are an engine to go into the learning (pleasure to discover, enjoyment to make, pride to make a success, self-confidence).

Any new situation of learning can put us in insecurity because the unknown frightens.

What are you there then?

The fear created a short circuit in the brain and the cortex (centre of the rational logic) cannot handle the emotion which arrives.

The tonsil takes over and it is then impossible for a while to think in a reasonable and reasoned way.

In conclusion, it is better to let fall again the feelings during a little while and take back a constructive dialogue.

➤ **The self-confidence and the motivation**

The self-confidence it is the inmost sentiment which possesses a person in its capacity to move forward well in life, to manage, to adapt itself, to enter into a relationship with the others, to make of good decisions and to make a success of its projects.

It bases on good one self-respect which is the feeling of credit note of the value, to be pleasant (in the sense to be able to be loved) and to be accepted for what we are.

A good self-confidence and a good one self-respect allow to bloom harmoniously and to become a good adult in the head and at ease with himself/herself.

The pressure rises to the school level since the child is confronted with the social look and with his normative judgments!!!

It is necessary to take into account the individuality of every pupil, its rhythm.

It is necessary to stay in the encouragement, to value the success.

Make way for the movement in the class, for the tries, for the errors!

The evaluation is useful itself only if we make something positive and constructive individually and collectively. André Antibí, mathematics teacher set up «the evaluation by contract of confidence », the teacher brings in the evaluation only when he made sure whom all the children are in capacity to make a success of the test.

Where from comes the motivation?

Often this one depends on two main factors «indulge itself "and" to please the adult ".

The more the child trusts him, the more he is going to be motivated it is the «virtuous circle of the success ": I trust - > I am motivated - > I try - > I make a success.

The child tries to please the adult because looks of the gratitude and the valuation.

➤ **Solutions to favor the self-confidence:**

You should not lose eyes that a teenager is a being to become who must be respected, who does not still possess the experience and the resources to assume only. But especially it is a sponge with feelings!

Advices to support them better:

Indulgent being with oneself.

Use the method of the small steps.

Use a collaborative and playful approach for an effective work (reassure, help the young person to find his own resources).

To think of the effect of Pygmalion (experiment of Rosenthal), it is essential to carry a friendly look (sympathy, heat, friendship). If we believe in them, they begin believing in their own capacities!

Be aware and constant: let us make reflections to help him to move forward not to find relief!

To empower the young person, it also is to encourage him to make choice. Let he make decisions shows to him that we grant him some confidence, that its opinion is significant.

Value tactfully to make him become aware of his success.

Speak positive, look after the self-respect, when a young person makes an error, to judge acts and not person.

Strengthen the positive behavior. If I wish that the young person adopts positive behavior, I will have to lend more attention on the positive behavior than on the

negative behavior. It is necessary to show to the young person all the profits which he can obtain by opting for adapted behavior.

c) The body

➤ A healthy spirit in a healthy body:

Aerate the rooms, in which we work, the brain consumes 20 % of oxygen for 2 % of the weight of the body.

Drink regularly some water.

Do not forget that to sleep favors the golden memorization if we want to protect the sleep of the young people, it is recommended to disconnect screens and mobile phone before the dinner!

➤ The relaxation:

The learning requires a physical arrangement favourable to the mobilization of the intellectual skills.

When the tensions are too important (eye embarrassment, wrinkled hands) a practice of the relaxation can allow the young person to relax and to enter better the learning: the abdominal breath, the self-massages of the face, the stretching of the neck, the shoulders and the arms, the relaxation of fingers and hands (by shaking hands very fast and then slowly).

➤ The display is positive (insists on the positive aspects):

She allows exceeding the anxiety, the anger and the pessimistic thoughts to transform them into positive attitudes. It is a way of positioning in an optimistic way in life!

➤ Learn by moving:

The brain gym was invented by the Californian doctor, Paul Dennison is an educational method by the movement, and it is recognized to increase the concentration, the attention, the motivation, the sleight of hand and the memory.

3.3. Psychological and social work conditions - on the way to personalised education.

3.3.1. Organisational culture - in search of resources and difficulties in communication of the team working with youth

Any organisation, also this which gathers people working with youth and fulfilling the mission of stimulating their development, bases its actions on specific values, social norms and management style, builds a unique atmosphere, uses common symbols, creates own traditions and rituals - these determinants allow to describe the type of organisational culture. Czeslaw Sikorski defines it as a system of thought patterns and actions that are fixed in the organisation's social environment and are important for the realisation of its formal objectives. Awareness of the type of organisational culture is very important for each member, because it enables to define the strengths of the organisation and the risks resulting from the accepted model of organisational culture.

In the diagnosis of organisational culture it is worth to use standardised tools (for one of them - see Appendix XXX), in order to notice these traits, which usually remain in the

realm of the subconscious, "unwritten" rules of conduct (not always adequate to those declared) . Organisational culture - according to the criterion of awareness - works, according to Edgar H. Schein, on three levels:

- ✓ visible, conscious - artefacts⁸¹ and cultural creations, visible patterns of behaviour, symbols, ceremonies,
- ✓ partially visible and conscious - values and norms, prohibitions and ideologies, guidelines of behaviour
- ✓ not visible, usually unconscious - attitude to the environment and reality, human nature and relationships, activity.⁸²

3.3.2. Communication and cooperation with entities from organisation's environment - in search of opportunities to improve the quality and effects of support for youth.

No organisation is hermetic, it does not work in a vacuum – it communicates with entities from its close and distant environment, enters into interaction with them, influences them and is under their influence. The organisation focused on supporting youth development cannot lose sight of the primary objective when it is building and developing a network of cooperation with external entities. Contacts with the close and distant environment, communicating with parents, legal guardians, educational and cultural institutions, employees of social welfare and health care institutions, non-governmental organisations, employers and employment services, local authorities and other decision-makers must always be accompanied by reflection:

- ✓ How can "they" help a young person we take care of?
- ✓ How can "they" and "we" work together to help them more effectively?
- ✓ How do we communicate? To what extent does it help in achieving our main goal? What facilitates this communication and what is the communication barrier?
- ✓ What benefits can our organisation get from this cooperation? What benefits can our partners / entities from the environment get from our cooperation?
- ✓ What tangible benefits can a young person get from our cooperation with external entities?
- ✓ What can we do to make communication and cooperation even better, with greater benefit for a young person?
- ✓ etc.

3.3.3. An adult working with young people as the mentor/coach - on the way to personalised education.

Personalised education is something more than an individualisation of teaching and upbringing – it is a system of education optimised for the needs of individual student.

⁸¹ Among the artifacts, indicating the functioning of a given culture, one can distinguish: **language artifacts** (any language habits, for example. Addressing a person by "Mr. / Mrs" etc.); **behavioural artifacts** (any behaviour, eg. a way of greeting, etc.). **physical artifacts** (any objects e.g. armchair of the headmaster, chairs of teachers and students, interior design, etc.).

⁸² After: Encyklopedia Zarządzania, https://mfiles.pl/pl/index.php/Kultura_organizacyjna Dostęp: 5 maja 2016 r.

It is supporting the development of young learner, flexibly adapted to his/her needs and implemented with his/her active participation.

This style of education implies deliberate selection and adaptation of methods, techniques and ways of teaching and upbringing to the nature of a specific person. The student / ward is the subject of the teacher's and other adults' activities, who see him/her and stimulate development not through the ranking learning outcomes, but by the desire to succeed and enjoying it; the success is both cleaning up the classroom after classes and getting a good mark in the test - in accordance with the idea of Work Well Done.

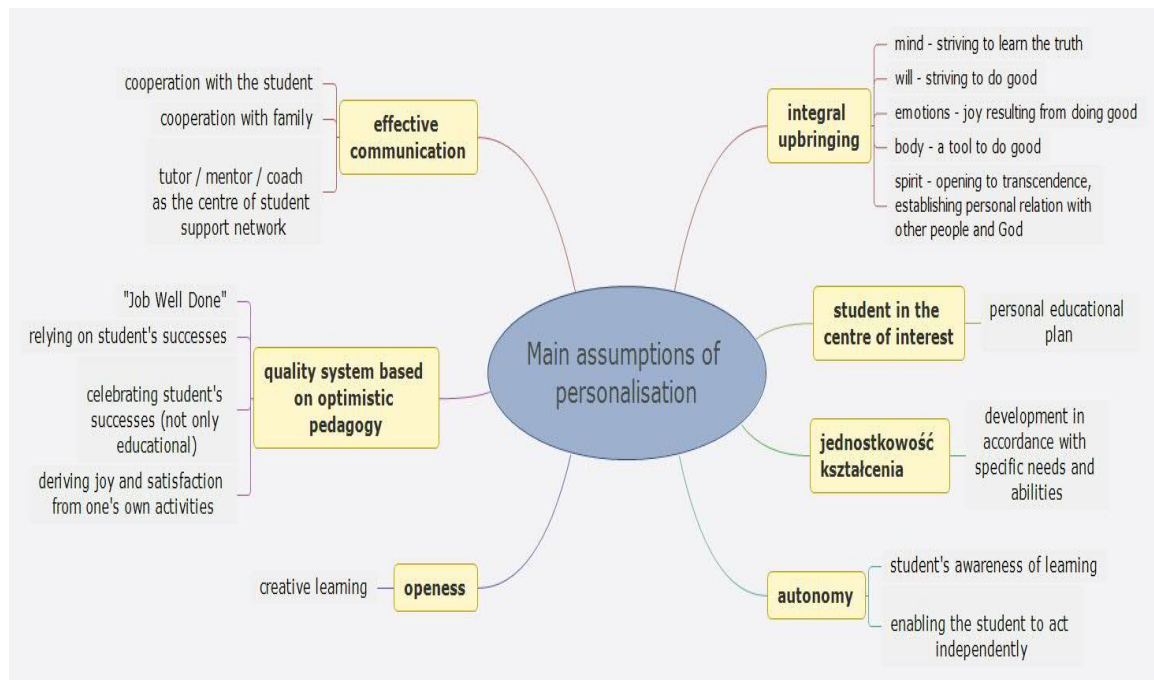


Figure 54. The main assumptions of personalised education

Personalisation, which consists in recognising and fully using the development potential of young people, is a challenge for people who work with them. Recognition entails the necessity of conscious diversification of the functioning of schools, educational and upbringing institutions, organisations working with youth and for youth, and adjusting it to different child's or teenager's needs.



Figure 55. Work Well Done as the essence of the quality system in personalised education

In the philosophy of education based on the personalisation people working with children and youth pay particular attention to the consistency of their educational activities with the so-called sensitive periods, that is development periods naturally occurring in the child's life, facilitating mastering certain habits and shaping desired attitudes. For personalised education particularly important in this catalogue are: hard work, order, dutifulness, devotion, obedience, companionship, helpfulness, regularity, perseverance, fortitude.

3.4. Understanding and the essence of lifelong learning.

"Each age is suitable for learning, and human life has no other purpose than learning. (...)"

"It is very easy to make your whole life a school. You just have to summarise for all age groups what they are capable of doing. "

John Amos Comenius

The thought of John Amos Comenius introduces us to the understanding of concepts such as "permanent education ", " lifelong education," "continuing education", "adult education", "lifelong learning", "learning throughout life. "

How, then, lifelong education should be understood ?

To explore more deeply the concept of lifelong learning and its essence, it is worth looking at it, even in a general way, from a historical perspective and learn how it is perceived in international and domestic documents. A summary will allow a synthetic reference to lifelong learning.

3.4.1. Historical view.

Development of the concept of learning throughout life has its origin already in the ancient culture. Expectations as to the systematic and sustainable development, were formulated by philosophers such as, for example: Confucius, Socrates, Plato, Pythagoras.

Socrates "made others aware that human knowledge is imperfect, and therefore throughout all his/her life a person has an obligation to mitigate this deficiency through continuous development. Famous saying *I know that I know nothing* emphasises not only that the philosopher knows so little, but also that he wants to know more. A person cannot be satisfied with superficial, vague, uncertain, shallow knowledge, but full and distinct."⁸³

The teaching views of Plato, for the most talented students assumed the opportunity to train until adulthood, until reaching the "state of the philosophers," which meant acquiring at the same time competences to rule.

Modern times, and in particular the Renaissance was characterized by, inter alia, the proclamation of the idea of self-improvement, the need for continuous development and self-realisation until death. Erasmus of Rotterdam, and Niccolo Machiavelli can be examples of people popularising lifelong education.

Comenius, who developed his pedagogical activity in the seventeenth century, devoted much attention to the determinants of lifelong school. He wrote "Pampedia", which is considered the first work devoted to learning throughout life. He explained: "As the nature is active constantly in spring, summer, autumn and winter, and never rests, so too our lives may be, of course under good leadership, filled with work during all periods and stages of our earthly journey; life wants it and enjoys it."⁸⁴

In Poland, at the end of the eighteenth century, special merits for the promotion of lifelong learning belong to the Commission of National Education. The topics concerning educational activity among adults was present in views and works of Stanisław Konarski, Ignacy Potocki, Hugo Kołłątaj, Stanisław Staszic and Antoni Popławski.

At this point it is worth quoting an extract from the work "Duties of the teacher" written in 1787 by Grzegorz Piramowicz, who pointed out the following tasks of the school: "It is not the task of the school to teach the student everything, give him complete scientific systems. The school is to be a vestibule leading to the world of knowledge, the path demonstrating the way and possibilities of knowledge, in which he wants to develop in the future"⁸⁵

⁸³ S. Tabor, Uwagi o myśli pedagogicznej Sokratesa, Nr 4 (2) 2012 Kultura i Wychowanie, s. 54-55.

⁸⁴ J. A. Komeński: *Pampaedia*. Przeł. Krystyna Remerowa. Wstępem i komentarzem opatrzył Bogdan Suchodolski. Wrocław 1973, s. 73

⁸⁵ J. Lubieniecka, Towarzystwo do Ksiąg Elementarnych, Warszawa 1960, cyt. za: Z. Wiatrowski, Podstawy pedagogiki pracy, Bydgoszcz 2005., s. 360.

The turn of the eighteenth and nineteenth centuries is an industrial revolution in Europe, which required increase in the level of education of adults. Therefore, the development of lifelong learning is a natural consequence of the industrial revolution. New educational needs arose from changes in socio - economic growth, involving higher number of people employed in industry and migration of population from the countryside to growing urban and industrial centers in order to get a job. The demand for skilled workers contributed to the development of educational institutions for adults.

England was a forerunner in the development of adult education. At the end of the eighteenth century lectures and talks on professional and socio - political subjects were organised for workers. Adult education was conducted in the form of discussion clubs, educational associations, Sunday and mobile schools. In England, a movement of self-education has also been initiated. First school for adults was opened in Nottingham in 1798.⁸⁶ In England in 1873 the world's first public university⁸⁷ was created. It organised public lectures for all interested people. At the end of the nineteenth century similar educational institutions started operating in the USA, India and Australia. In Europe, public universities functioned in Austria, then in Germany and France.

Historical perspective shows that the measures taken in European countries, including Poland, which initiated the process of adult education, adopted different criterion than before. In the past centuries, social origin and wealth was the main criterion in access to education. In contrast, progressive industrialisation caused the spread of education among workers and taking measures to improve their level of education, not because of a certain age, but because of membership in a social group, which was deprived of elementary knowledge, and had to play a specific role in the economy.

Moreover, a significant number of activities were aimed at raising professional skills of the workers and acquiring general knowledge was a kind of "by-product" benefit of these actions.⁸⁸

3.4.2 The concept of lifelong learning in education.

The concept of lifelong learning is of interest to many educators who define it in many ways.

According to Marian Wolicki " Permanent education, also called lifelong learning, continuous education, permanent learning, education throughout life, constant education or further education is the training lasting for many years, a process of continuous acquisition of knowledge , improving qualifications and skills, both

⁸⁶ Z. Popławski, Edukacja dorosłych. Wymóg współczesności czy chęć indywidualnego rozwoju <http://docslide.pl/documents/poplawski-zbigniew-eukacja-doroslych-wymog-wspolczesnosci-czy-chec-indywidualnego-rozwoju.html>

⁸⁷ Scisłowicz S., Z dziejów samokształcenia w Polsce i na świecie do połowy XX w., Toruńskie Studia Dydaktyczne, Nr 3/1993, Toruń 1993, s. 64

⁸⁸ Poradnik - Podstawy kształcenia ustawicznego. Źródło: www.centrumego.eu (data dostępu 30.08.2011)

professional and general, it's learning of a human being without a break, actually, till the end of human life.⁸⁹

Other definitions specify that lifelong learning "is an educational idea of deeply humanistic character, because it puts a human being in the centre of its interest, for whom, in the name of benefit and prosperity, optimum conditions should be created and the possibility of lifelong learning and training, ensuring him/her the most complete development in personal, social and professional sphere."⁹⁰

For Professor Zygmunt Wiatrowski " permanent education is understood most often as the whole of educational processes occurring during human life, which means lifelong processes conducted in all possible organisational and program forms and in all situations of contacts between people ".⁹¹

According to Christopher Symela lifelong learning is "a process of continuous improvement of education and qualifications resources and continuous intellectual, psychological and professional adaptation to the accelerated rhythm of changes, which is the hallmark of modern civilization."⁹²

"A constant and victorious struggle with alienation. Without this perspective, any permanent education has no chance. It's limited then to in-service training⁹³ "- this is the essential condition for permanent education for Bogdan Suchodolski.

Bogdan Suchodolski believes that permanent education cannot be treated as a continuation of education from the earlier stages of human life, but is an ongoing process that accompanies the evolution of human life. It is characterised by a "deeper dimension than teaching vocational skills. It is about the human dimension, and an aspect of personality that decides about the basic choice of values, motivation and lifestyle. Permanent education reaches the essence of the human condition."⁹⁴

"Therefore, it is worth to realise the difference between adult education, understood as education of individuals in their adulthood and permanent education as "a modern variant of general education"⁹⁵ and to "deny the widespread opinion according to which development and progress can be measured by technical and economic indicators, because they are free from human and social context. "⁹⁶

In the "Dictionary of Education"⁹⁷ Bogdan Suchodolski defined adult education as:

⁸⁹ M. Wolicki, Edukacja permanentna – potrzeby i formy, Forum Pedagogiczne UKSW, 2011, s.12.

⁹⁰ Pedagogika pracy - kształcenie ustawiczne dorosłych, http://www.sciaga.pl/tekst/63155-64-pedagogika_pracy_ksztalcenie...s.2(data dostępu: 2.04.2016)

⁹¹ Z. Wiatrowski, Podstawy pedagogiki pracy, Bydgoszcz 2005, s. 356.

⁹² Symela K., Zasady wdrażania i oceny modułowych programów szkoleniowych dorosłych, MPiPS, Warszawa, 1997

⁹³ B. Suchodolski, Edukacja permanentna, rozdroża i nadzieje, Warszawa 2003, s. .54

⁹⁴ B. Suchodolski, Edukacja permanentna, rozdroża i nadzieje, Warszawa 2003, s. .57

⁹⁵ B. Suchodolski, Edukacja permanentna, rozdroża i nadzieje, Warszawa 2003, s. .43

⁹⁶ B. Suchodolski, Edukacja permanentna, rozdroża i nadzieje, Warszawa 2003, s. .92

⁹⁷ Definitions :Okoń W., Słownik pedagogiczny, Wydawnictwo Naukowe PWN, Warszawa 1992.

- Formal education, namely "(...) a system based on fixed, in terms of time and content, forms of learning (classes, grades, schools, curricula and textbooks), leading from primary education to university and including - alongside general education courses - many special programmes and the institutions of intramural technical and professional education";
- Non-formal education, namely "(...) conscious and organised activity of educational and upbringing character, conducted outside the statutory formal school system, enabling a specific group of participants to achieve the set educational goals";
- Incidental learning or "lifelong unorganised and non-systematic process of acquiring knowledge, skills, beliefs and attitudes, on the basis of everyday experience and educational influences of the environment."⁹⁸

The purpose of incidental learning is to enable gaining a deeper knowledge of the surrounding world in a non-formalised manner.

These definitions support the practice of interchangeability of the terms "permanent education" and "lifelong learning", although also different connotations of the term are indicated.

How acts of international and Polish law define concepts associated with permanent education?

3.4.3. Permanent education in international and national documents.

In 1971 UNESCO established International Commission for the Development of Education. Its task was to first examine the current state of education in the world, and second develop assumptions for future development. Under the leadership of Edgar Faure the report *Learning to be* was prepared.⁹⁹

In the report there are three basic rules affecting the development of education:

- The principle of democracy, that is, the universality of education;
- The principle of continuity, which is permanent education;
- The principle of curricular, structural and methodical flexibility.

In particular, the second rule from Faure's report set the base and gave directions for the development of adult education, emphasizing the permanent dimension of education. The report stresses the importance of raising the learning society and the need to introduce them to the self-study, taking systematic educational activity. The report draws attention to the great importance of modern technology and the development of education systems as a whole, taking into account lifelong learning.

⁹⁸ Definitions: Okoń W., Słownik pedagogiczny, Wydawnictwo Naukowe PWN, Warszawa 1992.

⁹⁹ E. Faure, E. Herrera, A.R. Kaddoura, H.Lopes, A.W. Pietrowski, W. Rahnema, F.C. Ward, *Uczyć się, aby być*, PWN, Warszawa 1975.

Recommendations on the Development of Adult Education was adopted in 1976 during the 19th General Conference of UNESCO in Nairobi defined adult education as: "(...) the whole complex of organised educational processes, formal or other, regardless of the content, level and methods, continuing or complementing education in schools, universities, as well as practical learning, so that people regarded as adults by the society, to which they belong, develop their abilities, enrich knowledge, improve their technical and professional qualifications or acquire new profession, changing their attitudes and behaviour in terms of universal personality development and participation in balanced and independent social and cultural development."¹⁰⁰

In accordance with the above document the tasks and objectives of adult education are:

- consolidation of international peace, development, cooperation and understanding;
- facilitating understanding of major contemporary problems and social changes taking place with the desire to actively participate in social development in order to achieve social justice;
- the development of a conscious attitude of people to the surrounding physical and cultural environment, and making efforts to improve the environment, respect for and protection of nature, tradition and social ownership;
- shaping the attitude of respect for diverse customs and cultures on the national and international level;
- the development and dissemination of multiple forms of communication and solidarity in various social groups: in the family, in the local environment, in the region, the country and on the international scale;
- the development of the ability to use different sources of knowledge, teaching to acquire new knowledge individually, in groups and in educational institutions in terms of acquiring information, raising vocational qualifications, acquiring new forms of behaviour and comprehensive development of personality;
- pursuit for a conscious and effective combination of process of development and improvement of personality with professional activity, personal interests in the field of spiritual and aesthetic values with the achievements of modern technology and implementation of professional tasks;
- the development of a proper understanding of the problems of bringing up children in the conditions of modern life;
- developing skills how to use the mass media, especially radio, television, film and print;

¹⁰⁰ Recommendation on the development of adult education, adopted by the General Conference at its nineteenth session. Nairobi 26 November 1976. UNESCO. Za: J. Półturzycki, *Dydaktyka dorosłych*, WSiP, Warszawa 1991, s. 33-34.

- learning to use them as sources of knowledge and transfer of public opinion;
- the development of learning skills and self-education.¹⁰¹

The International Commission on Education for the 21st century, established at the request of UNESCO in 1993 under the leadership of J. Delors, 20 years after the Faure's report, prepared another report.¹⁰²

The report recommended to national governments to provide their citizens with access to lifelong learning, making up the four basic pillars of modern education:

- learn to live together - learning harmonious coexistence - to develop understanding of neighbours, their history, traditions and spiritual values;
- learn to know - learning how to acquire knowledge - gaining general education and arousing the need for learning throughout life;
- learn to work - learning to act - to develop the competences to deal with unusual situations and the ability to work in a group;
- learn to be - learning to live - none of the human talents: memory, logical thinking, fantasy, manual skills, a sense of aesthetics, communication skills, natural charisma to lead the group cannot be lost. "¹⁰³

In addition to the United Nations, the European Union also paid considerable attention to lifelong learning.

One of the elements of the Lisbon Strategy is a new approach to the issue of lifelong learning. According to the guidelines of the Strategy it is necessary to remodel education system in the Member States of the European Union in such a way as to promote the development of knowledge-based economy.

"In the era of globalisation, development of knowledge-based economy and the revolution of information and telecommunications in the educational systems of European countries the importance of the concept of learning throughout life is steadily increasing. The idea of lifelong learning is based on creating learning opportunities for all ages and at all levels, both in schools and in out-of-school forms. It is an essential tool for constant complementing of knowledge and skills and adapting them to changing circumstances. "¹⁰⁴

In the definition of the OECD (Organisation for Economic Cooperation and Development) "lifelong learning" is a "concept of learning including individual and social development in all forms and in all settings – in the formal system, i.e. in schools,

¹⁰¹ J. Półturzycki, dz. cyt., s. 36-37.

¹⁰² J. Delors (red.), *Edukacja - jest w niej ukryty skarb*, Wyd. UNESCO, Warszawa 1998.

¹⁰³ *Edukacja permanentna w świetle dokumentów UNESCO* Daniel Korzan

¹⁰⁴ M. Budzyńska, *Koncepcja kształcenia ustawicznego w Unii Europejskiej jako jeden ze sposobów realizacji Strategii Lizbońskiej, ze szczególnym uwzględnieniem Polski*, Urząd Komitetu Integracji Europejskiej, <http://www.lifelong-learning.pl/unia/9.pdf>, s. 1

vocational training centres,, tertiary and adult education, and informally, at home, at work and in the community. "105

The Communication by UE Commission *Making a European Area of Lifelong Learning a Reality* defines lifelong learning as "all forms of learning undertaken throughout life, in order to deepen the knowledge, skills and competences in the individual, civic, social and / or vocational context".¹⁰⁶

The Resolution of the European Council of 27 June 2002 shows that learning throughout life should involve learning from preschool stage to retirement, including the entire spectrum of formal learning (in schools and other institutions of the educational system), non-formal (in institutions outside the educational system) and informal (natural). Furthermore, it should apply to all lifelong active learning, aimed at developing knowledge, skills and competences within personal, civic, social and employment-oriented perspective. The basic reference in this respect should be the person as the subject of learning what is to emphasize the meaning true equality of opportunities and the quality of the learning process. "107

The scope of the implementation of lifelong learning strategies in Europe shows that "Member States adopt a broad understanding of lifelong learning, covering with this concept all forms of education, regardless of the location in which it takes place, using all types of instruments and all forms of pedagogical approaches. Continuous education is addressed to the general population, taking into account the specific needs of certain social groups. The principle of learning throughout life is accepted in all Member States, but there are significant differences in national approaches as to the degree in which is in practice included into (some or all) the components of the educational system. "108

The adoption by the European Parliament in 2007 of the *Treaty of the European Qualifications Framework for lifelong learning* (European Qualifications Framework - EQF) developed by the European Commission was important for the promotion of lifelong learning.

Thus a new tool was created that allows citizens of the Member-States of the European Union and above all employers to compare the level of qualifications acquired in different countries in different educational systems.

¹⁰⁵ M. Budzyńska, *Koncepcja kształcenia ustawicznego w Unii Europejskiej jako jeden ze sposobów realizacji Strategii Lizbońskiej*, ze szczególnym uwzględnieniem Polski, Urząd Komitetu Integracji Europejskiej, <http://www.lifelong-learning.pl/unia/9.pdf>, s. 2.

¹⁰⁶ M. Budzyńska, *Koncepcja kształcenia ustawicznego w Unii Europejskiej jako jeden ze sposobów realizacji Strategii Lizbońskiej*, ze szczególnym uwzględnieniem Polski, Urząd Komitetu Integracji Europejskiej, <http://www.lifelong-learning.pl/unia/9.pdf>, s. 2.

¹⁰⁷ M. Budzyńska, *Koncepcja kształcenia ustawicznego w Unii Europejskiej jako jeden ze sposobów realizacji Strategii Lizbońskiej*, ze szczególnym uwzględnieniem Polski, Urząd Komitetu Integracji Europejskiej, <http://www.lifelong-learning.pl/unia/9.pdf>, s. 2.

¹⁰⁸ M. Budzyńska, *Koncepcja kształcenia ustawicznego w Unii Europejskiej jako jeden ze sposobów realizacji Strategii Lizbońskiej*, ze szczególnym uwzględnieniem Polski, Urząd Komitetu Integracji Europejskiej, <http://www.lifelong-learning.pl/unia/9.pdf>, s. 10.

Key objectives of the EQF is to promote labour mobility of citizens between Member-States and to facilitate lifelong learning.

"Europe 2020" - a strategy for intelligent and sustainable development facilitating social inclusion is a new, long-term program of socio - economic development of the European Union, which replaced the Lisbon Strategy.

The strategy "Europe 2020" includes three interrelated priorities, set goals for 2020, and proposed seven leading initiatives which will enable progress under each priority. One of them is the "A programme for new skills and employment" - a leading project for the modernisation of labour markets and strengthening position of the citizens by developing their skills throughout their lives in order to increase labour participation and better match the demand to the supply on the labour market, through i.a. labour mobility.¹⁰⁹

Understanding and the essence of lifelong learning in the context of historical experience, pedagogical thought and educational policy in Europe and in Poland shows some regularities.

Over the centuries, the meaning and development of lifelong learning was always conditioned by the socio - economic context. Depending on the period of civilization different social groups have access to lifelong learning. Other benefits resulted from adult education in ancient times, and other during the industrial revolution.

In particular, educational systems adapted their offer in the field of lifelong learning to social and economic needs. Such an understanding of lifelong learning is instrumental, tightly linked to specific economic needs, labour market, which influenced the development of the society of the particular country and satisfy its current needs.

Another regularity in terms of understanding permanent education can be seen in philosophical and pedagogical thoughts from ancient times to the most recent. Its essence is humanistic dimension of education, which aim is a continuous development and improvement of a person, also in " incidental forms," as describes it B. Suchodolski.

International and national documents currently perceive permanent education in two ways. They combine" instrumental approach " , namely adapting continuing education to the demand on socio - economic market with the "human dimension" of education, that is, the possibility of continuous personal development in which acquiring further competencies is beneficial to the individual and the society in which he/she lives. The approach called " lifelong learning" is a process that happens in a formal way (limited system of education), non-formal way (in institutions outside the educational system) and informal way (incidentally, naturally).

Modern understanding of lifelong learning is most similar to the above view.

¹⁰⁹ Komunikat Komisji Europejskiej Europa 2020 Strategia na rzecz inteligentnego i zrównoważonego rozwoju sprzyjającego włączeniu społecznemu <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:PL:PDF>, s. 5

Module III. Practical aspects of coaching and mentoring.

1. Diagnosis of youth in the context of their resources and personal development goals.

The classical concept of diagnosis really does not exist in coaching. More appropriate here is the idea of self-diagnosis, which is done by the coachee in cooperation with the coach. For the coach, the most important is the perception of the coachee by himself/herself. This self-knowledge can be included in a few areas that allow to determine the customer's potential covered by coaching. And this in turn helps to clearly define the goals which we are going to achieve and shape motives strong enough to undertake actions. Therefore, the role of the coach is primarily to assist in the diagnosis and development of competences /abilities of the person he/she is working with. The coach should remember about providing safety and comfort for the ward/student, because only then it is possible to operate efficiently.

Getting to know the student's resources and his/her personal development goals is the basis for designing a development path. Both the resources and personal development goals, we can recognise in the context of the three areas of competence: personal, social and professional competences.

1.1. Personal competences (intrapersonal) are in particular:

- self-awareness,
- self-regulation,
- inner motivation,
- expression of emotions,
- evaluation and intensity of feelings, understanding the viewpoints of other people,
- trust in other people,
- strengthening self-esteem,
- conscientiousness, reliability.

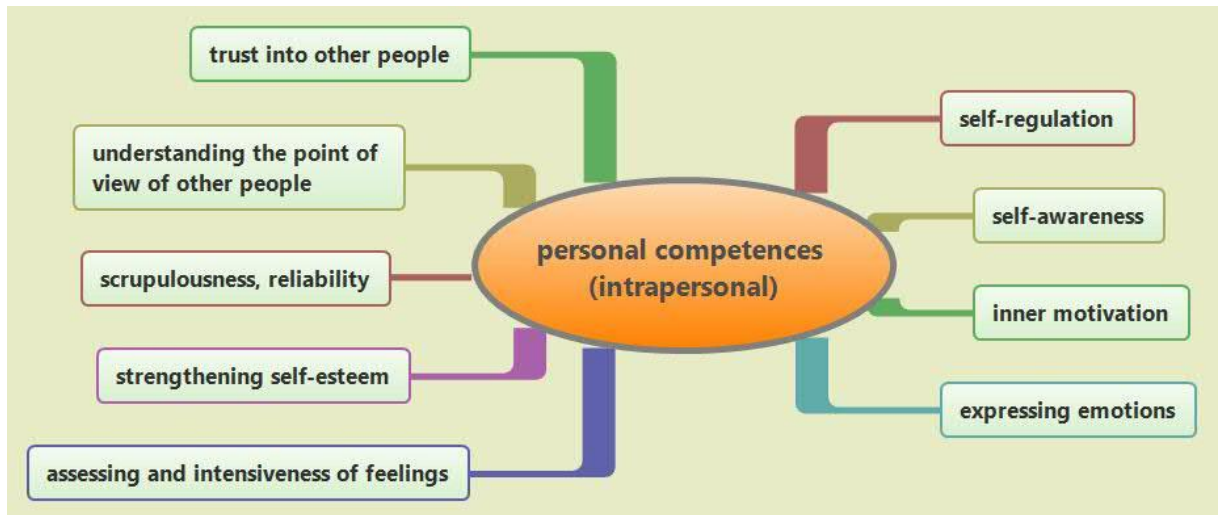


Figure 56. The personal competences.

1.2. Social competence (interpersonal)

A man is a social being and most behaviours are of interpersonal character. Human behaviour is guided by two main needs: the attribute and status. Social competences allow for the satisfaction of these needs. They give the ability of such behaviours, which allow building positive relationships with others and effectiveness in achieving one's own goals in contacts with others.

These are:

- influence,
- cooperation and collaboration,
- leadership,
- assertiveness,
- tolerance toward others,
- functioning in relationships with adults,
- overcoming stage fright,
- making contact,
- ability to receive and use feedback.

The development of social competences depends on the predispositions (personality, temperament).

The development of social competences focuses on real situations of the participant. We can talk about student's practical skills. Particularly important here are the abilities to establish contact, feedback, which are crucial in coaching conversation, especially with young people at risk of exclusion or socially excluded because of their dysfunctions, disabilities, financial situation, low self-esteem and lack of motivation.

There are a number of reasons for displaying fear and anxiety behaviour when establishing contact. The reason of lack of confidence and shyness are usually long-standing, negative beliefs about oneself. For example, thinking about oneself:

- I am boring.
- I am socially unattractive .

- I have nothing to say. I say things which are not interesting.
- No one is interested in what I want to say.
- I cannot convincingly express my opinion.
- I cannot find myself in the company.
- I'm worse in comparison to other people.
- I'll only make a fool of myself. I am childish and naive.
- I'm shy. I look ugly today.
- I have no clout.
- Someone else can say it nicer and smarter than me.
- I don't mean much.
- Opinions of other people are more important than mine.
- I'm not worth that much to count.

Such beliefs can have a source in unpleasant childhood experiences, for example being mocked by adults or older siblings. This could be words uttered by a person important for the child, e.g. that someone from his/her siblings or peers is more well-read, nicer-spoken, more convincingly expresses his/her opinion. Or being made silent by an adult or older sibling when trying to express their views or to express something significant for them. This could produce a conviction, that it is not worth to speak, because what we have to say is not interesting or important for anyone. Unfavourable beliefs about oneself can also be formed at school, if the teacher ridicules student's opinions. It could happen, that under strong emotions, the child was unable to respond properly. Repetition of such a situation leads to a belief that we cannot adequately express our thoughts.

Therefore, if a young person has difficulty in communicating with others, it is always worth going back to their previous experiences and recall memories shedding some light on the causes of the current problems.

The way in which we react in different situations is formed not so much under the influence of words uttered to us, but emotions these words contained. Taking into account that the message came from persons important for us, its hurtful, painful echo is imprinted in our feelings and memory, along with all the emotional undertones. It is seen as irrevocable and absolutely true assessment of our person. And this remembered emotional evaluation - even though not necessarily true - sets henceforth direction for our thinking about ourselves. To change this, first of all, we need to challenge the veracity of those unfavourable convictions. The fact that we were once shy, we had difficulties with expressing ourselves etc., does not necessarily mean that it has to remain so. Not always a pattern of behaviour assigned to us in the past years by our family corresponds to our current needs and works in our lives. It is worth to spend a little time and determine what experiences from the past still influence our current behaviour, making contacts with other people difficult. And then realise that they don't have much in common with our current attitude, and that when the opinions about us were uttered they didn't have to be true. Writing down on a piece of paper our strengths, virtues, skills (without false modesty) and reading them as often, until we consolidate our new image will be helpful. Then it will be easier to modify our behavior in a more satisfactory way.

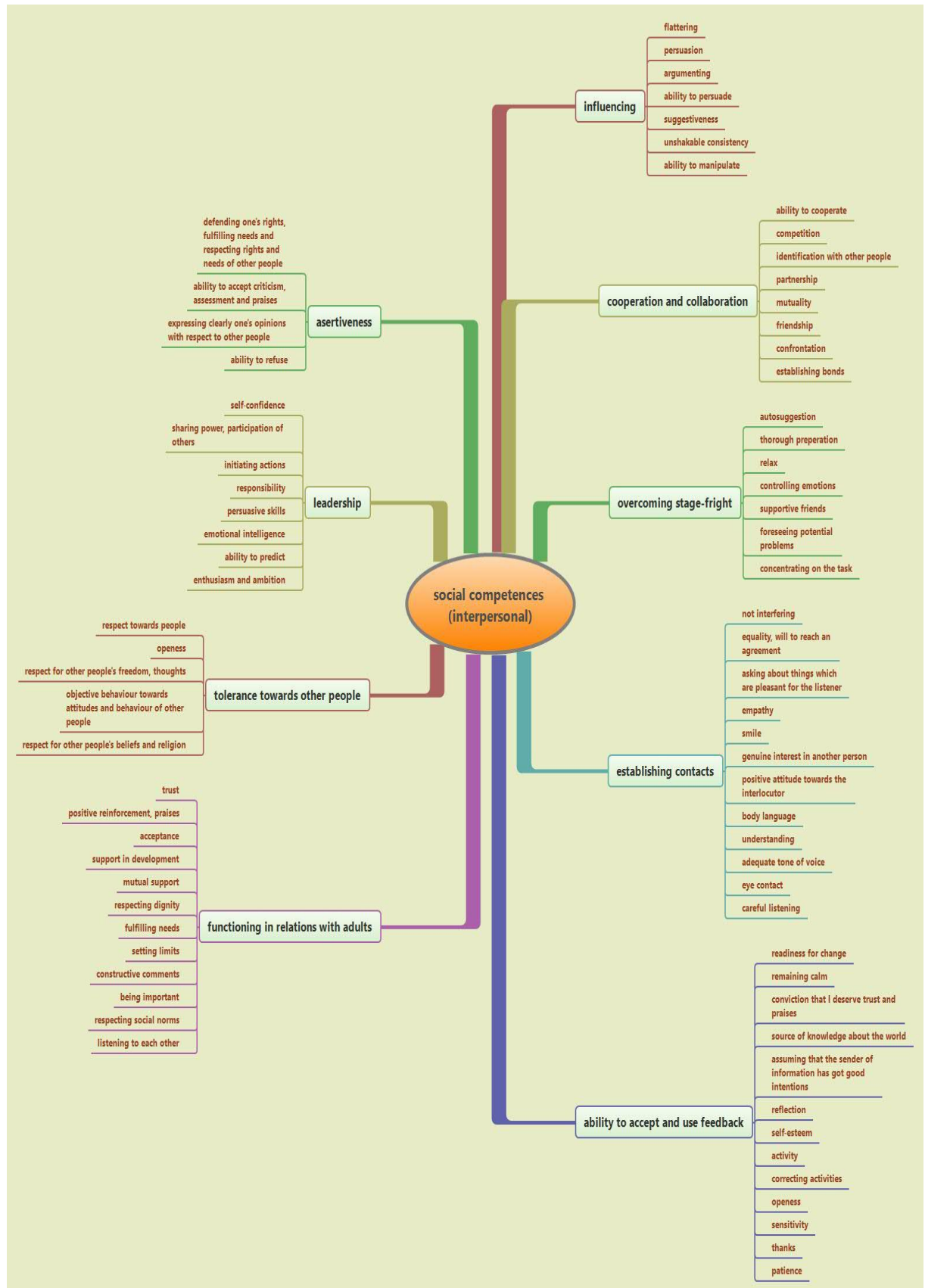


Figure 57. The social competences.

1.3. Educational and professional competences

- abilities,
- interests,
- professional skills,
- knowledge,
- teaching and training,
- professionalism,
- analytical thinking,
- mobilising other
- teamwork,
- communicativeness,
- creativity,
- taking responsibility,
- coordinating and planning,
- organisation of work,
- goal-orientation,
- customer-orientation,
- assertiveness,
- flexibility,
- striving for development,
- building relationships,
- ethics,
- resistance to stress,
- time management,
- team management,
- involvement,
- accuracy,
- perseverance and consistency.

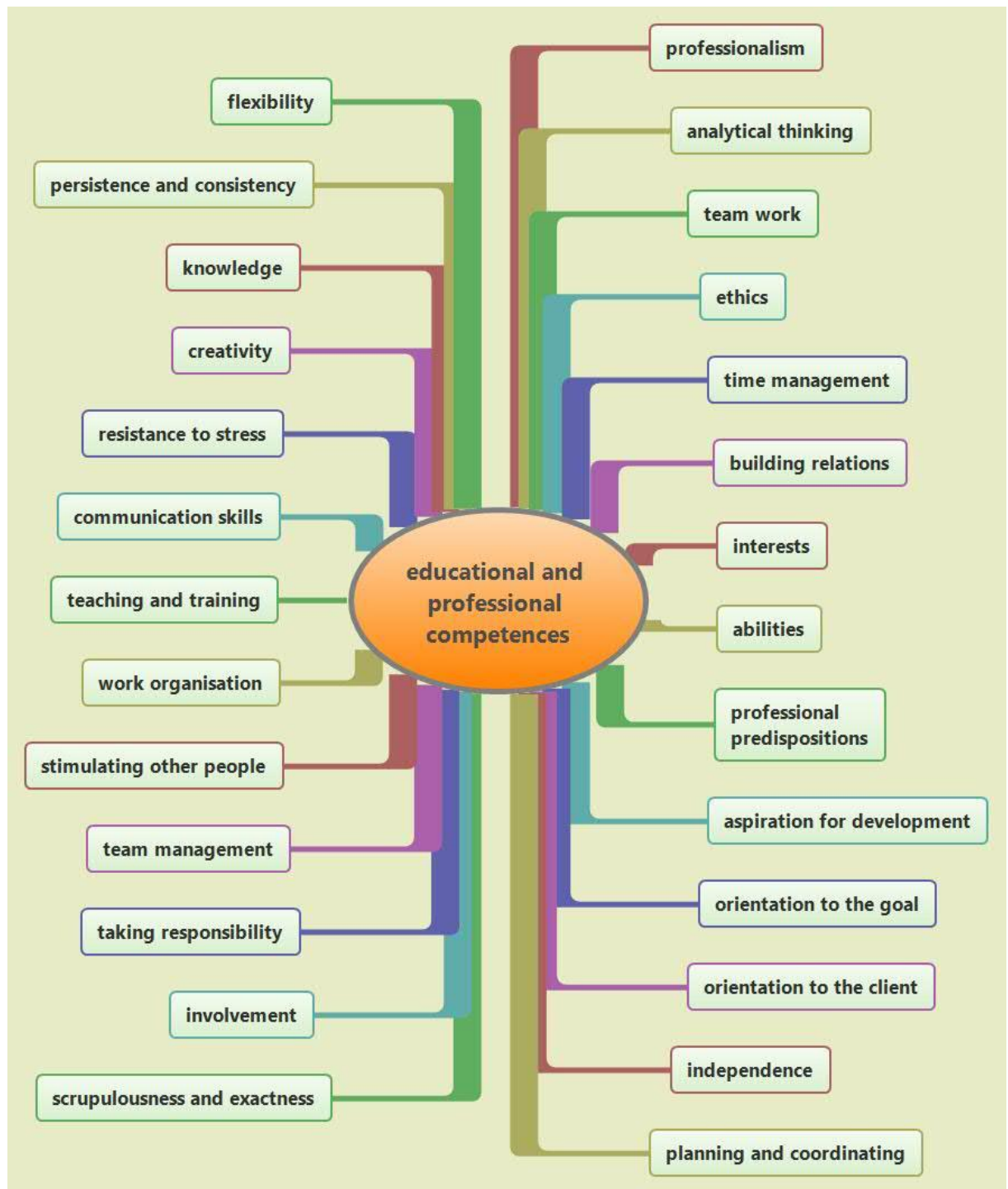


Figure 58. The educational and professional competences.

Those three competence areas overlap. Sometimes it is difficult to determine whether a feature is more e.g. a professional or social competence.

Diagnosing the potential of young people in terms of personal, social, educational and professional dimensions is to get to know the resources on which they should base their work supported by a coach. Each of these characteristics can be determined in more detail, ask questions and set goals.

Part III includes maps showing given competences. In the case of social competences detailed descriptions have been included useful in coach's work. In a similar manner the other can be detailed.

The coach may use competence maps to work with the students, and improve his/her own techniques and personal development. Based on the diagnosis of resources we formulate development goals and tasks to be performed, which may take the form of a plan for a particular period of time.

2. Methods and tools useful in diagnosing youth potential.

People working with disabled young people, at risk of social maladjustment and socially maladjusted, have access to numerous standardized, licensed tools for diagnosing charges. Some tools are made available on the basis of free licenses, in open resources (eg tools for diagnosing multiple abilities by Howard Gardner and other materials useful in working with pupils with special educational needs), allowing to recognize the potential and limitations of the mentee and environmental factors affecting his or her functioning.

In our study, we recommend using soft, alternative (to traditional) research methods to diagnose young people's potential, useful both in individual and team work with the mentees.

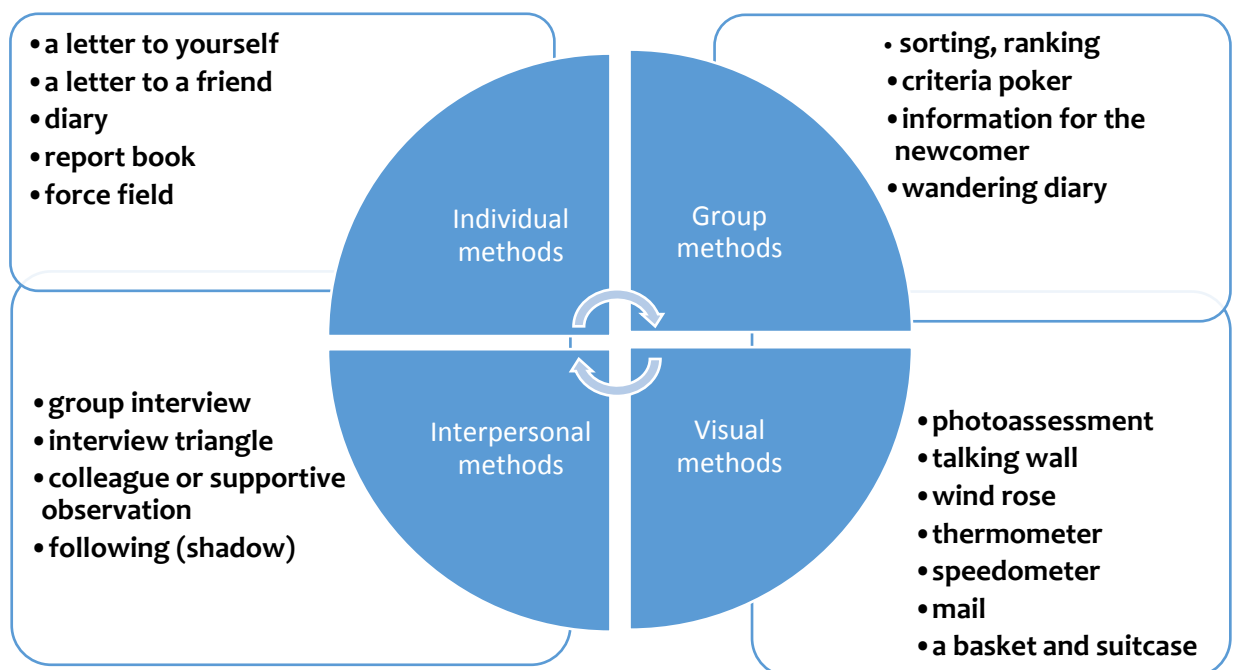


Figure. Soft, alternative to standard ones, methods of diagnosis and evaluation. Compare: http://www.nauczycielbadacz.pl/data/various/files/narzedzia_badawcze_nb/me_tody_alternatywne.pdf

We propose many of them in the "Workshop Scenarios" and place them in the "Tools" attached to the scenarios.

Here we will characterize only selected methods from this group and some coaching methods adequate for working with young people.

Priority Pyramid (ranking).

Priority pyramid (triangular ranking) and diamond ranking are methods for sorting (hierarchise, ranking) data, which run like a criteria poker game. Participants play with cards, but arrange them on the triangle (pyramid) or diamond, made up of as many "bricks" as there are aspects/issues subject to diagnosis/discussion (as many cards are in the game). In the diagnosis of the pupil, for example, on the cards, he can save development goals set by him during the coaching sessions and, working working on the diagram, arrange them according to the following rules:

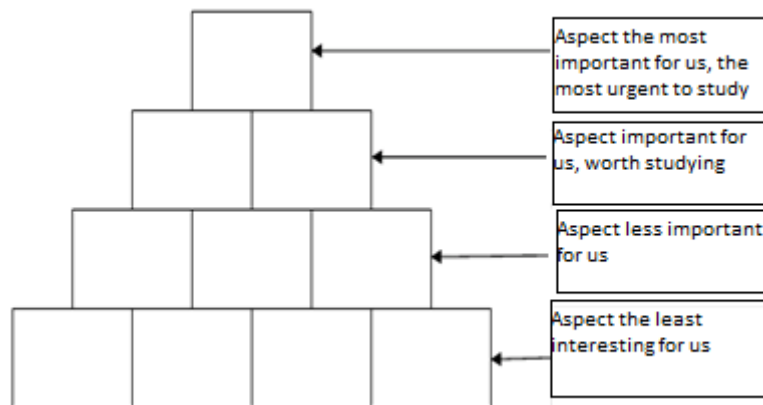


Figure 16. Sorting – triangular ranking (priority pyramid)

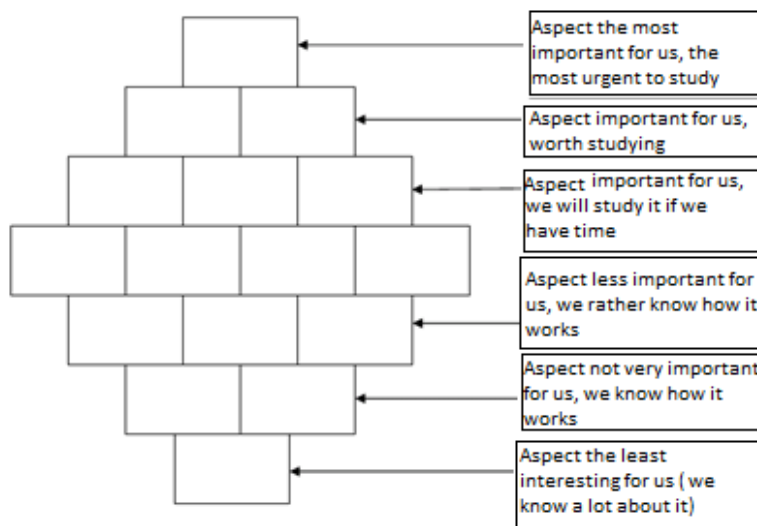


Figure 17. Sorting – diamond ranking

Planning the future: used at every stage of the work, for short and long term activities, to determine specific activities, intended results, planning work at home.

Brainstorming: used constantly in the work with the student/ward, the way of collecting ideas, learning about opinions, reasons, the level of the student's/ ward's knowledge.

Conversation, debate: exchange of views, opinions, improving argumentation skills.

Assertiveness Map: used to determine in what situations we make use of assertiveness, in what we feel helplessness and uncertainty

Interview, motivating interview: used to design specific work areas with the student/ward, to summarise the results, deepen relations.

Observation: used in the current work with the student/ward, allowing for modification of forms and ways of communicating with the student/ward, setting goals and tasks allowing for their achievement, helpful in assessing changes in the student/ward.

Circle of life (values, career): used to diagnose "here and now" and plan goals to achieve and set priorities.

Analysis of advantages and disadvantages: helpful in analysing positive and negative behaviours of the student/ward.

The questionnaire for analysis of strengths and weaknesses: used to broaden awareness of the student/ward about their strengths and weaknesses, to help in the planning and execution of tasks, achieving the objectives.

Feedback: used at every stage of tutoring work with the student/ward in respect of any area of competence.

The question of miracles: a tool helpful in defining the sought objective and identifying indicators which testify that it has been achieved.

Me and my work: a questionnaire that allows to learn about professional preferences of the student/ward, indicating what gives them pleasure or causes difficulty.

Projection technique: affecting the imagination of the student/ward, designing the future with the use of their resources.

"Form of the scale of changes" .

Questionnaire "Form of the scale of changes"

Form of the scale of changes is a tool which aim is to learn about the attitudes towards changes, goals and actions taken. It can help to achieve the set development goals.

The form contains 24 statements arranged in three areas.

Instruction:

Fill in the form below. The content of the statements cover the area of your current activity.

Think and write down answers **YES** or **NO** in the neighbouring columns.

YES - means that you agree with the content of the statement,

NO - means that you do not agree with the content of a given statement.

After completing the task count the answers separately for each block.

Every answer is correct. The questionnaire allows identification of the type of actions that can be taken to address the need for personal development in terms of current activities (school, academic, professional).

The results should be analysed in terms of personal development needs in the scope of an activity, as the command of a coach is that the content of the statements in the "form of changes" should refer to this particular area of life.

I area

	statement	YES	NO
1	I know my goals, but I have got problems how to start realising them.		
2	I know my strengths and I'm looking for strategies how to optimally use them.		
3	I'm satisfied with the results of my actions, but I strive for further development		
4	If I make a mistake I know that I don't function faultlessly and I should improve		
5	I identify those competences I want to work on.		
6	I will take an easier way to the goal, if there is such.		
7	I think that ideas how to act more efficiently are the key to one's own development.		
8	Greater efficiency of my actions is possible if I am creative and well-organised.		
	Score		

II area

	statement	YES	NO
1	Knowing the rules which are obligatory in the field of my activity is the condition to achieve success.		
2	I would like to know how to get rid of my weaknesses to eliminate them as obstacles in my actions.		
3	Looking for alternative solutions is not always a good idea, it's better to follow a known path.		
4	I think that I have accomplished lots of changes and I have experience in improving my actions.		
5	It happens that the results can't be improved.		
6	When I don't achieve assumed results, I don't try again.		
7	If I gained experience in a given action, I don't undertake another ones unknown to me.		
8	I make mistakes when I stop trusting my beliefs and adopt beliefs of other people.		
	Score		

III area

	statement	YES	NO
1	I don't reflect on what I mainly care about.		
2	I know I have got competences to achieve goals, but I don't know whether I should be proud of them.		
3	I'm not always happy with my success, it happens sometimes that I'm frustrated.		

4	I don't feel disappointed if I don't achieve the goal – in fact I don't know if the goal was really important for me.		
5	Preventing mistakes in actions is senseless, because it's impossible to eliminate them.		
6	I know reality, which can't be changed, so it's better to adapt and avoid influencing it too much.		
7	Habits and routines are always present in my actions.		
8	I don't know what I want to achieve in the future, I set short-term goals.		
	Score		

Source: Own materials on the basis of: Rogala-Marciniak, S., Rogala, Ł., T. (2012). *Coaching. Zbiór narzędzi wspierania rozwoju*. Warszawa: Wolters Kluwer Polska Sp. z o. o.

The questionnaire for the diagnosis of students communication skills

Instruction:

The ability to communicate with others is a characteristic that differentiates humans from one another.

The purpose of the questionnaire is to learn about one's own skills to communicate in different social contexts.

Mark how often you behave as described below, both in school and out of school situations. All answers are "good."

Each answer is just as important. By giving the responses numerical value: **2** or **4** or **6** you indicate that:

- you occasionally behave in this manner – **circle 2**
- you sometimes behave in this manner - **circle 4**
- you almost always behave in this manner - **circle 6**

	Statement	Points		
1	I haven't got problems with expressing friendly feelings towards other people	2	4	6
2	I can dramatise my utterances	2	4	6
3	I can cooperate giving consent	2	4	6
4	I can suggest others what to say	2	4	6
5	I can freely express my assessments and opinions	2	4	6
6	I haven't got problems with giving detailed information	2	4	6
7	I can object	2	4	6
8	I can show my negative feelings and emotions	2	4	6
9	I can be tolerant towards other people's beliefs	2	4	6
10	I can assert my rights	2	4	6

11	I can ask, despite circumstances	2	4	6
12	I enjoy speaking in public	2	4	6
13	I'm able to listen patiently to other people	2	4	6
14	I can read emotions and intentions of my interlocutor.	2	4	6
15	I can admit my mistakes	2	4	6

Score:

— **30 - 48** - low result, possibility that barriers in interpersonal communication will appear

— **50 - 70** - average result, possibility of proper communication, but it is worth improving selected skills e.g. negotiation.

— **72 - 90** - high level of communication skills.

Source: Own materials on the basis of: M. Sitarczyk, *Świat Dobrej Przyszłości – innowacyjna metoda i narzędzia pracy wychowawczej*, Fundacja Inicjatyw Menedżerskich, Lublin 2014.

A tool to assess one's own attitudes KASH model

(KASH Model can be used both for work with an individual and a team)

Instruction

By completing the following table, you're supposed to think about, for example: your current role in school life.

After completing the table, give yourself a rating from 1 to 10 in each of the following areas:

1 - represents little knowledge and skills, negative attitudes and habits,

10 - represents the best knowledge, skills and positive attitudes, habits.

After analysing your score, consider which area(s) you would like to improve.

Areas to develop	grade (1 – 10)
Knowledge How do you assess your knowledge?	
Skills What skills have you got? Are they compatible with the requirements towards you?	
Attitudes What is your attitude towards e.g.: school you study at, other institutions where you develop your interests and fulfil your needs and your role as a student?	
Habits What are your habits and everyday routines? How do they contribute to your success?	

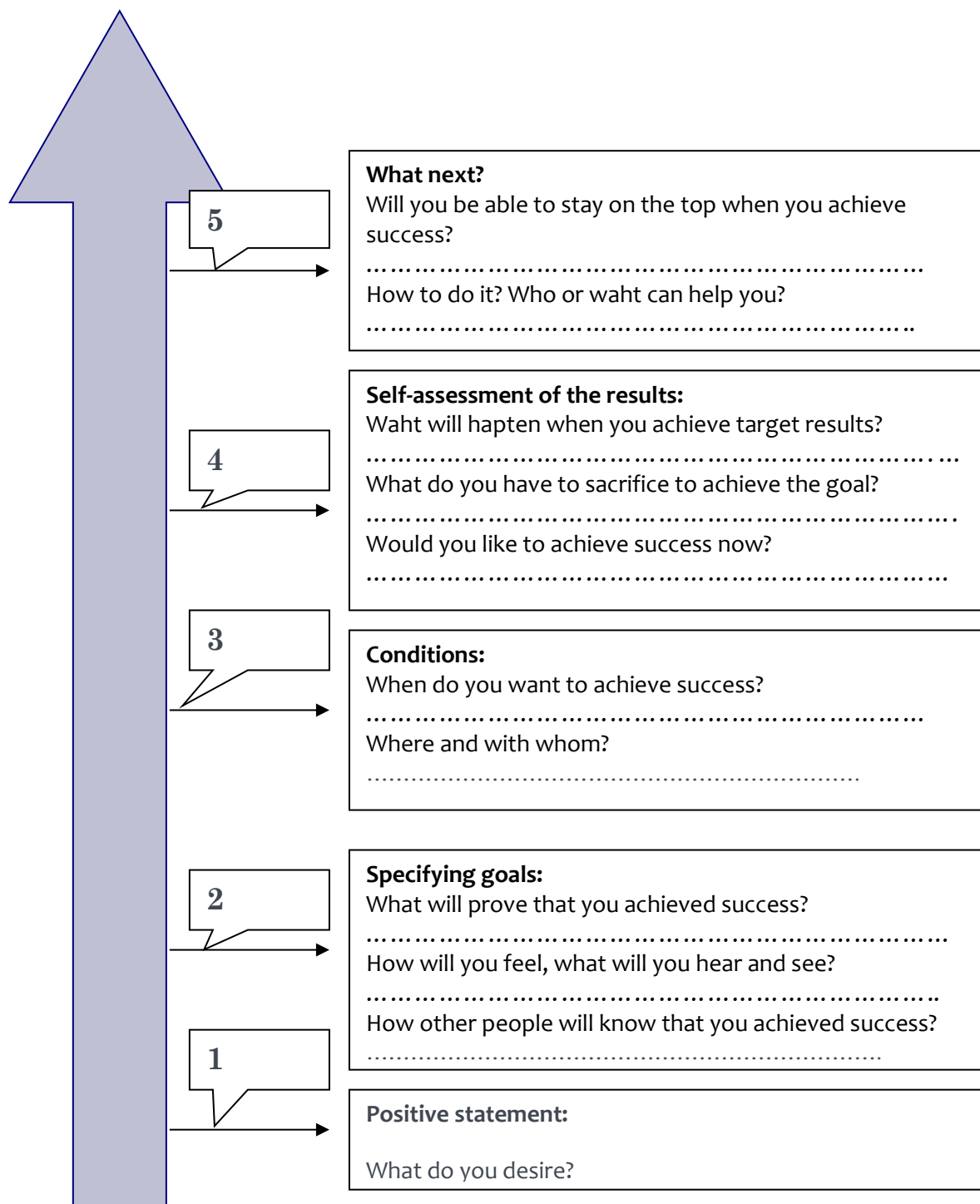
Notice: work on resources lets the coach to compare the present situation with the target one, and recognising the areas for change he/she can respond to real needs of the student/ward/group.

Source: own materials on the basis of: S. Neale, L. Spencer-Arnell, L. Wilson, *Coaching inteligencji emocjonalnej*. Warszawa 2010.

Achieving development goals - "The Road"

The purpose of the proposed tool "Road" is to make the student aware of the goal especially important for him/her.

It allows to stimulate the inner potential for both identifying the target, and planning stages to achieve it. In addition, the coach can unleash the potential of the student necessary to determine the circumstances to achieve the goal, success criteria, the people involved. It also draws attention to the important question of what to do next, when the target is reached - whether it's the end of the road?



Source: own materials on the basis of: Z. Domaradzka-Grochowalska, J. Wachowiak, Załączniki do materiałów szkoleniowych. Szkoła jako organizacja ucząca się – rola zewnętrznego wsparcia, https://doskonaleniewsieci.pl/Upload/Artykuly/o_3/zestawienie_zalacznikow_ore.pdf (dostęp: 3.04.2016)

It is worth adding that the methods and tools proposed by us should not be used by a teacher / educator - a mentor-coach, in artificial situations, arranged only for diagnostic purposes. They are to be primarily helpful in conducting coaching conversations, flexibly

selected by the adult adequately to the situation and individual needs of the mentee. Stefan Kisielewski said that "the tea does not become sweeter than mixing". Similarly with the diagnosis - the development of a young person does not become real from the research itself.

3. Methodology and structure of an individual programme of work with the student/pupil.

A milestone in the relationship between the coach and the mentee is the development of an individual program of work with a young man. The structure of the individual program has not been set anywhere. It can be copyrighted coach idea, but it is important that it contains the key to the development of a person covered by the support.

Individual programs should therefore include:

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.

In this material there is a proposal for the structure of the individual program, which is the effect of Polish-French cooperation.

The program is distinguished several stages:

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.

It's worth adding that the tools allowing to establish a diagnosis as closely as possible to the skills and the difficulties of the young person are many as well as the professionals who are going to frame him.

Eg. What kind of information can be obtained from the educational institution's employees is shown in the table:

Teachers	<ul style="list-style-type: none"> - School skills - Social skills - Personal skills of autonomy, initiative, perseverance
Psychologist	<ul style="list-style-type: none"> - Evaluation of the intelligence quotient and thus the mental deficiency (light, average) - Processing speed of the information - Indication of verbal understanding - Indication of perceptive reasoning - Indication of Working memory
Speech therapist	<ul style="list-style-type: none"> -The joint(articulation) -The word -The vocabulary and the syntax -The reading -The written production -The working memory -The attention and the concentration -The spatiotemporal location -The reasoning (deductive and inductive) -The capacities and the relational attitudes
Psychomotor therapist	<ul style="list-style-type: none"> - The spatiotemporal location -Latéralité -Grapho motricity -Visuo construction - The body image and the muscle tone - Development psychology engine (static and dynamic balance, the fine motricity, coordination, the rhythm, global motricity) - Clinical observation (tricks, presentation, interactions, genealogical location)
Nurse	<ul style="list-style-type: none"> -The indications and the contraindications (sports, workshops, allergies) -General Health -Medicinal Treatments -Followed outside (dentist ...) --Autonomy in the management of papers
Technical educator	<ul style="list-style-type: none"> - Technical skills - Skills of autonomy, initiative, perseverance - Social skills
Educator of boarding school	<ul style="list-style-type: none"> - Hygiene (physical, clothing, food) - Management of the everyday life, the maintenance of the place of life and common areas - Autonomy and initiative in the coverage of its life (personal project, adaptability in the situations, the self-awareness of its handicap) - Social interpersonal skills

	- Civilities (behavior in front of rules) - Assimilation (understanding, interiorization of the instruction, the quality of the realized task) - Activities (creativity, curiosity) - Collection of the objectives of the young people
Social worker	-Collection of the objectives of families -Financial and administrative autonomy -Family environment -Social integration - Professional integration

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 im.

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.

Eg. Synthesis of the diagnosis – student's profile:

Student's profile	Student's strong points	Areas for development
Psychological profile (intrapersonal)	Obeying moral norms and social rules. Awareness of mistakes made.	Low self-esteem . Distrustful towards other people.
Social profile (interpersonal)	Ability to strive for a set goal. Helping the weaker, empathy. Leadership abilities.	Lack of ability to cope with stress and other emotions. Inability to akcept criticism.
Educational and vocational profile	Taking responsibility for tasks performed. Interested in music and dance.	Inaccurate execution of tasks. Lack of perseverance and conscientiousness.

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

Selected areas for development:

Area for development within intrapersonal competence:

1. Raising self-esteem.

Area for development within interpersonal competence:

2. Developing the ability to deal with emotions, including stress.

Area for development within educational and professional competence:

3. Developing the ability to persistently strive for the goal and be accurate in the activities performed.

Defining goals to be achieved with the student/ward.

Goals to achieve with the pupil:

Raising self-esteem.

1. Developing the skills of proper self assessment.
2. Developing student's strengths.
3. Developing skills to build her own value system.

Developing skills to deal with emotions and stress

1. Developing the ability to express thoughts and feelings, defusing bad emotional states.
2. Implementing new effective ways of coping with stress in everyday life.
3. Improving the ability to solve stressful and conflict situations.

Developing the skills of determination in the achievement of goals and accuracy in the implementation of tasks.

1. Indicating examples of proper attitudes related to accuracy and determination in action in the student's environment and motivating her to imitate them.
2. Improving conscientiousness, reliability in action, e.g. by positive reinforcement.
3. Teaching patience and determination.

Describing the expected results.

Expected results.

The student/ward:

- 1) can determine her strengths.
- 2) understands the importance of self-esteem.
- 3) is aware of the need to have her own value system.
- 4) can talk about her emotions.
- 5) knows how to deal with her emotions and problems.
- 6) knows the reasons for inability to cope with stress.
- 7) copes better in stressful situations.
- 8) can conscientiously and diligently perform the assigned task.
- 9) can be patient and determined in performing tasks.
- 10) can do the task to the very end.

Stage IV

Planning activities - milestones.

1. I know that I can.
2. I know my emotions, I can deal with them.
3. Accuracy and persistence as a way to achieve success.

Fragment of the coaching session plan:

Milestones	Coaching sessions	Methods and tools used during the session
Concluding a contract	The rules for work of the teacher-coach with the student/ward during coaching sessions.	Conversation with the student, technique of unfinished sentences. Contract visualisation.
I know I can. Raising self-esteem.	Me and my self-esteem.	Coaching conversation, the wheel of satisfaction, the film <i>Akeelah and the Bee</i> , „I am ” list
	I express myself in music (design of a musical arrangement - my portrait).	Project method, coaching conversation, show, presentation
	I build my system of values.	Coaching conversation, list of values, visualisation of values

The general 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
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	2

		described in the programme).	
	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.	30
V.	Evaluation of the programme of work with the student/ward	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

The coaching program must be based on the recognized resources of a young person and take into account the innovative method of positive social modeling.

We propose changing the methods of educational work in which the basis of activities the mentee will make a diagnosis based on the resources and individual potential of the child, and not, as often happens, on deficits and problems. Personal resources will be diagnosed, including temperament and individual abilities and social skills, emotional skills and ability to act. The program in its concept assumes methods based on innovative solutions, both in the phase of getting to know the child, as well as designing, implementing and evaluating the methods of individual support in the form of coaching and mentoring.

The structure of the program can be changed. We can distinguish different stages of its development and implementation.

4. Milestones. Difficult situations in the work of a coach, mentor.

4.1. The difficulties met in the work of a coach, a mentor

Surprises and myths with regard to the mentorship:

Surprise1: the children can amaze us

Surprise2: we can weave a very narrow emotional link with the mentoré

Surprise3: we forge links with other people that the pupil mentoré

Surprise4: we can learn on one

Mythe1: it will be always easy

Mythe2: I can see fast changes to my mentoré

Mythe3: I can adopt the philosophy: "do as I say, not as I do" mythe4: I can abandon at any time without it really affects the mentoré

4.2. Management of the behavior of the mentoré:

Stage 1:

Examine the context or the situation: it is necessary to be good detective and to try to determine if something can explain the behavior of the mentoré.

- When? The behavior can vary according to the moment of the day, of the session, of period with more or less of agitation.
- Where? The behavior can vary according to the place, especially if it changes.
- What? The noise can be the cause of difficulties of concentration.
- Which (who)? Many children are more shaken than others.

Advices of prevention:

- > Always begin a session by speaking about the day plan. Fix the limits of time and of the behavior.
- > Say of that you expect from the pupil before changing activity, place...
- > Go away as much as possible others if we are not a member of an activity of group.
- > Too much do not spend time on an activity (max.15 at 20 minutes).

Stage 2:

To guide the pupil instead of disciplining her to incite him to adopt more appropriate behavior rather than to punish or to correct

- > Tell him who to make rather than what he should not make, positively. On the positive behavior comment as soon as they occur
- > To ignore the behavior intended to draw our attention
- > To use a positive vocabulary and clear as often as possible
- > Stop immediately any power struggle: if the behavior worsens, to have a break to withdraw from the situation

4.3. The Challenges of the mentorship:

These challenges are minor when they are anticipated.

«What's to be done if my mentoré does not want to make the planned activities? »

- > Make a small walking.
- > Ask him questions on his week.
- > Make a market by asking to work 1 or 2 activities planned against a game.
- > Cut the session of one hour in 3 slices of 20 minutes (activity of career, literature, games).
- > Imply the mentoré in the planning with the aim of having certain control.

«What's to be done if the mentoré spent a bad day? »

It is noticeable by a more silent, absent-minded attitude.

- > To make a little of reading to 2 (rather a funny book) may pass in another activity.
- > Tell jokes.
- > Ask the mentoré what is not going and to discuss with him the way of improving its humor.
- > Ask the mentoré if he wants to return to a more familiar place.
- > Ask the mentoré if he wants to participate or not?

"What's to be done if my mentoré behaves badly?"

The young people test the limits to see to where they can go.

- >Be firm but friendly: the children stop as soon as they felt the limits.
- >To determine duration suited for the activities.
- >To warn.
- >To stop the activity.
- >To try something else.

"My mentoré is easily distracted during the sessions?"

- >To change activity at least twice by session to favor the variety.
- >To avoid the too busy zones.
- >Ask the pupil to turn the back on windows, on corridor or on activities (sport).

"I need more ideas of activities to be made with my mentoré."

- >To choose the activities together.
- >Look for physical activities (constructions, activities where it is necessary to move...)
- >To use the new technologies.
- >Activities of literature.
- > Discussions with other mentors about their success.

4.4. The solutions to the challenges:

1. Be flexible: change activity when one needs (to us to feel him thus being in connection (empathic attitude).
2. To Place limits: we have the right to say no.
3. To Ask for help.
4. Have fun!

4.5. The risks to the mentorship.

- >Respect always the integrity of the mentoré:
 - respect his wishes
 - maintain him in his zone of comfort
 - be attuned to thrown messages
 - Always respect the physical distance which he needs
 - The reality and the perception of our behavior has to be above suspicion: what can seem us harmless is not necessarily for the other one
 - Not to let embark on a compromising situation
 - No secret, ever: the mentoré must know that it can have neither conversations nor actions between the mentor and him there about whom they cannot speak outside. Our purpose is to create a close but not compromising relation.

5. Applying coaching and mentoring in work with young people at risk of social exclusion.

Social exclusion can be understood as a situation in which an individual who is a member of society cannot normally participate in the activities of citizens of this society, although this limitation does not result from his/her internal beliefs, but is beyond the control of the excluded individual. Social exclusion is a multidimensional phenomenon and in practice means the inability to participate in economic, political and cultural life as a

result of lack of access to resources, goods and institutions, limitation of social rights and deprivation of needs¹¹⁰.

The concept of social exclusion was born in France in the early 1970s, when the minister of social well-being René Lenoir used this term for people excluded from the insurance system based on a regular employment, considered unfit for life in an industrial society, living on the margin of society. Various categories of citizens were described with this phrase, including disabled people, the elderly, victims of violence, single parents, marginalised people. Since then, the term "exclusion" has spread, and at the same time was redefined and supplemented (mainly due to the emergence of new problems and new categories of people). Since 1989, when the European Union adopted a resolution aimed at counteracting social exclusion, this term has gained widespread popularity, and in 1999, under the Treaty of Amsterdam, the elimination of social exclusion has become one of the objectives of Community's social policy.

The European Union's "Poverty 3" report describes social exclusion as a dynamic and multidimensional process, consisting in a lack, or insufficient level of participation in mainstream society, and lack of access to the most important social systems (including labour market, education, medical care, social security) which may result in the breaking of family and social ties, loss of sense of life and identity¹¹¹.

Popularly, social exclusion is identified with poverty. However, such thinking narrows the problem - poverty is an important, but at the same time, one of the factors that may result in exclusion. The following charts show the rates of the risk of poverty or exclusion in EU countries in recent years (Eurostat data¹¹²).

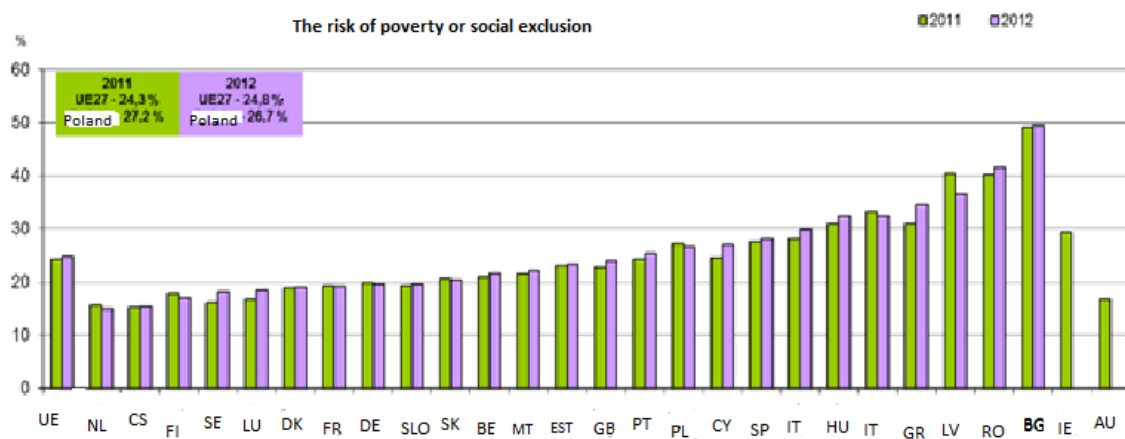


Figure 18. The risk of poverty or exclusion in EU countries in the years 2011 i 2012.

¹¹⁰ Encyklopedia Zarządzania, (Encyclopaedia of Management) by Łukasz Garlak: https://mfiles.pl/pl/index.php/Wykluczenie_spo%C5%82eczne Access: 1 May 2016.

¹¹¹ Czapiński J., Panek T., Diagnoza społeczna 2005. Warunki i jakość życia Polaków., (Social diagnosis 2005. The conditions and quality of life in Poland) Warszawa 2005, p. 232

¹¹² European Statistical Office

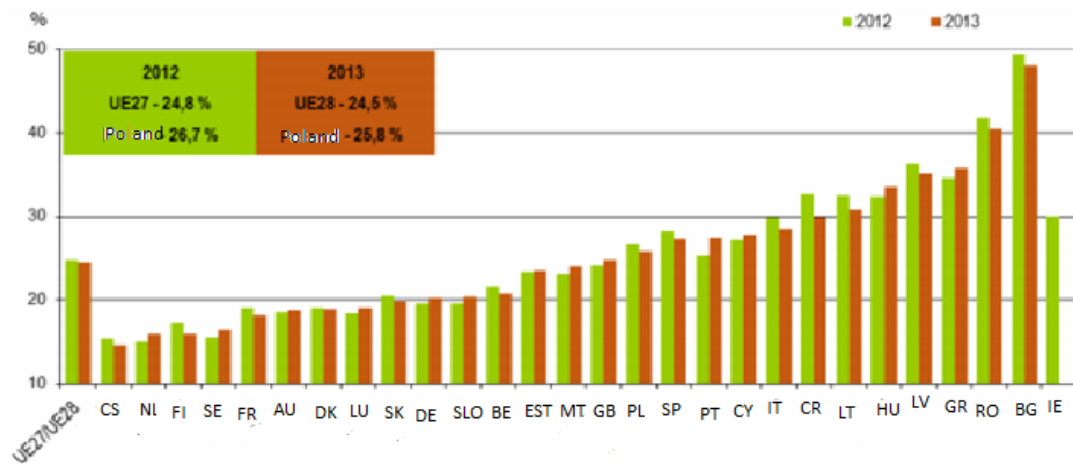


Figure 19 The risk of poverty or exclusion in EU countries in the years 2012- 2013¹¹³.

Among the social groups particularly at risk of exclusion are: children, youth, the elderly, the homeless, the poor, refugees, the unemployed, the disabled, women, minorities.

Of course, in case of this group of young people mentoring and coaching techniques are not the only panacea, but they can support the effects of other forms of support (classical individualisation, workshops, compensatory classes, revalidation, therapy, rehabilitation, etc.). They are all the more important because they are based on a very personalised cooperation process, they provide close and systematic contact with a responsible adult "guardian", they influence the strengthening and development of these spheres of personality, character and those key competences that are "responsible" for dealing with their own dysfunction, problems in the mental sphere, beliefs, decisions. The goals of (co-operation) work with adolescent students should be passed through a filter of appropriate (to the child's situation) symptoms of potential social exclusion, e.g.:

¹¹³ Main Statistical Office - Department of Social and Life Conditions Research, European Research on income and life conditions (EU-SILC) in 2013 . http://stat.gov.pl/download/gfx/portalinformacyjny/pl/defaultaktualnosci/5486/7/5/1/euro_badani_e_dochodow_i_warunkow_zycia_-eu-silc-_w_2013.pdf Access: 1 May 2016.

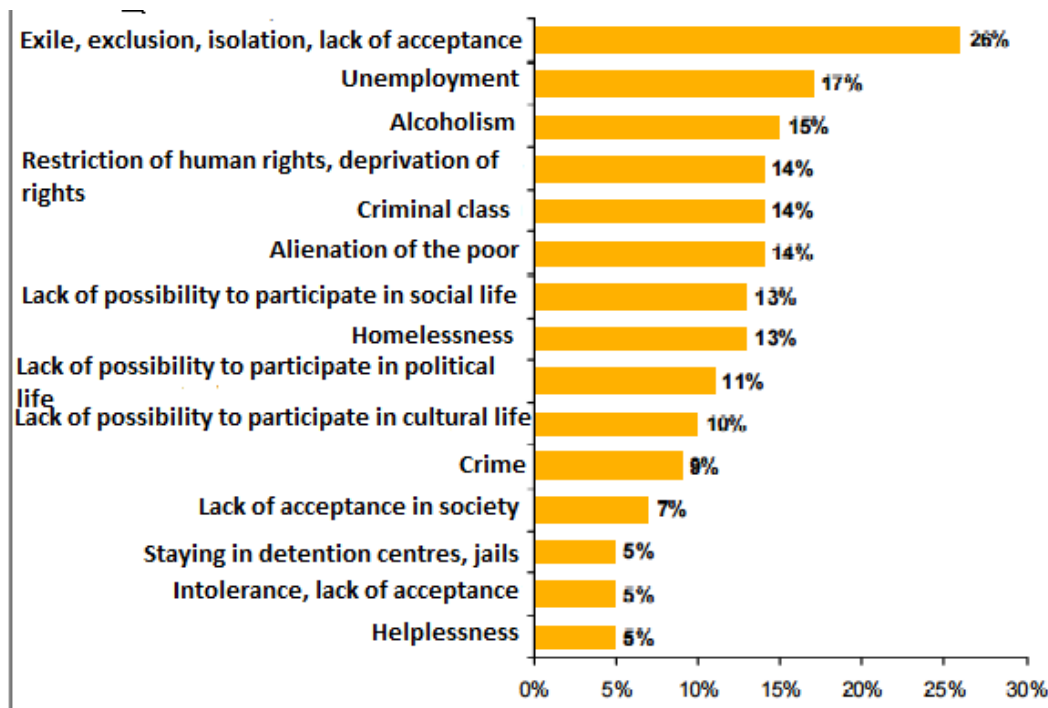


Figure 20. Guide on the implementation of support for socially excluded people and those threatened with social exclusion under the Human Capital Operational Programme, Warsaw 2009, p. 7¹¹⁴.

Why do we need such a filter? To work with young people HERE and NOW, choosing such methods and forms of mentoring and/or coaching so that in the future they would have the strength to overcome their limitations. To work with a young person HERE and NOW, based on his/her potential, build their healthy self-esteem, strengthen commitment, and strive for social inclusion by creating situations conducive to relationships with others.

5.1. Disability, in particular intellectual disability.

5.1.1. Disability as a factor enhancing the threat of social exclusion

Disability is one of the factors that can result in social exclusion. The period of childhood and adolescence is crucial for the future professional activity and social assimilation of the disabled person, and comprehensive support of adults (parents, employees in educational systems, social welfare and health care etc.) at this stage of life is extremely important. The goal is to help in material, health and rehabilitation, psychological and therapeutic, educational and pro-professional areas; help - both comprehensive and balanced, to avoid shaping in young people an attitude of a passive recipient of benefits, helpless in face of challenges, passive in making every day and life decisions.

For an adult - a teenager's guardian, it is important to be aware of these threats, to include in the cooperation plan such content, forms and methods that will minimise the

¹¹⁴https://www.efs.2007-2013.gov.pl/dzialaniapromocyjne/Documents/Poradnik_dot_realizacji_wsparcia_dla_os_wykluczonych_spol_POKL_091009.pdf

danger of such negative phenomena. At the same time, it should be the rule to base on the strengths of the ward, to use his/her potential, abilities, predisposition, strengthen aspirations and dreams.

5.1.2. Work of adults with intellectually disabled youth.

As can be seen from the statistics on youth with disabilities in schools, the largest group are young people with mild intellectual disabilities, characterized by significantly lower than average intellectual functioning with a concurrent limitations in the scope of two or more of the following adaptation skills:

- ✓ communication,
- ✓ self-care,
- ✓ home lifestyle,
- ✓ socialisation,
- ✓ use of socio-cultural goods,
- ✓ self-reliance,
- ✓ caring for health and safety,
- ✓ academic skills,
- ✓ organising free time and work.

Youth with a mild disability is a diverse group - it is impossible to measure the potential and limitations of the person representing this group with one universal measure. You need to remember about it analysing the content of Appendix S18/78. *Typical features of youth with mild intellectual disability.* As in the case of work with every teenager, it is worth spending time and attention on diagnosing the interests, predispositions and talents of the ward - people with intellectual disabilities often have artistic talents.

The work of an adult with a ward with a mild intellectual disability must be based on several principles:

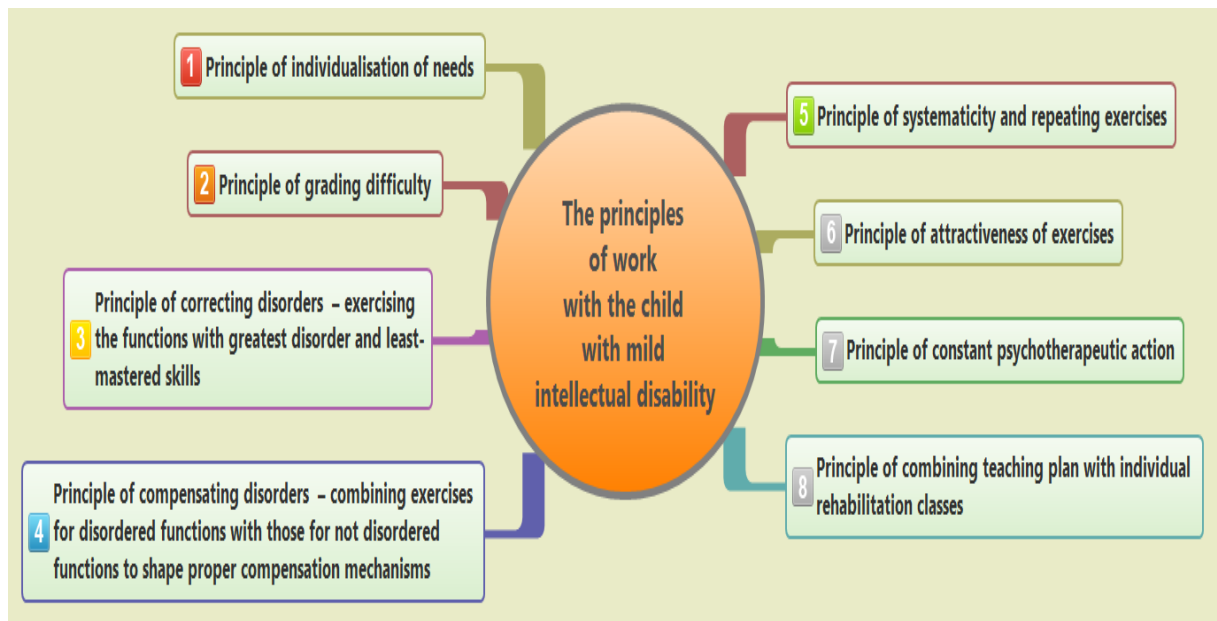


Figure 21. The principles for work with the student with a mild intellectual disability¹¹⁵

How to you work with young people with intellectual disabilities to effectively stimulate and support their development?

First of all, it seems that, taking into consideration the characteristics of the intellect and the socio-emotional sphere, the desired form of support will be mentoring.

Second, the mentor needs to match his/her own style of work, teaching methods, methods of stimulating the development of a young person, to the student's individual, specific needs and abilities.

Here are some tips for the mentor:

- ✓ Show the student your interest, be with him/her here and now, give him/her the maximum of your attention.
- ✓ Remember that you are a role model for him/her – present yourself examples of desirable attitudes and beliefs.
- ✓ Use simple tasks and activities, choose the ones the ward likes most.
- ✓ Systematically and kindly control the way the teenager performs tasks.
- ✓ Take care of the quality of non-verbal communication - let it be consistent with verbal communications.
- ✓ Take care of the simplicity and precision of verbal messages, including questions (avoid problem and cross-section questions). Let them be short, clear in intention, without hidden meanings. Remember that abstract thinking, metaphors are difficult to understand for young people.

¹¹⁵ Hanna Piekarska, Uczeń z upośledzeniem w stopniu lekkim w gimnazjum (Student with a mild intellectual disability in the lower secondary school), ORE: Access: 15 May 2016.

- ✓ If you ask about the future, "divide" the perspective into stages - refer to what is close in the juvenile's perception, gradually and sparingly move him/her to states distant in time.
- ✓ Refer to many senses - let young people learn about reality through these channels, which are their strengths.
- ✓ Stimulate and mix various activities, avoid "sitting at a desk".
- ✓ Pay attention to the signals that the ward sends - avoid overinterpretation in assessing his/her aggressive behaviour, distraction and discouragement.
- ✓ Apply the principle of difficulty grading, but also try to mix easy tasks with more difficult ones.
- ✓ Use perception, visualise, illustrate and demonstrate. Build together with the student work plans and "reports" on their implementation in the form of drawings, mind maps, "photo reports", etc.
- ✓ Use good mechanical memory of the ward, help him/her with mnemonics, memory hooks, rhymes, etc. in learning more difficult issues.
- ✓ Divide tasks, teaching material into small portions - reward completing of tasks after each stage, celebrate even minor successes - "Work Well Done".
- ✓ Create situations when the ward makes his/her own decisions and choices.
- ✓ Build a peer support network for your ward, talk about his/her progress and needs with adults who also work with him/her.
- ✓ Be patient - give your ward time, adjust to his/her rhythm and pace.
- ✓ Believe in your ward, inspire him/her with optimism - after all, as Scott Hamilton said: *The only disability in life is a bad attitude.*

5.2. Social maladjustment.

i. Social maladjustment, the risk of social maladjustment, maladjustment – definitions.

Social maladjustment, according to Otton Lipkowski, is a *characterological disorder with heterogeneous symptoms, caused by unfavourable external or internal conditions of development, and expressed by increased and long-term difficulties in adjusting to normal social conditions and in the realisation of life tasks of a given individual.*¹¹⁶

The term was introduced to Polish special education in 1959 by Maria Grzegorzewska, who describes socially maladjusted youth as *a group of all juveniles who require special educational, medical and psychological methods; all those for whom, on one hand, employers and public offices must use special methods, on the other hand, educators must resort to special methods; all those for whom you need something different than for the group of others*¹¹⁷. Students who are socially maladjusted are most often wards from educational institutions functioning in Poland - youth educational centres, placed there by court decisions.

¹¹⁶ https://pl.wikipedia.org/wiki/Osoba_niedostosowana_spo%C5%82ecznie

¹¹⁷ Maria Grzegorzewska, *Pedagogika specjalna*, 1964, s. 317-318. Quote from: Przegląd definicji niedostosowania społecznego (Review of social maladjustment definitions): <http://www.znpchorzow.pl/publikacje/opracowania/o30.pdf> Access: 16 May 2016.

Among these "special methods", mentoring (ward – adult mentor/guardian or peer mentoring) and coaching techniques used by people working with such youth can take a permanent place.

At risk of maladjustment are children and adolescents raised in conditions unfavourable for psychosocial development, which are negatively influenced by such environments as: family (their own), peer group and other groups, as well as in which the observed symptoms of disorders occur sporadically.¹¹⁸

Speaking in our program about social maladjustment and the risk of maladjustment (in the formal and legal sense), we will refer to the specificity of this group of young people. We will also discuss issues related to supporting those young people whose behaviour shows signs of social maladjustment (persistent disturbances in behaviour resulting from internal disorders or unfavourable environmental conditions).

In the popular language there are many synonyms for young people who blatantly violate social rules and norms: difficult, problematic, distorted, demoralised, pathological.

5.2.2. Reasons and symptoms of social maladjustment.

The risk of social maladjustment increases when the child/teenager:

- ✓ suffers from chronic school failures,
- ✓ grows up in a family or peer environment, which causes anger, fear of rejection, violence or indifference,
- ✓ is particularly susceptible to the influence of peers, uncritically adopts their value systems,
- ✓ has an excessive inclination to take risk and wants to impress the environment with his/her "courage" in dangerous situations,
- ✓ lives in an environment in which acting against universally binding social norms is obligatory and constitute a standard of behaviour in the family, peer group, neighbourhood community (e.g. approving theft, drugging, early sexual initiation, early pregnancy, etc.)¹¹⁹.

There are many typologies of reasons of social maladjustment in the literature - generally they can be divided into the following:

- ✓ biological (resulting from abnormalities during pregnancy or perinatal factors, resulting in the so-called postnatal brain injury),
- ✓ environmental (having their source in the family, school or social environment),
- ✓ developmental/mental (acceleration - accelerated development, retardation – slowed down development or disharmony).

For an adult working with young people, it is important to be able to see manifestations of social maladjustment, which can be very diverse and occur with different intensity.

It should be noted that not all teenager's behaviour, which are in contradiction with the generally accepted rules, is a symptom of social maladjustment. Adolescence is characterised by occurrence of specific developmental problems and resulting problem behaviours, perceived by adults as "difficult", conflictogenic (see Tools Appendix No.

¹¹⁸ Przegląd definicji niedostosowania społecznego... (Review of social maladjustment definitions)

¹¹⁹ Kagan: Młodzież z grup ryzyka (Teenagers from the risk groups)[w:] E. Pisula, „Nowa Szkoła” 1994, Nr 4. Przegląd definicji niedostosowania społecznego... (Review of social maladjustment definitions)

S18/80. *Characteristic behaviours in the period of adolescence and their psychosocial and physiological reasons*). It is also worth remembering that behaviours and attitudes of a young person perceived as "difficult" or "problem" have a positive function during adolescence, supporting their development (see Tools Appendix No. S18/81 *Problem behaviours and attitudes of a teenager as their system of protection and weakening developmental difficulties*).

For adults supporting the development of a teenager, it is important to use the time of adolescence and maturation of the ward to strengthen their own authority as an authority and a role model, as a mentor/coach, based on the basic rules of conduct. It is also necessary to be vigilant, not to miss the moment when the "problem" teenager enters the crisis phase (see Tools Appendix S18/82. *Symptoms of a crisis in a teenager*) when the guardian - a coach/mentor must seek the support of specialists (psychologists, therapists and others).

In social rehabilitation the term "social deviation" is also used - for people working with youth from this group, it is important to know the stages of the deviation process (see Tools Appendix No. S18/83. *Stages of the social deviation*), as each of them requires other methods from the guardian/educator.

5.2.3. Principles of (co-operation) work with a teenager at risk of social maladjustment.

Łukasz Ługowski commented on supporting the development of young people at risk of social maladjustment: ***The more the relationship is a contract, not a repression, the greater the chance of success***¹²⁰, pointing out in a different interview to autonomy in defining the rules for institutions for such young people: *I am not in favour that in every school, as in my school, there is so much freedom, and on the walls graffiti painted by students. To be clear - graffiti is first approved by the teacher of fine arts. You can also smoke only in a designated place. Because there is a wise constitution in our school. In it, we define things that we are not allowed to do, and not what we are allowed to do*¹²¹.

In work with youth at risk of social maladjustment, not only formal and legal qualifications of the teacher / educator / guardian are important, but above all – his/her professional passion, pedagogical intuition, creativity in looking for individual solutions to very diverse problems of the ward. Therefore, the principles of dealing with a teenager (see Appendix No. S17/77. *The rules of conduct of a mentor/coach with a "difficult" student/ward*) should always be passed through a filter of his/her individual life situation, behaviour and attitudes, his/her potential and limitations. A similar reflection should accompany the situation when the diagnosis of a teenager social maladjustment is conducted (see Appendixes No. S18/79).

¹²⁰ Cokolwiek się zdarzy, kocham cię. Rozmowa z Łukaszem Ługowskim (Whatever happens, I love you. An interview with Łukasz Ługowski), „Gazeta Wyborcza”, http://wyborcza.pl/duzyformat/1,145322,18217783,Cokolwiek_sie_zdarzy_kocham_cie_Rozmowa_z_Lukaszem.html Łukasz Ługowski is the headmaster of the Youth Socioteraphy Centre in Anin near Warsaw (<http://www.moskat.pl/>).

¹²¹ Polska szkoła jest chora. Łukasz Ługowski w rozmowie z Violetta Ozminkowski (Polish school is sick. An interview with Łukasz Ługowski: <http://polska.newsweek.pl/polska-szkola-jest-chora,33744,1,1.html> Access: 20 May 2016.

It is also worth to self-evaluate your work (see Tools Appendix No. S18/85. *Diagnosis of effectiveness in the role of an educator - guardian and guide of young people*) and systematically obtain feedback on its quality from wards and other people who have knowledge about our activities.

5.3. Material status and family situation.

5.3.1. Poverty as a factor causing risk of social exclusion.

One of the strongest factors causing risk of social exclusion of an individual and family is poverty.

The most common factors that are actual sources / reasons of poverty include:

- ✓ households living on non-profit sources (e.g. pensions, social benefits),
- ✓ low level of education,
- ✓ number of persons in the household (e.g. large families, single parents),
- ✓ health (e.g. extreme poverty rate among people in households with at least one disabled person in 2012 amounted to approx. 11%, while the percentage of people at risk of poverty in households without disabled people was 6 % last year)
- ✓ place of residence (the risk of poverty is greater in rural areas than in cities), region.

Poverty affecting young people is even more dangerous, as it tends to "be inherited" and is often associated with (also "inherited") attitude of passivity, low motivation to change the situation.

As can be seen from the data cited above, factors that influence the risk of social exclusion often interweave or accumulate (a person with a disability in the family increases the probability of poverty, poverty causes more difficult access to higher education and thus results in education lower than expected in the labour market, etc.).

5.3.2. Factors intensifying the risk of social exclusion of young people lodged in the family.

The family, which is the earliest educative environment for a child, can - even despite low socio-economic status or other factors hindering everyday functioning - be an anchor for young people and the driving force for their development. It may also constitute a developmental obstacle for him, and even a threat - not only physical, but above all mental. The emotional atmosphere of the family is particularly important.

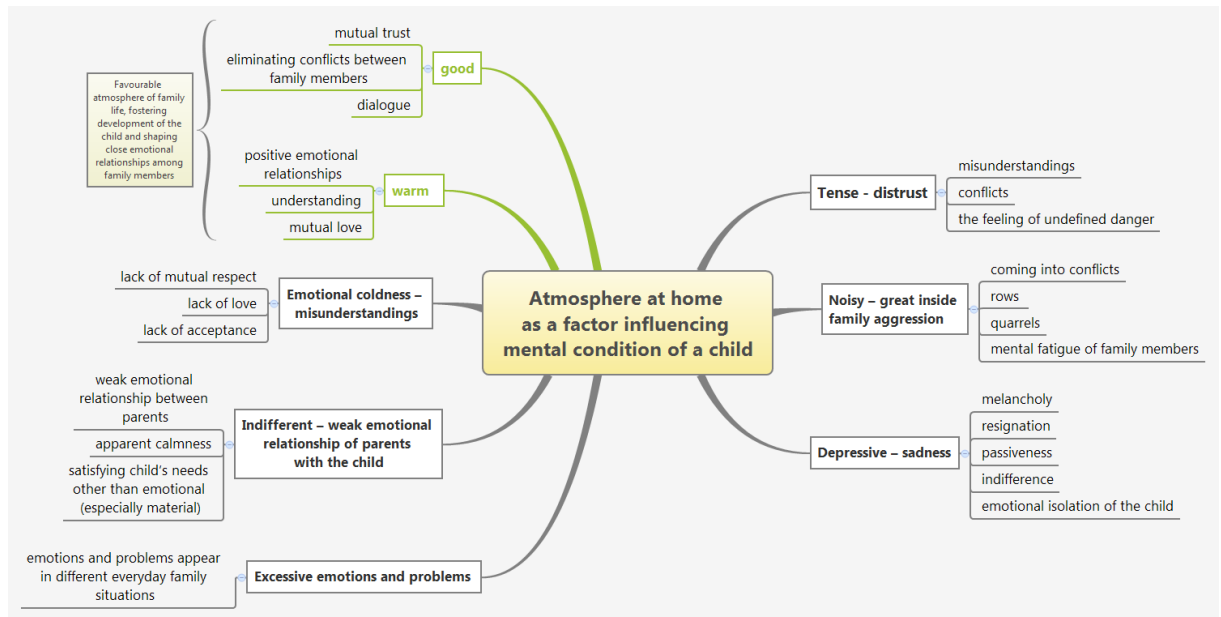


Figure 22. Family atmosphere as a factor influencing mental condition of a child¹²².

In recent decades, new problems have appeared that affect families. Teacher, educator, a person supporting a young person must be aware of both the scale and the effects of such phenomena as migrant families (and Euro-orphan related to them), the so-called patchwork families (when parents enter into new relationships) or parents who have several "jobs" in order to support the family, on the teenager's development.

5.3.3. The attitude and actions of an adult working with a young person from a family affected by poverty or other problems.

The educator is not an investigator, he/she cannot judge the situation observed in the child's family environment, cannot discredit parents who are not fully fulfilling their parental responsibilities. He/she should - if possible - strive to keep in touch with them for the good of the child and the goals that he/she helps him/her to pursue. But if it is difficult, he/she must (keeping in mind the available or applicable procedures for dealing with situations threatening health, life or safety of a child, the need to respond when the symptoms of demoralisation of a juvenile person are noticed) do everything at school, in a community centre or in other places where he/she works with a teenager, to create an environment and conditions to compensate him or her, or at least to alleviate deficiencies, troubles or traumas of everyday life.

An important role in planning cooperation with a young person is played by the diagnosis of the family situation, including the socio-economic situation. It should be carried out with a huge tact, in a climate of security and trust - a young person or his/her parents must know that the purpose of the diagnosis is to choose appropriate way of

¹²² On the basis of.: Sławomir Cudak, *Atmosfera domu rodzinnego jako przyczyna osamotnienia dziecka we własnej rodzinie* (The atmosphere at home as the reason of child's alienation in the family [w:] Sławomir Cudak (red.), *Profilaktyka zagrożeń dzieci i młodzieży*, STUDIA I MONOGRAFIE Nr 58, Łódź, Warszawa 2015, p. 58-60.

action for the individual situation of the child, actions in the cooperation plan. Examples of diagnostic tools can be found in the appendixes in Part III of the Programme. If necessary, other tools can be used, for example those that we propose, for example, for young people at risk of social maladjustment (if the child shows such symptoms, which is not the rule in case of poverty or problems in the family).

The role of the mentor adopted for the duration of the Personal Development Plan or coaching techniques used during meetings seem to be the most effective solution for young people from socio-economically disadvantaged backgrounds or for families with dysfunctions - the experience and effects of the Big Brothers Big Sisters programmes we wrote about earlier prove it. The need for strong personal patterns from adults, longing for authority, desire for interest and the need of care are the foundations on which one can build mutual relations. In case of young people from this group, the most important are the methods that trigger their potential, strengthen self-esteem and self-confidence, inspiring activity for their own development, development of other people and the local environment. The goals which the young person should pursue should be formulated together with him/her in order to break the helplessness syndrome and to show that change - made with the small steps method - is not only possible, but also brings joy, fun, pride, increases competence and strengthens young person's position in the peer group.

b. The cultural differences:

In a global Europe multiculturalism is a universal phenomenon. The ability to cooperate with people from other cultural backgrounds, life, and community building is extremely necessary for young people. Cultural differences can be the source of negative behavior, which is why an important issue is the attitude of tolerance and acceptance of views, religions, and other people's backgrounds.

To favor the tolerance in front of cultural differences (different origins: the Maghreb, Africa, the Eastern Europe, Gypsies; different religions: Catholic, Muslim), we recommend mainly three strategies.

1. The pedagogy of projects:

Indeed, the project is an excellent exercise of public-spiritedness:

- it calls on to the dialogue (each can express its opinion, respect for the speaking time and the consideration of the word of other one).
- it calls on to the debate of ideas and point of view
- it allows each to exercise his own skills in different domains and so to defuse that every individual can bring something to the group
- it federates a group around a common objective
- it favors the complicity in the fulfillment of the common task

2. The learning by theme:

At the beginning of the quarter, it is asked to every pupil to choose a theme which interests him (football, Maroc, video games, jazz...).

Once the theme was chosen, the pupil makes a search on the Internet in the youth literature to find a book corresponding to his theme, he presents him in the form of a Word document (text+picture).

Every pupil presents to the class his theme and the chosen book, at the end of a secret vote, a theme is elected.

The book/fragment of the book can be read together in the class/group and all the class works with this theme (will be worked all the subjects - mathematical sometimes, history, geography, english...).

An example may be the strategy in the organization of a French partner.

For example, the year when the jazz was chosen, we read books such as Léon, Lou and the jazz, and we worked on the Afro-American culture and the racial discriminations.

This year, a pupil proposed Morocco as subject of study because he is of Moroccan origin and a Muslim, it is a way of sharing with us a part of its culture.

To conclude, the study by theme is a way to deal with social issues such as the cultural differences and the discriminations of which they can be the object of discussion .

Another French idea

3. The press review: we receive every Monday a regional daily newspaper from which we realize a monthly press review.

Every pupil chooses an article and realizes a summary of article by answering the questions: What? When? Where? Who? How ? They present then their articles to the other pupils by making the link in conclusion between the chosen article and their personal experience. After the presentation, a debate of ideas can be begun according to the interests of the pupils.

These press reviews are the opportunity to confront points of view on the events of the current events and to question preconceived ideas and to open a democratic debate. It aims at favoring the tolerance in the face of the difference.

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Appendix No 1

Questionnaire for participants prior to the start of the training “I’m a coach, mentor – “a guide” of a young person”.

1. Have you previously known the method of coaching/mentoring?
yes ☐ no ☐
2. If yes, please specify the level of knowledge of the coaching/mentoring method (underline the most suitable answer):
 - a) I know the method very well
 - b) I have heard about the method, but I had no opportunity to know its details
 - c) I have heard about the method, but I was not interested in it
 - d) other, specify?
.....
.....
.....
.....
3. Do you use the method of coaching/mentoring in your work? (underline the most suitable answer):
 - a) yes, I use the method in everyday work
 - b) yes, but only some elements of the method
 - c) no, I do not use the method in my work
 - d) other, specify?
.....
.....
.....
.....

Appendix No 2

**Evaluation questionnaire after the realization two training modules
“I'm a coach, mentor – “a guide” of a young person”.**

Please fill up this survey by choosing one of the following Marks in scale 1 - 5
(1 – very bad, 2 - bad, 3 - average, 4 - good, 5 – very good).

1. How do you estimate your knowledge in described area before the workshop

1	2	3	4	5
---	---	---	---	---

2. In which level workshop intensified your knowledge in this area?

1	2	3	4	5
---	---	---	---	---

3. How do you evaluate realization level of training targets (given in a workshop description) by workshop's leader?

1	2	3	4	5
---	---	---	---	---

4. Please inform if the workshop leader answered for participants questions?

1	2	3	4	5
---	---	---	---	---

5. Please let us know if the workshop organization meet your requirements?

1	2	3	4	5
---	---	---	---	---

6. What can we eventually change in workshops (content of the training program, organization)?

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Thank you for filling up the questionnaire

Appendix No 3

Evaluation questionnaire at the end of the training
“I'm a coach, mentor – “a guide” of a young person”.

Please fill up this survey by choosing one of the following Marks in scale 1 - 5

(1 – very bad, 2 - bad, 3 - average, 4 - good, 5 – very good).

1. How do you estimate your knowledge in described area before the workshop

1	2	3	4	5
---	---	---	---	---

2. In which level workshop intensified your knowledge in this area?

1	2	3	4	5
---	---	---	---	---

3. How do you evaluate realization level of training targets (given in a workshop description) by workshop's leader?

1	2	3	4	5
---	---	---	---	---

4. Please let us know if the workshop leader made a workshop in a competent way?

1	2	3	4	5
---	---	---	---	---

5. How do you mark training materials (substantive, graphic, practical one so possibility of using them after the workshop)?

1	2	3	4	5
---	---	---	---	---

6. Please inform if the workshop leader answered for participants questions?

1	2	3	4	5
---	---	---	---	---

7. Please let us know if the workshop organization meet your requirements?

1	2	3	4	5
---	---	---	---	---

8. Would you recommend workshops to your friends?

1	2	3	4	5
---	---	---	---	---

9. Do you use the method of coaching/mentoring in your work?

1	2	3	4	5
---	---	---	---	---

10. Which elements of the training of the indicated below would be the most useful in your work (please write):

11. Other considerations and suggestions:

Thank you for filling up the questionnaire