

# ONE 2 ONE

SUPPORTING LEARNING  
FACE-TO-FACE





Before you even open this book to see what could be inside, think about how you would complete the following sentence:

**WHEN I WORK IN ONE-TO-ONE RELATIONSHIPS  
WITH YOUNG PEOPLE, I TRY TO .....**

Do any of your answers look like one of these?

- ...raise young people's awareness about their own personal development needs
- ...help them to recognise and make use of their own resources
- ...work on developing young people's reflection skills
- ...guide them towards making appropriate choices and decisions in their lives
- ...reinforce attitudes that encourage them to take responsibility for their own future
- ...help them to move from focussing on problems to focussing on solutions
- ...try to help them understand their ongoing learning process
- ...find out what tools we can offer to help them shape their own learning process
- ...support young people in creating a vision of their own future

If so, this may be the right publication for you to spend some time with!

And you will see, we refer to the one-to-one relationship as “I2I” essentially because we are too lazy to write “one-to-one” all the time. By I2I, we mean those times when youth work practitioners (youth workers, social workers, youth leaders, trainers, project organisers and the like) interact in lots of different ways with young people on individual basis. And, in particular, when they have learning support as one of their goals.

I2I reflections and tools can be used at every stage of an Erasmus+:Youth in Action project:

- exploration
- preparation
- running
- evaluation
- follow up

and at each stage the Youthpass process becomes more profound!

Please note that it's difficult to write in many languages without indicating gender. When writing in English, many people use the pronouns “she/he” or “s/he” and “her/him”. We've decided to mainly use gender-neutral plurals such as “their” and “they”. Otherwise, we use “she”.

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Authors: Monika Kėžaitė - Jakniūnienė and Mark E. Taylor

## WITH LOVE FROM SALTO TRAINING AND COOPERATION RESOURCE CENTRE



Dear Reader,

Whenever a learning process happens, the personal dimension – the magic moments between the 'me' and the 'you' – is essential!

Since the Youthpass process was introduced over ten years ago in July 2007, for us at SALTOT&C RC one of the most important issues has always been what happens on the personal level. How do people learn and reflect? How do they observe their own development, how do they express themselves and in turn recognise their learning achievements? Of course, if this process happens to take them to their next step in life – be it personal or professional – it is easier to manage. Youthpass can be very helpful in this context. And this development happens in a conscious way and is felt mainly through interaction with other people – one's peers, or youth workers, or mentors or coaches...

This publication directs the spotlight at the one-to-one relationship – in the case of Erasmus+: Youth in Action – between participant and youth worker or mentor. The nature of this relationship, and the way in which the partners work together, is an essential element when it comes to the recognition of non-formal and informal learning.

The idea behind this publication was inspired by the tried-and-tested I2I training course concept. It is time to spread the idea and its underlying methodologies which can help you to learn, reflect and practise!

And yes, it has always been known that the relationship between people in a learning process is magic, essential and crucial! We would like to support you so you can experience this yourself. It is a pleasure for all of us at the SALTO Training & Cooperation Resource Centre to welcome you on this journey! Come on, let's go!

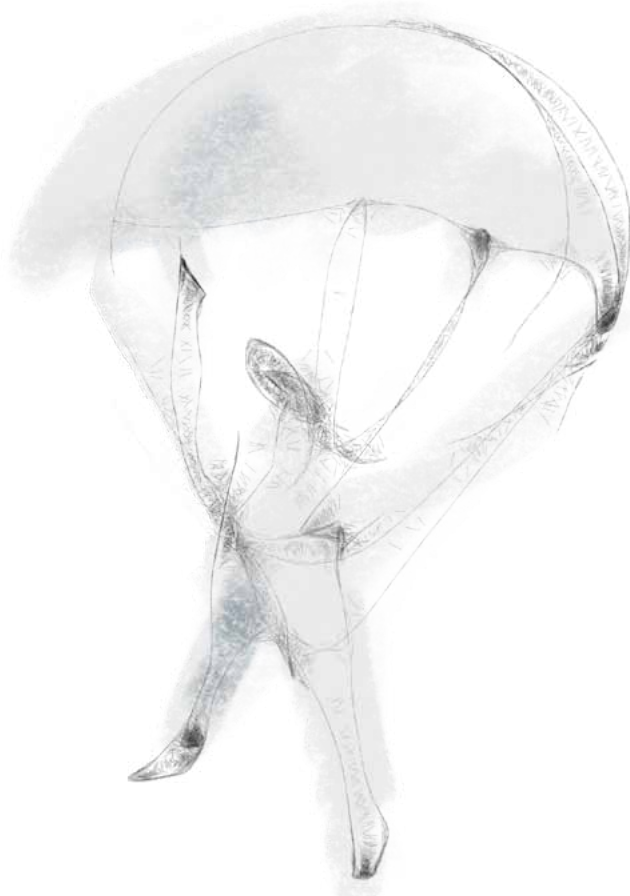
With love  
Rita Bergstein

@ SALTO Training & Cooperation Resource Centre

Bonn, April 2018

# PART A:

## JUMPING INTO THE MAIN IDEAS





## WHY IT'S IMPORTANT TO SUPPORT LEARNING INDIVIDUALLY

Take a “selfie”. What do you see? How much do you know about that person? What do you like? What don’t you like? Looking at the “selfie” can you tell how much does that person knows or how they learn? How do others see you? How is that different from what you see? These are complicated questions, even for mature adults. For young people in the process of defining their identity, these questions are even more complicated. If you are in the position of supporting individuals in their learning, it’s useful to bear all of this in mind.



## SO WHY IS IT IMPORTANT TO GET INVOLVED IN THIS 121 PROCESS?

- 121** relationships have certain intensity. It's valuable for young people to experience this type of relationship – it helps to boost their confidence and make them feel important in a very positive way. A **121** relationship is a 'tailor-made' setting for discussing certain issues with one particular person.
- 121** can help young people to identify what they have learnt, to give it a name and a value. In short, it helps them to recognise their learning process and achievements.
- 121** enables young people to define what and how they want to learn, without pressure from their peers.
- 121** helps young people with difficulties to learn in and from a group, which in turn helps them to open up to learning processes.
- 121** can help young people to make sense of what they have learned in a group. They examine how they behave in a group, the consequences of their actions, and how they can work to change things.
- 121** has an important early warning function – youth work practitioners can see immediately when things are going (or about to go) 'wrong' in someone's life and, consequently, their learning process.
- 121** helps youth work practitioners to see to what kind of an impact they have on the lives of young people.
- 121** is a powerful tool for social inclusion as it helps to promote a feeling of self-worth and value.
- 121** illuminates what's going on in educational or youth policy these days - as educational approaches become more learner-centred, this is one area where things become genuinely tangible.
- 121** can also be used remotely if both parties have access to cheap phone connections or virtual communication channels. Applications such as Skype, FaceTime, Viber and others have proven exceptionally useful in this regard.

(Please note: just to be clear, there is a direct link between many of the processes described here and learning in groups. However, in this publication we step away from the group and concentrate on the individual.)

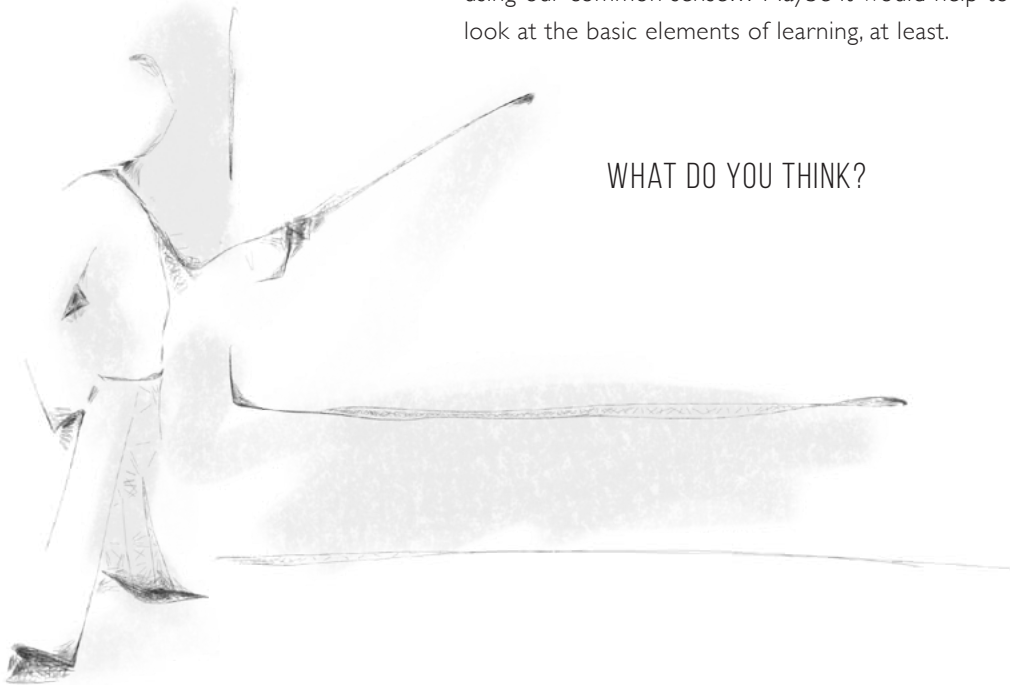
SO, IF WE ALL AGREE THAT 121 IS USEFUL TO SUPPORT LEARNING, THEN WHAT DO WE TALK ABOUT WHEN WE TALK ABOUT LEARNING?

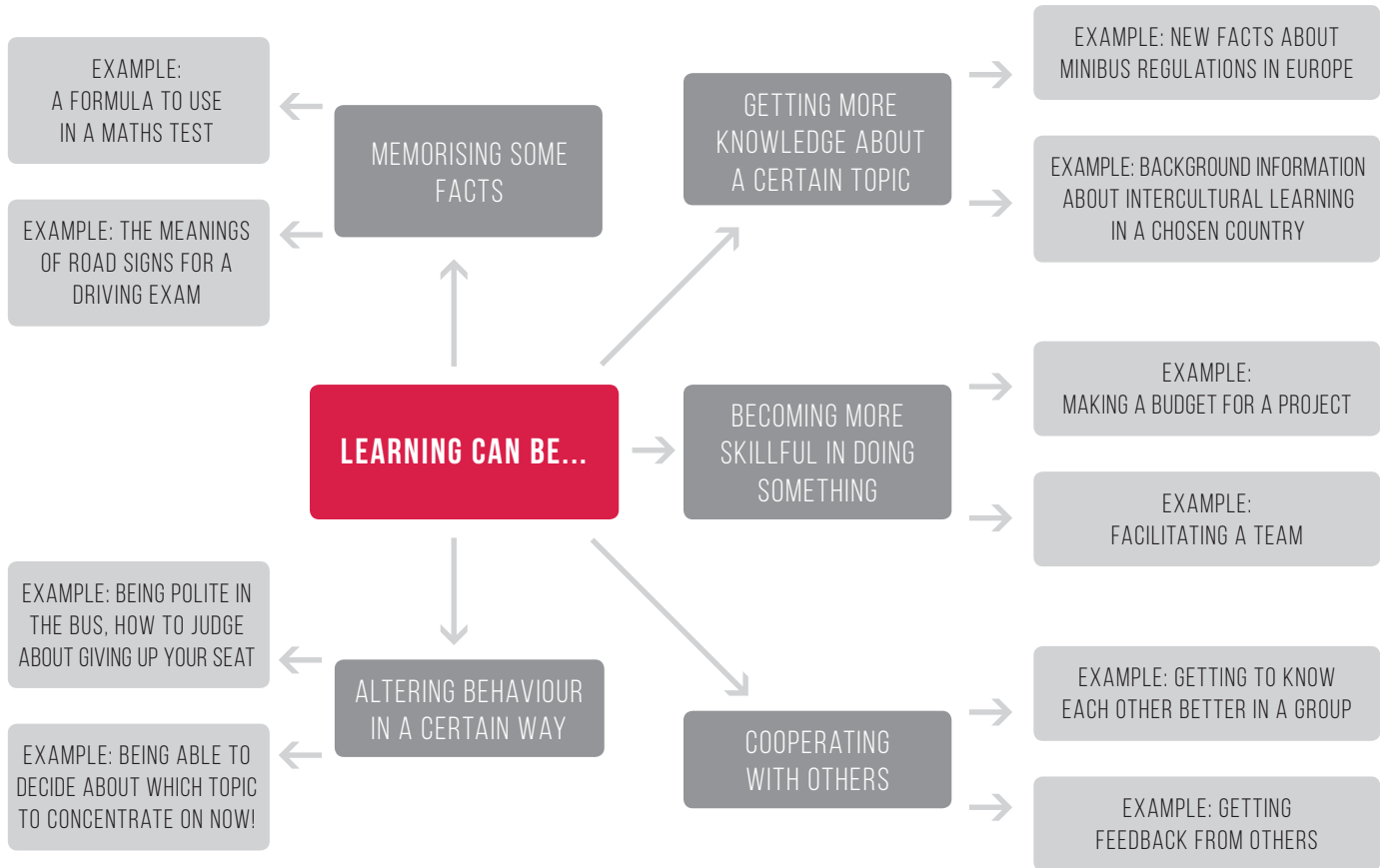
- L** — **LIVE IT!**
- E** — **EXPERIENCE IT!**
- A** — **AWARENESS DEVELOPS!**
- R** — **RECORD YOUR FINDINGS!**
- N** — **NAME YOUR LEARNING!**

## WHAT DO WE MEAN BY LEARNING?

It's a huge challenge even to think about writing something here that makes sense and covers all the key points about learning. There's not even a lot of agreement, for example between biologists and teachers, about what learning really is! And yet here we are, trying to grasp some of the basic elements, using our common sense... Maybe it would help to look at the basic elements of learning, at least.

WHAT DO YOU THINK?





For each branch of the mind map, think of your own example, drawn from your experience of working with young people.

The term 'learning' isn't normally used as a standalone term - it often appears at least in conjunction with a preposition:

- learning to...
- learning for..
- learning about...
- learning from...
- learning with (others)...

Clearly, I2I practitioners need to learn more in this area, especially as 'Learning to learn' remain important in the Key Competences for Lifelong Learning.

How can young people be empowered to take control over their own learning?

TO ANSWER HOW TO EMPOWER OTHERS, WE FIRST NEED TO QUESTION OURSELVES AND FIND THE ANSWERS:

- What do I want to learn?
- How can I learn?
- What did I learn through a particular experience?
- What can I change in my future learning plans?

## ANOTHER WAY OF LOOKING AT LEARNING: THE MONMAR LEARN MODEL

While writing this publication we did a lot of research and compared lots of experiences drawn from practice as well as various ideas, concepts and models. For instance, we found that coaching and feedback models like GROW, CLEAR, and the Johari Window are all still in use. However, we weren't able to find a simple (not simplistic!) model to describe the learning process. After periods of intense thought, meditation and walking the dog, the clouds suddenly parted when we came across the MonMar LEARN Model (MonMar = Monika & Mark ;o ). Having tested it with others, we want to share it with you as an aid for learning supporters involved in I2I.

This admittedly basic model attempts to describe an experiential learning process from start to finish, even though learning is NOT a linear process. We know that each level is connected with the others and that it's possible to go forwards and backwards, for example, to be at A and then jump back to L (see below). Because that's life.

We've used the word LEARN as an acronym on which to build. (What other words could you use as a basis for such a concept?)

**L – LIVE IT!**  
**E – EXPERIENCE IT!**  
**A – AWARENESS DEVELOPS!**  
**R – RECORD YOUR FINDINGS!**  
**N – NAME YOUR LEARNING!**

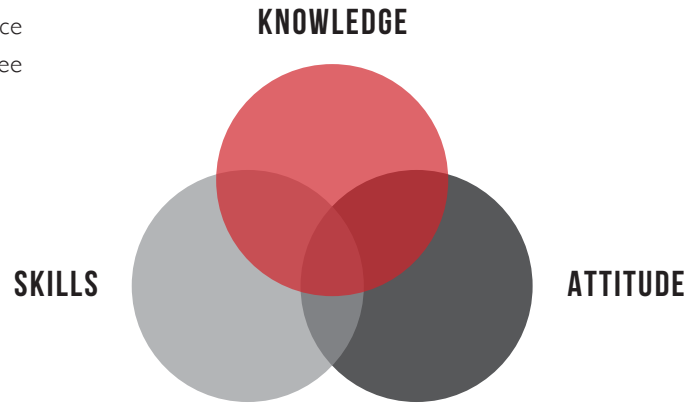
During 121 meetings with young people, the LEARN acronym can help to channel comments, feedback and questions, as the following example shows:

MODEL	WHAT'S GOING ON	QUESTIONS FOR REFLECTION
<b>L – LIVE IT!</b> (Note: L and E are very strongly linked)	Stressing the importance of being in the here and now / being focused on what is happening.	What happened? Where? When? Who was involved?
<b>E – EXPERIENCE IT!</b>	Getting fully into the experience / trying out things and experimenting	What did you do? What did you try to do? What did others do? How did they react to you and what you did?
<b>A – AWARENESS DEVELOPS!</b>	Connecting to the sensations, feelings and cognitive processes produced by a certain action	What went on inside you at the time? How did that feel? What worked? What didn't work? (Maybe even: I noticed that...)
<b>R – RECORD YOUR FINDINGS!</b>	Writing, drawing, speaking, filming the ideas that come to mind. It's important not to forget.	Describe your conclusions. Now you've left the experience behind, what does it mean for you?
<b>N – NAME YOUR LEARNING!</b>	Identifying the knowledge, skills, attitudes and inner readiness gained is important for oneself; it's also important to enable others to understand what it means	What have you learned? What would you put in an e-mail or letter to your parents / on Facebook / in a CV to describe what you've learned?

Sections R and N make it particularly obvious that 121 learning support also generates lots of material for those who are involved in implementing the Youthpass process.

## AN INNER READINESS TO LEARN

Nowadays, learning is often referred to in the context of competence development. Competence is usually understood as the combination of three components: knowledge, skills and attitudes.



### THESE THREE COMPONENTS ARE DEVELOPED IN DIFFERENT WAYS:

#### **KNOWLEDGE**

through acquiring information about ideas, concepts and practices

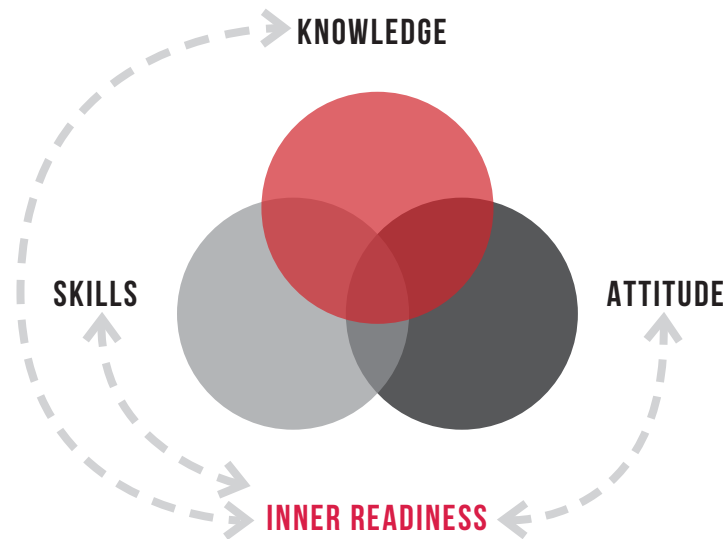
#### **SKILLS**

through practising and training

#### **ATTITUDE**

through reflecting experiences (in interaction with others)

Together with colleagues, notably from *Kitokie projektai* in Lithuania and their partners from the REFLECT project, the authors of this publication have been exploring what enables us to put our competences into practice. As this exploration represents work in progress, we offer these ideas for reflection and reaction. The term we use in this context is “Inner Readiness” – a quality that unites our knowledge, skills and attitudes at a specific time in a specific place.



It is possible to enhance one's Inner Readiness through specific action, but it cannot be trained or maintained mechanically. We can promote Inner Readiness by raising awareness <sup>[2]</sup> in at least three dimensions by reflecting on

- the context of action (when and where?),
- the level of ownership of competences (to what extent have we integrated the specific competence?), and
- ourselves or our reaction patterns (what helps us, what blocks us?).





## FOR CLARITY, HERE IS AN EXAMPLE.

**V**olunteer Tom works in a children's shelter. The main reason why he chose to go to another country to volunteer was his desire to develop his social skills. He usually kept his distance when interacting with other groups or teams, but was able to express himself in close I2I relationships. In the children's shelter he was offered many opportunities to work in teams with other volunteers who were asked to develop activities for the children. During monthly meetings with his mentor, Tom reflected that one of the reasons why he preferred not to actively engage in a team was his fear that his ideas would be rejected. The mentor asked him to consider a specific context of action, such as the volunteering team and the shelter; when and where he saw a chance to propose his ideas; and when exactly he stopped himself from expressing them. He was asked to reflect on his reaction patterns. What did he usually do in this situation? How did he want to change this pattern? As for the level of ownership of this specific competence, Tom had a vision in his mind that great ideas should be expressed in a specific way. However, the mentor encouraged him to find his own way to do so and, by moving from an imposed idea to his own personal idea of how ideas can be expressed, Tom was able to progress.

Inner Readiness includes aspects such as personal motivation, desires and passions, memories, past experiences, emotional states, beliefs and values. It is difficult, if not impossible, to recognise all of these aspects, but they are there! Our Inner Readiness influences how and why we act in a certain way – and these patterns are developed throughout our lifetime. It is hard to change patterns of behaviour, especially if we are left to our own devices. That is why we need other people to support us.

Each component of competence develops in different ways. Inner Readiness means broadening our awareness by reflecting on our experience of interacting with others. This interaction can become a focus of discussion and reflection especially within the context of the I2I learning relationship.

I2I is a perfect place for young people to reflect on experience. As Lev. S. Vygotsky wrote, "Through others we become ourselves".

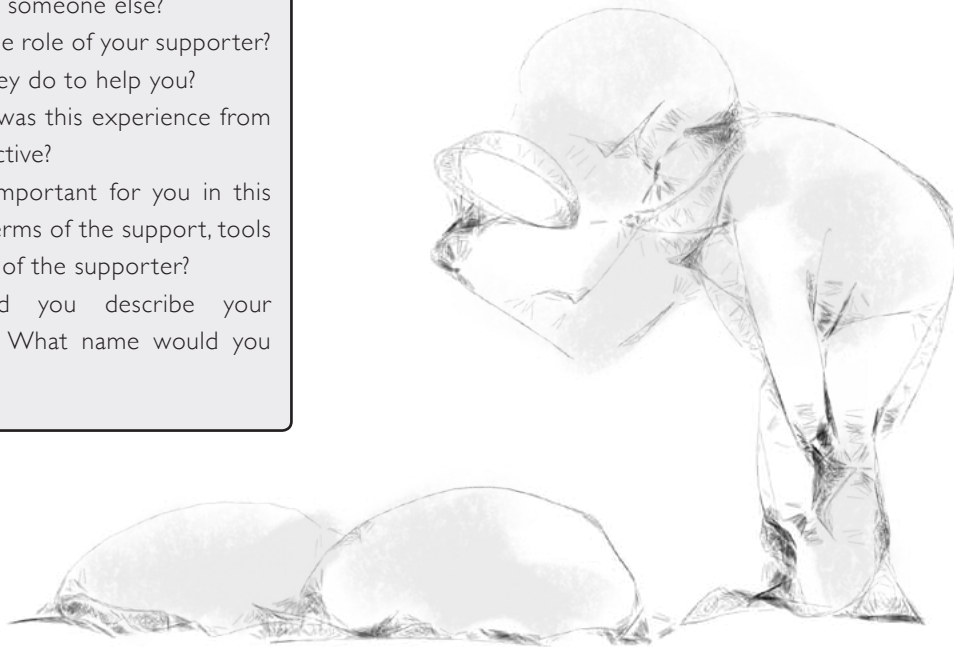
Supporting learning I2I helps to focus clearly on the relationship between what we do and the consequences of our actions, and maybe even to explore the reasons for those actions.

I2I is sometimes less a context in which to learn and more a space where we can reflect on our learning in other contexts. In other words, I2I helps young people to be more effective, more in control, more aware - especially more aware about the how, why, where, what and who in relation to learning.

## GETTING LOST AND FOUND IN TERMS: MENTORING, COACHING, THERAPY, TUTORING

### KICK-OFF QUESTIONS:

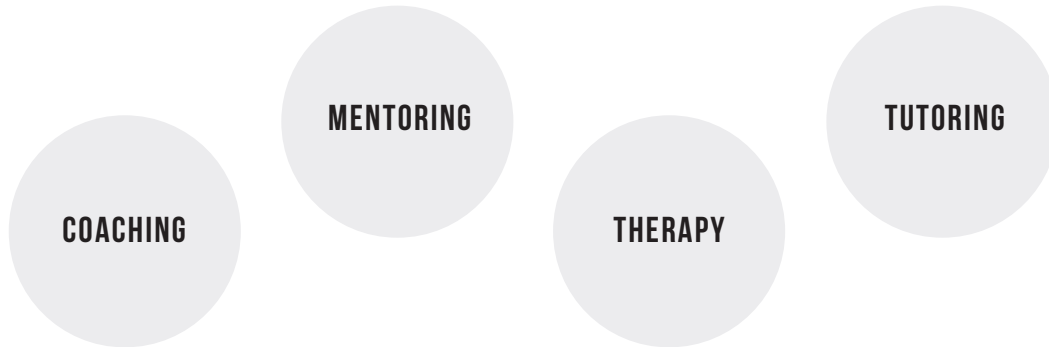
- Can you think of a concrete example where you underwent a 121 process or received learning support that was facilitated by someone else?
- What was the role of your supporter? What did they do to help you?
- How useful was this experience from your perspective?
- What was important for you in this process in terms of the support, tools and attitude of the supporter?
- How would you describe your relationship? What name would you give it?



## WHICH TERMS DO WE FIND CONFUSING AND WHY?

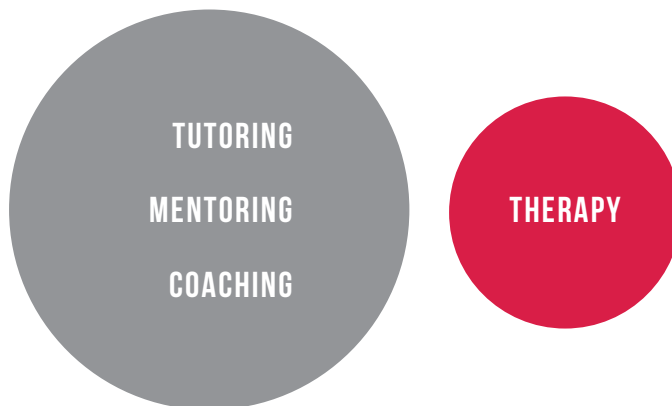
When we talk about providing individual support to another person we usually encounter various terms that can be confused AND confusing. We

hear people referring to it as mentoring, coaching or tutoring. Sometimes they even suspect they may be involved in some kind of therapy.



The main reason why it's so easy to confuse these terms is that all of them target personal development to a certain extent. Also, to facilitate these processes, you as a support person or practitioner you need to be equipped with a relevant set of competences.

The first distinction that needs to be drawn is that between these two blocks: Tutoring/ mentoring/ coaching and Therapy.



THE MAIN DIFFERENCES BETWEEN THE TWO ARE GIVEN BELOW:

<b>TUTORING/MENTORING/COACHING</b>	<b>THERAPY</b>
Learning relationship	Therapeutic relationship
Designed to support learning	Designed to heal
Mainly present and future-oriented – using, if needed, examples from past experiences	Mainly past and present-oriented, with a view to a better future
For people who are fairly balanced and can cope (more or less) with the world around them	For people with psychological disorders and / or suffering from mental distress

These differences may seem obvious, so why do we find them confusing? Actually, they have many aspects in common, too. All of those processes

- are person-centred and -driven,
- deal with personal growth, and
- consist of a dialogue between two people.

Probably the main reason why the two categories are confused is that many perceive I2I learning support as manifestation of therapy, even though that is not the intention of the I2I practitioner. This demonstrates how a deep personal conversation can have a therapeutic effect in that the subject feels better, feels relieved, and has gained some clarity about them – but that's not therapy. Rather, it reflects the power of the sincere human connection

that can be experienced in a I2I relationship, which is one of the most intense forms of communication there are.

That said, you should not overestimate the power of conversation even within a I2I relationship. The young person may reveal issues that are outside your power to deal with – for example, they may reveal a past or present trauma, have undergone a disturbed developmental stage or demonstrate a clearly unbalanced present emotional state. They then need healing, not learning, and you should direct the young person towards professional therapeutic care.

Now we've drawn some of the boundaries around therapy, let's bring some clarity to the other terms.

Further distinctions should be made between coaching, mentoring and tutoring. Even though, as mentioned before, all three are processes that support learning, tutoring is more specific in this regard than the other two:

- Tutoring is closely linked to instructing another person in carrying out specific actions.
- Tutoring usually happens in a specific subject area where a tutor provides expertise, experience, and encouragement for the learner.
- Tutoring is generally associated with the academic world.

In educational settings, the most common example is school tutoring or private teaching. However, the tutoring process is understood to involve much more than just passing on skills and knowledge. It also encompasses being empathetic, listening actively and developing an awareness of learning processes in order to respond to different ways of learning and acquiring new competences.

## EXAMPLE OF TUTORING IN NON-FORMAL LEARNING SETTINGS:

In volunteering projects volunteers often the need to be tutored by their organisations to they can learn how to fulfil their tasks, especially if these tasks are linked to specific skills such as pottery, caring for people with disabilities, using specific media, musical instruments, etc.

In regard to the other two terms, coaching and mentoring, it is important to admit that often people find these the most confusing of all. In many different fields it has become fashionable to speak of coaching and mentoring. These terms are used not only in educational fields, but very often also in business organizations or in the social field. Coaching, in particular, has developed into a profession in its own right, and there are a great variety of approaches

to it (life coaching, developmental or performance coaching, neurolinguistic programming, to mention just a few!). Mentoring, too, is gaining popularity in organisations and other contexts where learning is “on the agenda”.

In the literature there are many books on mentoring and even more books on coaching. The authors tend to use their own definitions of coaching and mentoring, depending on the specific contexts where these processes are happening. Let’s take a look at the aspects we’ve found that are similar and recurrent when it comes to coaching and mentoring:

- Both coaches and mentors believe that each individual is creative and resourceful in finding ways to change, and has the potential and possibility to grow.

- Both coaching and mentoring are interdisciplinary practices – they incorporate fields such as the psychology of development and learning, studies on motivation, personal effectiveness, emotional intelligence, etc.
- Both coaches and mentors aim to build a relationship with their client/mentee that encourages reflection and learning. This relationship is based on mutual trust, empathy and respect.
- Both coaches and mentors need well-developed interpersonal communication skills in order to fulfil their role.
- Both processes are learner-centred and -driven.
- Neither coaches nor mentors take responsibility for their client's learning. They provide support rather than advice.
- Both encourage personal growth and the acquisition of new competences.
- In both processes, coaches and mentors are learners themselves and continuously develop and broaden their self-awareness.

So it seems that coaching and mentoring share similar goals and use similar tools and instruments to reach those goals. But how are they different?

	<b>COACHING</b>	<b>MENTORING</b>
<b>TIME &amp; DURATION</b>	The relationship usually has a mutually agreed, set duration. The duration of the overall process can range from one session to a long-term relationship.	Continuous relationship, which usually lasts a long time.
<b>STRUCTURE</b>	A more structured process. Meetings may take place according to a schedule. The contract between a coach and their client is more explicit.	Not necessarily a formally agreed process. Meetings may take place spontaneously if the mentee suddenly needs advice or support
<b>SCOPE</b>	Focuses on specific areas which the client wants to develop. Clearly a performance- or goal-oriented process.	Takes a broader view of a person in a certain situation/field of activity.
<b>EXPERIENCE</b>	The coach doesn't have to have direct experience of the client's field of activities/work, unless it is very specific and skill building.	The mentor is usually more experienced than the mentee. They're often in a superior position in the organization or have more experience in the field. The mentor also transmits experience.

To summarise the main differences, coaching is often described as a form of support offered to an individual that is performance-focused and goal- and results-oriented. Coaching supports people in

fulfilling their functions. By contrast, mentoring is more competence-based in a specific area. A mentor can be seen as a critical friend overseeing someone else's development in that area.

## MENTORING IN THE EUROPEAN VOLUNTARY SERVICE (EVS)

The term "mentor" has long been used in the EVS. It's now mentioned under Key Action 1 projects within the Erasmus+: Youth in Action programme. As the EVS has existed since 1996, its understanding of mentorship has changed slightly over time but the main idea remains in place: mentors provide personal and learning support to the volunteers as they face

various situations during their stay abroad. Mentors understand the local reality of the placement and can steer volunteers through the associated challenges. Their relationship is based on mutual cooperation.

It can help to differentiate those terms by examining the origins of both concepts.

## COACHING

Etymologically, the English term "coach" is derived from the Hungarian word *kocsi* (carriage), which denotes a means of transport that was named after the village where carriages were first made. The activity of an instructor or trainer was first referred to as "coaching" around 1830 at Oxford University, as a slang term for

what a tutor does who "carries" a student through an exam. From then on, "coaching" has been used to describe the process of transporting people from where they are to where they want to be.

The concept of coaching as it is understood now originated in sports, where it was first used in 1831.

## MENTORING

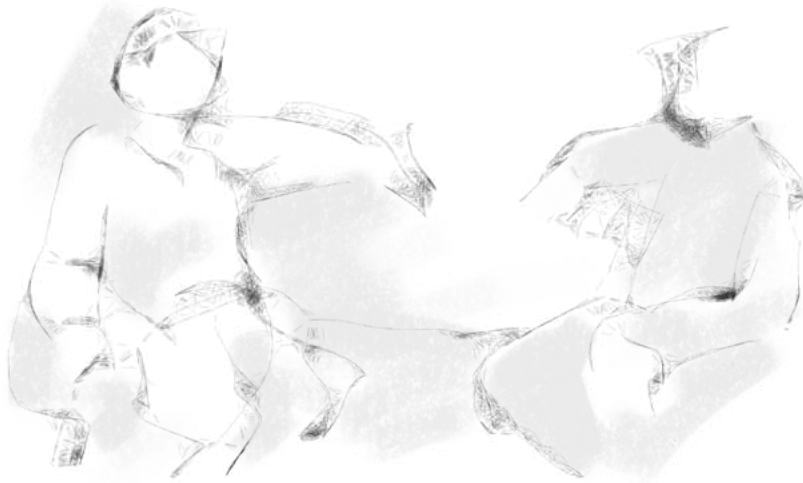
The first recorded use of the word "mentor" is in Homer's epic poem *The Odyssey*. Ulysses left his trusted friend Mentor to take care of his household and his son Telemachus while he

was away fighting in the Trojan War. Mentor largely failed in his duties, taking care of neither. It was Pallas Athene, the goddess of war and wisdom, who helped Telemachus, appearing throughout *Odyssey* in a

variety of human and animal forms, including that of Mentor. As Mentor she acted as a wise and trusted adviser and counsellor who helped Telemachus grow in experience, maturity and courage. The concept of mentoring is commonly used in relation to apprenticeship.

Having reviewed the main terms, let's see how they could be applied in youth work. How can different I2I approaches be used in our context, namely non-formal learning activities? How can different mentoring and coaching approaches be applied in non-formal learning settings? These are conscious choices we need to make, based on our knowledge about the different approaches.

For Branislav Bane Trudic, a youth work practitioner from Serbia and one of the participants in one of a I2I training course, coaching became "couching".



"Couching" is the I2I process of sitting on a couch in the youth centre. We use a couch instead of sitting on chairs opposite each other – the word "couch" refers to something comfortable, so it creates a pleasant environment for the young person.





## 121 LEARNING SUPPORT IN YOUTH WORK

AS YOU WILL SEE LATER IN THIS PUBLICATION, IN 121 LEARNING SUPPORT THE POWER OF GOOD QUESTIONS IS HIGHLY RELEVANT. THIS SECTION TRIES TO ANSWER THE FOLLOWING “GOOD” QUESTIONS:

- What are the goals of 121 learning support?
- What does a youth work practitioner do as learning supporter?
- Which specific non-formal learning principles should we be aware of in 121 learning support?

LET'S EXAMINE THESE QUESTIONS ONE BY ONE.

### WHAT ARE THE GOALS OF 121 LEARNING SUPPORT?

There are many occasions when youth work practitioners pay attention to young individuals, ranging from daily life in youth clubs and centres in local communities through to specific opportunities within a youth exchange project, for instance. 121 support can serve to enhance a young person's personal growth, provide feedback on their behaviour in a group, discuss issues of gender, solve specific problems or simply provide a sounding board for issues that concern them.

In this publication we focus on a specific area of support for young individuals, namely learning support. Certainly it's not always easy to discern the type of support you are providing, and there's no need to spend all your time defining what you are doing (and distracting yourself from your actual work!). Working with people is never easy to explain. What may be more useful is to be aware of the goals you have when providing learning support. In this context, a set of goals can serve as a compass to help navigate your way through 121 learning support.



## TO SUPPORT PLANNING, REFLECTING AND CONCLUDING THE LEARNING PROCESS

Young people may be engaged in various kinds of learning processes. In **I21** you attempt to help them to become aware of their learning processes and to support them throughout all stages, whether

that's the planning stage (setting learning goals and directions, preparing for challenges) or the conclusion stage (becoming aware of learning, naming learning, reflecting on learning, documenting learning, putting specific learning into context).

## TO SUPPORT YOUNG PEOPLE IN GETTING TO KNOW THEMSELVES AS LEARNERS

Throughout the entire process of **I21** (short- or long-term), it's helpful to bear one key question in mind: "What does this say about you as a learner?" This brings a specific learning experience into a

more general context, allowing the young people to connect it with their previous and future experiences. This really supports 'Learning to learn' in action.

## TO PROVIDE FEEDBACK BASED ON OBSERVATIONS

If you are involved in the same activity as the young person in question, you can observe their behaviour and link it up with their learning objectives by providing feedback based on your observations. If you cannot

directly witness what they're experiencing, you can still provide feedback on your perception of the young person, based on your |2| relationship. Bear in mind that |2| support is also a learning experience in itself.

## TO SUPPORT IN DEVELOPING REFLECTION SKILLS

Developing reflection skills is a general goal but definitely a very important one. We are not born with this ability, yet it is crucial to our development.

Once we know how to reflect, we can transform our experiences into learning experiences.

## TO SUPPORT IN BUILDING POSITIVE CONNOTATIONS ABOUT LEARNING

When you are so close to a young person, you can discover best what their attitude is to learning and what it takes for them to experience learning in a positive way. This is particularly true for young

people with fewer opportunities – if they left the formal educational system early, then their attitudes towards learning may well be negative.

## SEVERAL THOUGHTS ABOUT REFLECTION

### WHY IS REFLECTION SO IMPORTANT?

Without reflection, learning turns into a mere activity, remains at an unconscious level and becomes deliberate only by chance. As experiential learning is an essential part of non-formal learning, reflection is a key element in competence development, in particular when it comes to inner readiness. Through reflection, we

- increase our awareness of ourselves,
  - analyse our experiences,
  - make changes based on the analysis of our mistakes,
  - continue doing what has proven successful,
  - and see how far we can get with our further actions.
- In short, reflection allows us to make connections with our past and future.

## WHAT IS EFFECTIVE REFLECTION?

Within the context of non-formal learning, it is very important that reflection encompasses various domains of personal experience (using the holistic approach), external (external conditions, other people and their behaviour, etc.) as well as internal (emotional reactions, thoughts, conclusions, physical

reactions, etc.). While the structure of reflection can vary and be adapted to different learning situations, it is helpful when it covers these domains.

(see “Reflection cards” method in part B6 of this publication, which may assist you in structuring your reflection)

## WHAT DOES A YOUTH WORK PRACTITIONER DO AS A LEARNING SUPPORTER?

What your learning support process may look like completely depends on the context in which **121** takes place. It could be as diverse as the range of different situations in which you work with young people - starting from the local context, where you accompany a young person from the local youth club as she manages challenges at school, right through to supporting a volunteer’s learning process while on a long-term international assignment under the EVS, for instance.

You can imagine that your roles as learning supporter will vary as well. This is probably one of the most essential points you need to bear in mind: you shape your role according to the context. We cannot tell you exactly which approach you should use as a youth work practitioner at a given moment.

Nevertheless, there are several points to keep in mind when defining your role as learning supporter:

## AGE OF THE YOUNG PERSON

The age of a person may influence the **121** process. The more “invisible” the process, the more successful it can be – “invisible” meaning that it’s not as structured and formalised as it could be. Another aspect to consider is the age difference. Are you and

the young person so close in age that you’re almost peers? Or does your age difference resemble that of a parent and child? Certainly, age is also strongly linked to self-awareness and maturity. This influences the way you communicate and the language you use.

## HOW PLANNED/EXPLICIT IS THE 121 CONTRACT?

Have you discussed the structure of your 121 talks?  
Have you mutually set up a clear contract, or do you plan to integrate them in other activities and make

them part of the natural flow of your relationship with the young person in question?

## DURATION OF THE 121 PROCESS

Is your 121 process long-term or a one-off experience? For example, long-term EVS learning support requires a different approach than a 10-day youth exchange where you may only talk to the young person twice or three times in total. The duration influences how much

of a relationship you build. The less time you have, the more your 121 meeting(s) should be focused on the topic at hand. The more time you have to spend 121 with the young person, the more you can concentrate on building the relationship.

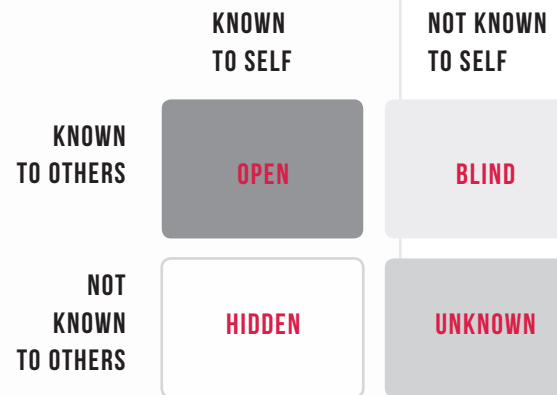
### HOW MUCH OF WHICH WINDOW QUADRANT ARE YOU OPENING?

It's useful at this point to recall the Johari Window, created by Joseph Luft and Harry Ingham in 1955. This model has four different quadrants, each of them related to a person's self-awareness.

- Open area - What you and others know about yourself
- Blind area - What you don't know about yourself but others do
- Hidden area - What you know about yourself but others don't
- Unknown area - What neither you nor others know about you.

The quadrants expand or shrink in relation to each other as you gain more awareness about yourself through experience, observation, feedback from others, communication, self-reflection, and so on. Expanding the Open area allows you to become more aware of yourself, but also to build more adequate relationships with others.

### THE JOHARI WINDOW



## THE JOHARI WINDOW AND 121

In the 121 context, duration directly relates to how much we support young people in enlarging their Open area at the expense of the Blind area. The longer we spend in a 121 setting, the more we know about the young people, and the more we can help them shrink the Blind area through feedback.

Finally, what are your objectives? To what extent are your objectives conditioned by the external context (specific project, environment)? What competences does the young person want to develop? Do you want to guide them in reaching a specific goal or carrying out a specific action? Then you should take more of

a “coaching” approach. If your meetings are about generally reflecting on experiences and developing personal/social skills, other approaches such as mentoring could be useful. That said, we invite you to be flexible when shifting from one role to another. Even if your general approach is to support reflection and promote learning experiences, in certain situations you can be more specific and support the young person in taking targeted action (as you would if you took a more coaching-like approach).

Below are several questions that may help you in your ongoing reflections on the 121 situation with the young person.

### QUESTIONS THAT YOU CAN ASK YOURSELF AFTER YOUR MEETING WITH A YOUNG PERSON – THEY WILL HELP YOU TO UNDERSTAND HER BETTER AND ESTABLISH DIRECTIONS FOR YOUR APPROACH:

- What’s happening in this young person’s life and in specific situations?
- How aware is she of it?
- How is she acting in these situations? Is she active or passive?
- What is she thinking? How does she feel?
- What does she want? What does she need? What can she do to meet her needs? What shouldn’t she do?
- What interventions (questions/feedback/reflection) would be helpful for her?
- How does she learn?
- Who or what can help her to reflect on this situation?
- How does she feel about our relationship and when we’re in conversation? What does she think?
- What is she getting out of our talks?
- How can we connect better? What needs to change?

## WHAT SPECIFIC NON-FORMAL LEARNING PRINCIPLES SHOULD WE BE AWARE OF IN 121 SUPPORT?

Non-formal education as a systemic approach towards an enabling learning environment follows distinctive principles. Various sources (documents, publications) offer a range of ways to categorise and prioritise those principles, but let's not get into that particular discussion now. Instead, let's look at how the principles of non-formal education can be reflected and followed in 121 processes, for example:

- holistic approach,
- experiential learning,

- specific environments,
- active participation, and
- group-based learning.

When working with groups, most of the methodologies we use already reflect some of these principles. For example, a group outdoor activity already fulfils several of them. But it's not that simple within 121! Let's take a closer look at each one.

### HOLISTIC APPROACH IN 121

Whole-person learning is probably one of the most distinctive approaches in non-formal learning. The main idea behind it is that the best learning happens when it engages a variety of domains, i.e., mind, emotions and body. But how do you do this in a 121 setting? First of

all, you should be aware of the young person's body language and what it tells. What emotions is this young person experiencing? How can they reflect on those emotions? (See "Active listening techniques" below)

### ACTIVE PARTICIPATION IN 121

Whose agenda is being followed in the 121 process, yours or the young person's? How actively is the young person involved? Who determines the direction of the 121 process? Who initiated the 121 process? Who suggests the topics to talk about? All these questions can help you to understand how actively the young person is participating in the 121 process. The whole idea is that you provide space for the young person

to take responsibility and participate actively in shaping the process. Your job is to support the young person in taking more initiative and responsibility within the 121 process, whatever its starting point may be. The same is true for work with groups: the more mature the group (they can make decisions themselves, they communicate without interference/mediation of a leader), the less leadership they need.

## SPECIFIC ENVIRONMENT IN I2I

Generally, this principle states that young people should feel safe in a non-formal learning environment. What does “safe” mean here? First of all, it means an environment in which it’s safe to experiment. Will mistakes that they make affect the rest of their lives and their relationships? Do they have a chance to experiment with their new ways of interacting with people? This is why non-formal learning activities should take place outside of the school, family or any other preconditioned settings. Does your I2I process offer this kind of environment? How do you relate to the young person? For example, if you are her teacher, how will this affect your I2I process and her learning?

It is also important to mention that the physical environment as such plays a very important role for many young people. Where does your I2I process take place and what does it look like? Do you sit

opposite each other when you talk or do you go for a walk? Do you play basketball together and talk at the same time? Or do you maybe cook together? Do you communicate remotely, e.g. via Skype? If so, how does this influence the I2I process?

We recommend that you remain conscious that the environment in which you choose to interact I2I with a young person can heavily influence your relationship. For example, an EVS volunteer and her mentor typically held their monthly I2I meetings in the organisation’s office. The mentor felt that the volunteer was more closed than open in their communication, so mentor decided to invite the volunteer to a café for their next meeting. And these more informal surroundings turned out to be exactly what she needed.

## EXPERIENTIAL LEARNING IN I2I

As we have mentioned before, I2I can be a space for reflecting on other experiences, whether these relate to project-based activities (EVS, youth exchange, etc.) or the daily life of a young person. I2I is also a place

where general links can be drawn between specific experiences and the bigger picture. However, I2I can also be seen as an experience in itself that can be reflected on and generalised.

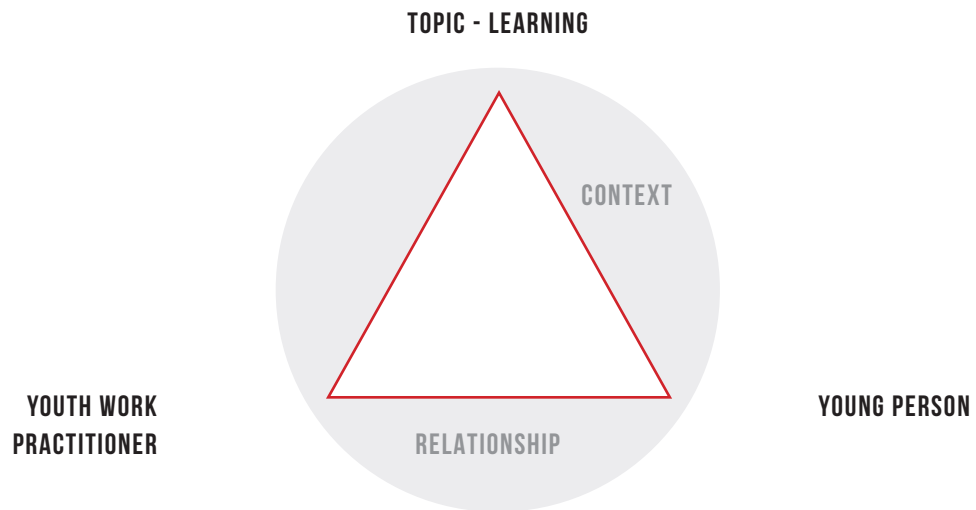




# **PART B:** **YOUR INSTRUMENTS FOR** **121 LEARNING SUPPORT**

## GENERAL INTRODUCTION

Before we start looking at specific instruments, let's look at the structure of 121 support for learning.



This diagram clearly shows where you, as a 121 learning supporter, can focus your attention. Please consider it as a map that can support you in finding your way around your 121 work.

This section explains the entire 121 process in the field of learning support. It also helps to understand which parts of this process require the use of particular instruments.

### Let's take a closer look at the diagram:

The entire process is founded upon the relationship between the young person and the youth work practitioner who takes part in this relationship as a part of their professional role. The young person is a participant in an educational youth work activity and in this way is connected to the youth work practitioner. As this relationship is the foundation of the entire process, the quality of the relationship and the contact between the two will determine to what extent the goals of the I2I process are reached.

A topic denotes the reason why this particular relationship exists. In the context of this publication, the topic in this diagram is the learning process the young person is undergoing. Naturally, within I2I processes various topics may occur and they should not be disregarded; however, the focus of the dialogue process with the young person is on their learning and personal development.

**F**or example, in the context of an international youth exchange you, as group leader, will also ensure that the experience becomes a learning opportunity for young people. You may build I2I relationships with several or even all members of the group. This context will certainly influence various aspects of your relationship with them. Learning reflections will focus on specific experiences before, during and after the youth exchange.

The entire process always happens in a specific context, which usually heavily affects the nature of your I2I approach in general as it sets the framework within which the I2I relationship is built.

a young person reacts with sadness when you ask her questions relating to specific situations, persons or events. This produces further issues that need to be dealt with.

Looking at this scheme holistically, the objective is to try to give equal attention to all parts of the scheme. Sometimes, I2I supporters focus so much on "learning issues" that they fail to notice what is happening between them and the young people at the relationship level. There is a danger they will forget to focus on reactions and emotions – and yet it is important to observe and react to what is happening in the relationship between you and the young people: for example, noticing when

Although the relationship is very important and in fact is the starting point of I2I support, you should not forget the primary focus. By this we mean that sometimes you may want to pay more attention to reflecting on specific situations or other aspects of a young person's life that are not necessarily linked directly with the subject of their learning. Nevertheless, it is essential to bear in mind the primary objective of your meetings, which is the young person's learning process.

## WHAT KIND OF INSTRUMENTS COULD HELP YOU NAVIGATE?

By instruments we mean approaches, methods, tools and competences that will be helpful to you in your I21 work. Unlike in your work with groups, there aren't as many easily available tools or methods that you can use on a I21 basis with a young person. If we follow the scheme we can roughly distinguish two types (horizontal and vertical) of instruments to use:

- Instruments that support your relationship with the young person;
- Instruments that support you in working within the topic, i.e., learning.

Instruments that support your relationship with the young person are in fact your competences, including the ability to show empathy, maintain a non-judgmental attitude, reflection, active listening, questioning, feedback and many others.

Needless to say that in order to apply these skills, you need to practice. And practice again... and again. The best tool for providing I21 support is to develop one's (self-)observation and reflection skills. Besides, if you succeed in getting some feedback from the young people you work with, this will definitely be valuable input for your further

development as a professional. See Section C below for more thoughts about this.

The instruments that support you in working within the topic of learning are the various frameworks, models and methods that help you to explore a young person's learning process. They can provide you with a structure for your I21 processes. Naturally, these particular tools are not applied in a vacuum – how you use them will depend on your competences.

This publication contains a short introduction to several instruments. We'll start by exploring listening, questioning and feedback skills, which we feel are crucial in building a learning relationship with another person. Then we'll introduce a few methods that can help you to structure your learning support.

It's important to emphasise that we do not intend to provide comprehensive and conclusive introductions to all skills and methods. Rather, we want to give you some basic knowledge and guide you through the reflection process.

## YOUR LISTENING SKILLS - OR: WHAT KIND OF LISTENER ARE YOU?



**LISTENING LOOKS EASY, BUT IT'S NOT SIMPLE. EVERY HEAD IS A WORLD.**

Cuban proverb

**WE HAVE TWO EARS AND ONE MOUTH SO THAT WE CAN LISTEN TWICE AS MUCH AS WE SPEAK.**

Epictetus



On the one hand, listening is a natural process so it's usually underestimated as a professional skill, especially by novice |2| practitioners. That said, think back to your last conversations and try to answer these questions:

- How often did you pretend to listen but were actually zooming in and out of the conversation?
- What were the sources of the distraction? Were they external (noise, telephone, boring topics, other people, etc.) or internal (thoughts about something else, tiredness, etc.)?
- What made you pay attention to the conversation? Was it because you felt a connection to the topic / person / situation? Anything else?
- Try to recall situations when you misunderstood somebody. What went wrong? Was it based on content, a misunderstanding, a different interpretation? How was the situation resolved, if at all?

Then try to remember a situation where you initiated the conversation or really wanted to share something with another person and you felt you weren't really being listened to:

- How did that feel?
- How did you realise that your partner in conversation wasn't actually listening?
- Did you reflect on the way you transmitted the message, for instance in terms of content, intonation, underlying messages, etc.?

### IMAGINE A SITUATION THAT WAS CHALLENGING.

- What was (important for) the context?
- How did you feel when you wanted to share something difficult?
- What helped you through that situation?

Everyone wants to be listened to, especially young people. That's why being a good listener is a great and useful gift that you can give to them. When you really listen to a young person, you'll be able to open


many doors in the relationship, as this will also make them feel valued and acknowledged.

Good news: being a good listener is not an attribute you're born with. It's a skill that you can train and develop. So let's see where you can start.

## LEVELS OF LISTENING

You may ask first what it means to be a 'good' listener. The most common term used in any professional 121 support role is '**active listening**'. Don't get confused by the word "active" – it definitely doesn't mean you need to jump up and down while listening. Rather,

it means genuinely being with another person and listening to them attentively. Let's look at the table below to gain a better understanding of what we mean by active listening.

ME – YOU ORIENTATION	TYPE OF LISTENING	DESCRIPTION
<p><b>“ME” ORIENTED</b></p>  <p><b>“YOU” ORIENTED</b></p>	Cosmetic listening	“Pretending” to listen: your behaviour shows that you are listening (nodding your head, affirming by saying “yes”, “That’s so interesting” etc.), but actually your mind is somewhere else.
	Conversational listening	Your attention is split between yourself and the other person. You can hear what the other person is saying, but you’re also thinking about what you are going to say, therefore you also need to focus on your own thoughts from time to time in order to react properly.
	Active listening	As a listener, you’re focussed on the speaker and make more effort to listen and process their information (by asking questions and following their intonations) than speaking yourself. You take into account not only verbal, but also non-verbal information. For example, when you’re listening actively, you’ll notice that your companion may try to avoid eye contact with you, so you would perceive this as important information transmitted by the speaker’s body language.
	Deep/profound listening	As a listener, you connect what you hear and see with your insights and prior experience and incorporate this into your reaction. You’re totally focussed on and feeling empathetic with the other person, rather than just standing next to them.

Although this diagram presents different types of listening as distinct layers, it’s important to bear in mind that naturally, listening isn’t a linear process. It’s part of human communication, so it can be dynamic and fluctuating. For example, to a large extent active

listening also incorporates deep / profound listening. Deep/profound listening happens when you can unconsciously apply all active listening techniques and when all internal and external conditions are focused entirely on the other person. Below, we will focus on active listening.

## HOW CAN YOU LISTEN ACTIVELY?

Active listening consists of several specific techniques. Firstly, in order to be an effective listener, active listening must be firmly grounded in your basic attitudes. You cannot employ it as a technique if your

fundamental attitudes are in conflict with the basic concept of active listening (that is, showing a genuine interest in the other person and their situation). You need an Inner Readiness to be involved fully.

HERE ARE SOME TECHNIQUES:

### **SUPPORT AND ENCOURAGEMENT DURING THE CONVERSATION**

Use a short phrase, body gesture or a word to show the other person that you're listening. This also creates a friendly atmosphere.

For example, "Yes."; „Really?"; "OK"; "That's interesting!"; nodding and/or smiling.

### **MIRRORING**

To encourage the person to continue talking, you can also use mirroring, which involves repeating almost exactly what the speaker says. This should be short and simple. It's usually enough to just repeat the key words or the last few words that were spoken. Intonation plays a major role in this respect.

### **PARAPHRASING**

means using different words to reflect what the speaker has said. Not only does it show that you are listening, it also demonstrates that you're attempting to understand what the speaker is saying. When paraphrasing, it's very important that you don't introduce your own ideas or questions concerning the speaker's thoughts, feelings or actions. The main benefit of paraphrasing is that it helps the speaker to understand themselves, their thoughts and ideas better. It also helps to reduce the speed of the conversation so that a deeper analysis can take place.

Possible ways to start paraphrasing:

- "If I understand you correctly.."
- "So, in other words it could be...."
- "Let me put it like this..."
- "Correct me if I'm wrong, but are you trying to say..."



## REFLECTION OF FEELINGS AND EMOTIONS

Feelings and emotions are an inevitable part of any relationship. Every story a young person tells you will be packed with emotions. By feeding this back to them, you're helping them to understand themselves better. Technique-wise, reflecting a young person's feelings and emotions back to them is similar to paraphrasing. However, when you paraphrase you reflect on the verbal content delivered by the speaker, whereas when you reflect feelings and emotions you reflect on the emotional content of the message. The main sources of emotional content are the speaker's body language and tone of voice.

### Example phrases:

- "It seems like that made you feel very angry."
- "It sounds as though you are very excited about this!"
- "From the way you talk about this, it looks like you are worried / happy / disappointed..."

## OPEN QUESTIONS

It can be very helpful to ask open questions instead of closed ones when you're trying to understand a person's situation from a deeper and wider perspective. Closed questions usually do not serve this purpose, so asking a lot of them may sound like an interrogation.

### Example:

"How did you feel when you heard that?" instead of "You felt confused, didn't you?"

## SUMMARISING

You summarise the main aspects and ideas of your conversation in preparation for taking the dialogue further.

### Examples:

- "So, to sum up, your main goal would be..."
- "From what I've heard, it seems we could explore further this aspect of the issue".

Have you tried these techniques before? It is entirely possible that you already apply these techniques when you communicate, but have you noticed them? They may feel uncomfortable at first if you

have not used them before consciously, but they can be hugely beneficial to you and your relationship with the young person. Also, you can practice these techniques at home with your family and friends.

Before we move on to another cluster of skills, it is also important to understand what hinders our active listening:

- **Emotions:** Emotions that overwhelm you can distract your attention from the person you're listening to. For example, the young person's story may remind you of an emotional situation in your own past and this memory takes you to another place, therefore you cannot train your focus on the conversation.
- **Ignoring:** You try to avoid listening to things that do not interest you. Sometimes it's easy to fall into that trap, especially if you've already heard the story a second or third time. This phenomenon is also known as selective listening - you only hear what you want to hear, or you select those parts of the conversation that are interesting or useful to you.
- **Bothersome questioning:** When you ask lots of unnecessary questions. For example, even though you've got a general impression of the person's story, you still try to ask for more detail.
- **Speculating:** You draw your own conclusions hastily before understanding the person's story in full. In other words, you produce an early diagnosis. This could be because the young person's situation sounds familiar to you, so you assume you already know how it will end. For example, the story a volunteer is telling you is very similar to what recent volunteers seemed to experience a year ago, so you think you already know what to expect.

REFLECT ON THE FOLLOWING QUESTIONS:

- Where are your strengths as a listener?
- What traps do you easily fall into when you're listening?
- What would make you a more effective listener?

## YOUR QUESTIONING SKILLS



**QUESTIONS PROVIDE THE KEY TO UNLOCKING OUR UNLIMITED POTENTIAL.**

Anthony Robbins

**TO BE ABLE TO ASK A QUESTION CLEARLY IS TWO-THIRDS OF THE WAY TO GETTING IT ANSWERED.**

John Ruskin



### QUESTIONS AS AN EDUCATIONAL TOOL

#### YOUR INNER READINESS FOR QUESTIONS

The ability to ask 'good' questions is one of the most important skills for a I2I supporter. Good questions stimulate reflection and thought and encourage young people to consider things they have never considered before. Why do we ask questions? To cut a long story short, we ask questions because that's how we grow and develop. The very first sentences

we utter are phrased as questions. Think about 3- to 4-year-old toddlers constantly asking "What's this?" and "Why?". Children ask questions so they can understand the world out there. For young people and adults, asking questions also helps to understand their inner world (their needs, desires, goals, passions, reasons, etc.)

Asking good questions may seem simple, but actually it's not that easy. Much of the power of questions comes from your attitude to questions.

- Do you believe that questioning can help young people to get a clearer understanding of their situation, or guide them towards their learning goals?

### WHAT ABOUT YOU?

- Can you remember someone asking you a question that helped you to change perspectives?
- A question that empowered you, inspired you, led you to action?

A very important factor when it comes to good questioning is to maintain genuine and sincere curiosity and to refrain from predicting the answers to your questions. Again, it's worth thinking back to what 3- to 4-year-olds do because they are a good example of this authentic curiosity. They ask because they don't know and they want to understand. Sometimes our own experience trips us up, and that's how we can find ourselves falling into the trap of advising and directing young people rather than showing a genuine interest in them.

And beware! There are practitioners who embark on providing 121 support who have chosen to follow a question-based approach – and they go too far. They believe that they should ask really AMAZING questions! Their questions are so well aimed and so thought through and so powerful that they ought to open people's eyes straight away and lead to immediate enlightenment. But this attitude is dangerous in that it's more constraining than liberating, although obviously well intentioned.

## GETTING TO KNOW YOUR QUESTIONS!

Before we start exploring what constitutes a good question, it's important to emphasise that your questions are not objectives in themselves. Questions serve to build a process and form a relationship with

the young person, so don't try to focus on them exclusively, forgetting the young person in front of you. The guidelines below can help you to reflect on your |2| experiences with young people.

To start with, let's look at what a good question is. These criteria may help you understand what constitutes a good question.

- What other criteria would you add?
- What do you think is a good question?

### **A GOOD QUESTION HAS A CLEAR GOAL AND INTENTION**

This means being aware of why you are asking a particular question. You need to be clear on this yourself and then, if you're asked, you can explain it to a young person. Are you asking this question because you want to understand their emotions and perceptions better? Or are you asking it to help them to draw from conclusions or build a learning plan?

### **A GOOD QUESTION IS PERSONAL AND STIMULATES REFLECTION**

Generally, we involve ourselves in processes that we find personally relevant. This is also true for the questions that we ask young people. Good questions relate to their specific situation and their world. They foster internal processes – emotions and thought – rather than just eliciting facts and information or helping us to retell someone else's ideas.

### **A GOOD QUESTION IS POSITIVE AND NON-JUDGMENTAL**

This aspect is crucial to the relationship between you and a young person, as implied judgments or criticisms can seriously harm the trust between you and can leave the young person feeling pressured or defensive. Actually, sometimes we're judgmental even though we're only trying to help a young person. Questions like "Don't you think you should show more initiative?" or "Why didn't you think your plan through well enough?" will probably lead them to close up rather than open up.

### **A GOOD QUESTION IS PRECISE, ACCURATE AND ... SIMPLE**

Like many things, the simplest questions are often the most inspiring. When asked a question, a young person should use their energy to form their response, rather than trying to concentrate on the exact wording of the question. So, less is definitely more here. Complex questions confuse people. Sometimes we ask complex questions because we're confused ourselves or we want to ask something that we don't feel comfortable with. So, re-ask yourself why you are asking the question in the first place.

### **SELF-REFLECTION: OBSERVE YOURSELF DURING A 121 SITUATION:**

- How do your questions sound?
- How much time do you spend talking while you're with the young person?
- What kind of questions do you usually ask?
- What are the intentions and goals of your questions?
- Where do you see possible traps in your questions?

## WHAT ELSE SHOULD WE KNOW ABOUT QUESTIONS?

### OPEN AND CLOSED QUESTIONS

The main distinction between open and closed questions lies in the answers they evoke. Answers to closed questions are usually “yes” or “no”, or simple one-word responses. In English, closed questions usually start with “Do you...?”, “Are you...?” “Haven't you...?” etc.

Open questions elicit wider and more comprehensive answers and invite young people to provide more information than if asked a closed question. Open questions also encourage participation and involvement in the conversation and allow us to explore the young person's thoughts and ideas. Open questions take them down new paths and challenge their way of thinking.

When interacting with young people, try to use open questions as the basis of your conversation. That said, definitely don't try to artificially avoid closed questions since they are useful in many circumstances, such as:

Asking for facts or information: 'Did you come up with this idea yourself?'

Confirming information: 'Have I got that right?'

Moving the conversation along: 'Can we continue?'

Ending a conversation: 'Have we finished?'

## LEARNING THROUGH FEEDBACK

In our lives we've all learned to think of ourselves in certain specific ways. We have a certain perception of ourselves that we develop through our life experiences. Sometimes these self-images are pretty realistic, sometimes they're not. They usually also serve to protect us from external messages that intend to hurt or weaken us.

Feedback is a great way to help another person to add some colour or shape to their self-image. It can be a wonderful gift for personal development if your feedback is based on goodwill and empathy. (See the section on the Johari Window, page 29)

The 121 setting is often ideal for feedback because it's much safer than in a group, especially if your relationship has already helped you create an atmosphere of trust and empowerment.

### HOW DOES FEEDBACK WORK?



The essence of constructive and supportive feedback is to speak about an effect that is created by a person's very specific behaviour. The other person's behaviour can be experienced through our emotions, thoughts, and immediate reactions. Usually what happens is that in our daily life we suddenly make assumptions and conclusions about that person rather than uncouple a person from their behaviour, so we rush to find

information that supports our prejudices about that particular person. So we say "You're such a slow person" instead of "It seems this time it took you three hours to accomplish this task, which is longer than last time. In your opinion, what were the reasons for that?" Which of those two comments would help the other person learn, do you think?



### Constructive and supportive feedback...

- ... is usually an "I" message. It's best when you speak from your own perspective, i.e.: "I saw...," "I feel...," "I think..."
- ... helps the other person to see the impact of their behaviour. It's therefore helpful to share the emotions, feelings and intentions that person's behaviour created in you (or you observed in other people).

How beneficial feedback is will depend on both the provider and the recipient of the feedback. Here are some boxes to tick every time you are in a feedback situation (from both sides).

- Am I giving/receiving feedback at the right time?
- Am I repeating/hearing facts?
- Am I using/hearing supportive words?
- Am I speaking/listening based on good intentions?

## AS A 121 SUPPORTER, WE INVITE YOU TO THINK ABOUT THESE ASPECTS:

### AM I GIVING/RECEIVING FEEDBACK AT THE RIGHT TIME?

- Try to minimize the period of time between the action/behaviour you've observed and when you give feedback. But it shouldn't be done while the person is still carrying out the action.
- Try to plan the place and time when you want to give feedback. The recipient should have enough time to work out what you mean and express their emotions if they want to.

## AM I REPEATING/HEARING FACTS?

- Is your feedback based on descriptions and observations? What have you observed about that person? What kind of specific, noticeable behaviours can you describe?
- Try to focus on those specific aspects of the person's behaviour. It's pretty hard to make changes based on general opinions, while specific habits in a person's behaviour can at least be thoroughly analysed and potentially changed.



- For example, "I've observed you listening to music on your headphones while you're in the group. Would you like to talk about that?" This is a very specific situation that you have observed. This situation can be interpreted in different ways, so you should discuss with the young person what it means for them to have their headphones on while in the group.

## AM I USING/HEARING SUPPORTIVE WORDS?

- Try to "assess" your words. Will those words be helpful and if so, how? Are you saying those words just to let off emotional steam, or does your feedback aim to help the young person grow?
- Be aware that although your feedback may be based as much as possible on objective observations, it will still be your subjective message.
- Sometimes it's better to start making a positive observation, not only to make the young person feel comfortable, but also to that you make an effort to see both sides of the story.
- Check and check again how your feedback was understood and accepted.



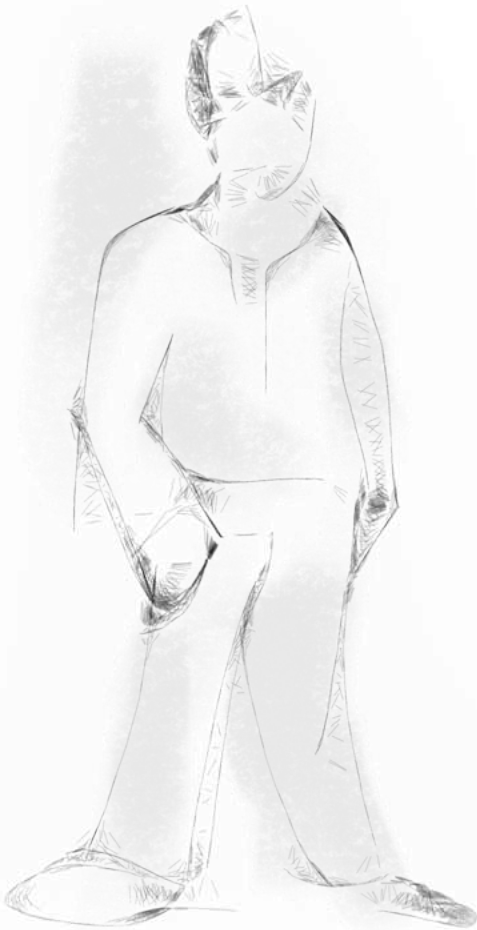
## AM I SPEAKING/LISTENING BASED ON GOOD INTENTIONS?

- As this aspect is closely linked to the one mentioned above, it's always good to check your intentions. Is a moral judgment secretly hiding behind your words?
- Try to show your intentions via your body language – speak to the person directly.



## IS THE RECIPIENT OF YOUR FEEDBACK AWARE THAT...

- ... they can ask to clarify things which are not clear?
- ... they can say "stop" when the information is overwhelming?
- ... they should try to refrain from arguing, defending or pleading, instead allowing the feedback to arrive and then to think about it?
- ... they can choose what feedback to accept and what not?

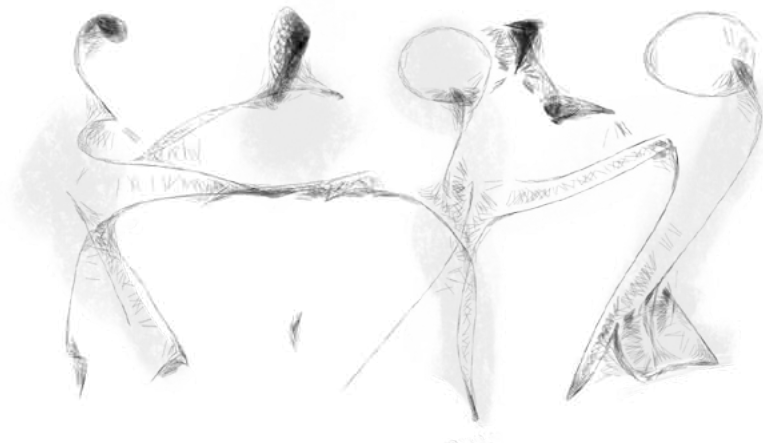


## 121 IN ERASMUS+: YOUTH IN ACTION PROJECTS — YOUTH EXCHANGES AS AN EXAMPLE

Within Erasmus+ there are many possibilities for 121 interventions to support individual participants' learning: projects involving Youth Exchanges, seminars, and European Voluntary Service and training courses, to mention just a few.

STAGE OF PROJECT	EXPLORATION	PREPARATION
TOPICS/CONTENT	Mainly Inner Readiness: Interests Motivations	Self-assessment of current competences Possible learning goals Strategies Courage/motivation
METHODOLOGY	Questioning/listening Making a collage or drawing	Questioning/listening Questionnaire Planning

We've used short-term Youth Exchanges as an example. Although the actual exchange may only last a matter of days (5-10), the project itself stretches over months. For each phase of the project, we've suggested some topics/content and methodologies that could be employed by the 121 practitioner in support of learning.



### ACTUAL EXCHANGE

Description of the experience  
Challenges  
Coping strategies  
The unexpected  
Reflection process

Questioning/listening  
Feedback

### EVALUATION/RETURN TO EVERYDAY LIFE

Comparing the plan to reality  
Use of competences  
Naming learning  
Youthpass  
Future plans

Questioning/listening  
Feedback  
Recording

- How does this scheme fit in with your own reality?
- If you were to include |2| processes, how would you do so?
- What would you change concerning the exchanges you undertake with young people (if any)?
- How could |2| processes be embedded in the flow of the project?
- What would you include for other types of projects within Erasmus+: Youth in Action?

## METHODS AND FRAMEWORKS YOU CAN USE IN 121

### INTRODUCTION

This section contains several different methods and techniques that are designed to help you in your 121 processes. Each serves a different purpose. Some of them, such as GROW and CLEAR, can help you to keep the structure of your meetings and

general 121 process with the young person. Others (Storyline, reflection cards) could support you in your reflections with the young person. Back to the Future can help you to support the young people in planning their goals.

PLEASE NOTE THAT DIFFERENT METHODS ADDRESS DIFFERENT LEARNING PREFERENCES AND STYLES. SO BEFORE YOU START USING DIFFERENT TECHNIQUES, CONSIDER FOR YOURSELF:

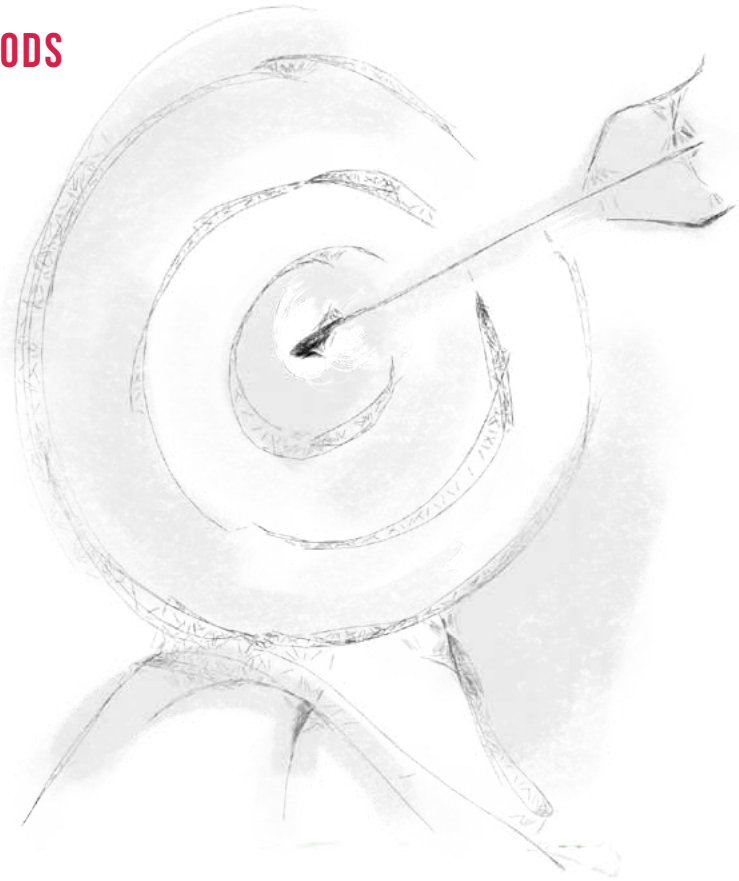
- How would this help a specific young person learn best?
- How could this be integrated in our 121 process?

Here are some examples:

- If you're working with young people who express themselves best through various visual means, ask them to draw their reflections or future plans. Alternatively, take photos during their experience and let these images "talk" in 121. Create and show a movie or video.
- With young people who have strong analytical abilities you can use approaches such as mind mapping or a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats).
- If you hold your 121 meetings outside, think about how you can use the surroundings for your talk. Find learning symbols in nature. Propose creating some land art based on their previous experiences.
- If it's music that resonates most with young people, suggest creating a soundtrack about their experiences.

If you don't have a clue what could help young people to be more involved in 121, you can always ask! As the saying goes, if you don't ask, the answer is no.

## METHODS



## STORYLINE

### AIM OF THE METHOD

- To assist a young person in reflecting on their experiences. It helps them to see the whole picture, not just the high or low points.

### DESCRIPTION OF THE METHOD

Ask the young person to create a graph showing the ups and downs of their recent experiences. This can be done, for instance, by drawing it on paper, making it look scientific, or by using a metaphor such as a river, a road or anything else. A more active variation on this is asking them to use a rope on the ground to create a line. Then you can walk together along the rope while you ask some questions about the person's storyline.

### POSSIBLE QUESTIONS TO ASK ALONG THE STORYLINE:

1. Name five emotions at different points along your line.
2. Tell me your story in five sentences while moving along the line.
3. What helped you reach the peak?
4. What helped you recover from the dip?
5. What (if anything) did you do to turn an up into a down and vice versa?
6. How did others (or other factors) turn an up into a down and vice versa?
7. How did your feelings influence what you said or did?
8. How did your feelings influence what others said or did?
9. Were others aware of your feelings?
10. How aware were you of the others' feelings? Were they following a similar or different pattern?
11. Assuming you encounter a similar situation again, show me how your storyline could be different next time.



## HOW THE STORYLINE COULD BE USED IN YOUR ERASMUS+ WORK:



This is a tool you could use in your Youthpass process in many different project settings. It could be used to reflect on a youth exchange experience and is also suitable for regular mentor-volunteer meetings.

## BACK TO THE FUTURE

### AIM OF THE METHOD

- To support the young person in planning future actions
- To support their reflection on assets that will help them to achieve their goal

### DESCRIPTION OF THE METHOD

Setting up “Back to the Future”:

The young person, who in this method acts as a “traveller”, places a word, symbol or picture that represents their goal on the floor and explains it to you, the “coach”.

Both of you walk about five meters away, optionally laying down a rope to mark out the journey.

The traveller turns their back on the goal and instead faces their coach. This symbolises the traveller turning their back on the future in order to focus on helpful factors that are in the past and present.

The coach asks what they already have that will help them on their journey. Example questions are given below. The format to use is: “What (...) do you already have that will help you on this journey?”

Whenever the traveller states a helpful factor they take a step backwards towards their goal. Large steps indicate very helpful factors; small steps indicate slightly helpful factors.

## **USEFUL QUESTIONS TO ASK THE TRAVELLER:**

- What knowledge and experience do you have that will help you on this journey?
- What skills and strengths do you have that will help you on this journey?
- What values and motivations do you have that will help you on this journey?
- What do you know about your strengths as a goal achiever that will help you achieve this particular goal?
- What resources and support do you have that will help you on this journey?
- What existing contacts, networks and relationships do you have that will help you in this journey?
- What have you or others already done to help you achieve this goal?
- Has this conversation helped you to think through what strengths and resources you need to include in your plan?

The coach can apply the same questioning technique to any problem that the traveller happens to mention: “What qualities do you already have that will help you overcome this obstacle?”

## **HOW DOES THIS WORK?**

Asking people about assets they already have helps them find shortcuts and time savers and remember forgotten resources.

The exercise involves recalling relevant experiences and drawing confidence, energy and insights from them.

It helps people to approach their goal more wisely and confidently – and with a greater chance of success.

The use of space and movement makes the conversation more focussed and builds automatic achievement and feedback into the process.

## GROW MODEL

### AIM OF THE METHOD

- To assist the young person in problem solving or goal setting

### DESCRIPTION OF THE METHOD

There are several versions of the GROW model. This is the original one which was presented by John Whitmore in his book 'Coaching for performance'.

The GROW model is a simple yet powerful framework for structuring your coaching and mentoring sessions. It helps you to keep on track with your sequence of questions. It's like a map that guides you and the young person towards learning objectives or any specific goal that the young person has.

As it is a model, it can be transformed into a method in many different ways. This is primarily a basic structure that the coach should bear in mind while she is interacting with a young person. But it could easily be turned into a set of written questions for a young person's collage or drawing.

<b>G</b>	<b>GOAL</b>	This is the end point at which the young person wants to be. The goal has to be defined in such a way that it is very clear to understand if it was achieved or not.
<b>R</b>	<b>REALITY</b>	This is where the young person is now. What are the challenges? How far away are they from their goal?
<b>O</b>	<b>OPTIONS</b>	Once the current reality has been explored, it's time to determine what is possible by brainstorming all possible options for reaching their goal.
<b>W</b>	<b>WAY FORWARD</b>	This summarizes aspects such as what needs to be done, when and by whom. It also confirms the will to act.

## GROW MODEL

### POSSIBLE QUESTIONS FOR EACH STEP:

#### GOAL

- Which area(s) of competence would you like to focus on?
- What would you like to achieve in the long and short term?
- What does your goal look like?
- How will you know that you have been successful in achieving (...)?
- What will work better than it does now?
- What are your intermediate goals/first steps?
- Are these challenging enough?

#### REALITY

- What is the situation right now? (Try to focus on facts!)
- What is working? What is not working?
- In which situations did you need this competence?
- Can you tell me about your greatest achievements in this area so far?
- What does this tell you about your strengths?
- What strengths of yours could help you to achieve your goals?
- What are the greatest external (or personal) challenges in developing this competence further?

#### OPTIONS

- What are your preferred courses of action?
- What are the actions you could take to reach your goal?
- What other alternatives can you think of?
- What would happen if you had more energy/confidence/money/time?
- If you were to start from the very beginning, what would you do?
- If the existing difficulties were eliminated, what would you do?
- What kind of support – from me and from others – would you need to do this?
- Who can help you?

## WAY FORWARD

- Which steps/actions are you going to take?
- To what extent are certain steps difficult for you?
- What can you do to reduce/eliminate these difficulties?
- Who needs to know about your plans?
- How big is your motivation on a scale of 1-10 to take these steps?
- Why is your motivation less than 10? What can you do to change that?

## VARIATIONS ON GROW

OSCAR is one of a number of other models that have developed as a result of practitioners taking GROW and developing their own acronyms

O = Outcome / G = Goal

S = Situation / R = Reality

C = Choices / O = Options

A = Action / W = Way Forward

R = Review / (part of W in the GROW model)

## A WORD ON GOAL SETTING:

If a goal is not realistic, there is no hope. But if it is not challenging, there is no motivation.

## CLEAR MODEL

### AIM OF THE METHOD

- To structure a long-term 121 process
- To support youth work practitioners in keeping track of important elements of a 121 process

### DESCRIPTION OF THE METHOD

Similar to the GROW model, this is a classic model that offers a wide range of elements to include in your 121 process or to be used during one particular meeting with the young person. This model is especially helpful if your 121 process is “explicit”, meaning that both of you are aware that you’re in a learning process. CLEAR suggests a sequence of steps that the 121 practitioner should have in mind.

### DESCRIPTION OF THE STEP

**C** is for contracting – Start contracting with the young person on the boundaries and the focus of your work together. At this stage, establish an agreement and define the relationship between you and the young person.

**L** is for listening – You listen to the issues the young person raises and areas she

### EXAMPLES OF QUESTIONS TO BE ASKED / ASPECTS TO BE CONSIDERED

*Setting the framework for our process.*

- When, how often, where will we meet?
- What will the scope of our meetings be?
- What do we expect from each other?
- What is the long-term aim of this learning support?
- Which area(s) of competence should we focus on?

- What is the situation right now? (Facts!)
- What do you want to achieve?



## DESCRIPTION OF THE STEP

wants to learn/develop. Listening includes overall listening, i.e., not only listening to the content, but also observing to the feelings and body language of the young person.

**E** is for exploring – Together, you explore the potential obstacles or facilitating factors in her learning process before undertaking new actions.

**A** is for Action – The young person actually tries out what she has chosen to learn.

**R** is for Review – You review the process with the young person and agree on the next steps she could take.

## EXAMPLES OF QUESTIONS TO BE ASKED / ASPECTS TO BE CONSIDERED

- How realistic is that?
- What are the greatest external (or personal) challenges in reaching that goal?
- While you are talking, I can observe a lot of /very little (...) in your body language.
- What has helped you in the past to learn new things?
- What has tripped you up/blocked your learning process?
- What kind of support – from me and from others – do you need to do this?
- How could you, the volunteer, tackle this task?
- Which resources and/or experiences do you already have from other similar activities etc.?
- Who can help you?
- Observation and feedback, if possible.
- How did you experience the process?
- Did you reach the goal you wanted?
- Would another approach have helped to assess what has been learned?
- What could help you move forward now?

## REFLECTION CARDS

This method is also called the 'active reviewing cycle' and is also a method. It suggests constituent parts of reflection and can be used during any reflection occasion, with or without cards.

### AIM OF THE METHOD

- To support the reflection process of the young person

### DESCRIPTION OF THE METHOD

Take a pack of regular playing cards and, following the meanings introduced below, try asking the young person to describe a certain experience. Ask them to talk about all the elements of that experience. The cards can be arranged in sequences to guide learning from experience (as described below); alternatively, you can use the meaning of the cards without following the proposed order.



The Diamond represents the experience as it first appears: a mixture of facts and impressions. What did you first notice, perceive or assume about that specific experience? Did it have many sides? What did it look like from other perspectives? How did others see it? A diamond is a valuable resource. How can we use it well?



The Heart also represents the experience, but this time how it felt and how it appeared to be. What emotions and intuitions did you experience at the time? What were they like? Did the experience remind you of another prior experience? How was it similar/different? How intense, new, special, surprising, frustrating, disturbing, inspiring, comforting was it?

The red cards (diamonds and hearts) together represent the story of the experience. This story describes the version of events from which learning and development will be derived through further reflection and analysis. The red cards flesh out the story. This is already a useful process, but you can take it further.



The Spade digs deeper. It involves examining the story. Questions typically serve to elicit reasons, explanations, judgments and conclusions. Why did things turn out like that? What made you feel that way? What made you think that? What can you learn from this? What are you finding out now?



The Club represents future growth in many possible directions. This growth may include action plans, learning plans, predictions, considering possibilities, describing choices, making decisions, practicing, testing, rehearsing, imagining and even dreaming. How can you make the most of your learning in the future?

The black cards (spades and clubs) together represent the various ways in which people can learn from their experiences and take their learning achievements forward. The red cards represent the story; the black cards represent learning, change and growth. Black cards are also about the story's significance and making a difference.



The Joker is a blank or wildcard that can mean anything you want it to. The Joker is here for a serious reason. It reminds us not to mistake the model for reality, meaning that we shouldn't fall for the illusion that all experience and learning can be assigned to the four categories. The Joker allows exceptions and gives us the freedom to experiment.

## EMOTIONS IDENTIFIED

### AIM OF THE METHOD

- To assist a young person in identifying their emotions. This process is beneficial itself because being aware of your own emotions helps to understand what is happening in your inner world, and leads to being aware of your needs. Besides, identifying emotions is an integral part of a quality reflection process.
- The goal of this tool is to welcome the emotional domain into learning and self-development process, so it becomes more holistic.
- This tool helps naming the emotions instead of judging them, for example, "I felt bad", "I felt good", "I felt OK". Being able to name and identify your emotions is a crucial part of personal and social development.

### DESCRIPTION OF THE METHOD

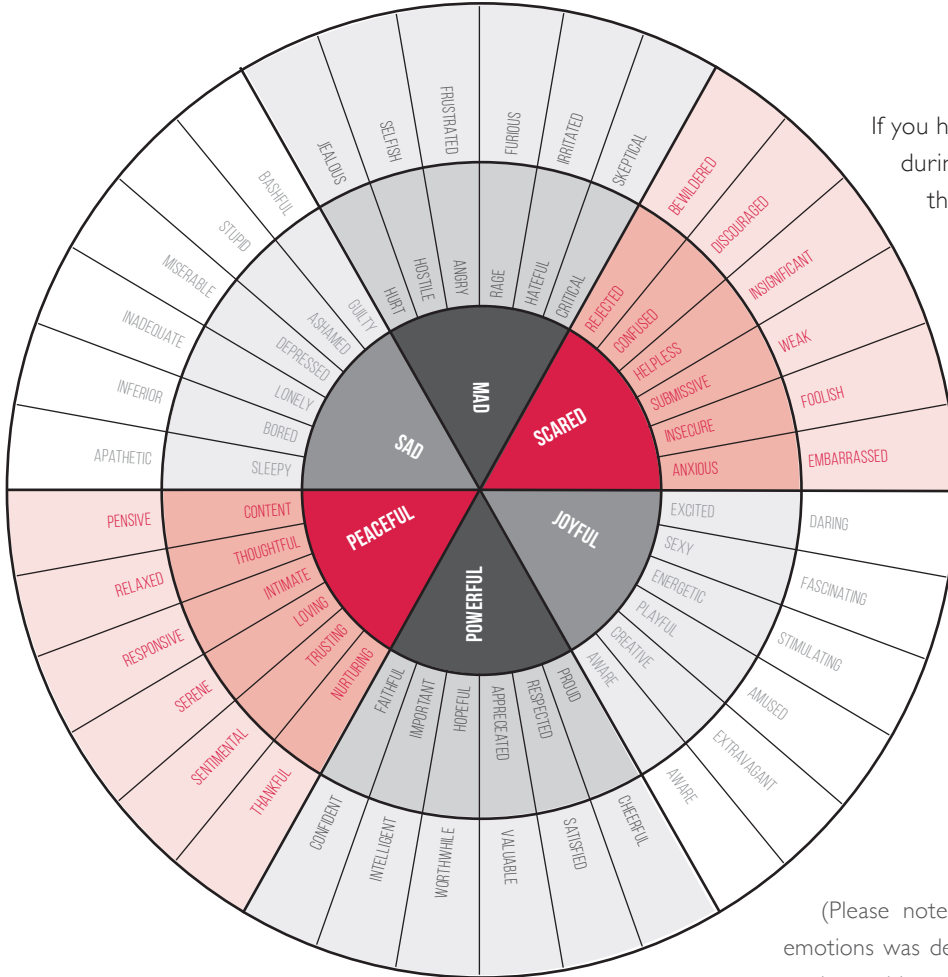
When reviewing together a particular experience ask the young person to select from the wheel of emotions several feelings, which were leading them during the experience.

After identifying emotions, support the young person to become more aware about their emotion and how it affects them.

While reflecting on selected emotions, here are some guiding questions to investigate it better:

- What action/person/circumstances caused this particular emotion?
- When have you noticed that emotion?
- Please describe your emotion - what was happening with you, when you were in this particular feeling?
- How did you respond to this feeling? How did you want to respond to this feeling?

If you have regular meetings with this young person, ask them if there were any emotions / feelings that were repeating, or in what way they have been expressed. Try to find links between their stories.



If you have been close to the young person during the experience and observed them, you could also share, what emotions have you observed being expressed and why did you think so. Use the feedback guidelines presented in this book.

Variation of this method: instead of using the wheel, you can cut out the names of emotions and use them like cards. There are many already made emotion/feelings card games, easily available on the internet.

(Please note: The original idea for the wheel of emotions was developed by Robert Plutchik. We have not been able to identify the author of this version.)

## STORYTELLING

### AIM OF THE METHOD

- To support young person's reflection process by looking into different perspectives of their experience
- This tool is inviting to reflect on the young person's experience using creative means of expression, so it suits best those young people, who are eager to express themselves in such a way.
- This tool is also helpful, when you need to reflect from a distance as telling personal story from the "main character" or "narrator" side might benefit looking at the entire experience from a different angle.

### DESCRIPTION OF THE METHOD

While reflecting about a particular experience (previous month of EVS, youth exchange or any other project a young person has been involved in), invite a young person to write a story of their experience, or most memorable part of the experience.

Invite them to use any creative means to tell the story - they can add pictures, images, paint the story. Also, there are many online tools for storytelling, here naming just a couple of them - [www.storyboardthat.com](http://www.storyboardthat.com), [www.storybird.com](http://www.storybird.com). Others can be easily found through an internet search "online tools for storytelling" or "online tools for storyboarding".

Depending on the young person's skills - you can ask them to create the story on their own, only giving them guiding questions and later on reflecting on it together. Or you can create and reflect on the story together - it's a much longer process, but worth the effort as it supports the development of different competencies.

The following are the directions to create a story, ask the young people to follow these steps as they are supporting the full potential of story disclosure. It's up to the young person to choose characters for the story, also to choose if they want to tell the story from the narrator or main character's point of view.

1. ACTION.

- Who are the characters in your story?
- What are they doing?
- Who is the main character of the story?
- What is happening around them?
- What is the context of the action?
- What is the relationship between characters?

2. DIALOGUE.

- What are the characters saying?
- How do they communicate?

3. DESCRIPTION.

- What are they seeing, hearing, touching, tasting, and smelling?
- How often do characters interact?
- In what atmosphere is the communication of characters happening?

4. INNER MONOLOGUE.

- What is the main character thinking?
- What are they feeling?
- What are his/her intentions?

5. EXPOSITION / NARRATIVE.

- What other information does the narrator want the reader to know?

## STORYTELLING

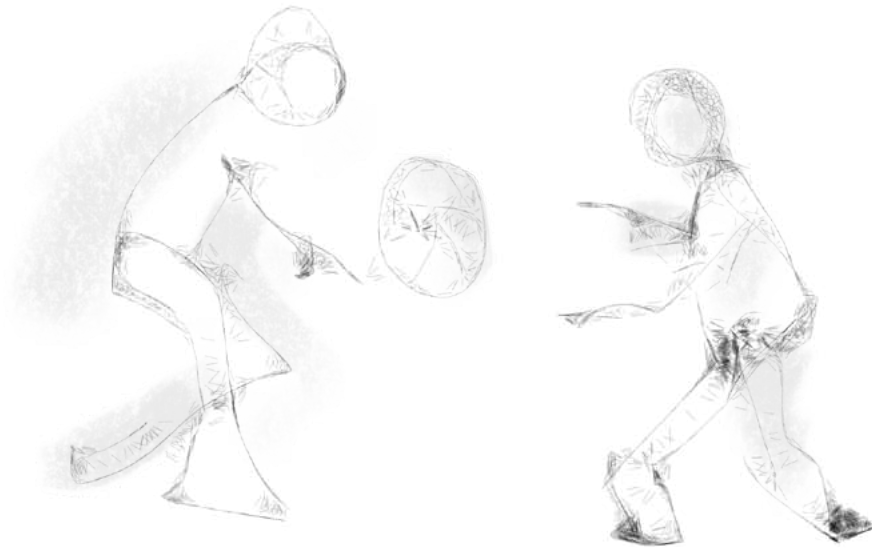
Reflect together with the young person. Here are some guiding questions, from which you choose to ask depending on how the story was developing:

- What do you understand as the meaning of the story?
- How did this story end? How might this story have ended differently?
- What wisdom do you learn from this story?
- What would be the moral of the story?
- What would be the title of the story?
- How much are the images chosen to depict the story realistic/ idealistic?
- What does the story teach you about learning?

Suggested questions for meta-reflection, i.e., how was it for the young person to create and think about the story:

- How was it for you to create a story?
- What was difficult and what was easy while reflecting on this story?
- What insights about your experience do you have now?





**PART C:**  
**DEVELOPING AS A**  
**121 PRACTITIONER**

'I am involved in 121 processes with young people from my group, aged 16 to 27. During these processes I really feel I am helping them to solve a lot of issues on the individual level. Most of the coaching takes place on the NGO's premises, but there are many times when young people feel more comfortable using Facebook or Skype to have 121 sessions with me. Sometimes it's more comfortable for them to go outside and have a chat by the river or in a local youth coffee shop (...)

The subjects and challenges we talk about include interpersonal relationships, challenging peer-to-peer situations, their relationship with their parents, love issues, how to express love, coming out of the closet regarding sexual orientation and many others.

Having done this course, I am empowered enough to know the exact difference between coaching and mentoring and not to assume the role of advisor or the like. Simply by using the right questioning technique, I've become aware that the majority of solutions to their problems and learning blockades are inside them and near to their hearts (...)"

(Participant, after a 121 training course)

We see from this quote that 121 practice challenges the role of the learning supporter. Becoming a reflective practitioner of 121 means challenging and questioning you and receiving feedback from young people, peers and colleagues.

This publication aims to help youth work practitioners to take positive steps and to grow in various contexts where 121 is appropriate and relevant. Clearly, this publication neither aims to nor provides enough space to offer a full curriculum or framework for overall competence development.

What it can do, however, is to provide you with one last exercise that encourages you to examine your style as a 121 practitioner. Try it out!



## YOUR 121 STYLE

Developing an awareness of how you maintain relationships with young people and how you learn yourself can be very useful. It requires getting to know your strengths and weaknesses. There is a close link between the way you yourself learn and the way you guide others through their learning process. How do you see this link?

Below is a series of continuums that can help you examine your learning and guiding styles.

In each box, think about where you would situate yourself. Bear in mind that there is no perfect answer!

<b>WHEN I GUIDE:</b>	<b>WHEN I LEARN:</b>
How important is it for me to give people space (to act, to think etc.)? Do I try to direct or even control the 121 situation?	How much freedom do I need when I learn? Or do I like to be under someone else's control when I learn?
<b>FREEDOM</b> → <b>CONTROL</b>	<b>FREEDOM</b> → <b>CONTROL</b>
To what extent am I oriented towards a result? Do I make my goals clear? Or do I follow the process, thinking that this is the most important thing?	To what extent am I oriented towards a result when I learn? How precisely do I need to follow my learning objectives? Or do I let myself go with the flow and learn by reflection afterwards?
<b>PROCESS</b> → <b>RESULT</b>	<b>PROCESS</b> → <b>RESULT</b>
How many challenges do I usually set for the young people I work with? Am I protective or even patronising towards them?	To what extent do I need to be challenged when I learn? Do I need to feel safe when I learn?
<b>CHALLENGE</b> → <b>SAFETY</b>	<b>CHALLENGE</b> → <b>SAFETY</b>

Take a look at your results. Do you see any connection between the way you learn and the way you support other people's learning? What are those links? Is there anything you would like to change in your relationships with young people when it comes to learning?

You may find it useful to share your results (and the reasons for them) with a trusted colleague. Their feedback may help you to see things in a different light, or even come to different conclusions.

Good luck in your future 121 relationships and in supporting young people in their learning!



**PART D:**  
**GOING DEEPER**  
**AND FURTHER...**

What else is out there to help you develop as a I21 practitioner, especially internationally?

[www.youthpass.eu](http://www.youthpass.eu)

This site offers some wonderful publications such as:

'Youthpass Unfolded'

A set of tools to use and adapt when working with individuals and groups

See: <https://www.youthpass.eu/en/youthpass/downloads/youthpass-unfolded/>

'Learning out of the box' – A set of quotation cards around the topic of learning. Extremely useful in encouraging meaningful conversations about the subject.

See: <https://www.youthpass.eu/fr/publications/card-game/>

## REFERENCES FOR THIS PUBLICATION

### PART A

#### On learning and Learning to learn and the Youthpass process

SALTO T&C Resource Centre: 'Youthpass Unfolded', 2013  
Packed with practical tips and methods concerning learning and the Youthpass process.

See: <https://www.youthpass.eu/en/youthpass/downloads/youthpass-unfolded/>

P. Kloosterman & M. Taylor: 'The facilitator's handbook on learning to learn'

See: <http://educationaltoolsportal.eu/en/handbook-facilitators-learning-learn-practice>

(accessed 01. September 2017)

Sums up theories and gives pointers for methodology and specific tools. Tools like the learning interview approach or the learning river are especially interesting once adapted for I21 work.

### On competence and the concept of inner readiness:

Jakube, A., Jasiene., G, Taylor, M., Vandenbussche, B.: Holding the Space - Facilitating reflection and inner readiness for learning, (2016), REFLECT. ISBN: 9789082139983. Download: <http://www.reflecting.eu/project/holding-the-space/>

Includes some great stories, also 121 examples. Brings together state-of-the-art theory and practice about reflection and inner readiness in both formal and non-formal settings.

### The following books explain the difference between coaching and mentoring:

M. Connor and J. Pokora: 'Coaching and mentoring at work', 2007, Open University Press This book explains how to get the most out of coaching and mentoring and identifies the key principles of effective practice. A sound resource for those already engaged in, or thinking about, coaching and mentoring.

A. Brockbank and I. McGill: 'Facilitating Reflective Learning Through Mentoring & Coaching' 2006, Kogan Page.

This book describes various theoretical models for coaching and mentoring and looks at how they are applied in practice. The theory is backed up by practical advice. Including numerous practical exercises and case studies.

### The Johari Window:

Joseph Luft, Harry Ingham: The Johari window, a graphic model of interpersonal awareness. In: Proceedings of the western training laboratory in group development, Los Angeles: UCLA, 1955.

## PART B

### These books were a source of material for PART B:

J. Starr: 'The Coaching Manual 2nd edition', 2008, Pearson Education Limited.

A comprehensive guide to personal coaching processes, principles and skills.

J. Rogers: 'Coaching skills. A handbook', 2008, Open University Press.

This book introduces guidelines on how to acquire the skills that are essential for coaches. It addresses key issues such as how to create a trustful relationship that encourages a client to learn and what constitutes good listening and interacting with the coachee.

R.Kočičūnas: 'Psichologinis konsultavimas', 1995, Lumen leidykla, Vilnius.

This book introduces the main approaches, principles and concepts that can be applied by psychologists, social workers and others.

Roger Greenaway's web site and newsletter 'Active Reviewing' is constantly updated to challenge preconceived ideas about reflection and evaluation. Roger kindly allowed us to include some of his tools here.

See: <http://reviewing.co.uk> (accessed 01. September 2017)

John Whitmore, Coaching For Performance: Growing People, Performance and Purpose, London/Boston, 1992/2002

### THE AUTHORS OF THIS PUBLICATION:

Monika Kežaitė-Jakniūnienė, Vilnius, Lithuania ([monule@gmail.com](mailto:monule@gmail.com))

Monika is a trainer in youth work and organisational development, individual coach and supervisor from Lithuania. She has been involved in youth work since 1999, mostly in the field of volunteering (also European Voluntary Service). She has gathered experience in building individual relationships with young people while preparing volunteers for their long-term programmes, consulting young people on their careers as well as consulting trainees along their educational path. Monika works in Lithuania as well as in Europe. Locally, you can meet her at Kitokie projektai - an inspiring community of trainers and consultants.





Internationally, you can meet her in SALTO -YOUTH training courses such as SOHO and “I2I” or in other European learning programmes like “Meant to be a Mentor” and the long-term development programmes of Via Experientia.

Mark E. Taylor, Strasbourg, France ([brazavil.training@yahoo.com](mailto:brazavil.training@yahoo.com))

Mark works as a trainer and facilitator, writes and edits publications and is currently working on a I2I-related theory based on the use of ukuleles. A co-founder of the Via Experientia consortium, he has worked intensively on reflection in theory and action. As a member of the Youthpass Advisory Group for the SALTO T&C Resource Centre, he has been strongly involved in the development of Youthpass as a tool for recognition of non-formal learning.

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#### **Person in charge**

Hans-Georg Wicke

#### **Coordination & editing**

Rita Bergstein, [youthpass@salto-youth.net](mailto:youthpass@salto-youth.net)

#### **Authors**

Monika Kėžaitė-Jakniūnienė, [monule@gmail.com](mailto:monule@gmail.com)

Mark E. Taylor, [brazavil.training@yahoo.com](mailto:brazavil.training@yahoo.com)

#### **Proofreading**

Karin Walker, [kw@dolmetscher-in-nrw.de](mailto:kw@dolmetscher-in-nrw.de)

#### **Layout**

Mandy Krühne, [www.kreativraum.de](http://www.kreativraum.de)

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