



# National report of assessment / Austria

Y.U.S.S. – Addressing Youth Unemployment through Soft Skills Coaching Programmes

2011-1-ES1-LEO05-35958

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## 0. Introduction and presentation of the programme “RELOAD”

The Austrian pilot of the YUSS project has been integrated in a national vocational training programme called “RELOAD” and executed by the Austrian association “VereinEP”. This programme was destined to young people in search of work. The duration of the programme was from October to March 2013. 12 young people aged from 15 to 21 participated in the programme. The general objective of the present national programme “RELOAD” was to give clear perspectives to the young people, to foster their strengths, to find out their talents and to integrate them at a long term into the job market.

The particularities of the programme are the work on projects (often having social relevance), methods of learning orientated on acting and on practical exercises, basic formation, multiple impulses as well as a care for the individual going beyond the end of the programme’s lifetime.

The strengths of this programme are the work in small groups, the intensive work on relationship, a strong orientation on practical exercises, a very young team of trainers as well as the possibility to act and react in an individual and flexible way.

12 young people coming from Austria, Italy, Congo, Nigeria, USA, Kenya, Serbia, Kosovo, Chechnya and Afghanistan (4 female and 8 male) aged from 16 to 21 years started the programme and seven of them found a job during the programme, so that only five of them could participate in the YUSS pilot that was integrated at the end of the RELOAD programme.

The content of the RELOAD programme can be summarized as follows:

- project working
- basic formation (German, Mathematics, English) in the context of general knowledge
- IT knowledge (ECDL) and financial topics
- soft skills and social competences
- sports
- common cooking, eating and health topics
- individual coaching
- particularity: in order to guarantee a successful project working the young people are partially rewarded with goodies like sports and cultural activities

Furthermore the following activities are foreseen besides the standard content:

- week of apprenticeship in an enterprise
- two weeks of project
- project days, excursions, days outdoor, trips

## 1. Reports on pilot sessions

The following reports refer to the results of the pilot testing of the “Be Competent” coaching manual with the Austrian YUSS project target group. It has to be mentioned again that at the beginning of the project twelve young people participated in the project and that seven found a job, so that only five of them could participate into the pilot testing phase of the manual. Therefore all the upcoming results are based on the results of these five participants:

- Atef Sohil
- Enes Ramovic
- Luana Ciraci
- Flamur Muleci
- Thomy Bosange

The total duration of the pilot testing was of 30 hours of coaching. The timeline given in the manual was respected and the rest of the time was spent with individual coaching concerning the different sessions

The pilot testing took place in the agreeable atmosphere of the association “Verein EP”. Furthermore this place was well known and positively accepted by the participants knowing the rooms since several months. As the participants did also some general things like cooking and eating together at this place, they felt very comfortable and relaxed.

Before the beginning of the different sessions the young people were generally introduced to the topic of soft skills and were also explained the YUSS project and its objectives.

## 1.1 Report on pilot session 0

Date: 8.3.2013

Partner: Austria/ENTER/VereinEP

Coach: Lena Enge

Participants:

- Atef Sohil
- Enes Ramovic
- Luana Ciraci
- Flamur Muleci
- Thomy Bosange

The first session called “A project is a dream with a date” was realized at the very beginning of the pilot. Its aim was to show to the participants how to set goals and how to plan and develop an ownership sense of them. The trainers used this session in order to know exactly what the group and their individuals in this and the following sessions need.

As practiced during the transfer workshop held in Lisbon the trainer constructed a similar exercise for the Austrian participants:

Timetable: 8:00 – 9:00

15 minutes of introduction. 15 minutes of realisation. 15 minutes of reflexion and further discussions.

Objectives:

Introduction in the topic and conception of the competences that are important in the working life (focus on: capability to adapt to an organizational environment, communication, emotional intelligence and independence).

Content:

The participants had to allocate respectively one picture (symbol or drawing) and one motto to a competence that is important for the professional life. During the allocation and afterwards the trainer and the participants discuss about these competences and they try to find examples.

### Methodological approach:

Interactive presentation: some participants regroup the elements according to their classifications on the pin board followed by a discussion in groups.

Flipchart with flip, where all the competences are written; pin board; cards and slips of paper with symbols; mottos and competences; circle of chairs

## **Trainer feedback on pilot session 0**

### General feedback:

This exercise is very convenient for the beginning of the whole coaching process. Nevertheless it is very important to define clearly the objectives of this exercise before the very start of the exercises. The definition of the trainers was the following:

1. introduction to the topic – offering an overview and some orientation
2. connection of the contents with the personal experiences of the participants – “anchoring” of the participants
3. common definition of the terms serving as basis for the further work

It was a challenge as the young people don't know about these terms and they don't understand them (for example “emotional intelligence”). Therefore it is up to the trainer to find the balance between requirements and explanations or inputs of the participants. A problem in this context is presented by the linguistic barriers as well as the different levels of education of the participants. But if the process of discussion is carefully conducted by the trainer good results can be achieved.

### Input:

The awareness of knowing that soft skills are very important for the professional life was present yet in the young people. But the choice of different soft skills were completed during the discussion process by the young people choosing also many other soft skills. Partially a lot of time was necessary for reaching a common comprehension of the different skills (for example: “capability to adapt to an organizational environment”). It was also important to give a term to the skills that was easier to understand for the young people (for example instead of passed competence – “being flexible”).

### Realisation of the exercise:

It was important to choose the pictures with reference to the competence and not in an abstract way. If situations and symbols linked too much with the private lives of the participants are chosen the discussion is threaten to slip to other areas. And this is even more important considering the low attention span and the low capability to concentrate on a certain topic for a longer time period. Considering also that the young people had to solve the exercises one after the other the trainer had also to pay attention on the fact that the participants would not be shown up in front of the whole group. Each solution found (often with the help of the trainer and the other participants) therefore wasn't changed anymore but only completed.

### Reflexion:

Here it was very important to use also practical exercises out of the professions of the young people and to write them also down. The results were put on the wall in order to make reference to them all over the time. Other competences and capabilities that have been additionally introduced by the young people were also written on the flip chart. An important success factor was that the inputs of the young people were used and written literally and that there was a common finding of the definition of competences that were written down and repeated several times in order to find a common basis for the further work.

## 1.2 Report on pilot session 1

Date: 14.3.2013

Partner: Austria/ENTER/VereinEP

Coach: Mag. Johannes Thaler

Participants:

- Atef Sohil
- Enes Ramovic
- Luana Ciraci
- Flamur Muleci
- Thomy Bosange

Timetable:

60 minutes

Objectives:

Been acquainted with the competency for flexibility; having experienced how to react to changed conditions with flexibility.

Content:

Participants brainstorm what flexibility means to them. Trainer charts a diagram of this competency and participant's associations. Trainer presents input of competency for flexibility and matches participant's ideas. Trainer divides participants into 2 groups and distributes Appendix 1 & 3 to group 1 and 2 & 4 to group 2. The groups solve the task and present their solutions. Trainer discusses conclusions to this exercise with the participants.

Methodological approach:

Flipchart, markers, pens & pencils, appendix 1, 2, 3, 4; Preparing a short input about flexibility from the view of the trainer.

Duration:

60 minutes

## Trainer feedback on pilot session 1

Some of the participants with other cultural background did not know the given fairy-tales. So the appendices had to be used and the English text translated due to the lack of the English language of the participants.

The recommended time-table was too short due to their also deficient knowledge of the German language. They had difficulties to read and understand the fairy-tales. The trainer had to explain parts of the stories and their meaning.

The participants had a low capability of abstraction, imagination and naturally verbal expression. Therefore changes in their stories were almost not existent at first. They could not reinvent the fairy-tales all by themselves but had to get help with questions from the trainer to increase their creativity.

The participants lacked the insight how telling a story could help them with finding and keeping a job and also could not be convinced at the closing discussion.

Recommendations:

- Don't use too sophisticated language and terms.
- Don't talk too much about theory.
- Talk like the target audience talks. Improvise if necessary.
- Take more time especially for inventing the new stories.
- Use fairy-tales of the cultural background of the participants.
- Take more time in explaining and discussing the relevant work connection.
- Repeat the exercise a few times with different settings/stories.

## 1.3 Report on pilot session 2

Date: 12.3.2013

Partner: Austria/ENTER/VereinEP

Coach: Paul Kaiserfeld

Participants:

- Atef Sohil
- Enes Ramovic
- Luana Ciraci
- Flamur Muleci
- Thomy Bosange

Timetable: 11:00 – 12:00

20 minutes presentation of the exercise; 30 minutes for realisation; 10 minutes of debriefing

Objectives: Communication

In this session the three elements of communication were to elaborate. Within the exercise the comprehension of communication problems should have been improved by a reflexive realization of different roles.

Content:

Within this session the participants should receive from the trainer an input concerning the three pillars of communication and should be confronted with the difficulties of efficient communication by the presentation of a diagram. After that the group should be divided and a story should be transmitted to the others by whispering it. The objective was to show to the participants how communication problems can arise and what they could engender. Based on this experience the participants had to elaborate solutions and priorities for a better transmission of information.

Methodological approach:

Group exercise with input of the trainer; working with flipchart, pens, paper, different colours; relaxed atmosphere.

### Duration:

20 minutes for explanation; 30 minutes for realisation; 10 minutes for reflexion; afterwards: individual reflexion and coaching

## **Trainer feedback on pilot session 2**

### General:

This session 2 treated the topic of communication. This topic represents a challenge not only for the trainer, but also for the participants. The trainer has to choose the right steps in the right order and therefore a good and accurate preparation and planning work is necessary. The challenge for the participants was the complexity of the input and especially of the used diagram.

### Input:

At the beginning there was an introduction to the learning pillars of communication and afterwards the topic is discussed with the help of the giving diagram. The trainer of this exercise remarked that in his opinion the three pillars of communication that should be elaborated should not be equalized with “message uptake”, “active communication” and “ability to give reason and argue”. There are also topics like “communication acting” or “communication levels” not treated in this session. Therefore it can be said that it is very difficult to elaborate the different models of communication in a given time of 10 minutes and to discuss about them during 20 minutes. But nevertheless the topic can be well touched in this time. The diagram itself seems not to be too coherent as the different dimensions are referring to different areas and are also impacting more or less intensively on “effective communication”. The explanation of communication is relatively difficult when the topic of daily notions or concepts of meta-language of communication science are treated. Another problem was the low level of education of the participants. The trainer thinks that different levels of comprehension could be reached on this topic.

### Realisation of the game:

The text had to be translated but obviously every other article treating a certain event could have been used. It was necessary to memorize and pass on 20-30 contents. This was very difficult for the participants as the linguistic barriers represented a big deficiency. Furthermore the participants of the testing group had difficulties in listening carefully. It was very interesting to see that the participants could memorize much of the text but due to the interdiction of communication (only one had the permission to report) the whole story could not be reconstructed by the group. It was also difficult for the participants to follow the instructions of the participants. Therefore the story got more and more bent and after three repetitions there were even mistakes in the story. This was a fact that could not be avoided.

### Reflexion:

The trainer discussed the text once again with the group and they discussed about how to make it better. As there were not enough participants there was no division in two groups but the trainer built a common plenum. The participants could reach quite good results that were not reached before.

## 1.4 Report on pilot session 3

Date: 13.3.2013

Partner: Austria/ENTER/VereinEP

Coach: Paul Kaiserfeld

Participants:

- Atef Sohil
- Enes Ramovic
- Luana Ciraci
- Flamur Muleci
- Thomy Bosange

Timetable:

9:00-9:30: introductory speech; 9:30-9:45: explanation of the exercise; 9:45-10:15: realization of the exercise; 10:15-10:45: discussion about experiences.

Objectives:

Sense of self; awareness of others; emotional control; management of the own feelings and of the “social situation”; better evaluation of the own emotions and eventually a better use of emotions through gaining of comprehension; taking over of perspectives.

Content:

What is emotional intelligence? How do emotions affect our perception of the world and of ourselves? How can I understand my treating of emotions and how can I learn a better handling of them?

The exercise foresees that the participants think of events experienced in a disagreeable situation, how the other person lives this and to take then the “fly on the wall” position. A very important point was the discussion after the exercise as this helped a lot in understanding the exercise.

Methodological approach:

Introduction to the topic; discussion on own experiences of the participants; presentation of the model of emotion and perception and the reactions on it

Exercise in group: the exercise is based on the perception of the own person. For this scope an agreeable situation was created and there was a quiet music during the phases of reflexion.

Duration:

9:00-9:45: introduction and discussion of the models; 9:45-10:00: preparation of the exercise; 10:00-11:00: realisation of the three rounds with one reflexion round respectively; 11:00-11:30: reflexion of the whole exercise. What did I learn?

### Trainer feedback on pilot session 3

Self-perception, perception, emotional control, management of one's own feelings and the "social situation". Better assessing the own emotions and possibly better management through understanding. Perspective-taking!

The adoption of these goals was the sense of this session. In the exercise, the "Goleman" model of emotional intelligence should be explained first. This is the assumption that there is self-awareness and management, and social perception and management. "Perception, use, understanding, and management" should be the building blocks of "dealing" with elements of emotional communication, and personal and social skills.

The coach asked himself the following questions that he wanted to work out with the target group: What is emotional intelligence? How do emotions influence our perception of the world and of ourselves? How can I understand my dealing with emotions and learn to better cope with it? Although the "Goleman model" appears quite useful, it is quite difficult to explain, in fact, especially if the participants have a below-average level of education. Therefore the trainer decided to directly perform the exercise and to come back to talk about the model afterwards.

The exercise was adapted as follows: The trainer had a little more time than planned and set the young people in relaxed positions on a couch with relaxing music and asked for the reflection process. He hoped to bring them to think about a social stress situation. The exercise lies in the fact that the participants should imagine stressing experiences in an

unpleasant situation considering also the "fly on the wall" position. Between the three sections the trainer made a pause and let the participants reflect. This was even surprisingly good, although 2 of the 5 participants had not quite understood what it is about. They could imagine unpleasant situations, but did not succeed in the perspective-taking.

It was important therefore definitely to debrief each exercise as it helped immensely to the understanding and also the young people who could imagine no other perspective, the understanding of what they should have done easier. In the debriefing, however, it could be seen that some participants were able to judge "critically" from the respective perspectives and were able to assess themselves and their conduct in a larger context.

Nevertheless the trainer didn't succeed in explaining the connection of the model and the four-step process of interpretation and utilizing of emotional impulses (perceive, use, understand and manage). These are the limits of the "Goleman model". It has to be known for example what "management" means etc. Therefore the trainer suggests to just let act the exercise without the explanatory modeling. The repeating of the exercise also has a "learning effect" result.

All in all, the exercise worked and helped the understanding. Although the trainer doubts that the effect is very sustainable. The explanation and the Goleman model are too specific for young people. Here simpler explanations should be chosen. Repetition and other imagined social situations may mean better understanding and initiate better processes of reflection.

## 1.5 Report on pilot session 4

Date: 14.3.2013

Partner: Austria/ENTER/VereinEP

Coach: Petra Oberhollenzer

Participants:

- Atef Sohil
- Enes Ramovic
- Luana Ciraci
- Flamur Muleci
- Thomy Bosange

### Timetable:

8:30: explanation of the exercise autonomy / intermediation of the objective; 9.15: brainstorming; 9.30: discussion; 9.40: structure; 9.50: realisation; 10.00: discussion/analysis.

### Objectives:

Experiencing autonomy; taking autonomic decisions; knowing autonomic competence; developing awareness of autonomy

### Content:

To determine the concept of competence; dressing a mind map on the topic of competence; explanation of independence and comparisons with ideas of the participants; explaining how to take decisions with the help of the story – autonomic decisions have to be taken “for a survival”; discussion about knowing who, why, what and in which way everybody has taken a benefit and explanation of the benefit; reflexion on the exercise; exchange of experience among the participants / question making following the instructions of the manual

### Methodological approach:

4 flip charts; paper and pens for the participants; story of the manual; personal instruction about objectives and benefits of the exercise; realisation with storytelling; work of the participants, autonomic decision finding; analysis of process, reflexion; group reflexion;

explanation in front of the group; positive reinforcement of the personal decision making through open listening and through appreciative listening

Duration:

15 minutes of explanation of the exercise autonomy; 10 minutes of procurement of objectives; 15 minutes of brainstorming; 10 minutes of discussion; 5 minutes of building up; 15 minutes of realisation, 20 minutes of discussion and analysis

### **Trainer feedback on pilot session 4**

The participants were quickly aware of how important autonomy is in professional and private life. However, they couldn't understand the meaning behind the practice. Each participant interpreted the need of different items in a different way. Furthermore an additional problem was the linguistic understanding. Thus, this practice has not produced its full effect with the participants. This was partly because the participants were not the right audience for this exercise and also because they saw no reason in the exercise. It can be said that the exercises are not suitable (with reference to the participants' age / understanding / level of abstraction). There is a lack of connection to reality. Perhaps a more realistic example should be chosen instead of the scenario "plane crash". Also, the participants would prefer to be informed about the objectives of the exercise in order to stimulate their motivation.

## 2. Evaluation of the trainers

### 2.1. General situation and problems with young unemployed people

The problem with young people with a migration background is that they are frequenting schools that are absolutely not frequented by native young people. So there is no mix. Additionally there is a certain potential for conflict caused by different nations and the individual development is suffering and dropped behind. For instance, there are young people speaking three languages, but no language is dominated sufficiently.

The young people are thinking “orientated on the moment” and they don’t think about if they can use the learnt things at a later moment. It is important to inspire enthusiasm as only in this way young people are able to learn. The trainings also take over the function of a re-socialisation process as this function often isn’t assumed by the parents.

It is important to train the “behaviour” of young people in order to develop competences and to encourage the interaction. The wish of the majority of the young people is to have a “normal” live but they also see that they never will achieve this goal without changing their behaviour. Therefore trainings on soft skills are so important.

During the pilot training the weaknesses detected by the trainers during the pilot can be assumed as follows:

### 2.2. Weaknesses:

- the language level was too high for the target group
- the content was too difficult to understand (e.g. Emotional Intelligence)
- migration problem: other conception of male and female role
- migration problem: the content of the fairytale was difficult to understand as some of the participants didn’t know it and therefore it was too difficult to re-tell it again
- too much theory
- the time table is too tight
- the given structure (information -> explanation of exercise -> realization -> reflexion) is too tight

- the information is often secluded from the exercise and sometimes the exercise does not fit (e.g. why is there a fairytale?)
- the theories are too difficult to understand and it takes a lot of time for explaining the sense of the exercise
- the manual doesn't tell about the aims and purposes of the training
- e.g. fairytale: it was impossible to stick to the instructions; the participants wouldn't have understood
- the instructions for the trainers are too strict
- the time for giving instructions and explanations should be longer

Besides these weaknesses of the manual and the training the trainers also detected the following strengths of the pilot training:

### 2.3. Strengths:

- the manual is a good tool for the trainers in order to have some variation in their curriculum
- the fairytale is good for stimulating the fantasy
- the manual is a good means as it represents exactly the competences that young people should have (e.g. creativity for being able to adapt to changed structures....)
- the general organisation of training is a good point as this permits a kind of "re-socialisation process", because some of the participants stayed at home doing nothing for several months or even years
- all in all the manual is a good tool as it treats very important aspects for including young people in the labour world showing them there is something else beside the "learning of things"

## 2.4. General remarks, background and tips for amelioration:

### Background:

- Ignorance about their own skills and desires (or presence of unrealistic desires), work market, behavior in applications, behavior in the workplace;
- Lack of self-esteem, low self-reflection, lack of presentation skills, ignorance of their own values, missing objectives and a lack of willingness to achieve the values and objectives disadvantages
- Big lack of social behavior (attention, interaction with each other, verbal and non-verbal provocative / offensive communications and expressions, listening, patience, acceptance and tolerance, conflict prevention and resolution, good "manners")
- Lack of perspectives or perception of perspectives
- Limited interest, focus on appearances and consumption, low patience
- High potential for aggression
- Low level of abstraction, lack of capability of expression
- Negative effects and sensible use of modern communication technologies
- Lack of time structuring
- With additional migration background: language difficulties, lack of understanding of Austrian culture and difficulties in integrating their own cultural experiences difficulties / needs with the new situation

### Recommendations:

- Provide structure for daily routine
- Relationship can build up in the group with respect; living the community
- Promote and stimulating individual participants – alone and in groups
- Helping people to help themselves
- Empowerment
- Promote joy, fun and curiosity

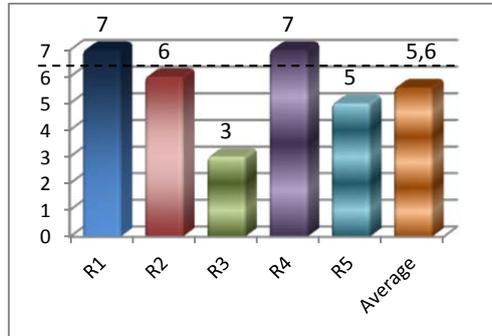
### Tips:

- adaptation of training to the low level of participants (considering migration background)
- organisation of different feedback-rounds
- there should be an easy and comprehensible explanation of the added value written and presented in an easy language
- the exercise should be repeated several times in order to create an effect on the creativity of the participants
- the manual is a good auxiliary means for the training, but the most important in the work with the Austrian target group is the relation between trainer/participant and the formation of a “group”.

### 3. Evaluation of the participants

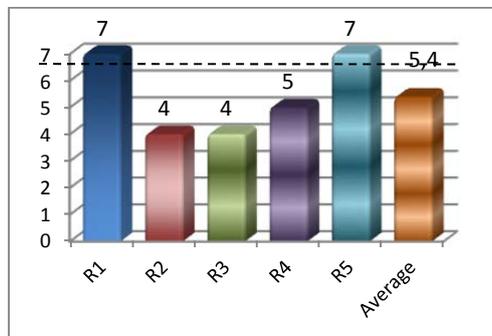
The following evaluation of the participants was given when answering to the following questions:

1. Please mark the overall satisfaction with the contents in the coaching experience:



It can be seen that the overall satisfaction of the participants was not homogeneous and that the average score of satisfaction hardly exceeds 5.0 points.

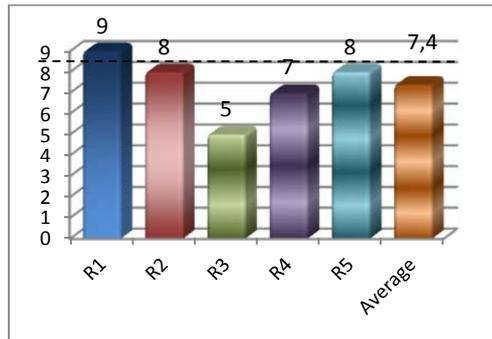
2. To what extent you think you have improved your employability skills by participating in this experience. Why....



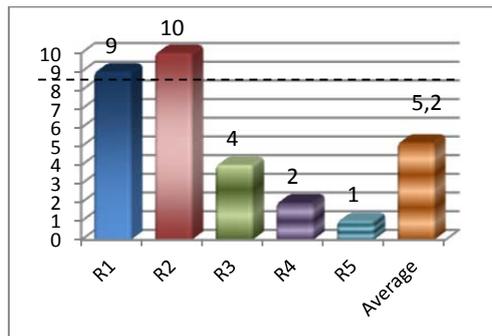
In this chart it can be seen that not all of the participants are convinced that the training was useful for improving their employability skills. As reasons therefore were stated that the exercises won't help them to find a place of apprenticeship and one participant stated that the percentage of usefulness for him/her is of 50 %.

3. In each measure you think this coaching experience boosted your employability skills, namely:

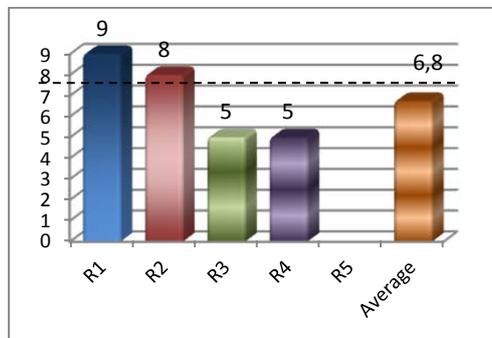
Ability to adapt to organisational environment



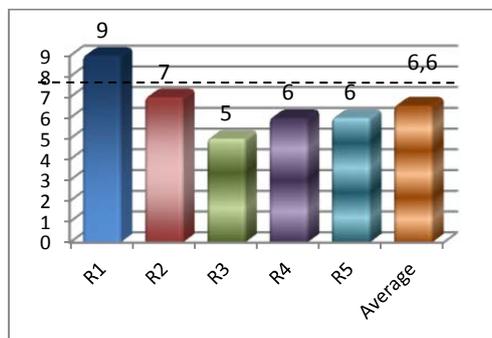
... Communication



... Emotional intelligence

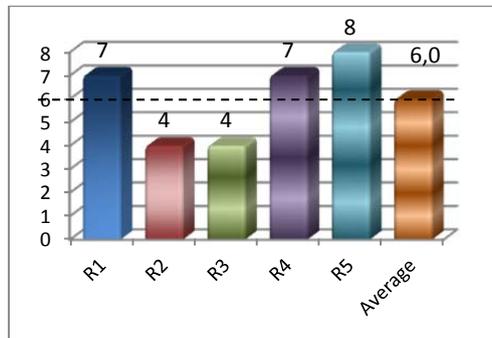


... Autonomy



It can be seen that the ability to adapt to organisational environment obtained the best average score of 7.4 points and that the improvement of communication skills only obtained 5.2 points.

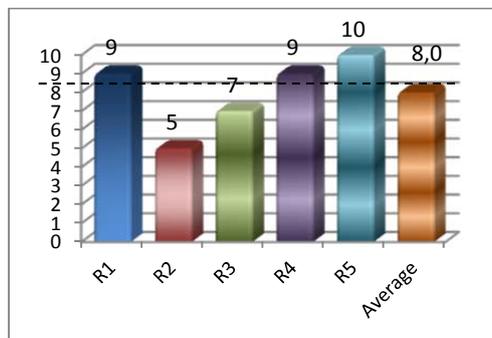
4. To what extent, coaching techniques can help you develop employability skills:



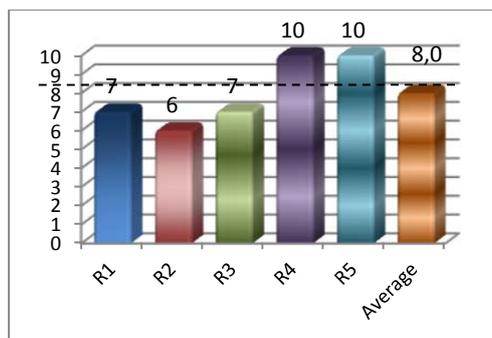
Also the question of satisfaction with general coaching techniques helping young people to develop employability skills only obtained an average score of 6.0 points.

5. Please mark the facilitator in regards with...

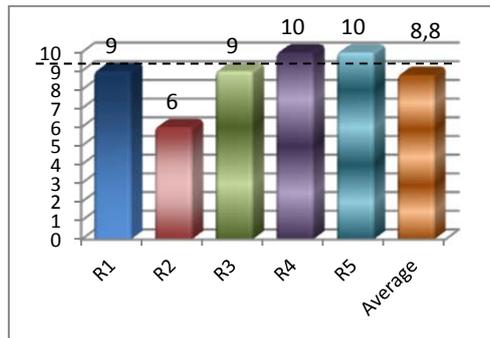
- His/her ability to connect with you



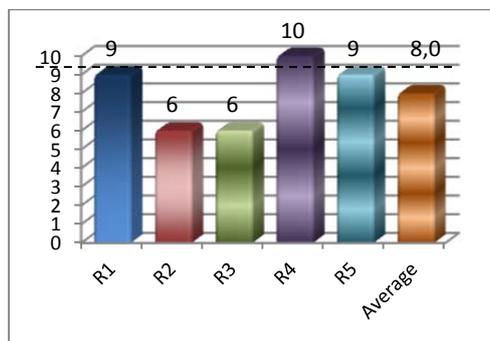
- His/her knowledge of the materials/ contents in the coaching experience



- His/her ability to boost your assets and coach you



- His/her overall facilitation of the coaching experience



It is interesting to see that all aspects of the trainers were judged quite positively reaching the excellent average scores of 8.0 – 8.8 points.

6. Do you think the contents and exercises are tailored to the needs of young people?

No valuable comment was given here. The participants only stated that it would be better to search an apprenticeship place instead of making exercises.

7. Do you think the contents and exercises are tailored to your needs?

Only some of the participants answered to this question by stating that they rather think that the contents and exercises are quite tailored to their needs.

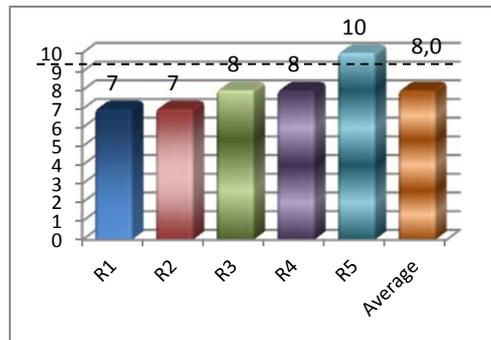
8. What was the most positive aspect of this coaching experience?

On participant answered that the subject of autonomy was interesting and another participant stated that especially the behaviour and working style of one trainer was special.

9. Were there any parts of the coaching experience/contents/exercises that could be changed or enhanced? How?

No valuable comment was made.

10. Please mark the overall satisfaction with the experience as a whole.



Despite the sometimes low average scores it is pleasant to see that the general score of satisfaction concerning the pilot experience obtained 8.0 points.

The principal point in the evaluation of the pilot training was that the participants didn't understand how this training can help them to find a job or an apprenticeship. The young people participate by courtesy, but not because they are convinced that the exercises will help them in any way.

## 4. National Exercises

The Austrian association “VereinEP” being responsible for the realization of the pilot trainings was so kind to deliver the following national exercises foreseen within their work with the target group in Austria:

### 4.1 Exercise 1: Teambuilding Exercise - Communication

#### **Objectives:**

Get to know each other, break the ice, communicate with other team members, building a personal relation to each other.

#### **Duration:**

30 minutes

#### **Resources and preparation:**

Team members, paper, pens for everyone.

#### **Description and rules:**

Every team member starts to secretly write down two true stories and one lie on a piece of paper. No one should see each other's stories! If everyone has two truths and one lie written down, a communication round starts – everyone can talk to everybody, everyone should start to ask about each other's stories. Everyone should try to convince the team members that all of the stories are true – and on the other hand, everyone should try to find out, which story is a lie. After everyone has spoken to each other, the three stories are presented in a circle. The stories are presented one after another – each person tells his three stories and the team should reveal the lie. It can be played competitively, so every found lie brings one point for the one who got it right. The benefits are fun – and getting to know each other on a better basis. Also, the communication between everyone, even guys who might avoid each other have to talk and might perhaps find, that the other guy is quite a good fellow.

Risks and recommendations Personal stories could be a reason for bullying, so a trainer should hear all the stories and intercept any starting bullying activities from the start.

**Debriefing tips:**

Let the group know, what the exercise was about. If there are any personal stories who entail possible bullying potentials, capture it and work up the feelings, also show the bullies up, that they wouldn't feel good in this situation, so they might not use the story against anybody.

**Source:** VereinEP

## 4.2 Exercise 2: “The Great Egg-drop” – Teambuilding Exercise about communication

**Objectives:**

Work together, pull on one string, try to fit into the group, show up roles of a group, show personal potentials (possible team leader / good worker, good social magnet – a guy who can sort out problems in a group etc.)

**Duration:**

30 minutes

**Resources and preparation:**

Team members, eggs - the same number of groups, paper, pens, tape, glue, scissors or cutter knives, first-aid kit, (possible alternative building materials like noodles, sticks, leaves, cardboard, wool – but don't make it too easy)

**Description and rules:**

The group gets the task to form groups of four or five people. Every group gets material to build one containment, which should hold an egg from breaking when dropped onto it from 2m height. The time is limited, so every group should plan and build the containment in 10, 15 or 20 minutes, depending on the skills, the group age, the material etc. After building the

containment, every group gets the possibility to present their plan and sculpture on why its going to work, what makes it so special and what has been used. After all the presentations took place, every containment has to be approved by actually dropping an egg from 2m height right on top of it. The goal is to get to know each other's potentials, to form a group, to fit into a team and actually work together. Possible difficulties and differences between subjects in the group might disappear.

**Risks and recommendations :**

Two or more "Alpha-wolves" in one group, sabotage from someone who doesn't feel well integrated, segregation, people getting excluded, laughed at, "not to be taken for full".

**Debriefing tips:**

Let the group know, what the exercise was about. If there are any personal stories who entail possible bullying potentials, capture it and work up the feelings, also show the bullies up, that they wouldn't feel good in this situation, so they might not use the story against anybody. IMPORTANT! Show up, that together the group has built something important. Talk about every role, that anyone took in the group – who was the first to work, who was the one who overtook control, who was silent but worked good, who and why someone didn't work too well! Show up, how groups work and how they work the best – how they can pull on one string – find their goals etc.

**Source:** Teambuilding seminars

### 4.3 Exercise 3: Flashlight

**Objectives:**

Getting to know your feelings, talk about them

**Duration:** 30 minutes

**Resources and preparation:**

Team members, 1 trainer / teacher / moderator, flashlight, laser pointer or a hand to point at people.

**Description and rules:**

The game is called Flashlight. It's only switched on very short and reveals only one detail of one person at a time. The group sits in a circle; one trainer sits in the middle. He tells all the people, that they should find one word, to describe their feeling in this very situation or perhaps find one word or short sentence, to describe their feeling about a exercise or about a day, the meal - it works with everything BUT should be something personal. After that, the teacher points at single people, who say their word. There are two ways to play this game – one way just lets them say their impression / feelings about anything – the other way takes those feelings / sentences / impressions are captured by the trainer and reflected in the group. Also, its possible to just pick out the positive or negative feedback and talk about it in the group. The kids / people should learn about their feelings, learn to cope with them, learn to talk about them or learn to get feedback or work something up.

**Risks and recommendations:**

Of course, you are dealing with feelings. Feelings always are something personal. Keep an eye out that no one's feelings get hurt – or the exercise goes completely wrong and into the wrong direction. Show the group, that everyone has feelings, some like to talk about them, some don't – talking about feelings can make you vulnerable but talking about them makes you stronger.

**Debriefing tips:**

Let the group know, what the exercise was about. If there are any personal stories who entail possible bullying potentials, capture it and work up the feelings, also show the bullies up, that they wouldn't feel good in this situation, so they might not use the story against anybody. IMPORTANT! Show up, that everyone has feelings. Feelings are nothing to be ashamed of. Feelings make us human and can bring out the best in us, if we learn to control them.

**Source:** Teambuilding seminars

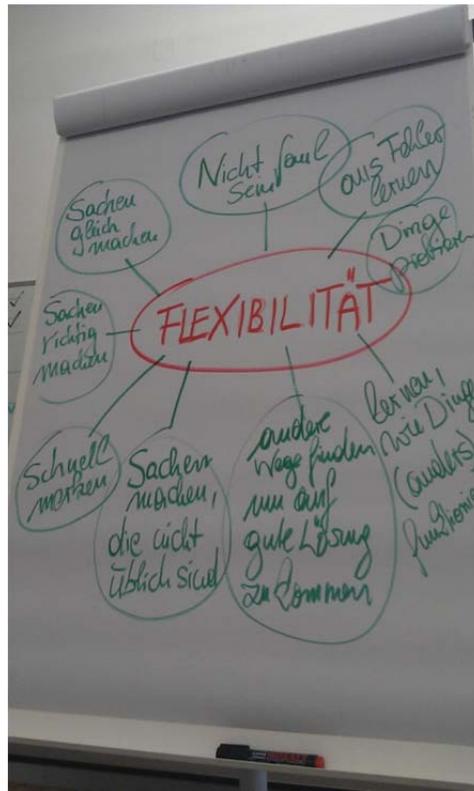
## 5. Annexes

### Annex I: List of participants

Teilnehmer (participants)		
	Name (name)	Ausbildungsniveau (level of education)
1	Atef Sohil	Mittelschulabschluss (grammar school)
2	Enes Ramovic	Hauptschulabschluss (secondary school)
3	Luana Ciraci	Hauptschulabschluss (secondary school)
4	Flamur Muleci	7. – 8. Schulstufe (7.-8. year of education)
5	Thomy Bosange	7. – 8. Schulstufe (7.-8. year of education)

## Annex II: Photos





Es war einmal ein Prinz, der das ganze  
 Acker. Er erregte eine Zeit lang  
 die Mädchen sehr und erregte wurde.  
~~Er war die Prinzessin~~  
 Er schickte über Facebook Freundschafts-  
 anfrage an alle Prinzessinnen im Land.  
 Aus der Umgebung sind alle P. gekommen,  
 aber keine hat ihm gefalle. Am Ende vor  
 Ende des Balles ruft er sie.