

# YOUTH COACHING CERTIFICATION

On level 2, participants will specialize on matters and issues directed linked with the young public. They'll integrate advance skills and coaching expertise on supporting Youngs in scholar situations, earning strategies and emotional intelligence. This training follows the standards recommended by the ICI Federation and adheres to the ethical principles and deontology defined by it :



<https://www.coaching-institutes.net/pdf/en/guidelines.pdf>

## LEVEL TWO "Expert Youth Coaching, ICI"



At level 2 coaches will learn the art of strategic accompaniment, systemic perspective, personal growth, responsibility, self-esteem and self-confidence. Apart from the training sessions and training exercising groups, coaches will be required to do a research and give 1 hour presentation.



**Training**  
10 days



**Training**  
70 hours



**Exercising**  
12 hours



**Researching**  
3 hours



**"Expert Youth Coaching, ICI"**

### Module 1 - 2 days - STRATEGICAL INTERVIEW TECHNIQUES

Interview techniques lie at the heart of coaching. While the practice draws heavily on relational and communication skills, it is equally crucial to establish a structured framework from the beginning to the end of the process. This provides the coach with clear guidelines and an intervention strategy.

This module aims to establish principles governing human systems, applying them to the realities of young people (family, school, social workers, activity groups). As a solution-oriented approach, the focus will be on pragmatic and effective interventions. In addition to concrete tools, this module will center on the art of strategic accompaniment.

#### Core competencies

- Understand the concept of systems and their various applications in the realities of young people.
- Develop a systemic perspective to analyze problem situations and identify solutions.
- Learn a methodology for intervention.
- Enhance effective coaching skills.

#### Content

Learn the key theoretical principles of Palo Alto systemic and strategic approach applied to youth coaching, including:

1. Keys of a what's a problem regarding a system
  2. Solution strategies
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## Module 2 - 2 days - SELF-ESTEEM AND SELF-CONFIDENCE, MOTIVATION

This module focuses on defining and distinguishing the concepts of self-esteem and self-confidence. Through various narrative techniques, participants will learn how to strengthen these dimensions in young people to support their motivation and engagement in pursuing their goals.

### Core competencies

- Differentiate between self-esteem and self-confidence.
- Adopt a benevolent and constructive perspective as a coach to strengthen young people's self-esteem and confidence.
- Distinguish a young person's identity from their behaviors.
- Strengthen confidence by helping young people broaden their range of behaviors.
- Support young people in project development.

### Content

1. Introduction to Narrative Practices:
  2. Increase self-esteem: The Tree of Life
  3. Increase self-confidence: The Hero's Journey:
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## Module 3 - 2 days - METHODOLOGY AND PLANNING

This module is designed to help young people better understand themselves as learners, enabling them to identify their specific needs. Supporting young people, regardless of their age, in improving their work methodology and organization is a vital skill for any coach. The goal is to co-develop a work method and planning system tailored to their personality, while remaining aligned with their objectives.

### Core competencies

- Using appropriate tools to assist young people in enhancing their methodology and organization.
- Developing the ability to adapt to the diverse personalities and specific needs of the young individuals they coach.

### Content

1. Multiple Intelligences
2. Basics of Mental Management
3. Understanding Memory and Brain Functioning

4. Note-Taking techniques and Tools
  5. Planning Tools
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## Module 4 2 days - ORIENTATION COACHING

This module focuses specifically on guiding young individuals in their academic and career orientation choices. Participants will discover and adopt coaching tools to help young people identify their resources, skills, values, and motivations in order to achieve a realistic and attainable future project.

### Core competencies

- Understand the key steps of orientation coaching
- Explore and mobilize personal and external resources: use tools to explore their world, identify strengths, and uncover hidden talents.
- Support the design of a realistic and achievable project that reflects their deep aspirations, resources, and ideal work environments.
- Use tools to plan and facilitate action-taking: learn to build a detailed and realistic action plan to bring the orientation project to life.
- Prepare young individuals to test and adjust their projects: equip them to face labor market realities and navigate the conditions and practical steps required for project implementation.

### Content

1. Clarification of Objectives and Steps in Career Coaching
  2. Key Steps
  3. Exploration of the Youth's Resources
  4. Developing an Inspiring and Engaging Project
  5. Strategic Planning and Action Implementation
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## Module 5 2 days - BULLYING, SCHOOL DROPOUT, EXCLUSION AND ADDICTIONS

This module focuses on themes that particularly affect youth, such as bullying, school dropout, and addictions. It is essential for coaches to understand the specific challenges of these issues to better support the youth.

### Core competencies

- Provide concrete actions to assist youth facing bullying situations.
- Understand the multifactorial nature of school dropout and develop strategies to re-engage youth in planning their future.
- Gain insights into the dynamics of adolescence and family contexts when dealing with problematic addictions.

## Content

1. Bullying and harassment ins scholar environment. Systemic reading about roles played, coping behaviours. Actions and strategies to be taken.
2. School Dropout and exclusion: causes, effects. Actionable strategies to support re-engagement.
3. Addictions: types of addictions, and cercles of influence. Substances often taken, treatments and specialized services



## PEDAGOGICAL METHODOLOGY

Throughout the entire level, participants will attend short presentations on theoretical contents. Educational materials will be provided, and participants will be invited to engage in practical exercises to apply the models learned. Perceptual positions will be applied in any exercise during the training in order to learn from each perspective (Me/Other/Observer).

Exercises will systematically be followed by debriefings and group discussions.

The trainer may provide demonstrations to illustrate certain models. Participants can ask questions, resolve doubts, or share observations at any time to enrich the learning experience.

Exercising training groups are mandatory in between modules (3 hours minimum X 4 times = 12 hours)



## CERTIFICATION

Participants will be observed during the training sessions while participating on coaching exercises and will receive feedback from de trainers and at the end of the level.

Participants must show integration of the core competencies during exercises and use the perceptual positions to give and receive feedback

Apart from the training sessions and exercising training groups, coaches will be required to do research and give 1-hour presentation, in small groups, on the following topics:

- The structure of education (secondary and university) in Belgium
- The type of environment, institutions or services offering youth coaching
- Tools and creativity for youth coaching
- The psycho-affective and sexual life of young people

## Certification criteria

Participants will be certified after the whole training, based on 4 criteria:

1. A written test of 25 questions: the test will be given 4 weeks before the certification day, and answers will be reviewed on the first day of certification.

2. An audio or video recording of a coaching session (30 minutes minimum to 45 minutes maximum) will be submitted 4 weeks before the certification day, where coach core competencies can be observed.
3. A presentation of research work on one of the topics given in the beginning of level two.
4. Feedback on self-assessment and reflection – use of grid on core competencies - will be submitted along with the audio or video recording, 4 weeks before the certification day.

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## TRAINERS

### Olga BELO-MARQUES



With a double university background in social sciences (UFRJ- Rio de Janeiro) and philosophy (Sorbonne – Paris 1), Olga Belo-Marques is a psychotherapist (ABP-BVP), coach (ICF PCC), trainer, supervisor, and public speaker. For 17 years, she has provided training in NLP and hypnosis and is currently a certified Master Trainer and coordinator of the NLP and hypnosis school at CFIP. She also has extensive experience in facilitating training in human support such as coaching, Youth / scholar coaching, and narrative Practices (The hero's Journey and The tree of life). She supervises social actors, coaches, hypnotherapists and psycho-practitioners. She has published a book on NLP, numerous articles, and gives lectures on the evolving human relationships and psychological dynamics.

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### Thomas CHEVALIS



Trained in Social Communication, Thomas quickly turned to human support, particularly by offering guiding to young adults. He trained as a trainer in adult pedagogy (Fil d'Ariane), in orientation, motivation profiles, and skills assessment (SISEM), in NLP (Master Practitioner - CFIP), in Brief Therapy - Palo Alto (Espace du Possible), and is certified as a Youth Expert Coach (CFIP). He works as a university professor (AC Tournai), trainer, consultant, and coach (Forma services), primarily supporting young people.

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### Barbara RAMOS MUÑOZ



After studying communication in Spain and working in the advertising industry in Belgium for 13 years, Bárbara turned herself towards the human aspect of communication by training in NLP (Master Practitioner), hypnosis (Practitioner), Youth expert Coach (CFIP) narrative practices (Certified), Palo Alto systemic approach (Certified) among others. It is part of her life's mission to use this knowledge to benefit young people as well as support them as a Youth Expert Coach. She is a trainer and the Coordinator of the NLP Academy in CFIP. She practices meditation and teaches Qi Gong.

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## Gauselm DEPASSE



Trainer / Supervisor / Clinical Psychologist / Psychotherapist / Hypnotherapist. Gauselm has extensive experience (over 15 years) in the field of mental health, adult and child psychiatry, as a trainer, supervisor, psychologist, and psychotherapist. Gauselm is a practitioner in the mental health field, a member of the Belgian Association for Systemic Family Intervention and Psychotherapy (ABIPFS), and a member of the European Family Therapy Association (EFTA).

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## Sandrine LOIX



Youth expert Coach (CFIP), mental management, and the Octofun method, Sandrine collaborates with the Metamô center. As a “Youth expert coach” she supports young people in orientation scholar and professional who are questioning their future or seeking a new direction.