

# YOUTH COACHING CERTIFICATION

This training aims to certify Youth Expert Coaches who will provide comprehensive support to young individuals aged 15 to 25. These coaches will be equipped to address a wide range of challenges and issues, navigate the unique environments young people face, and guide them through critical life transitions with expertise and empathy. 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 1 - "Skills for Youth Coaching, ICI"

At level 1, participants will develop the core competencies and fundamental skills of a professional youth coach.



**Training**  
9 days



**Training**  
63 hours



**Exercising**  
12 hours



**"Skills for youth coaching, ICI"**

### Module 1 3 days - ETHICS, CONTRACTING, AND COACHING FRAMEWORK

The youth coach is part of a larger network of professionals providing guidance and support. The coach plays a critical role due to their unique skills. This module focuses on the coach's positioning within the constellation of support professions, negotiating and formalizing a contract with the client and stakeholders while establishing a direct relationship with the young person.

#### Core competencies

- Embody the spirit of coaching, its philosophy, and ethics.
- Understand the landscape of support professions and map various supportive roles.
- Clearly define the boundaries of the coaching mandate.
- Establishing effective coaching contract & interventions.
- Adopt the appropriate coaching posture and skills specific to the profession.

#### Content

1. Coaching ethics & deontology (ICI)
2. Intervention framework and contrat
3. Limits and boundaries of coaching
4. Understanding client needs and decoding a request

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## Module 2 2 days - ESTABLISHING RAPPORT

Building an authentic, trust-based, and lasting rapport is a cornerstone of the youth coaching process. By exploring concepts like calibration, congruence, synchronization, reformulation, and feedback, participants will develop effective techniques to build a safe and conducive coaching environment.

### Core competencies

- Develop sensory acuity (visual, auditory, kinesthetic).
- Identify alignment and harmony between verbal and non-verbal messages.
- Adjust behavior and language to reflect the young client.
- Use feedback to confirm understanding.

### Content

1. Philosophy and principles of humanistic posture
2. Foundations of establishing rapport – Systemic approach and NLP
3. Strengthening rapport through rephrasing and feedback - Carl Rogers

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## Module 3 2 days - DEFINING AND ACHIEVING OUTCOMES

This module aims to assist participants in clarifying and supporting an outcome. Emphasis will be placed on defining a specific, measurable, and achievable outcome. Through a comprehensive and structured exploration, participants will learn to identify the internal and external resources that a young person can mobilize to achieve an outcome.

### Core competencies

- Define and develop an ecological outcome (SMART)
- Assess its feasibility using the five criteria of form and its consistency (obstacles).
- Identify and name the client's resources.
- Learn to identify and name the resources of the youth needed to achieve the goal.
- Move from the present state to the desired state.
- Acquire the skills needed to achieve the desired goal by mobilizing the most appropriate resources.

### Content

1. Contrasting Present state vs. desired state - NLP
2. Defining outcomes – SMART & sensorial keys
3. Mobilizing Resources – NLP

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## Module 4 2 days - EMOTIONS & SELF-REFLECTION

The first part of this module focuses on the role of emotions in the coaching process, beginning with the client's emotions and then the coach's emotions.

The importance of and attention to emotions will serve as a key lever for creating an authentic and genuine intervention, ensuring a human and warm framework. The second part addresses the coach's self-reflective posture, how they take perspective, observe themselves, and improve their stance and practice.

### Core competencies

- Acquire philosophical, scientific, and psychological concepts about the role of emotions.
- Be able to identify, welcome, and encourage the emergence of the youth client's emotions.
- Be able to identify one's own emotions and use them effectively in the relationship.
- Adopt a critical stance towards their practice.
- Learn to self-assess and set up progression mechanisms.

### Content

1. Emotions and internal states
2. Emotional Strategies
3. Self-observation of the Coach's Competencies integration



## 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 the 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

A written test will be passed and will cover ethical issues, adequate posture, contract and report core competencies.

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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.

**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.