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Annex 1 : Glossary

Appreciative Inquiry

Simons & Havert describe appreciative inquiry as: ‘a discovery system which focuses on identifying the best an individual (...) has to offer, finding ways to leverage those talents and attributes, and planning and implementing ways to move forward to meet goals’ (2012, p. 210). AI thus, seeks to highlight and illuminate what are ‘life giving’ forces or the ‘positive core’ (2005). An intervention should therefore not be focussing on what we do not want, or what we think must be tackled. Rather, the focus should be on what youths want to achieve in their life, focusing on their goals and wishes.¹

Attribution

A concept in psychology whereby people attribute traits and causes to things they observe.²

-  Internal attribution: attributing traits and causes to personal, internal things.
-  External attribution: attributing traits and causes to external things.

Dichotomising thinking

The tendency to see all things in two categories, thinking there are only two opposite possibilities (‘black and white’ thinking, duality – thinking, us versus them – thinking).

Discrimination





Making a distinction in the treatment of people because of a particular characteristic (or characteristics), when that distinction is unjustified (direct discrimination), or not differentiating in the treatment of persons because of certain characteristics, when it’s preferred and needed to obtain more equal results (indirect discrimination).³

Diversity

The differences between individuals of a group, in values, attitudes, culture, conviction, ethnic background, sexual nature, knowledge, skills and life experiences.⁴

Emancipatorical prevention

Emancipatorical prevention takes these starting-points into account:

-  Equivalence of all people (European Convention on Human Rights).
-  Fullness of children and young people (International Convention on the Rights of the Child).
-  People as individual and as a part of society.
-  People as active citizens (citizens and society continuously evolving in a permanent learning process).

These starting-points guarantee that every person, taking his social responsibility into account, is offered as much freedom and space to develop himself.⁵

Extremism

An ideology (particularly in politics or religion), considered to be far outside the mainstream attitudes of a society or to violate common moral standards. Extremism can take many forms, including political, religious and economic.⁶

¹ Euer et al., 2013.

² <http://en.wikipedia.org/wiki/Attribution>

³ Translated from <http://www.gelijkekansen.be>

⁴ Translated from <http://www.gelijkekansen.be>

⁵ Translated from the book: Burssens, D., Goris, P., Melis, B., Vettenburg, N., 2014, Preventie morgen, Bouwstenen voor een goede praktijk, Garant, 164 p.

⁶ <http://en.wikipedia.org/wiki/Extremism>

Generalisation

Making one general statement about everyone who has something in common.

Generalizing thinking

Using one experience or feature for forming the picture of a person or a whole group or event. (It's always..., I will never...)

Hate speech

Outside the law, speech that attacks a person or group on the basis of attributes such as gender, ethnic origin, religion, race, disability, or sexual orientation.⁷

Non-violent Communication

Nonviolent Communication (abbreviated NVC, also called Compassionate Communication or Collaborative Communication) is a communication process developed by Marshall Rosenberg beginning in the 1960's. It focuses on three aspects of communication : self-empathy (defined as deep and compassionate awareness of one's inner experience), empathy (defined as listening to another with deep compassion), and honest self-expression (defined as expressing oneself authentically in a way that is likely to inspire compassion in others). It is based on historical principles of nonviolence – the natural state of compassion when no violence is present in the heart.⁸

Polarisation

Polarisation is the exacerbating of oppositions between persons or groups in society which results or can result in (the raise of) tensions between those persons or groups and in risks for social security.⁹

Prejudice

An opinion or judgement made beforehand, without knowledge or examination of the facts.

Racism

Discrimination based on ethnic background or colour of skin.¹⁰

Radicalisation notions¹¹

mm Radicalisation is the process of (an individual or group) adopting an extremist belief system (inspired by philosophical, religious, political or ideological notions), to effect (drastic) societal change.¹²

Although radicalization is often related to violence and terror, radical notions do not per definition have to result in the act of using violence. Radicalism can also be described as an ideology; an expression of being politically involved, not necessarily meaning that this involvement implies using violence¹³.

mm Violent radicalisation is the process of (an individual or group) adopting an extremist belief system [inspired by philosophical, religious, political or ideological notions], including the willingness to use, support, or facilitate violence (or undemocratic means), as a method to effect (drastic) societal change.¹⁴

⁷ http://en.wikipedia.org/wiki/Hate_speech

⁸ <http://www.cnvc.org/about/what-is-nvc.html> and http://en.wikipedia.org/wiki/Nonviolent_Communication

⁹ COT, 2008.

¹⁰ Translated from <http://www.gelijkekansen.be>

¹¹ There are multiple definitions of (violent) radicalisation available (in criminology, legislation, and other sources), so other interpretations are possible.

¹² Euer et al., 2013. In the BOUNCE tools, 'radicalisation' and 'violent radicalisation' are two different terms. This definition takes away the notion 'violent', and with it the use, support or encouragement of violence to the term 'radicalisation'.

¹³ Ponsaers, et al., 2010.

¹⁴ Euer et al., 2013. This definition was created in the framework of the scientific research performed by the Thomas More Academy in the project STRESAVIORA'.

Reframing 'radicalization'

A radical person can be characterized as someone who has extreme ideologies, that might divert from the common opinion. Therefore, Van San, et al. 2010, note that the focus should be on 'reframing the terminology of the political discourse about radicalization: developing an extreme opinion about certain issues and having ideals about the future, are in itself not problematic.'¹⁵

Resilience

Resilience is the ability to bounce back from adversity.¹⁶ It is the ability to 'bounce back' when being confronted with challenging situations or adversity. It's being ready for things to come, dealing with and learning from events ('bouncing back'), and even to become stronger after challenging experiences ('bouncing up'). It's having the awareness and competence to prepare for and to deal with challenging situations in a positive, strong and (self)-respectful way. Resilient people can develop and consciously choose strategies to deal with all kinds of situations.

Social categorization

Social categorization is the psychological tendency people can have to classify others in groups based on similar characteristics, such as nationality, age, or occupation. This classifying is natural and part of the perception. It allows us to assign features to a person based on the features of others with the same feature: a categorization.

Stereotype

An exaggerated image or judgement of a group of people that often doesn't match the reality'. Often it's a prejudice or a negative image. Racial, sexual, and gender comments are the biggest stereotypes.

Stigmatization

To characterize or brand as disgraceful or ignominious.¹⁷

Super-diversity

Super-diversity is a term first described by Steven Vertovec, and is a term intended to underline a level and kind of complexity surpassing anything previously experienced in a particular society.¹⁸

¹⁵ Euer et al., 2013.

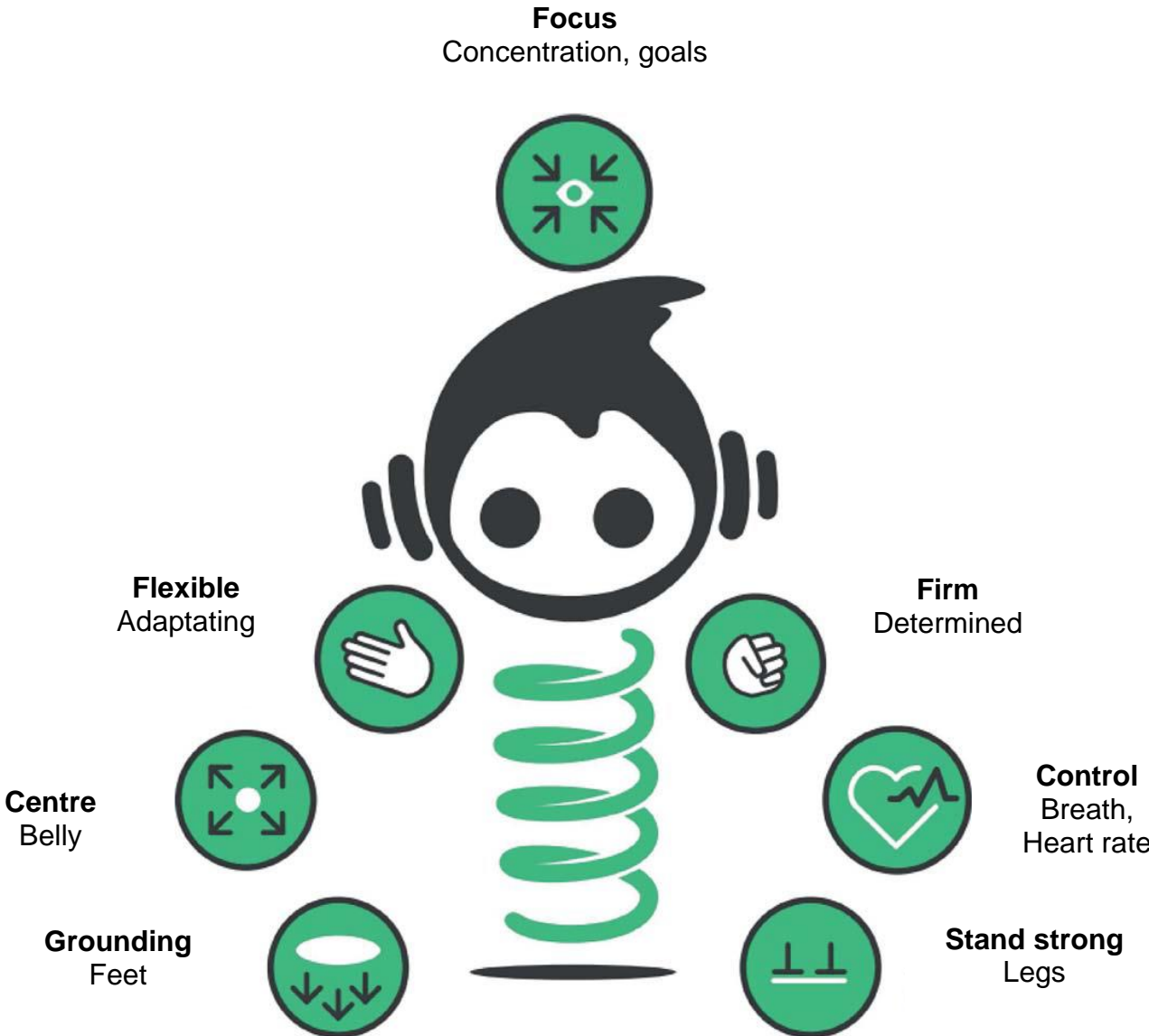
¹⁶ Euer et al., 2013.

¹⁷ Source: <http://www.thefreedictionary.com/stigmatization>

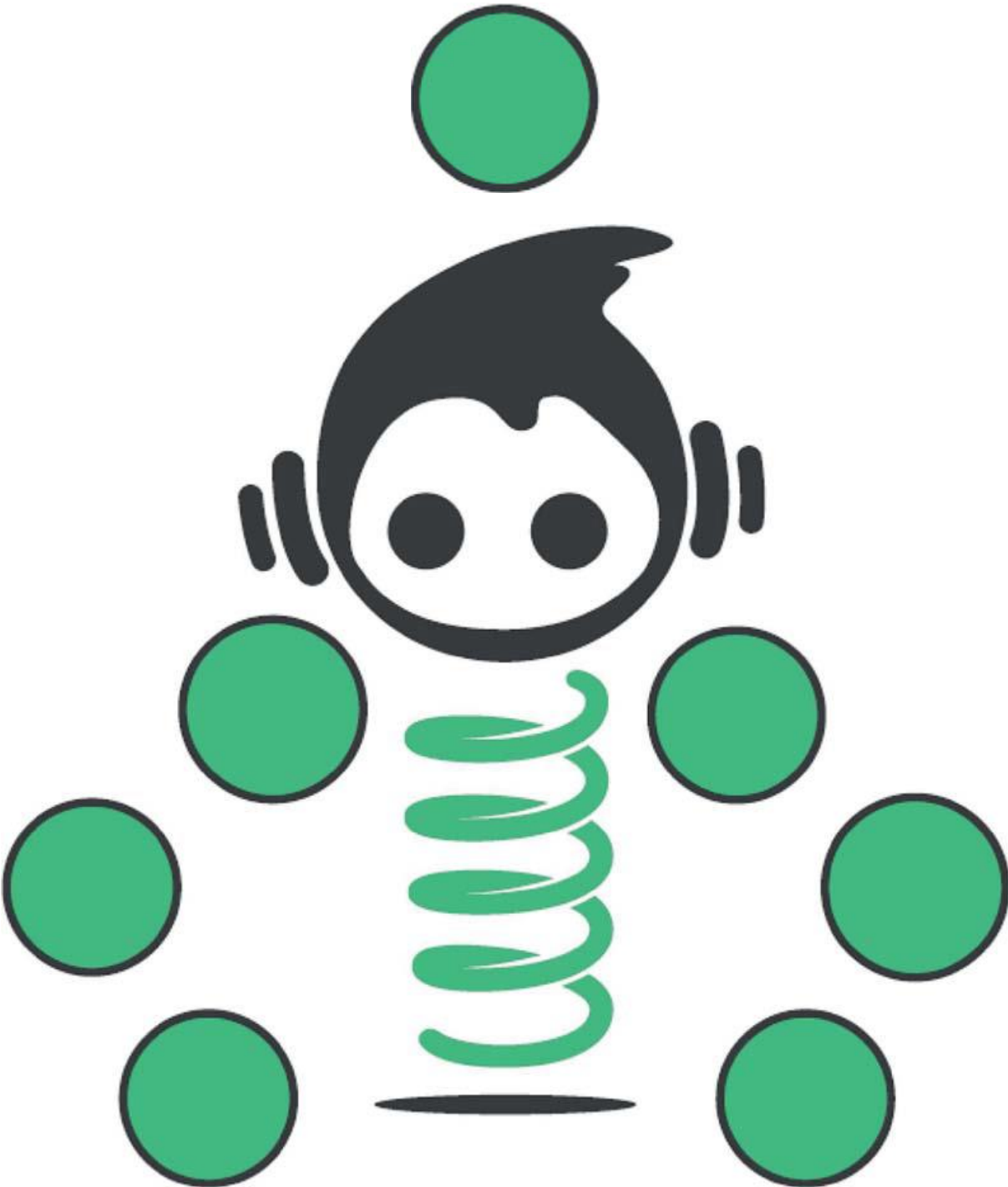
¹⁸ Vertovec, S., 2007. Super-diversity and its implications', *Ethnic and Racial Studies*, 29(6): 1024-54).



Annex 2 : The resilient person



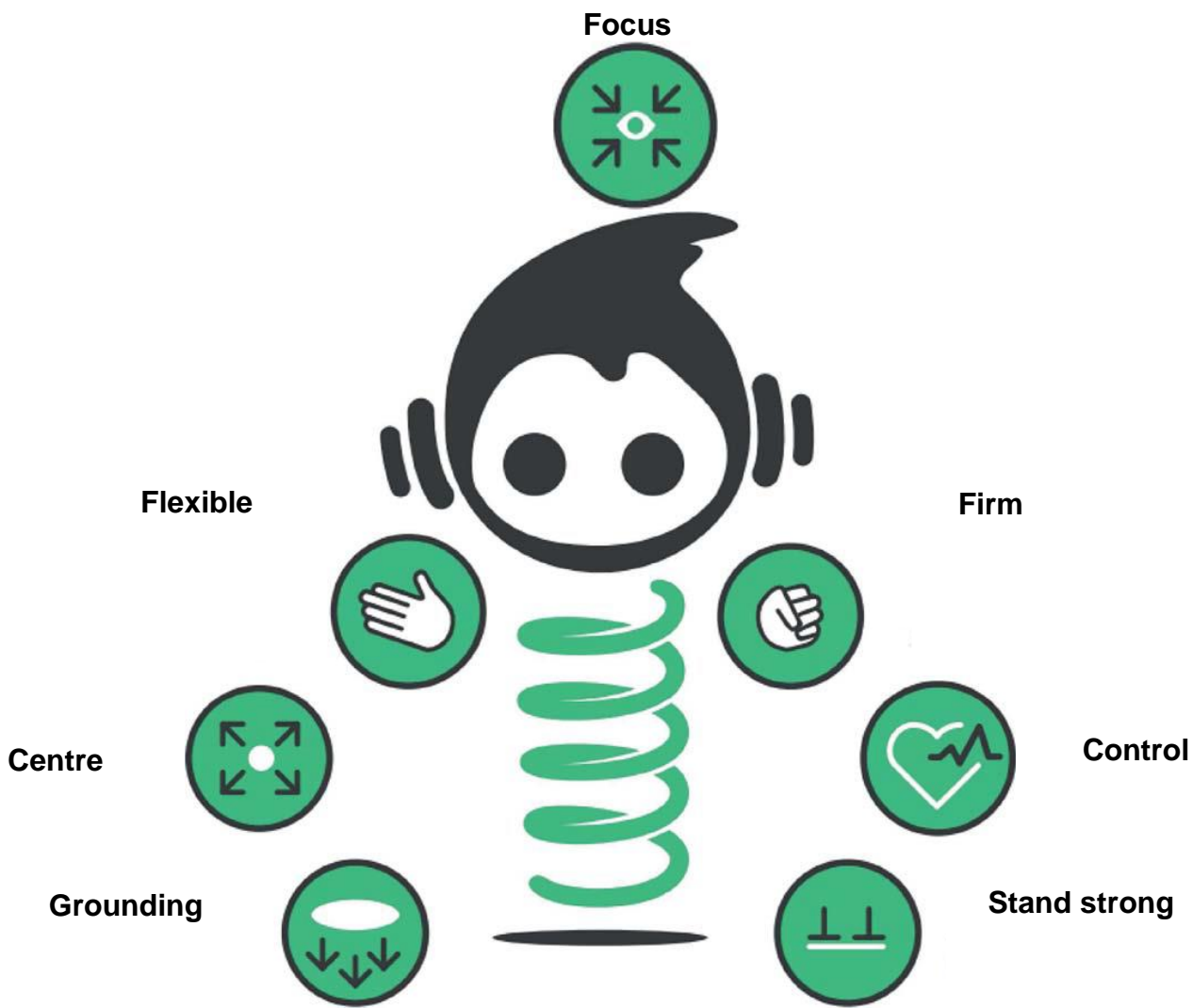
The resilient person



The resilient person



The resilient person



The resilient person

Annex 3 : Rules and agreements

Objectives

- ▮ Participants know the ground rules for the training.
- ▮ Participants make agreements tailored to the needs of the group.

Materials

- ▮ Large sheets (2)
- ▮ Markers

Instructions

Refer to the ground rules that can be the base for all trainings:

- ▮ All participants are equivalent.
- ▮ All participants are treated with respect.
- ▮ Sensitive matter stays in this group.
- ▮ “Stop” means “stop”, “no” means “no”.

All group members (not only trainers or other facilitators) are expected to follow these rules and to guard them. Each person can react and remind us when these ground rules are not followed.

Participants can discuss about what each of these ground rules mean for them.

Besides these ground rules, other agreements can be made for the BOUNCE^{young} trainings. In some steps, participants make these agreements together:

- ▮ Participants share what they find important when working in a group, and more specifically when working with this group. This input is noted on the sheet.
- ▮ Participants discuss about what items come across more than once, and which ones can be selected to work out in agreements.
- ▮ Participants interact about and decide what agreements will be made.
- ▮ The agreements are noted on a sheet, and signed by all participants, as a way to under scribe their engagement in following these rules and agreements.

Review

Active review:

- ▮ How is it to be able to decide on own agreements?
- ▮ How (easy / difficult) is it or will it be to follow these rules and agreements?

Tips for the facilitators

- ▮ For formulating extra agreements, the group (or smaller groups) can prepare some suggestions, before sharing them in the group. After this, they are gathered on a sheet and some important or ones can be selected.
- ▮ Creating agreements by the input of participants, is not in all groups possible. Also, the first training can be too soon for participants to do this in a good way. If so, the trainer can only go into the ground rules, and preserve some time for creating agreements in a next training.

Variations

In the list of ground rules and agreements we can choose to indicate ‘red lines’: lines we may not cross, and ‘green lines’, lines which likely will be crossed some times. If red lines are crossed, it can harm the basic safety of the participants and the process of the trainings. Therefore it’s important we react clearly.

If green lines are crossed, it’s important that we react, but normally this does not harm the basic safety of participants or the process of the trainings.

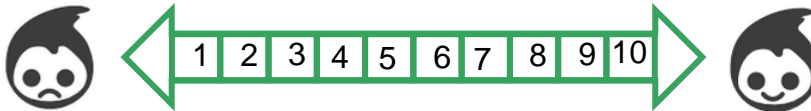
Annex 4 : BOUNCE^{Young} Assessment form before training

BOUNCE^{young} Assessment form before training

This personal form can be filled in before the first BOUNCE^{young} resilience training session. It can give a view on how you see yourself in relation to the training at this moment. Try to be honest. It's not obliged to mark each item. It does not measure any accomplishment or achievement, so it's not important to mark high scores. You can add comment if you want to. If you have a question about an item, do not hesitate to ask for help.

Halfway the training programme (after about five trainings), and after the last training session, a similar form can be filled in: 'BOUNCE^{young} assessment form after training'. By comparing the different assessments, you can get an indication of what evolution the training sessions may have influenced. The assessments can be taken over in the 'BOUNCE^{young} assessment registration form', which gives a visual image of the assessment(s) and on the evolutions made through the period of trainings.

At each item, you can mark your personal score from 1 to 10.



- ▮ 1 means: not at all / very bad / I totally disagree
- ▮ 5 means: average / not good not bad / I have no opinion
- ▮ 10 means: completely / perfect / I strongly agree

Data

Name:

Date:

Age:

Boy – girl

General

- ☞ I am glad that I can participate in the trainings.
- ☞ I know the purpose of the trainings.
- ☞ I know the other group members.
- ☞ I expect the training programme to be useful for me.
- ☞ I expect the training programme to be useful for the group.

Notes: _____

Group

- ☞ I am glad that I can be a part of this group.
- ☞ I expect a positive group atmosphere.
- ☞ I expect to find my place in the group.
- ☞ I expect the other group members to work well together.
- ☞ I expect that I will work together well with the other participants.

Notes: _____

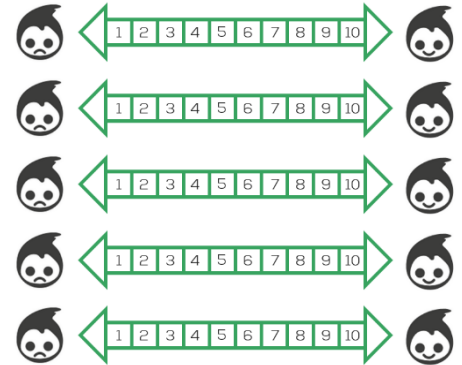
Self-awareness, self-control

- ☞ I know what my talents and strengths are.
- ☞ I have confidence / trust in myself.
- ☞ I can be critical towards myself (I think about what I do, how I do things, about my reactions,...).
- ☞ I am aware of how my body works (muscle tension – relaxation, balance, breathing, standing strong).
- ☞ I have self-control (control of my body, emotions, reactions,...).

Notes: _____

Social situations

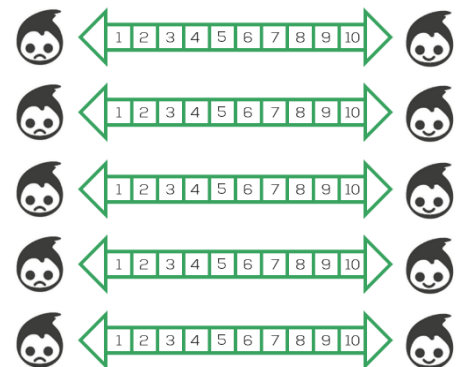
- 🎯 I have control of how I interact with others.
- 🎯 I can accept what people say to me.
- 🎯 I can deal with difficult situations.
- 🎯 I can stand up for an opinion.
- 🎯 I have trust in others.



Notes: _____

Emotions and body language

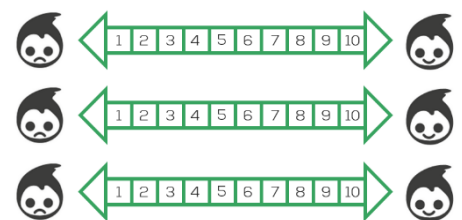
- 🎯 I am aware of my emotions (how emotions influence my behaviour).
- 🎯 I can deal with negative emotions (frustration, anger, sadness...).
- 🎯 I can understand emotions of others.
- 🎯 I am aware of my body language.
- 🎯 I am aware of the body language of others.



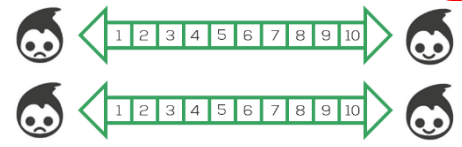
Notes: _____

Information and influence, thinking styles

- 🎯 I know where I can find reliable information.
- 🎯 I can be critical towards information and influences.
- 🎯 I know what and who influences me.



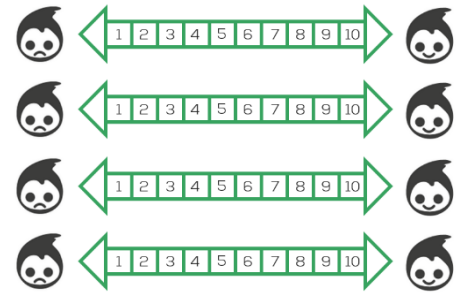
- I know how I think.
- I can understand how others think.



Notes: _____

Identity

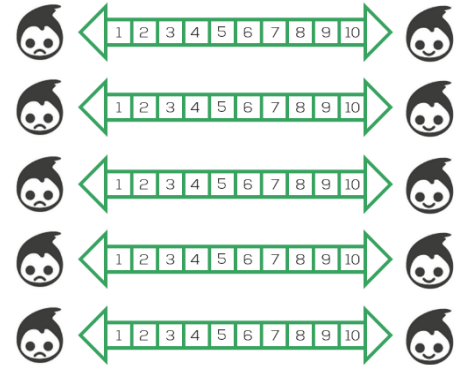
- I know who I am (know what forms my identity).
- I can make my own choices.
- I understand how people are equal to me and different from me.
- I know to who and to what I am connected (places, people, things,...)



Notes: _____

Future

- I have future goals.
- I know how I can reach my goals.
- I have ideals that I want to strive for.
- I know how I can strive for my ideals.
- I know where to find support.



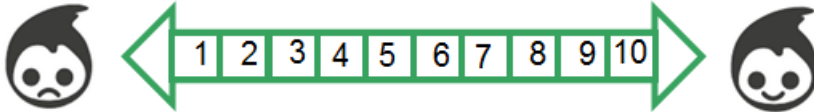
Notes: _____

BOUNCE^{Young} Assessment form after training

This personal score list can be filled in halfway the BOUNCE^{young} resilience training program (after about five trainings) and / or after the final training session. It can give a view on how you see yourself in relation to the training at this moment. Try to be honest. It's not obliged to mark each item. It does not measure any accomplishment or achievement, so it's not important to mark high scores. You can add comment if you want to. If you have a question about an item, do not hesitate to ask for help.

At the start of the training programme, a similar form could be filled in: 'BOUNCE^{young} assessment form before training'. By comparing the different assessments, you can get an indication of what evolution the training sessions may have influenced. The assessments can be taken over in the 'BOUNCE^{young} assessment registration form', which gives a visual image of the assessment(s) and on the evolutions made through the period of trainings.

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Data
 Name:
 Date:
 Age:
 Boy – girl

General

- ☞ I am glad that I could participate in the trainings.
- ☞ I know the purpose of the trainings.
- ☞ I know the other group members.
- ☞ The training programme was useful for me.
- ☞ The training programme was useful for the group.

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

Notes: _____

Group

- ☞ I am glad that I was a part of this group.
- ☞ There was a positive group atmosphere.
- ☞ I found my place in the group.
- ☞ The other group members worked well together.
- ☞ I worked together well with the other participants.

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

Notes: _____

Self-awareness, self-control

- ☞ I know what my talents and strengths are.
- ☞ I have confidence / trust in myself.
- ☞ I can be critical towards myself (I think about what I do, how I do things, about my reactions,...).
- ☞ I am aware of how my body works (muscle tension – relaxation, balance, breathing, standing strong).
- ☞ I have self-control (control of my body, emotions, reactions,...).

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

☹️ ← 1 2 3 4 5 6 7 8 9 10 → 😊

Notes: _____

Social situations

- ☞ I have control of how I interact with others.
- ☞ I can accept what people say to me.
- ☞ I can deal with difficult situations.
- ☞ I can stand up for an opinion.
- ☞ I have trust in others.

Notes: _____

Emotions and body language

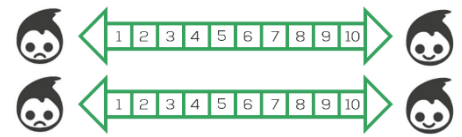
- ☞ I am aware of my emotions (how emotions influence my behaviour).
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- ☞ I can understand emotions of others.
- ☞ I am aware of my body language.
- ☞ I am aware of the body language of others.

Notes: _____

Information and influence, thinking styles

- ☞ I know where I can find reliable information.
- ☞ I can be critical towards information and influences.
- ☞ I know what and who influences me.

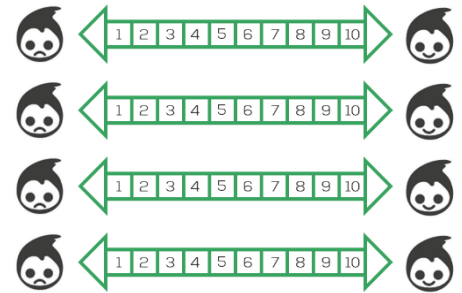
- I know how I think.
- I can understand how others think.



Notes:

Identity

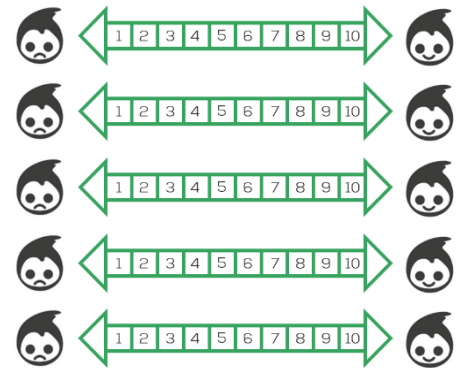
- I know who I am (know what forms my identity).
- I can make my own choices.
- I understand how people are equal to me and different from me.
- I know to who and to what I am connected (places, people, things,...)



Notes:

Future

- I have future goals.
- I know how I can reach my goals.
- I have ideals that I want to strive for.
- I know how I can strive for my ideals.
- I know where to find support.



Notes:

BOUNCE^{Young} Assessment registration form

In this registration form, the data of the assessment forms 'BOUNCE^{young} assessment form before training' and 'BOUNCE^{young} assessment form after training' can be taken over and filled out in the diagram. To do this, calculate the average score for each theme (general, group,...) and set this number out on the diagram. This can give a visual image of the situation before, during and after trainings.

Use different colours to indicate the different assessments, so evolution can become visible.

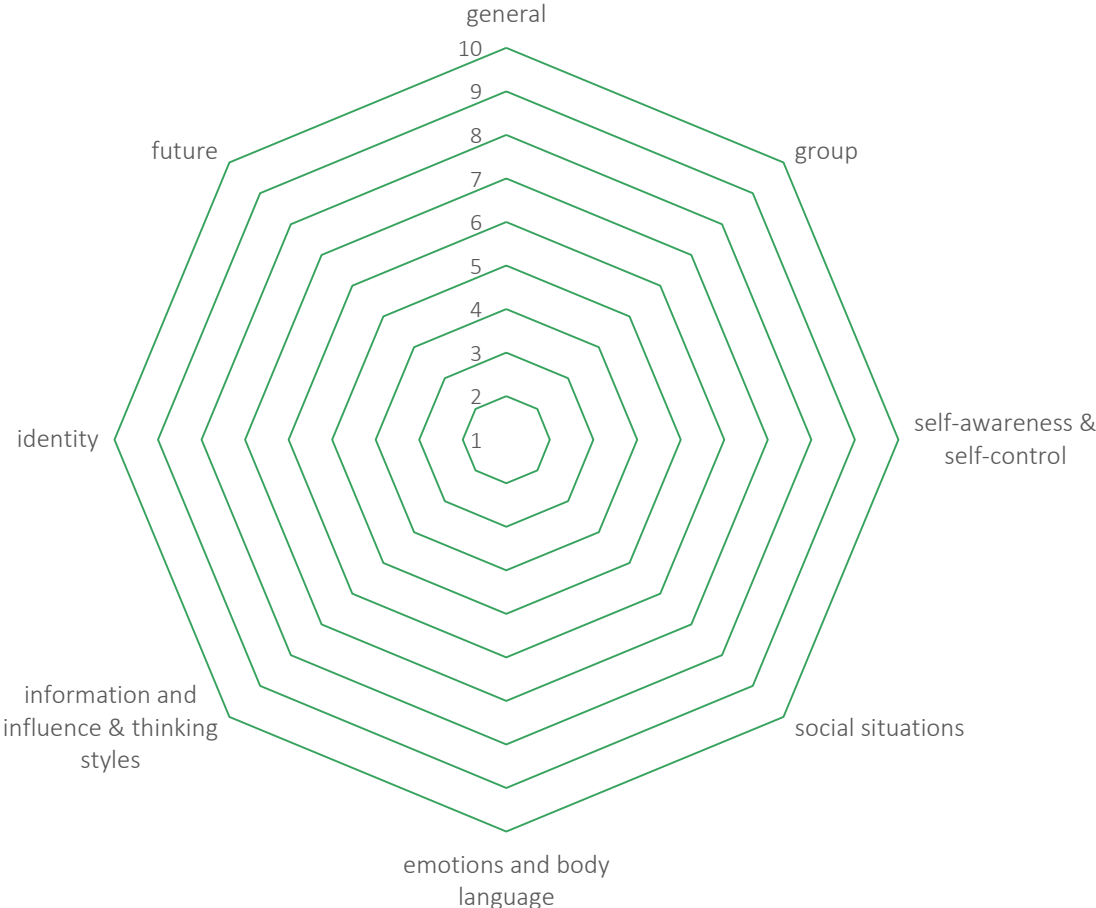
General

Name:

Date:

Age:

Boy – girl

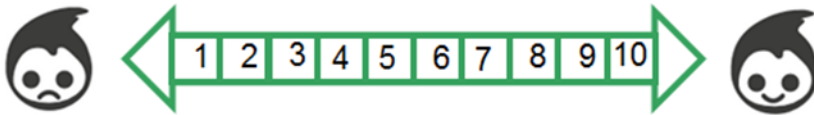


Annex 7 : BOUNCE^{Young} Evaluation form for trainers

This evaluation form¹⁹ for trainers (and other facilitators) wants to guide BOUNCE^{Young}-trainers to do interim evaluations and a final evaluation of the training programme. Different aspects of the trainings are treated.

We advise to focus on positive aspects and experiences in this evaluation and use this to further invest in these positive aspects and experiences²⁰. This positive perspective can stimulate to further develop these aspects in future trainings.

At different items, the evaluation can be done by scoring and there is also room for comment.



- ▮ 1 means: not at all / very bad / I totally disagree
- ▮ 5 means: average / not good not bad / I have no opinion
- ▮ 10 means: completely / perfect / I strongly agree

Evaluation

Name:
 Date:
 Role in the trainings:

¹⁹ See also the BOUNCE^{up} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} evaluation', subparagraph 'Evaluation by trainers and facilitators'.

²⁰ See also the BOUNCE^{up} train-the-trainer manual, chapter 'BOUNCE handholds', paragraph 'Communication handholds', subparagraph 'Appreciative Inquiry'.

Preparation



- ▮ The preparations of the trainings went well (informing participants and networks, introducing the training programme in the organization(s) involved, using the BOUNCE manuals, etc.).

Comment:

Group process²¹



- ▮ The participation of the group in general was good (motivation, interaction, etc.).
- ▮ The group process evolved in a positive way (atmosphere, interaction, individuals finding their place, cooperation, etc.).
- ▮ What factors influenced the group process (strong moments, good interventions, pleasant situations, challenging situations, etc.)?
- ▮ What can be done to strengthen the group process?

Comment:

Individual attention



- ▮ There was good participation of individuals in general (motivation interaction, etc.).
- ▮ All participants got individual attention.
- ▮ Which participants ask and get what kind and amount of individual attention?
- ▮ What elements do we have to take into account concerning each individual participant?

Comment:

²¹ See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} equipment', subparagraph 'The group process'.

Training content²²



- What training content had positive effects on the group?
- What training content was experienced most positive, strong, valuable for individual participants?
- What can be done to strengthen the experiences of participants?

Comment:

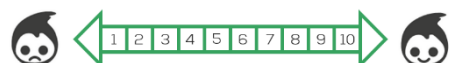
Transfer



- How did the participants transfer the content of the trainings to other situations?
- What can be done to strengthen the transfer to other situations?

Comment:

Integrity²³



- The trainings were linked with the social environment of participants.
- The link was made (or 'can be made) between BOUNCE young resilience trainings, BOUNCE along awareness-raising initiatives and the BOUNCE up train-the-trainer tool.
- There is / was a network around the facilitating organisations.

Comment:

²² Training sessions as a whole and separate exercises can be treated here.

²³ See also the BOUNCE^{up} train-the-trainer manual, chapter 'BOUNCE perspectives', paragraph 'BOUNCE 'An integral perspective', and chapter 'BOUNCE handholds', paragraph 'Integrity and networking'.

Guidance (role of the trainer and / or other facilitators)²⁴



- ▮ Providing safety and safe space for dialogue.
- ▮ Communication and dialogue with participants (open, authentic, positive orientation, connecting, etc.).
- ▮ Competences (expertise about the training content, group guidance, individual attention, flexibility, dialogue guidance, providing structure, conflict management, intercultural competence, etc.).
- ▮ Relation with participants (engagement, positivity, credibility, atmosphere, etc.).
- ▮ Involvement of the social environment. (interaction about this, involving efforts, etc.).

Comment:
.....
.....

Future

- ▮ What BOUNCE young and other (BOUNCE) initiatives can be taken in the future for this group, for these individuals, and for their social environment?
- ▮ What challenges are there to take into account in future BOUNCE young trainings and / or in other initiatives with this target group?
- ▮ What actions can be taken to deal with future challenges?

Comment:
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.....
.....

Other

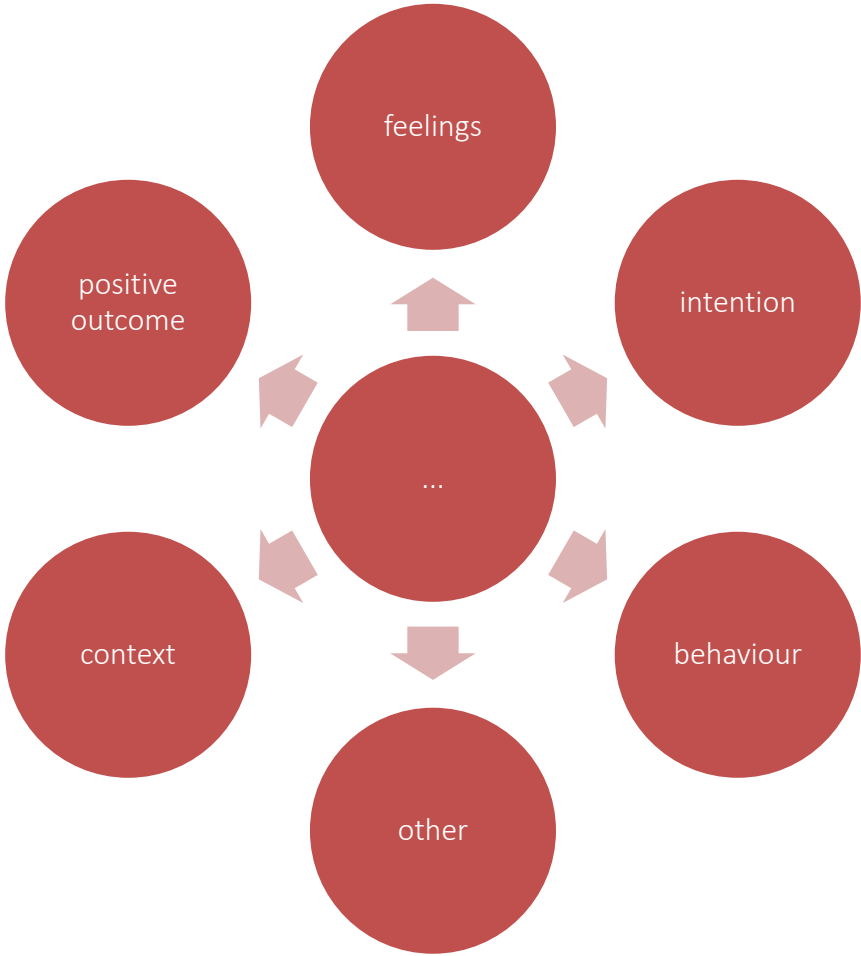
Comment:
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²⁴ See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE handholds', paragraph 'The role of the trainer'.

Annex 8 : A conflict situation

A conflict situation²⁵

Two young people, both boys of 16 years of age, have a conflict. A blames B he has a relation with a girl, who is the loved one of his best friend C. The conflict worsens from a discussion to insulting and after some time to a physical fight. The fight is stopped by an adult who intervenes, and distances both A and B in a calm but firm way.



²⁵ Other conflict situations or real examples from the participants' experience, can also be used.

Annex 9 : 4D Cycle



Interview questions

Discovery questions

B: 'Tell me about a personal situation where you experience(d) a good, strong, resilient relation with a young person / young people. This situation can be in the present or in the past.'

Directional questions:

- mm What makes (made) this to a good relation?
- mm What makes (made) this relation stay good?
- mm What do you do (did you do) that is (was) a good influence for this relation?
- mm What are other persons doing (did other persons do) that is (was) a good influence for this relation?
- mm What is (was) constructive in the way you communicate(d)?
- mm What makes (made) you see that as a positive experience?
- mm Are there other similar experiences you can refer to?

Dream questions

B: 'Imagine yourself in the future having 'the ideal relation' with young people, and having 'ideal communication' with young people, what would that ideal relation and communication be like?'

Directional questions:

- 🌀 How would it be if all these factors were present at the same time? (See the answers to 'discovery' questions.)
- 🌀 How would it be if the relation and communication was always good and resilient?
- 🌀 What are your aspirations to having resilient relations and communication with youngsters?

Design questions

B: 'What may you be able to achieve of this dream of the ideal relations and communication?'

Directional questions:

- 🌀 What of this dream can you take along towards relations and communication with young people?
- 🌀 What can you propose to yourself to do towards achieving this dream?
- 🌀 What principles would you use in these relations and communication?

Destiny questions

B: 'What are your first steps towards this future?'

Directional questions:

- 🌀 What can you do now to take steps forward to this desired situation?
- 🌀 What concrete actions will you take?
- 🌀 Note your engagement on a sheet.

Annex 10 : Life domains



Family



Friends



School/Work



Leisure



Media



Associations



Culture



Past/Present/Futur



Nature



Spirituality



Family



Friends



School/Work



Annex 11 : BOUNCE^{Along} Evaluation form for participants

BOUNCE^{Along} Evaluation form for participants

This evaluation form gives you the chance to share your experiences about the actions you participated in. This can assist trainers and organisations to estimate the effects of the actions on the different participants. Also it's helpful to strengthen the approach to parents and frontline workers in the future.

At different items, the evaluation can be done by scoring and there is also room for comment.



- 1 means: not at all / very bad / I totally disagree
- 5 means: average / not good not bad / I have no opinion
- 10 means: completely / perfect / I strongly agree

Evaluation

Name:

Date:

General

What was / were the subject(s) of the action(s)?

Comment:

Four horizontal dotted lines for writing a comment.

Content



The content is valuable for parents and frontline workers in general.

Comment:

Four horizontal dotted lines for writing a comment.

The content is adapted to my needs.

Comment:

Four horizontal dotted lines for writing a comment.

Effects

The initiative(s) raised my awareness about the subject(s).



Comment:
.....
.....
.....

Guidance

7m The guidance of the action(s) was good.



Comment:
.....
.....
.....

Future

7m Awareness-raising actions like this may be repeated in the future.



Comment:
.....
.....
.....

Other

Comment:
.....
.....
.....

BOUNCE^{along} Evaluation form for trainers

Introduction

This evaluation form²⁶ for trainers, wants to guide BOUNCE along - trainers (and other facilitators) to evaluate the awareness-raising actions, the personal view on the results of the actions, and their own role in the BOUNCE along initiatives.

At different items, the evaluation can be done by scoring and there is also room for comment.



- 📏 1 means: not at all / very bad / I totally disagree
- 📏 5 means: average / not good not bad / I have no opinion
- 📏 10 means: completely / perfect / I strongly agree

Evaluation

Name:

Date:

²⁶ See also the BOUNCE^{up} train-the-trainer manual, chapter 'BOUNCE^{along} awareness', paragraph 'BOUNCE^{along} evaluation', subparagraph 'Evaluation by trainers and facilitators'.

General

Mark the themes treated in the BOUNCE^{along} awareness-raising actions:

- A positive point of view
- Strengthening resilience
- Resilient relations and communication
- Concerns and challenging situations
- Information and support

Comment:

Preparation



- The preparations of the awareness-raising actions went well (informing participants and networks, using the BOUNCE manuals, etc.).

Comment:

Process



- The awareness-raising process went well (group process, individual attention, interaction with participants,...)

Comment:

- The chosen methodology was valuable for participants (way of informing, presenting, methods, exercises,...)

Comment:

Content

👉 The content was valuable for participants.



Comment:

👉 The content was adapted to the needs of participants.

Comment:

Guidance (Role of the trainer and / or other facilitators)²⁷

👉 There was safety and safe space for dialogue.



Comment:

👉 The communication and dialogue with participants was good (open, authentic, positive orientation, connecting, etc.).






Comment:

👉 The trainer used the right competences (expertise about the training content, group guidance, individual attention, flexibility, dialogue guidance, providing structure, conflict management, intercultural competence, etc.).






²⁷ See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE handholds', paragraph 'The role of the trainer'.

Comment: _____

The relation with participants was positive (engagement, positivity, credibility, atmosphere, etc.).

Comment: _____

The social environment was involved. (interaction about this, involving efforts, etc.).

Comment: _____

Future

- What BOUNCE along and other (BOUNCE) initiatives can be taken in the future for this target group?

Comment: _____

- What challenges are there to take into account in future BOUNCE along actions and / or in other initiatives with this target group?

Comment: _____

What actions can be taken to deal with future challenges?

Comment:

Other

Comment:

Annex 13 : BOUNCE^{Up} Evaluation form for participants

BOUNCE^{up} Evaluation form for participants

Evaluation

Name:
Date:

At different items, the evaluation can be done by scoring from 0 up to 10. There is also room for comment.



- ☺ 1 means: not at all / very bad / I totally disagree
- ☺ 5 means: average / not good not bad / I have no opinion
- ☺ 10 means: completely / perfect / I strongly agree

Targets

The targets of this training course are:

- ☺ Participants know the content of the three BOUNCE tools: BOUNCE^{young}, BOUNCE^{along} and BOUNCE^{up}.
- ☺ Participants understand and carry-out the perspectives of the BOUNCE tools.
- ☺ Participants can use the tools as instruments to take initiatives in their own practice:
 - Participants are ready (have the awareness, the competence and confidence) to prepare, set-up and guide training for young people using the BOUNCE^{young} tool.
 - Participants are ready (have the awareness, the competence and confidence) to prepare, set-up and guide awareness-raising actions with the social environment of youngsters (parents and frontline workers), using the BOUNCE^{along} tool.
- ☺ Participants can inspire other services and colleagues in the further dissemination of the tools.

Targets

The targets described here above are:

m clear enough.



m communicated on time.



m accomplished.



Notes:

Content

m The content is valuable for future trainers.



Notes:

m The content fits my expectations.



Notes:

Effects

m The training increased my awareness about the subjects.



Notes:

Guidance

m The guidance of the training was good.



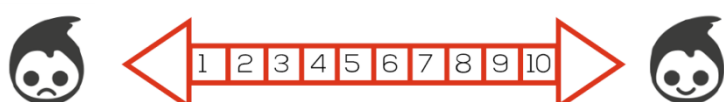
Notes:

Future

m I feel ready to set-up and guide BOUNCE^{young} training for young people.



m I feel ready to set-up and guide BOUNCE^{along} awareness-raising actions for parents and frontline workers.



Notes:

Other

Notes:
