SENIOR MENTORS & PRACTITIONERS TRAINING QUESTIONS & ANSWERS 24TH JULY 2026

QUESTIONS ANSWERED:

1. **What are the key principles for offering EFT or Fast Track training as charitable or free programmes?**

   When offering EFT or Fast Track training as a charitable initiative, the focus should be on the learners' readiness and willingness to participate rather than simply providing the programme because it is available. Service is most effective when it responds to a genuine need and when participants are open to receiving the learning. Rather than assuming that people will benefit, facilitators are encouraged to first understand their audience by asking questions such as:

   - What value will this programme bring to them?
   - Do they genuinely want to participate?
   - Are they ready to engage with the learning?

   A practical approach is to begin with an introductory EFT Masterclass instead of immediately launching a full Fast Track programme. This allows participants to experience the work, provides an opportunity to gather honest feedback, and helps determine whether there is sufficient interest before investing in a longer programme.

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Another important principle is that free programmes should still involve an exchange of value. While participants may not contribute financially, they can contribute through responsibility, acts of service, or by paying the learning forward. This creates ownership, commitment, and a greater appreciation for the programme.

Examples of meaningful contribution may include:

- Performing acts of service within their family or community.
- Using newly learned skills to help others.
- Volunteering their time or supporting future participants.
- Passing on the benefits of the learning in an appropriate way.

Creating this value exchange helps participants remain engaged while building a culture of responsibility and service rather than passive receiving. When offering charitable or free programmes, begin by understanding the audience's needs, motivations, and readiness to learn. Start with an introductory experience, gather genuine feedback, and build the programme based on demonstrated interest. Even when training is free, include a meaningful form of contribution or service so that participants develop ownership of their learning and continue passing its benefits forward.

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2. **How should facilitators build long-term charitable initiatives around EFT and how can they encourage a 'pay-it-forward' culture instead of creating dependency?**

   Offering EFT or Fast Track training as a charitable initiative is encouraged, but it should begin with the learners' readiness rather than the facilitator's desire to give. Effective service starts by understanding whether people genuinely want the learning and how it can benefit them, instead of assuming they will value it simply because it is being offered. A recommended approach is to begin with an introductory EFT Masterclass rather than launching directly into a full Fast Track programme. This allows participants to experience the work, share honest feedback, and demonstrate genuine interest before committing to a longer learning journey. Building programmes around participants' needs and willingness creates stronger engagement and better outcomes. Another important principle is that free programmes should still involve a meaningful exchange of value. While participants may not contribute financially, they can contribute through responsibility, acts of service, or by paying it forward. This encourages commitment, ownership, and appreciation for the opportunity while ensuring the benefits of the learning continue to reach others. Meaningful ways to pay it forward may include serving family members or carers, volunteering within the community, using their newly acquired skills to support someone in need, or offering free sessions to others who genuinely cannot afford them. This creates a ripple effect

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where learning is shared responsibly and continues to benefit more people. When offering charitable or free programmes, first understand the audience's needs, motivations, and readiness to learn. Begin with an introductory experience to gauge genuine interest, gather honest feedback, and expand the programme based on participants' engagement. Even when training is offered free of charge, include a meaningful form of contribution or encourage participants to pay it forward so they take ownership of their learning and help extend its impact to others.

3. **How can facilitators offer EFT or Fast Track training as charitable work while ensuring participants are genuinely ready, engaged, and supported through a meaningful exchange of value?**
   Offering EFT or Fast Track training as charitable work is encouraged, but it should begin with the learners' readiness rather than the facilitator's desire to give. Before introducing a full programme, it is important to understand whether participants genuinely want the training and how it can benefit them. Rather than assuming interest, begin with an introductory EFT Masterclass and invite honest feedback. Explore questions such as "What's in it for them?" and "Do they really want it?" This helps ensure the programme is built around the participants' needs rather than the facilitator's assumptions. Even when training is offered free of charge, there should still be a meaningful exchange of value. This does not have to be financial. Participants can contribute

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through acts of service, supporting their community, helping with programme-related activities, sharing their skills, or committing to pay it forward by using what they have learned to help others.

This creates ownership, strengthens engagement, and maintains a healthy flow of giving and receiving. Facilitators are also encouraged to think collaboratively. Participants may contribute by assisting with translations, creating resources, supporting future programmes, or offering other forms of practical help. This partnership approach allows everyone to invest in the learning journey while respecting the principle of energy exchange.

Over time, this model can grow into a broader charitable initiative, where scholarships and sponsored training are combined with a commitment from graduates to offer support to others who may not otherwise have access. In this way, the learning continues to ripple outward through a sustainable pay-it-forward approach, benefiting both individuals and the wider community.

4. **How should one structure one-to-one EFT Fast Track coaching sessions, and how can these sessions evolve into a signature coaching programme?**

   The coaching should build on—not repeat—the EFT Fast Track training. Since learners have already received the core teaching through the portal, coaching sessions should deepen understanding, strengthen practical application, and gradually develop practitioner-level

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confidence. A structured approach begins with an orientation and self-assessment. Review the learner's progress across all 14 Fast Track modules, identify their strengths and gaps, and understand what they hope to achieve through coaching.

This provides a clear starting point and allows the coaching to be tailored to their needs. Each coaching session should then follow a consistent structure. Rather than reteaching the videos, first review the learner's understanding of the module they watched, clarify concepts and answer questions, supervise practice, provide feedback, and introduce practitioner-level insights that go beyond the recorded content.

As coaching progresses, learners should receive increasing opportunities for demonstrations, supervised practice, discussion of real-life scenarios, and guidance on handling unexpected client situations. Where learners have already completed foundational modules, continue through the additional EFT Fast Track content in the order provided on the portal. Sessions should focus on discussion, clarification, demonstrations, and practice rather than replaying the recorded lessons.

The pace can be adjusted depending on whether the learner has watched the videos beforehand. Repeated exposure is essential. Techniques such as Tearless Trauma, safety work, and other practitioner skills benefit from multiple demonstrations, varied case

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examples, and repeated supervised practice to build confidence rather than relying on a single teaching session.

Over time, this structured coaching can evolve into a signature programme. Potential themes include creating safe spaces, strengthening connection, peaceful parenting, and healing parent-child relationships. While the exact programme focus may continue to evolve, the long-term goal is to transform the coaching process into a clearly defined framework that could later support workshops, group programmes, or even a book.

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