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MECETT, the model of the Journeymen transferred to staff training in TC's

Key words : Journeymen, learning, network, quality, ECETT,

Abstract :

Since 1960, TC's have spread from country to country, not based on academic training, but through travel and knowledge exchange between the teams. As for residents of TC's, peer exchange is at the heart of the improvement process of teams. Since 1974, Georges van der Straten has traveled throughout Europe visiting many TC's, he brought best practices back and implemented them in the TC he manages. These trips and exchanges are also an opportunity to observe differences in social and political environments of TC's and that stimulates strategic thinking and a continuous process of quality improvement. The quality approach is indispensable in the context of TC's, because residential centers are expensive and, in countries that reduce the "public health" budget, only dynamic TC's that will be able to demonstrate their cost-benefit ratio will survive. The purpose of international benchmarking is the continuous improvement of quality of care and work efficiency. Models and methods found abroad can strengthen the long-term financial security of TC's. Travelling is an accelerator of innovation and creativity, but even most of the professional motivation. Therefore, benchmarking should be accessible to all members of organizations and all along their lives. After a meeting with the French organization of journeymen "Les Compagnons du Devoir", G. van der Straten has transferred this model of learning through companionship to the world of TC's (ECETT network). This method can now benefit to many other professional sectors.

Main Text.

MECETT, the model of the Journeymen transferred to staff training in TC's

From a therapy for addicted persons to an innovative learning method:

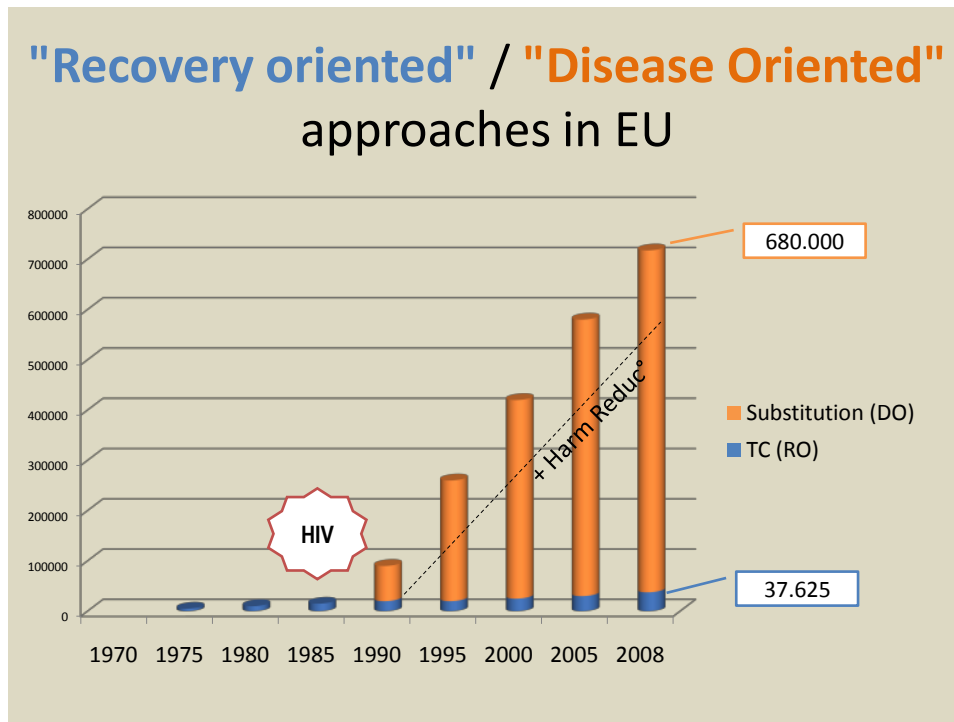
The method of skills management MECETT is the fruit of a long experience of therapeutic communities (TC) for drug addicted people. These resort to the "self help group" approach, which means a dynamic of mutual help among drug addicted people so that each participant (resident in treatment) succeeds to change his way of thinking, of living and of behaving and learns how to solve the problems of everyday life through relationships to his fellows, rather than using chemicals or via

other ways whose impact at long-term is negative for oneself and the community. TC's have a vision of change based on a continuous interaction between responsibility and solidarity and on a fundamental belief in the learning potential of people, whatever their situation. Their motto is "you alone can do it, but you can't do it alone. " The TC movement is an international network whose know how has been transferred worldwide, from team to team, through visits and exchanges.

Georges van der Straten, the leader of a Belgian CT, met the movement of the "Compagnons du Devoir" and intended to transfer the model of the journeymen apprenticeship to TC staff members. He created the ECETT network so that teams of TC's could benefit from a lifelong learning system through travel and improve the quality in all the TC's of the network. Over five years, various ECETT projects were conducted with the support of the European Union, and this approach has become a new method of management of quality improvement available to many working environments in the public or private sectors as well in the profit or non-profit. Learning and changing happens as much through the effort to meet others, to listen and learn from their experience as through welcoming them, talk to them and share one's own experience.

New challenges for TC's

Therapeutic communities for drug addicted people have emerged in the '60s in the U.S. and this model has been transferred to Europe during the 70s. At that time, therapeutic communities were the only specialized treatment offered to help drug addicts because the law limited the duration of substitution treatment to several months. From the moment of the widespread of drug abuse, black market, criminality and of HIV spread, this has posed major problems of security and public health. So, governments changed their priorities : "stabilization of addiction" became a priority in place of the "rehabilitation" prospect for drug addicts. The government asked the medical profession to take charge of the heroin addicts through substitution. In most countries, laws have been amended so that the substitution could be a chronic treatment (10 years or more). Despite this policy change, therapeutic communities have continued to grow slowly but became a small face of the overwhelming majority represented by substitution treatments, harm reduction and other medical-pharmaceutical approaches . In 2008, for a sample of 8 European countries (Great Britain, Spain, France, Italy, Belgium, Greece, Poland and Bulgaria), 37 000 addicts had appealed to therapeutic communities cons 680,000 to substitution treatment (which must be added to clients of other pharmacological treatments and harm reduction).



But this explosion in the number of substitution treatment is not uniform in all countries. There are significant differences across countries in the distribution of patients under substitution and those in therapeutic communities. France accounted for almost one extreme where everything was oriented to medical approaches and virtually nothing to therapeutic communities. In contrast, in Poland, almost all efforts were directed towards the rehabilitation through therapeutic community and access to substitution treatment was virtually nonexistent. Greece represented an intermediate case where about 50% of addicts were under substitution and 50% in therapeutic community. In this general context, where patients in substitution treatment were 19 times more likely than patients in therapeutic communities, and because the cost of 1 year long residential treatment in TC's is much higher than the cost of ambulatory treatment, TC's had to take their fate into their own hands and show their effectiveness.

Learning through travel and networking

The history and development of therapeutic communities was done by travel and transmission. As in the Alcoholics Anonymous movement, therapeutic communities have developed by going to observe what was practiced in countries where the first therapeutic communities have emerged and the professionals of TC's have met regularly at international conferences (EFTC, WFTC, Euro-TC, etc.). Increasing pressure issues on cost / benefit and competition with other treatment models have prompted TC leaders to stick together and work with university researchers in order to objectify the effectiveness of TC outreach. Each therapeutic community has had to adapt to its local context, its national environment. To accomplish this coping strategy, it is inspiring to visit the brethren who live in other socio-economic or socio-political contexts. This has led Georges van der Straten (director of Trampoline therapeutic community in Belgium) to visit regularly colleagues in a dozen of countries in Europe. This was an opportunity to observe, not only best practices and opportunities that appeared in some contexts, but also to identify threats to some therapeutic communities according to their socio-political context. Returning home, he could better anticipate potentially adverse developments of situations and identify pitfalls and ways to avoid them, but also to strengthen the approach and to enriching his own center with what is practiced abroad and preparing to cope with future risks in its own environment.

"Copy and adapt"

After 35 years of experience and travel through the therapeutic communities, he claims that 80% of what has been put in place at Trampoline has been transferred from abroad. He stresses the concept of "copy and adapt" and not "copy and paste." Models of inspiration for Trampoline were mainly located in Italy, the Netherlands, the United States, Spain and Greece.

Copy & adapt...			
Trip	Model of origin	Tools introduced in TC Trampoline	Year
1986	« Accoglienza » : CeIS Roma	Residential Welcome phase (Accueil)	1988
1986	« Coinvolgimento Familiare » : CeIS Roma	Family Service	1988
1986	« Gruppo Solidarietà » : CeIS Roma	Mutual help groups for parents (Solidarité)	1988
1978	« TC concept » USA → Ghent + Netherlands,	TC based on the self-help method	1989
1978	« Reentry phas » : USA + Ghent + Netherlands,	Reentry house (RS)	1991
1987	« Casa del Sole » : Rome, Modena, Madrid	Staff training + prevention (Re-Sources)	1994
1997	« Cooperative B » : CeIS Mestre-Venice,	Vocational training (CIIP)	1998
1997	« Ulysse » : CeIS Venice,	Groups for relapsed residents (Horus)	1999
1999	« Casa Mimosa » Modena + « Villa Emma » Venice	Program for mothers + children Kangourou	2000
1996	EWODOR, Research CeIS-Modena,	Research Service (R&D)	2002
2000	« ROIS » De Leon → Warsaw EFTC	Integrated System network (WaB)	2003
2001	Research U-Ghent & TC's Kethea & De Sleutel,	Europ-ASI follow-up	2004
2000	« Compagnons du Devoir » Cologne & Paris	Learning through travel (ECEtt)	2004
2001	« ITP » Coolmine, Dublin,	Individual Treatment Plan	2006
2000	Proyecto Hombre, CoC and Phoenix-Futures	Control of Quality process	2009
2009	« Winadd » CEID Bordeaux,	Patients data registration software WINAdd	2010

The meetings of colleagues and the search for good practices are not only an opportunity to discover expertise, but also to make surprising discoveries that we call "Aha! Experiences". Whether countries with therapeutic communities are doing well or are sick, in both cases, unexpected facts and conversations can raise awareness of opportunities and new ways of thinking, seeing and working pro creativity and innovation. Almost all services of his TC were marked by good practices and "Aha! Experiences" made abroad.

The journeymen of "Compagnons du Devoir"

In 2000, Georges van der Straten went to Cologne for a two-day training at the "Compagnons du Devoir" (French network of journeymen). This is how he met the learning method of journeymen. He was struck by the similarity between the principles and values of companionship and those of TC's and support groups for addicts. The learning process is among the journeymen, as in TC's: the existence of a home network with shared values, community everyday life, pragmatic learning, transmission of the experience of seniors to juniors, the exchange of experiences among peers, the role of elders as role models and the centrality of the learner as the main actor.

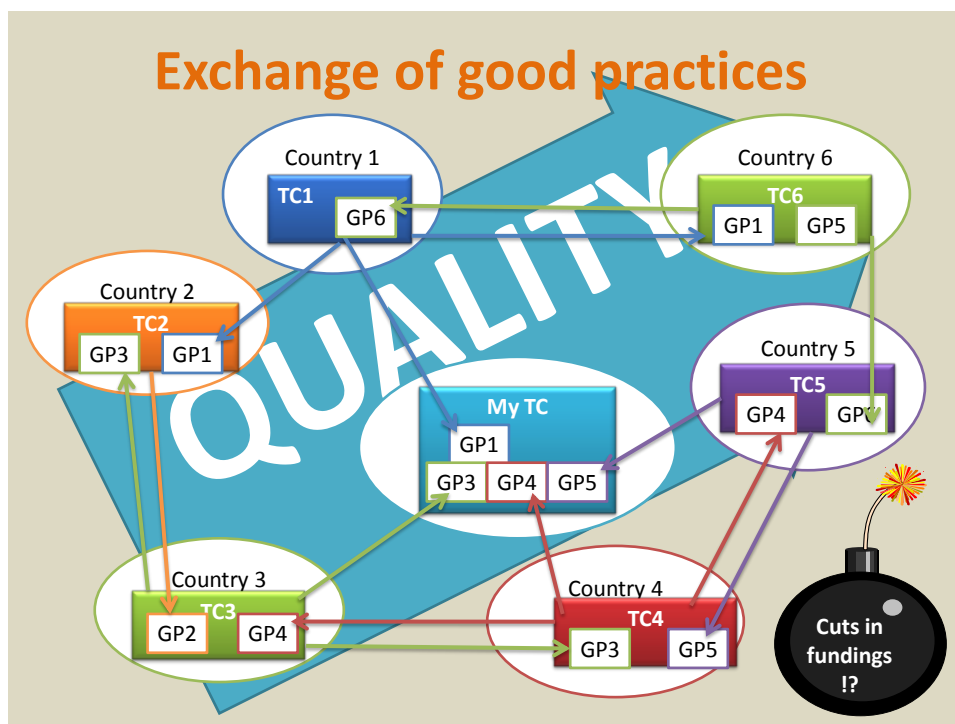
Being member of the Companions or of a TC, is being part of a network of peers who wish to solve similar problems, where each trainee is invited to ask himself the question "What is my problem? ", " What do I want to learn?". Everyone is invited to define his personal goal, the problem he wants to solve and which assistance he requires, but everyone is also asked to be supportive and help others in their learning efforts. In this context, the learner can begin to meet peers and experts, exchange with them and see how they solve the problems that they are facing.

The ECEtt network

The ECETT network could now begin and the European Union would help him to develop. The ECETT-Pilot project 2006-2008, funded by the Leonardo da Vinci agency, has accurately described how to build a knowledge exchange process that would be effective for the traveler and his team of belonging and for skills development throughout life. Over the years, the ECETT network became a platform for knowledge exchange which includes more than 700 possible internship sites in Europe.

Exchange of good practices fosters quality services :

Each partner can go visit others and welcome them according to their needs. Everyone then brings back home the best practices he deems appropriate and shares his findings with his team and the ECETT network. Through this process, the quality of all services is growing and this helps them to become stronger and to cope with challenges and threats in their environment: the hyper-complexity, continuous change, reductions in departmental budgets, etc..

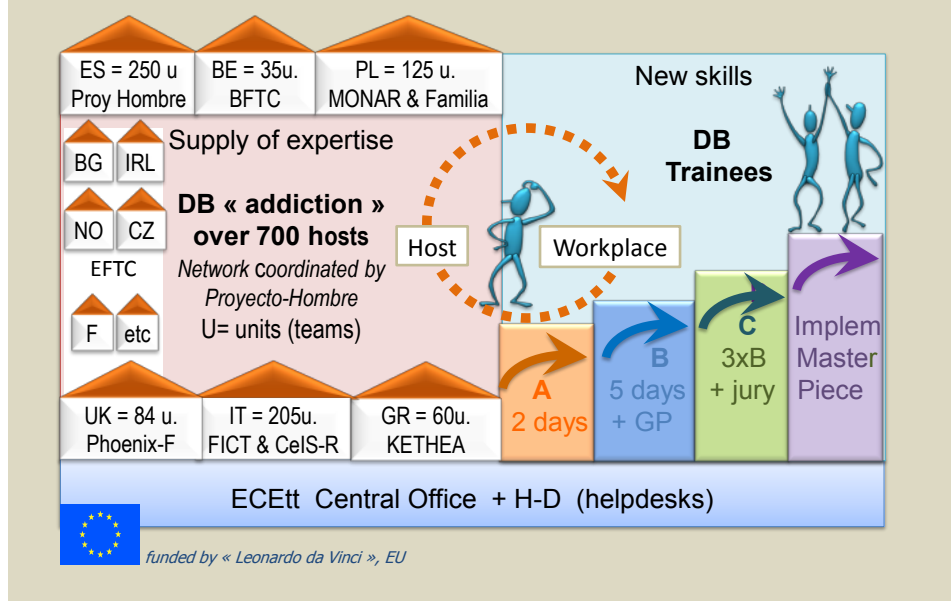


After the description work of the exchange process and after the measuring of achieved results in the context of ECETT-Pilot 2006-2008, the Leonardo da Vinci Agency urged managers of the ECETT network to enter into a new stage : the transfer of the process of knowledge exchange to other professions. This is the purpose of the project "ECETT-Transfer of Innovation" 2009-2011.

The network "addiction"

The ECETT network is based on three pillars. The first pillar is the method ECETT (MECETT), that is to say a training process by the journey that cuts across all the professional networks: addictions, social work, prevention or other trades. The first pillar is managed by a central office, in Belgium, which coordinates several helpdesks, distributed in different countries: Spain, Italy, Greece, Poland, Bulgaria, France and Belgium.

ECETT Network: Addiction



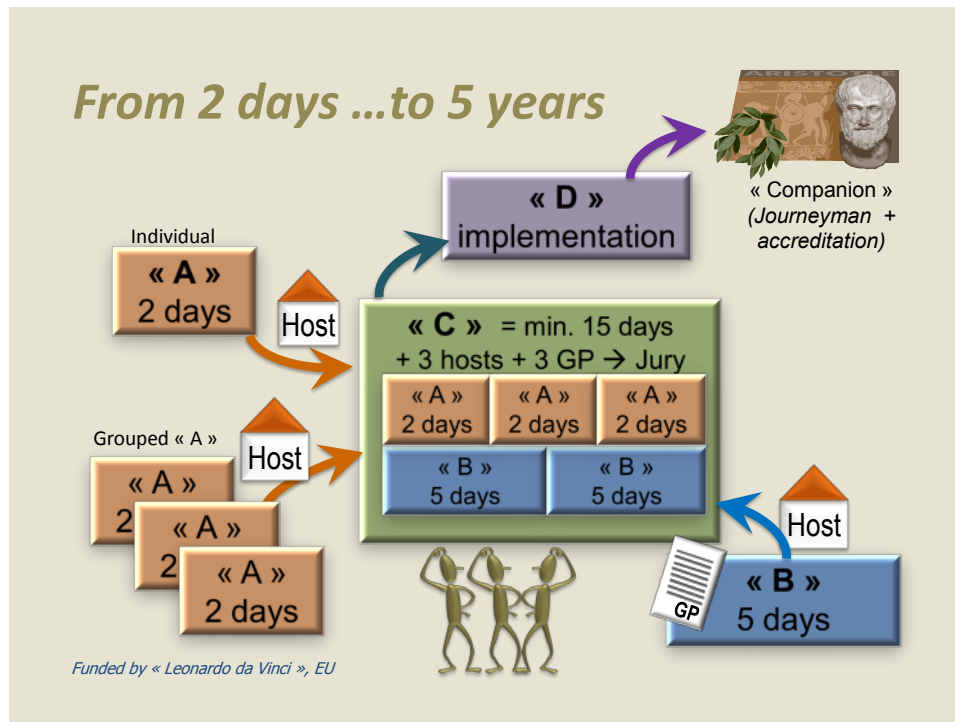
The second pillar consists of a referential of expertise, that is to say, a database that includes all the possible training sites in the network “addiction”. This referential of expertise includes the list of possible internship sites which have signed an agreement with ECETT and a list of expertise and good practices that can be found in all these internship places. The ECETT network includes large national organizations, as well as smaller organizations working in the field of addiction. Large organizations are MONAR (Poland) which includes over 125 organizations, Proyecto Hombre (Spain), which includes 250 training sites, Phoenix Futures (UK) which includes 84 training sites, the CEIS-Formazione and FICT (Italy) including a total of 205 units or places of course, Kethea (Greece), which includes 60 places. In addition, many smaller therapeutic communities, part of the EFTC (European Federation of Therapeutic Communities) and the EFTC are also members of the ECETT network. Proyecto Hombre, Madrid, coordinates the database of expertise in addiction which encompasses more than 700 training sites.

The third pillar consists of the trainees. In all member organizations, some staff members want to explore good practices and to improve their skills. Any member of these teams may submit a request to ECETT to discover, in the ECETT network, places having experience and answers to the problems these teams meet.

From two days to five years

Each candidate trainee addresses its application to the helpdesk speaking his language. This helpdesk will seek for internship places having the expertise and skills researched by the trainee and will ask him which type of traineeship matches the best: one “A” trip of two days, alone or with of team members, or a “B” traineeship (5 days with writing and validation of a good practice. Some will go further and make several trips and make an implementation project of a good practice which will be presented to the “C” jury. Finally, “D” trainees will start the implementation of good practice in their workplace. This implementation will be presented as a masterpiece to a “D” jury. From here, he may be considered as an “ECETT Journeyman”.

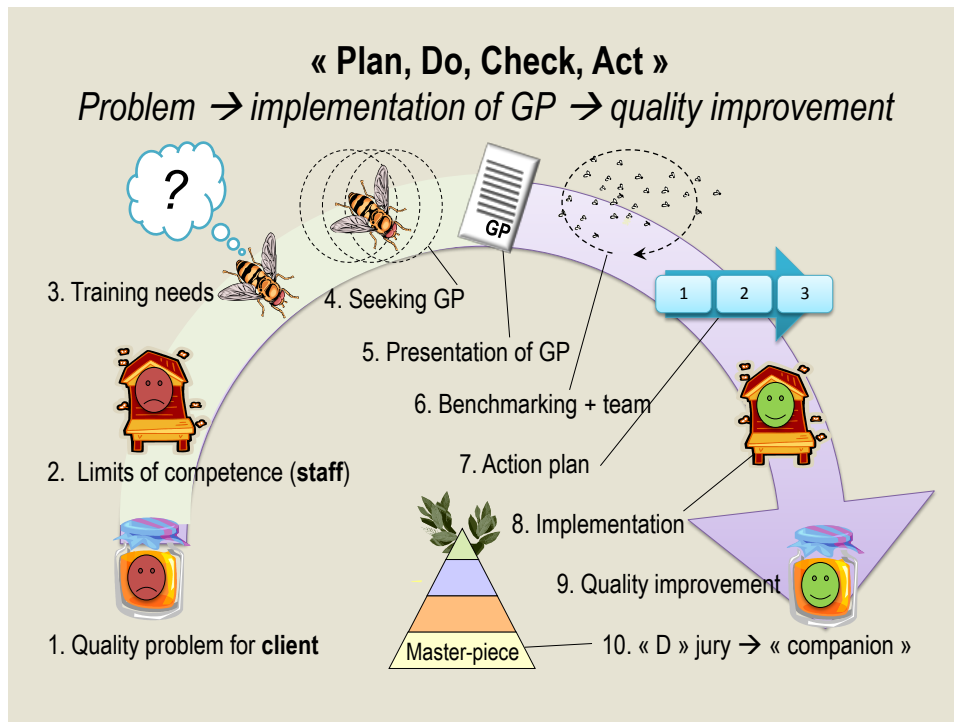
The role of helpdesks is to help trainees to match the demand and supply of expertise and to support the trainees during their project of knowledge exchange, from their workplace to other places of expertise across Europe.



The ECETT learning method is very flexible: this can range from a commitment of a two-day trip to a learning process spanning five years. For example, an individual can go alone for a single trip to a single host, and not go further than that, or he can go beyond and may make other "A" trips, together with several of his colleagues, in the same place of expertise. He can also add a "B" traineeship (five days) after which he will write a good practice. Some trainees will accumulate a minimum of fifteen days visiting three different hosts and bringing back three good practices which they will present to the "C" jury. Then those who are certified by the jury can have a support for two or three years for the implementation of a good practice in their workplace .

The whole process, from training to implementation

The ECETT learning process is a perspective of improving the quality on the "Plan Do Check Act" model of Deming. Each trainee starts his learning project by a problem he can observe in his working place. He will follow a learning process until the implementation of good practice aiming at quality improvement. All the learning process is built on the objective of "quality". Very often, it starts from the observation of quality problems at the level of customers.

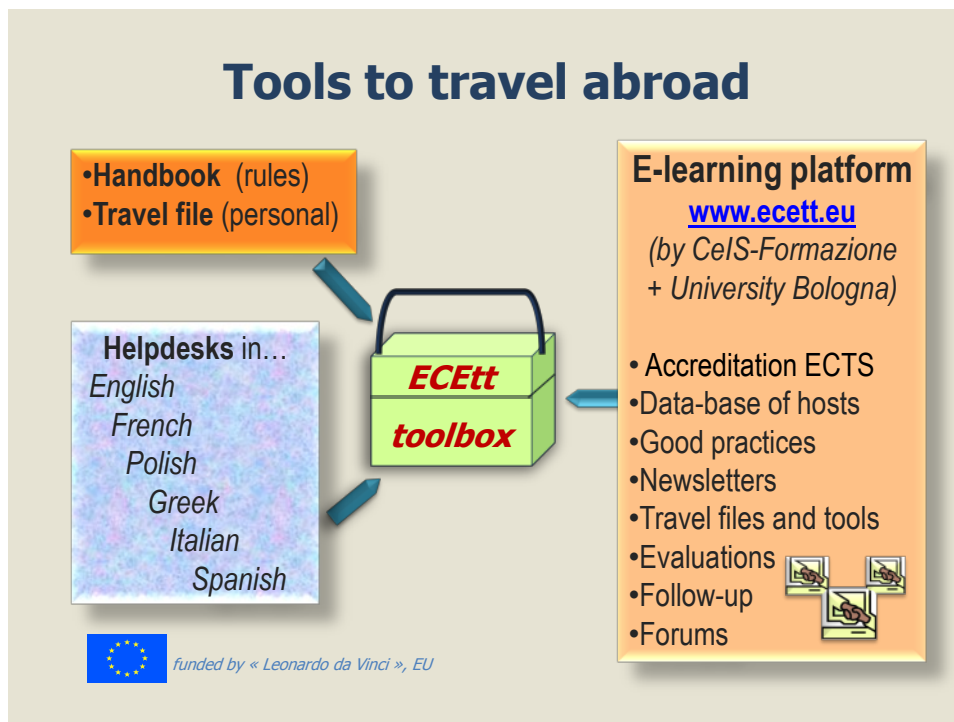


When a team is confronted, over several years, to quality problems at the level of customers, there is probably a skills problem within the team. Some team members may put themselves in question, seek solutions and contact the ECETT network. From there, the team members can make several trips in various training sites in Europe for research of good practice, writing good practices and, from there, they can return to their team, share their findings and propose to change internal work processes. The implementation of good practice goes on, often through the organization of a new "A" journey, with several team members to visit the workplace where the good practice is under control. The team can then build an operational plan for implementation, train team members, implement and measure changes and outcomes. After a year and a half to five years, according to the ambition of the implemented good practice, the trainee present his masterpiece to the "D" jury, with the outcome measure, before and after the implementation of good practice.

Tools to travel abroad

A feature of the "journeymen apprenticeship" (MECETT) is that the primary responsibility of the training process is in the hands of the learner and not the trainer. ECETT has developed a toolkit, available to all candidate trainees. The toolkit includes the ECETT Handbook, which contains the general travel rules and a personal "travel file" in which each trainee will build his project, step by step.

Tools to travel abroad



The toolkit also includes the addresses of all the helpdesks in English, French, Polish, Italian, Greek, Spanish or Bulgarian. The tools of the toolkit are available on the e-learning platform (see website www.ecett.eu) which was developed by CeIS-Formazione and the University of Bologna. The e-learning platform includes the catalogue of hosts and the referential of expertise, as well as lists of good practices, newsletters, evaluations tools, follow-up, forums of discussion, etc.. In collaboration with the University of Bologna, these training courses will be credited by ECTS points.

Catalogue of hosts and referential of expertise

The "catalog of host" and the "referential of expertise" for the sector "addiction" is coordinated by Proyecto Hombre in Madrid. This referential of expertise guides trainees in function of the expertise they are looking for and the languages they know.

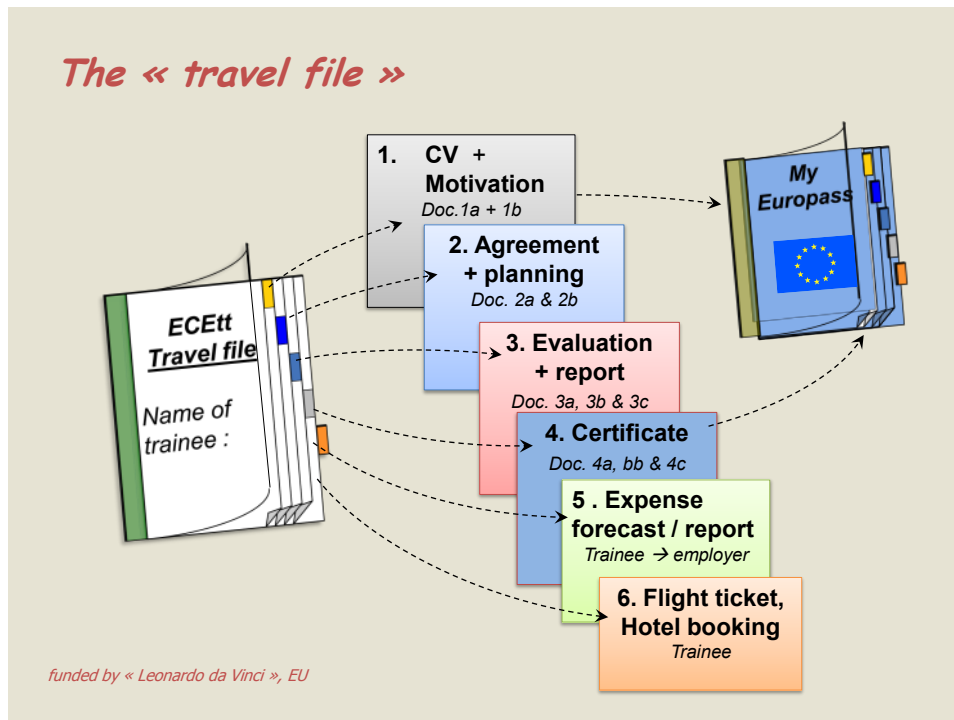
Catalogue of expertise and hosts (Managed by P-Hombre).
Orientation of trainees in function of expertise and languages

Language →	French	Spanish	Italian	Polish	Greek	Bulgar.	English	Other	Out EU
Institutions cities →	1 Tremplaine: B 2. Phérix: Be 3. APTE: Fr 4. CBD: Fr	PH 1. Madrid 2. Galicia 3. Catalunya	RCT 1. Modena 2. Venezia 3. etc.	MONR 1. Warsaw 2. Gdansk 3. Krakow	KEIHEA 1. Athens 2. Thess 3. Herakl	1. Solidar. 2. CNF 3. Butterfly 4. Etc.	1. Coolmine IRL 2. Phoenix London 3. Phoenix Sheffield 4. Etc.	1. De Kiem Be 2. De Sleutel Be 3. Parrassia NL 4. Tenel. : Fr	1. Daytop 2. Beirut 3. Etc.
Before TC									
EX1: Intake session (De Leon)	12,3	12,3,4,5	12,3,4,5	12,3,4	12,3	1	12,3	12,3	12,3
EX2:	12,3	12,3,4,5	12,3,4,5	12,3,4	12,3	1	12,3	12,3	12,3
GP1: Reorientation	1	3		2	3			1	1
GP2: Etc.			12,3	12,3,4,5	12,3,4,5	12,3,4	12,3	1	12,3
TC programs									
EX1: Encounter group (De Leon)	12,3	12,3,4,5	12,3,4,5	12,3,4	12,3	1	12,3	12,3	
EX2:	12,3	12,3,4,5	12,3,4,5	12,3,4	12,3	1	12,3	12,3	
GP1: Art therapy			12,3	12,3,4,5	12,3,4,5	12,3,4	12,3	1	12,3
GP2: Gender groups		12,3	12,3,4,5	12,3,4,5	12,3,4	12,3	1	12,3	
Reintegration									
EX1: Relapse prevention		12,3	12,3,4,5	12,3,4,5	12,3,4	12,3	1	12,3	12,3
EX2: etc.	12,3	12,3,4,5	12,3,4,5	12,3,4	12,3	1	12,3	12,3	12,3
GP1: Vocational training	1	3		4				12,3	1
GP2: etc.		1	3		2	3		1	
Networking									
EX1	12,3	12,3	12,3	12,3					
GP1		12,3	12,3,4,5	12,3,4,5	12,3,4	12,3	1	12,3	
Etc...									

This referential crosses two types of data: a list of hundreds of expertise and techniques used before, during or after a rehabilitation program. In addition to the database of expertise in addition, some databases may include networking with families, networking with other services and specific target groups who need help in addiction or in other areas. This list of expertise will be crossed with the list of centers, which are ordered by language. So there are centers who speak French, Spanish, Italian, Polish, Greek, Bulgarian, English or other languages and for each language, we can identify what training place can offer which kind of expertise or practice.

The "Travel File"

The "Travel File" is the main learning tool in the hands of each trainee student. This is a personal notebook for the intern in which he meets, step by step, all the documents necessary for success in the learning project. The first part deals with his CV and his objectives, namely: "What is driving this traineeship?". The following step will be negotiations with the host, that is to say the dates, the potential cost for housing, food and "languages solutions". This part 2 foresees also a schedule of the training organized by the host, according to the objectives and motivations described by the trainee. This schedule will resume all the details, hour by hour, from the moment the trainee arrives at the place of internship until he leaves.

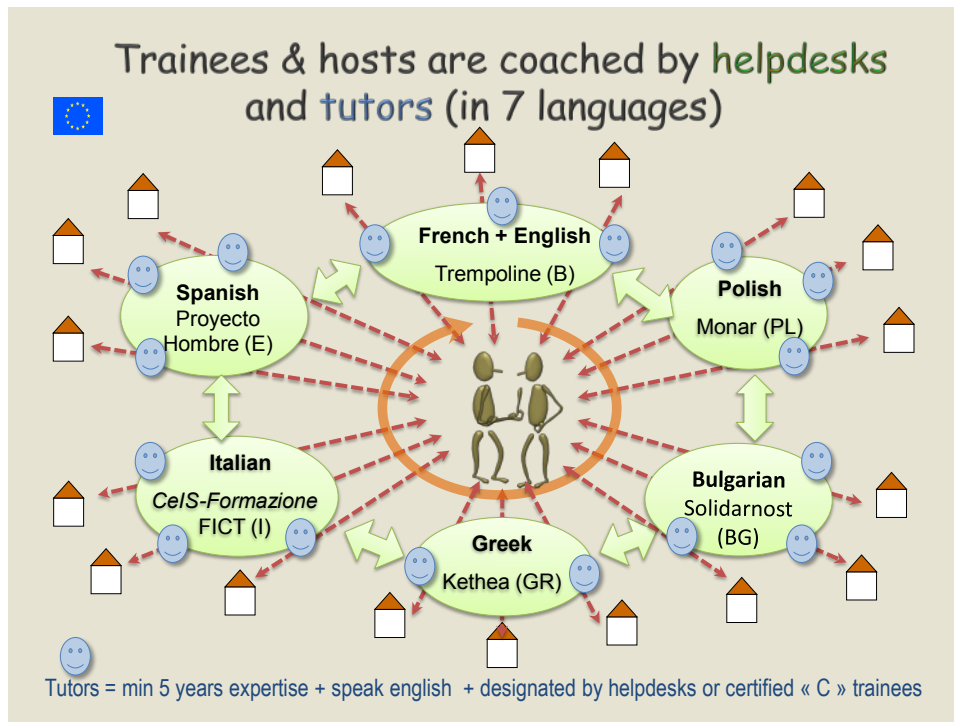


The third part, after the course, will take an assessment of the satisfaction of the student about his internship (3a) and gathers 4 “strong ideas” that he will share with his team (3b) and a description of the place of internship (3c). In the case of “B” or “C” trainees, that is to say the remaining five days on site, they are also asked to write a good practice (3d) or a description of the skills needed for that good practice (3e). The travel file also includes travel budgets, a ledger of all expenses incurred during the trip, the part for booking flights and hotels and, finally, any certifications for travel grants or academic courses.

The "travel file" is modeled on the Europass, so that each trainee can build his own resume showing all his internships and his lifelong learning process, country after country, using documents on European models.

Helpdesks, trainees, hosts...

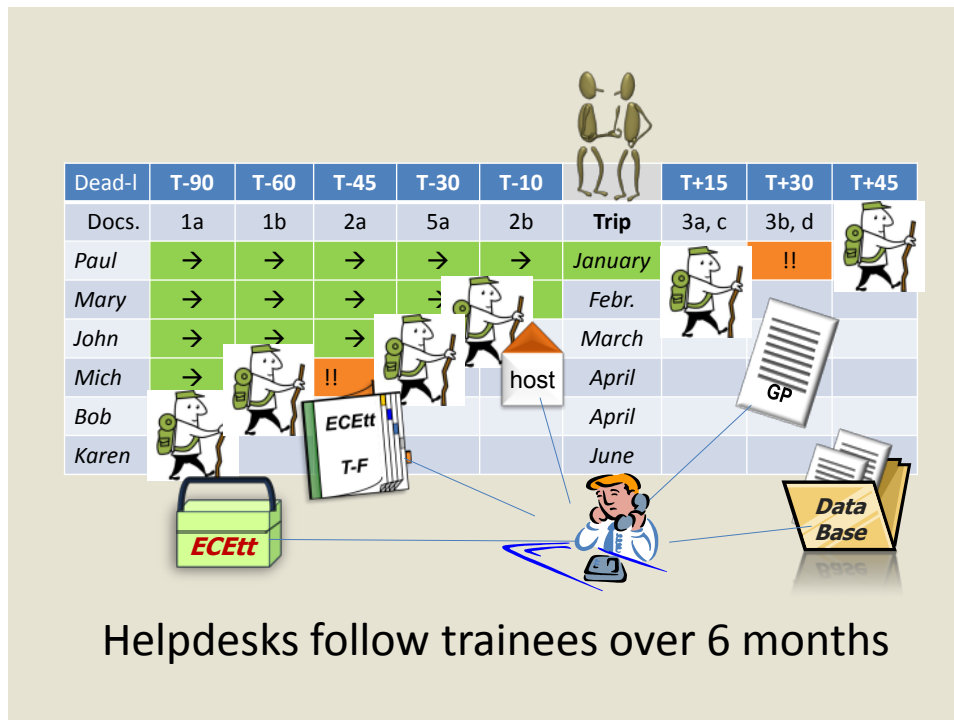
The role of helpdesks is to help students and s. These helpdesks are helped in this by tutors who are, generally, ECETT alumni who know the method and can communicate in English, in addition to their mother tongue.



These tutors work in partner institutions of the ECETT network and can act as an intermediary or "ambassador", as well as to explain to their team members how to use the ECETT network, how to go in search of good practice abroad and they can also explain to hosts how their team should welcome a foreign trainee who comes looking for good practices. All helpdesks and tutors coach trainees and hosts for the flow of information and for exchange of expertise across the network.

Follow-up of trainees over 6 months

Each helpdesk will follow the interns in his country during the whole process of the internship, approximately six months. These include three months of preparation before the course and three months follow-up after the course. Each trainee is accompanied by his helpdesk, every fifteen days, based on his "travel file ". Each document of the "travel file " is linked to a deadline on which the document must have been completed. The CV should reach the helpdesk at least 90 days before the course and objectives of the course should reach the helpdesk sixty days before the course.

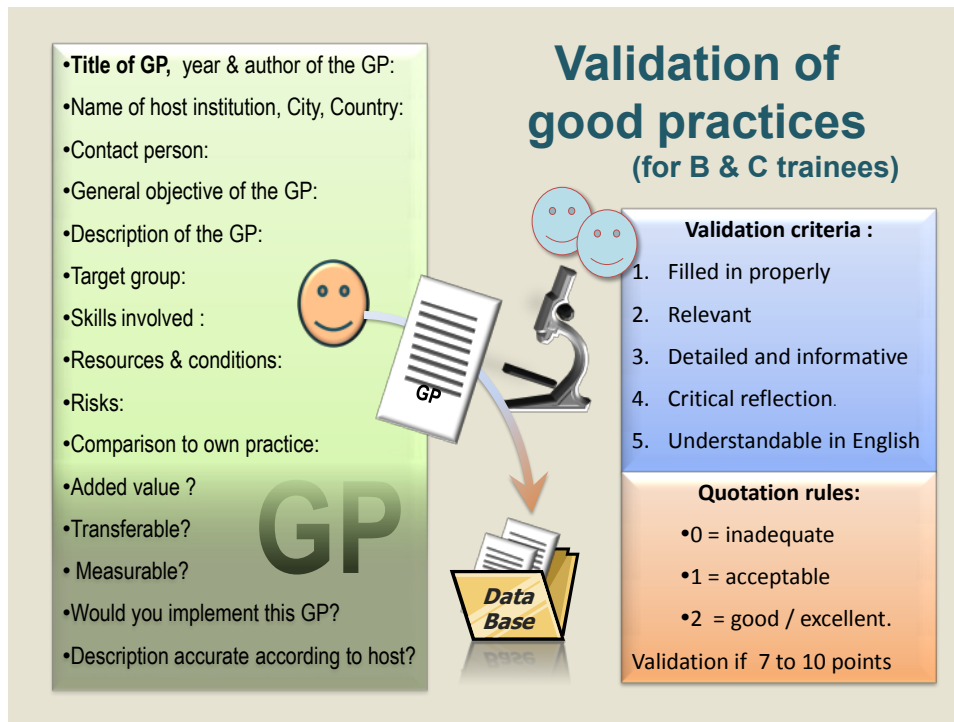


Helpdesks follow trainees over 6 months

The internship agreement must be signed between the host and the intern forty-five days before the course. Budget details must be settled one month before the course. The trainee must receive its schedule ten days before departure. After the internship, the intern has fifteen days to make his evaluation documents and financial records. He has thirty days to share with his team and his employer, the "strong ideas" he brings back from his internship. The helpdesk questions the trainee regularly and helps him to solve the problems he faces, be it financial problems, language problems or other problems of communication with the host. The helpdesk will also monitor the student after the internship so that his good practice might be validated.

Validation of good practices

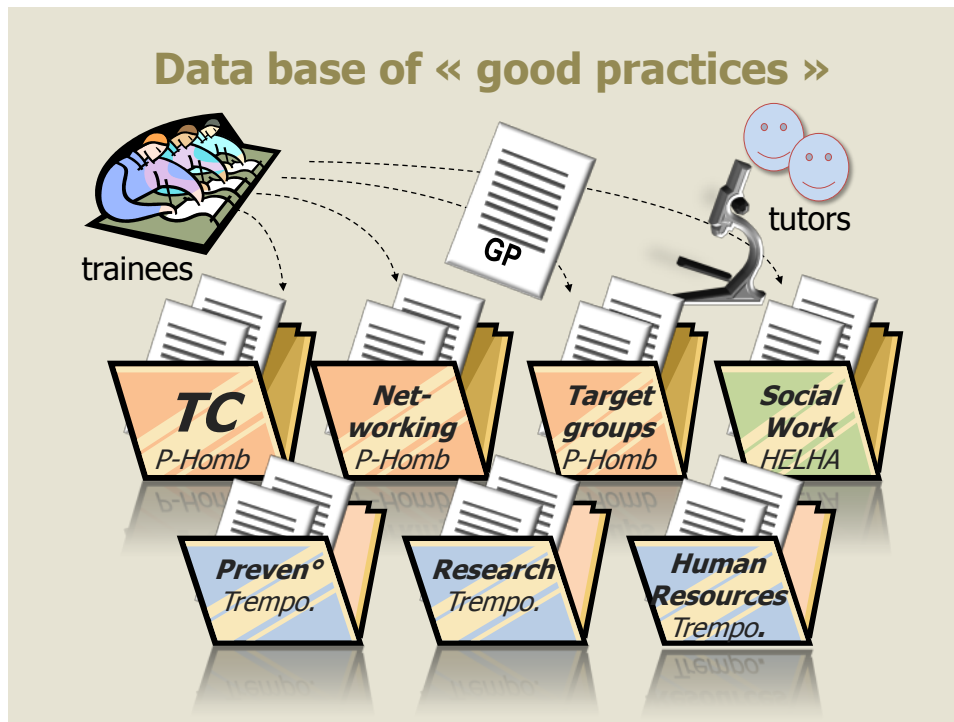
Each trainee chooses freely, one professional technique on which he wants to write a "good practice". The report is based on thirty questions about good practices(GP's) : the title of the GP, year and author of the GP, the name of the host institution, contact person and the objective of the GP, its general description, target group, the skills required for this good practice, resources required, potential risks. The intern will issue a critical opinion on the added value of the GP, the possibility to measure it, to transfer it elsewhere, etc..



Good practices are subject to validation, the good practice is sent to the host to ensure there are no important errors in the writing of this good practice but also to another tutor of the ECETT network that will provide ratings for different parameters: has the practice been filled completely?, is it relevant to the professional sector in question?, is it detailed and informative?, critical thinking is satisfactory? is the writing correct? is it understandable in English?. For each of these parameters, the tutors will give a score of 0 if it is "insufficient", 1 if it is acceptable and 2 if it's good. For a good practice to be valid and published in the referential, it must total 7 points to 10 and can't include any grade of zero.

Referential of good practices

When good practices are validated by the tutors, they enter into a database of good practices. The referential of the ECETT network includes different databases. Three of them are coordinated by Proyecto Hombre, Madrid. These are good practices in the sector of drug rehabilitation, those dealing with networking (with families or with services), and good practices targeted at specific audiences. Other databases gather good practices in social work and in prevention and cross-cutting materials such as research and human resources.



“Ecett-Networks” and “Ecethos”

From 2003 to 2010, the network ECETT was the initiative of Trempline NGO which was legally responsible for ECETT. The development of ECETT was made possible thanks to private donors, to European subsidies and to co-financing partners in the ECETT projects: Trempline, CeIS-Formazione, Proyecto Hombre, MONAR, Kethea, Coolmine House, Solidarnost, Aurore and CEID in France. The survival and development of the network ECETT requires legal and financial autonomy of the network to enable survival outside of periods subsidized by Europe. The development plan of ECETT is based on three axes:

- 1) creation of “Ecett-Networks” NGO, a nonprofit organization, including partners of human centered occupations (addictions, social work, prevention, etc).
- 2) selling MECETT (the learning method of ECETT), which is transferable to many professional sectors and is which is owned by Ecett-Networks NGO. MECETT is a common platform for various businesses.
- 3) creation of Ecethos, a company which provides consultancy for the implementation of MECETT for private or public clients. Ecethos helps clients buying MECETT to structure their network of expertise and to structure the learning process for their staff. The profits generated by Ecethos are divided between Ecethos and Ecett-Networks NGO, in order to support the continued exchange of information within sectors of human centered occupations.