

Journeyman exchanges in the sector of youth

Editorial by *Thierry Verdeyen*, director of non-profit organization *Amarrage*, Braine l'Alleud, Belgium



L'Amarrage is a non-profit association active in helping young people in difficulty. We develop a global approach by proposing diversified answers to the **problems of young people**. Moreover, **the mobility of workers** is part of our training plan because open-mindedness and interculturality are strong values of the association. We were inspired by exchanging in the spirit of the journeymen and by sending our staff members abroad to discover the tools and projects of their peers: this fits perfectly in the management of Human Resources.

« open mindedness and interculutativity »

But Amarrage is not alone in this adventure. Indeed, we wanted to federate with other colleagues in order to make the experience even more enriching. We are a **Consortium of 12 Youth Aid Institutions funded by AVIQ** (Agency for a Quality Life), convinced of the relevance of the Ecett program. This consortium brings a dynamic of positive exchange. Some groups of trainees were made up of workers from different institutions : it was a triple win win; they learned things about their host as well as from their compatriots during the journey.

« dynamic of positive exchange »

We also had moments of exchanges with the trainees and the directors of the 12 concerned institutions, these "steering committee" meetings allowed to sharing of each other's experiences. Indeed, youth workers face many challenges and sometimes feel helpless in front of the worsening situation of some young people. It is not an easy job, so yes, we as directors, we



are convinced of the benefits of learning by travelling, in order to increase the expertise and know-how of workers in the youth sector and to open their mind towards new horizons, new practices and working methods. We are also convinced that this open-mindedness is a means of preventing burnout. The well-being of all workers and beneficiaries is thus improved.

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Main ideas after internships



An Academy in Therapeutic Community

Ann-Kristy Houtain from Phenix, Belgium after her visit to «Portage», Canada



All Portage programs have a common pattern (adults, teens, moms, dual diagnosis...) with mini adaptations based on target groups (school for teenagers, evenings devoted to children for moms, more rest for the dual diagnosis, etc). This reinforces the sense of belonging to Portage, as everyone speaks the same language.

Group performance: the staff is there to provide the frame but the youngsters are truly the engine of the community life. Indeed, a resident at Step 5, is designated "Chief" and he coordinates the daily activities (he drives the various meetings, announces the resumption of activities after the meal ...). Since the Step 4, other residents also acquire responsibilities for supervising tasks (household therapy, attendance after each break or activity ...). These two people supervising the community are identified by keys that they wear symbolically around their neck and a briefcase plate that they carry. We really felt the power of the group and the peer pressure. They speak about the community as a family, it is their home. There is a lot of goodwill between them, if a person is not going well, it is the entire community that suffers, e.g. a teenager had relapsed and consumed on site. When the group members heard about it, they all were in tears because they lived it as a shared failure. Outside, we also found this sense of belonging and solidarity. Residents can exchange phone numbers and keep contact during requests to support each other in difficulties and to avoid loneliness that might endanger them. The

aftercare groups to which they participate for a year and a half are almost more important than the residential program which lasts 6 months.

Household therapy: Four times a day, the youngsters are gathered in pairs to clean the living rooms (dining rooms, bathrooms, hallways, group rooms and dormitories). In addition to keeping the place clean and reconnecting a certain lifestyle, the main purpose is taking time together to talk about therapy, difficulties in the program, situations that they fear for outside, feelings they can get with someone else in a lived situation, etc.).



Portage Academy: The school is built into the program in order to avoid school break. This also makes it possible to put back into the circuit those who dropped out. All the adolescents participate to Portage Academy from Monday to Friday from 10AM to 3PM. They are divided into two classes (boys/girls mixed, but no contact), one for the 14-16 years, and the other for the elder ones (17-18 years). There is one teacher per class who goes from student to student for answering the questions. When the teacher gives a dictation or a joint exercise, the students correct it themselves because they assume that "honesty is the key." Note : the teachers are hired by the government and detached in Portage. When the youngsters start the program, they undergo a level test and from there, the teacher will define their individual program

and exercises tailored to their level of study. Then, everyone moves at own pace by taking weekly commitments. When they finish a module, they pass an exam. This is how some catch up and others follow a normal schooling despite being in a residential program for 6 months. A token system motivates the youngsters. At the end of the course, the coordinator (chief) of the community facilitates a round table in which everyone evaluates his day: how he/she feels in therapy, what works well or not... and concludes by giving some token or not. For example: "Today, I acknowledge that I was very dissipated, I got several times out of class because I didn't want to work on my goals ... I think a lot about my request, it keeps me focused far from my courses. In short, as I have not worked well, I don't deserve any token " or "in my therapy, I need to be coached for my transition to phase 4 because going back home scares me. Otherwise, apart from that, I am really happy. In one day I managed to do all the goals of the week. I feel ready for my English test. In addition, I stayed very calm and focused all day, so I give myself 20 token". Others can react and the teacher closes the round with his feelings of the day. The teacher notes in a notebook the number of token per student. It takes a certain amount of token to qualify for certain privileges: a comfortable chair, a bag of crisps, headphones to listen to music during the training, coffee ... After school, they have an hour of gym with a teacher who is also detached by the government, which also ends with a round to debrief this time. The objective is using sport to let off some stress in relation to the emotions of the moment. Again, boys and girls are together. They can communicate over the sport but cannot make "bridge gender" (no play games or private links).

Europe

Erasmus+ Mobility grants approved for Ecett partners in 2016 and 2017

Trempline, Belgium : 17 grants
 Magdalena, Czech Republic.: 28 grants,
 MONAR, Poland : 16 grants,
 Argo, Greece : 12 grants,
 Alise, Belgium (consortium): 36 grants
 CoolmineTC, Ireland : 8 grants,
 Argo, Greece : 8 grants, approved in 2016
 Kethea, Greece: 8 grants
 Janus solution, United Kingdom : 10 grants



Mobility project

A new call for projects has been opened to introduce Mobility dossiers for 2018-2020. Deadline for submitting the applications: 1st February 2018. Ecett's partner organizations are busy finalizing their applications in the sector "Adult integration" to introduce them to Erasmus+ Agencies in various European countries. Ecett-Networks plays an advisory role in the development of these files and in the subsequent implementation of the learning methodology.

The BIJ (International Youth Office for Belgium)

The youth consortium carried by Amarrage is made up of 14 Belgian youth sector institutions. Erasmus+ offers the consortium 50 travel grants (to be carried out between May 2016 and May 2018). The program for education and training, youth and sport EU 2014-2020 is part of Erasmus+.



The management of this program for the Wallonia-Brussels Federation was entrusted to the BIJ for the Youth chapter. The Mobility program of Erasmus+ (Key action 1) supports, among other things, the mobility of youth staff in one of the participating countries in order to undertake a professional learning experience there. This is

why our youth consortium has responded to a call for Mobility projects, in order to allow our workers to train by seeing what other institutions do elsewhere in Europe.

We are experiencing the basis of Ecett which is learning. This is the first time that Ecett-Networks is exploring the youth sector with a new agency (the BIJ). This requires some adjustments, but so far, the different trainees are very satisfied with their experience.



New hosts

ANO, Czech Republic

ANO, the Association of non-governmental organizations became member of Ecett-Networks. This umbrella organization brings together 21 key organizations working in prevention and treatment of dependencies in Czech Republic. ANO is composed of 6 professional sections: Primary Prevention; Outpatient services; Therapeutic communities; Follow-up and risk reduction; Services of drugs in prison. The professionals of these sections meet 3-4 times a year to share good practices

"New hosts in the youth sector"

Three new French hosts came to complete the panel of hosts of our Youth Consortium.

Kirikou, in Paris, France



The Kirikou center, founded by the psychoanalyst Yasmina Picquart, was founded in 1999 within the association "Real, Symbolic, Imaginary, Resource". The center welcomes children, teenagers and young adults from 3 to 20 years. It is a place where everyone can come and share their difficulties, through "classical" activities (school accompaniment, workshops and cultural outings). There are three work axes: an axis of consultation with psychoanalysts, a cultural axis with artists and an axis of social accompaniment with professionals, lawyers and social workers.

The « Second Souffle », in Albas, France

The Second Souffle organizes breaks in France and abroad, for minors and young adults. They have experience in long stays in Morocco (9 months), places of life and places of immediate reception for teenagers in great difficulty. The programs are based on the principle of alternation and nomadism (work camps on the farm, solidarity, community, immersion in Berber families, independent hiking ...). This remoteness is intended to be constructive for the young person, who can get "a second breath" far from his daily difficulties.



L'Envol, in Saint-Brieuc, France



Association Educative
Protection de l'Enfance

The children house "l'Envol" welcomes young people (entrusted by the Social Assistance for children and adolescents) whose family and social environment conditions are such deficient that they are in a situation of real or potential danger in their environment.

The accompaniment of these young people consists therefore in protecting them, giving them a secure framework, supporting them in their development and their path towards autonomy. The professionals of the youth consortium were therefore very interested in meeting the team to learn more about their practices.



Selfreported Good Practice

Jeunesse

« The “action placement”

A tool for youngsters in dropout

Amarrage asbl, Braine l'Alleud, Belgium



Based on the observation that many teenagers supported by Amarrage were experiencing recurrent school failures and were dropping out of the school system, the action placement tool allows drop-outs to be busy with a work experience that makes sense for them. It is aimed at young people who are unable to project themselves into long-term professional or educational commitments. The objective of this good practice is to enable young people who have dropped out of school or in orientation to carry out a volunteer placement in an area that interests them in order to engage in a dynamic, positive and rewarding action.

Concretely, it is a voluntary professional experience in an association or in a private company (we have many partners). The internship is chosen according to the interest and the life place of the teenager. A 15-day agreement (renewable) is signed between the young person, the partner and Amarrage. During the internship, the educator has regular contacts with the adolescent and the partner boss. At the end of the internship, an evaluation takes place and the youngster becomes aware of his / her abilities, and of the orientation he wants to give to his / her educational / professional career.



The objectives and results are multiple and positive:

- The objectives and results are multiple and positive:

- Overcome failure and regain self-confidence

- Be busy

- Re-connect in a biorhythm

- Discover or expand own skills

- Validate a school / vocational orientation

- Put oneself back on the road: re-approaching schooling and / or a training project with a new look

- Value this new experience on his / her CV.

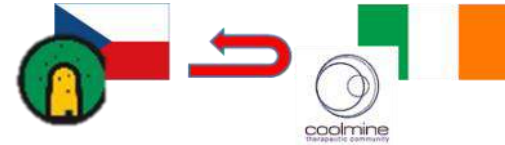


For more details :: <https://amarrage.be/>



Good Practices of trainees 1/7

Addiction



Day services, a living house for all

Host Institution : Coolmine TC Dublin, Ireland

Author: Marketa Dolejsi from Magdalena, Czech Republic



I was totally excited about Coolmine's Day Services. One house for different client profiles, with different programs - welcome stabilization program, drug free day program, contingency management, family support, cannabis/mental health program, community alcohol treatment program (provided in Coolmine Lodge). I found this "house" very interesting, meaningful and useful for clients. Here I've seen the spirit of community. I think we have to establish this "house" in Czech Republic.

Coolmine day services provide programs for clients in preparation and day program (out-patient) I consider these two programs as a basis. They also have services for client families and loved ones. They provide services for special target groups - cannabis users, clients with mental health problems and Contingency Management Program for reinforcement of desired behaviour.

My GP is about the spirit of a living house - mixing different clients in one place. So I am not going to write about the structure of all day services. What I want to share is the path of clients into these services and introduce you to the two basic programs.

The Outreach team is the first contact point

for all clients. They can call and make an appointment, they can attend an informative session every Tuesday in Ana Liffey Drug project (low threshold centre) or they can send a referral. During a meeting, the Outreach team will help the clients to make the right choice to identify the help they need. Then they will be invited into pre-entry. This part is very important. Coolmine provides family support, urine tests and they start to join groups and follow the steps into the right service for them.

The Welcome Stabilization Program (WSP) is for people who are not yet drug free and are looking for support to address their substance use. The programme runs from 10.30 AM to 3.30 PM, Monday to Friday



and finishes at 1 PM on Wednesdays. Clients engage in self-development workshops, 1 to 1 key working sessions, relapse prevention groups and various other therapeutic / educational programmes.

The following program, for part of the clients, is the Drug Free Day Program (DFDP) that provides a supportive setting for clients to build self-confidence and the skills to maintain a drug free life. It lasts for a

minimum of 10 months; 5 months primary treatment and 5 months aftercare. Clients engage in open therapy groups, self-development workshops, 1 to 1 key working sessions, relapse prevention groups and various other therapeutic / educational programmes. The programme runs Monday to Friday, from 9-4, and finishes at 1 PM on Wednesday.

Day Services are provided in the Dublin centre in a four floor house with a reception (job for clients). These programs run on different floors, have different background, teams. There is a shared kitchen, a yard for smoking, Friday lunch and afternoon leisure program with the staff. Mixing all these people (including staff) in one house gives a great opportunity for supporting each other, making open and friendly environment, building relationships, sharing, encouraging, making no difference, reducing drop-outs, self-help, creativity...But one should not forget the second very important part of this spirit: clear structure, time schedule, rules, borders and not only floors that provide safety in both programs (WSP, DFDP). Everyone, except me knew what his task was, where to be, what to do. It was a great adventure for me to get a three days orientation and get on the right group on the right floor. Clients and staff were very friendly and helpful. To help new clients and during the program, they have one responsible "boss of the house" and they also use a manual for every group, that they read at the beginning of every group.

For more details : http://www.ceisformazione.eu/moodle_ecett/
<http://www.coolmine.ie/>

Good Practices of trainees 2/7

Youth



Young drug users at Trempoline

Host institution : Trempoline Châtelet, Belgium-
Author : Mulka Mujic from Proslavi Oporavak, Bosnia



weekly meetings, parents meet with other

This good practice is an excellent mix of group and individual work for youth with drug issues and their parents. The key point of the process is to hold the first meeting within 48 hours of the call. Parents and clients participate in work groups and come to

parents and young people with young people. The process is divided into 3 phases: information, alliance and stabilization (these are psychopedagogical phases) and lasts from 6 to 12 months.

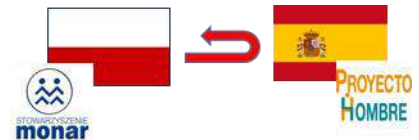
In the first phase, staff members have meetings with parents and children, introduce them to the program and provide information on the conditions of access to the service.

In the second phase, the staff develops a personalized action plan to change the behavior of the clients based on small personal goals they wish to achieve. These

goals are not primarily about drugs but cover other issues related to daily living, self-esteem, academic achievement, and so on. An evaluation is done regularly and they discuss obstacles and ways forward. Parent groups and youth groups do not have the same schedule: parents meet twice a month, once in the evening and one on a Saturday morning. For teenagers, the groups take place every Wednesday afternoon at the beginning and later, on Monday evening as well.

For more details : http://www.ceisformazione.eu/moodle_ecett/

Addiction



Treatment and approach to dual diagnosis in the Therapeutic Community of Valencia

Host institution : Comunidad Terapeutica Proyecto Hombre, Valencia, Spain
Author : Maria Dworak from Monar, Poland



Taking into account internal demand (to give answer to more unstructured DD profile patients that are not adapted to traditional therapeutic groups) and external demand (of relatives and institutions that work with this profile), the TC of Valencia decided to implement a specific group for DD patients. This group coexists with other groups treated with classic methodology. In these other groups, there are also users with DD, but in less acute phases, more trained in introspective exercises, with family support and pharmacologically better compensated. They wanted to evaluate the DD group, comparing the progress of these users with the users of the other groups that also have DD diagnosis.

In a group for DD, .../... they use a structural-ly and functionally different methodology. The differences are mainly on:
- more face to face with professionals, espe-

cially educators and psychologists (also medical and legal services);

- the interventions are more directive and cognitive behavioral oriented;
- there are more occupational therapy activities;

- alternative methodologies are introduced to the classic introspection of group therapies (art therapy, prevention groups, modeling activities, etc.);

- activities and spaces are used common with the other groups to avoid segregation within the community itself;

- methodological aspects on a psychological level: they use psychodynamic methodology (clinical interviews, discourse analysis and structuring techniques, etc.), cognitive methodology (irrational ideas that mediate self-esteem, self-demands, appropriate use of language, conflict resolution, etc.), behavioral methodology (modeling, habituation, contingency management, counter conditioning, etc.).

According to the study, which was conducted in TC of Valencia during the period from 01.02.2014 to 06.04.2016 they have noticed almost double the efficacy of the treatment.

Percentage results in TC of Valencia:

- The 15.15% of the patients with DD who were in groups with classic therapeutic community methodology achieved high therapeutic result

- The 29.11% of patients with DD who were in group with the new; more adapted methodology achieved high therapeutic result.

Two years after the introduction of dual diagnosis groups and after having conducted a research, the following conclusions are appropriate:

The evaluation and diagnosis of people with DD who access a community can help to design the most appropriate therapeutic itinerary.

The effort to place users with DD in more classic and homogeneous groups undermines the group dynamics of these groups and worsens the symptomatology of users with DD.

Research and an in-depth analysis of the methodologies applied in the therapeutic

communities are needed to improve the results in the rehabilitation of people with DD.



Good Practices of trainees 3/7

Addiction



Magdalena's treating methamphetamine addiction

Host institution : Magdalena, Czech Republic—**Author:** Theodora Charitopoulou , Argo Greece

As in the majority of TCs worldwide, Magdalena did not allow the use of psychotropic medicine in TC. However, as the profile of drug addicts approaching the TC changed over the years and the methamphetamine users became the vast majority in the TC and after a lot of discussions the therapists decided that in some cases medicine is essential.

Why? Symptoms of methamphetamine psychoses typically last only a few hours and even in severe cases usually abate within a week of withdrawal from the drug, but prolonged symptom episodes can be observed in some individuals. In these cases to minimize and control the symptoms (including depression, anxiety fatigue, paranoia and aggression) medicine is required.

In Magdalena TC, methamphetamine ex-users on medicine treatment live and try their rehabilitation together with those who don't take any medicine. They are being given time to fit in and overcome the symptoms in a highly supportive environment. What was amazing was the fact that the whole group has a high level of understanding and no problem with the necessity of medicine use. They are very supportive to each other.

Short description of the treatment in the therapeutic community:

- The rules and daily routine are strictly given and include work in the farm, the garden or in the carpentry, community assemblies, group and individual therapy, non-verbal therapy, sports and common household care and cooking.



There are no drugs or alcohol allowed.

–The system of deciding is mostly democratic with the supervising role of professional therapists.

– The Community works, celebrates different occasions, travels or keeps folk customs alive

– As the client's competences and self-

confidence grow, he or she is given more freedom and responsibility for him or herself as well as for others.

– Therapeutic and educational work with the families and the loved ones of the clients is one of the essential parts of the treatment.

– The complete treatment of a client takes from 8 to 12 months and endeavors to prepare the client for unsupported life with adequate relationships, hobbies and career.

If any member of the TC on medicine treatment is not able to cope with the demands of the TC there is always the possibility to leave the TC and attend the dual diagnosis program. That can be proposed by the therapists or even the members of the TC.

Addiction



Support, Advice and Mentoring Service.

Host institution : Phoenix Futures, London United Kingdom—**Author :** Christina Vasileiou from Argo, Greece

When an addicted person (drugs and alcohol) gets through a treatment program with success and when he is totally abstinent, free from any substance at least for six months, then he can apply to be a volunteer mentor. He/she has then an interview and if it is successful he is scheduled on a training course for twenty one days. It is a strict and completely structured training, so, once completed, he is able to support substance misuse people in recovery. In parallel, the program asks any mentor to give a minimum of six months commitment in order to have a minimum positive result from his work. Then he is able to support, as a volunteer, people in recovery from drug or alcohol, either individually or in a group.

Mentors can support people who are in treatment process, families and young people who have addiction problems as well as people in prison who have been through the criminal jus-

tice system in addition for seeking help for drug or alcohol issues. So after their release they can seek a treatment program. Mentors provide support and encouragement which is very important in early recovery. As ex substance misusers (the mentors) have the experience, the feeling and first-hand knowledge, so they can feel and understand much better the people they are helping.

Furthermore, clients watching a mentor who is healthy and goes on with his life, can trust him more easily, build confidence and develop the belief that they can make it too ("it really happens"). Mentors individually or in a group help the client to take personal responsibility, for individual choices, to set goals and phase relapse prevention and to understand the anxiety about "what will happen" or "how my life will be in the future" or "my life has no meaning any more" or "I don't know what to do during the day" etc.

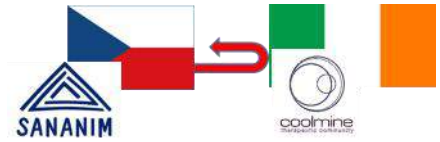
They help them to acquire social and life skills and to engage in the community doing several actions. They help them to learn to work in workshops, to co-operate with other people like in real life and work. They help them with budgeting. The ultimate goal is to be able to join the community and find a job, so they can go on with their lives.

Mentors are supported by coordinators who guide and help them. Sometimes a volunteer mentor can be an employee if he is very competent, works with passion and enthusiasm.

I believe this particular project can help both ex-users and substance misusers working in recovery to go on with a healthy life, totally reintegrated, giving also multiple benefits in the community.

Good Practices of trainees 4/7

Addiction



Self-Support first

Host institution : Coolmine TC Dublin, Ireland
Author: Amálie Pavlovská from SANANIM, Czech Republic



My original objectives for the internship were totally different, yet I felt so great and welcomed in Coolmine and I thought about my feelings the whole week and figured out that the open-minded, supportive and shared culture is the biggest difference compared to what we do and how. So I focused on the team organization, on team meeting time, on the content of team sessions etc. And I also observed how the team works with clients and how they react to it. The result is named "self-support first" because both team members and clients were primarily concerned about the others.

they decide together. During the day, they meet outside the office having lunch or just talking, and when the day ends, they wind down before they leave. So every day they say good morning and hello in the evening to each other.

The similar culture is seen with clients, they are encouraged to share their feelings, to give and get feedbacks and to be concerned by each other. They are used to support themselves, they know that staff is not the only one who can most help them, they learn that they are the right people to help each other. So they attend not only the treatment programme but also the 12 step self-help meetings and social clubs. They usually go together, those who abstain now and those who are just on the way to be clean.

I was a part of three teams during my internship in Coolmine and I also attended a family support group. I witnessed how people in the professional teams are concerned about each other, how everyone is important and every voice needs to be heard. The team meets every morning before the programme starts, they have coffee together and then sit and share the information - how they are in this morning and what do they expect for today, what activities do they have to do and they summarize the previous days in programme. They talk regularly about all clients and discuss only in a team,

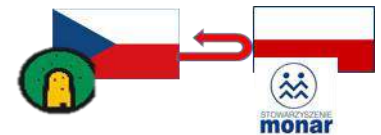
All the people in Coolmine were really open and supportive, they do not judge each other or separate themselves for example between drug addicts and alcoholics.

The same atmosphere was in the family support group - people do not have to feel ashamed that their child or husband use drugs, they get the support and assurance that they are not guilty. They share the experience, the tips for feeling better and doing more things to be happy in their lives

Youth

Monar supervision in schools support for teachers in school

Host institution : Monar Warshow, Poland—**Author :** Hana Lukešová from Magdalena Czech Republic



During my internship I met Marta Stefaniak. She is working as a lector of prevention and supervisor. Monar has two orientations in prevention. The first one is dedicated to students, their class teachers and their parents. The second one is focused on the training of teachers. Their program is very complex. For example one primary prevention program at school consists of 24 hours for students, plus 4 hours for teachers and 4 hours for parents for each class. Realization is divided into 12 two hour settings which are focused on topics like how to be happy, how to say no, self-esteem, communication etc. I like the idea of including all parts - students, teachers, parents.

Marta introduced me to a very interesting project called Supervision in schools. This project was established by Jolanta Łazuga-Koczurowska. She is the trainer for the Monar supervisors. Nowadays there are approximately 25 supervisors. They will provide supervision for 142 groups of teachers and psychologists of Gymnaziums (grammar school, students age 13-16). Supervi-

sion has five settings which last 5 hours and group can have a maximum of 15 participants. The main topics are relationships between teachers, relationship with management and relationship with students. There is a possibility to include teachers from different schools into one supervision. An interesting fact for me was that there is no obligation for having a director on a supervision. All depends on the supervision contract. The director may or may not receive a re-

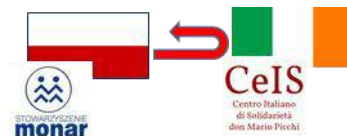


port from the supervision setting. Supervision is provided for free, so it can be a good motivation for schools to join (all services if covered with project money). The main project idea (even for me) is that it is not necessary to involve the whole teaching staff but only motivated ones. This idea is very inspirational, because it is not common to have just a part of a team involved in supervision in Czech. It often happens that in the end the director must order supervision, or there is no supervision.

Another topic in the project is creating a „Manual" for teachers that they can use in case of preventive and educational activities. We have a manual for teachers in Magdalena, but it is focused only on prevention techniques. This manual is not focused on direct work in the field of education. It means that there are no tools for teachers to deal with abuse and self-harm in their classes. I like the principle that I have learned on my traineeship - **GOOD RELATIONSHIP = GOOD PREVENTION.**

Good Practices of trainees 5/7

Addiction



Important role of outpatient services in the process of preparation for treatment in therapeutic communities,

Host institution: CeIS Don Mario Picchi, Rome, Italy—Author: Malgorzata Paliwoda from Monar, Poland



Important role of outpatient services in the process of preparation for treatment in therapeutic communities,
Host Institution: CeIS Don Mario Picchi, Rome, Italy

During my practice in CeIS I was surprised that the rotation of members of its therapeutic communities is close to zero. I was explained that the process of preparation is being held in day centre of CeIS. As in Poland it is very popular for drug addicted patients to travel from one stationary community to another after few days or weeks of treatment, I understood the process of preparation lead by CeIS could help in solving such a problem in my country.

Before being sent to a therapeutic community, a patient is diagnosed in an ambulatory clinic "SERT" that can offer its own program or send the patient to CeIS - it depends on the needs and expectations of the individual. In the outpatient service of CeIS the patient can attend few specialized programs based mainly on group work. Day care is addressed to psychoactive substances dependents that can come every day and spend time from morning till evening. The service is used by 40-45 adult patients daily. Their average age is 35. The first half of program (3-4 months) is focused mainly on verifying the motivation and working to improve it. The second half

(3-4 months) is more focused on therapy and identifying problems of individuals. Process of psychotherapy is slowed down as touching serious problems too early or / and in outpatients conditions puts the patients at risk of coming back to addiction. Main subjects of therapy are problems experienced "here and now". The patient has the responsibility to come every day and stay in abstinence from psychoactive substances (drugs, alcohol, etc.). Exceptions are individuals who are also patients of opioid dependence substitution programs - they can use substitute (for example methadone) but their purpose should be lowering doses and reach "zero" in the end. Occasional use of a forbidden substance (breaking required abstinence) does not mean removing patient from the program but is a problem to talk about. Patients attend in ergotherapy and psychotherapy groups. During the mornings and early afternoons they work in the area of the CeIS day centre. Works are based on keeping the area in order. Patients are divided in small groups and each group has a specified responsibility. They have their leaders but also they are assigned to professionals hired by CeIS that control them and make observations. They meet on Monday mornings to decide responsibilities and tasks of the team for one week. It is a way to get them involved into the program because if one of them quits during the week, that person will cause trouble for the remaining members of the team who have to take over his or her responsibilities. Joining the group during the week is possible. The leader of the team is responsible for reorganising the work if needed. Observing the behaviour of a patient in relations with other members of the group often shows features of individual's personality and experienced deficits and problems. Later in the afternoon, after a meal shared

together, the patients attend therapeutic activities: on Mondays, Wednesdays and Fridays they have psychotherapeutic groups meetings; on Tuesdays and Thursdays, thematic workshops and seminars (for example: constructive dealing with feelings and emotions). They have access to individual counseling and their family members can attend their own therapy and programs for co-dependants to support their coming back to health.

After finishing several months of therapy, the patient can decide to join the therapeutic community, but if he / she is ready he / she can also choose evening groups led in the day centre of CeIS. If so, the patient is expected to have a job. To complete the program described above, it is not strictly required to join one of the CeIS' therapeutic communities. Some leaders of communities admitted that there are some patients sent straight from SERT or accepted by them after qualifying interviews made not only in the day centers but also in jails for example.



For more details : <http://www.ceisroma.it/upgrade/>

<http://www.monar.org/o-nas/>

Good Practices of trainees 6/7

Youth

Welcome booklet for youngsters



Host institution : MECS Saint Joseph and SHM Bordeaux , France—**Author :** Floriane Lamerant, CRES, Belgium

The purpose of the Welcome Booklet is to explain the service to all the youngsters being followed.

This booklet is composed of 12 points :

- The cover page explains in a few words why the service was created and how it works.
- Legal framework: this includes the official authorization, the references of the legal articles.
- Geographic location and accessibility.
- The public welcomed.
- Admission: 1st interview, 2nd interview, follow up.
- The framework of the care: the individual project, the main steps of the care, the relations with the parents, the exit.
- Benefits.
- The team.
- Confidentiality and access to rights
- Qualified person: call to an external stakeholder.
- Computerized data processing: right of access.
- Insurance subscribed guarantees.



For more details : http://www.ceisformazione.eu/moodle_ecett/

Youth

Use of Steps to Empower a Youth Group

Host institution : Monar Gdansk, Poland— **Author :** Audrey Detry, l'Amarrage, Belgium



At Monar, young people go through different stages during their therapeutic stay. Using "steps" to empower a group of young teens by visualizing the path traveled and / or to travel during their stay, their care. This allows everyone to situate themselves and place other youngsters on their path. Here are the different stages of this process :

1) "Observer" (during 14 days): the youngster becomes aware of the functioning of the center (rules, customs, organization...). The youngster must question his own motivation.

2) "New member" (6 to 8 weeks): A contract is then established between the youngster and the therapeutic team. During this phase, the youngster must put himself in a position of learning and obedience to the group.

3) "Inhabitant" (8 to 10 weeks): During this phase, the youngster will know himself better and develop his strengths: capacities, self-control. He must learn life in society, different roles and individual and collective tasks.

4) "Organizer" (4 to 6 weeks): the youngster refocuses on his own skills to be an actor of his own future: organization of time, decision-making, finding activities to occupy his time, being active. During



this phase, the youngster opens up to the outside world by going to school, training or going to work whether paid or unpaid.

5) "Responsible" (8 to 10 weeks): this is a phase where youngsters deepen the identification and management of their emotions. They develop their ability to have satisfying and responsible relationships with themselves and others. They must be useful to the group .

6) "Creator" (4 to 6 weeks): the youngster defines his individual project by pointing out strengths and weaknesses (risk of failure) and develops his network.

7) "Habitant": They realize their project: return in family, in supervised apartment or not.

The youngsters go upstairs in the stages without ever coming down. The youngster must argue his request for changing stage in consultation with his therapist. The decision is made with the group of youngsters and therapists during weekly evening meetings (Wednesday). Each young person, during his journey, represents himself by a character (figurine) he makes himself.

For more details : http://www.ceisformazione.eu/moodle_ecett/

Good Practices of trainees 7/7

Youth



Care through parents

Host institution: *Projecte Home Balears Spain*—**Author:** *Laetitia Carlier, Les Colverts, Belgium*

The Projecte Home Balears service is "divided" into several sections :

A day reception for drug consuming teenagers, a day care for consuming adults, a prevention service for teachers, a professional school open to all, and a section dealing with young people living in their families. I chose to focus my GP on this last one.

First of all, we must know that young people are grouped by levels, which depend on their progress and on stopping the consumption considered problematic on their arrival. There are 3 levels.

This section hosts twice a week young people and their parents in speaking groups (within the first 2 levels of youth advancement). Since the 3rd level, young people and their parents only come once a week.

These times are distributed as follows :

For starters, there is a moment when young people serve the community and work in and around the service, while their parents are brought together by levels to exchange around their weekends and weeks.

In a second time, the parents school takes place (on Tuesday). It

brings parents together around a prevention topic which is different every week. Meanwhile, the youths gather by level to exchange in turn on their weekends and weeks. These interviews have a specific function, it is for the therapist an opportunity to push the self-management of the group. In this sense, there are three rules.



- 1) Confidentiality: everything that is said within the group, stays there.
- 2) The respect.
- 3) The confrontation, that is to say that everyone agrees to ask questions and to push others to think. But also to offer solutions and action

tracks.

Target group :

- Young drug consumers between 15-16 years and 25 years living with family. Whatever the dependency.

- the parents. The school is open to all parents even out of the parent / child care.

For more details : http://www.ceisformazione.eu/moodle_ecett/

Youth

Positive and negative reinforcement grid



Host institution : *CAF Milan, Italy*—**Author :** *Jessie Fermeuse Foyer de Roucourt, Belgium*

The CAF Milan welcomes adolescents between the ages of 12 and 18 (possibility of extension in certain situations up to the age of 21) who, for the most part, have suffered traumatic situations in their family, such as sexual abuse, neglect and violence.

Every week, all the beneficiaries are evaluated according to a behavior chart. Whenever the educator notices a positive / negative behavior in the young person, he / she must indicate it and give it a score (positive / negative reinforcement chart)

The score value indicates how important the behavior is. The more the behavior is linked to autonomy, the more the young person will be evaluated in a very positive / negative way (aim: to reinforce his capacity to act autonomously and responsibly). At the end of the week (every Monday), the final score is

evaluated: if it is positive, the young person has the opportunity to apply for a privilege (+10 euros pocket money), if the score is negative he can not (and does not get 10 euros).



The requests are directed towards a personal pleasure: increase of the free time, outings, ... The idea of score according to the CAF is to help the beneficiary to understand the importance of his actions (big or small). For each negative reinforcement, the educator must be careful to put forward 5 positive reinforcements.



Pour plus de détails : http://www.ceisformazione.eu/moodle_ecett/

News

10th anniversary of Ecett celebrated in Warsaw

An Ecett Event brought trainees and Ecett helpdesks together on 5-6 December 2016 at MONAR (Warsaw).

The day was opened by three speakers



Jolanta Lazuga-Koczurowska (President of MONAR Poland), "Priority to prevention"

Thomas Fischer (The Discuss Platform, Univ Ludwig Maximilian Munich, Germany)

Kenneth Robinson (Janus-Solutions, London, UK) "The resonance factor".

Ten Ecett trainees then participated in good practice exchange workshops and received their certificate of internship B. They are Lisa Larkin (Ireland), Malgosia Paliwoda (MONAR, Poland), Basia Tokarska (MONAR, Poland), Klára Zajíčková (Czech Rep.), Michal Budnikiewicz & Tomasz Wadlewski (MONAR, Poland), Caroline Saint Oil (CRES Belgium), Vanessa Tichon (Trempline Belgium), Geneviève Pierquin (CRES, Belgium), Julien Bourrousse (CEID, France)



From left to right, the helpdesks of Ecett :

Andrea ASCARI, Ceis Formazione, Italie—Frances GRAY, Phoenix Futures, Royaume Uni
 Georges van der STRATEN, Ecett Networks, Belgique—Christophe THOREAU, Trempline, Belgique
 Paulina AGUILA, Trempline, Belgique—Amy Roche, Coolmine TC, Irlande—Lisa LARKIN, Coolmine TC, Irlande
 Fotis PANAGIOTOUNIS, Kethea, Grèce—Marketa DOLEJSI, Magdalena, République tchèque
 Fabienne VANBERSY, Ecett Networks, Belgique—Nicolas BOURGUIGNON, CEID, France—Agnieszka GRIZELKA, Monar, Pologne—Kassimira TOTCHEVA, CEID, France—Elena NIKOLOVA, Solidarnost, Bulgarie



Testimonials and main ideas 1/2

Youth



Céline Bisiaux, Le Moulin (Belgium). After her visit to Kirikou, Paris (France):

"At Kirikou we have the feeling of being in a temporal spatio ... The days are very rich but at the same time they go at a crazy speed. They are rich because one takes the time to listen to everyone, both his or her colleague and the "beneficiary" ... We take time to find solutions together to move forward. Each person working in Kirikou, whether volunteer or salaried, gives time to everyone. "

Addiction



Lennick Huser CEID (France) after visit from Baluard (Barcelona, Spain)

This internship has enriched me in the practice of an ambulatory environment, in my personal knowledge and in being able to transmit the good practices of our European colleagues. It was a very nice human and professional experience. Thank you for allowing me to enjoy this wealth.

Addiction



David Madden from CoolmineTC, (Ireland) after visiting Kethea (Greece)

No doubt, I got more than what I expected. Before we went, I thought that it would be difficult to get the information required for my visit, but when I arrived, everyone was so helpful and clear, I had no difficulty to find all the information I needed to achieve my goals. The host was Kethea, and they could not be more relevant.

Youth



Jennifer Michiels from COO Van Durme (Belgium) after visiting « Il Ponte » (Italy)

I was particularly impressed by the stimulation of the sense of responsibility among young people, the importance of the community, but also the symbolism and the rituals that were present. (welcome or passage). This internship was very rich for me at the human level thanks to different people met and the discovery of their culture. I also think that culture is likely to have an impact on how to work with youth. I discovered in Civita-vecchia the great importance of voluntary work and solidarity. The different structures visited were very interesting and invite me after this internship to propose new things in the institution where I work

Youth

Addiction



Ann-Kristy Houtain from Phénix (Belgium) after visiting « Portage » (Canada)

It was a really intense experience for me! I liked to find myself on the ground, to put myself in the skin of a resident, to discover from the inside what a therapeutic program was. The community approach was for me only a theoretical concept, abstract, now I have a better grasp of its meaning and its application. I really needed this immersion to feel part of the addiction sector. This trip has therefore fulfilled my professional expectations. I feel that it will now be easier for me to present and defend projects for Phénix because I see better the issue and the method.



Testimonials and main ideas 2/2

Youth



Floriane Lamerant of Le Cres, Mons (Belgium). After his visit to the MECS Saint-Joseph, Bordeaux (France):

"We were challenged by the role of" family assistants ", which is a very different role from what is known in Belgium: some young people can therefore be welcomed to these family assistants rather than, as we are, entrusted to them emergency centers, hospitals, foster families or emergency families that are becoming increasingly scarce. These family assistants welcome children entrusted to the MECS: continuous welcome, intermittent reception (in relay, weekend) and holidays or emergency reception. They are responsible for the accommodation and security of the children entrusted to them by the institution. They welcome them in their own families (the young person has a private room) and provide educational accompaniment in all the moments of daily life It is not a voluntary work, they work in collaboration with the educators of the group and the psychologist "

Addiction



Dimitra Kariofli Argo Greece after visiting Phoenix-Futures (United Kingdom)

They treated us in the best way. I wouldn't change anything to that experience. Ecett is a great organization that gave me the opportunity to see great things that another organization than mine is doing in an other country. It is my second educational trip through Ecett and I am very satisfied.

Addiction



Marie Blazquez CEID after visiting ABD (Spain)

I received much more than expected. Professionals who share an ethic of intervention, a project of society, of social transformation. A very dense work, a big job centered on voluntary work and community work.

Youth

Addiction



Marcy Leclerc asbl Trempline - BE> Monar, (Poland)

This workshop was a source of inspiration and a breath of fresh air in the approach to working with young people. The peculiarity of working with and observing young adults makes it possible to question my way of doing things and also to find ways of adapting my interventions within the sector in which I work. , The experience of Ecett travels is one of the best ways to train and readjust ones reflections and interventions.

Youth



Audrey Detry of the Amarrage, Braine l'Alleud (Belgium) After visiting MONAR, Gdansk, (Poland)

"The center works very hard on the self-regulation and the responsibility of each young person by putting to work for the good of the community (kitchen, garden, security,). In each group, a youth is the "leader" and ensures that his team works best to achieve the goals. Once a week, it is the young people themselves who evaluate themselves among themselves at a meeting where everyone can speak. A new leader can then be elected. I find it enriching this system which is based on listening and the smooth running of the center. This allows young people to acquire a critical sense and a personal appreciation. "

Addiction



Amálie Pavlovská CADAS Sananim (Czech Rep) after visiting Coolmine (Ireland)

Yet I got so many interesting topics to think about, I was inspired by their approach to work with drug addicts and also by the clients themselves. I found different outputs that are inspiring and available for my job. I shared my knowledge and experience with my team, we have already tried to apply some findings into our daily practice. I would love to stay in contact with all Coolmine colleague . I would definitely love to invite them to Prague, to my service and exchange our experience. I felt more like their colleague instead of a student on the internship. This is a great opportunity to see a different culture, a different style of work, a different approach to clients and to each other.

