

# Train the trainer A way home

22/01/2019 & 23/01/2019



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# Program 22/01/2019 & 23/01/2019

	Day One
9.30h	Welcome + coffee
	Introduction, expectations, evaluation + context
	break
	Philosophy
	voice of the youngsters
	Model Rapp & Goscha, framework
	Lunch
	Exercise Rapp & Goscha + translation form
	Training program

	Day Two
9.30h	Welcome + coffee
	Toolbox
	Intervision
	Questions, dilemma's, ...
	Lunch
	Wrap up + agreements made for coming year

# Introduction & welcome

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# Goal train the trainer program

- Inspiration
- Exchange experiences
- Talk about possible difficulties/thresholds

# Expectations

- About this meeting?
- About the project?
- About the training in Carinthia?
- ...

# Context Carinthia & Flanders

# Philosophy

- Choices made
  - Shift towards focus on **attitude**, instead of **methods**
  - Creating a **climate** in which methods can be effective
  - Use of model of Rapp & Goscha: theoretical backbone
  - Trainer not in expert-position

# Voice of the youngsters

After feedback (workshop Brussels):

- participatory trajectory
- <https://www.youtube.com/watch?v=FufFAxybjsQ>



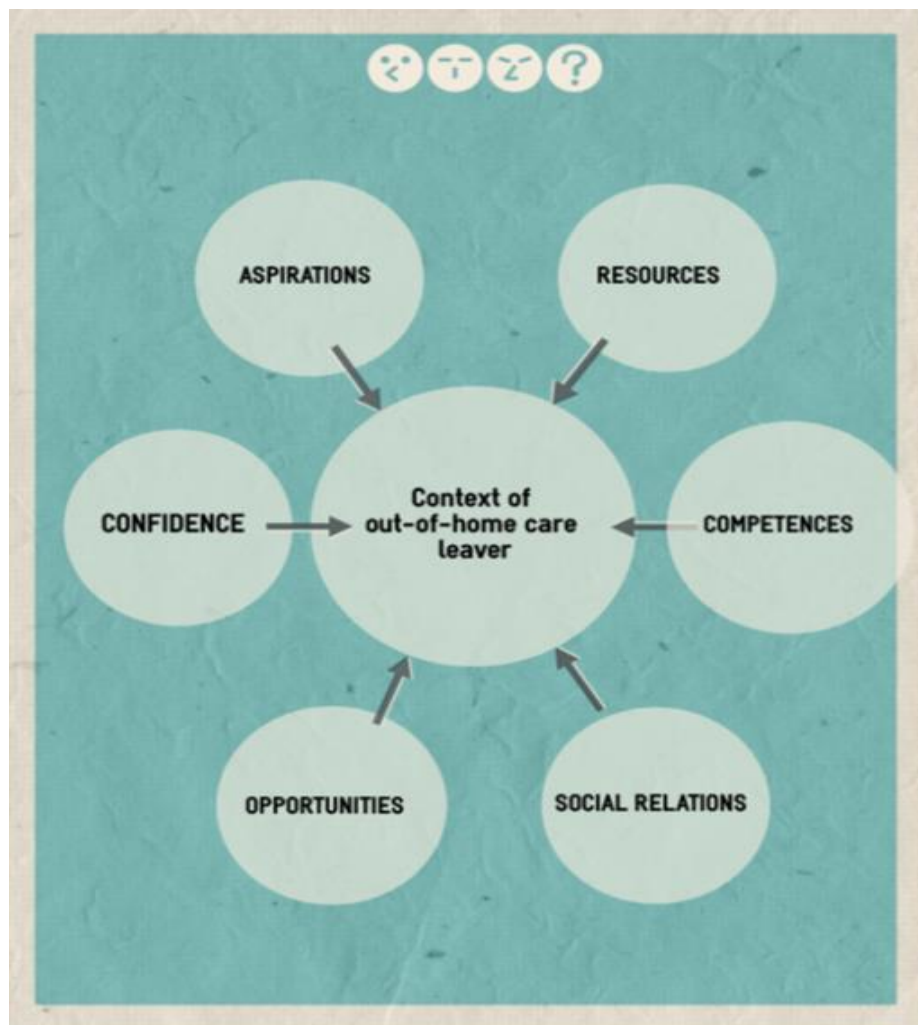
# Protocol: framework with guidelines

- Contains guidelines that serve as a declaration of intent.
- Based on the strengths model of Rapp and Goscha.
- Can serve as inspiration, as a quality framework.
- Local processing and anchoring is desirable.
- Preferably in a participatory process (team and youngsters).

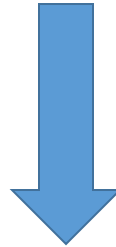
# Model Rapp and Goscha as framework

- Strengths based approach.
- Originally developed to support the transition of people with psychological vulnerabilities. Later extended to other target groups.
- Partnership is the basis and starting point.
- Holistic
- Focus on inter-dependency, rather than independence.
- Belief in own capacities and set goals is fundamental.
- Attention for both internal and external "resources" (sources).

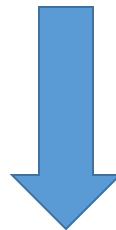
# Strength model Rapp & Goscha (Driessens, K.)



- How does the framework relate to the policy of the organization?



- Install a participatory trajectory with employees and young people in care about how the framework can be put into practice



- Developing a protocol and procedure at local level, in cooperation with staff, young people and preferably local networks

# Guideline 1: Believe that young people in care can restore, regain and transform their lives.

- Take gender, ethnicity and disability into account
- Support the young person's ability to take life into their own hands.
- Keep in mind that during the transition they discover / define their identity and that this identity (may) influence their trajectory following the admission.
- Focus on strengths to help young people with pitfalls in their path.
- Choose the method together with the young person to prepare for the transition

## Guideline 2: Focus on individual strengths instead of deficits

- To prepare people for life after care, they need to recognize their abilities
- Focus on strengths, without ignoring needs and difficulties
- The preparation for life after care begins in care and preferably as soon as possible.
- Plan education / training to work with the youngster so they have something to look forward to that puts their strengths first.

## Guideline 3: Use the community as a source of resources

- Do not lose sight of the possibilities of the young person's environment, even if they are small.
- Invest in the relationship with young people 'professional proximity'.
- Connect young people to their network or help them to build one.
- Invest in their social relationships, both formal and informal.
- Combine methods that train skills and methods that train strengthening/ expanding the social network (not dependent on one method).

## Guideline 4: Ensure that the voice of young people is central to the care process

- The youngster is central to the process
- Be a travel companion in guiding their transition.
- Show attachment, consistency, trust, flexibility and commitment.
- Ensure continuity in the process.
- Continuity in guiding the transition
- Continuity of information, sharing of relevant information.
- Experienced continuity: balance in letting go and being present.
- Try to use everything that is available, as a travel companion and as an organization. Sometimes the youngster does not know what is possible, until he/she is aware.
- The different forms of continuity in the process must all be taken care of; if there is a shortage, others will also suffer from it.



## Guideline 5: Realize that success is highly dependent on the relationship between client and supervisor

- Provide a warm, reliable network
- Be clear to the youngsters about their future in(ter)dependence
- Plan as well as possible, to offer the youngster a handhold
- Be a travel companion for the youngster and be professionally close to him/her.

## Guideline 6: Awareness raising and policy support (added)

- A call for policy to reconsider their laws and regulations in the field of out-of-home care and make them (more) customer friendly.
- Raising awareness of the voice of the youngster
- Facilitate cooperation between relevant welfare policy areas (e.g. youth care, youth work, employment, education).
- Improve the knowledge base by carrying out research and collecting data: collect data on young people in order to gain a better understanding of small interventions and larger programmes.

# Content of the training program

- Part 1: Preparatory meeting with candidate-partners
- Part 2: Preparation Training day 1
- Part 3: Content Training day 1
- Part 3: Intervision
- Part 4: Evaluation
- Part 5: Exchange and intervision

# Part 1. Preparatory meeting with the candidate-partners

- In collaboration with the Carinthian government?
- Inviting the partners
- Program: ppt
- Presentation
- Duration
- Time-line and engagement

## Keep in mind



Enough preparation time: don't just ask: what do you already do?

- Who to invite? (focus on social professionals, management or both?)
- Number of participants
- A warm and clear communication about the expectations and further program
- → this meeting already sets a tone
- Your role in this project: who are you representing + expectations

# Useful documents



- Powerpoint presentation

## Part 2: Preparation Training day 1

- Questionnaire
  - How do organizations work with aftercare methods
  - Which little things do they already do?
    - Acknowledging what people already do well
    - Input training day 1 (dialogue)
    - Timing

## Useful documents



- Online questionnaire



# Part 3: Content Training day 1

8.30-9.00	Arrival and coffee
9.00-9.15	Welcome and introduction in the project
9.15-9.45	Presentation protocol + model Rapp & Goscha
9.45-10.45	Young people have their say, the big step (Cachet)
10.45-11.00	Break
11.00-12.30	Introducing the toolbox: <ol style="list-style-type: none"><li>1. Krachtmeter</li><li>2. Vertrektraining</li><li>3. EKC</li><li>4. LUS-groepen</li><li>5. YAR</li><li>6. CTI</li></ol>
12.30-13.30	Lunch
13.30-13.45	Introduction in intervision method
13.45-14.45	Dialogue, looking for the little things
14.45-15.00	Break
15.00-16.00	Dialogue, looking for the little things
16.00-16.30	Dividing groups and final thoughts

# Training day 1

- Morning: theory and framework => THEORY
- Afternoon: sharing experiences/practice, dialogue => PRACTICE

## Keep in mind



- Flexibility in program
- Number of participants
- Catering
- Voice of the youngsters
- Make use of the experience of the partners
- Folder for participants:
  - Content:
    - Information on Voice of youngsters
    - 2 worksheets Rapp & Goscha model
    - Literature on Rapp & Goscha
    - Draft version protocol
    - Blanc pages for notes

# Useful documents



- Ppt presentation
- Folders with documents

## Part 4: Intervision



- 2 groups, each half day
- Working with learning questions
- Method of Reflecting team intervision
- Youngsters from Cachet join as group members
- Planning intervision sessions Belgium:
  - Session 1: 01/04/2019
  - Session 2: 02/09/2019
  - Session 3 & evaluation: scheduled for December 2019

# Intervision

- Choice of intervision method → Reflective team intervision
- Based on
  - Equality
  - Strength based
  - Possibility of dealing with multiple learning questions per session
  - Every one always learns something from the sessions
  - Youngsters as equal member of reflective team

## Keep in mind



- Trust
- Equality youngsters-professionals
- Roles of the trainers
- Preparatory assignments
- Formation of the groups
- Number of participants (10 max.)
  
- → first session 3,5 h per group

## Part 5: Evaluation

- For Belgium: Britt & Liese
- For Carinthia: ?



# BREAK



# Introducing the 'toolbox'

- **Goal : to prepare youngster to 'interdependent living'**
  1. Krachtmeter
  2. Vertrektraining
  3. EKC
  4. LUS-groepen
  5. YAR
  6. CTI

# Introducing the toolbox

- Always start from what the young person deems necessary
- Criteria choice toolbox
- International (general information available in English)
- Evidence informed
- Focus on improving networking skills combination methods
- Combination of network/skills/competences
- Different life domains
- Integration professional-organization-youngster
- 1 year
- Not exhaustive!

# Dialogue... What works, looking for the little things ( 1 )

- 4 groups
- Individual preparation:
  - Own strengths model
  - From questionnaire (question 3, 4, 5): where does this fit within the strength model?
- Exchange in small group: collect answers on large sheet

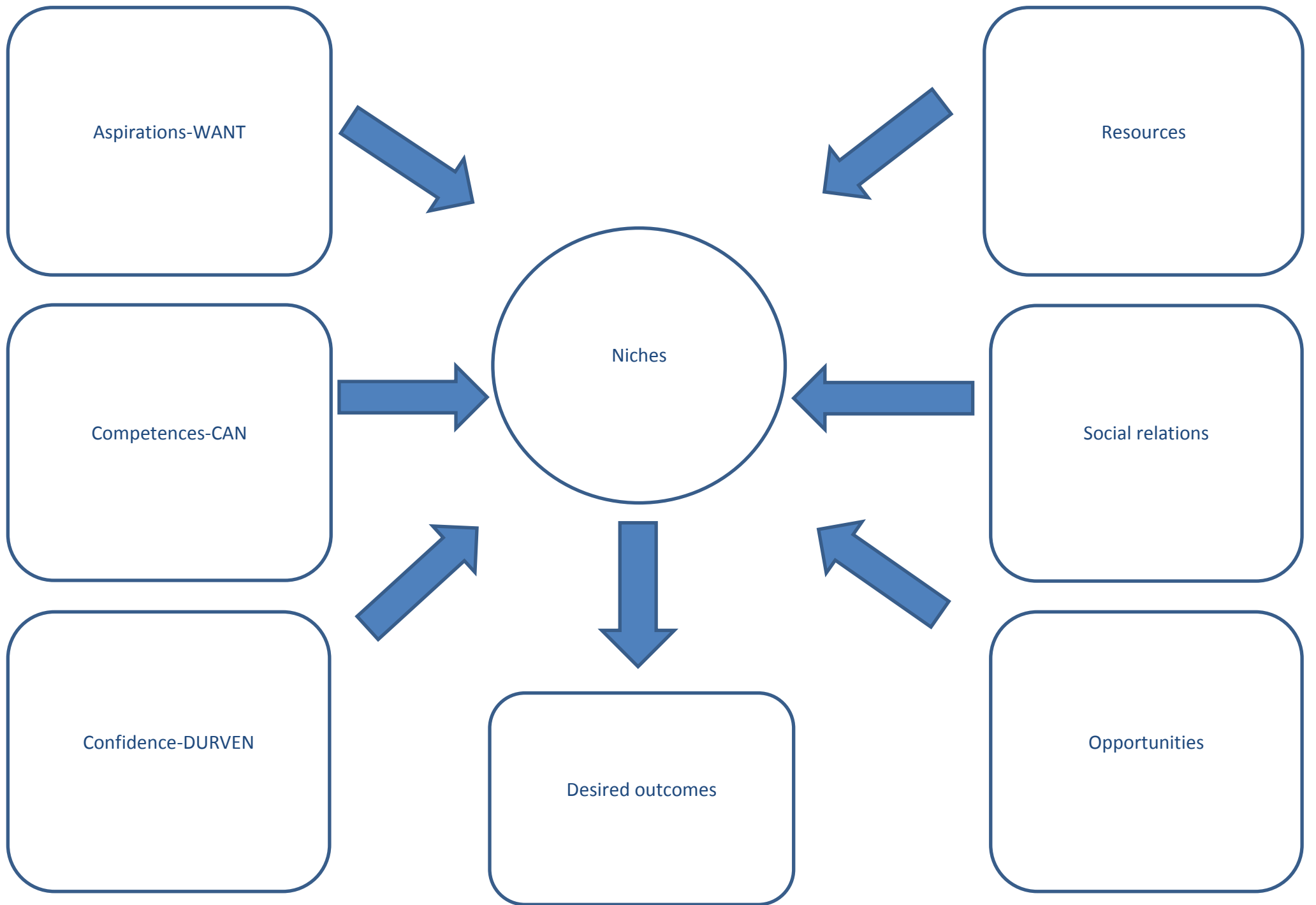
## Dialogue... Looking for the little things... (2)

- Large group exchange of what is already happening
- 5 min. per group to present answers
- 5 min. to ask questions

## Part 6: Exchange and intervision

- What do you need?
- How are we staying in touch?
- How can we learn from each other?





Aspirations-WANT

Resources

Niches

Competences-CAN

Social relations

Confidence-DURVEN

Opportunities

Desired outcomes