



YouthReach



INCLUSIVE AND TRANSFORMATIVE
FRAMEWORKS FOR ALL

BRIDGES FOR SOLUTIONS

Cooperative Approach for Solving
the Outreach Challenges of Target Groups

Methodological Guide

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ZAVOD ZA IZOBRAŽEVANJE
IN KULTURNE DEJAVNOSTI



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Introduction

Project Presentation and Philosophical Approach

This methodology was developed within the framework of a European Erasmus+ project titled **YouthReach:¹ Inclusive and Transformative Frameworks for All**. The project's goal was to enhance the alignment of three key dimensions, namely social policies, training, and field practices, in order to address the needs of young people effectively. This was achieved through experimenting with new training and professional 'outreach' practices in alignment with social policies.

Simultaneously, our efforts were directed towards the training of future professionals who work with youngsters with the aim of fostering social intervention practices that are more closely attuned to the expressed needs of individuals. Additionally, we aimed to rejuvenate the social intermediation role, facilitating the evolution of public responses to social needs.

One of the challenges we encountered stemmed from disparities between the design of public action mechanisms and their implementation. This results from the technicalisation and compartmentalisation of these mechanisms, as well as the intricacies of young people's circumstances. As Bertrand Ravon² reminded us:

'It is important to transform the complaint about what is wrong into ethical questioning. We must rehabilitate the importance of deliberation around embarrassing situations. This requires observing what works on the ground, starting from the "arrangements" that are built in action.'

Therefore, the objective is to establish '*spaces to reflect, analyse, deploy, or contradict ideas. It is about formulating questions and looking for different ways to answer them, even opening up avenues that lead to new questions. The objective is not to find the truth but to seek the common good thanks to the goodwill of the participants.*³ This endeavour is undertaken in collaboration with young people, professionals who work with youngsters, and decision-makers alike.

¹ A contraction between Youth and Outreach.

² Ravon B., Vidal-Naquet P., « Les épreuves de professionnalité, entre auto-mandat et délibération collective. L'exemple du travail social », Rhizome, mai 2018

³ <https://www.ethique-politique.fr/disputatio-debat-contradictoire/>

General Objectives

According to this, this is not a tool to accompany young people; it is not a community organisation guide, it is not an information tool for young people, it is not an outreach guide. Instead, it is all of this:

It is a **tool for social intermediation that analyses existing services and rights by considering the input from young people in the context of professional and institutional practice analysis. Its primary objective is to identify solutions to dysfunctions in support services by utilising feedback from outreach efforts.** Rather than concentrating solely on the young individuals themselves, professionals collaborate with them at every step to evaluate different outcomes. It serves as a guide for addressing challenges encountered by professionals when helping people with specific issues. It represents a method for resolving unsatisfactory situations and devising solutions based on outreach efforts. Outreach plays a pivotal role in testing and addressing gaps identified as problematic by professionals who work with youngsters, as well as in developing solutions for these gaps within the target audience.

This tool is designed to recognise **the expertise of young people** (helping them become actors, fostering awareness, teaching them how to decipher information and enabling them to perceive an ecosystem of actors). Young people are actively engaged as experts throughout the process (the work is presented to them, and they provide their input and reactions). There is a continuous back-and-forth exchange of perspectives throughout the process from the point of view of professionals who work with youngsters, the institution, and the young people.

This tool aims to **change the posture of the actors involved** (professionals who work with youngsters, decision-makers, stakeholders, and youngsters) by fostering a more collaborative and youth-centred approach.

Who is this Guide For?

This guide is intended for:

- ✓ **Experienced professionals who work with youngsters**, who possess previous experience in:
 - Working with the target group.
 - Addressing social issues.
 - Conducting local needs analysis.
 - Facilitating workshops.
 - Implementing outreach strategies.

- ✓ It also serves as a guide for **department heads or managers** seeking to enhance their relevance in addressing the needs of young people.

And for them, this guide can function as either an **integrated approach** to professional practice or a **case-by-case approach** for enhancing or developing **services**:

- This encourages professionals **to adopt a holistic perspective** suitable for different contexts, issues, problems, subjects, groups, practices, and partnerships, taking into account various aspects of outreach.
- It can **facilitate reflective service evaluation**, promoting a mindset of continuous improvement either on an ongoing basis or through annual supervision sessions.
- It can **stimulate innovative thinking and creative problem-solving**, inspiring professionals to explore alternative strategies and approaches to serving even the most remote communities. For those new to outreach, it provides an opportunity to introduce fresh perspectives.
- It can be used as part of a **strategy for collaborating with local partners**. Professionals can benefit from engaging with stakeholders such as community members, organisations, and experts within their local environment.
- Additionally, it is helpful for **transitioning from user-centred design to collective data-driven decision-making**.

Moreover, for newcomers, it can **raise awareness of and emphasise the significance of outreach and its potential impact on communities**. By offering an overview of the challenges and opportunities associated with outreach, it helps individuals recognise the importance of engagement and the benefits it can bring.



The Guide Aims to...

- ✓ **Improve practice:** Education and training professionals, as well as outreach practitioners, can use this methodology to enhance their outreach work.
- ✓ **Promote Ownership and Co-construction:** By involving community members in the design and decision-making processes, it becomes possible to gain a better understanding of their needs, preferences, and aspirations, which can then be incorporated into the development of outreach services.
- ✓ **Address Diverse Challenges:** This methodology can be implemented in various contexts where professionals encounter a range of challenges.
- ✓ **Bridge the Gap Between Theory and Practice:** This methodology has relevance for universities and researchers, as it offers a framework for collaboration and knowledge sharing in the study of outreach practices. It also provides a structured approach for students to design, implement and evaluate outreach initiatives with real-world problems. Students could undergo training by testing this methodology and serve as impartial third-party evaluators. Furthermore, it proves beneficial for trainers as it facilitates the integration of collaborative problem-solving into the classroom.
- ✓ **Foster a Collective Approach:** Primarily designed for organisations or groups of professionals rather than individual practitioners, this methodology acknowledges the importance of coordination and organisational tasks. It is preferable to conduct workshops in pairs or groups. By applying this methodology collectively, groups of professionals or organisations can work together towards achieving a collective impact.
- ✓ **Facilitate the Exchange of Practices:** Practitioners of outreach can learn from the experiences of others, share their ideas, and engage in a collaborative process of knowledge exchange.

Ask Yourself the Right Questions: What Conditions to Set It Up?

It's essential to ask yourself the right questions and establish the necessary conditions for its implementation to ensure the successful execution of the methodology.

✓ **Understanding the Preparatory Steps:** Before diving into the methodology itself, it's crucial to explain how and under what conditions it should be set up. This involves addressing the questions that precede the application of this approach and understanding the contextual factors at stake.

✓ **Choice of Target Audience:** When selecting the target public, consider the following points:

- Typically, professionals who work with youngsters have existing relationships with specific target groups due to their institutional affiliations. In cases where different target audiences exist within the same institution, it's vital to reach a consensus on which group to focus on. The methodology can then be employed to address specific gaps identified for this chosen public.
- These specific gaps can stem from observations made during outreach activities or may be identified independently from outreach work. However, it's the outreach method that will enable the testing and resolution of these gaps. Therefore, prior knowledge of outreach practices is necessary.

✓ Clearly **define the roles and intentions of each actor involved** (professionals who work with youngsters, decision-makers, stakeholders and youngsters) in the process, outlining their responsibilities and objectives.

✓ **Working on Support and Approval Within Your Organisation:** Ensure that there is support and approval from within your own organisation for the methodology's implementation. This may involve:

- Communicating and negotiating the benefits and objectives of the methodology to key decision-makers within the organisation.
- Collaborating with colleagues and superiors to gain consensus on its adoption.
- Establishing a plan for securing the necessary resources and support required to carry out the methodology effectively.

✓ It is practical to have **at least two practitioners carrying out the methodology** so that they complement each other, or, in the event of unforeseen circumstances, the process is not interrupted.

✓ Before implementation, it is a good idea to **make a detailed plan with a timetable** that contains.

- All the planned tasks for each step, including scheduled meetings with the various actors.
- A timetable for the implementation of the methodology.
- Information on who implements each step.

This enables all invited actors to know when and for how long the methodology will be implemented.

By addressing these considerations and seeking alignment with your organisation, you can pave the way for a successful implementation of the methodology, allowing you to effectively bridge gaps and find solutions that benefit the chosen target public.

✓ **Workshops and Meetings:** it is important that throughout the entire duration of the workshops or meetings, the facilitator allows for flexibility and adjusts them accordingly. Furthermore, the person responsible for leading the meeting must have prior experience in working with diverse groups of people.

✓ If people do not participate in all the workshops, there is no problem because the issues that are being addressed are familiar, but it makes it more difficult because we must repeat the approach each time to have all the common bases. It is essential **to ask for the regularity of the people involved in the process** and to ensure the transmission for the newcomers.

Five-Step Methodology, in Brief

The primary goal of this methodological guide is to present a comprehensive, step-by-step approach for engaging with both young people and institutions. The overarching objective is to identify and address unsatisfactory situations affecting young people, collaboratively crafting appropriate responses to their needs, or enhancing existing ones. This approach is designed to provide support to young individuals and the public as well as private institutions operating in this domain. It represents not only a methodological framework but also an ethical standpoint, one that has received endorsement from all the partners of the YouthReach project. Central to this ethos is the emphasis on equitable access to rights and

social justice. Moreover, it empowers young people to comprehend and influence the systems that envelop them.

This process unfolds through five steps, which we will describe in detail below and provide a summary of here:



Each stage is described, specifying the objectives, the people to be involved, the methodology, the tools (which are detailed in the appendix), tips and tricks, as well as illustrations.

To delve deeper into the subject matter:

✓ Within each section, if you desire a more comprehensive exploration of a specific topic, you will be guided to the corresponding section within the other two outputs of the project:

- Training Programme: **Bridging Pathways with Inclusive and Transformative Outreach Frameworks**
- Pedagogical Toolkit: **Bridges for Solutions in (Y)out(h)reach: Theory, Method & Examples**

Glossary

Decision-makers: Refer to any professional or elected official who holds decision-making authority concerning the actions to be undertaken – a person who participates in the assessment of the decision options and the choice process.⁴

Stakeholders: People who are not decision-makers but are relevant to the problem-solving process are called stakeholders. Stakeholders encompass various individuals and organisations (young people, youth and other organisations, researchers, elected officials, etc.) that can be invited to participate in the process. Their involvement is instrumental in streamlining the implementation process, as demonstrated during the experiment.

Actors is a generic term that refers to both decision-makers and stakeholders.

Professionals who work with youngsters: This category includes a range of professionals who interact with young individuals and contribute to their development. It comprises social workers, social educators, adult educators, and youth workers, all of whom play essential roles in providing support and guidance to young people.

Participation: Participation signifies active involvement and engagement in the decision-making and implementation processes. It underscores the importance of collaborative efforts and contributions from various actors to achieve the desired outcomes.

Gaps/gaps: dysfunctions observed between the needs of young people and the administrative and technical responses provided.

⁴ https://link.springer.com/chapter/10.1007/978-1-4615-5599-5_9

Bridges for Solutions: The Detailed Five Steps

STEP 1: Select a Target Group and Identify Gaps and Actors

Objectives

1. Choose a target group.
2. Identify unmet needs, the gaps, and difficulties in accessing social services, as well as the rights and levers to access them.
3. Identify actors (young people, youth and other organisations, researchers, elected representatives, etc.)

Participants

Professionals who work with youngsters (members of one or various private or public organisations).

Methodology

STEP 1 will enable you to choose the target audience with which you would like to work, i.e., people who are facing difficulties in implementing their support because of administrative, technical, or ethical malfunctions, and identify the gap between the needs of the target audience and the corresponding services. You will go into more detail concerning the gaps in STEP 2.

Then, you will need to identify the possible actors, decision-makers, and stakeholders (young people, youth and other organisations, researchers, elected representatives, etc.) who will be called on when the time comes so that together they can build appropriate responses to these gaps or improve existing ones.

Content:

- One workshop between professionals who work with youngsters to:
 - o Choose the target audience and first analyse the gaps.
 - o Identify actors (young people, youth and other organisations, researchers, elected representatives, etc.)

Tools

Tool to choose the target group and to analyse and identify dysfunctions in support services: **'Mini-stories'**.

Mapping tools to identify actors (young people, youth and other organisations, researchers, elected representatives, etc.): **'Map of the territory'** and **'Map of the actors'**.

Tips and tricks

In this step, it is highly recommended to **establish a timeline** for the structured workshops or meetings. This allows participants to anticipate and be aware in advance of when these events will take place. This also has an impact on potential meeting dropouts, as participants can then reserve the dates. It is, therefore, essential to establish the schedule from the outset so that you can include this ('extra') time in the daily work.

‘The difficulty that we had at the beginning was that we had not defined the dates of the workshops, which complicated the implementation of the workshops.’ (France)

→ It is necessary to **identify professionals who already have ongoing experience working with the target group**, as they have already established trust. This is especially important when including the target group in the process or when the professionals are already familiar with the thoughts and challenges of the target group.

‘Before convening a meeting of professionals who work with a specific target group, it is advisable to include a recommendation in the invitation that encourages these professionals to directly inquire about the target group’s opinions regarding their most pressing challenges, which they wish to address. This approach empowers the target group and facilitates their active participation in future meetings with stakeholders. It is essential that the challenges we are attempting to address originate directly from the target group.’ (Slovenia)

→ If and when working with a group, it is necessary to set some **agreements about collaboration**. Examples: listening to each other, not being discriminatory, etc.

→ The first challenge is to understand **the network of individuals involved and those to be engaged**. The second point is to grasp the progression through which these individuals should be involved in the intervention process to achieve a meaningful outcome. Maintaining constant attention to personal relationships within a framework marked by group work sessions (workshops) is the working method employed to analyse the situation, design the intervention, and manage and monitor it.

‘The case of the boy with the brass knuckles immediately revealed significant relational complexity due to the high number of individuals involved individually and the various public and private organisations implicated.’ (Italy)

Concrete illustrations

ITALY

The pilot study conducted in Italy as part of the YouthReach project has shed light on crucial aspects of the intervention methodology. This methodology was put to the test in a school environment in Italy, where a distressing incident of violence occurred, perpetrated by one student against another. This incident led to the stigmatisation of the aggressor while prompting the victim to self-exclude from the system, feeling unprotected and abandoned. This experience underscored the effectiveness of the identification workshop. After a thorough analysis of the situation, a comprehensive map outlining the individuals potentially affected by the problem was created. This map included key stakeholders such as families (especially mothers), teachers, the teacher coordinator, the principal and school volunteers. Engaging in discussions within the workshop among these stakeholders enabled a detailed analysis of the case and facilitated the identification of necessary actions. Crucially, this workshop revealed the various needs in the field, allowing for the design of an intervention that not only addressed the violent behaviour but also prevented the victim from self-isolation. The initial step of the outreach process was pivotal in accurately shaping the entire intervention strategy.

The first three steps enabled the mapping of the individuals involved through a comprehensive assessment of the system of needs and potentialities in the field. A precise and structured map of the individuals potentially

affected by the case was created, including, in particular, families (especially mothers), the teacher, the teacher coordinator, the principal, volunteers within the school and others. This mapping allowed the identification of key individuals to be involved in a thorough analysis of the situation, essential for the design of the intervention. These identified individuals participated in group work sessions (identification workshops), which facilitated a detailed exploration and precise identification of the needs and requirements of all involved parties. The analysis highlighted latent needs, particularly the needs of the boy who was a victim of violence, increasingly immersed in the process of self-isolation due to a negative and non-protective perception of himself.

Identified topics during this step by each country during the project:

Two types of subjects:

→ On the *actual needs of young people*.

→ On *issues arising from malfunctions* in the current organisation and/or political choices.

The subjects: young people's mental health, discrimination against young people, accommodation, the gap in support for young adults, necessity of bridging figures, poor interdepartmental cooperation, lack of support for teachers or counsellors, the limits of the possibility of intervention (feeling entitled to, lack of tools, non-recognition), administrative barriers (slowness of the system) and lack of cooperation with the school.

To go further

Pedagogical Toolkit:

Theme 2.1/1: Youthreach Approach and Understanding Outreach

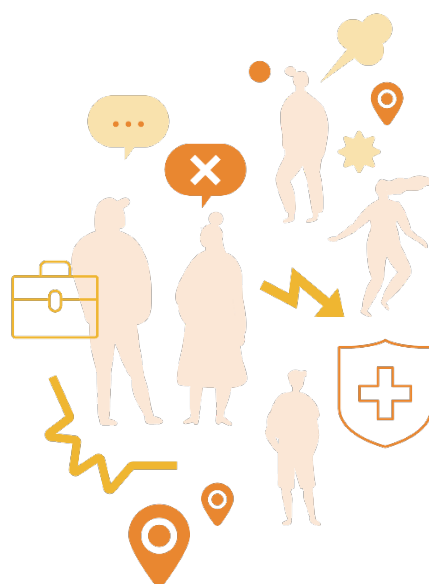
Theme 2.1/3: The Working Relation in Youth Social Work

Training Programme:

2. Formal and Legislative Framework of Youth Outreach Work

7. Building Trusting Relationships in Outreach Practice: Analysing and Reflecting on Your Practice for Engaging Youth from a Multi-Referential Perspective

8. Youth Rights and Ethical Participation in Outreach Work



STEP 2: Outreach to Assess Identified Gaps with Young People and Mobilise Stakeholders and Decision-Makers

Objectives

1. Test the identified gaps, stakeholders and decision-makers with youngsters.
2. Objectives for the young people: encourage them to take an active role, promote awareness and teach them how to decipher information and understand an ecosystem of actors.
3. Build an argument and strategy for mobilisation.
4. Mobilise the stakeholders and decision-makers and clarify the roles and expectations of each

Participants

Professionals who work with youngsters (members of one or various private or public organisations).

Youngsters (a group of young people from the identified target population).

Methodology

This step will help you test the identified gaps, stakeholders, and decision-makers from the youngsters' perspective. Even though, as a professional working with youngsters, you have ideas about how to improve access to rights for youngsters, it is essential to start working on it from their perspective. During the first step, you will have identified the dysfunctions, which you will need to submit to the young people in this step so that they can qualify, amend, and redirect.

First, you will conduct a workshop with youngsters to identify unsatisfactory situations in which they live in relation to the services (existing and non-existing) from their point of view.

After that, you will conduct a workshop with professionals who work with youngsters to go into more detail concerning the gaps identified by the youngsters.

Secondly, to be able to mobilise the stakeholders and decision-makers, you will need to build an argument and strategy to enable their support of the approach and find a benefit for them. The most important thing is that all the concerned stakeholders and decision-makers are involved from the beginning and that the roles and expectations of each actor are clarified. The mobilisation of stakeholders and decision-makers can take time, so it is important to include this in your planning. Firstly, you will send a letter to inform them about the approach. Then, you will implement the mobilisation strategy that you built previously. If the mobilisation is not successful, the next steps cannot be taken.

Content:

- One meeting with the facilitators of the approach to prepare the workshops.
- One workshop with young people.
- One workshop with professionals who work with youngsters to go into more detail concerning the gaps identified with youngsters.
- One meeting with the facilitators of the approach to build the argument and organise mobilisation.
- One letter to inform the stakeholders and decision-makers about the approach.
- Implementing the mobilisation strategy.

Tools

For collaboration with young people

- Tool to identify needs with young people: Identifying young people's dreams and anger and then offering them topics previously identified by professionals: **'Dreams and anger.'**

For collaboration with stakeholders and decision-makers

- Tool: **'Build the mobilisation strategy of stakeholders and decision-makers.'**
- Create a letter to inform decision-makers and stakeholders about the approach.

Transversal tool

Tool to identify gaps: **'WWWVHW.'**

Tips and tricks

→ It is essential to **rely on the established network** to mobilise them quickly and continue building a stable network.

'When identifying potential stakeholders, it is important to consider not only those with whom we already have established connections but also those with whom we do not yet have ties but who are relevant to addressing the problem at hand.' (Slovenia)

→ Recognise that the **duration of the project may not align with the time young people are willing to commit**; be realistic with them to avoid disappointments (other young people will benefit from their feedback).

→ **Develop an argument** to explain to youngsters that we need their input to enhance the services they require for their independence.

'Many of the problems that young people face and many discourses towards them are too influenced by a moralistic character, which, contrary to what may be desirable, makes them more dependent, weak, childish and immature. Therefore, being aware of this, we need to turn the issue around, and this cannot be done without them.' (Spain)

→ Highlight the importance of **personal relationships** and **maintaining contact for mobilisation**: encourage live or telephone discussions and personal and individual exchanges (no group messages).

→ Don't forget to **take notes for presenting the work done** with the young people in step 3!

'To enhance and secure the continuity of the implemented actions, some professionals explained how they strategically employ the use of autobiographical storytelling and autoethnography as a methodological approach for reflecting upon and analysing their interventions within the social field.' (Spain)

→ A proactive approach that **involves stakeholders and decision-makers from the start** of the planning and decision-making processes is crucial if we want to bring about change.

'The sociologist from the Relationship Care Service of the school played a crucial role in (...) facilitating a constructive dialogue between the two mothers, the mother of the aggressor and the mother of the victim, also to (...) successfully bridge the gap between the school and the broader network of territorial social services.' (Italy)

Concrete illustrations:

FRANCE

The objective of this step was to test the identified gaps, stakeholders and decision-makers with young people. After identifying a group of interested youngsters, workshops were scheduled to identify unsatisfactory situations related to services, both existing and non-existing, from the young people's perspective. This process involved working on identifying the young people's concerns, aspirations and potential solutions for addressing unsatisfactory situations.

To mobilise the stakeholders and decision-makers identified in the previous step, we needed to build an argument and strategy to enable their support of the approach and find what could motivate them to participate. In the project experiment, various public and private organisations were involved. The crucial aspect is the involvement of all stakeholders and decision-makers concerned with the issue to have all the necessary elements for finding solutions.

Afterwards, we contacted the stakeholders and decision-makers to explain our approach and invited them to collaborate by participating in the different workshops. The objective was to jointly explore the interests of each organisation and institution that operates differently to co-construct solutions for the situations encountered and identified by young people.

Clarifying the roles and expectations of each actor involved is also crucial. One of the groups that implemented the experimentation was concerned that their existing cooperation with institutions would be jeopardised if a third party (the researchers involved) was introduced. For this reason, it is essential to explain at the beginning the role and approach of the people leading the workshops. The focus is on examining the functioning of existing services rather than questioning the organisations and institutions involved. This is essential to establish common ground for effective cooperation and to work on issues without taking sides.

To go further

Pedagogical Toolkit

Theme 2.1/3: The Working Relation in Youth Social Work

Theme 2.2/3: Intermediation – Bringing Together the Needs of Young People and Institutions

Training Programme

6. Approaches and Methods in (Youth) Outreach Work

7. Building Trusting Relationships in Outreach Practice: Analysing and Reflecting on Your Practice for Engaging Youth from a Multi-Referential Perspective

10. Intermediation and Cooperation



STEP 3: Understand and Analyse

Objectives

1. Develop a reflective approach focused on the problem (and not on people) in accordance with a sociological approach.
2. Objectives for decision-makers and stakeholders: Analyse and deliberate on awkward situations.
3. Share problematic situations (which are not limited to professionals working with youngsters or youngsters themselves).

Participants

Professionals who work with youngsters (members of one or various private or public organisations).

Decision-makers and stakeholders identified as relevant to work on the specified problematic topic.

Methodology

After the mobilisation of stakeholders and decision-makers in the previous step, this will be the first time you work with them. First, you will present the approach and everything that has been done so far. You will explain the approach's objective and present the findings from the various meetings with professionals and youngsters, as well as the identified problematic topics.

The objective of the workshop with decision-makers and stakeholders is to understand and analyse the identified problematic topics and examine the brakes and levers related to the implementation of new services or the adaptation of existing ones. There are often obstacles that may seem insurmountable, so it is essential to create a space for discussing 'awkward situations' that may hinder our ability to identify opportunities.

Content:

- One meeting with the facilitators of the approach to prepare the workshop.
- One workshop with decision-makers and stakeholders.
- A framework of cooperation agreement

Tools

Tools for 'understanding and analysing the problematic topic:' **'Let's Start'** and **'Analyse and deliberate around awkward situations.'**

Tips and tricks

→ **Create a framework for free expression:** To enable free expression among professionals (executives, workers), it is sometimes necessary to separate participants with different levels of responsibility. In this case, you can conduct two workshops in parallel and then cross-reference the results.

'It is important to create a space for all participants to hear various viewpoints to define a broader perspective.'
(Slovenia)

→ Remind participants that **standards, regulations and operating procedures are specific to historical periods, are social constructs and are bound to evolve**, whether we like it or not. Just because we question the way things work doesn't mean we want to question everything! The aim is to improve and develop the way things work to meet social needs.

‘Participants at the meeting engaged in a discussion to share their experiences, challenges and perspectives. This open dialogue allowed them to acknowledge the need for more flexible and adaptive policies in social services that consider the changing demographics of the community, as well as the social workers, and the unique needs of, for instance, migrants. A social worker, a Muslim woman, asked, ‘How can we accompany these kids if the first person who needs to be understood is sometimes me? How do you make them understand the importance of the reception process if you don’t always feel welcomed? How do you explain to them the opportunities they may have if the ones you have are limited?’ (Spain)

→ At this stage, don’t hesitate to **bring in an outsider, a researcher, who will represent a neutral person** and provide ‘objective’ analyses of the situations.

Concrete illustrations

SLOVENIA

We conducted two workshops to identify the primary issues in the field of young people’s mental health and potential solutions with practitioners from six organisations.

1. The first workshop aimed to delineate the domain of youth mental health, covering key elements for effective youth mental health work, best practices, obstacles encountered in youth mental health work and strategies for overcoming these obstacles. During this workshop, we also outlined the challenges that lay ahead.
2. The second workshop focused on narrowing down the challenges associated with working with young people in the context of mental health. We identified two specific challenges to address in an experiment:
 - Establishing connections between the organisations operating in the field and decision-makers.
 - Addressing the lack of readily available long-term free assistance for young people.

To go further

Pedagogical Toolkit:

Theme 2.2/1: Fostering Critical Thinking in Youth and Promoting Public Advocacy

Theme 2.1/2: Youth Participation

Theme 3/5: Creativity Approaches

Training Programme:

2. Formal and Legislative Framework of Youth Outreach Work

6. Approaches and Methods in (Youth) Outreach Work

9. Planning, Monitoring and Evaluating Community-Based Projects in (Youth) Outreach

10. Intermediation and Cooperation



STEP 4: Intermediate, Cooperate and Design

Objectives

1. Establish a cooperative framework and define its parameters.
2. Outline the content and structure of the action.
3. Foster collaboration among various stakeholders.
4. Create an action plan.

Participants

Professionals who work with youngsters (members of one or various private or public organisations).

Youngsters.

Decision-makers and stakeholders.

Methodology

The purpose of this step is to formulate the action plan for implementation. It is essential to secure the agreement of all involved stakeholders and decision-makers regarding how to collaborate and the conditions for doing so to ensure the successful execution of this step. Therefore, working on clarifying the expectations of each actor and the boundaries of their involvement is necessary. Building on the common ground enables a constructive dialogue to design a shared action (this groundwork will have already been initiated in the previous step).

The intermediation role is vital during this step. Understanding all the stakeholders involved (including the brakes and levers for their involvement), the issues at hand and the ability to 'translate' different perspectives on the common issue are crucial. When attempting to introduce and integrate a new way of working, there is often considerable frustration because it's not easy to change daily routines, postures and so on. Therefore, intermediation helps in accepting the changes required to reach a common solution.

In this step, you need to define both the content and form of the action. First, you will design the action, and second, you will create an action plan for practical organisation, determining who does what.

Subsequently, it would be best if you proposed that all the involved stakeholders write a cooperation framework. It's an agreement in principle regarding the working arrangements that will be established: what will be the scope of the action, how many people will be involved, what are the implications for service organisations, and so on. This document has no legal value, but it does allow collective agreement on the basis of cooperation. It may be adjusted during implementation.

Content:

- One meeting with facilitators to prepare the workshops.
- One workshop with decision-makers and stakeholders.
- One workshop with young people (presentation of the action and feedback).
- Or one joint workshop with young people, decision-makers and stakeholders.

Transversal tools

- **'Intermediation tool'** to promote the consideration of different institutional or social cultures: acting as an intermediary and translator.
- Tools for designing the action: **'Design the action tool'** or **'Hot air balloon.'**
- Tool for the cooperation agreement: **'Write a cooperation contract.'**

Tips and tricks

→ If it is not possible to design the action with all actors present (young people, decision-makers and stakeholders), it can be done in **two separate workshops**. First, with decision-makers and stakeholders, and after, you test the proposed action with youngsters to verify the sense of the action from their perspective and to improve it.

'From the leads identified, we worked on the levers, first in separate groups, then pooled, then we voted to choose an action to work on.' (France)

→ **The involvement of the professionals who work with youngsters** (members of one or various private or public organisations) is essential to being able to co-create the action.

'It is important that organisations are actively involved in the experience. The workshop facilitators came from the same field as the organisations involved in the workshops. The co-creation of the experience.' (Slovenia)

→ It is important to **create an action plan with all the participants** involved when you are planning to address a problem. Everyone must know their responsibilities.

'One of the main tasks we have as professionals is to avoid intervening from a position of stigma (and our professional conditions do not always help), putting aside coercive behaviours and focusing on being facilitators and empathetic. Meanwhile, we must encourage the development of the user's skills and responsibilities, involving them in the design of strategies and programmes to ensure that they respond to their own needs actively, with active participation.' (Spain)

→ It is essential that the **plan is realistic and achievable**.

Concrete illustrations

SLOVENIA

We held two workshops:

1. The first one focused on the connection between the organisations that implement the outreach and the decision-makers. Based on needs and expectations, we identified the organisations that implement the outreach with young people and the decision-makers. The idea of setting up a network of consultation points (to support youth workers) was developed.
2. We started the second workshop with the intention of making a concrete plan for the implementation of the network of consultation points, but during the workshop, we came up with a modified plan and decided on two other objectives for the experiment:
 - Establishing a network among youth workers.
 - Initiating efforts to secure free psychotherapeutic and psychological treatment opportunities for young people, including the distribution of free vouchers for such assistance. Simultaneously, we designed a questionnaire to understand the obstacles faced by therapists and professionals in providing more help to young people.

We have made a detailed plan, namely:

- Creating a network of youth workers on the Slack platform called Yolo Action.
- Preparing and implementing an invitation letter (accompanied by a questionnaire) to be sent to therapists, allowing them to obtain vouchers for providing free biopsychosocial support.

We have also prepared a timetable for the whole plan.

This step took an unexpected turn during the second workshop as we transitioned from our initial plan of setting up consultation points to a concrete implementation. In the course of these discussions, it became evident that this original idea might not be feasible for testing. Consequently, we opted to pursue a different objective, namely, providing assistance to young people free of charge.

Selected experimental actions in each country during the project:

Croatia: Centralising young people's questions and facilitating rapid exchanges → the creation of a platform carried by the Faculty of Social Work, which is developing a social incubator (HOME); this involves students offering advice in the social field.

Italy: Working with schools to address uneasiness in schools (baby gangs, school fights).

France: Introducing a new service to support young adults on the road to autonomy in response to the problem of discontinuity in support after the age of 18.

Slovenia: Setting up a platform to link organisations working in the field with each other and with decision-makers, as well as working on obtaining free psychotherapeutic and psychological treatment for young people – vouchers for free support.

Spain: Concrete work on internal resistance: how professionals who work with youngsters interpret young people's needs and the help they receive in the context of outreach practices.

To go further

Pedagogical Toolkit

Theme 2.1/3: The Working Relation in Youth Social Work

Theme 2.2/3: Intermediation – Bringing Together the Needs of Young People and Institutions

Theme 3/5: Creativity Approaches

Training Programme

4. Bridging Pathways between Youth and Society: Levels of (Youth) Outreach

6. Approaches and Methods in (Youth) Outreach Work

9. Planning, Monitoring and Evaluating Community-Based Projects in (Youth) Outreach

10. Intermediation and Cooperation



STEP 5: Implement, Observe and Expand

Objectives

1. Implement and observe the chosen action.
2. Recognise lessons learned from changed services and sustain these changes.
3. Know the impacts observed on young people and support practices.
4. Strategy for expansion to ensure continuity.

Participants

All participants

Methodology

The implementation of the chosen action can take a lot of time. It is important to set up the tools to be able to observe if it follows the established objectives and do an intermediate assessment to adjust the implementation if necessary. In this phase, it is essential to evaluate the action and ask ourselves: what should be stopped, continued, improved or invented? The idea is to identify the strengths and weaknesses of the action and ways to improve it. According to the results of the assessment, a new plan of implementation must be established.

After the implementation is finished, the final evaluation permits us to understand the successes (what worked well, the highlights of the project or the collective journey), disappointments (what did not work well, mistakes) and ideas (the tracks for the future, what we learned from our mistakes).

The evaluation part is vital because it will define whether the implemented service will continue. The most important objective is the continuity of the implemented action; therefore, the strategy for its expansion is crucial. Do stakeholders and decision-makers agree on the permanent implementation of the new service? Is it necessary to provide funding for its implementation? What are the agreements of the various stakeholders and decision-makers, etc.?

Content:

- One meeting with facilitators to prepare the workshops.
- One workshop with the decision makers and stakeholders – intermediary, then a final assessment.
- One workshop with young people – intermediary, then final assessment.
- Or one workshop with everyone together (young people, decision-makers and stakeholders) - intermediary, then a final assessment.

Transversal tools

- Assessment tool: 'Bono's six hats' or 'Collective report.'
- Tool: 'Action plan to publish the results' (country or European level).

Tips and tricks

→ Remember to **give feedback to young people on the results and implementation**. This could be by telephone or by seeing them directly. They can be invited to a presentation, but this can also be done informally.

→ This stage can take several months, so it's crucial **to monitor its progress**. We recommend keeping a logbook of the action.

'The most important aspect that emerged in this phase was the accurate and immediate identification of the elements and methods for monitoring the intervention. It was recognised that without the ability to conduct concrete and consistent monitoring of the actions implemented, it becomes challenging to assess the progress of the phenomenon, evaluate its evolution or regression and plan any necessary corrective actions.' (Italy)

→ It is essential that you already **know the date of the meeting in advance** so you can present the outcomes of the action to a larger, targeted audience.

'Creating a super-detailed timetable with all the meeting and workshop dates upfront turned out to be crucial for constant evaluation tracking and for guaranteeing the involvement of all.' (Slovenia)

→ It is highly recommended that **communication between the participants remains ongoing** and that the idea stays 'alive.'

'It is crucial to have a lot of empathy and a lot of ability to adapt to changes; I insist: a lot of ability to adapt so that you don't fall into the stigma of judging people, "neither the good are so good nor the bad so bad." We work with people in very delicate situations, and it takes a lot of capacity to listen actively and to be told endless stories without stopping.' (Spain)

Concrete illustrations

CROATIA

The implementation of the experiment included advocating for school social work. Several meetings were held with the Children's Ombudsman, representatives from the Ministries of Social Care and Education, as well as the Association of Social Workers and related professions.

The results will be forthcoming, but we believe that we have taken a significant step towards promoting school social work and outreach in Croatia.

In the last step, we assessed the feasibility of our goals. Despite receiving information that the Ministry of Education may be reluctant to acknowledge the need for social workers in schools, we have managed to initiate outreach in Croatia through collaboration with associations and non-governmental organisations.

To go further

Pedagogical Toolkit

Theme 1/2: Current Youth Policies

Theme 2.2/4: Cooperation for the Development of Youth Policies

Theme 3/1: What to Do If Something Goes Wrong?

Theme 3/2: Nonformal Support

Theme 3/5: Creativity Approaches

Training Programme

6. Approaches and Methods in (Youth) Outreach Work

9. Planning, Monitoring and Evaluating Community-Based Projects in (Youth) Outreach

11. Community-Centred (Youth) Outreach and Transformation

Detailed Illustration of the Five Steps in Each Country

In France

STEP 1

This step was necessary for understanding the target group of young people that the actors involved in the experimentation would like to work with, as well as to understand the issues addressed regarding existing services. The professionals involved in the experiment possessed a good understanding of potential target groups and the challenges they faced. This knowledge facilitated the identification of unmet needs and gaps in existing services. The importance of a good understanding of the target group by practitioners is crucial to building trust with youth and to be able to identify the

real needs and gaps in the accompaniment of the most disadvantaged people. But this knowledge must be rooted in the primary expressions of young people themselves (such as the example of choosing mental health from the youth parliament in Slovenia) rather than being interpreted solely from the perspective of professionals who work with youngsters. Knowing that you trust the practitioner's posture is essential because this method requires a critical and ethical approach and should not take prior knowledge for granted.



Once the target group and gaps in support were identified, we then identified the key local actors (stakeholders and decision-makers) who could be interested in addressing the problem. We studied their area of intervention to understand their potential motivations for participating in the process. Identifying the right actors to engage with is crucial, as it can significantly impact the approach's success.

STEP 2

The objective of this step was to test the identified gaps, stakeholders, and decision-makers with youngsters. After identifying a group of interested youngsters, workshops were scheduled to identify unsatisfactory situations related to services, both existing and non-existing, from the youngsters' perspective. This process involved working on identifying the youngsters' concerns, goals, and potential solutions for addressing unsatisfactory situations.

To be able to mobilise the stakeholders and decision-makers identified in the previous step, we needed to build an argument and strategy to enable their support of the approach and find a benefit for them. In the project experiment, various public and private organisations were involved. The most important thing is that all the stakeholders and decision-makers concerned about the issue are involved to be able to have all the keys for finding the solutions.

After that, we contacted the stakeholders and decision-makers to explain our approach and invited them to collaborate with us by participating in the different workshops. The objective was to examine

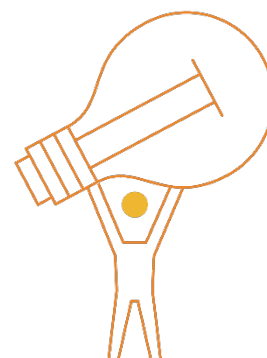
together the interests of each organisation and institution that operate differently to co-construct solutions to the situations encountered and identified by youngsters.

Clarifying the roles and expectations of each actor involved is also fundamental. One of the groups that implemented the experimentation was afraid that the already existing cooperation they had with institutions would be jeopardised if a third party (the researchers involved) was introduced. For this, it is essential to explain at the beginning the role and posture of the people who lead the workshops. It is about questioning the functioning of existing services, not the organisations and institutions involved. This is essential in order to be able to establish common bases for effective cooperation and has the function of addressing the issues without taking sides.

STEP 3

In this step, we involved the stakeholders and decision-makers. We decided not to include the youngsters in this part but to work on the basis of what they previously pinpointed. The objective was to share concerns about problematic topics identified by youngsters with stakeholders and decision-makers.

The process began with the presentation of issues and unsatisfactory situations identified by youngsters, as well as the mapping of actors and identification of levers and brakes. Participants were encouraged to reflect on the presented issues and the challenges in the current resolution processes. After that, we tried to understand the existing leeways. For this, we first worked on deliberating around awkward situations for the decision-makers. This required observing what works or what doesn't in the fieldwork, starting from the 'arrangements' that can be built into action.



The executives of the Department of Hérault (a public institution) who were involved helped to understand the problems identified from their point of view. This allowed for a deeper understanding of the limitations in supporting young people and the existing services, as well as identifying existing levers within institutions that were not necessarily known to field professionals.

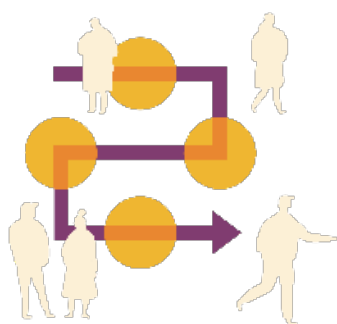
The risk in this step is that we change the problematic topics compared to what had initially been identified by the young people. It is essential to be vigilant to keep the initial red thread so that the 'outreach' stays the translator and keeps the intermediation role between young people and institutions.

STEP 4

The objective of this step was to engage in collective questioning using the following questions: what practical perspectives can be identified to improve the system and practices; what adjustments should be made to practices and tools to empower professionals, volunteers and the public; what changes should be made to the tools to improve them; how can we ensure that the system allows for the development of citizenship, skills and autonomy of the public; how can the system be further integrated into its territory; how can we encourage people to take ownership of tools and initiatives?

During the previous step, difficulties in free expression in the presence of participants at different hierarchical levels within one of the institutions were identified. We, therefore, organised peer groups to facilitate this expression and then cross-referenced the results, which ultimately led to the same results. After that, we proposed a joint meeting where all of them continued working together. Creating spaces for better dialogue where everybody feels free to speak sometimes means 'separate' rooms but is an intermediate step that leads to effective cooperation.

After that, we started working on designing the content and form of the action and the action plan. The group decided to work on a new service providing comprehensive support for young adults leaving the Children's Social Aid system on the way to independence by setting up a platform for personalised global support. Once the action was chosen, we checked that it was realistic in terms of the existing means. The difficulty lay in the importance of building it collectively with the stakeholders and decision-makers so that it could be achieved through mutual agreement for its implementation.



STEP 5

The implementation of the action took three months, during which the action plan and necessary arrangements were regularly reviewed.

After completing the action, a meeting was organised with all involved actors, stakeholders (including youngsters) and decision-makers. This step was critical for understanding the brakes and levers on implementing the action as the objective was its permanent implementation as a new service. The lessons learned helped us build the strategy for its implementation that was developed with all actors involved. There has to be some commitment from all actors involved that agree with its implementation. For this, a mutual agreement can be established.

In Slovenia

STEP 1

Several project members and external collaborators involved in the experiment were youth street workers who meet young people on a regular basis, so it was not necessary to identify the target group by making direct contact with young people.

The project team asked external collaborators to suggest a target group with whom to implement the experiment. We received five proposals for working with young people of different ages and with various difficulties. Two themes emerged from the joint meeting: youth homelessness and youth mental health. We decided on youth mental health with a particular emphasis on the following aspects:

- Mental health challenges, their recognition and curative measures.
- Supporting teachers and counsellors in schools and other organisations who are confronted with mental health issues and distress and may not be equipped with the knowledge or resources to react and provide professional support.

Since most external collaborators came from Ljubljana, we chose it as the location for the experiment.

During the meeting of professionals working with the target group, it is best to conduct a brainstorming session where all the challenges highlighted by the target group are discussed. Additionally, professionals should brainstorm any other challenges they encounter while working with the target group. Subsequently, it is beneficial to open the floor for a debate to expand upon these challenges and explore potential connections or overlaps among them. Finally, the group can collectively decide which challenge is the most pressing and warrants immediate attention.



The step of identifying the stakeholders – the organisations to be invited to participate – was carried out later after the identification of the ‘gaps.’ When identifying potential stakeholders, it is important to consider not only those with whom we already have established connections but also those with whom we do not yet have ties but who are relevant to addressing the problem at hand.

In this step, a detailed timetable for the implementation of the experiment was also drawn up, including the dates of all the meetings and workshops foreseen. This proved to be very effective.

STEP 2

Based on the selected target group, all the organisations identified the stakeholders together – the stakeholders we thought of as being interested in participating in the experiment. We invited them to participate by means of an invitation letter, and six organisations responded.

STEP 3

We conducted two workshops to identify the main problems in the field of young people's mental health and potential solutions with practitioners from six organisations.

1. The first workshop aimed to define the scope of youth mental health, including key elements for successful youth mental health work, good practices in this field, as well as barriers to youth mental health work and strategies for overcoming them. We also outlined the challenges to address in our future work.
2. The second workshop focused on narrowing down the challenges related to working with young people in the context of mental health. During this workshop, we identified two potential areas for experimentation:
 - The connection between organisations operating on the ground and decision-makers.
 - Lack of readily available longer-term free assistance for young people.

STEP 4

We conducted two workshops:

1. The first workshop centred on the relationship between the organisations responsible for implementing outreach and decision-makers. Based on identified needs and expectations, we pinpointed the organisations involved in youth outreach and the relevant decision-makers. In the process, we also conceived the idea of establishing a network of consultation points to support youth workers.
2. The second workshop initially aimed to develop a concrete plan for the implementation of the consultation points network. However, during the workshop, we adapted our plan and set two additional objectives for the experiment:
 - To establish a network among youth workers.
 - To initiate efforts to secure free psychotherapeutic and psychological treatment opportunities for young people, including the distribution of free vouchers for such assistance. Simultaneously, we designed a questionnaire to understand the obstacles faced by therapists and professionals in providing more help to young people.

We have made a detailed plan, namely:

- To establish a network of youth workers on the Slack platform called Yolo Action.
- To prepare and implement an invitation letter (accompanied by a questionnaire) to be sent to therapists, allowing them to obtain vouchers for providing free biopsychosocial support.

We also developed a detailed timetable for the entire plan.

This step took an unexpected turn during the second workshop as we transitioned from our initial plan of setting up consultation points to a concrete implementation. In the course of these discussions, it became evident that this original idea might not be feasible for testing. Consequently, we opted to pursue a different objective, namely, providing assistance to young people free of charge.

STEP 5

We spent two and a half months implementing the plan. A portion of the group was responsible for preparing the platform and establishing cooperation with youth workers, while another segment focused on drafting the letter and questionnaire. Together, we compiled a list of various therapists who provide psychosocial therapies, and the letter was dispatched to 154 email addresses.

In response, we received 11 vouchers for therapies. Based on these available free options, we reached an agreement on how to proceed with our cooperation, including the practical use of the vouchers.

Simultaneously, we also decided to present the results of the experiment to the SOS group. At this meeting, we plan to invite various stakeholders and introduce our proposal for offering free vouchers for psychosocial therapies as one of the potential solutions to address the issue of limited access to affordable therapies for young people.



In Croatia

STEP 1

In the beginning, the task involved identifying the most common challenges faced by young people in Croatia. Initially, we employed a questionnaire, and then, during the workshops, we delved deeper into these issues. Some of the individuals we invited did not accept the invitation. However, once we commenced the workshops, they proved to be highly successful and productive.

We pinpointed the most prevalent problems that professionals encounter in their daily work with young people: mental health issues, risky behaviours such as running away from home, conflicts, homelessness, school-related risks like dropping out, aggressive behaviour and self-harm, among others. Participants highlighted that mental health concerns have become increasingly widespread, particularly in the aftermath of the COVID-19 pandemic. Moreover, there is a growing complexity in the challenges faced by today's youth, which necessitates practitioners to possess greater knowledge and engage in enhanced collaboration with other sectors. However, this viewpoint is based on the insights of professionals alone. To gain a comprehensive perspective, it would be necessary also to seek input from young people.

Professionals also identified issues within the system that hindered their effectiveness, including frequent changes in the system and laws, a lack of accommodation capacity, the invisibility of young people with behavioural problems, scepticism regarding external collaborators, unsatisfactory collaboration, excessive administrative tasks, inadequate forms of intervention, a lack of supervision and education, insufficient support from the ministry and inadequate training for experts.

In Croatia, professionals were not very familiar with the concept of outreach, but they described approaches to working with young people that incorporated elements of outreach. Our objective was to raise awareness among professionals about outreach as a framework for addressing the critical issues we identified among youth in Croatia.

Throughout our workshops, we generated numerous ideas about how to initiate youth work within the context of Croatia and identified potential partners.

STEP 3

The third workshop involving professionals and representatives from the ministry proved to be highly productive. Practitioners presented excellent proposals, including outreach opportunities for collaboration:

- Through the Family Centres, as they are now not included but should implement early interventions.
- Associations that have various projects involving young people. However, we need to begin with umbrella associations that are dominantly focused on young people.
- Croatian Youth Network.

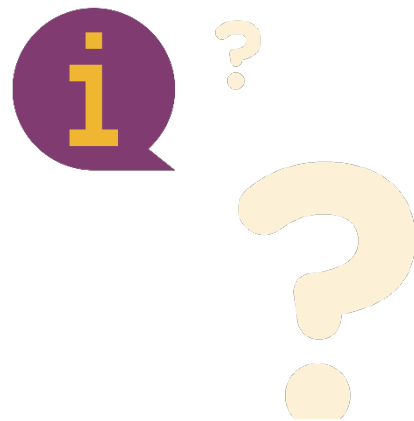
- Liaise with the Central State Office for Demography and Youth to understand their plans. Some young people are currently working and need some guidance. We should evaluate their activities and their potential alignment with this topic.
- The Youth Centre of the City of Zagreb offers numerous activities and programmes for young people, as do similar centres.
- Red Cross Societies, as they are also well-established and have counselling centres for young people.
- Caritas, church associations and institutions.
- Sports centres and city sports centres.
- Places where young people gather and spend time; we should reach out to them where they congregate.

Of utmost importance is the networking of these centres with social welfare institutes and associations focused on youth. These initiatives should be local, on a neighbourhood level, within local communities. Drawing inspiration from some countries, old abandoned garages were repurposed to provide space for youthreach, focusing on working with young people and children.

STEP 4

Two actions were designed:

- Proposal for associations, youth centres, cultural centres and family centres to work as part of the outreach for young people in need of assistance.
- Connecting these associations and centres with institutes for social work.



What generally needs to be revitalised is the reintroduction of school social work. This primarily relates to community services.

STEP 5

The implementation of the experiment included advocating for school social work. Several meetings were held with the Children's Ombudsman, representatives from the Ministries of Social Care and Education, as well as the Association of Social Workers and related professions.

The results are pending, but we believe that we have taken a significant step towards promoting school social work and outreach in Croatia.

In the final step, we assessed the feasibility of our goals. Despite receiving information that the Ministry of Education may be reluctant to acknowledge the need for social workers in schools, we have managed to initiate outreach in Croatia through collaboration with associations and non-governmental organisations.

In Italy

STEP 1

The pilot study conducted in Italy as part of the YouthReach project has shed light on crucial aspects of the intervention methodology. This methodology was put to the test in a school environment in Italy, where a distressing incident of violence occurred, perpetrated by one student against another. This incident led to the stigmatisation of the aggressor while prompting the victim to self-exclude from the system, feeling unprotected and abandoned. This experience underscored the effectiveness of the identification workshop. After a thorough analysis of the situation, a comprehensive map outlining the individuals potentially affected by the problem was created. This map included key stakeholders such as families (especially mothers), teachers, the teacher coordinator, the principal and school volunteers. Engaging in discussions within the workshop among these stakeholders enabled a detailed analysis of the case and facilitated the identification of necessary actions. Crucially, this workshop revealed the various needs in the field, allowing for the design of an intervention that not only addressed the violent behaviour but also prevented the victim from self-isolation. The initial step of the outreach process was pivotal in accurately shaping the entire intervention strategy.

The first three steps enabled the mapping of the individuals involved through a comprehensive assessment of the system of needs and potentialities in the field. A precise and structured map of the individuals potentially affected by the case was created, including, in particular, families (especially mothers), the teacher, the teacher coordinator, the principal, volunteers within the school and others. This mapping allowed the identification of key individuals to be involved in a thorough analysis of the situation, essential for the design of the intervention. These identified individuals participated in group work sessions (identification workshops), which facilitated a detailed exploration and precise identification of the needs and requirements of all involved parties. The analysis highlighted latent needs, particularly the needs of the boy who was a victim of violence, increasingly immersed in the process of self-isolation due to a negative and non-protective perception of himself.

STEP 3

The Italian case, 'Addressing Discomfort and Exclusion in the School Environment,' has underscored the central role of key actors in the intervention process. Specifically, the sociologist from the Relationship Care Service of the school played a crucial role in synthesising the intricate web of needs within the context. Leveraging the tools of sociology, this expert facilitated a constructive dialogue between the two mothers, the mother of the aggressor and the mother of the victim. Additionally, they successfully bridged the gap between the school and the broader network of territorial social services. Furthermore, they actively fostered collaboration and networking within the school community.



STEP 4

From step 4 onward, the role of the sociologist became increasingly prominent and essential. The sociologist, working at the local level in the Communication and Relationship Care Service with formative monitoring, effectively catalysed the complex system of needs in the field by constantly nurturing the relationship between school, family and community.

Using the relational tools provided by sociology, the sociologist successfully initiated a constructive dialogue with both mothers (both the aggressor's and the victim's mother), thus building a relational bridge between the family components, a crucial step for activating a systemic intervention.

Furthermore, the sociologist established a network within the school and connected it with the territorial social services system. This effort facilitated an institutional bridge between the school and the community, a vital element for the implementation of comprehensive interventions.

STEP 5

The previous steps were crucial in preparing for the design and monitoring phases, enabling the involved parties to make decisions and initiate actions to manage the intervention effectively. The most important aspect that emerged in this phase was the accurate and immediate identification of the elements and methods for monitoring the intervention. It was recognised that without the ability to conduct concrete and consistent monitoring of the actions implemented, it becomes challenging to assess the progress of the phenomenon, evaluate its evolution or regression and plan any necessary corrective actions.

In Spain

STEP 1

At the project's inception, the team's task was to identify the most prevalent issues faced by vulnerable youth in Spain when doing outreach work. Initially, professionals were not widely familiar with the concept of outreach. However, the professionals invited to the experiment identified systemic challenges that hindered their effective work. These included constant changes in the system and laws, a lack of accommodation capacity, the invisibility of the 'unique needs' of young people, scepticism regarding specific collaborations, excessive administrative tasks, insufficient forms of intervention, a lack of supervision and education, a lack of support from the ministry and inadequate training for experts.

During needs prioritisation, several professionals acknowledged the importance of not viewing vulnerable youngsters as a monolithic group but as individuals shaped by their unique circumstances. They emphasised the need to move beyond seeing them as a homogenous group and instead focus on understanding their adaptive responses to challenging living conditions. This perspective was seen to be critical for designing more inclusive and impactful outreach strategies.

The professionals emphasised that many of the behaviours attributed to them as intrinsic are, in fact, adaptive responses to the extreme conditions they live in rather than the primary motive, as is often assumed. To address the needs of these youths effectively, the professionals highlighted that a comprehensive approach was vital for designing impactful interventions and support systems that recognised the unique challenges faced by each individual.

The professionals also recognised the significance of addressing internal resistance within their field. They delved into how professionals working with youngsters often interpret young people's needs and the assistance they receive in the context of outreach practices. This self-reflection allowed them to discuss their approaches and better align their interventions with the adaptive responses of vulnerable youth.

STEP 2

During the discussion with social workers and social educators, collaboration with stakeholders was seen as too difficult to approach. Some of the professionals expressed it in the following terms: 'I often don't understand vertical organisation because it comes from external people. I feel that my coordinator is trapped between the team and his bosses and that he has little room to decide. Regarding the horizontal, internal organisation, I think that we take care when communicating and that each team already looks for its own spaces to manage itself and provide a quality socio-educational service. I would rather work on rethinking how to encourage more inclusive responses among us, especially thinking of the youngsters we attend who need immediate help.'

STEP 3

During the analysis, some highlighted that, at times, there is a sense that external perceptions carry more weight than internal realities within the centre.

Participants at the meeting engaged in a discussion to share their experiences, challenges and perspectives. This open dialogue allowed them to acknowledge the need for more flexible and adaptive policies in social services that consider the changing demographics of the community, as well as the social workers and the unique needs of, for instance, migrants. A social worker, a Muslim woman, asked, 'How can we accompany these kids if the first person who needs to be understood is sometimes me? How do you make them understand the importance of the reception process if you don't always feel welcomed? How do you explain to them the opportunities they may have if the ones you have are limited?' This discussion illuminated the pressing need to bridge the gap between external perceptions and the internal realities faced by both social workers and the youth they support.

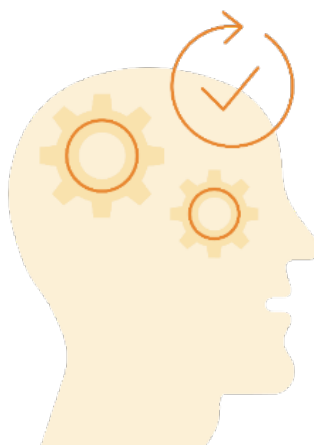
STEP 4

Co-design workshops were seen as instrumental in developing strategies and programmes that reflect the unique needs and experiences of young people. By collaboratively shaping interventions with users, social workers ensure more comprehensive approaches, integrating cultural competency, empathy and active user participation to create a more inclusive, empathetic and cooperative environment where all voices are heard, their needs are addressed, and stigma is diminished.

STEP 5

To enhance and secure the continuity of the implemented actions, some professionals explained how they strategically employ the use of autobiographical storytelling and autoethnography as a methodological approach for reflecting upon and analysing their interventions within the social field. This approach enables them to gather and document personal narratives and experiences from both practitioners and the individuals they serve, shedding light on the diverse perspectives and voices involved in their initiatives.

Incorporating autobiographical storytelling and autoethnography into our practices not only promotes a culture of inclusivity and active participation but also strengthens our commitment to continuous improvement and adaptability. It empowers us to create interventions that are not only sensitive to the unique experiences of individuals but also rooted in a comprehensive understanding of the complex social dynamics at play, ultimately fostering a more effective and sustainable impact within the social field.



Tools

STEP 1: Select a Target Group and Identify Gaps and Actors

'MINI-STORIES' ⁵ (SHARED READING OF SITUATIONS)	
Timing: 45 minutes.	Participants: Professionals.
Objectives: To choose the 'target' public. To identify issues (questions, interesting themes, problems challenged) in connection with the experienced situations. To identify unsatisfactory situations. To establish a framework of listening and mutual respect where everyone has an equal right to speak.	Description of the activity: The participants share a situation that challenged them with youth. Then, in turn, they comment on what has been shared to identify issues on which it would be interesting to work in order to foster change.
Materials: Notebook.	
Steps: 1. Everyone individually thinks about a situation that they experienced linked to an issue (a question, an interesting theme or a problem) that really challenges them. 2. Once the participants all have an idea or almost, each, in turn, briefly describes the situation (one to three minutes), explaining when it happened, who the protagonists were, what was at stake, what happened next, and what they experienced. It is essential that people can express themselves in turn and not interrupt each other. 3. Once each participant has spoken, we conduct a round of discussion. Everyone, in turn, comments on what has been shared by everyone, and we try to list the different issues and unsatisfactory situations that have come out of the stories with different questions: what social issue does the identified issue refer to; what, from a sociological and historical point of view, explains the fact of considering this situation as problematic; what needs of youngsters are not being met related to the identified issues and facts; what are the levers and obstacles that would foster change; what would be the first steps towards removing the obstacles identified by using the levers? (-> Here, we call on the knowledge of the participants, but soliciting researchers on the question can be done.)	

⁵ Inspired by the Group Analysis Method (see *La Méthode d'Analyse en groupe: application aux phénomènes sociaux*, a 2009 book by Franssen, Chaumont and Van Campenhout)

'MAP OF THE TERRITORY'	
Timing: 45 minutes.	Participants: Professionals.
Objectives: To identify the resources of the territory and the network. To identify actors (young people, youth and other organisations, researchers, elected representatives, etc.).	Description of the activity: Locate and identify the ecosystem in which we live, discover, and understand the area in which we live, share information, link up and make contact with new partners, mobilise people on the subject and build a network of actors.
Materials: 1. A large poster or a large blank map of the neighbourhood, city or territory. 2. Markers of different colours.	
Steps: 1. In the middle of the group, the facilitator places a blank map (streets and some symbolic buildings, city, or territory) or a sheet of paper for the participants to draw themselves. 2. For each instruction or question, the group chooses a marker colour to represent the relevant actors and resources for the approach. 3. The map is completed by layers to visualise all the relevant actors for the issue.	

'MAPPING TOOL OF ACTORS'	
Timing: 45 minutes.	Participants: Professionals.
Objectives: To identify so you can mobilise when the time comes. To identify actors: decision-makers and stakeholders.	Description of the activity: Create an overview of individuals who can potentially drive change by understanding their capacity to act.
Materials: Notebook.	
Steps: 1. Select the decision-makers you aim to influence to change the situation. To identify the most relevant ones, consider these questions: • Who holds the most authority in determining whether the change occurs? • Who is most willing to take action? • With whom do you have a direct connection, or who can you easily reach through your existing network? 2. Illustrate these elements on a mind map.	

STEP 2: Outreach to Assess Identified Gaps with Young People and Mobilise Stakeholders and Decision-Makers

'DREAMS AND ANGER'	
Timing: 35 minutes.	Participants: Professionals and young people.
Objectives: To identify young people's dreams and anger.	Description of the activity: The professional will have notified the group of young people identified in STEP 1 (based on outreach) in advance of their visit. The location of the workshop can be flexible, whether outdoors, in the street, etc. The activity can also be based on activities such as photo-language cards, urban walks, or conversations with people.
Materials: 1. A large poster. 2. Markers in different colours.	
Steps 1. (3-5 minutes) Individual reflections on the instructions: Think about a situation experienced by yourself or someone close to you that made you angry. Consider what made you angry and what dreams or aspirations you have related to this situation. Use a concrete, tangible experience as a starting point. 2. (10 minutes) Discuss your experiences in pairs or groups of three, sharing the situations that provoked anger or the dreams you identified. 3. (Time to be adapted) Share the key points from your discussions, group-related topics, or themes (facilitated by professionals working with youngsters or educators). Conduct a collective review to refine and define the themes without taking away their political meaning, i.e., without immediately associating them with specific concepts or actions. 4. Select one anger point and find a corresponding dream that could resolve it. Imagine an ideal situation (the 'moon') and consider what circumstances would be satisfactory. Explore whether other young people share the same questions, problems, and needs. Perhaps other groups are concerned about similar issues and could collaborate on addressing them.	

‘WWWVHW’	
Timing: 60 minutes.	Participants: Professionals.
Objectives: To gather information on a problem.	Description of the activity: This activity allows you to systematically collect information required to address a problem by following a logical line of questioning.
Materials: 1. Flipchart. 2. Post-it notes. 3. Felt pens.	
Steps: 1. Each participant individually answers the following questions: What is the current situation? Each participant chooses a problem they encounter in their work with young people, a gap they have observed that prevents young people from accessing their rights (observations on what did not work in the young people's pathway, what were the gaps in support, and what were the young people's feelings of anger and weariness in relation to their expressed needs (not those preconceived by the professional or volunteer). Who was involved? Who is involved, who has the problem, and who is interested in the outcome? Where is the problem located? When is it observed? How long have we had this problem? When did it appear? When was the problem discovered? How does it happen? How does the problem occur? Why does it happen? What causes the problem? 2. Participants combine their responses, discuss the issues, and create a summary of the problems. 3. Participants vote to select the issue related to a target population.	

‘Build the mobilisation strategy of stakeholders and decision-makers’	
Timing: 60 minutes.	Participants: Professionals.
Objectives: To prepare to involve stakeholders and decision-makers. To identify the room for manoeuvre and foreseeable resistance.	Description of the activity: This activity involves constructing an argument and a strategy to garner support from stakeholders and decision-makers, helping them see the value in the approach.
Materials: Notebook.	
Steps: 1. Foster an open discussion around these questions: • How can these stakeholders and decision-makers influence or facilitate change? • Where do they have the ability to make changes? What room for manoeuvre do they possess? It may appear self-evident, but stakeholders and decision-makers sometimes have multiple levers for action. It’s beneficial to outline your expectations from them precisely. 2. Write an invitation letter that includes these elements to invite them to participate.	

OR

<u>WORKSHOP 1: ‘BUILD THE MOBILISATION STRATEGY OF STAKEHOLDERS AND DECISION-MAKERS’</u>	
Timing: 90 minutes.	Needed material: Posters, various pens (pencils, markers, etc.), post-it notes.
Objectives: To identify the needs that professionals working with young people have, as well as the expectations towards the identified stakeholders and decision-makers. To create an action plan for connecting with one of the listed stakeholders and decision-makers with whom they have not yet cooperated.	Description of the activity: Given that the implementation of workshops during the YouthReach project has consistently revealed that professionals working with young people often grapple with their own feelings of helplessness in assisting young people, this workshop aims to explore what kind of support is lacking, how it can empower them, where they perceive their role, and where they envision the role of stakeholders and decision-makers.

Steps:

1. Start with an ice-breaking activity for connection and teamwork: 'rainy, sunny, cloudy'.
2. Each participant receives a sheet of paper and is asked to draw or map their 'River of Professional Path' from the beginning to the present. They should mark critical points that were crucial in their journey, highlight individuals or events that were significant at various times, and describe how these events or situations impacted them and their professional path. Participants present and discuss their rivers, looking for commonalities and opportunities to apply shared experiences to their work.
3. Divide the participants into groups, and each group addresses the following questions: what is lacking in your work in terms of support and connections; where do you see your role in self-empowerment; what can enhance your abilities?
4. Based on the group discussions, participants identify the stakeholders and decision-makers they perceive as crucial for strengthening and integration. They also pinpoint additional needs and expectations they have of these stakeholders and decision-makers and decide whom they would invite to implement the necessary changes.

Feedback: Encourage participants to share how today's workshop has affected them and what emotions and insights they are currently experiencing by moving around the room.

WORKSHOP 2: 'BUILD THE MOBILISATION STRATEGY OF STAKEHOLDERS AND DECISION-MAKERS'

Timing: 90 minutes.

Material needed: Posters, various pens (pencils, markers, etc.), post-it notes, skills cards.

Objectives:

To determine long-term and short-term goals.
To create an action plan to achieve these goals.

Description of the activity:

It is essential to identify the goals and formulate an action plan for the successful mobilisation of stakeholders and decision-makers.

Steps:

1. Start with an ice-breaking activity for connection and teamwork: 'Horsman' (game).
2. Develop an action plan for establishing a network: define the goals you aim to achieve, both short-term and long-term; identify the key messages you will convey to stakeholders and decision-makers; determine the communication channels you will use; select the platform you will use to collect documents; specify which documents you will collect; assign roles within the team; create a timeline outlining the sequence of activities.

Feedback: Distribute skills cards on the floor. Each participant selects one skill card for themselves and one for the group, explaining their choices.

STEP 3: Understand and Analyse

WORKSHOP 1: 'LET'S START'

Timing: 90 minutes.

Participants: Professionals with stakeholders and decision-makers.

Objectives:

To get to know each other.

To identify the critical elements for successful work with young people.

To identify good practices in working with young people.

To identify barriers to work and how to address them.

Description of the activity:

Since this is our first workshop, it's essential that we get to know each other. This is the first step in creating a safe space where everyone can actively participate.

Participants will explore critical elements for successful work with young people related to the identified problem topic, share their knowledge of good practices, recognise work-related obstacles and brainstorm strategies to overcome these obstacles at the systemic, organisational and individual levels.

Material needed: Attendance sheet, Dixit cards, posters, various pens (pencils, markers, etc.), post-it notes.

Steps:

1. Lay out Dixit cards on the floor and invite participants to select a card that resonates with them. They should introduce themselves to the group, mentioning their name, organisation, and what motivated them to join.
2. Collaborate with the participants to establish agreements that will guide the implementation of the workshops and subsequent steps. Write these agreements on a large poster and display them prominently.
3. Participants are asked to write their expectations for participation and any concerns on post-it notes. These notes are placed on a poster and displayed prominently, serving as a reference throughout the workshops to help create a safe and open environment.
2. Divide the participants into two groups and provide each group with a poster and pens. Each group appoints a spokesperson to present the group's findings on the following questions: critical elements for successful work with young people concerning the identified problem topic, known good practices, recognised work-related obstacles and strategies to overcome these obstacles at the systemic, organisational and individual levels.

Feedback: Conduct a finger evaluation, where each finger of one hand represents a statement: I liked it, it bothered me, I would change it, I will take it with me, it will stay here.

WORKSHOP 2: 'LET'S START'	
Timing: 60 minutes.	Participants: Professionals with stakeholders and decision-makers.
Objectives: To determine the most pressing common challenge to work on. To identify other potential partners among stakeholders and decision-makers.	Description of the activity: The objective of this workshop is to select one challenge to address from the challenges identified in the previous workshop. The aim is also to identify other stakeholders and decision-makers with whom we can collaborate to address the chosen challenge.
Material needed: A list of the challenges highlighted in the previous workshop (each participant receives a printed paper with the challenges), posters, various pens (pencils, markers, etc.) and post-it notes.	
Steps: 1. Begin with an activity to build group cohesion and prepare for work: Count to 20 in silence. Each participant says a number in turn, with no predetermined order of who speaks next, but participants need to intuit when it's their turn. If multiple participants say the same number simultaneously, start over. Continue until you reach 20 without errors. 2. Allow the group 10 minutes to discuss if anyone has any unresolved topics from the last workshop that they would like to address with the group. 3. Provide each participant with a sheet containing the challenges identified in the previous workshop. Each participant must choose the three challenges they find most important from the list. 4. Divide the participants into groups of three. Among the challenges selected as most important by each participant, they must collectively choose one that is most important for the group. Each group presents their chosen challenge, and collectively, the entire group selects one common challenge to work on and resolve. 5. After choosing the common challenge, participants are grouped again, and they identify other stakeholders and decision-makers they believe can assist in resolving the challenge. 6. On a poster, participants list organisations with which they already cooperate (or have cooperated) on the left side and those with which they have not yet collaborated on the right side.	

Groups are then asked to answer the following questions: what good practices in cooperation do you already have with these other stakeholders and decision-makers; what obstacles do you face when connecting with them; can any good practice overcome a specific barrier; where do we see opportunities based on our experience?

Feedback: In a circle, each participant says a sentence about where they are currently, what they are feeling, etc.

'ANALYSE AND DELIBERATE AROUND AWKWARD SITUATIONS'

Timing: 60 minutes.

Participants: Professionals with stakeholders and decision-makers.

Objectives:

To work on deliberation around unsatisfactory services or situations.

Description of the activity:

This activity aims to create an environment that encourages open dialogue for stakeholders and decision-makers to reflect on existing leeways.

The objective is to develop the 'Art of disputatio',⁶ as a means to foster democratic debate in the service of young people, overcoming the challenges in communication between various actors (linked to the places and roles of each, to the ethical positions). The 'disputatio' method is designed to promote critical thinking and respect for diverse perspectives without presenting any viewpoint as definitive.

Materials: Paperboard, notebook, post-it notes.

Steps:

1. Start by presenting the issues and unsatisfactory situations identified by young people, along with the mapping of actors and the identification of levers and brakes from the workshop 'Mini-stories' (shared reading of situations). Discuss the gaps in detail.
2. Invite the participants to reflect on the presented issues using individual post-it notes, then group similar answers for a collective discussion. Ask questions such as:
 - What are the challenges raised by this situation (social, economic, political, etc.)?
 - What does this situation reveal about society?
 - What historical factors contributed to the current state of affairs?
 - Who are the actors responsible for this situation?
 - On what arguments did the instigators base their answers?
3. Participants are then asked to reflect on the obstacles to current resolutions. Allow an individual time of 5 minutes for this, and then have a collective discussion. Pose questions like what is hindering the development of appropriate solutions for the needs of today's young people; what specific aspects are seen as obstacles to progress in these situations?

⁶ 'Art of disputatio': <https://www.ethique-politique.fr/disputatio-debat-contradictoire/>

Identify some key elements that are impeding progress to enable the development of new solutions for the services provided.

4. The next step of the workshop is to understand the existing leeways. To do this, begin by deliberating around awkward situations for the stakeholders and decision-makers. This involves observing what is working on the ground, starting with the 'arrangements' that have been implemented in practice.

- How are current situations informally addressed and resolved? What internal tweaks and leeways are made? What flexibilities exist?
- What are these adaptations (techniques, interpersonal relationships, etc.)?

Classify them by categories (table), then for each one, write down:

- What happens if these arrangements are changed? What are the potential consequences? What fears are associated with change, whether societal or institutional?
- Why are these situations considered awkward (in terms of hierarchy, themes and subjects)? What fundamental assumptions are challenged? Name three things in general.
- What measures should be taken? What flexibilities are available to managers and teams? In what space is discussion possible? Name three things in general.
- What conditions and ingredients are required for open dialogue?

STEP 4: Intermediate, Cooperate and Design

‘INTERMEDIATION TOOL’ TO PROMOTE THE CONSIDERATION OF DIFFERENT STEP 4: INTERMEDIATE, COOPERATE AND DESIGN INSTITUTIONAL OR SOCIAL CULTURES: INTERMEDIARY, TRANSLATOR

Timing: 45 minutes.

Participants: Stakeholders, decision-makers, youngsters.

Objectives:

To create a space for cooperation and determine its contours.

To define the content and form of the action.

To build bridges between different actors.

To create an action plan.

Description of the activity:

The aim is to analyse ways of improving existing services in several stages.

Care must be taken to allow for individual expression (using post-it notes, for example), then collective expression, to enable everyone to express themselves and to anonymise the answers to encourage open discussion.

Materials: Paperboard, notebook, post-it notes.

Steps:

1. Presentation of the preliminary steps.
2. Adopt a collective questioning around the following questions:
 - From the analyses produced, what practical perspectives can be identified to improve the system and practices?
 - What adjustments should be made to practices and tools to empower professionals, volunteers and the public?
 - What changes should be made to the service to improve it?
 - How can we ensure that the system allows for the development of citizenship, skills and autonomy of the public?
 - How to further integrate the service into its territory?
 - How can we encourage people to take ownership of the service?
3. What courses of action would make it possible to overcome the identified obstacles?
Brainstorming: Each participant notes one idea per post-it note. At this stage, it is not a question of being realistic or pragmatic but of allowing oneself to go beyond the framework. *It's time to dream and re-enchant the policy!*

4. Collective time: after presentation of the idea, the group fills in the following table:

Courses of action	Specific	Measurable	Achievable /Ambitious	Realistic	Temporal

5. The last step is to identify the constraints and margins of autonomy that all the actors have (the adjustments that exist despite everything)⁷ for each participant and determine the limits and the leeways for the specific gap.

'DESIGN THE ACTION TOOL'	
Timing: 60 minutes.	Participants: Stakeholders, decision-makers, youngsters.
Objectives: To prototype the action chosen in the previous stage and to carry out the work of modifying existing services to meet the needs of the population.	Description of the activity: The aim is to specify the action that is going to be implemented in the light of the previous stages, again giving priority to individual expression (using post-it notes), followed by collective expression.
Materials: Paperboard, notebook, post-it notes.	
Steps: ANALYSIS (45 minutes) Based on the previous work, everyone is invited, with the help of post-it notes, to identify and comment on the qualities and defects of the actions presented. Establish the list of qualities. DESIGN (1 hour and 45 minutes) Following the analysis, the group chooses an action that seems the best corresponding to the need and designs the different dimensions of the action with a focus on integrating the qualities of other actions that had been proposed. The different dimensions can be (not exhaustive): the services that have to be mobilised, the referent person, the form of the action, the medium used (formal, informal, paper, internet, etc.), the evaluation criteria, etc. The goal is to 'prototype' the action and push a concept as far as possible. PRESENTATION, EXCHANGES (30 minutes) Definition of the outlines of the action: how many people could be affected, how long would the action last, etc.	

⁷ Crozier, or Bernoux, *La sociologie des organisations*, p. 150.

'HOT AIR BALLOON'

Timing: 45 minutes.

Participants: Stakeholders, decision-makers, youngsters.

Objectives:

To deepen the chosen issue/problem.
To identify objectives, obstacles, resources, etc.
To list possible actions that address the chosen issue or problem.

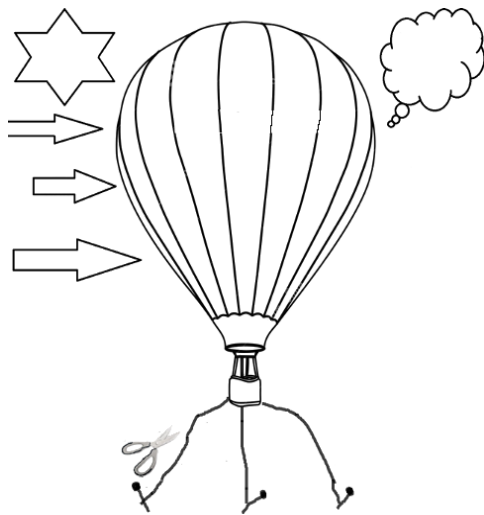
Description of the activity:

The participants complete a visual hot-air balloon to gather key elements about an issue: participants' goals, strengths and limits, resources, brakes and levers, as well as the actions that could have an impact on the chosen topic.

Materials:

A very large poster with the drawing below reproduced on a large scale.

Steps:



The poster is placed in the middle of the group. Together, the participants respond to the different aspects. Here is an interesting order to travel through this hot air balloon:

1. The issue, the question, the problem that the group wants to work on.
2. The finality, the goal, the dream.
3. The participants: their names, their strengths, their limits.
4. Favourable winds: resources, availability and skills present in the group and in its environment.
5. The brakes: what prevents you from achieving the goal?
6. The levers: what will allow the removal of the brakes?
7. Actions that could be taken to achieve the goal.

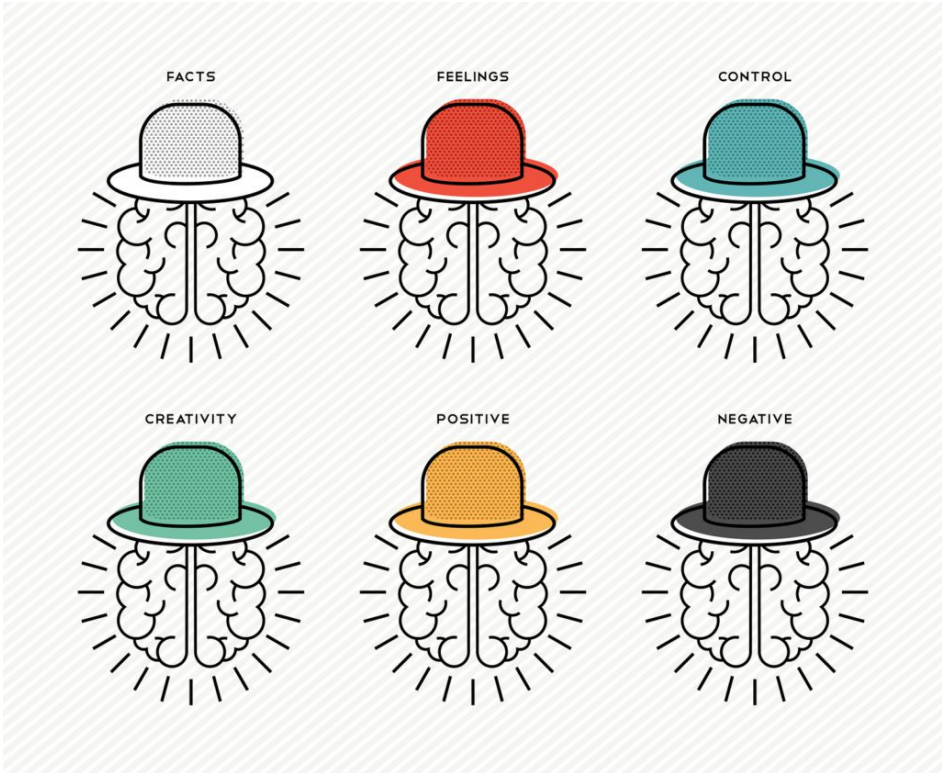
For the first two points, it is vital that the group reaches a consensus. If necessary, the various proposals are debated in order to find a formulation that suits everyone.

For the other points, as in brainstorming, all ideas are noted. It is essential not to limit oneself and to allow everyone to say what comes to mind without judgment. Sometimes, an idea that mobilises an entire group can emerge from the craziest ideas.

The order must not be binding. If a participant has an idea on a point that has already been worked on, they can always add it.

‘WRITE A COOPERATION CONTRACT’	
Timing: 90 minutes.	Participants: Stakeholders, decision-makers, youngsters.
Objectives: To agree on the scope of the action. To lay the foundations for collective cooperation.	Description of the activity: You propose that all the present actors draw up a framework for cooperation. This is an agreement in principle on the working arrangements that will be implemented: what will be the scope of the action; how many people will be involved; what are the consequences in terms of the organisation of services, etc.? This document has no legal force, but it does enable the basis for cooperation to be agreed collectively. It can be adjusted in progress during the implementation.
Materials: Notebook.	
Steps: 1. Everyone writes down the elements that are essential to good cooperation on a post-it note. 2. One of the facilitators (the best if it's an ‘uninvolved third party’ who has followed the process, a researcher, for example) categorises them and suggests a reading. 3. Choose the elements to be included in the cooperation agreement. 4. Prepare the first collective draft of the agreement. 5. The facilitator proposes a summary, which everyone must then validate.	
Feedback: At this stage, the participation of the ‘uninvolved third party’ is essential, as it will help to decentralise oppositions and find solutions that suit everyone.	

STEP 5: Implement, Observe and Expand

'BONO'S SIX HATS'	
Timing: 35 minutes.	Participants: Stakeholders, decision-makers, youngsters.
Objectives: To evaluate a project by examining all aspects. To expand our reasoning patterns.	Description of the activity: Examine the action from different angles.
Materials: 1. A large poster. 2. Coloured cards to symbolise hats. 3. Markers of different colours.	
Steps: 1. The facilitator invites each participant to fill in an idea (things to change or keep) on a post-it note. 2. The facilitator classifies them on a paper board for all to see them. 3. Each participant chooses one hat, and then you do the collective discussion with different 'hat profiles' on various ideas. 4. Learnings: the things to change, to keep.	
 The diagram illustrates Bono's Six Hats, a thinking tool. It consists of six colored hats arranged in two rows of three. Each hat is labeled with a specific mode of thinking: Facts (grey), Feelings (red), Control (teal), Creativity (green), Positive (orange), and Negative (black). Below each hat is a stylized brain icon with radiating lines, symbolizing the mental activity associated with each hat.	

- **White hat:** This one represents **neutrality**. The person who wears it must, therefore, not make any judgment or interpretation. It will simply set out the facts objectively.
- **Red hat:** This colour refers to **emotional criticism**, and the information that emanates from the one who wears this hat is emotions, feelings, intuitions, etc.
- **Black hat:** This is the hat of **negative criticism**. In other words, the wearer intervenes to highlight the risks and dangers that an idea can raise. In short, it is the voice of caution.
- **Yellow hat:** This is just the opposite of the black hat. The thinker is led here to make **positive criticism**. In other words, they are optimistic and always throw **constructive criticism** of the ideas proposed by the other members of the group. They are perfect dreamers who will stop at nothing.
- **Green hat:** This is the hat of creativity that generates all new ideas. The person who wears it always emits **alternatives** to what is proposed. **They provoke new ideas and propose them.**
- **Blue hat:** Since there is an **organiser** for everything, it is the one who wears the blue hat who is in charge of it. They are the ones who lead the meeting and make sure that everything runs smoothly. They are also the **facilitators** and leaders of the group.⁸

'COLLECTIVE REPORT'	
Timing: 35 minutes.	Participants: Stakeholders, decision-makers, youngsters.
Objectives: To prepare an overview of the steps of the action plan, the results achieved and agreements for the future.	Description of the activity: Prepare reports of the activities carried out by the responsible persons who have assumed specific roles and review or determine the activities that follow.
Steps: 1. Introductory connecting activity: we draw numbers up to 10 with hips. 2. We look at what goals we have set for ourselves and what activities we have determined; each of us reports on what was done, what obstacles we faced and what the results were. 3. On the basis of what has been said, the activities that still need to be done are formed, and the roles are divided.	
Feedback: In the circle, everyone tells how the implementation of the activity affected them, what were the positive things, what they would change, and how this example of cooperation can help them in their work.	

⁸ <https://byrigi.wordpress.com/2016/02/11/six-thinking-hats-by-edward-de-bono/>

‘ACTION PLAN TO PUBLISH THE RESULTS’	
Timing: 60 minutes.	Participants: Professionals, stakeholders, decision-makers, youngsters.
Objectives: To inform about the results. To prove the changes are possible! To make sustainable changes to the construction of youth policy.	Description of the activity: This is a workshop for professionals in which stakeholders, decision-makers and youngsters can be involved. It will help to identify elements that can be reproduced in other contexts. The aim is to show that changes are possible and that regulations can evolve to meet the needs of young people.
Materials: paperboard, notebook	
Steps: 1. Start this workshop with an icebreaker to create an excellent condition for work. 2. The first round of questions: • Based on previous assessments, how to deploy the action, generalise it or not (how to sustainably transform services or rights)? • Who are the decision-makers who need to take action in this area? • What action plan should be put in place? 3. Second round: • Who could be interested in the results of the implementation? • What needs to be done to get the message across (See the tool ‘Build the mobilisation strategy of stakeholders and decision-makers’).	