

# MODEL

EXAMPLE MODEL FOR ADOPTION AS PART  
OF THE CONCEPT IN THE YOUTH CENTRE



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ENGLISH



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In a perfect society, everyone is employed, has the same chances of success, is treated equally and is not at risk of falling into poverty. The reality, however, is different and highlights the inequalities within the school system and especially within the labour market. The population affected by these inequalities largely comprises people of non-Luxembourgish origin, people with physical and/or mental disabilities, people who have sought refuge in addiction and people who have not been supported by their relatives. This population is subject to a more widespread failure and is unable to find its place in the social system more generally. This part of the population is more accurately called **NEET**: [Not in Employment, Education or Training](#). The aim of *Outreach Youth Work* is to help these young people who have lost their way in their emotional, social, educational and professional development. Given the situation in which they find themselves, the challenge is to guide them and support them so that they can transition from inactivity to activity voluntarily and within the framework of their living environment.

# 1. Target Group

## INACTIVE YOUNG PEOPLE WITH TRANSITION DIFFICULTIES

The term NEET – *Not in Education, Employment or Training* – refers to anyone who is not attending any educational institution, is not undertaking any training and is not employed in legal work. This group includes adolescents and young adults in very different life situations that are not necessarily difficult or precarious.

According to the results of the *National Report on the Situation of Young People in Luxembourg 2015*<sup>1</sup>, there are four sub-categories:

- > Unemployed people;
- > People with physical or psychological disabilities, people suffering from chronic illnesses, who are unable to work either temporarily or permanently;
- > People caring for family members, household members and children;
- > People taking a break on a voluntary basis, for example for training, due to voluntary commitments or simply to take a one year<sup>1</sup> sabbatical after graduation.

The study *NEETS in Luxembourg*<sup>2</sup> shows that inhabitants in Luxembourg in the NEET situation are mostly school dropouts and young stay-at-home mothers. According to the 2011 population census, of all those people in a NEET situation, almost half are reported being unemployed and/or not in training.

“A NEET can therefore be a young person leaving the school system with a certain level of education but unable to find a job, just as much as a dropout with no qualifications.”<sup>3</sup> At Outreach Youth Work, the focus is on inactive young people, at a particular point in their lives, with limited resources available to motivate them and help manage their professional development, as well as on people with physical and psychological disabilities.

This population is considered unknown, or even non-existent, because they exist outside any training system, outside employment support structures or measures, outside volunteer and/or voluntary training or organisations, and therefore formally inactive in all senses of the term.

<sup>1</sup> Information from the *National Report on the Situation of Young People in Luxembourg 2015 - The Transition from Adolescence to Adulthood*, Chapter IV, point 4.3.6.

<sup>2</sup> Milmeister, P., & Berg, C. (2012): «NEETS» in Luxembourg: Explorative Studie zu Konzept und Phänomen, mit Einschätzungen von Akteuren aus dem Jugendbereich. Luxembourg: University of Luxembourg.

<sup>3</sup> Quote from the 2015 Statistics Brief, NEETs in a Dynamic Perspective, Luxembourg General Inspectorate of Social Security, Mireille Zanardelli, December 2015.

<sup>4</sup>Quote from the 2015 Statistics Brief, NEETs in a Dynamic Perspective, Luxembourg General Inspectorate of Social Security, Mireille Zanardelli, December 2015.

<sup>5</sup>The NEET Study commissioned by the SNJ and carried out by IGSS and LISER analyses the paths taken by NEETs in Luxembourg.  
[http://www.mss.public.lu/actualites/2015/12/art\\_cahier\\_stat/index.html?highlight=NEET](http://www.mss.public.lu/actualites/2015/12/art_cahier_stat/index.html?highlight=NEET)

<sup>6</sup>Abraham Maslow's pyramid of needs. *A Theory of Human Motivation*, 1943. Maslow defines a human being as a single unit that has physiological (structure of the physiological and biological body), psychological and sociological (safety, belonging, recognition) and spiritual (overcoming) aspects.

According to the NEET study carried out by LISER<sup>4</sup>, there are very few dynamic analyses on the problem of NEETs due to the lack of available data on the paths that NEETs take. That being said, it is important to be careful not to overestimate the number of NEETs that really need intensive support. Some of these young people are in an inactive situation because they want to be; they do not feel or express a need for any immediate change and support.

Inactive young people in the NEET situation targeted by OYW find themselves in precarious situations and are unable to become active again on their own. They are held back by demotivation linked to successive failures, compounded by socio-family, financial, health, addiction to legal or illegal drugs, housing or other problems. They are often vulnerable and weak and have been inactive for an extended period, often unintentionally<sup>5</sup>.

Despite the existence of numerous organisations active in the youth sector, this target group does not always receive the right mentoring for their needs. Some young people who are inactive and in a NEET situation, given their very poor motivation, their almost non-existent resources, their lack of understanding of the Luxembourg system and their low self-esteem, need intensive mentoring that revolves around the most basic needs: the need for self-fulfilment, and self-esteem, as well as the need to feel like they belong and to feel loved<sup>6</sup>.

These young men and women need to be considered in all their complexity and with all the aspects that have so far formed their course in life. The lack of prospects as a result of repeated academic, professional and personal failures has led to a significant loss of benchmarks that are difficult to regain.

Some live in isolation in their homes and have stopped all contact with the outside world, to the despair of their parents and those around them. This isolation makes the "research" work complicated and requires a considerable time commitment.

In addition, there are those young people actively looking for work, but who fail because of their low level of qualifications and lack of experience. Generally speaking, these young people are relatively quickly transferred to services adapted to their needs.

## 2. Youth Work and Individual “Tailor-Made” Support

Working with young people in a NEET situation goes far beyond fun activities and focuses on the concept of “activating” young people through practical activities and projects (learning by doing) tailored to their individual needs. In order to support young people in their activation, youth work is an important pedagogical tool which helps young people, through practical activities or initiatives (individual or group-based) to understand their potential, to become active and to rediscover a taste for developing their personal skills and having an active social life.

This is a creative and open-ended approach insofar as the activities offered to a young person are not predefined and pre-formatted, as they would be for a voluntary service or employment initiative for example, but are open in terms of their format, form, duration, content and purpose. It allows the young person to create their own activation initiative with the help of the Outreach Educational Officer (EO).

This individual initiative can take different forms, such as a short-term placement with a local player in the public or private sector. This placement to complete simple tasks over just a few hours could be a motivating factor for the young person.

Another possibility could be a group project where the young people decide to make something, create a work of art, shoot a film about their life in the NEET situation, take a walk together or socialise with each other. It is the young person who decides for him/herself which activity, in his/her specific situation, is the one that they could benefit from. There is no requirement for a concrete result. Youth work is open to any kind of process. Sometimes, the young person is not ready to become active; he or she needs to come and rest or just needs to speak to the EO. Everyone's pace is different. It takes as much time as necessary to move forward, to volunteer at an association or to submit an application to ADEM (the public employment service).

During interviews with the young participants, the mentor tries to find out about their desires and abilities in order to explore the different tracks of individual or group activities that he/she would like to pursue.

Often, these young people are isolated and have lost contact with society and the world of work. An activity that takes place in the real economy may help them regain a taste for becoming active with a view to a more concrete or challenging project. The aim is to use the myriad of resources available to guide young people towards a path that can lead to a more stable future, preferably in a sustainable way.

Furthermore, it is possible to use volunteer work as a tool to help young people reconnect with the world of work. The advantages of volunteering are too often underestimated because it is misinterpreted. The people who do volunteer work gain more experience, knowledge and skills in return.

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# 3. Methodology

The methodology applied is made up of three components: mobile youth work, the implementation of a change plan as part of a change *process*, and finally support towards a service tailored to the needs and objectives to be achieved.

It is very important to note that participation by the young people is voluntary. No young person is required to take part or attend appointments, and contact will not be discontinued until the young people request this of their own free will. Participation is therefore open and free, with no constraints or commitments.

## Different Methods Applied to Identify the Target Group

### Mobile Youth Work versus Street Work

The method used to find and support the eventual beneficiaries, commonly called “aufsuchende Jugendarbeit” in German, in English “mobile youth work”, is a method derived from the “street work” concept.

*Street work* is still clumsily used on a daily basis to define another kind of work: *mobile youth work*.

Although both activities take place outdoors, and particularly on the street, differences do exist in the role and in the definition of the person assuming that role: the *street worker* is generally a social worker (social work scope - social pedagogy); the *mobile youth worker*, as the name suggests is a youth worker (youth sector scope, pedagogy related to young people)<sup>7</sup>.

This results in the differentiation of the target group: *street workers*, who tend to deal with highly marginalised youth people and adults (drug addicts, homeless, prostitutes, etc.); they also act as intermediaries between those that are marginalised and the care and support structures. *Mobile youth workers* on the other hand, work mainly with young girls and boys who can no longer be reached by youth services or who no longer wish to be reached by them. These young people are generally not marginalised (with a few exceptions), but are instead disillusioned, disoriented and overwhelmed by the barriers created by existing school and professional systems, and sometimes abandoned by these same systems.

However, several characteristics are the same across both concepts: accessibility, consideration of individual needs in relation to the living environment, voluntary nature of participation, acceptance of people as they are, the guarantee of a relationship based on trust and anonymity, consideration of cultural values and concepts, and finally the type of person.

<sup>7</sup>Otto, Hans-Uwe; Thiersch, Hans (Hrsg.) (2001): Handbuch Sozialarbeit - Sozialpädagogik. Luchterhand, Neuwied, S. 1227



## Mobile Youth Work as part of Outreach Youth Work

This approach should be considered as an offer of “I come to you, you come to me, and we move forward together, if that's what you want”.

Mobile youth work requires a presence on the ground, outdoors, on the street, in short, where mobile youth workers are most likely to meet young people in the NEET situation and can approach them in a way that means they feel at ease. Typical meeting points for young people are railway stations, playgrounds, skate parks, schoolyards and out-of-view places such as underpasses, backyards, etc.

For a youth worker to establish a presence in the territory, he/she will need to go to the same places on a regular basis, possibly with some kind of marking that make him/her recognisable (for example, a particular backpack, a t-shirt, jacket or cap displaying the logo, etc.).

The mentor must have the ability to talk to young people, but must also have the ability to know when it is time to stop. It may prove necessary for two people to carry out this work for safety reasons, but also for exchanging ideas and information.

This method may take some time depending on a young person's trust in the mentor, but also on whether they need and want to change their current situation or not.

## Making Contact at Home

In parallel to mobile youth work, a more targeted method is being introduced: making contact at home.

ADEM staff are in regular contact with the EOs in order to make the offer more accessible and to support the young person in a more holistic way, each organisation working within the limitations of its duties. The Outreach team regularly receives from ADEM a list of addresses of young people registered in the “Youth Guarantee” programme who, after their first appointment, did not attend again for several months, resulting in the closure of their file. So that ADEM can forward their contact details to the EOs, a written and signed agreement is presented to the young people when they first register with ADEM.

The Educational Officers (EOs) visit the homes of inactive young people in order to get in touch with them, explain their role and, in the best case, make a start on the motivational work.

## Communications, Public Relations

### *Public relations at events*

The EO's presence at local events, whether for all audiences or with a specific theme (e.g. linked to training or work), helps to create or renew relations with other services, but also with the young people being targeted or parents.

It is just as important to be in contact with public and community services with the aim of exchanging information on everything that might be useful in relation to mentoring young people.

### *Door-to-door leafleting*

Recognising that some young people in difficult transition situations isolate themselves at (the family) home, one way to contact them (or their parents) is to distribute door-to-door an informative leaflet about the service (ideally carried out every six months).

This leaflet also serves to promote the existence of this service and to raise awareness among the entire population (private individuals, associations, businesses, etc.) in order to facilitate the development of a local partner network.

### *Word of mouth*

Word of mouth is a good tool for distributing information about the availability of a mobile youth worker. This information may encourage people to make contact and take that first step in a change process.

### *Connecting with other services*

<sup>8</sup>See point 6.2.

In order to be able to implement case management effectively<sup>8</sup>, the EO is in contact with services at the national, regional and local level that are relevant to the needs of young people (addiction, homelessness, housing support, volunteering, training, employment, etc.). The aim is to establish useful and regular collaborative efforts to mentor young people in all facets of their lives. The EOs need to be aware of as many useful services as possible in order to be able to contact them quickly and respond to sometimes urgent needs. Conversely, some services contact EOs when their professional abilities and limitations prevent them from stepping up their work with their beneficiaries, either because of a lack of time or simply because more intensive mentoring is not provided as part of their duties.

## Mentoring

One-on-one interviews make up the core of the mentoring provided by the EOs. EOs use one-on-one interviews as an opportunity to deepen their relationship with the young people, to get to know them through establishing a case history and to initiate a change process, with the intention of achieving their (achievable) goals in the short, medium or long term.

These interviews can be driven by various methods, but it should be noted that these methods should not be used in a bureaucratic way. Instead, EOs should have internalised the concepts and issues that may be advantageous during the change process.

### **Relationship of Trust**

Creating a strong connection with young people is of significant importance. It is essential to understand that most of the young people targeted have a heightened sensitivity in unknown situations, particularly if they have not had positive experiences with others. They are often very introverted or, quite the opposite, extroverted but playing the part of a strong person, which acts as a protective shield. It is therefore essential to be able to access their personality so that they can work efficiently.

An essential prerequisite is that the mentor be “authentic”; any mentor who “plays his or her role” will only respond to the needs of young people in a basic way, regardless of how proficient they are in using the methods for conducting one-on-one interviews. Young people have antennas that are very receptive to everything that is not “true”. The aim is to create a space that is friendly, accommodating, relaxed and safe so that a relationship of trust can be created.

This first step requires great sensitivity and an open mind, and it is an advantage for the mentor to be able to demonstrate his/her professional experience. The mobile youth worker can suddenly assume the role of the parent, friend or confidant that the young person may never have had.

Once the relationship of trust has been established, EOs can begin the actual mentoring work because the young people will be more receptive to information, suggestions and encouragement to embark on a change process in their current life situation. It should be noted that, while there are standardised tools for conducting interviews, success will depend on the relationship with the young person, his/her personality, needs, background and personal development.

## Change Process

The change process starts from the moment the young person realises his/her situation and wants to make a change in his or her life. The moment of realisation – the famous light bulb moment – is very personal and is defined differently depending on the situation in which the young person finds him/herself. Some become disoriented, others lose their bearings, become introverted, paralysed and constrained by their own fears and low self-esteem. Others may become more dynamic and have quite clear objectives.

Youth work plays a key role in triggering or reinforcing the desire to change the current situation and in developing a personal plan for the future. It enables an activity, a personalised initiative, volunteer work or a project (either individual or group-based) to be identified, planned and implemented for and by the young person him/herself, who will be the driving force. This “learning by doing” experience enables a change of perspective through the activity and through the release and awareness of the young person’s potential.

<sup>9</sup>See the appendix for the questions contained in the change plan that can be asked.

## Case History<sup>9</sup>

For the EOs, a process of peeling back the layers on the young person’s situation is carried out on an ongoing basis during mentoring: who is he/she, what is his/her level at school, professionally, how is his/her family made up, good or poor relationship with his/her family, why, who are his/her friends, what has he/she experienced, how, why, what scares him/her, what makes him/her happy, what motivates him/her to get out of bed, what keeps him/her there, what are the things that he/she considers to be obstacles, how does he/she plan to overcome them, his/her strengths and weaknesses, etc.?

The EO must be able to make young people aware of the reality surrounding them without disillusioning them or getting their hopes up.

This case history is built up gradually as the young person expresses him/herself, no matter where or when. Most importantly, the case history must be carried out *in collaboration* with the young person, knowingly, and he/she must be able to access and change this document at any time. Based on the information gathered, ways forward that are achievable preferably in the short term, but also in the long term, can be developed and the various stages defined to achieve the desired goal. This work primarily involves relationship building: speaking, listening, understanding, contextualising, opening up and reflecting together.

## Empowerment

The concept of “empowerment” is generally defined as developing the power of individuals and groups to act. Empowerment encourages people to take charge of themselves and become *autonomous* and *responsible* for their actions, to become the main actor in their lives and participate actively in the chosen change process, possibly with the help, guidance and advice of a mentor.

As empowerment is an intangible concept, it can and must be applied throughout the relationship with young people. Empowerment contains the work “power”, a synonym for strength, and it involves *strengthening* the personality and self-confidence of the young people in question. This strengthening is achieved through attitudes and words such as: praise, urge to do, inspire, motivate, develop, comfort, reassure, move forward, encourage, etc. The young people being mentored have rarely experienced such special attention being given to them, whereas every human being needs positive emotions for the cognitive and emotional development they need to be able to live in society.

This strengthening also focuses on the activities, the individual or group initiatives, carried out as part of the approach to youth work. The young person will be strengthened by the emotional, social and cognitive experience he/she has gained through the practical activities carried out by and with the young people themselves. Peer-to-peer work can be an interesting tool in terms of empowerment.

Empowerment is one of the most important components; without it, the work undertaken is meaningless.

## Change Plan

The change plan is part of the change process. It is a simple tool that is used to track and record the young person's journey. The change plan is developed during the one-on-one interviews, and the EO takes note of everything that was captured in a personal file.

This tool (its form may vary, it may be more text-based, more visual, with pictures) can be used as a visual reminder of the stages predefined together with the young person and must be adapted and changed according to how the transition develops.

The change plan includes four steps:

- > Clarification of the contract: what the young person's expectations are, what services the EO can provide;
- > The young person's current situation: socio-family situation, level of education, housing and health, reason for inactivity, limitations and obstacles, skills, talents and qualities;
- > The relationship with the young person must be sincere and stable, so that the young person can build trust;
- > The different stages defined with and by the young person;
  - The different stages are defined in a reasonable and achievable time frame. These stages can vary greatly depending on the objectives set.
- > The set objectives;
  - With the young people, define achievable objectives that take their predispositions and experience into consideration.

## Joint Activities

The EOs are responsible for organising the joint activities for the young people targeted for a variety of reasons.

First of all, these activities are a first step towards activation in general: the young people have the opportunity to leave their homes, to break their routine, which is often a vicious circle. These activities allow them to experience something other than their own suffering or that of their parents, to have positive experiences and above all to learn.

Furthermore, these activities support the young people in learning new social skills that will be useful in the world of training or work: punctuality, respect for others, autonomy, decision-making, accountability (for their own actions), trust.

Through sports activities, some young people are also confronted with their fears and limitations, but also with an awareness of their own body, and they learn to manage these different feelings. Cooking activities can promote healthier eating, awareness of personal hygiene, managing a small budget, an organised and structured way of shopping, learning about other food cultures. Cultural activities can promote awareness of those around them, listening, creativity and imagination, the discovery of previously unknown skills, intercultural exchanges that encourage acceptance of other people's differences.

During these activities, the EOs take advantage of the opportunity to build a bond of trust to help them work better with the young people on an individual basis. At the same time, the young people can meet other mentors and possibly ask for someone other than the mentor they initially met and refer to that person if their initial contact person is absent. Finally, the young people will meet other young people in similar situations. Meeting each other and exchanging views can promote identification (or even assimilation) with a group, stimulate the desire to be less isolated (I am not the only one), create new friendships and develop the ability to work in a team.

Peer-to-peer activities between “active” and “inactive” young people are considered very beneficial. Experiences within a socially heterogeneous group can motivate the target group to want to initiate change. These activities can be organised through youth centres to encourage inactive young people to get involved with youth centres.

It is important to note that joint activities are not organised solely for the purpose of participating in an activity per se. The objectives are thought out and adapted in order to promote social development among young people, but also to be able to exploit the hidden resources and potential of each young person individually.

## Individual “Tailor-Made” Support

During the previous stages, namely participating in joint activities and one-on-one interviews, the EOs gather a lot of information about the young people and, together with them, can develop tailor-made support.

A young person's new talents can be encouraged more easily through possible networking with local partners, hence the importance of building a network of local partners. Several examples can be used to illustrate this process:

- > During follow-up, the EO and the young person discover that this young person is not only interested in cycling but also in maintaining bicycles. It would therefore be up to the EO to contact - insofar as possible - an association, club or other group of amateur or professional cyclists that could help the young person discover the discipline of cycling or the job of a bicycle mechanic.
- > Another young person does pencil drawings but has never dared show them to anyone. The EO can motivate the young person to share his or her passion and contact other artists or even someone to organise an exhibition in one or more youth centres, for example.

It should be noted that this tailor-made support requires - for the weakest young people - a lot of time and will, for some, be difficult to accomplish.

## Accompanying a Young Person to Another Service

The final stage of the change process involves accompanying the young beneficiary to the service that best fits the needs defined and the objectives set. The EO must be able to determine when the young person is ready to move to the final stage of the change process. The mentor will use all the information that he/she has to decide which service is best suited to the young person's situation. An integral part of this support is good preparation before being taken on by another organisation. The mentor ensures that the young person has been informed about all the procedures and requests that he/she will have to deal with in the other services. The young mentee is, however, required to act independently, as the mentor's role is only as a physical escort.

The structures are chosen, as stated previously, according to the objectives set and the young person's needs, for example: a psychological follow-up, a medical follow-up, a voluntary undertaking, the search for sheltered housing, an exploratory work placement, the search for a job, enrolling in education (training/apprenticeship), etc.

The role of the mentor as a *case manager* is highlighted in the last stage of the change process, because it is here that he/she becomes the intermediary between one or more services/structures and the young person.

Ideally, at this stage, the young mentees are able to take the initiative and make decisions about their future development independently.

### Reference Person

It should be noted that, even if the support work has been successful and the young people have formed a relationship with other structures and/or services, the mentor remains the trusted reference person, if needed. Since the relationship is voluntary, the young people are free to contact their mentors whenever they wish.

When young people trust their mentor, they tend to refer regularly to the same person for all sorts of needs. The EO will therefore remain as the reference person until the young people feel they are ready to take their own path independently.

The EOs are a kind of pillar that the young people can rely on in times of instability and uncertainty.

## 4. Partner Network

In order to provide the best possible support for young applicants and accompany them to the appropriate structure, it is essential to establish a network of partners at national, regional and local levels. The importance of knowing the social sector, especially the youth sector, has already been emphasised in another section. Without this information, the mentor (case manager) will be unable to carry out the task assigned to him/her, move the change process forward and eventually close it.

The formation of partnerships is based on a continuous process that is dependent on the number of services and structures in question, managed and maintained by the EO over the long term.

There are two kinds of partner networks: the first contains all the services to which young people can be referred in order to continue their journey towards achieving their objectives; the second consists of associations or foundations ready to welcome young people so that they can take part in short or long term voluntary work or even receive individual, tailor-made support. These are partners who volunteer to give young people the opportunity to improve their future.

EOs are therefore advised to develop a local network by attending events or establishing contacts on an ad hoc basis, for example. This work is essential for providing individual, tailor-made support.

# 5. Educational Officer (EO)

A graduate with a degree is the basic requirement, but this is not the most important. Human skills and attributes, intellectual and analytical abilities, as well as a holistic approach to perceiving and understanding the context in which the work is carried out, are essential.

## Summary of EO's Remit

<sup>10</sup>The change plan involves defining clear and achievable objectives and the proposed way of achieving them.

- > Identify and meet young people in their usual environment (home, outdoors, bistros) and build a relationship of trust.
- > Establish profiles for the young people and prepare change plans<sup>10</sup> with them.
- > Provide information on the various social welfare schemes and refer them to the appropriate services.
- > Physically support the young people through the steps defined in their change plan (ADEM, welfare office, ALJ, etc.).
- > The EO's role is limited to connecting with and guiding the young people towards other services. He/she does not interfere in the care of the young person by the service but remains available as a trusted external person at the request of the young person.
- > Document the profile of the eventual beneficiaries and their change plan.
- > Set up activities and short voluntary work placements for the young people targeted, based on their needs, and encourage them to participate.
- > Create a network of local partners and provide the link between the partners and the young people. Mobilise the partners and increase their awareness so that they can contribute to their social, educational and professional (re)integration efforts.
- > Attend planned continuing professional development courses.
- > Participate at monthly meetings between mobile youth workers.

## Case Management

*"The case manager acts as a liaison between the client/patient, the people around him/her (family, friends, etc.), the various professionals, the paying agencies and the community. Case management serves, on the one hand, to improve communication and coordination between the different players and, on the other hand, to reconcile their interests through a shared process, focused around a clearly defined objective. The aim is to overcome the boundaries between the various highly specialised professions. Another important element is that the client/patient and, if necessary, the people around him/her are involved in the decision-making processes as contractual partners (participation). Case management therefore operates according to the principle of empowering the client/patient (empowerment) and the systematic use of resources."<sup>11</sup>*

<sup>11</sup>Source: <http://www.netzwerk-cm.ch/page/documents-francais>



The case manager must, as mentioned above, have a thorough knowledge of the system in which he/she operates and be able to coordinate between several supervisory structures. The mentor and the young person are situated in the middle, surrounded by all the other players, and they choose one or more players that are necessary and useful for the young person.

The EO can also play the role of counsellor, informer, intermediary, activator, motivator, transmitter or the honest person who does not create false hope.

This reflects the perception of professionals, but the perception of young people is often quite different. The role of the EO will change for young people in relation to each experience and each personality. This role can be the trusted person, the friend (professional), a parent (mother/father), or anyone trustworthy who the young person has not had the opportunity to meet during his or her lifetime. The EO can also be the person to whom the young people refer when they need to be comforted or reassured. Here again, the importance of the established relationship of trust is emphasised.

EOs are bound not to build personal relationships beyond the professional environment with young people. If the young person wishes, the EO can make contact with and meet his/her parents. EOs respect the legal framework in all their actions, such as not using illegal substances with the young mentees.

## Team Work

The team of Education Officers (the entire group of mobile youth workers in a youth centre) should meet once or twice a month. The aim is not only to discuss particularly difficult cases and the most appropriate solutions, but also to support the team and pass on important messages and information. To safeguard themselves, EOs are expected to talk about situations that are difficult to deal with on their own.

## Working Hours

Flexible working hours:

- > Adjusted according to the opening hours of youth centres
- > Adjusted according to the needs of the eventual beneficiaries
- > Adjusted according to dates/times of regional meetings
- > Adjusted according to continuous professional development requirements

## 6. Other Important Information

### Support for youth centre managers

The *Entente des Gestionnaires des Maisons de Jeunes (EGMJ a.s.b.l.)* as the initiator and manager of the pilot project co-financed by the European Social Fund can be contacted for any questions related to the implementation of the Outreach Youth Work model.

### Data Protection

EOs use Excel spreadsheets made available by the EGMJ to compile all kinds of information on young people, which must remain confidential. EOs are subject to professional secrecy and are obliged not to disclose confidential information to third parties. Anonymity must be guaranteed.

All statistically significant general information must be entered in the logbook supplied by the youth centre managers in order to be able to produce annual statistics.

### Office Location

Preferably, the EO should have an individual office that can be locked, where he/she can conduct one-on-one interviews in a quiet environment, and where he/she can safely store all confidential documents on the young people, as well as all his/her computer and administrative equipment.

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General information :  
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Avec le soutien du  
Fonds social européen



Entente des Gestionnaires  
des Maisons des Jeunes



LE GOUVERNEMENT  
DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale,  
de l'Enfance et de la Jeunesse