

# NEWSLETTER

European Companionship in Education, training by travel  
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## It's a matter of excellence

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## A "win win" for business and for humanitarian companies.

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## Transferability of MECETT©: Secondary benefits observed in the field

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## We learned a huge amount and made great progress as a result of this encounter!

Olivier and Philippe, who work as advisers in ORES' internal occupational health and safety service (SIPP), were both chosen by their supervisor to test MECETT© as learners. They talk about their experience. [Read more >](#)



## Working means constant learning

The aim of the institute to which we belong – the Institute of Ergology at the University of Provence in France – is to expand our knowledge of work as an activity. Hence it is no surprise that we responded positively to an invitation to reflect on the ECETT method, which is based on the philosophy of learning from peers and exchanging knowledge. [Read more >](#)



## ECETT network news in brief

A harvest of Good practices; More than 150 traineeships over the last two years; Mobility Grants for the next years; New networks in the human centered occupations; Video on MECETT©, A cold season is coming; Manual of transfer of MECETT©. [Read more >](#)

## It's a matter of excellence

Successful organizations have a strategic vision and the operational excellence in its deployment. The learning method MECett© is unique in its way to address the later in four major areas:

- The reason to learn is the objective to reach. This is also the way to measure
- Learning effectively from the actual experiences is very profitable. However you need to organize it.
- Know-how is a leading edge asset if identified, saved and perpetuated.
- Pride is an unrivalled motivation to be every day better

Let review those very briefly.

### **The organisation objectives are the reason to learn**

The foundation of the MECett© method is to formally start from an organisation objective other than the education goal itself and to evaluate the development of the individual against the achievement of such objective.

Goals can be assigned to individuals or teams. However the education program is applied to each individual separately. The first step for an apprentice will be to define the objective of the learning in line with the goal of his organisation. MECett© will help than the apprentice to identify and then (in combination with other tools) to acquire the competences and knowledge necessary to reach the goal

### **Learn from the network**

The second step in the travel file is to get the support from the members of a network of masters. The principle of the method is that the individual is at the centre of the process. With the help of the organisation and the MECett© support group, he is responsible to establish contact with people who can help him in achieving his goals, meet with them, observe what they do, listen to what they say and identify with them the possible route to meet the objective.

A master cannot be unique. Masters are actually people who have reached best results in a given environment. As environment is constantly changing, it is important to meet several masters. One will quickly understand that once the network is established, the masters will also benefit from each other creating more value for the organisation. In other words, everyone in the network can be a master and a trainee.

The face to face meetings are organised on the work place of the masters such that they can show the practical implementation of the good practice and allow the trainees to question them, their colleagues and their clients on unexpected details which would not appear in web 2.0 interface. The second motivation for the meeting is to secure the power of memorisation (from the pyramid principle of Martin & Savary)

### **Save the know how**

Once the trainee has met the masters, he will report what he has seen, heard and understood in writing on the collaborative platform. The report will be then assessed by the masters and by the MECett© support group. Once the report has been evaluated and eventually corrected, he becomes as such the report of a good practice hence a written document on some specific know-how of the network. The report is then made available to all members.

Thus the method MECett© includes an embedded process to register and constantly update the know-how of the network. The main difference compared to most attempts is that the recording is done by apprentices and not by masters. When one follows the apprentice progress, one builds the database. Furthermore as one records good practices, it creates feelings of pride attached to positive achievement for both the trainees and the masters with their name attached to the report.

### **The pride is the main reward**

Once a trainee has demonstrated its ability to implement a good practice (or a combination of good practices) leading to the success of the original goals he will get then the title of master and will reach the group of masters available to all members of the network. Is it needless to say that all trainees who have achieved such results are very proud of both their achievement and being part of the network? At the same time, the network gets every day wider and stronger with the addition of trained masters.

**ECETT**  
TRAINING  
BY TRAVEL



## ECETT plus 'ethos' makes 'Ecethos'

The originators of the MECETT© method decided to create not one but two organisations to enable all professionals to share in the many benefits of the method. An account of our first meeting with the founders of Ecethos.

Georges and Emmanuel got to know each other as a result of their children's marriage, and went on to become great friends. Georges, the founder and director of Trampoline, trained in social work. All his professional experience was gained in the field of the human professions. Emmanuel is a civil engineer, and developed his managerial experience working in industry. On the professional level, the meeting of two men with such different working backgrounds either leads to nothing, or becomes a source of innovation, and it is this latter that took place with Georges and Emmanuel, who together conceived an ambition to develop the MECETT© method.

From the time when the ECETT-Pilot project ended in 2008, Georges van der Straten found that the ECETT network was facing two challenges:

- "If we wanted the ECETT network to last, we needed to go beyond the narrow confines of therapeutic communities and share the ECETT method with other psychosocial professions.
- At the same time, the ECETT network sells nothing but incurs costs in order to run and be able to cope with the complexity of its work. While public subsidies are significant and have enabled us to innovate with regard to lifelong learning, it is healthy for an organisation to cover at least some of its financing in an independent manner."
- Georges continues: "We therefore set up two companies to make this learning method 'transferable' and marketable:
- EcETT-Networks ©: an NGO to perpetuate the ECETT network intended for organisations with limited means, and focusing on the human professions.
- Ecethos ©: a commercial company to sell the MECETT© method to customer organisations. The aim of Ecethos is to provide financial and operational support to the EcETT network so that teams the human professions, and in particular therapeutic communities, can continue to exchange best practices to better help drug addicts and the most vulnerable members of society."

Ecethos, set up by Georges van der Straten and Emmanuel Orban, takes its name from two words: 'ECETT' and 'ethos'. This is because commercialising MECETT© must not involve abandoning the basic values which give the method its strength: the pleasure of achieving excellence, openness to others, belief in people's autonomy, exchange of knowledge which takes place free of charge and voluntarily, and solidarity between learners.

Emmanuel is very sure about this: "The concept of a win/win exchange is one of the fundamental principles of Ecethos. When Ecethos commercialises its services, customers will enjoy the many benefits of a unique method which has been evolving for almost ten years. In receiving these benefits they will indirectly be supporting the development of the human professions. They will thus improve the quality of their service, which will also improve the return on public investment in health. But Ecethos customers can also benefit from the know-how of the human professions. Many areas, such as human resources, cut across all sectors of activity (NGOs, public and private companies)."

George continues: "Exchanges between different sectors are likely to increase the number of 'Aha experiences' – the discoveries that arise from unexpected encounters and which make you see things with fresh eyes and return to work with a different perspective. In addition, some specialists in the human professions can bring their expertise to the company to boost the capacity for cooperation and mutual help, and improve trust and the quality of relationships between people and concern for the social and ecological environment."

The main service of Ecethos is to provide the resources necessary for the implementation of the MECETT© method in your network, and to monitor learners and the method's progress in order to maximise the return on your investment. In addition, Ecethos provides training seminars enabling participants to build their own networks independently. Finally, Ecethos promotes individual exchanges with the EcETT network on subjects such as personnel management, stress, and of course addiction-related issues. For more information, visit the [www.ecethos.com](http://www.ecethos.com) website or contact us by sending an email to [welcome@ecethos.com](mailto:welcome@ecethos.com).

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## A “win win” for business and for humanitarian companies.

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In 2000, the Italian NGO “CEIS-Modena”, specialized in prevention and treatment of addiction, was invited by the company Panini (stickers and publications) to conduct a joint reflection on the issues of “human resources” and “total quality”. CEIS-Modena was an NGO that managed 180 staff and nearly 200 volunteers (numbers are today increased up to 300 employees and the same number of volunteers) and Panini is a large trading company managing hundreds of workers. The problems encountered by CEIS-Modena went on the selection and skills management in a non-commercial company. Panini tried to find an answer to the lack of impact of financial arguments to increase staff motivation, but they also wanted to improve their skills to manage the negative impact of some problematic relationship or family situations of employees. Members of the Quality and HR departments of both organizations met for several years to enhance their skills through actions in synergy.



### **Three actions were carried out jointly by the two organizations:**

1. CEIS-Formazione established a training entitled “quality and human resources” for managers of both organizations and led expert trainers in management of relationship problems.

### **In addition, CEIS-Modena and Panini led two social projects together:**

2. A project for employment of disabled people, funded by the Province of Modena. The aim was to build a common language for matching the respective needs of disabled people and those of companies in order to prevent two abuses: a) a priori refusal to give employment to a disabled person, and b) taking on disabled people without having the needed skills for that, acting only for charity reasons. This second case results in failures that reinforce prejudice against people with disabilities.

3. The evaluation of a humanitarian project in Albania for unaccompanied minors and for abused women. The aim was to put in place a quality system and training process for 60 social workers. This project was funded by the Italian Ministry of Foreign Affairs and the Albanian Ministry of Social Affairs.

### **Appraisal on results:**

- CEIS-Modena has benefited from the expertise of Panini to develop a coherent quality system and to strengthen the structure of its own organization.
- Panini has strengthened its expertise to manage the positive leadership, team cohesion and to reach to the deep levers of the motivation of workers, that is to say, identification with company values and culture of the organization. The result is a better mutual understanding between people and the company.

Andrea Ascari,  
Director of CEIS-Formazione,  
partner of the ECEtt network.

## Transferability of MECETT©: Secondary benefits observed in the field

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The non-profit organisation Trampoline asked Lapière & Libert to participate in the project of analysing and testing the transferability of the MECETT© method in the public and commercial sector.

The company agreed to the challenge.

Our task was to test this methodology in the field, and we found ourselves meeting with unexpected effects. We will call these benefits the “secondary benefits” of MECETT©. We define a secondary benefit as a situation of rising skill levels in the organisation or in a department or person, created by the introduction of MECETT©, independently of the explicit goals pursued.

At this stage in the trial, six secondary benefits have been observed:

### **1. Redefining the learner’s area of responsibility:**

By setting SMART goals, the learner takes a step back from the responsibilities of his or her job. Thus, the good practices sought after are connected to the learner’s area of responsibility. During the exchanges, the learner will always be aware that when he or she returns to work, the practices will be transposed into a clear context: that of his or her own working environment. By means of this goal-setting stage, MECETT© professionalises the learner.

### **2. Establishing rules and procedures:**

Travelling in order to discover good practices, and hosting learners, means that there need to be fixed rules. Hence MECETT© requires the organisation to have or to set up a welcome procedure and to have a procedure for using the method, redefining the roles of each actor, the process of designating learners and experts, the validation process and the recording of good practices. In this way MECETT© also professionalises the organisation.

### **3. Change of culture:**

Introducing MECETT© in an organisation requires a shift towards a learning culture. Thus, in contrast with conventional training, it is not the teacher who trains the learner but the learner who trains him or herself by asking questions. The learner, whilst being supported by his or her superiors, is at the centre of his or her own professional development.

### **4. Team cohesion:**

We have noticed that learners making a trip along with others developed relationships and shared more easily from the start of the process onwards. Some invaluable team moments were described to us, which took place during formal encounters, but also at informal moments during the trip.

### **5. Open mindedness and stepping back:**

Visiting another department, observing one’s counterpart in his or her own workplace, speaking another language, discussing problems, integrating into a culture different from one’s own, and so on, allows learners who are sometimes unused to travel to realise there is no one right way to do things and that “the grass is not always greener elsewhere”. In addition, the learner takes a step back from his or her current practices and identifies strengths and weaknesses. MECETT© forces participants to reflect and enables latent ideas to be registered and others to be brought to the surface.

### **6. Employee motivation and enthusiasm:**

Providing employees with opportunities to learn using MECETT© also gives them an opportunity to strengthen their motivation and enthusiasm. A first motivating factor is that you listen to the problems that the prospective learner is encountering in his or her working environment. Spending time with the learner, whether during the goal-setting stage, or when a trip is being organised that matches his or her requirements, or during the feedback stage after the trip, creates some real motivational moments. Another motivating factor is deciding with the learner the themes which will be explored, and showing that you want him or her to make progress.

The trial is not yet over, but we have already gathered in most of the satisfaction evaluations from learners, their managers and the host organisations. The results are very positive and we are now looking forward to organising the ‘mature’ evaluations to measure the impact of MECETT© on the acquisition of good practices. Watch this space! Bon voyage!

Vanessa Bodart, Lapière & Libert



## “We learned a huge amount and made great progress as a result of this encounter”

Olivier and Philippe, who work as advisers in ORES' internal occupational health and safety service (SIPP), were both chosen by their supervisor to test MECETT© as learners. They talk about their experience.  
Interview by Vanessa Bodart, Lapière & Libert.

### **VB: If you had to comment on this method, what would you say?**

P: I would talk about it as a method for exchanging knowledge and skills. Each person has their own characteristics and knowledge specific to their work, and the idea of the method is therefore really to share experiences, both positive and negative, and to benefit others.

O: I would also talk about the idea of exchange, of the guild system, but with a “complete” exchange involving support and a structure. It's not a question of an older person passing on their knowledge to younger people, but an exchange between people of all backgrounds and all ages.

### **VB: What was your best memory during the trial?**

P: I wouldn't talk about a best memory but what struck me was that we were chosen to test a method which is in the process of being developed and which in practice is an ancient method.

O: My best memory was meeting with company X (an American company located in Hainaut) and the people we encountered there, since we entered into a completely different world from the one we are used to in Wallonia. I really liked the American way of seeing things. We learned a huge amount and made great progress as a result of this encounter.

### **VB: What aspects of the trial did you find frustrating?**

P: The scope of the exercise was very limited. We had to limit ourselves to one theme. We felt a bit restricted in our development since we wanted to move on to other things and prolong the trial. We wanted to discover other companies, as there were plenty of possibilities to meet with other safety advisers.

O: My frustration is similar to that of Philip. We had to stop after a very specific number of visits. We quickly took to the method and the experience of going out to meet other people brought us a great deal in human terms.

### **VB: Was there anything that surprised you – anything which you were not expecting?**

P: When I visited company Y, I was really surprised at the way they were organised. They have jobs similar to ours, and have small teams scattered throughout Wallonia, but there were only two safety advisers. For the equivalent number of staff, we have fifteen advisers. Their job was more about following up on accidents rather than working on prevention.

O: I did not expect such a positive response from the businesses that received us. All we had to do was explain the project and doors opened easily for us, even when dealing with large companies where it is a well-known fact that it is hard to get in. This certainly meant that there were also expectations on their part.

VB: Is there a personal touch that you would like to add to this method?

P: We would like to set up (in addition to the database in progress) a forum or a web platform to disseminate questions during moments of specific need and relating to practical cases. Our counterparts in other companies could answer the questions but would also have access to the answers. In the case of an accident or a technical incident, we could see how others have reacted in the same situation, identify the best practices, analyse how to prevent a recurrence and take the right preventive measures.

O: I would go even further. The forum is a first step but since we have a profession that is constantly evolving, the second thing is to create a sort of library where everyone can add things of interest based on the research they have had to do. For the validation process, there would need to be some flexibility to allow creativity to flow, whilst at the same time remaining professional.

### **VB: How would you describe the method as a tool for skills development? In your eyes, MECETT© is...**

P: It is a participatory and versatile method for various fields. It is transparent for all participants, because a goal is set and the people you meet know why you have come to see them. The advantage of this method is that you benefit from the experience of your peers, you don't have to reinvent the wheel every time, and you are able to tap resources in an interactive manner. Meeting people face to face ensures the quality of the information passed on. This method is both professional and sociable, in communication and exchange.

O: I see it as a multidisciplinary method which is applicable to any sector, and to different trades. It opens doors and at no point did we feel there to be any rivalry: everyone was involved in the process. This may be due to our particular sector, since in the field of health and safety we all have the same way of working, with the aim being to minimise the number of accidents. In some sectors there might be some reluctance, but I am convinced that the method can be applied everywhere.

### **VB: In conclusion, what would you add?**

P: I am very pleased to have taken part in this trial – in this development process – and to have been able to use the method for a specific area. I would like to continue to use it and to see it integrated into our work so that we can make the best use of it.

O: I am very honoured to have been chosen for the trial, and I wish to continue to use this method on both a large and a small scale, since both are possible.

## Working means constant learning

The aim of the institute to which we belong – the Institute of Ergology at the University of Provence in France – is to expand our knowledge of work as an activity. By ‘activity’ is meant everything that the operator gives of him or herself (body, intelligence, knowledge and skills, initiative, sense of community, values, etc.) in doing the work. To put it another way, the term refers to the vitality and physical resources, lacking clear definition, that synthesise, cut across and standardise things that we tend to conceive of in separate categories (mind/body, individual/group, management/ethical values, etc.).

Since the starting-point is the activity of work, all work situations are relevant: from industry to service relationships, from the most precisely defined to the most informal, from Western societies to those in developing countries. And there are two implications for the generation of knowledge about work: such knowledge can only be gained by bringing in those actually involved in working activities in all sectors and of all kinds, and at the same time it must be multidisciplinary.

Hence it is no surprise that we responded positively to an invitation to reflect on the ECETT method, which is based on the philosophy of learning from peers and exchanging knowledge. In a sense, we were in our element. The warm welcome received by all our staff working in therapeutic communities (TCs), whether at steering committee meetings or while we were present in an accompanying role during learners’ trips to different communities, greatly facilitated this reflection; we are very grateful for this.

Among the many lessons learned from our observations, we noted the strong link between the ECETT method and the philosophy of the learning organisation that drives the TCs. Each supports the other.

In practical terms, the aim is to increase knowledge about work by exploring it.

- Exploring means noticing everything which is involved in the activity of work: what gets done, where the obstacles lie, what is required of the protagonist, the values involved, and what makes the protagonist identify with what he or she does. We learn as much from someone by sharing in the actions of work – by the things that we sense as we do so – as by the formalisation of knowledge, although the two are not mutually exclusive.
- Exploring the work of one’s peers requires the involvement of the entire institution. As one learner said: “You’re changing all the time here. Implementation is ongoing, you are constantly giving feedback, and there’s a continual flow of information. You’re always asking yourself questions. There are no miracle tools: the thing has to be gradually created.” The problem-solving approach that is permitted and established in the undertaking is an invitation to reflect on one’s own activity and at the same time to be interested in that of one’s peers.
- The dynamic of exchange and learning is not just another tool: it must have a purpose. “In this sense, what ensures that everyone gets involved, is the result: how many broke free [from the cycle of drug-taking] this year? Note the phrase “everyone gets involved”: this is everyone’s natural attitude towards the work, rather than something that is imposed.
- It should be noted that the identification of this common goal is facilitated (although many counter-examples could be given) by the fact that the work in the TCs is done with men and women (residents) who are invited to become co-counsellors, that is to say, to be active participants in their own rehabilitation and to care for one another. This cooperation between carers and residents offers a constant reminder of the reason for the work. It would be tempting to argue that learning – the dynamic of the learning organisation which is the common goal of service providers – and sharing with the beneficiaries are only possible in TCs. Not so. The wonderful lessons we picked up from the people we met during our visits are an incentive to take a fresh look at how work is managed and organised in other sectors, particularly those where there is a service relationship. And that means a great many, if not all, sectors.

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## ECETT network news in brief

**ECETT**  
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### A harvest of Good practices!

Did you look at the data base of good practices (GP's) on the e-learning platform of ECETT? There are now more than 150 good practices published in different topics: community as method, networking, target groups, prevention, employment, social work, staff management and research. Most are in English, and some are in the language of origin: French, Spanish... Go to [www.ecett.eu](http://www.ecett.eu) > "e-learning" > ask your login > click on "ECETT-Tol Organize your travel" > at the upper left of the screen, click on "data bases" > you find two data bases and you click on "data base of Good Practices" you can sort 150 GP's by category (at the bottom of the page "sort by..." + "save settings") .

### More than 150 traineeships over the last two years

Eight ECETT helpdesks have organized more than 150 traineeships during the project "ECETT-Transfer of Innovation". The most active institutions, as hosts or senders of trainee, in addition and other human centred occupations are Proyecto Hombre (Spain), Trempline (Belgium), CeIS Modena (Italy), CEID (France) and Solidarnost (Bulgaria). All these helpdesks are invited as full members at the general assembly of the new born NGO Ecett-Networks.

### Mobility Grants for the next years

Five new ECETT-Mobility dossiers have been accepted by the national Leonardo da Vinci agencies: Argothes (Greece), Magdalena (Czech Republic), Phoenix Futures (UK), Proyecto Hombre (Spain) and Trempline (Belgium).

### New networks in the human centered occupations

"Transfer" means that the learning method MECETT©, created for professionals of therapeutic communities, should be shared with other trades. The Belgian helpdesk has initiated, with proactive managers in the social sector, new professional networks. Three workshops have begun to share MECETT© with the sectors of "youth", "instruction" and "employment". We will keep you informed.

### Video on MECETT©

Did you see the video clip about the learning method MECETT©? It is available on [www.ecett.eu](http://www.ecett.eu). Seven minutes of motivation and innovation.

### A cold season is coming

The ECETT-Transfer of Innovation project, funded by the European agency Leonardo da Vinci, ends in September 2011. Unfortunately, our following project has not been selected by the European commission. This means that Ecett-Networks will have to survive thanks to volunteers and donations . We will have to adapt and to lower our targets for 2012. Traineeships will continue to be organized thanks to the helpdesks which obtained Mobility Grants.

## ECETT network news in brief

### Manual of transfer of MECETT©

**ECETT**  
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BY TRAVEL

This is one of the products realized during the ECETT-Transfer of Innovation project. If you want an copy, please contact Emmanuel Orban, the CEO of "Ecethos" at [emmanuel.orban@ecethos.com](mailto:emmanuel.orban@ecethos.com). Ecethos ([www.ecethos.com](http://www.ecethos.com)) is a counseling company, working in partnership with Ecett-Networks, whose mission is to sell MECETT© in order to support the sustainability of Ecett-Networks.

### ECETT (European Companionship in Education, training by travel)

A couple of years ago, Trampoline initiated an European network to permit educators to benefit from the experience and methods of other teams all across the continent : ECETT. ECETT has been recognized a pilot-project and is supported by the Leonardo da Vinci European Action Program for Vocational Training.

#### Introduction

The deep socio-cultural changes which we are confronted to make the task of educators teams more difficult. Today, teams which are working with the challenges of dependency, of delinquency and exclusion lack effective references and are confronted by repeated educational failures. Educators may feel themselves isolated, discouraged and threatened by 'burnout'. To get over these professional crisis moments, they need to meet their more experienced peers in their own working environment, so as to see at first hand how they go about achieving their targets. This process requires travel. It is the act of meeting which enriches both parties, leads to the development of listening ability and flexibility towards persons and situations. Meeting and sharing are catalysts of listening, opening the mind and creating relationships. By this way, we want to encourage the visibility of novel approaches which are effective. We also want to value the work of educational teams. We discovered that other professions have also used travel for learning and sometimes for centuries, for instance, sculptors, carpenters, cabinetmakers, etc. This is the reason why we contacted the organization " Compagnons du Devoir " from Paris. They organize high-level training cycles for 6,000 apprentices. We want to draw our inspiration from that learning method.

With the support of:

