YOUTH IN ROUTE
Training of trainers:
Understanding and addressing youth disaffiliation

Level 1: Theoretical understanding
Chelles, May 2026

GENERAL OBJECTIVES:

- To agree on a common definition of disaffiliation
- To familiarise oneself with Robert Castel's theoretical model
- Link Castel's model to the Youth in Route project
- To ground the theory in the participants' professional reality

Participants' logbook.

SESSION 1: EXCLUSION OR DISAFFILIATION?

Module title	Exclusion or disaffiliation? (Level 1 – Module 1)
Objectives	To be able to define the concept of disaffiliation individually or collectively To be able to distinguish between exclusion and disaffiliation To be made aware of the need to change one's perspective on disaffiliation in order to take action
Key concepts	<u>Exclusion</u> Definition: the act of excluding a person or group from a group, a place or an organisation; a binary term that in practice translates as rejection or expulsion, generally associated with a loss of rights. Practical explanation (example involving a young person): 'An excluded young person is, for example, someone who has left school without a qualification, has no stable job, lives in very precarious accommodation or in a shelter, no longer takes part in neighbourhood or community activities, no longer feels welcome in institutions (school, social services, local youth support centres, etc.) and has internalised the idea that they 'no longer have a place' in society." <u>Disaffiliation</u> Definition: the transition from a form of societal integration to the 'grey area' of society, characterised by precariousness and social invisibility; a sort of gradual exclusion from societal norms. Practical explanation (example pathway): A young person may still be in education but already disaffiliated: they attend less and less, lose focus in class, lose ties with supportive peers, no longer have trusted adults at school, alternate between precarious odd jobs and periods of inactivity, and withdraw into themselves or a small marginalised group. They have not yet reached the point of 'total' exclusion, but their ties to the world of work, to institutions and to stable social relationships are gradually unravelling.

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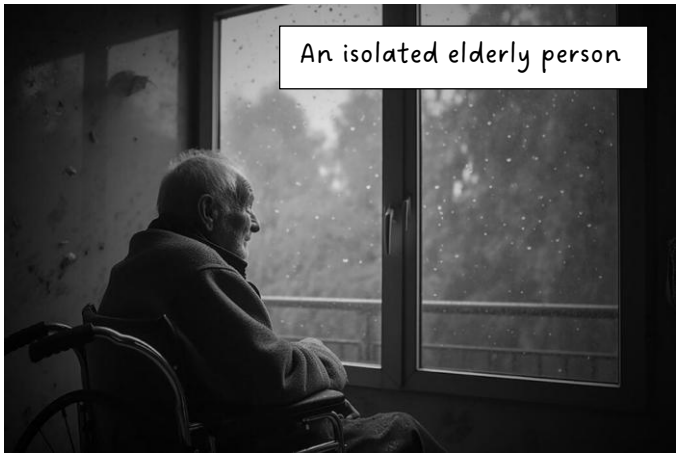
Interactive questions	1. Why is it important to clearly distinguish between exclusion and disaffiliation? What is the benefit for young people? → to take their life journey into account, to allow for change or development, not to reduce them solely to their status as 'disaffiliated', to prevent them from becoming 'lost talent' for society 2. Why is it important to define disaffiliation collectively? → Because the process of 're-engagement' must be collective and unite support workers and policymakers around a shared objective.
Practical advice and tools for the field	1. Changing our perspective Do not reduce the young person to their status as 'disaffiliated' Tool: The clockwise circles (Thiagi's game) 2. Who is excluded? Highlighting the idea that exclusion is stigmatising, static and moralising Tool: Who is excluded? (BAO-Jeunesse game – Centre Raccroche)
A case study/example of good practice	Challenge: Raise awareness youth support serviceng supervisors of the difference between exclusion and disaffiliation Activity: Use the 'Who is excluded?' game to create a visual timeline Talking about disaffiliation does not mean endorsing a break, but rather tracing a journey. Result: Testimonial from a supervisor in the socio-professional integration sector: *"I have become (even more) aware of the responsibility that support workers* *towards those they support."*
Additional resources	1. Olaf & Sven (Disney - https://www.youtube.com/watch?v=UDSTgx1jgzY) 2. The clockwise circles (The Thiagi Group; www.thiagi.com) 3. Concept (A. Rivollet and G. Beaujannot, Editions Repos Prod, 2013)

WORK SHEETS :

1. Title	Who is excluded?
2. Training level and module reference	Level 1, Module 1
3. Context (country, setting, target group)	Belgium, raising awareness of school dropout, youth workers
4. Definition of the challenge/problem	Difficulty for youth workers in using precise language and agreeing on a common understanding of terms
5. Intervention (objectives, tools, duration, stakeholders)	Objective: to distinguish between exclusion and disaffiliation Materials: picture cards Duration: a few minutes Participants: youth workers in training
6. Results	Two clear definitions that help us better understand how to act collectively

7. Key points	**Exclusion: the act of excluding a person or group from a group, a place or an organisation; a binary term which, in practical terms, translates into rejection or expulsion, generally associated with a loss of rights.** **Disaffiliation: the transition from a form of societal integration to the 'grey area' of society, characterised by precariousness and social invisibility; a sort of gradual marginalisation from the societal norm.**
8. Questions for reflection	**Why is it important to clearly distinguish between exclusion and disaffiliation?** **What is the relevance for young people?**
9. Statement on ethics and data protection	**Supervisors do not disclose the identity of the young people they work with**













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1. Title	Th Clockwise Circles
2. Training level and module reference	Level 1, Module 1
3. Context (country, setting, target group)	Belgium, raising awareness of school dropout, youth workers
4. Definition of the challenge/problem	Difficulty in viewing a situation from a perspective other than the one from which it is usually viewed
5. Intervention (objectives, tools, duration, stakeholders)	Objective: to offer a different perspective Materials: none Duration: a few minutes Participants: youth workers in training
6. Results	Awareness-raising, raising awareness
7. Key takeaways	Changing your perspective allows you to see things differently
8. Questions for reflection	In what way is my view of school dropout limiting for me/for young people? How might changing my perspective help me to see school dropout/young people who have dropped out in a different light?
9. Notice regarding ethics and data protection	Supervisors do not disclose the identities of the young people they work with

SESSION 2: CASTEL'S MODEL

Module title	Castel's model (Level 1 – Module 2)
Objectives	Be able to identify the two axes and four zones of disaffiliation according to Robert Castel Be able to apply this model to real-life situations involving young people Be aware of warning signs: tipping points and/or levers for re-engagement
Key concepts	**Integration** • Definition: a situation in which a person has stable resources (employment, income, housing) and sufficient social ties to participate 'normally' in society. • Practical explanation: an 'integrated' young person is, for example, someone who is in education or training, has a few trusted relationships (friends, adult mentors), takes part in activities (sport, youth organisations) and can make some plans for the future (studies, employment). Their daily life is sometimes difficult, but overall they are coping, as they have both resources and support. **Vulnerability** • Definition: an intermediate situation where a person begins to lose certain resources or connections, making them vulnerable and at risk of slipping into forms of marginalisation or disaffiliation. • Practical explanation: a 'vulnerable' young person is, for example, someone whose academic performance is declining, who is racking up absences, experiencing significant family tension, has a precarious part-time job or very limited income, and is beginning to withdraw or drop out of their usual activities. They are not yet completely 'on the outside', but

	one more event— —(a breakdown, failure, loss of income) could tip the balance entirely. **Assistance** • Definition: a situation where a person can no longer meet their basic needs through their own resources and is largely dependent on support schemes (income replacement, social assistance, intensive support). • Practical explanation: a young person or adult 'on welfare' is, for example, someone who has been unemployed for a long time, lacks sufficient resources, lives on social security benefits, and whose daily life is structured around appointments with professionals (social worker, youth worker). Important decisions are often made through these support services, and the scope for autonomy is limited. **Disaffiliation** • Definition: a situation where a person has lost both their ties to the world of work (or education) and their main social support networks, finding themselves in a state of severe isolation and on the long-term margins of society. • Practical explanation: a 'disaffiliated' young person is, for example, someone who has not been in school for a long time, with no training or employment, no regular contact with support services, cut off from their family or in serious conflict with them, whose social network is reduced to a few peers who are themselves in very precarious situations. Ties to institutions and communities have largely broken down, and the person 'no longer counts' – or hardly counts at all – in the ordinary spheres of social life.
Interactive questions	1. How can we identify the warning signs that indicate a young person is moving from one zone to another? → a series of breakdowns (family, institutional, educational or professional), lack of a social safety net, long-term material deprivation 2. What might be the levers for re-engagement that enable a young person to 'move up' from one zone to another? → rebuilding relationships (peers, mentors, organisations), access to material support (housing, employment, training), high-quality relational support
Practical advice and tools for the field	1. Castel's model: Identify the 2 pillars and 4 zones that lead from integration to disaffiliation and vice versa A theoretical tool for assessing a young person's level of disaffiliation by identifying their warning signs and/or levers for reintegration 2. From one zone to another Identifying a young person's level of disaffiliation Tool: 'From one zone to another' (BAO-Jeunesse game – Centre Raccroche)
A case study/example of good practice	Challenge: To help support staff identify a young person's level of disaffiliation by taking into account their warning signs and levers for re-engagement.

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	Intervention: Encourage reflection through the game “From one zone to another” Disaffiliation is not a fixed state but a process that can be reversed at any time. Result: Testimonial from a supervisor in the socio-professional integration sector: “Thank you to the young people at the Raccroche Centre for opening my eyes to their realities; it reaffirms the meaning of my work.”
Further resources	Robert Castel’s diagram (BAO-Jeunesse video – Centre Raccroche)

WORK SHEET :

1. Title	From one area to another
2. Training level and module reference	Level 1, module 2
3. Context (country, setting, target group)	Belgium, raising awareness of school dropout, youth workers
4. Definition of the challenge/problem	Difficulty in identifying the level of urgency/distress in a young person’s process of disaffiliation
5. Intervention (objectives, tools, duration, stakeholders)	Objective: to identify the four zones based on clear indicators Materials: illustrated cards with short descriptions Duration: 20 minutes Participants: youth workers in training
6. Results	Improved ability to identify a young person’s stage in the disaffiliation process Awareness of warning signs
7. Key takeaways	Disaffiliation is not a fixed state but a process that can be reversed at any time.
8. Points to consider	What are the warning signs that might indicate to me that a young person is in the process of disaffiliation? What are the factors that can help a young person ‘move up’ from one zone to another?
9. Notice regarding ethics and data protection	Supervisors do not disclose the identity of the young people they work with



Sofia, 17: out of school for 1 year, family breakdown, lives in a youth hostel, doing odd jobs under the table, has occasional boyfriends, irregular support from the youth support service.



Léa, 19: work-study programme (bakery training), lives with her parents, good family relationships, member of an amateur theatre group.

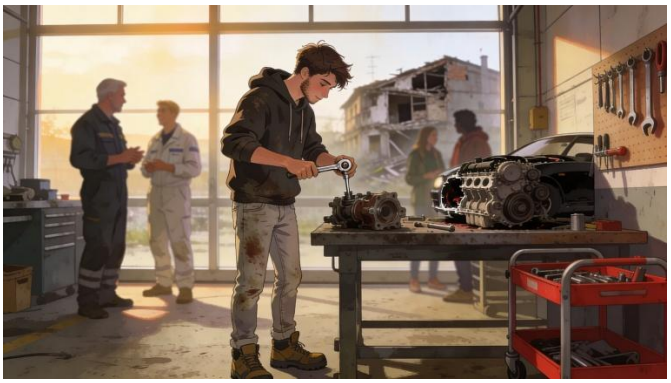
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Karim, 22: long-term unemployed, lives in precarious shared accommodation, regular contact with his mother and friends in the neighbourhood, supported by a local employment agency



Inès, 20: on income support/social welfare, in social housing, a single mother with a 6-month-old baby, no close family, occasional contact with a social worker.



Dylan, 18: vocational training in mechanics, lives in a squat, estranged from his family, has good relationships with teachers, tutors and fellow trainees.



Tom, 25: 3-month fixed-term contract in logistics, single, little family contact, active in a neighbourhood association.

SEQUENCE 3: PUTTING THE CONCEPT INTO PRACTICE

Module title	Implementation of the concept (Level 1 – Module 3)
Objectives	Knowledge: / Skills: • Apply the theory to a practical example • Identify the turning points and key stages in a process of disaffiliation/reaffiliation • Consider the impacts and prospects for young people Be aware of the need to adapt Castel's model to current European realities
Key concepts	**Digital divide:** • Definition: The digital divide refers to inequalities in **access** (equipment, connection), **proficiency** (knowing how to use) and **usage** (knowing how to derive concrete benefit) of digital tools youth support serviceng different population groups. • Practical example (real-life scenario):

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	Imagine a 19-year-old looking for a job: he has a smartphone with a limited data plan, no computer, and unreliable Wi-Fi at home. Job vacancies are online, as are the applications. He is asked for a CV in PDF format, a professional email address, a LinkedIn profile or to create an account on a platform. He doesn't know how to convert a document to PDF, send an attachment, fill in an online form without it crashing, or manage usernames, passwords and SMS codes. The result: he doesn't apply for certain jobs, gives up halfway through a process, or misses invitations sent by email or via an app. In the eyes of institutions, they are seen as 'unmotivated' or 'absent', when in fact they are primarily held back by the digital divide. Gradually, they drop out of the system: disaffiliation from public services, training and employment → increased social disaffiliation. **Mental health:** • Definition: Mental health is not merely the absence of illness. It is the ability to think, feel, act and relate to others in a sufficiently stable manner to cope with the difficulties of daily life, to learn, to work, to plan for the future and to form relationships. • Practical example (real-life scenario): A young person is experiencing significant family tensions, sometimes involving violence, addiction or parental mental health issues. They develop symptoms: anxiety, sleep disturbances, irritability, substance use, and dark thoughts; they start missing school, racking up late arrivals, conflicts and disciplinary measures. He eventually drops out, distances himself from 'institutional' adults (teachers, youth workers, CPMS, SAJ, etc.), withdraws onto the streets, towards peers who are themselves on the fringes of society, or into excessive screen use. Feeling neither validated nor confident, they do not dare to ask for help (mental health services, helplines, doctors), or do not engage with it, and psychological distress becomes a defining factor in their trajectory of drifting and disaffiliation. This type of trajectory illustrates how mental health is not a 'side issue' but a central element in the processes of social breakdown.
Interactive questions	1. What are the pivotal moments in a process of disaffiliation? → turning points in a young person's journey, where a combination of difficulties (family, school, institutional, mental health, financial, etc.) leads from simple vulnerability to a deeper rupture with institutions, rights and social ties. Implicitly, the question for practitioners in the field is: at these pivotal moments, are we able to establish 'connections' (support, links, continuity) to prevent the young person from sliding into disaffiliation? 2. In what ways does Castel's model need to be updated? → taking into account essential dimensions such as the digital divide, mental health, migration policies or the conditionality of rights

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Practical advice and tools for the field	**Malik's journey:** **Identify the pivotal moments in a process of disaffiliation/re-engagement and establish a link between the event and where it occurs in the process** **Tool: 'Malik's journey' (BAO-Jeunesse game – Centre Raccroche)**

A case study/example of good practice	**Challenge:**
	Identify signs of the digital divide in your work with young people
	Action:
	Some practical indicators you can use in an interview or workshop:
	• **Access:**
	  • **"What sort of equipment do you have at home?", "Do you have a stable Wi-Fi connection?"**
	  • **Sharing a PC with others, smartphone only, insufficient mobile data.**
	• **Skills:**
	  • **"Do you feel comfortable filling in an online form?", "Sending an email with an attachment?"**
	  • **Difficulty creating/managing an email address, installing an administrative app, understanding an interface.**
	• **Usage:**
	  • **Everything is done via one or two apps (Snap, TikTok) with no diversification of use towards school, training or social rights.**
	  • **Little or no searching for reliable information (youth services, support, rights) via public websites.**
	Areas for action (in a highly practical sense):
	• **Treat digital skills as a social skill, not just a technical one: workshops on 'sending an email to an organisation', 'creating an online CV', 'booking an appointment via a platform', etc.**
	• **Create resource spaces: freely accessible computers, Wi-Fi, individual support with procedures (using screen sharing, step-by-step).**
	• **Recognise digital technology as a potential source of discrimination and exclusion, and advocate for alternatives (physical service points, support, simplified interfaces).**

Additional resources	**Update of the Castel diagram**

WORK SHEET :

1. Title	**Malik's journey**
2. Training level and module reference	**Level 1, Module 3**
3. Context (country, setting, target group)	**Belgium, raising awareness of school dropout, youth workers**
4. Definition of the challenge/problem	**Difficulty in understanding the discontinuity of pathways, characterised by back-and-forth movements between employment, unemployment, training, support schemes, withdrawal and non-take-up. At these pivotal moments, are we able to establish a 'connection' (support, handover,**

	continuity) to prevent the young person from slipping into disaffiliation?
5. Intervention (objectives, tools, duration, stakeholders)	**Objective: to identify pivotal moments in a process of disaffiliation/re-engagement** **Materials: illustrated cards with short descriptions, table of Castel's 4 zones, 1 token representing Malik** **Duration: 30 minutes** **Participants: youth workers in training**
6. Results	**Awareness of key moments for intervention**
7. Key takeaways	**Disaffiliation is not a linear process, but a series of back-and-forth movements between different stages**
8. Questions for reflection	**How can we identify the pivotal moments in a disaffiliation process?** **In what ways does Castel's model need to be updated?**
9. Statement on ethics and data protection	**Supervisors do not disclose the identities of the young people they work with**



Malik is 19 years old. Suffering from a learning disability, he left school at 16 without a qualification. He has held a series of odd jobs (deliveries, manual labour) and is currently unemployed. He cut ties with his parents when they divorced and lives alone in a substandard studio flat. He is in regular contact with his brother and a few friends.
A social worker tells him about the 'Youth in Route' project …

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Malik takes part in a graffiti workshop subsidised by the local council







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SEQUENCE 4: UNDERSTANDING THE CONCEPT

Module title	Exclusion or disaffiliation? (Level 1 – Module 1)
Objectives	Knowledge: / Skills: To ground the theory in the participants' practical experience Test and validate a support framework Interpersonal skills: being encouraged to maintain sensitivity to individual trajectories rather than 'forcing' the model onto all young people in difficulty.
Key concepts	**Inclusion:** Definition: In a process of reintegrating young people, inclusion means organising the environment (institution, service, peer group, neighbourhood, etc.) in such a way that every young person, with their history of exclusion or disaffiliation, can truly belong, participate and exercise their rights, rather than having to 'fit into the mould' of the existing system. Practical explanation: • Inclusion affirms every person's right to access mainstream institutions and to participate in social, cultural, economic and civic life, regardless of their individual circumstances. • Inclusion does not mean 'accepting the young person as they are' by asking them to adapt, but also adapting the environment, standards and practices to meet their specific needs. • In the youth sector, inclusion involves removing the barriers to participation faced by young people who were initially excluded (poverty, disability, background, mental health, justice, migration, etc.). **Value:** Definition: A value is a powerful idea that guides our choices: dignity, justice, solidarity, freedom, respect, trust, autonomy, etc. In youth work, values are what enable us to decide 'how we do things' with young people, especially when there is no obvious technical answer. In other words: a value is something that matters so much to you or your team that it influences how you interact with the young person and the decisions you make. Practical explanation: Some very practical examples of what 'values' mean in practice: • If you believe that **a young person's words are valuable**, this means: giving them time to speak, rephrasing what they say, adapting the plan to what they express, and not making all the decisions without them. • If you consider that their **dignity has value**, this implies: avoiding humiliation, protecting their privacy, being mindful of how others perceive them, and offering a welcome that allows them to 'feel like a person' (cleanliness, a warm atmosphere, the way you address them). • If you say that the **relationship is more valuable than control**, you will prioritise the bond of trust, accept back-and-forth

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	exchanges, and keep the door open rather than imposing repeated sanctions that sever the relationship. • If **autonomy** is a core value, you'll ensure the young person has real choices to make, appropriate responsibilities, and scope for decision-making, rather than doing everything 'for their own good' on their behalf. It is clear that a value is not just a word on a poster: it is a measure of consistency between what the team says and what it does. **Why is this key for young people who feel alienated?** For young people who feel 'out of place', rejected by institutions or shunted from service to service, the challenge of values is: • To show them, through actions, that they have value as people (and not just as 'cases' or 'problems'). • To allow them to experience values other than those they sometimes face (contempt, mistrust, suspicion): trust placed in them, a second chance, recognition of their skills, the possibility of making mistakes without being permanently excluded.
Interactive questions	1. Why is it essential to maintain the nuance of individual trajectories rather than 'apply' the same model to all young people in difficulty? → **Risk of homogenising 'disaffiliated young people'** Analyses inspired by Castel warn against an overly broad use of the category of 'disaffiliated young people', which lumps together very diverse situations (school dropout, exile, disability, poverty, family conflict, etc.) under a single label. The danger of a categorisation effect is highlighted: defining 'the disaffiliated' as a separate group can reinforce stigmatisation and the idea that 'there is nothing more that can be done for them', something Castel had already criticised regarding the term 'the excluded'. 2. Why is it important to talk to young people in terms of values? → It is essential for self-esteem: knowing ONE'S values so as not to lose ONE'S worth!
Practical advice and tools for the field	1. A step forward Being aware of the multitude of factors leading to disaffiliation and the societal scale of the phenomenon Tool: A step forward (BAO-Jeunesse game – Centre Raccroche) 2. Reading grid Offering a support tool terview between a young person in a vulnerable situation and a youth pport worker (educator, social worker, integration officer, etc.)
A case study/example of good practice	Challenge: The case of Yassine Intervention: Use of the grid with the young person, developed jointly, as part of a support programme to help them stay in education Result: The grid serves both as a tool for assessing the situation and as a basis for planning and evaluation shared with the young person.
Additional resources	Summary document: Booklet No. 8 – Disaffiliated young people? A text focusing directly on young people's disaffiliation, explicitly linked to Robert Castel and support practices, published by Intermag / CAAJ de Nivelles.

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	https://www.intermag.be/images/stories/pdf_carnets/carnet_Castel.pdf

WORK SHEET :

1. Title	A step forward
2. Training level and module reference	Level 1, Module 4
3. Context (country, setting, target group)	Belgium, raising awareness of school dropout, youth workers
4. Definition of the challenge/problem	Difficulty in grasping a theoretical concept
5. Intervention (objectives, tools, duration, stakeholders)	Objective: to ground the theory in the participants' professional realities Materials: none Duration: a few minutes Participants: youth workers in training, face-to-face
6. Results	Awareness-raising, raising awareness
7. Key takeaways	All youth workers come into contact with young people at risk of dropping out
8. Questions for reflection	Can a young person who appears to be doing well still be at risk?
9. Guidance on ethics and data protection	Supervisors must not disclose the identity of the young people they work with

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YOUNG PERSON SUPPORTED: ……

1. CURRENT SITUATION:
   - INTEGRATION
   - VULNERABILITY
   - SUPPORT
   - DISAFFILIATION

2. IDENTIFIED MEDIA:

TYPE OF MEDIUM	PRESENT	FRAGILE	ABSENT
Employment / training			
Income			
Housing			
Family ties			
Social ties			
Institutional support			
Leisure activities			
…… (mobility?)			
…… (digital access?)			
……			

3. MAIN RISKS OR VULNERABILITIES IDENTIFIED:

……

……

……

4. PROPOSED ACTIONS:

SPECIFIC ACTION	BY WHOM?	WHICH PILLAR?	DEADLINE?	EXPECTED OUTCOME

5. DATE OF NEXT MEETING: ……

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Here is an example of how this might be used during a meeting between a YOUTH SUPPORT SERVICE support worker and a 19-year-old:



1. Current situation

Young person supported: Yassine, 19, left school a year ago, registered with Employment service, lives with his mother. Following discussion, the team ticks 'vulnerability', as he has some support but it is very unstable (casual undeclared work, regular conflict with his mother, few structured leisure activities).

2. Identified resources

The support worker completes the form with the young person, working together:

- Employment/training: 'vulnerable' column (a few visits to the Employment service, but no clear plan, missed appointments).
- Income: 'vulnerable' column (no income of his own, irregular pocket money from his mother, occasional mobile phone debts).
- Housing: 'present' column (living with his mother, has his own room, no immediate threat of eviction).
- Family ties: 'vulnerable' column (frequent conflicts, but maintains a relationship with his mother and an 'supportive' uncle).
- Social ties: 'absent' column (friends mainly online, isolates himself, has left his football club).
- Institutional support: 'present' column (registered with Employment service and supported by an YOUTH SUPPORT SERVICE, but no other services).
- Leisure activities: 'absent' column (no regular activities).
- Mobility: 'vulnerable' column (travel pass expired, relies on his mother to pay for travel).
- Digital access: 'present' column (smartphone and Wi-Fi at home).
- Other: 'mental health' as 'vulnerable' (sadness, sleep disturbances mentioned, no formal psychological support).

3. Main risks or vulnerabilities

The support worker goes through the grid with Yassine and helps him formulate a few sentences to include:

- Risk of long-term disaffiliation from employment/training.
- Family conflicts that could lead to losing one's home.
- Social and emotional isolation, lack of structured activities, risk of withdrawal.
- Poor financial management (minor debts, no budget plan).

The idea is that these sentences can be reviewed at the next meeting to see what has changed.

4. Proposed actions

The facilitator uses the table to plan concrete actions, based on the pillars (employment/training, income, housing, social connections, health, leisure, etc.):

Concrete action	By whom ?	Which pillar ?	Deadline ?	Expected outcome
Book an appointment at Employment service + prepare for the YOUTH SUPPORT SERVICE interview	Yassine + YOUTH SUPPORT SERVICE advisor	Employment / training	Within 3 weeks	Yassine clarifies his plans (short training course or student job)

Concrete action	By whom ?	Which pillar ?	Deadline ?	Expected outcome
Contact the SOCIAL SERVICE debt mediation service for information	YOUTH SUPPORT SERVICE advisor	Income / budget management	Within 1 month	Yassine is aware of the procedures and has a first appointment
Arrange a meeting with the mother at the YOUTH SUPPORT SERVICE to discuss cohabitation	Coordinator + mother + Yassine	Housing / family ties	Within 6 weeks	Ease tensions, clarify house rules, prevent a breakdown
Suggest taking up or resuming sporting activities at a low-cost partner club	Yassine + YOUTH SUPPORT SERVICE	Leisure / social connections	Before the next holidays	Sign up for a weekly activity, expand your network
Check availability of subsidised rates for a TEC membership	YOUTH SUPPORT SERVICE coordinator	Mobility	One month in advance	travel pass active, Yassine more independent in getting around
Provide contact details for a mental health centre and, if agreed, arrange a joint call	Facilitator + Yassine	Mental health / psychological support	Initial contact within 1 month	First appointment arranged or at least one telephone contact

The supervisor explains verbally that not all actions need to be successful, but that they serve as a guide for the next step.

5. Date of the next meeting

At the end, they agree together on the next steps:
"Next meeting: 15/06/2026".
At this meeting, the grid will be reviewed: the columns may be re-ticked (for example, if psychological support has begun, 'institutional support' changes from 'present/fragile' to 'more consolidated') and the actions are updated (some crossed out, others added). In this way, the grid serves both as a tool for assessing the situation and as a basis for planning and evaluation shared with the young person.