



Active Inclusion Transnational Peer Review Event – Bremen

4th – 5th February 2015

Homelessness and Physical, Mental and Learning Difficulties Workshop

1.	Practice “Growing Lives” - Jackie Carpenter
	<ul style="list-style-type: none">• Venue rented from property owner• Providing opportunities in cookery/arts/ crafts• Staff proving mentoring / befriending (more structured approach)• Work in small group• Safe place at the right pace• People skills more important for staff then qualifications
	Q.1 Are the programmes accredited?
	A.1 Not at this point – considering “A” awards Soft skills could be considered Growing as a person / growing literally
	Q.2 How did you arrive at this model? The project has limited time yet you say they need time. You say not a ring-fenced environment but it seems like that.
	Q.A It must be a safe place and we need to do that better. There is a contradiction in that we do have targets. Some people come on a lot, some are more limited. Beneficiaries shape the principles We have attracted good staff
	Q.3 You need to show results – how do funders contribute to the project?
	A.3 They are moving to spot purchase for aggressive begging / ASBOs etc. We want to be a positive contribution to those on orders –who are often facing mental health problems. One key aspect is to try to sustain employment for this group but employability is a challenge for this group. There is a need to tackle housing; mental health etc. and get access to mainstream services
	Q.4 In Spain homelessness projects are quite isolated and aside from the mainstream. Is it the same?
	A.4 The profile is those who are homeless or who have been asked to leave their family or own home/lost tenancy so it is hard for them to work – they start by working at the project. We are Unlock champions which promotes risk assessment as opposed to just discriminating
	Q.5 In Italy there is a link to the social farming network for students with learning difficulties – this would be a money spinner – people donate funds and get produce later. Is your model transferable?
	A.5 I feel it would need tweaking but should be ok

2.	Practice “Youth Advocate Programme” - Seamus Mannion
	<ul style="list-style-type: none"> • Describes the programme as akin to the ‘Horse Whisperer’ - need to connect with our families. • Dealing with Hardicer levels 3 & 4 and what makes this programme different is that it is tailored to young people. • Advocates are paid • They embrace all cases – stay with it – is their motto • Work with the whole family “A village helps to build a child” • Professionals are less than half the team • Advocate build resilience and are involved in a case for up to 15 hours a week • We do work with employers convincing employers to engage with young people • We promote it as a justice reinvestment model which fits with its origins from the United States • The model has been taken up in Australia and Sweden in different ways • Youth Advocates deal with a lack of trust with state systems allowing the young person to re-establish trusting relationships.
Q.1	How do you find the ‘family whisperer’? Are there issues of security and control?
A.1	The advocates are given authority from the referrer to work with the children and one of their key responsibilities is to look for the goodness in others. We are constantly looking for the right skills and people with an open approach to engaging with others.
Q.2	What do you do with young people who want more than the 6 months that is there for them?
A.2	The six month time commitment is clear from the start. Evaluators say that it is the parent who misses the advocate the most and on very odd occasions it does go beyond the 6 months.
Q.3	Why do you think the model works?
A.3	It is about the quality of the training and the people “advocates” you engage
Q.4	What if the young person rejects the advocate?
A.4	Well then we haven’t made the match correctly
Q.5	Was there a value to it being part of a national strategy?
A.5	Absolutely – otherwise it would have just a series of small projects and we would not have been able to build the evidence base
Q.6	How do you ensure the young people are connected to other services after six months?
A.6	From the very beginning we are building an impartial wraparound service getting the right people to those initial meetings and ensuring that others who might stick about come on board during the six month period. There is also a need to empower the skills of the adult who is sticking about.
Q.7	In terms of transferability what challenges have you found in helping young people who are offenders and do you connect with employers?
A.7	In the programme in the States we have significant contact with employers but seeking placements is a task for the advocates. While we sometimes use family firms larger firms may have policies in place that we can engage with.

3.	Practice “Supporting People – Housing Support Programme” – Kalvinder Kohli
	<ul style="list-style-type: none"> • Programme focuses on volunteering leading to employment outcomes promoting good health and support with income maximisation. • Journey to well being; emotional wellbeing • Resilience building for clients – developing emotional intelligence • Often involved in doing a pitch to service users • Our evaluation works out the value of savings to the state including the taxes etc. raised on wages earned. • Programme is supported by a lay assessor element which helps to shape the services we commission as do the NGOs with whom we work. • So empowerment is built in via the shaping of services
Q.1	How many lay assessors do you have at any one time?
A.1	About 40
Q.2	How would you describe yourselves?
A.3	We've been described as 'involved commissioners'
Q.3	How aware are you of the processes and how do you keep them in balance?
A.3	We maintain regular methods of engaging with providers, constant conversations to solve problems. Everything is done in conjunction with service users and the lay assessor programme.
Q.4	What helps your success rate?
A.4	Those with greatest difficulties can move through two dedicated support structures. We don't work to exclude anyone and it's okay to come back around in the system.
Q.5	How much of this is Birmingham specific? Could it be developed nationally?
A.5	The arrival of a Social Value Act provides for this model but it is patchy across Great Britain with a lack of political commitment, a lack of understanding and it is not even consistent throughout Birmingham.
Q.6	What role do social providers play?
A.6	They can come with resources, access to premises and property.
Q.7	How do you reach participants?
A.7	Outreach and free will. A key element is to reduce the number of rough sleepers, applying a housing first model. Ten years ago we closed all shelters and established a rough sleepers outreach service providing soup, medical services etc. We know that outreach can take several attempts. We need to move in small steps particularly when addressing mental health needs.
Q.8	How long do you support young people for?
A.8	Anything from six months to two years – even three – but one year is the average
Q.9	How do you engage the public because this is a difficult client group?
A.9	We involve the service users in local issues which addresses isolation and the service users taking on this issue themselves.

4.	Practice “Andra Chansen” – Johan Westerling
	<ul style="list-style-type: none"> • The programme works with those who have dropped out from school • Staff act as coaches • Participants respond well to it • 84% report that it was positive • Participants evidence good performance and quality engagement
	Q.1 Could the model be transferable?
	A.1 Yes
	Q.2 What gave you the inspiration for the project? How did it come about?
	A.2 It needs the right people; it grew from a similar scheme for other excluded group. The key is personal motivation on the part of staff who develop dedicated plans to support the young people who don't want to go back to school.
	Q.3 How does it work?
	A.3 There is a referral for a specialist service to a special unit – it may involve going back to school.

5.	Practice “Night Shelter” – Elzbieta Malunaviciene
	Experiential learning providing learning by trying
	Q.1 Do you bring in experts to support the programme?
	A.1 The employers are the experts. The laundry and the candle making elements were already in existence.
	Q.2 What would motivate the employers to take on these young people?
	A.2 These two elements have co-existed by providing supported employment as opposed to sheltered employment. Homeless people are empowered in the real world through the supported employment model .
	Q.3 This seems to have a lot of streams – does that make it difficult?
	A.3 The complexity of mixing housing funding with employment related funding is difficult
	Q.4 What do you spend the ESF fund on?
	A.4 Social work staff and training
	Q.5 What are the difficult issues?
	A.5 The fact that employment has to be sustained for over 6 months to get a payment for result -given this is a difficult group.

6.	Practice “The Chrysalis Programme” – David Apparicio
	<ul style="list-style-type: none"> Having come from Learning and Development in the Royal Mail saw that currently 75% of those going through prison reoffend In any other sphere of training it would be considered a protected stage of development Provide positive reinforcement
Q.1	What do you actually do on the programme?
A.1	Get them to consider ‘Why would you want to change?’. Need to have empathy for the client group
Q.2	Can this be applied to other groups?
A.2	Yes indeed we have done this; developing a flexible programme to suit whatever group. We want people to come back to us – so we don’t answer all the questions straightaway.
Q.3	How do you work with all offender groups?
A.3	Group participants break down into three groups. 20% hard core offenders and we only work with this group on their own 60% are followers – who need to be motivated 20% are leaders who need support
Q.4	Where do you see this going in 10 years?
A.4	Plan to deliver the programme through i-pads and the individual can keep the i-pad and the information about themselves. This will create a new membership dynamic through a social enterprise.
Q.5	What would you most want to change?
A.5	Issues about partnership working in the sector – prison staff still think you are there to take their jobs but partnership working can work well.

7.	Practice “Coloured Roofs” – Carmela Guastella and Maria Rita Busacca
	<ul style="list-style-type: none"> Funded by ESF Focused on foreign nationals and non EU residents Housing first principles – “having a warm and safe house over your head is a right” Built on a US model-Housing first Italy does not have a major homelessness problem but have many who live below an acceptable standard
Q.1	Do you renovate or move people on?
A.1	Sometimes we renovate
Q.2	There seems to be a contradiction in your approach – helping people may undermine their own self determination ?
A.2	We meet people and look for solutions but the decisions are up to them.

	Q.3	What was the focus of the social purpose campaign?
	A.3	There are lots of empty homes where people have moved out of urban areas, these old buildings are not in use so we work to engage homeowners to rent the houses as well as giving them support to develop tenancy options. We have had to create co-operation with other organisations to secure work for people (tenants) - they may even help with the actual renovations themselves ??
	Q.4	What training is offered? What happens if the rent is not paid?
	A.4	Sometimes we can help
	Q.5	What frustrates you?
	A.5	When we move someone out because a dwelling is sub-standard and then the landlord gives it to another tenant. Also ESF funding is only available to support the services not maintenance on buildings or rent.
	Q.6	Does the landlord gain from this scheme ?
	A.6	Somewhat- we paid for renovations and this can allow for a rent free period – we always negotiate to get a pay back and we have a good network of homeowners who engage with us.