



University of Bucharest



Troubled Families

What do we know so far?



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Troubled families

- Offender's families
- Long term unemployment
- Anti-social behaviour
- Educational problems

The procedure so far:

- Systematic review – 93 papers identified for all themes
- European survey – 98 returns for Troubled Families
- Platform meeting 1 – peer review evaluation based on evaluation templates
 - 5 + 3 best practices selected for PL 2

What do we know so far?

1. Offender's families

- Little research on the topic – how can they be assisted to get into employment?
- Family can play a constructive role but also ‘re-enact old and negative dynamics’
- Offending – negative impact on family – threats, harassment, stigmatisation etc. especially for sex-offenders – **multisystemic therapy** most effective
- **Systemic approach** – offenders and their environment – can lead to desistance and other intermediate outcomes.
- **Family approaches** more effective than individual based ones, but 5 conditions:
 - a dedicated worker, dedicated to a family,
 - practical ‘hands on’ support,
 - a persistent, assertive and challenging approach,
 - considering the family as a whole – gathering the intelligence,
 - common purpose and agreed action.’

What do we know so far?

1. Offender's families

- Survey
 - Only 12 interventions reported
 - Employment not the primary target but spin off

What works

- Holistic approach – offender and the family – housing, employment, health etc.
- Coordination and non-fragmentation
- Tailor made intervention focused on the family
- Cooperation with other agencies
- Clear objectives and procedures
- Employment brokerage – direct partnership with employers
- Use of mentors
- Job support even after placement
- Social economy and self-employment – especially for women

What do we know so far?

1. Offender's families

- Interviews
 - Family as a 'social system'
 - Take the child's best interest as a starting point
 - Involve also the imprisoned fathers
 - Emphasise the role of the employer – flexible to accommodate crisis', prison visits, child care etc.
 - Avoid stigmatisation
 - Provide emotional support and coaching to deal with the trauma
 - Accessible for all members of the family and holistic

What do we know so far?

2. Long term unemployment

- Systematic review
 - Intergenerational unemployment – lack of evidence – ‘hunting Yeti and shooting zombies ‘
 - Understand the area – labour market intelligence, transportation
 - Person centered – mentors, coaches, work buddies etc.
 - Training work focused
 - Engage with employers
 - Join-up offers – multi-service
 - Large partnership – state, local authorities, NGOs and employers
 - Progressive approach – first get job ready!!

What do we know so far?

2. Long term unemployment

- Survey
 - 35 returns
 - Bottom up design – empowerment
 - Personalised services
 - Flexible delivery
 - Use of IT systems

What do we know so far?

2. Long term unemployment

- Interviews
 - well structured,
 - well design interventions,
 - value-driven approach whereby all project staff share the same mission and values,
 - mentoring and employer brokerage,
 - use of social enterprise,
 - combining labour skills and non-labour skills training with real work experience.
- Whole person approach
- Importance of soft outcomes – move closer
- Plans for the future
 - Improve evidence of success
 - State more present in co-producing interventions

What do we know so far?

3. Anti-social behaviour

- Systematic review
 - Family based interventions target behaviour and indirectly intermediate outcomes
 - Start with sport-based activities – compliment later with life skills, career counseling, training etc.
 - Strong and active engagement of all stakeholders seems to be essential.
 - The location of the project has to be familiar to the participants.
 - Evaluation has to be based on clear and concrete expected outcomes

What do we know so far?

3. Anti-social behaviour

- Survey

- 21 interventions

- bespoke, personalised, tailor-made, mobile working etc. – CONSTANT ADAPTATION

- Strong support from the stakeholders

- Ownership of the users

- Large partnerships – comprehensive services

What do we know so far?

3 Anti-social behaviour

- Interviews

- Individual offers that combine different sorts of interventions
- Use of the group to create positive peer learning

Dreaming:

- provide short term incentives – maintain motivation
- allow small mistakes – ‘not a Monopoly game’

What do we know

4. Educational problems

- Systematic review
 - Female, older participants and those receiving financial help together with training - more likely to complete a certificate, be employed at exit and maintain employment for at least 90 days
 - individuals with psychiatric disabilities and other skill barriers - less likely to obtain positive outcomes.
 - Market-led and work-related learning opportunities
 - Reconciliation between accessing the labour market and opportunities for progression – access to continuous education to have access to 'knowledge-based jobs' – long term strategies not quick fixes!!!
 - Importance of labour market readiness
 - Involve the stakeholders
 - Client centered and not provider-focused
 - Importance of reaching out the 'hard to reach'
 - Tackle the societal inequality - access to opportunities

What do we know

4. Educational problems

- Surveys
 - 30 returns
 - Education important for employability
 - Not only formal but also informal education – life skills but also employment skills
 - The role of family
 - Combination between top-down and bottom up initiatives

What do we know

4. Educational problems

- Interviews
 - Take the local context seriously – involve the local networks, employers etc.
 - Involve family
 - Reform schools to become more inclusive – prevent underachievement
 - Make education relevant for the labour market
 - Long term commitment (including funding!!) to achieve sustainable and long term educational goals.

Dreaming:

- Change the social or educational mind-set with a more entrepreneurial mind-set

Aims of this meeting

- Understand better the success factors
- Identify learning and innovation points
- Check transferability
- Explore the potential role of ESF

Thank you!!

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