



**Active Inclusion Learning Network  
Troubled Families Transnational Event  
13-14 November, Brussels.**

**Report on Sub-Theme: Anti-Social Behaviour and Educational  
Problems**

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**1. The Pathways Project:**

Q1 There is a comparable project in Bulgaria where the school dropout rate is high and rising. In this project, peer to peer support was used to good effect – did the Pathways Project (PP) also try this method?

A1 Yes, peer to peer support happens anyway organically, but by week 3 there is a new dynamic in the schedule which effectively creates semi-structured mentoring. For example, one cohort included twins who – after the week three mark - had to be split up as the behaviour was disruptive to themselves and to the group.

Q2 Were peers from outside the programmes involved?

A2 No, but former students act as mentors for the next cohort.

Q3 About the reflective logs participants are asked to keep: what behaviour has been addressed and how have they developed as a result of the logs?

A3 For the teacher these logs were simply a different vehicle for similar feedback, and often the log would serve to back up or underline observations which they had made. For the participants, yes this log does help to address issues raised.

Q4 Is there a selection process for who is allowed on PP?

A4 There is a strict selection process, managed in collaboration with the teachers, parents and other relevant stakeholders.

Q5 Do the kids come from different year groups and classes, and how is the risk of exclusion measured in the 'real' world, or back in the classroom as an outcome of the programme, outside of the 'safe area'?

A5 There is good communication between the responsible parties, and once a problem is identified outside of the group, PP encourages the child to take responsibility for their behaviour in that environment. PP then talk to the teacher and mediated between them and the student until improvement is seen.

Q6 If a professional refers a person then do they take more responsibility for them?

A6 There must be one single professional from the school in attendance who works with the group – empowering but a challenge in terms of school resources. External company allows PP to remain more objective, but issues remain about who has responsibility for disruptive students, and what happens when PP finishes.

Q7 Do you also use the programme for drop outs or only those at risk of dropping out?

A7 Currently only drop outs, but PP is working on a proposal on working with drop out kids in prison or in the community.

Q8 Does each school have a budget to fund the work and how is funding structured?

A8 As a one-off contractual arrangement with the school, not the local education authority (LEA). Schools can draw from their LEA training provision or from an individual child's SEN provision. But funding is a weakness for PP.

Q9 Are there any evaluations, follow up or longer term outcomes?

A9 No funding! Each child brings a different set of issues – this is a stepping stone, not a magic solution.

Q10 Are there issues with fitting the PP timetable around schooling?

A10 With mixed year groups this is difficult without compromising their major academics: delivered during school hours over the 6 weeks.

## 2. Choose your Future:

Q1 Has Choose Your Future (CYF) been used elsewhere in Poland?

A1 Yes, it started in one district, was tested and prepared in consultation with local social workers, but linked to national standards. We have since integrated feedback from national businesses, religious groups and institutions (such as banks) to make the material nationally transferrable.

Up to 400 educators will be testing the new material which has been developed for youth/ teenagers. We anticipate this youth material would probably need less adaptation, whilst the children's material is more localised and would take more time to be made relevant to another context. The new youth programme will be prepared in English and in Polish, and an Icelandic partner will take it to Iceland.

Real potential for a universally applicable approach. For example Roma communities which require small steps towards the larger goal of entering the labour market – they can't go straight into a job, but when the whole family begin to participate in the project they all take something away from the learning. Improvements are made.

Q2 How else can people access the CYF material, apart from in the pack?

A2 All materials are downloadable/ accessible from the CYF website, and an app has been developed for the ipad and iphone. Parents can also ask us for additional material to use with their kids, including a game.

Q3 Has CYF tried taking a whole family approach?

A3 Yes, from the beginning we have run workshops for whole families, and a priest has even adapted the material for newlyweds! But the focus of this project was on the people who were already in the social care system, not on families per se. By working directly with social care beneficiaries and gaining access to these people as workshop participants we are more capable of making sure they spend the money they have wisely.

Q4 Did you see evidence of success?

A4 Yes there is a lot of positive feedback from everyone who has used the material, also evidence of long term impact. Just as an example, after one workshop participants also changed the way she thought about what they would like to do with the money: when she came in to the social enterprise project, she just wanted a new iphone but by the end, she had bought a massage table so as to earn a sustainable living.

Q5 What do users say is 'new' about this approach?

A5 People who use it are impressed with this blend of social/ civil with financial education, in the goal to encourage participants to become active members of society. Also some social workers have said that delivering the workshops really has helped them to change their view of themselves and others' view of them: Social action is just as important as financial education

Q6 Is CYF now part of the Polish structural fund?

A6 No. Initially ESF money funded a regional pilot project, but success has allowed CYF to develop regionally with national money. Norwegian grants have allowed them to translate the material. CYF is part of the 2020 strategy in Poland but it is harder to make the programme part of the PL structural fund.

### 3. Progetto Re-start:

Q1 What would you change about Re-Start (RS) if you had the opportunity?  
Q2 In terms of success, there would undoubtedly be overall better outcomes if this were 6 months longer, but funding does not allow for this. In terms of funding, this is a complex partnership which functions excellently and has agreed to be self-funded for the next 3 years, but as the crisis deepens the future for RS after this time appears less certain.

Also the training which we provided for operators would have been more effective if they had trained together using a common language and approach.

Q2 What do you see/ have you seen is transferable about your approach.  
A2 We have worked hard to build a good partnership and selected our partners with care and consideration to the needs of the service user. Institutional partners in social services are essential for confidence in the group as a whole, as is the link to the local labour market. Some thought has been given to transferring RS to the immigrant target group, to long term unemployed and to Roma people to help these target groups enter the local labour market. At 766 Euros per beneficiary it is a very cost effective approach compared to current interventions in the region (or to doing nothing at all!)

Q3 Do you have any evidence of success?

A3 We know that comparatively, this approach is successful in terms of expenditure. And in terms of approaching the labour market, we know anecdotally that this is a step in the right direction and that there are some real success stories: In the second year 14 probationers undertook the training of whom 4 were taken on by their companies.

Q4 Could illegal immigrants participate in RS?

A4 No. Also the local inmates were given priority because inmates from other areas in Italy could just be given a job and then move upon release.

#### 4. Aan de Slag

Q1 Has funding been a problem since you can evidence such success in AdS?

A1 Funding has been an issue as money is available for inside but not outside the prison, so that there is no continuity of funding. Various responsibilities are now being transferred to the municipalities who chose not to take the risk in funding this kind of stand-alone project... It costs 9000 Euro to pay salary of routing counsellor and a social return on investment analysis was made using this figure to persuade some municipalities that AdS is an effective investment.

Q2 Was the workwise branding important for bringing companies on board?

A2 Partially, because we are already working with this target group and have 30 years of experience in NL. But more than this, we had a workwise guarantee that the 'routing officer' would be there in half an hour, if a problem arose with one of our clients. This was a powerful tool.

Q3 Was there collaboration with the prison and probation service?

A3 They were requested to have a guidance counsellor on the inside whilst the vocational training is already taking place.

The routing counsellor is an employee of the prison or probation and helps link the child with services.

Q4 There was post project feedback integrated into the programme, how was this organised?

A4 Feedback was undertaken by telephone or when necessary in person in the workplace or at home.

Q5 Would you consider using ex participants as peer mentors to a new cohort?

A5 Yes!

Q6 AdS makes peripheral use of a lot of social structures already in place in NL. In your opinion, which of these processes should come first?

A6 Chain participation between existing services should be the priority, for us this occurred in one of the social structures – the 'saftey house'. Safety house meetings took place daily between police, social services, child protection. But you need to be prepared to cooperate: Data sharing is considered normal between colleagues in the safety house prior to which privacy was 'an excuse' for not cooperative. This required a real mentality change – for everyone concerned – prior to the routing work.

Q7 Was wider training provided to change this mentality?

A7 Our workers trained colleagues, but there needs to be wider stakeholder training of the police and judges to be more sensitive of children's issues.

**5. Meeting Place 2020:**

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## 6. Action Plan Youth Unemployment:

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## 7. Tomorrow's Women Wirral:

Q1 Were men even allowed in to the Tomorrow's Women Wirral (TWW) building?

A1 No men and no children. Our priority was to create a female centric approach within the criminal justice system based on peer support. We tried this many ways – having men come along sometimes or having an onsite crèche – but this is the only way we are sure of having women present, focused and unpressured. Support with childcare is offered through a partner organisation but rarely used. Details on offending behaviour of a male partner is brought in by the probation services but no male work takes place on site, though an offender manager will often then mediate off-site.

Q2 Do agencies pay to be on site?

A2 No. All agencies come in – including probation, which is a unique situation - and deliver support because it is in their interest to address hard to reach women: These women are often rejected from other services. This range of partners brings women up to date on all the things they need to know.

A robust framework is in place guiding our partnerships. The board of trustees give a lot, they know where they are going, and TWW has grown to be a place appreciated by the agencies as a place where they can effectively deliver the services they provide.

Q3 What goes on in terms of education?

A3 We promote learning, starting with a first aid course which is very popular, and progressing step by step. The digital inclusion programme is well attended, and three women just started at university.

Q4 How about work?

A4 Small steps are taken towards the labour market: women often undertake fundraising events, work in the community garden; smart suits for job interviews (or court!) are provided for loan. Women are allowed now to do their community service in the community garden which keeps them well in touch with probation and reduces reoffending. 114 women signed up to work initiatives.

Q5 Have you seen this idea transferred to other areas of the country?

A5 The MASH Multi agency service hub is a possibility for the future, and other areas are thinking of rolling out the same idea, and there interest from the National Offender Management Service (NOMS) UK.

Q6 Do you take referrals from agencies?

A6 Attendance is voluntary.

Q7 What draws the women in?

A7 Our walk-in medical centre just for women is popular, funded by the local health authority with a band 7 nurse employed. The wellness centre and washing machines too. Then the community spirit starts to build up...

Q8 Can you evidence the impact you have?

A8 Social impact cost value is underway with Liverpool University but initially it appears that for every pound spent there is a 14 pound return. In probation terms, we have 87% of successful completions.

Q9 What status does TWW have – are you a public body?

A9 No, we chose charity status as this best suites our funding strategy. This decision was complex!

Q10 Do you think of working with younger girls?

A 10 No at the moment because TWW under the probation service so is responsible for adults only but we have links to younger women's services.

## 8. Discussion points from the group:

### Transferability, learning, innovation and finance good practice from The Pathways Project (PP), Choose Your Future (CYF), Re-Start (RS), Aan de Slag (AdS) and Tomorrows Women Wirral (TWW)

#### Transferability

- *Courses and workshops: generating standard material/ support alongside versatile modules (PP, CYF)*
- *„Safe house‘ multiagency drop-in facility: valuable access to „hard to reach‘ people (TWW, AdS)*
- *Delivering existing content/ services in*
  - 1) *new settings/ institutions (also develops background in house competence) (all)*
  - 2) *new ways e.g. Peer mentoring, digital apps (all)*
- *Trainer competence building: building a trusted brand helps trainers in selecting the right course (AdS, CYF)*

#### Learning

- *Benefit of objectivity of an „external‘ provider (all)*
- *Voluntary participation increases engagement (all)*
- *User „owns‘ and tailors their needs-led service*
- *Building learning from stakeholder feedback into the project design (CYF, TWW, PP)*
- *Flexible follow-up and support (AdS, TWW)*
- *Monitoring/ testing which can quickly feedback and improve service (AdS, CYF)*
- *Enterprise connection ensures genuine local labour market opportunities (RS, AdS)*

#### Innovation

- *The first step must be to challenge existing mindsets of both service users and delivery staff, and wider community stakeholders! (all)*
- *Location: delivering in „Safe house‘, prison or school brings users closer to service (all)*
- *Cooperation: partnerships build technical competence between existing public/private services (all)*
- *Content: Blended, needs-led services: small steps to individual’s objectives (all)*
- *Niche, easily tailored services responding to needs of specific target group (all)*

#### Finance

- *Backing of partners/ trustees*
- *Using public service partnership as a „guarantee‘ to sustain new, blended services (RS)*
- *Bargaining power: Using evidence to prove successful ROI (TWW,*
- *Find a funder whose aims align with the projects‘ (RS)*
- *Charity status or statutory partnership?*
- *How to sustain funding for established multiagency partnerships, esp. in the crisis?*