National Offender Management Service

Active Inclusion

European Union
European Social Fund
Investing in jobs and skills

Active Inclusion Learning Network

What approaches contribute to improving employability and employment outcomes amongst socially excluded groups?

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This report presents the final conclusions and recommendations arisen from "Active Inclusion Learning Network" activities funded by the European Commission in the framework of transnational learning networks to enhance cooperation between Member states under the European Social Fund. It aims to spread effective solutions and strategies for the social inclusion of different disadvantaged groups. Specifically the research report works out the outcomes of a Systematic Review on last evidence based strategies together with outcomes of peer review activities carried out with evaluators and experts coming from different European countries. This document is the result of a synergic and valuable work between network members and a high representation of European stakeholders.

The research report has been produced in close cooperation with Research and Steering Group members. All phases have been conducted under the supervision of the National Offender Management Service as lead partner of the network.

Research/Editorial Board: it is responsible for planning and supporting network research and exchange activities. It helped the research report through bibliographic research, the design of processes and tools to collect and analyse practices, report on exchange meetings outcomes.

Steering group: it is made up of all members of the network, they helped the research report collecting good practices and data in their own countries, translating documents, cooperating in bibliographical research for the Systematic review.

The network was led by the National Offender Management Service (NOMS)

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The research report is reviewed by The National Offender Management Service National Research Committee and edited by Vivette Wadey

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List of abbreviations

BASFI - Ministry of Labour, Social and Family Affairs and Integration Hamburg
ESF – European Social Fund
ERDF – European Regional Development Fund
ESFA – European Social fund Agency Lithuania
EXOCOP – The Reintegration of Ex-Offenders Community of Practice
ISFOL – The Institute for the Development of Vocational Training for Workers
NATCEN – National Centre for Social Research - UK
NEET – Youth Not in Education, Employment or Training
NIACRO - Northern Ireland Association for the Care and Resettlement of Offenders
NGO – non-governmental organisation
NOMS – National Offender Management Service
OECD – The Organisation for Economic Co-operation and Development
PES – Public Employment Service

Short presentation of the Partners and their role

The National Offender Management Service (NOMS) is an executive Agency of the Ministry of Justice in the UK, commissioning Prison and Probation Services. NOMS are the lead partner in the Active Inclusion Project and as such provided the Project Management. This involved managing all the project administration, partner communication, wider communication, collection of surveys, organising research meetings, steering group meetings and the Platform 1 and Platform 2 events in different countries across Europe. NOMS are also the lead for the Troubled Families theme by providing content to the final report and hosting the Troubled Families sub-theme platform 1 meeting in London.

Professor Ioan Durnescu is from the **University of Bucharest** and is responsible for this research report. His background is in the criminal justice field and became involved with this network as it deals with social problems for offenders. Professor Durnescu has attended all research meetings, steering group meetings and platform 1 and platform 2 meetings in order to engage with experts, practitioners and other academics in the field of social inclusion. As well as attending these meetings Professor Durnescu has also presented at each meeting the progress of the systematic review specific to each theme and sub-theme. He also helped to facilitate these platform meetings and encourage discussions.

Consorzio O.P.E.N is a national consortium based in Italy and groups together seven non-profit organisations that are historically involved in vocational training, job placement and reintegration of former prisoners detained as adults and minors. The shared objective is to combat social exclusion and recidivism of those coming out of prison and aiding them to return as a citizen in the community and in full legality. Consorzio O.P.E.N has provided experts, practitioners and European wide connections as well as encouraging survey responses from Italy. Consorzio O.P.E.N. have attended all steering group meetings and provided experts and facilitation of discussion at platform 1 and platform 2 meetings. As well as attending these meetings Consorzio O.P.E.N. have provided collaboration on documents for the network and information for newsletters.

EPANODOS is a non-profit organization of Private Legal Entity supervised by the Ministry of Justice, Transparency and Human Rights in Greece. It is the first and only official body for post-custodial care established in Greece. EPANODOS are the sub-theme lead for Homelessness under the Marginalised Communities theme reporting to NIACRO on the findings of the Platform 1 Homelessness expert meeting. EPANODOS held this meeting in Greece and provided experts with a meeting venue and hospitality over one and a half days in June 2014. As the sub-theme lead EPANODOS attended the steering group meetings in Belfast, June 2013 and Hamburg, December 2013. They also provided experts and contacts for the platform 1 and 2 meetings and the final conference. On top of this they also contributed to the overall aims of the

network by commenting on papers and assisting with research by encouraging surveys from Greece. As well as attending these meetings EPANODOS have provided collaboration on documents for the network and information for newsletters.

ESF Flanders (Agentschaps) is responsible for the implementation and proper management of the programmes of the European Social Fund Flanders, Belgium. They also manage the ESF Agency Flanders the European Integration Fund and the European Globalisation Fund. They have attended all steering group meetings and helped with gathering survey responses from across Belgium as well as working closely with other European learning networks for expert contacts. They attended platform 1 and platform 2 meetings and hosted the platform 2 Troubled Families meeting in November 2014 in Brussels. As well as providing numerous experts, practitioners and network contacts they also contributed to the documents written by the steering group for the network and collaborated on recommendations for ESF agencies.

ESFA Lithuania are based in Vilnius and administer EU programmes to meet formal requirements and ensure meaningful investment in the people of Lithuania. The agency have attended three steering group meetings to aid the direction of the network and collaborate on documents for gathering principles of good practice across Europe. ESFA Lithuania were essential in collecting good practices and encouraging responses to the initial survey in Lithuania as well as providing translation. The agency also hosted the third steering group meeting in Vilnius in September 2014. As well as providing contacts for experts, practitioners and other European networks for social inclusion they also attended some platform 1 and platform 2 meetings to aid facilitation.

ESF NI, Northern Ireland's aim is to promote learning and skills, to prepare people for work and to support the economy. ESF NI has been a part of the research group and the lead for the Disaffected Youth theme by co-writing and commenting on elements of the research report. They have attended and fed into all the research meetings and attended the steering group meetings in Belfast, June 2013 and Vilnius, September 2014. They also attended the platform 1 meeting on Disaffected Youth in Stockholm, May 2014, the platform 1 meeting on Marginalised Communities in Athens, June 2013.

ISFOL - The Institute for the Development of Vocational Training for Workers is a national research institute reporting to the Italian Ministry of Labour with a specific focus on vocational education and training (VET), employment and social policies and a strong commitment to promoting employment, social inclusion, skills and human capital development as well as at fostering growth and innovation. ISFOL is the sub-theme lead for Educational Problems under the Troubled Families theme reporting to NOMS on findings from the Platform 1 expert meetings on Long Term Unemployment and Ex- offenders and from the Platform 2 expert meeting on Long-term and Multi-generational Unemployment. ISFOL also facilitated the expert meeting on NEET from the Platform 1 and supported the facilitation of the Platform 2 meeting on NEET.As member of the Research Group and Editorial board ISFOL designed the network work methodology, contributed to the research

findings and report by helping co-write elements of the report and attending all research meetings in London in June 2013, March 2014, July 2014 and March 2015. ISFOL also attended all the steering group meetings to aid the progress of the network and collaborate on the documents for gathering principles of good practice across Europe. They also contributed to the list of experts, network contacts and aided the gathering of surveys from Italy. During the Platform 2 meetings ISFOL hosted the meeting for the Disaffected Youth theme in December 2014. ISFOL has also provided invaluable financial support to the network through hosting the final conference in Rome in May 2015. As well as attending these meetings ISFOL has provided collaboration on documents for the network and information for newsletters.

The **Ministry of Justize, Bremen** is a part of the Senate of Justice and Constitution for the Land of Bremen. The Ministry have been involved with the network and project since before the start as initiators in the concept of the project from a previous project called ExoCop. The Ministry have provided experts, practitioners and many other network connections to enhance the research findings and survey responses from across Europe. The Ministry have also hosted the platform 2 Marginalised Communities meeting in Bremen in February 2015. The Ministry have attended all steering group meetings have provided collaboration on documents for the network and information for newsletters. The Bremen Senate of Justice and Constitution (Senator für Justiz und Verfassung) is the public body responsible for justice, parole and prisons in the city-state of Bremen, the smallest of Germany's 16 federal *Länder*. For the last fifteen years, the Rehabilitation Research Unit of this ministry has been actively involved in European, national and regional projects advancing the field in resettlement and the active inclusion of (ex)offenders into social and vocational communities. Most recently - prior to their partnership in Active Inclusion - the Bremen Senate of Justice ran ExOCoP, one of the first generation ESF learning networks which created a community of practice on education, training and employment initiatives with prisoners and ex-offenders.

The **Ministry of Labour, Social and Family Affairs and Integration (BASFI),** which is the administration authority for the ESF in **Hamburg**, Germany. BASFI hosted the second steering group meeting in Hamburg in December 2013. BASFI have attended all the steering group meetings and been vital in collecting survey responses from across Germany and communicating with the Baltic Sea Network to encourage other countries to respond and be involved in the network. They have provided experts and practitioners in the field of social inclusion for the platform 1 and platform 2 meeting as well as helping to facilitate discussions at meetings.

NIACRO stands for the **Northern Ireland Association for the Care and Resettlement of Offenders.** NIACRO is a voluntary organisation whose headquarters are based in Belfast and have been working for 35 years to reduce crime and its impact on people and communities in Northern Ireland. They are the theme lead for the Marginalised Communities them and therefore attended the research meetings in London in June 2013, March 2014 and July 2014. They also attended the steering group meetings in Belfast, June 2013, Hamburg, December 2013 and Vilnius, September 2014. As the theme lead

they contributed to and co-wrote elements of the research report. They also provided experts and contacts for the platform 1 and 2 meetings and the final conference. NIACRO hosted the first steering group meeting in Belfast in June 2013.

The **Piedmont Regione** is a local Government body in Italy. The Piedmont Regione promote and manage vocational training and social services with particular regard to the most disadvantaged categories working with the local level training institution, municipalities , provinces, private social associations and social cooperatives. In addition to the promotion of European projects and transnational partnerships the region also has the task of planning evaluation and monitoring of projects developed locally by people of various public but also private social organisations. The territory of the Piedmont Region is divided into eight provinces and 1206 municipalities for a total of 4,436,798 inhabitants. The Regione attended all steering group meetings and platform 1 meetings. They also attended as an expert and facilitator at the Platform 2 disaffected youth meeting in Rome in December 2014. Contributed to documents for distribution across Europe and helped to gather survey responses from across Italy as well as providing contacts to expand the network.

The **Swedish ESF Council** is a government agency under the Ministry of Labour, responsible for managing Social fonden (the Social Fund) and Integrations fonden (the Integration Fund) in Sweden. ESF Sweden are based in Stockholm and are the sub-theme lead for Inclusion and Empowerment for the theme of Disaffected Youth reporting to ESF Northern Ireland on the findings of the Platform 1 Inclusion and Empowerment expert meeting. ESF Sweden hosted this meeting in Stockholm and provided experts with a meeting venue and hospitality over one and a half days in May 2014. As the sub-theme lead ESF Sweden attended the steering group meetings in Belfast, June 2013, Hamburg, December 2013 and Vilnius, September 2014. They also provided experts and contacts for the platform 1 and 2 meetings and the final conference. On top of this they also contributed to the overall aims of the network by commenting on papers and assisting with research by encouraging surveys from Sweden.

Executive Summary

The Active Inclusion concept emerged on the European arena in 2005, under the UK's EU presidency. Since then it became central to many strategies against poverty and exclusion (Gunter and Harding, 2013). Simply put, active inclusion means that in order to be effective for those who are excluded from the labour market, the strategies need to combine adequate income support with access to good quality services and inclusive labour markets.

In order to gather a comprehensive picture of how the concept is applied in the European Union countries, the European Commission decided to support the Active Inclusion Learning Network.

Fourteen partners were involved in this learning network, representing all the geographical areas of Europe: The National Offender Management Service (NOMS), University of Bucharest, Birmingham City Council, Consorzio O.P.E.N., EPANODOS, ESF Flanders, ESFA Lithuania, ESF Northern Ireland, The Institute for the Development of Vocational Training for Workers (ISFOL), Ministry of Justice – Bremen, Ministry of labour, Social and family Affairs and Integration (BASFI) – Hamburg, Northern Ireland Association for the care and resettlement of Offenders (NIACRO),Piedmont Regione and the Swedish ESF Council.

A systematic review, European survey, peer review meetings and interviews were organised within the network to answer the question:

'*What approaches contribute to improving employability and employment outcomes amongst socially excluded groups?* '

Over 290 good practices were analysed from all over Europe.

Interventions for each vulnerable group are presented based on the following structure:

- Findings from the systematic review;
- Findings from the survey;
- Findings from the platform meetings; and
- Findings from the interviews with experts.

Each section ends with a concluding paragraph with some possible suggestions for the future.

Although the concept of active inclusion has quite a long history, currently it is not yet reflected broadly in the research literature. The systematic review revealed that although the literature is replete with studies dedicated to all vulnerable groups, the connection between these groups and their employability and employment is not yet fully explored.

Based on this report, important progress can be observed in the area of employability and employment of the vulnerable groups at both levels: policy and practice.

A significant number of principles and approaches were identified as relevant across many vulnerable groups. The main finding of this study is that the concept of active inclusion may be up-graded in the near future to suggest that communities and society should become more inclusive and welcoming for vulnerable people. As we will illustrate later in the report, most of the obstacles to engage with the labour market are generated by attitudes or social structures that can be reformed to become friendlier to all members of society.

The 'whole person' approach and 'tailor made interventions' were identified as the most common principles of work. Derived from these two principles, other approaches could be defined as important: flexibility, networking and inter-agency work, empowerment, connecting training to real job opportunities etc. Mixed funding was another principle that received strong support from a lot of good practices.

Apart from these rather common principles, specialised approaches were identified for particular groups. For instance, public awareness and image building seem to be important for those groups with public image deficit (e.g. ex-offenders). Social economy appears to be a good answer for people with disabilities, drug users and ex-offenders. Besides the principles that can be applied across different groups, some practice tips were also identified: allowing small mistakes (especially for ex-offenders), rewarding small progress not only the 'grand result' etc. More suggestions can be found in the report on how to engage with vulnerable people, how to prepare them for employment, how to place them in employment and how to support them in employment.

During the evaluations and discussions within the network, innovation was observed many times but not as revolutionary steps but rather as combinations between mainstream services and technology/games or as 'different ways of making things' (one expert). It seems that encouraging vulnerable people to get involved more in designing and managing interventions can be a possible path to innovation and progress.

More should be done to encourage independent and robust evaluation of the current practices. Interventions should be designed and implemented locally based on a paradigm that combines social, educational and entrepreneurial mind-sets. Local interventions should be part of wider inclusive anti-poverty national or European policies. Employers should be more involved in designing employment interventions starting from their economic interests. More attention should be paid to making employment interventions as economically viable as possible. Innovation should be supported by allowing more risk taking by the funders. Changing the model of financing from funding services and activities to funding individual pathways to decent lives looks like a promising line to take.

A. Introduction

The Active Inclusion concept emerged on the European arena in 2005, under the UK's EU presidency. Since then it became central for many strategies against poverty and exclusion (Gunter and Harding, 2013). Simply put, active inclusion means that in order to be effective for those who are excluded from the labour market, the strategies need to combine adequate income support with access to good quality services and inclusive labour markets. These principles were incorporated in many European Commission documents culminating with the EC Recommendation - 2008/867/EC on the active inclusion of people excluded from the labour market. The concept is also central in the European Employment Strategy "Europe 2020" which invites Member States (MS) to reinforce efforts to fight poverty and social exclusion and integrate people at the margins particularly through active inclusion policies.

With a view to the EC Recommendation on active inclusion of people excluded from the labour market and to the "Europe 2020" strategy objectives (particularly in terms of improvement of employment and poverty reduction) the European Commission launched a learning network dedicated to Active Inclusion. The Active Inclusion Learning Network is a European Social Fund transnational network involving partners such as: the National Offender Management Service (NOMS), University of Bucharest, Birmingham City Council, Consorzio O.P.E.N., EPANODOS, ESF Flanders, ESFA Lithuania, ESF Northern Ireland, The Institute for the Development of Vocational Training for Workers (ISFOL), Ministry of Justice – Bremen, Ministry of labour, Social and family Affairs and Integration (BASFI) – Hamburg, Northern Ireland Association for the care and resettlement of Offenders (NIACRO),Piedmont Regione and the Swedish ESF Council. The management of the network is led by NOMS in the UK.

The aim of the Active Inclusion Learning Network is to support individuals in vulnerable groups, including Troubled Families, Disaffected Youth, and those who are Marginalised in Community to re-engage with the labour market.

In doing so, the network focuses on the exchange of information, data, tools and strategies on those approaches that facilitate disadvantaged people to enter and stay in employment. Investing more in people through a life-cycle approach in employment and education, reducing school leaving, providing equal opportunities, and good quality jobs is indeed at the heart of both the ESF and EC Recommendation on active inclusion, since this is one of the most effective ways to fight inequality and poverty. Thus, though looking at approaches tackling the three active inclusion pillars, particular attention was paid to aspects like: education, adaptation of competences to the labour market demand, the improvement of health conditions, gender aspects, and age.

This report presents the findings of the research conducted in the Active Inclusion Learning Network. In concrete terms, this report synthesises the results from:

- A systematic review;
- A European survey;

- The reports from the Platform 1 workshops;
- The reports from the Platform 2 meetings[1]; and
- Interviews with the experts.

Each thematic section of the report will be concluded with some potential directions for further research or future strategic options for funding.

As decided by the project partners and agreed by the European Commission, this report looks at how employability and employment can be enhanced for the following vulnerable groups:

1. Disaffected Youth:
    - Disaffected youth inclusion and empowerment
    - Disaffected youth employment, education and training

2. Marginalised in community
    - Homelessness
    - Drug and alcohol abuse
    - Offenders / Ex-offenders
    - Mental health, physical and learning disabilities

3. Troubled families
    - Offender's families
    - Multigenerational unemployment/Long term unemployment
    - Anti-social behaviour
    - Educational problems

In the text of the report the term group will be replaced sometimes with themes or sub-themes.

Active inclusion, European Social Fund and key EU funding instruments post 2014[2]

The Active Inclusion network's target group comprises individuals at the furthest margins of the labour market. ESF can be used to support a whole variety of interventions that may address the complex needs of these individuals.

In the 2014-2020 financial framework, the European Social Fund (ESF) is the European Union's main financial instrument for supporting the implementation of employment and social policy reforms by Member states in line with the **Europe 2020 Strategy**. The Europe 2020 Strategy for smart, sustainable and inclusive growth aims to lift at least 20 million people out of poverty and social exclusion and increase employment of the population aged 20-64. In order to ensure the full alignment of the ESF with the objectives of the Europe 2020 strategy, particularly in relation to employment, education and the fight against social exclusion, ESF should support Member states in implementing the

[1] See page 20-22 for more details about the Platform meetings.

[2] This section was developed by Heather Law.

Council decision on guidelines for the employment policies of the Member states adopted in accordance with Articles 121 and 148(4) of the Treaty.

This report is designed to:

- Deliver the key messages/learning points of the network based on evidence from research undertaken in the systematic review and exemplified by the case studies uncovered through the work of the platforms. This evidence will also demonstrate how ESF/ERDF can support this activity through the thematic objectives detailed in the EU regulation.
- Provide a copy of the ESF and ERDF investment priorities/thematic objectives for reference (Annex 5)

Key implications are set out in Annex 5. The first five learning points identified in the table in the Annex span all three themes of the network, namely:

- **Marginalised in Communities** (homeless; drug and alcohol; offenders/ex-offenders; mental health, physical and learning disabilities)
- **Disaffected youth** (disaffected youth and empowerment; disaffected youth, education and training)
- **Troubled families** (offender families; long-term unemployed; anti-social behaviours and educational problems)

The table details recommendations which target either: ESF Managing Authorities, other funders, policy makers including the European Commission, project managers or practitioners.

The first section of the table in Annex 5 includes points which apply to all themes and therefore can be considered general principles and recommendations, namely:

- Partnerships
- Whole person approach
- Employers
- Gender
- Social enterprise

There follows a section which includes learning points which apply rather to specific marginalised groups.

- Ex-offenders
- Youth/ educational problems
- Homeless
- Mental Health and disability
- Drug and alcohol abuse

There are five columns in the table. The first column denotes the theme of the policy/practice lesson/recommendation. Column 2 details the policy/practice lesson/recommendation and the third column provides an example of a case study which exemplifies the point being made or provides a reference to research which supports the point. The fourth column details the relevance to ESIF 2014/2020, whilst the final column lists the ESIF Priority actions which

can fund the activity. Each theme is colour coded and a copy of the ESF and ERDF regulations are provided in Annex 5.

B. The Methodology

The research conducted under this learning network is based on a systematic review, a European wide survey, two platform meetings (Platform meeting 1 – PL1 and Platform meeting 2 – PL2) and 17 interviews.

The systematic review

The systematic review is part of a wide research project dedicated to the active inclusion of vulnerable groups. The main purpose of this systematic review is to identify the evidence available on what works in supporting vulnerable people in getting closer to the labour market. At the same time the review informed and supported the selection of good practices across Europe in the field of employability and employment of vulnerable groups. Based on the findings of the systematic review, special criteria were produced to assist the selection of good practices in each of the areas belonging to this study.

In practical terms, this review provides 'hard' evidence on what works in this area, thus guiding the selection and analysis of the good practices.

The following inclusion criteria were used for the selection of the relevant papers for this review:

1. Papers produced and published in EU countries within the last five years (2009-2013). When necessary[3], papers published prior to this year, or in other areas (including the US), have been taken into consideration.
2. Papers published in peer reviewed scientific journals have been given priority. For topics where peer-review papers were not available, unpublished reports or other 'grey literature' were accepted.
3. To look at the employability or/and employment for the mentioned disadvantaged groups.
4. To present results or impact on employability or employment of the mentioned disadvantaged groups. Papers describing reflections or critical comments regarding different initiatives were included but were not given priority.
5. To be in English but also in some other official EU languages. If one report was available in many languages, the English version was preferred.

These criteria were decided together with the partners in two separate meetings: one research meeting and one steering group meeting.

Two large electronic databases were investigated – SAGE and Taylor &Francis – using different keywords or different combinations between keywords like: 'employment', 'employability', 'skills', 'labour market', 'offender's family', 'anti-social behaviour', 'vulnerable groups', 'educational problems', 'troubled families', 'homeless', 'homelessness', 'youth', 'ex-offenders', 'prisoners',

[3]In general, it was considered necessary to include papers published prior to 2009 or outside Europe when the literature available after 2009 in Europe was very little or was based on studies published elsewhere before.

‘inmates’, ‘offenders’, ‘mental health’, ‘disability’, ‘disabled’, ‘drug’, ‘alcohol’, ‘addiction’, ‘homeless’, ‘homelessness’ and ‘after 2009’.

These two databases were selected because they host most of the journals specialising in psychology, social or economy sciences.

At the end of this exercise 93 studies were identified as corresponding to the inclusion criteria out of over 11,092 results.

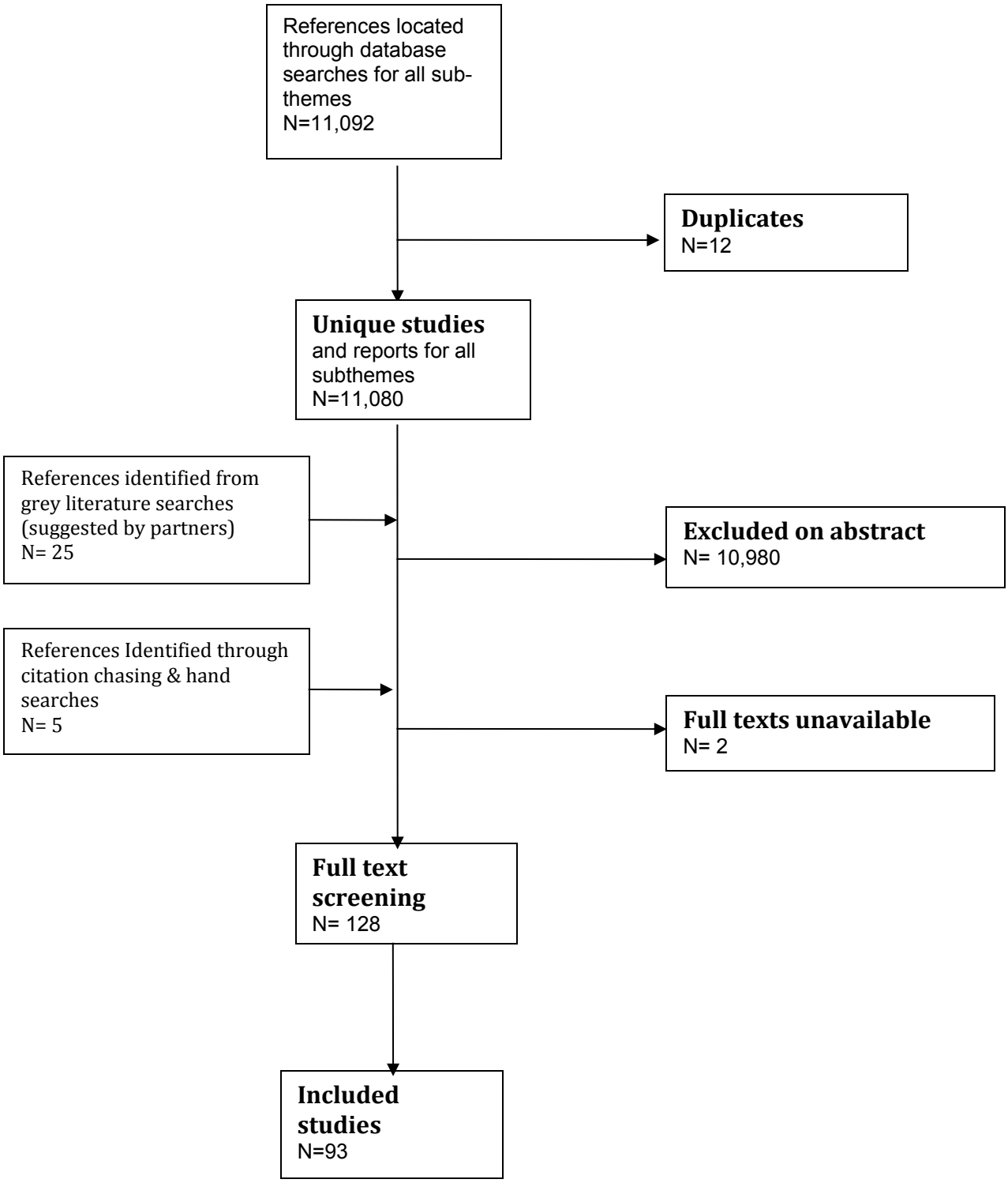
In addition to the papers identified in the electronic databases, members of the learning network also suggested websites and reports to be included in this review (25 papers).

A further five papers were identified through citations from other papers. Two papers dedicated to alcohol and drugs were not accessible in full text, but based on their abstract they were not deemed essential to the final conclusions on the subject.

The review procedure undertook the following steps:

1. The selection of the electronic databases
2. The introduction of the key words
3. Generating the results
4. Analysing the abstracts of the results produced
5. Decision to include or not based on the abstract
6. Reading and extracting the learning points from the inputs that fit the inclusion criteria
7. Including the learning points in the corresponding section of the systematic review
8. Concluding each section of the systematic review based on the collected learning points.

Fig.1 - Flow of the literature



As a general observation we should note the volume of the literature available on working with these vulnerable groups is significant (except for Troubled families). However, the focus of the systematic review is how to work with vulnerable groups in order to improve employability or the employment prospects. Based on this requirement, the vast majority of studies were excluded.

The Surveys and the Platform 1 Events (PL1 meetings)

As part of the Network, surveys were sent out to ESF Managing Authorities, NGOs, charities and Government departments, across 35 European states, in order to collect practices in the field of employment and employability of disadvantaged groups. The questionnaire template was designed and agreed by the partners of the learning network (Annex 3).

291 returns, across the ten sub-themes, were received from 17 different member states. The highest proportion of returns came from England and Wales (35%), followed by Northern Ireland (14%); Italy (12%); Lithuania (11%), Sweden (5%); Germany (4%) and Belgium (4%) (see Annex 4 for the map of the submissions).

Although the number of submissions was smaller than we expected, comparing this with other pan-European studies we can consider it as a good return rate. Based on the discussions with our partners, we concluded that the lack of language support in some countries discouraged developers to submit their practices to the Network. Moreover, it seems that some state departments are already overwhelmed with survey requests from many European institutions and cannot find the time to respond to all of them.

Of the 291 surveys received by the Network (one was discounted):

- 98 surveys were assessed at the Troubled Families event:
  - 21 surveys were assessed on anti-social behaviour
  - 30 surveys were assessed on educational problems
  - 35 surveys were assessed on long term unemployment
  - 12 surveys were assessed on offenders' families

- 77 surveys were assessed at the Disaffected Youth event
  - 45 surveys were assessed on NEET (Not in Employment, Education or Training)
  - 32 surveys were assessed on inclusion and empowerment

- 116 surveys were assessed at the Marginalised in Communities event
  - 20 surveys were assessed on homelessness
  - 27 surveys were assessed on drugs and alcohol
  - 37 surveys were assessed on offenders/ex-offenders
  - 32 surveys were assessed on disabilities

For each of the themes, a Platform Level One meeting (PL1 meeting) was organised aiming at selecting the eight (top five and three reserves) most innovative and effective collected practices targeting social inclusion for that particular disadvantaged group. The partners of Active Inclusion Network nominated experts in the field of social inclusion to attend each of the three PL 1 meetings (one for each theme). Most of the experts were project managers,

academics and practitioners involved in social projects dealing with vulnerable groups.

The experts were then assigned to a sub-theme group (e.g. homelessness, educational problems etc.), based on the particular expertise of the individual. Experts were then placed in pairs or small groups within their sub-theme group, in order to assess the surveys. Whether the expert was placed in a small group or a pair was dependent upon how many surveys needed to be assessed for their sub-theme.

The design of each meeting was organised as a peer review process based on the following structure:

a) Plenary session - the meetings commenced with a plenary session whereby a number of presentations were given:

- A presentation on the Active Inclusion Network and how the meeting would run;
- A presentation on how the Centre for Social and Economic Inclusion would be evaluating the Active Inclusion Network
- A presentation on the systematic review for that particular theme (e.g. Troubled Families, Disaffected Youth or Marginalised in Communities)
- Two presentations specifically relating to the meeting's sub-theme.

b) Marking of surveys – the experts worked in pairs or small groups within their sub-theme groups to discuss and score their allocated surveys, using a set evaluation grid. Each pair completed one evaluation grid per survey.

c)Evaluation grids - Each evaluation grid had pre-determined marking criteria which included General approach; Structure; Evaluation; Learning; Innovation; The User's Voice; and Transferability. Each marking criteria was then broken down into more detailed criteria. The evaluation grids for each sub-theme differed slightly as they included up to five sub-theme specific marking criteria. All of the marking criteria used in the evaluation grids had been informed by research (systematic review findings) and debate. As some of the marking criteria were seen as being more important than others, significance multipliers were used to weight the scores. For example, since the European Commission is very much interested in what is innovative, the significance multiplier for the innovation scoring criteria was six. At the end of the marking workshops the surveys that received the ten highest scores were identified and taken to be assessed by the delegates on Day 2.

d) Group Discussion - The participants then discussed the surveys they had assessed, sharing with their sub-theme group. They were given five questions to discuss:

1. What are the **innovative points** that you can draw from these good practices?
2. What are the **learning points** that you can draw from these good practices?
3. What appear to be the **critical factors** that led to success of the good practices?

4. What aspects would you like to be **transferred** in your own national context, and why?
5. Do you have further **important points** that you would like to stress from these practices?

The sub-theme groups also suggested what additional information we need to retrieve from the collected practices, and what probing questions we should ask them at the Platform Level 2 meetings, in order to identify which of the practices are truly the most effective and innovative.

e) Identifying the Top 8 Surveys – the sub-theme groups then needed to identify the top 8 surveys (i.e. the top five and three reserves) from the ten surveys that received the highest scores following the marking workshop on Day 1. They did this by re-assessing the surveys using a new marking system based on the criteria of **innovation, learning, critical success factors and transferability**. The delegates were given the flexibility on how to identify the top 8 surveys, as long as their decisions were based on using the 4 criteria. Some groups re-assessed the surveys using a new numerical scoring system, whilst others identified the top 8 through a group discussion.

The Platform 2 Meetings (PL2)

Three Platform 2 meetings (PL2) were organised – one for each theme. The aim of the PL2 meetings was to refine further and confirm the findings and the learning points drawn from the PL1 meetings.
The procedure for the PL2 meetings was:

- A short presentation of the project and the activities so far,
- A short presentation of the systematic review and the findings from the PL1 meetings
- A presentation of the selected good practices by the developers followed by detailed discussions
- A small group discussion aimed at identifying the learning points, the innovation, the funding, the transferability and the ESF implications.
- A presentation of these points to the whole audience followed by further clarifications.

The interviews

In order to further explore different aspects of active inclusion, and also to identify the strengths and the possible future developments in this field, one or two experts from each sub-group were invited to participate in an interview. The workshop leaders nominated the experts to participate in the interviews.

The interview was based on the **appreciative inquiry design** whereby individuals were asked to elaborate around the following appreciative protocol, which was sent to the participants in advance:

1. Please describe a good practice that you know in the field of employment of the ……. group.

2. What are the critical elements that make that practice so valuable?

3. What would you change in that practice to make it even better?

4. How would you construct an ideal intervention in this field if you had a magic wand?

5. Please nominate the success factors of this intervention.

A number of 17 interviews were conducted and transcribed verbatim. The interviews took place via Skype, with two exceptions where the experts opted for providing written answers. The answers were analysed using a thematic analysis methodology.

Limitations of the research

In selecting the good practices and identifying the learning and innovative points, the Network decided to use the peer review methodology which is based on the opinion of experts. Obviously, this opinion may be subjective. In order to diminish this risk, the researchers produced evaluation grids (based on the findings of the systematic review) and procedures that limited the subjectivity or the arbitrariness of decisions (e.g. the interventions were evaluated first in small groups and later in a large group, different experts were invited to assess the same intervention in PL1 meetings and in PL2 meetings etc.).

The second potential limitation is the non-comprehensive number of reports. Although the Network members put much effort into disseminating the survey to all the networks and organisations of which they were aware, it was unrealistic to cover all interventions. However, compared to other European surveys, a return of 291 surveys is relatively large. Furthermore, the experts invited to the interviews were asked to speak about all the interventions they knew about in the area and not only about those submitted. This is how the Network became aware of several interventions in the Netherlands, the Czech Republic and the UK which were not submitted to the peer review process.

Some returns were not necessarily complete or well written but the experts were encouraged to play an active role in developing understanding. Sometimes, the project's websites were checked and more information was brought to light.

By taking this European approach and targeting not only ESF managing authorities, the Network succeeded in attracting good practices that were not funded by ESF. A strength of this research is thus the diversity of the practices that were collected.

C. The themes and sub-themes

C.1 Disaffected Youth

C.1.1. Disaffected Youth Inclusion and Empowerment

Policy context

At the European level, The European Commission adopted the EU Youth Strategy that promotes a dialog between youth and policy makers in order to increase citizenship, foster social integration and ensure social inclusion. For 2010-2018, the Strategy has two overall objectives:

1. To provide more equal opportunities for young people in education and work
2. To encourage young people to actively participate in society.

The Strategy covers eight fields of action:

- Education and training
- Employment and entrepreneurship
- Health and well being
- Participation
- Voluntary activities
- Social inclusion
- Youth and the world
- Creativity and culture

In the area of education and training, the Strategy targets the current skills mismatch and the transition from education to employment. These objectives will be achieved through:

- Equal access to high quality education and training
- Develop youth work and other forms of non-formal learning opportunities
- Links between formal and non-formal education
- Improving transition between education and training and the job market
- Reducing early school leaving

In the area of employment and entrepreneurship the EU and its members will act to:

- Integrate concerns of the young people into employment strategies
- Invest in providing skills employers are looking for
- Develop career guidance and counselling services
- Promote opportunities for youth to work and train abroad
- Promote quality internships / apprenticeships
- Improve childcare and shared parental responsibility
- Encourage entrepreneurship in young people

One of the EU initiatives that promote concrete steps towards reducing the

youth unemployment is the Youth Opportunities Initiative. This initiative includes pilot actions on a Youth Guarantee and 'Your First EURES' job scheme. The Youth Guarantee ensures that all young people up to the age of 25 get a good quality, concrete offer within 4 months of them leaving formal education or becoming unemployed. The offer should be for a job, apprenticeship, traineeship or continued education.

'Your First EURES' job is a mobility scheme to help young Europeans find work in other EU countries. The scheme targets young people between 18 to 30 years old.

Other initiatives encourage access of youth to good quality training or apprenticeships. Most of these initiatives were taken into consideration when national policies were discussed in the Member States[4].

Findings from the Systematic Review

One of the main concerns when working with disadvantaged youth is how to engage with them and how to involve them into defining their problems, designing appropriate and adapted interventions, involving them in the decision making process and in the evaluation procedures. In other words, the main challenge is how to empower them to take control over their own destiny.

Research conducted under the EQUAL programme[2] but also in Italy (Villano and Bertocchi, 2014) and the North of England (Simmons et al., 2013) demonstrates that there is progress in this area but more real investments should be made in order to recognise youth as real resources. Furthermore, states should provide effective and concrete mechanisms of communication with youth and institutions/organisations should change their organisational cultures and management styles to allow beneficiaries to have a say in the decision-making process. As mentioned in Hartmann and Kwauk (2011) sport can be an effective way of engaging and motivating youth to take part in civic matters but only if complemented with education, mentorship, skills training and so on. In other words, sport should be combined with other non-sport programming and investments in order to reach some developmental goals. Research in the USA also suggests that community and civic participation among youth can also be stimulated through the involvement of youth into volunteer work (Nenga, 2012) and art-based activities (Batsleer, 2011). Social media can also be helpful in developing social capital and in strengthening the civicness of youth (D'Ambrosi and Massoli, 2012).On the contrary, if state authorities employ exclusive policies and interventions such as aggressive anti-social behaviour policies, this can lead to an atmosphere of oppression and distrust. As noted by Deuchar (2010) if state treats youngsters as 'second-class citizens' and keeps them under intense and unnecessary surveillance,

[4] See for instance the UK example: http://www.publications.parliament.uk/pa/ld201314/ldselect/ldeucom/164/164.pdf

[2] EQUAL Report available at: http://ec.europa.eu/employment_social/equal_consolidated/data/document/Lessons%20from%20Evaluation%20conference%202005.pdf

the youth tend to turn towards their own groups that give them access to dignity and positive identity.

However, as demonstrated in Morton and Montgomery (2013) there is only a handful of evidence (3 studies out of 8789 citations) that demonstrate the relationship between youth empowerment programmes and self-esteem, self-efficacy and other social emotional and behavioural outcomes.

But working with young people with a clear empowerment philosophy is not a straightforward endeavor. As suggested by Fitzsimons et al. (2011) facilitating quality youth work based on the empowerment model, requires a number of professional skills in the youth workers such as: reflection skills, facilitation skills and so on. Furthermore, organisations working with young people who intend to be consistent with empowerment philosophy need to adapt their leadership, the structure and the culture of the organisation, models of decision-making and management of staff. A key element in this respect is the value alignment between empowerment and the organisational culture. By using the example of the project called The Warren, a young's people community, Fitzsimons et al. (2011) illustrate how difficult this cultural shift within one organisation is.

Findings from the Platform 1 event (PL 1 meeting)

After debates in the PL 1 meeting the following practices were selected:

1. **Unga In** - Swedish Public Employment Head Office (Sweden)
2. **Supporting People: Housing Support Programme** - Birmingham City Council (UK)
3. **Multiregional Operational Programme: Fight Against Discrimination "ACCEDER"** - Spanish Ministry of Employment and Social Affairs (MTAS) and regional administrations (Spain)
4. **Choices Programme/Programa Escolhas** - Ministry of the Presidency of the Council of Ministers (Portugal)
5. **Youth Advocate Programmes (YAP)** (Ireland)

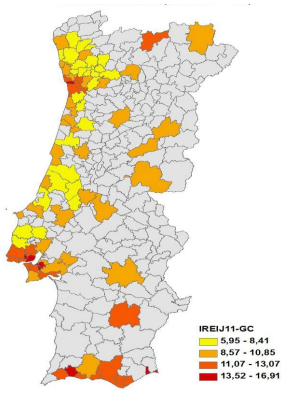
The following practices were selected as reserves:

1. **AIM Integrated Outreach Support** (UK)
2. **Youth Active +** - Lawaetz Foundation (Germany)
3. **NEET Education in Oakwood Prison** (UK)

The main concern of these selected practices is how to engage and empower vulnerable people so that they can move closer or even join the labour market. Although some of them did not target exclusively youth they covered this age group as well in their interventions. When looking at how they engaged or get in contact with the disaffected population, we can see a wide variety of strategies. Most of them counted on the geographical proximity with the vulnerable group. Therefore, they were organised in schools or in the deprived neighbourhoods. An interesting example is offered by Unga In - Swedish Public Employment Head Office (Sweden) that employed Youth ambassadors,

people with the same background as the target group. Another example comes from Germany, the Youth Active project which uses street workers and also the youth houses to get in contact with those in need.

In some cases, before launching wide scale interventions a careful assessment and planning was conducted. For example, before launching the priorities for the Choices Programme/Programa Escolhas (Portugal), the Council of Ministers takes a close look at the Index of Children and Youth Exclusion Risk produced by DINAMIA'CET – an external academic research centre in Portugal. As illustrated in the next figure, this index reflects which areas are most affected by the risk factors:



Index of Children and Youth Exclusion Risk – Large Cities (2009)

The range of activities offered by these interventions is also very wide covering issues like: education, training, housing support, income support, mental health, fight against discrimination and so on. Just by way of illustration, here are the activities included in the Integrated Outreach Support (UK):

- *'Access to basic resources (Housing provider)*
- *Incentives to seek employment (intensive and holistic support for targeted individuals)*
- *A needs based approach (a tailored approach for individuals with complex needs)*
- *Enhanced employability (peer mentoring, motivational support, individual coaching)*
- *Link training and employment opportunities (use of social enterprise to provide work experience, enterprise coaching, training opportunities linked to a care farm programme)*
- *Links with potential employers (employment coach)*
- *Employment and training services (provision of accredited qualifications)*
- *Housing support and social housing (social housing provision)*
- *Childcare (made available for women's project)'*

What is worth mentioning under this point is that these services are provided in a coordinated manner based on the 'whole person approach'. For instance, in spite of its name Supporting People: Housing Support Programme (UK) does not cover only the housing needs of the target group but a much wider range of needs that can be associated with a greater risk of exclusion from the labour market. In order to provide these services, the developers work in close cooperation with agencies such as: Public Health team (funding drug and

alcohol services); Adults and Communities - which includes housing strategy, policy and homelessness; Children Young People and Families; Registered Social Landlords (RSLs); Jobcentre Plus; probation services; police; substance misuse services; antisocial behaviour teams; occupational therapy professionals; housing services; benefits services; Citizens Advice Bureau; Birmingham Tribunal Unit; council tax service; law courts; libraries; children's centres; doctors and hospitals. This long list of agencies is mentioned here only to illustrate how diverse and wide a multi-agency partnership could be in order to provide real 'whole person approach' services.

Based on the surveys submitted to the PL1 meeting, the group of experts agreed that the main learning points that can be concluded are:

- Thorough, evidence-based prior analysis of the problem, the target group needs (including protected characteristics and gender, as well as geographical location).

- From the beginning, projects should seek to embed sustainable governance and funding beyond the short-term life of the pilot/project, and to integrate learning from their pilot ('programme' approach vs 'project' approach).

- Equally, from the beginning, funders might favour projects with long-term potential, with a clear plan to reflect on and evaluate the pilot, and to integrate learning.

- Partnership approach of active co-support towards shared objectives.

- Genuine consultation and involvement of users and practitioners in the services design, evaluation and improvement.

- Resilient, long-term, meaningful relationships with one case manager/advocate/mentor etc. – more than 6 months, with optional access after the users individual needs have been met.

- Structured consultation, collaboration and reflection between partners at different levels (for the most efficient approach to joint policy and practice).

- Transferring proven good practice from one situation to another (e.g. using a young persons' education course inside a young offender's prison).

- Projects should aim to promote wider awareness of young people's issues, showcasing the value of civil engagement and volunteering.

- Co-location of services or the one-stop-shop approach.

- Early intervention – projects reach young people at risk, not just in trouble.

- Use of digital technology, tools and social media to reach out to young people, to connect their individual needs plans and to connect the different organisations efficiently.

- Local initiatives respond to local needs: micro credit and start-up guidance from regional NGOs can hone project objectives on local outcomes promoting positive communities.

- Importance of role modelling – showing new communities, relationships or employment options which 'break the mould' and could have a positive impact.

When discussing about the innovation, the experts agreed that innovation is most often about 'doing things differently':

1. Different ways of breaking down institutional barriers for a more effective, holistic path through the services required for diverse needs.

2. Creative ways of involving and motivating private sector partners, blending inclusion work into their regular structure.

3. Approaching organisational learning differently: integrating structured reflective (evaluation from inside the organisation) practice so that the project has the opportunity to learn simultaneously from every failure and every success. External evaluation should be a second step.

4. Using new technologies to improve established practice.

5. Different ways to reach the young people in the project's target group (and the right rhythm for the relationship – elements of successful contact might be consistency, resilience, user led and answering a need for the user).

Findings from the Interviews

The two experts interviewed for this theme focused their description of the 'good practice' they had come across in their past as a combination of different factors that place the vulnerable person in the middle of a social network and the decision-making process. For instance, one of the experts described family conferencing as an effective way to solve any sort of conflict or social problem. He approached the family conferencing as a multi-level system of intervention, with different circles: circle one- the family and the relevant ones ('the natural system'), circle two - the professionals and so on. An important observation he made was that when dealing with an obstacle, the principle of subsidiarity should be enforced. For example, the first circle that should be called upon to solve a problem should be the person and his/her own informal social network. If this network cannot deal with the issue effectively then the second circle should be asked to contribute. By doing so, the vulnerable person is given

back the problem and the responsibility to deal with it. It is only when the person's personal or informal capacity is overwhelmed then the professionals and the community should step in. In this case, professionals should be well trained, aware of what is considered evidence-based practice and able to build up positive relationships with the vulnerable people. Moreover, the several experts suggested that the professionals should be aware of the values base of their interventions. As one of the experts stated:

'*when baby when I cried I received a bottle of milk. Maybe other babies when they cried they received a kick or something…*' (Dutch expert).

Therefore people come from different walks of life with different expectations and different values. Professionals should be aware of this diversity and behave according to it.

Another good example of how to empower youth is the council of youth that can be involved in the decision-making about priorities, funding and evaluating projects addressing youth issues. Furthermore, youth can be encouraged to design their own projects and can be involved in fund raising for their own project ideas. By doing so, they show a real commitment to the ideas and the cause they fight for. Evaluation, prioritisation, planning, designing, implementing and again evaluating the impact of projects was defined by the experts as a 'virtuous cycle' that can be employed everywhere. Self-reflection and continuous adaptation to the new needs and challenges seem to be essential competencies for an intervention to survive in time. But empowerment does not mean to leave the other stakeholders completely outside the picture. On the contrary, the experts emphasised that local authorities, state institutions, NGOs should be also involved in planning, designing and implementing interventions for youth. Based on the empowerment philosophy, the role and the place of these actors are re-defined in order to allow youth to have a stronger and more responsible voice.

If in an ideal world, the experts suggested the need for a greater integration or 'connectivity' between services. In many EU countries services to support youth in becoming economically active are available but they seem to lack a proper integration and communication between housing, education, income support and health services.

Another direction for the future would be to encourage the European Commission to think harder about evaluation and how the lessons learnt could be better disseminated and used in new projects. As one of the experts rightly emphasised:

'*they should stop to overlap their administrative time schedule with the evaluation time schedule' (Italian* expert*).*

There should be a time for implementation and another time for evaluation. In order to evaluate the impact of an intervention (especially when talking about empowerment) one should wait one or more years until making a proper evaluation of the impact. The quality of the evaluation design is another

dimension where the expert would like to see some progress in the future. Counting services or people does not tell us the whole story.

Conclusions on 'empowerment' and suggestions for the future

From the research and debates described above, it seems that empowering young people to participate in the civic life of community and come closer to the labour market is a promising practice. Involving youth in national and local debates (via councils or other systematic events) could enhance their confidence and self-efficacy. However, this involvement should be genuine and supported with real investment in structures and opportunities that encourage direct youth participation. National and local level should work together based on the empowerment philosophy if negative experiences are to be avoided. Although strong research evidence is not there yet due to the lack of robust studies, there are good indications that youth involvement in defining, managing, implementing and monitoring social initiatives can generate positive personal and social outcomes, some of them directly related to employment.

There is still room for experimenting new ways of engaging with youth using social media and other modern technologies. Games can also be employed to engage with youth and debate about the most relevant issues for the youth. Maybe providing youth more opportunities to innovate and deploy their own ways of getting in contact with others can be an important way to the future. In the end, empowerment is about allowing and encouraging vulnerable people to express their views. Another useful thought is to think more creatively about evaluation and its meaning and consequences. How good examples could be identified and then better disseminated across Europe (e.g. showcases, self-reflection etc.) is another important question for the future.

C.1.2 Disaffected Youth Employment, Education and Training

Social and Policy Context

According to the European Commission, by 2020, 16 million more jobs in Europe will require high qualifications while the demand for low-skilled will drop by 12 million (European Commission, 2010a). In the UK, for instance, these structural changes impacted the number of available jobs in different sectors of the economy. The largest increase in employee jobs has been in banking, finance and the insurance industry (from 2.7 million in June 1981 to 5.4 million in June 2006). Significant increases were also in education, health, public administration, distribution, hotels and restaurants. In contrast, the extraction and production industries (agriculture, fishing, energy, water, construction and manufacturing) showed a combined fall of 43% in the same period of time (Office for National Statistics, 2007). This dramatic decline of manual jobs and the rise of knowledge-based jobs led to an increased demand of graduate-level skills (or equivalent) (Farrall et al., 2010).

In the OECD countries, 16% of 15-29 year olds are not employed or in education. This proportion increased considerably in 2009 and 2010 compared with the pre-crisis levels. As anticipated above, in 2011 around 5.5 million young people were unemployed in EU countries, which means a rate of about 21.4%. In 2012, the youth unemployment rate was already 22% and rising due to the economic recession (Hawley et al., 2013).
This structural context defines those with no proper education as 'unemployable'. If this under-education is combined with other vulnerabilities such as criminal history or mental health problems, the prospects of employment are rather slim. Furthermore, low levels of education correlates with numerous health related issues and risk behaviours, such as: drug use, crime and so on (Eiberg et al., 2014).

The European Commission has responded to these challenges through the Europe 2020 flagship initiative called Youth on the Move and the 2012-2013 Youth Opportunities Initiative. Both these documents aim at unleasing the potential of young people and call for a more concentrated action from the states authorities, social partners, employers etc. to tackle the youth unemployment.
Special provisions of these documents refer to pathways back to education and training and also to better contact between education and employment. Other relevant documents of the EU on youth employment and education:

1. Youth Employment Initiative (YEI)
2. Council Recommendation on establishing the Youth Guarantee – 2013/C120/01
3. European Alliance for Apprenticeships

In order to monitor the youth situation in Europe and facilitate the European comparison, the European Commission has introduced new statistical indicators such as NEET rate.

Findings from the Systematic Review

In order to tackle this challenge European countries undertook a significant number of measures. Some of them played a more preventative role (such as measures to prevent early school leave) while others had a more reintegration value (measures to remove barriers, incentives for employers etc.).

In a recent report, Hawley et al. (2013) evaluated the effectiveness of these measures in terms of outputs, outcomes and impact in nine European countries[5]. One of the most important conclusions of this report was that due to the poor design and the lack of rigorous evaluations it is difficult to assess at the national or European level the impact of these measures on the youth unemployment rates. This difficulty is augmented by the influences of other factors such as the macroeconomic context. Nevertheless, combining evidence from different evaluations, policy documents, interviews and so on, the authors concluded that youth employment measures were relatively successful.

Moreover, they formulated a comprehensive list of 'policy pointers' that seem useful in our evaluation:

1. Successful policy measures specify their target group and find innovative ways to reach them, for example by establishing a good reputation or creating a positive 'brand' for the measure or working with relevant community groups for hard-to-reach groups.
2. It is important to note that young people vary in their level of labour market readiness and policies have to cater for a range of minor to complex needs.
3. Policy delivery relies on appropriate personnel, who need to be trained and supported.
4. Young people should be set up on a long-term sustainable pathway, for example by providing them with the necessary skills and stable employment, rather than low quality quick fixes.
5. Successful policies offer good quality career advice and comprehensive holistic guidance.
6. Youth employment measures should focus on the client, not the provider, for example by setting up one-stop-shops for young people or by offering tailored, personalised advice by mentors.
7. Inter-agency collaboration and involvement of all stakeholders can be a cost-effective way to implement policies, when the specific roles and responsibilities of different actors are specified.
8. Measures that aim to increase the employability of young people should focus on labour market needs and ensure a buy-in of employers and their representatives.
9. Youth unemployment requires flexible responses, which have to be adapted to economic cycles, whereas social exclusion is a structural issue and has to be addressed consistently.
10. Robust monitoring and evaluation should be used to inform policy making

[5] AT, FI, FR, HU, IE, IT, ES, SE, UK

and development. (Hawley et al., 2013: 2-3)

Looking at different national policies and local or regional initiatives, the authors identified 25 measures divided into different categories:

1. Measures to prevent early school leave (address the risk factors):
   - Avoiding the accumulation of disadvantaged students in specific schools,
   - Providing additional support for schools in specific geographical areas ('area-based policies') – schools receiving 10-15 % more financial support for recruiting more teachers, more teachers assistants, less children in one class etc.
   - Alternative pedagogies – such as Learning Communities (Spain) where schools engage with the communities in promoting high expectations among young people together with university students, staff from local NGOs, parents etc.
   - Transition support programme – for those who have dropped out school or did not gain a place in an upper secondary school. The aim of this programme is to provide young people with alternative career path, vocational training, employment options, 'trying out' different courses etc.

2. Measures to reintegrate early school leavers (back into school, training or employment):
   - Alternative learning environment, job shadowing,
   - Practical and professional oriented courses,
   - 'Whole person' approach – vocational training, short work placements, psychological support, counselling, apprenticeship, and other support needed to prevent the 'yo-yo' effect.

3. Measures to facilitate the transition from school to work (to ease the move to the first post-education job).
   - 'Youth Guarantee' (or 'job guarantee' in Sweden)– personalised needs assessment, employment plan and other activation measures (e.g. training, information, guidance etc.) offered by public employment services (PES) within a very short period of time after registering.
   - 'One-stop-shop' services – to ensure a more coordinated approach to the school-to-work progression pathways. The principle of this approach is that all needs are covered in one location.
   - 'Integration into society contract' (France) – personalised follow-up with an adviser, training activities, work placements, internship etc. offered on a contractual basis.
   - Creating networks of training centres strongly committed to effectiveness and labour market demands.
   - Improving self-employment opportunities – Spain, for instance, allows young people to receive 80% of their total unemployment benefit entitlement in one single payment in order to start a new business.
   - Exceptions from social security contributions are offered to the self-

employed and companies that hire young or long-term unemployed people.

4. Measures to foster employability among young people (to promote skills, attitudes and qualities that enable youth to get a job, stay in that job and progress further in work).
   - apprenticeship contracts – receiving 'hand-on', practical experience while in education.
   - work-based training schemes.
   - bonuses for the companies that take apprentices and sanctions for the large companies that do not train a number of apprentices that is proportional to the size of their workforce.
   - combination between on and off-the-job training with formal training – development of the occupational soft skills such as: self-discipline, ability to concentrate and complete tasks etc.
   - 'supra-company apprenticeship' – available for those who are not able to find apprenticeships on their own. Accredited providers offer apprenticeships together with training and counselling.

5. Measures to remove barriers to employment (especially for those with disability, learning difficulties, language issues etc.).
   - alternative training, work based training.
   - incentives for employers to recruit from 'hard-to-help' groups (e.g. 'Chances Card' - Finland).
   - direct wage subsidies to employers, reduced social security contributions or tax payments.

As the authors emphasised several times, the early school leaver population is both diverse and dynamic and therefore 'individualised, tailor-made pathways back into education and training are at the heart of most reintegration policies' (page 15). It is only after they are prepared and equipped with necessary skills and qualifications when they can move towards an active and productive adulthood and employment.

Some of these measures were measured in different countries using different methodologies.

The Youth Guarantee scheme was evaluated by Eurofound (2012a) in Finland and Sweden. In Sweden the Youth Guarantee (En jobbgaranti för ungdomar) was introduced in 2007 while in Finland (NuortenYhteiskuntatakk) the scheme was introduced in 2005 and revised in 2010. Although the schemes are not identical, they share the same aim: to reduce the time young people spend in unemployment and inactivity. In Sweden, the service is provided by the public employment service (PES) that provides the young person with a personalised needs assessment and an employment plan, followed by a guarantee. This guarantee can be with a job or a study opportunity or some other activation measures. In both states, the programme obliges PES to provide these services within three months from registration. Independent evaluations found this service very successful even during the crisis years. In Finland, for instance, during the crisis the workload of many PESs' became almost

unimaginable with the number of customers per adviser increased to 700. With the help of a budget increase in 2010 the situation improved and PESs in Finland were able to recruit more staff and create more training and other support services for young jobseekers. However, it seems that youth guarantee is more effective for young people who are work-ready and therefore tend to focus more on the new entrants on the job market than on the long-term unemployed. The authors also record as weaknesses of the scheme: it is focused on short-term solutions and is not addressing the structural problems of young people and the success is too dependent of other institutions and the labour market situation. However, as mentioned above the scheme seemed to work very well in these two countries even in the crisis time.

Using an experimental design, the Institute for Labour Market Policy Evaluation (2011) evaluated the job guarantee(as youth guarantee is called in Sweden) in Sweden and concluded that 24 year olds participating in the scheme found a job quicker than a comparable group registered with regular services. However, the results did not sustain for a long time. The probability of participants to be unemployed within one year proved to be the same for both groups. It can be concluded that this measure acts as a quick fix solution and does not address the structural concerns of the young people (e.g. lack of skills, lack of qualification etc.).

Most of the school dropout interventions fall into one or more of the following categories: school or class restructuring (e.g. creating smaller classrooms, lower student/teacher ratio, individualised programmes etc.), vocational training (e.g. work-related counselling, career exploration internship, paid employment for students), supplemental academic services (e.g. tutoring, homework assistance, remedial education etc.) or teenage pregnancy and parenthood. The last sort of services may include beside day care centres interventions like welfare payment, incentives and so on aiming at supporting young mothers to stay engaged with education.

These services were assessed in the US by Wilson et al. (2011) in a very comprehensive systematic review (based on 548 studies that use quasi-experimental or experimental design). The authors conclusions were that:

> *'Overall, results indicated that most school- and community-based programs were effective in decreasing school dropout. Given the minimal variation in effects across program types, the main conclusion from this review is that dropout prevention and intervention programs, regardless of type, will likely be effective if they are implemented well and are appropriate for the local environment. We recommend that policy makers and practitioners choosing dropout prevention programs consider the cost-effectiveness of programs, and choose those that fit best with local needs as well as implementer abilities and resources.' (10)*

In 2012, Ecorys[6] was commissioned by the European Commission to undertake a study on the lessons learnt from second chance education. There is no one second chance education model but a number of possibilities that are used creatively in different countries based on principles such as: small group of learners, flexible timetable, diverse activities (sport, cultural and life skills etc.), flexible curricular and so on.

The methodology of the study was a complex one combining: quantitative data analysis, literature review, interviews, fact-finding visits and workshops with practitioners and high-level experts.
The conclusion of the authors was that this measure of reducing early school leaving is effective if a number of conditions are met:

- the second chance schemes emphasise the distinctiveness from the mainstream school – avoiding the negative associations with the initial education but ensuring in the same time the learning opportunities in a credible way (e.g. gaining a formal qualification),
- identify and engage with those who left the school system via local community and social networks – use of 'soft' approach for contacting the young people (via friends, family members, telephone etc.)
- place an obligation on the local authorities to ensure that young people are engaged in education or training.
- persistence and building up trust are valued as essential qualities[7].

Using an ad-hoc survey of the beneficiaries, ISFOL (2011) evaluated the impact of the apprenticeship scheme in Italy. It found that 70.9% of the apprentices were still employed with the same company within two years after the competition of the training programme and 21% were employed elsewhere. Stakeholder also reported a high level of satisfaction and confidence regarding its impact on employment.

The 'Supra-Company Apprenticeship' was evaluated in Austria (Bergmann and Schelepa, 2011) and found quite effective: 58% of those completing the programme in 2010 were working after three months and 63% after 12 months. However, the evaluation also identified a relatively high percentage of dropout – 23%. Some of them left for employment or regular company-based apprenticeship but others had no alternative destination. For them the prospects were quite negative: 2/3 of them were still unemployed after 12 months. Although these results may seem only partially positive, we should not forget that this scheme was available for the hard-to-reach people.

'Chances Card' was evaluated in Finland during the economic crisis and found effective (Pitkanen et al., 2012; Terava, 2011). About 22% of the recipients were able to get a job with the Chances Card. However, not all young people were using the card when looking for a job. 36% of those who used the card were successful at finding a job. The card was evaluated also against the national wage subsidy scheme and found it more effective. Only 21% of the

[6]A consultancy company with the Head Office in the Netherlands.

[7] Report available at: http://ec.europa.eu/education/news/2014/20140410-study-second-chance-education_en.htm

beneficiaries of the national wage subsidy scheme were still in employment 12 months after completing the placement.

Although it was not always possible to evaluate the outcomes or the impact of all these measures, in general evidence suggests that they are successful. However, it is important to note that not all the measures are effective with all the young people. Some measures seem to be more effective with those with low levels of qualifications. Some others seem to work better with those with high levels of qualifications, skills and motivation.

Findings from the Platform 1 event (PL 1 meeting)

On the basis of the Platform 1 discussions, the following practices have been selected:

1. **Toolkit for Life** (UK)
2. **Missing Link – a comprehensive guidance for hard to reach young people** (Belgium)
3. **Experimentation in the field of Social Farming** – Coldiretti Torino and Agicoopecetto Agricoltural Cooperative (Italy)
4. **Stepping Stones Programme for Educationally and Economically Disadvantaged Youth - SPEED Youth Programme** – Workforce Training Services (Northern Ireland)
5. **Job in Sight** – The Activa Foundation (Sweden)

The following ones have been selected as reserves:

1. **Vocational integration/ increase employability through individual coaching and group training** (Germany)
2. **Youth Employment Agency** (Germany)
3. **Choices Programme/Programa Escolhas** – Ministry of the Presidency of the Council of Ministers (Portugal)

The practices selected could be described as having a very complex structure, combining different interventions in order to respond to the multiple needs of the disadvantaged youth, including income support, subsidised employment and so on.

Most of the interventions take 'the whole person approach' as a guiding principle. Missing link (Belgium) goes one step further and looks at the person within the context – family or the community. When working with youth, an important actor of the intervention seems to be the family. For instance, Missing link (Belgium) and SPEED Youth Programme (Northern Ireland) mention family as one the most important critical elements of success.

Depending on their main target group, each intervention strives to establish contact as early as possible. For instance, in Toolkit for life – UK intervention with youth starts while in prison by motivating and nurturing talent and providing training to young people.

In order to be able to respond to the multitude and complex needs of the vulnerable group, interventions are based on a strong partnership structure. Most of the interventions mention the importance of the private/public sector cooperation. For example, Toolkit for Life (UK) count on 'around 100 committed construction' companies. The Missing Link (Belgium) works with a 'network of partners'. Sometimes, in order to enhance the cooperation with services, developers work closely with one organisation that acts as a mediator (see Experimentation in the field of social farming - Italy).

Some of the interventions seem to be designed for special groups of underprivileged youth but most of them can work with a wide variety of youth (e.g. women, disabled, offenders, drug users etc.).

The activities provided in each intervention are coordinated by a case manager or a network manager.

At least four interventions out of eight focused on the school to employment transition ('*unbroken chain from school to working life'* – Job in Sight) and the support of the young people into employment. For example, Job in sight – Sweden provides company based training, support for young people but also for employers, problem solving meetings and so on.

Based on all surveys submitted under the NEET section, experts participating in the Platform 1 meeting concluded that the most important learning points are:

1. The importance of being person centred
2. The importance of starting early
3. The importance of cost effectiveness and evidence of return on investment
4. The importance of environment in which young people are comfortable
5. Large scale projects can be difficult to compare to smaller scale projects
6. Important to involved the target group - participants should be involved with and work with the project on a regular basis
7. Important to survey the local community / environment to assess the needs and demands
8. A systematic approach making an action plan with all of the actions that have to take place and who is doing what at the moment, giving a lot of responsibility for the young people
9. Involving and capturing young people's creativity

As in other cases, innovation was considered mainly as 'a way of doing things differently' (an expert) or at the principle level. The following ideas were considered useful to be further explored:

1. Cooperation between companies, particularly cooperation between the public and private sector
2. Use of financial tools to empower young people
3. Improving status of part time education (through flexibility and work/family balance)
4. Using IT and Gaming tools to collect information and communicate with young people

5. Concept of social farming/agriculture – the ability to multi-target young people; ability to solve more than one problem at one time and being able to do more with less resource; working in a sector that is declining but has lots of potential

Findings from the Interviews

When asked about the good practice in the field of NEET, the interviewed expert described a project that would combine in a very flexible manner the following elements:

- early intervention – identify the risk situations and work to prevent or diminish the risks;
- provide interventions that would mix education and training with concrete work experience;
- involve the youth in planning and decision making;
- provide counselling and training not only on employment skills but also on the social and personal skills associated to employment (e.g. self-confidence, job-seeking skills etc.);
- create a large network of employers willing to cooperate;
- good project management and;
- use social partners, informal organisations, NGOs to reach the youth.

As it can be noted, most of the findings from the systematic review are echoed in the opinion of the expert.

When it comes to what can be improved, the expert emphasised the need for more motivational work with youth. It is well known that long term investments (like education) require patience and motivation. Both types of motivation – to engage with the programme and to stay engaged – seem to be essential for a successful programme. Another point raised by the expert is the need to enlarge the range of industries involved in the network. The jobs available for work placements should go well beyond the stereotype or gender associated jobs: construction for men and the textile industry for women. This diversity would first provide more room for exercising the decision making and secondly would enhance the motivation of youth to work in a field close to their interest or aspirations.

An ideal model of intervention with NEET is, according to the expert, an intervention that would combine all these elements with a strong family participation. It seems that family can act as an important environment for motivating, stimulating and supporting youth to become more economically active.

Conclusions on employment, education and training and suggestions for the future

Research and practice is already replete with evidence on what works and what does not in working with NEET. However, as mentioned in Hawley et al. (2013) the quality of these studies is not always very robust. An important

number of lessons can be learnt from the past experiences and previous studies. It is not the time or the place to remind all of them here. Hawley et al. (2013) can serve as a good summary of these positive interventions.
However, a few points seem to be of a crucial importance for almost all categories of NEET:

1. Create a positive brand around the youth intervention;
2. Emphasise distinctiveness from the mainstream school;
3. Think hard about how to engage with youth;
4. Use social media or other informal/non-formal ways of contacting youth;
5. Involve good professionals and support them into their work;
6. Encourage development of good relationships based on trust and shared values;
7. Strategies should target long-term pathways not quick fixes;
8. Combine good quality career advice and comprehensive holistic guidance;
9. Focus on school-to-work transition and on supporting youth and employers to work together;
10. Initiate and implement interventions at the local level and in places considered comfortable by the young people;
11. Involve young people in defining the problem, designing the intervention and decision-making processes;
12. Design complex interventions able to respond to complex needs in a flexible manner;
13. Prepare to be flexible and approach youth in a personalised manner;
14. Create wide and diversified networks of potential employers;
15. Involve local and national networks in delivering 'whole person' services;
16. Involve the family in the network created to motivate and support NEET;
17. Use gaming, IT etc. to collect information and evaluate constantly the intervention and;
18. Robust monitoring and evaluation should be used to inform policy makers.

Apart from these general principles, it seems that research lends support to the following strategies of working with youth:

1. Youth Guarantee – but only if support continues after the job placement
2. Apprenticeship scheme
3. Supra-Company Apprenticeship
4. Chances Card

Although the body of knowledge is quite generous in regard to working with youth, we should note once again that not all these measures work with all youth and not in all circumstances. Due attention should be paid to the principle of locality and the bottom-up approach. Most of these suggestions were mentioned also in the House of Lords report published in 2014.

Apart from these principles and strategies that were evaluated and found effective in helping vulnerable people getting closer to the labour market, experts taking part in PL1 meetings identified as good promising principles or practices the following:

1. Start early – focus on prevention;

2. Use of evidence of return on investment;
3. Involve the target group and its creativity in the project;
4. Use surveys to get familiar with the local needs and features;
5. Use of social farming/agriculture and;
6. Use of gaming in engaging and working with youth.

The good practices identified, experts in PL1 and in the appreciative interviews confirmed most of these conclusions and also suggested new ways to be pursued in the future:

1. Mentoring youth in schools linked to developing vocational skills
2. How to support failures with spotlight projects
3. How to implement complex and multi-partner interventions
4. How to organize and deliver training within different contexts
5. How to be realistic and also ambitious when working with NEET

Findings from the Platform 2 event (PL2 meeting)

The PL2 meeting took place in Rome (04-05 December 2014) and 21 experts from 11 different nationalities participated in the event.

Nine projects were presented by the developers and debated together with the participants.

The learning points identified by the participants were:

- Create large networks pulling together local, regional and national partners
- Facilitate good quality relationships with youth
- Focus on both soft and hard outcomes
- Focus on motivation – initiate attendance bonuses
- Engage with the voice of the beneficiaries
- Provide structured guidance
- Build on evidence
- Think about the sustainability of the interventions

The main points mentioned under the innovation heading were:

- Develop skills for the future
- Promote social enterprise that can become self-sustainable (e.g. social farming)
- Pay attention to motivation and respect for youth
- Recognise and trust youth potential
- Use of peer mentoring (some experts suggested that mentors need to be supported in order to become more reliable and professional. They even went so far as to suggest that the mentors should become a new class of semi-professionals)
- Help youth understand their own power

During the discussions, the participants agreed that most of the good practices we identified could be transferred to other spaces or for other beneficiaries.

However, they draw our attention to the fact that cultural, economic or other contextual factors may be very important. This is the reason they suggested flexibility and adaptability as key principles when transfer is considered. In the same time, the experts suggested that different tools – such as Explorator, websites etc. - can be easily used in other places than the ones they were developed initially. Before deciding about the transfer, the interested parties should pay attention to the research evidence that is available to recommend that particular practice or tool.

Regarding the finances, the experts suggested:

- To allow more in-kind contributions – youth or communities could contribute with time, facilities and so on
- ESF should allow more risk taking
- ESF could set up an innovation fund that would finance high risk initiatives but with great potential for change
- Promote mixed and multiple sources of funding
- A clear and coherent framework of evaluation to evidence the added value of any project

Conclusions for Disaffected Youth

Without repeating the partial conclusions mentioned in each of the two sections above, we would like to emphasize here only the main points that can be taken forward in the near future. Research evidence already lends support for many principles and strategies aiming at helping youth engage more in education, training or employment. The first point that needs to be made is that youth potential is huge and unfortunately remains vastly unused. There are numerous ways already to engage with youth and empower them to define, design, plan, implement and evaluate interventions. Communities, organisations and policy makers should find more ways to implement these mechanisms into real life situations.

Families and local communities continue to play essential roles in engaging, motivating and supporting young people to become more active economically. Education (formal and informal) will play an even more important role in the future since the economy will become more and more knowledge-based. Schools should be supported to become more inclusive and avoid stigmatisation, underachievement and exclusion. IT, games and other internet based facilities may play essential roles in engaging, working and evaluating interventions with youth.

Education and training should be promoted and become more accessible not only before job placement but also post-placement. Continuous education and training should become mainstream for public and private organisations. Education and training can help people move up from the simplest and low-skilled jobs to more complex and knowledge based positions.

The link between education and training, on one hand, and real job opportunities, on the other, should be strengthened. Different intermediate

options (e.g. apprenticeship, supra-apprenticeship etc.) can be used to make the transition to the labour market smoother. Friendly employers, social enterprises and so on should come to play a more important role in designing and implementing interventions in this area. More industries and services should be involved in order to enlarge the range of options (becoming open for low threshold) and also to avoid gender-based stereotypes. All actors involved (including employers) need support. This support may come from large networks of partners (public or private) that need to be coordinated. These networks should be able to provide a wide variety of services from income support, to childcare, housing, counselling, mental health, drug addiction and so on. All these services should be accessible and open to all who need them in a personalised manner. The quality of the relationship and trust seems to be equally important as services provided, when working with young people. Engaging and keeping their motivation for action are another two ingredients that play an important role.

Funding could allow for more risk taking and ensure a sustainable future. Mixed and multiple funding should be promoted in order to allow a longer life for those interventions that were properly evaluated and found effective.

C.2 Marginalised in Community

C.2.1 Homelessness

Policy context

According to the European Commission[5], the main challenges related to homelessness in Europe are: increased levels of homelessness, the changes in the profile of the homeless population, lack of comprehensive data to monitor the homelessness and high social costs of not tackling homelessness.

In its policy response, the Commission urges the Member States to take primary responsibility in tackling this problem and using the Social Investment Package. The main measures included in this document are:

- Adopt long-term, housing-led, integrated homelessness strategies at national and regional level, and;
- Introduce efficient policies to prevent evictions.

According to the Commission the most effective homelessness strategies are:

- Prevention and early interventions
- Quality homelessness service delivery
- Rapid re-housing
- Systematic data collection, monitoring and using shared definitions (ETHOS typology)

In order to monitor and provide guidance on homelessness, the European Commission set up the European Observatory on Homelessness and encouraged the creation of the European Federation of National Organisations working with the Homeless (FEANTSA).

Different universities in Europe set up research centres dedicated to this subject. Kings College London is one such example where a Homelessness Research Programme was established[8].

Findings from the Systematic Review

In one of their very influential reports (Toolkit on Homelessness Strategies[9]), FEANTSA stressed the following ten approaches that could improve policies and practices against homelessness:

1. Evidence based approach
2. Comprehensive approach – emergency, integration and prevention
3. Multi-dimensional approach – interagency and inter-departmental integration
4. Rights-based approach – international treaties, right to housing etc.
5. Participatory approach – involving stakeholders and homeless people
6. Statutory approach – set up national and regional strategies.

[5] Available at: http://ec.europa.eu/social/main.jsp?catId=1061&langId=en

[8] For more info: http://www.kcl.ac.uk/sspp/policy-institute/scwru/res/hrp/index.aspx

[9] Available at: http://www.feantsa.org/spip.php?rubrique44&lang=en

7. Sustainable approach – adequate funding, public support and political commitment
8. Needs-based approach – based on the needs of the people and not the needs of the organisations
9. Pragmatic approach – realistic objectives and time schedule
10. Bottom-up approach – importance of the local authorities and bringing services close to the homeless

Some of these approaches already have very strong research evidence. For instance, as noted by Quilgars et al. (2008) most often homelessness is a severe manifestation of multiple social exclusion. Therefore a comprehensive response requires services like: counselling, advice, financial support, assistance with health issues, access to education, drug services, housing, employment etc. Furthermore, it seems that there is a strong correlation between homelessness and unemployment. Ferguson et al. (2012) conducted a survey based on 238 homeless young people from five US cities concluded that homeless young people are more likely to be unemployed if they had been on the streets longer, currently lived on the streets, earned an income from panhandling, and were addicted to drugs. These findings were further explored through focus-groups and the authors concluded that apart from these factors other employment-related barriers are relevant: geographic transience, previous crimes, mental illness and addiction.

They suggest that the duration of homelessness, street lifestyle, transience (the geographic mobility), drug addiction and high-risk survival behaviours (e.g. panhandling, prostitution etc.) are the most important variables that need to be tackled when working to reduce unemployment among homeless people.

In responding to unemployment among homeless people, job-training programmes should be completed with other interventions that pay due attention to their street-based and transient lifestyle as well as their substance use and mental health needs. Therefore, providing housing and other residential accommodations will help stabilize the young people geographically while enabling them to establish social relationships and pursue the mental health and substance abuse treatment so essential for the employment market. The complexity of the needs, demand (as mentioned above) a comprehensive response.

In March 2015, Crane et al. (2015) from the Homelessness Research Programme published the first results of the Rebuilding Lives study. Their findings seem to suggest that resettlement programmes that cover not just housing but also preparation for moving, arranging support once re-housed etc. are quite successful even after five years. Those who were resettled in the private-rented sector had poorer housing outcomes than those who moved to social housing.

‘Local Strategies for the Active Inclusion of Young people facing multiple disadvantages’ was one of the projects funded by the European Commission’s PROGRESS programme. The aim of the project was to provide homeless people with a strong interagency response. To this end, interventions based on

active inclusion principles and intensive interagency cooperation were organised for homeless young people or at risk of becoming homeless in four cities: Bologna, Hamburg, Malmö and Newcastle. Gunter and Harding (2013) evaluated these experiments and found them very effective. The main practices that were assessed include: 'one-stop-shop', enhanced cooperation with housing companies, preventive services (e.g. homelessness prevention fund – to help with furniture, transport etc.), use of informal contacts to go beyond basic needs etc. They also looked at different ways of ensuring cooperation between agencies: case management, network management, steering committee etc. However, the authors warn that the cooperation is much more complex than it seems. For instance, when it comes to the 'one-stop-shop' approach, the support system needs to combine elements such as strengthening self-awareness, building social competencies, and eventually creating employability. All these elements are often 'embedded in the complex and broad landscape of welfare provision, including social security and other services' (page 260). In addition to that, family, friends and other social contacts are important resources for any personalised approach to inclusion. It seems that the homeless people experiencing multiple and complex needs (known as multiple exclusion homelessness - MEH) are the most difficult to engage with services. In this category children or youth leaving the child protection systems ('care leavers') seem to be largely included. Those with the greatest needs may get lost in the complex support systems. This requires good design and governance of networks to avoid implementation failure. This finding was confirmed also by other studies such as Dwyer and Somerville (2011) and Harding et al., (2011).

Other studies on homelessness emphasised the correlation between homelessness, employment and some socio-cultural dimension of the homelessness. After interviewing 25 homeless women, Shier et al. (2011) concluded that the public holds negative perceptions towards homeless or shelter-based support services. These perceptions are likely to develop social exclusion from the labour force and housing rental sector. Therefore social service delivery organisations should be aware of these reactions and engage in education and advocacy activities to challenge these perceptions.

Related to the public perception, Bretherton and Pleace (2011) demonstrated how housing homeless families have to take into account the social diversity and the community cohesion. Furthermore, social housing companies need to avoid spatial concentration of statutory homeless households. Both, owner-occupiers and social landlords perceive highly the 'threats' of housing economically and socially marginalised groups to the cohesion and the attractiveness of the neighbourhood.

The importance of the environment is also stressed in a study conducted in US by Brown and Mueller (2014). In their study, the authors aimed at identifying to what extent the personal attributes such as life satisfaction, social self-efficacy and hopeful thinking are important for homeless women when obtaining employment. The study concluded that none of these factors were associated to obtaining employment. The social support provision of social integration and younger age were the only factors predicting women's self-efficacy to secure

employment. This finding is important especially when designing and implementing social justice initiatives.

Once the homeless people are considered ready, they can benefit from employment training, placement and on-going mental health support (if needed) in order to develop marketable job skills and receive support before, during and after getting employment. Based on Ferguson and Xie (2008) and Nuechterlein et al (2008) it seems that use of social entrepreneurship model (social enterprises) and supported employment (e.g. individual placement and support) improved mental health and employment outcomes in homeless and at risk young adults. Shier et al (2012) demonstrated that homeless people experience numerous difficulties in relation to the job market, even after being employed. Some of them are labour market related (insufficient work, inconsistent payment) but some of them are aspects of the homelessness services (difficulties with sleep, meal schedules in the shelters etc.).

It seems that adopting an integrated approach that follows the stages of employment preparation (prepare the homeless but also his/her environment), training, supported placement and follow-up generated significant success in socialising young adults to the workforce, developing the necessary job skills and increasing the chances to access competitive employment.

Findings from the Platform 1 event (PL1 meeting)

The experts participating in the Platform 1 meeting selected the following practices to be further scrutinised at Platform 2 meeting:

1. **Growing Lives** – Derventio Housing Trust (UK)
2. **Supporting People: Housing Support Programme** – Birmingham City Council (UK)
3. **Ready for Work** – Business in the Community (UK and Ireland)
4. **Individual counselling, group counselling, training based on experiential education** – Vilnius Archdiocese Caritas (Lithuania)
5. **Multiregional Operational Programme: Fight Against Discrimination "ACCEDER"** - Spanish Ministry of Employment and Social Affairs (MTAS) and regional administrations (Spain)

The experts also selected the following practices as reserves:

1. **Coloured Roofs** – Diocesi of Ragusa (Italy)
2. **Employment Opportunities for All "I Change"** – Development Agency of Karditsa (Greece)
3. **Basta - social inclusion through social enterprise** – (Sweden)

All the selected practices provide comprehensive services, from house support to income support, training for soft skills and employment skills, in-work support and access to different services, health services included. Some interventions focus in particular on tackling the issues behind homelessness and preventing the risk of homelessness. Coloured Roofs from Italy provides

also linguistic mediation to immigrants in order for them to be able to understand and sign rent contracts or pay the utility fees.

In order to cover all these needs, the interventions developed large partnership schemes with local service providers but also with other NGOs and employers. In some cases, this partnership included also families and representatives of the local community. The funding of these interventions reflects in most cases the complexity of the network. Growing Lives (UK), for example, mentioned no less than seven sources of funding.

An important feature of some of the interventions is the involvement of ex-homeless people. For instance, 27% of the support officers involved in the Growing Lives (UK) have been homeless themselves. As described in the survey:

> *'They are then well placed to become inspirational role models, and to use pro-social modelling to encourage their clients to move forward in their own lives'.*

Another element that seems to be specific for some interventions is the gradual movement from 'little employment' to 'more employment': homeless people are encouraged to take good quality employment for one or two days a week and progressively they are encouraged to volunteer for more days of work per week. In order to support this a few pre-conditions seem to be important:

- preparation work: housing, services to remove barriers, motivation and soft skills development.
- a direct link between training and concrete job opportunities,
- good quality employment and
- in-work support (mentoring, social workers etc.)

Employment is ensured either through social enterprises (e.g. Growing Lives-UK), 'friendly' employers or even from the open market.

All selected interventions mentioned the principle of personalised or customised services. In almost all cases, the services are planned on an individual basis and are needs driven.

Another important aspect to note is that more interventions than for the other vulnerable groups (six interventions out of eight) are based on the active inclusion concept covering all three pillars: income support, inclusive labour market and access to services.

Based on the discussions from the PL1 meeting, the experts suggested the following learning points for a future homelessness policy:

1. Personalised planning and flexibility in the delivering
2. Involving the users / empowerment
3. Non-judgmental
4. Build large networks of partnership where family, friends and the community can play a role
5. Use mentors, peer support

6. Develop clear monitoring and evaluation mechanisms/use of academia

The experts identified as innovation the following elements:

1. Empowerment model and prevention of youth homelessness
2. Use of social enterprise
3. Flexible and context adapted model (e.g. not going above the 16 hours involvement in work in the UK which would mean they wouldn't be eligible to claim benefits)
4. Involvement of housing, health and employment partners
5. Use of the private sector and integrating the homeless into 'ordinary' communities
6. Matching social support and ecological/environmental issues
7. Focus on the quality of housing and the environment around the house – including the use of art. Creating an 'enabling environment' with regard to housing conditions for support housing
8. Holistic approach (e.g. involving education, employment, health etc.)
9. Equal focus on supply and demand of employment
10. Focus on user participants
11. Strong inter-agency cooperation, including within the NGO sector, and being able to share tools and measure in a common way.

Findings from the Interviews

These principles of 'whole person approach' and the inter-agency work were emphasised also in the interviews on homelessness. One respondent repeated even several times that:

> *'The best practice for me is when it is complex… the best practice is when interventions are all combined together… when you have the housing, the employment, the health and all the other aspects that help those people … that is the best practice for me' (Polish expert)*

Responding to complexity with complexity was also mentioned as a critical success factor and also as an essential feature of an ideal intervention in the field of homelessness.

The Hartz Reform in Germany was cited as the best example of how job centres can be unified with welfare centres to provide holistic services based on the 'whole person approach'. Although the ultimate goal of this reform was to reduce long-term unemployment the approach was not based necessarily on 'work first' or on 'housing first' principles but on the 'individual first approach':

> *'Here the clear goal is the employment but there is more asking the individual what works more for him or her if is treatment first, it is housing first, it is training first'* (Belgium expert)

What vulnerable people receive from the state agencies is a full package of services according to their needs and not according to some artificially defined organisational priorities.

This new working philosophy requires deep organisational and cultural changes. One of the most obvious changes is in the funding logic: the funding is not oriented towards services or institutions but towards individual pathways to self-sufficiency. One of the experts mentioned the Netherlands as taking this innovative route to measure success not in numbers but in terms of distance travelled by unemployed people from being economically inactive to coming closer to the job market.

Obviously, this sort of approach requires competent staff with strong networks organised at the local level. Employers need to be very much involved in designing and implementing these new arrangements.

When asked about what can be improved in this area, the experts mentioned a more careful approach to multi-culture and migration. Local municipalities and front line workers should be more supported to deal with migration waves and the challenges associated with it. Involving more the private sector could alleviate the pressure on the social housing. One concrete solution in this respect is the developing of the social renting sector whereby:

> *'Landlords can be motivated to rent below the market in return for a guarantee and maintenance for the apartment so in order to get secure rent they accept a lower rent and they also get for the service a general guarantee and maintenance of the propriety'* (Belgium expert).

The service integration can be further enhanced by promoting the concept of one-stop-shop where service users can be evaluated and receive services in one single place.

When it comes to 'dreaming' about homelessness policies and employment, the experts emphasised the need for a more innovative and risk taking behaviour towards funding the individual first approach. Policy makers, front line practitioners, funders (including the European Commission) should be more willing to take risks in testing '*not services but individual pathways*'. This approach requires a large autonomy for the practitioners to define together with the vulnerable people what works on each individual case. Some individuals are on a high need level some others are not. Depending on the individual evaluation, practitioners will have to develop individual packages of support.

Conclusions on 'homelessness' and suggestions for the future

One of the main learning points from the literature, surveys and the interviews is that there are no simple solutions to complex problems. In responding to homelessness, states should develop integrated services that would respond in a coordinated manner to the multi-level and multi-dimensional problems that homeless people face. In designing and implementing these interventions, states should pay special attention to inter-agency coordination and governance. As mentioned in the literature several times, complex and multi-partner networks demand special governance arrangements in order to avoid

overlaps and ensure proper coordination. Special attention should be awarded too hard to reach homeless people (e.g. those involved in panhandling, drug abuse, care leavers etc.). Some principles and practices are already known as effective in working with this group of vulnerable people:

1. One-stop-shop,
2. Working closely with housing companies,
3. Use of preventative services,
4. Use of informal networks (e.g. families, friends etc.).

A positive attitude, job readiness and solid social support can also make a strong impact on the employment prospects among women.

Once the homeless people are job ready, they can benefit from job placement and on-going mental support. Research also provides support for supported employment and social enterprise as good strategies to work with homeless people.

Promising practices were identified by the experts invited to PL1 meetings and also in the interviews:

1. Taking a personalised approach – or the individual first approach;
2. Involving the users in the intervention;
3. Being non-judgmental;
4. Use of mentors or peer support, and;
5. Use flexibility and take into consideration the context when designing interventions etc.

Innovation in this area seems to be the process by which these complex networks are organised and managed. An interesting example of innovation that should be carefully scrutinised in the future comes from the Coloured Roofs (Italy) practice, where the developers will independently manage the leased assets. Empowering homeless people and involving them into managing the premises could be an important step further in the homelessness policy. Policies like the ones in Germany or the Netherlands can be carefully evaluated and lessons learnt can be extracted.

Focusing more on the interplay between homelessness, employment and public opinion can further develop the understanding of the phenomenon. Bringing the ecological perspective and art closer could also provide a new insight into how to deal with public perception. It is not clear yet how and when one can influence another. More risk taking initiatives can be piloted and evaluated. Housing vouchers[10], social renting or funding individual pathways can be some of them. It would be useful to test this mechanism in different housing markets to assess how it can help in stabilising the homeless people and support their employment. How funding can be transformed from being focused on services towards being more focused on individual pathways may also be a valuable idea to explore in the future.

[10] A housing voucher is a programme used especially in US to help people under a certain income level to find and lease an accommodation. Under this programme, an individual or a family with this voucher will pay only a part of the rent, the rest being covered from the state or the local authority's budget.

C.2.2 Drug and alcohol abuse

Policy context

Since every year around 6,500 individuals die in the EU because of an overdose and another 1,700 die of HIV/AIDS attributable to drug use, the European Commission defines drugs as a complex social and health problem in the EU.
EU Member States together with the Commission have developed a set of measures that target[11]:

- drug-related crime and disrupt drug trafficking,
- manage effectively the emergence of new psychoactive substances,
- share best practices and research,
- assist countries to prevent drug production and drug trafficking.

The main strategic document that focuses on drugs is the EU Drugs Strategy (2013-2020)[12] that sets out the priorities and the objectives for the actions on drugs. The Strategy is centred on two pillars: drug demand reduction and drug supply reduction. Three cross-cutting themes complement these actions:

- coordination
- international cooperation and
- information, research, monitoring and evaluation.

The EU Action Plan on Drugs (2013-2016)[13] is of particular importance for this report since, under the reduction of drug demand, it provides concrete action points that involves access of drug users to a 'continuum of care through case management and interagency collaboration', focus on supporting integration/re-integration (including employability) and strengthen the diagnostic process and the treatment.

The EU Drugs Agency together with the European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) are the main agencies that offer support to the EU Member States for the implementation of the EU drugs policy.

The European Commission is also connected with alcohol related harm. It seems that 7% of all ill health and early deaths and 25% of all deaths in young men aged between 15 and 29 are associated with alcohol. To fight this phenomenon, the European Commission launched the EU Alcohol Strategy that aims at helping national governments and their stakeholders coordinate their action to reduce alcohol related harm in the EU. As for the EU Drug Strategy, this document includes measures that focus on the individual within

[11] Available at: http://ec.europa.eu/justice/anti-drugs/index_en.htm
[12] Available at: http://ec.europa.eu/justice/anti-drugs/european-response/strategy/index_en.htm
[13] Available at: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2013:351:0001:0023:en:PDF

his/her own workplace context.

EU Alcohol and Health Forum, the Committee for national alcohol policy and action and the Committee on date collection, indicators and definitions are the relevant platforms where information is shared and decisions are made to fight alcohol related harm.

Findings from the systematic review

Although the literature is replete with studies related to drugs (causality, interventions to reduce the demand etc.), the studies investigating the relationship between drug / alcohol abuse and employment is almost absent.

One exception is the experiment conducted by DeFulio et al. (2009) in Baltimore (US) which concluded that employment and drug abuse can work in both directions. The unemployed welfare recipients who used cocaine persistently were divided into two groups: abstinence contingent employment and employment-only group. Employment was used as a long-term maintenance strategy. All participants were enrolled in a 6-month job skills training and abstinence initiation programme. After the programme the participants were assigned randomly to control group (n=24) and to treatment group (n=27). The first group were only assigned to a work place. The second group (the treatment one) had access to employment only contingent upon provision of drug-free urine samples under routine and then random drug testing. If the participant failed to supply a drug-free urine sample then he/she received a temporary reduction in pay and could not work until urinalysis confirmed recent abstinence. The conclusion of this randomised control trial was that abstinence-contingent employment participants provided significantly more cocaine-negative urine samples than the other group (79.3% compared with 50.7%). Therefore conditioning abstinence by employment is as effective as a long-term maintenance intervention. Furthermore, it seems that the relationship between employment and drugs works both ways: a drug-free lifestyle can lead to employment but the work places can serve as therapeutic agents in the drug treatment.

However, it seems that the importance of employment in changing the likelihood of illicit drug use seems to be gendered. As Thompson and Petrovic (2009) demonstrated, employment may play an important role for men when it comes to desistance. For women, the strength and the importance of a relationship and not employment appear to play an essential role in decreasing the likelihood of drug use.

Findings from the Platform 1 event (PL1 meeting)

Participants in the PL1 meeting selected the following practices as suitable to be discussed in the PL2 meeting:

1. **BASTA – Social Inclusion Through Social Enterprise** (Sweden)
2. **Working in Handsworth and Shard End (WiSH)** – Department for Work and Pensions / Birmingham City Council (UK)

3. **Tomorrow's Womens Wirral** (UK)
4. **Ready for Work** – Business in the Community (UK and Ireland)
5. **Development and application of tools and methods for social exclusion persons in order to re-integrate them into the Labour Market** – Kaunas Labour Exchange (Lithuania)

They also selected the following ones as reserves:

1. **My Guru (The salad bar)** - PI Social Support Projects (Lithuania)
2. **Essential Skills Programme** - Upper Andersonstown Community Forum (Northern Ireland)
3. **Psychological and Social Rehabilitation of drug addicts and also returning from prison drug addict persons** – Charity Support Foundation (Lithuania)

Most of the learning points derived from these practices were summarised in one of the submissions:

- *'The "Person Centred Approach" which was key to addressing the barriers that prevented individuals from accessing employment. It allowed a relationship to be established that built trust and enabled a more accurate understanding of the customer's circumstances and helped to establish more realistic job goals and an improved attitude to work that should lead to more sustainable employment.*
  The key features of delivering this approach successfully were considered to be:
  a.Being accessible and the first point of contact for any issue
  b. Being flexible about what can be done and the amount of time spent
  c. Being reliable, supportive (caring) and providing continuity
  d. Having knowledge about benefits and access to benefit information
- *Preparing customers for employment - making sure they knew what to expect and were prepared for when they started work. Providing personalised instructions and contact names and numbers, so they know what to do once they started work and who to call for help when things didn't go according to plan e.g. emergency childcare – was seen as critical in helping individuals sustain employment.*
- *Delivering from the local area, in venues that were familiar to the customer.*
- *Working in partnership allowed different experience, knowledge and resource to be pooled, providing added value and greater resource than partners could have achieved individually.*
- *In particular Department for Work and Pensions involvement was a critical factor in the pilot's success, as they were able to influence internal decisions and their involvement and advocacy appeared to carry added value with other organisations and employers – allowing them to achieve results others couldn't.*
- *A commonly held view amongst partners was that the Pilot's success was driven by having the right people with the right skills delivering it.' (WiSH - UK)*

Other submissions provided also good learning points to take further. For instance, BASTA (Sweden) demonstrates that the social enterprise model can be self-sustainable. It seems that a part of the solution is to be ready to provide a wide range of services to the open market. BASTA (Sweden) also illustrates the point that work and support are the main ingredients of working with drug users. When working with drug users, specific additional services need to be provided such as: challenging the selfish attitude, personal ecology and so on. Tomorrows Women Wirral (UK) describes how the one-stop-shop approach can work when working with women offenders and drug users. Working in one-

single female environment might also be a good solution when working with women with long history of abuse. Ready for work (UK and Ireland) is a good example of how the process can be structured on four clear stages: registration, pre-placement training, work placement and post-placement support. Development and application of tools and methods for social exclusion persons in order to re-integrate them into the Labour Market (Lithuania), explains how IT tools (the game called 'I choose') can be used in association with experts and support staff to increase employment among young people.

Interventions mainly coming from England described in great details the financial benefit of the interventions (e.g. Tomorrows Women Wirral, WiSH etc.). WiSH, for instance, provides detailed figures for direct fiscal benefits, indirect fiscal benefits, social benefits, cost benefit savings and so on. This might be a good way to demonstrate that investing in social projects important economic benefits can be obtained. Constant monitoring and independent evaluations can also contribute with reliable information to the public debates regarding funding allocations.

When describing innovation, projects emphasised again processes or principles that make the interventions attractive and sustainable for the future:

1. use of social enterprise model
2. the belief in 'yes we can' and a clear vision
3. develop interventions having also a business model behind it.

Findings from the interviews

The expert interviewed for this subject stated that the best practice for drug users may be the Utrecht Underground (The Netherlands). In this project, drug users, homeless people and other disadvantaged individuals act as local guides for tourists. The innovative side of this action is that they show not only the touristic attractions but also the unknown parts of the city and the personal stories. By doing that, the public can get a better awareness of the experience of vulnerable groups while at the same time drug users can turn their personal history into an economic product. Such projects exist also in Amsterdam and Prague.

The success factors associated with this intervention are:

- it is designed and implemented by the vulnerable group;
- it is strength-based;
- has a strong advocacy dimension;
- it can lead to an improvement of the public image for this groups;
- represents a good balance between economic viability and low threshold. In other words, it is accessible for vulnerable people but also creates an economic value;
- it is flexible, and;
- supports personal development.

When asked about the improvements, the expert suggested that vulnerable people should be more involved into the management of the intervention. This

could lead to more innovation and also to more empowerment. Another recommendation was to find ways to reward small steps towards regular employment. Sheltered and supported work strategies should be brought closer to the regular market so that transition between these stages could be possible.

An ideal intervention in working with drug users would be based on a mixed workforce meaning that the employees of this intervention should belong to different vulnerable groups but also to the general public. This kind of approach could lead to normalisation and a good opportunity for colleagues to coach each other. More stable and sustainable funding should be made available to these interventions in order to develop and produce long lasting impact.

Conclusions on drugs and alcohol and suggestions for the future

As noted above, research is not very generous in capturing the relationship between drug/alcohol use and employment. Practices have only just started to develop interventions for drug users and employment. Interventions for alcohol users were not identified in our study. However, it may be that principles developed in working with drug users could be successfully applied for alcohol users as well. Based on the limited knowledge, we can conclude that working principles developed for other vulnerable groups may also work for this group: individual approach, flexibility, accessibility, locally developed and so on. Beside these principles, it seems that interventions with drug users need more input on the motivational side of work. Personal ecology and selfish attitude may also play a role working with alcohol and drug users.

Indeed, in order to become economically active, drug users need to come out and stay out of taking drugs. Employment can act as a motivational factor in this respect but it is well known that fighting addiction is a long and difficult process. Relapse is often part of this process and therefore sheltered forms of employment might be a good option for those in the early stage of addiction treatment. Social economy structures and self-employed forms are only a few examples of such sheltered employment.

Another aspect that seems to be specific to this group is the public perception. More should be done to raise the public awareness regarding drug and alcohol use. Mixing workforces and undertaking a business model, as explained by our experts, could be good methods to explore in the future.

C.2.3 Offenders / Ex-Offenders

Policy context

As European Criminal Justice Systems adapt to an era of economic stress, crime and imprisonment stretch Member State resources to their limits. According to Walmsley[14] (2013), the world prison population rate has risen from 136 per 100,000 inhabitants to the current rate of 144, and demand for prison place far exceeds capacity. With community-based rehabilitative sentences further squeezed by public sector cuts, overcrowding – particularly in states such as Greece and Cyprus – is at critical levels.

Criminal justice is still recognised by the European Union as an essential element of state sovereignty. Therefore, every Member State is free to choose its own response to the crime issues and some (such as within Spain and Germany) further devolve this response to regional governments. However in the past few years the European Union, based on the principle of common area of freedom and security, advanced some framework decisions that can enhance the reintegration prospects of and outcomes for prisoners and ex-offenders. One of these framework decisions is FD 2008/909/JHA on the application of the principle of mutual recognition to judgements on criminal matters imposing custodial sentences or measures involving deprivation of liberty for the purpose of their enforcement in the European Union[15]. According to this Framework Decision, under some circumstances, the execution of a custodial sentence can be transferred to another Member State for rehabilitation reasons.

Alongside this legislative guidance, the European Social Fund funded several initiatives aimed at collecting best practice and learning points regarding prisoner and ex-offender reintegration. Of these, two which particularly shaped the European landscape are EQUAL[16]funded a series of transnational initiatives, some of which promoted systematic national improvement. And ExOCoP ESF Community of Practice later developed rehabilitation recommendations for policy and practice. Both networks provided valuable guidance.

Findings from the systematic review

The crime-employment relationship is dynamic and figures suggest that around half of offenders have no qualifications whatsoever, with 60-70% unemployed at the time of sentencing. Having a criminal record is clearly a significant

[14] Report available at: http://www.prisonstudies.org/sites/prisonstudies.org/files/resources/downloads/wppl_10.pdf

[15] Available at: http://www.coe.int/t/dghl/standardsetting/prisons/Framework_decisions/FD-Transfer%20of%20Prisoners.pdf

[16] EQUAL Initiative was financed by the ESF (2000-2008) and focused on supporting innovative, transnational projects aimed at tackling discrimination and disadvantage in the labour market. For more info: http://ec.europa.eu/employment_social/equal_consolidated/index.html

barrier to the labour market. Farrington et al. (1986) observed that 'proportionally more crimes were committed by [Cambridge cohort] during periods of unemployment than during periods of employment' (page 351). In the desistance literature acquiring a stable partner, obtaining a suitable employment and moving away from criminal friends play a significant role in the desistance process (Sampson and Laub, 1993). As they were described by Samson and Laub (1993) the desisters had 'good work habits and were frequently described as "hard workers" ' (page 220). Although this theory was developed in the USA, its basic assumptions were confirmed on the European continent (see for instance Savolainen, 2009, for Finland). Other studies demonstrate that criminal involvement in adulthood has a negative long-term impact on the individual's life course and career opportunities (Nilsson and Estrada, 2011). On the contrary, being involved in a post-release employment assistance programme decreases significantly the likelihood of reoffending even for high-risk offenders (Graffam et al., 2014).

As mentioned above, the EQUAL Programme (2006-2008) remains one of the most visible and highly regarded initiatives funded in this area by the European Commission. Summarising the available evidence and the good practices around Europe, EQUAL experts stressed as principles of good practice[17]:

- The 'holistic approach': supporting partnership structures from the public and private sectors.
- Striking the right balance between security and citizenship, supporting creative practices, involving employers and other actors into the rehabilitation plan
- The benefit of European cooperation: European networks provide effective frameworks for comparing, analysing and transferring successful practices.

Learning points from the Innovation Means Prisons and Communities Together (IMPACT) are particularly relevant. With funds from ESF-EQUAL, HM Prison Service in the UK initiated a very comprehensive and innovative project that brought together more than 40 partners aiming at enhancing the employability of ex-offenders in the North West of England (IMPACT, 2008). The project had three main dimensions: research, piloting and final evaluation. By doing that, IMPACT provides a useful example of action research with concrete examples of good practices, such as: portfolio of achievement, *routes 2 roots* (empowerment program for ethnic minorities), thinking skills for the workplace, motivational interviewing, self-employment, *Fire Cadets* (a course for young

[17] Report available at: http://ec.europa.eu/employment_social/equal_consolidated/data/document/0706-warsoff-int.pdf

offenders while in custody on firefighting, with special focus on confidence, communication, problem solving etc.), volunteer mentors, *Mentor 2 work*, *Impact circles* (for sex offenders) and *Prison break* (a program that combines restorative justice principles with temporary release from prison to deliver community work and preventive programs in schools)[18]. These practices were evaluated by independent universities and found very effective in enhancing employability among ex-offenders.

North Rhine Westphalia (one of the sixteen Federal German *Länder)* provides a measured example of transition management from prison into the labour market which has led to structural improvements in provision, and finally this year to regional legislation. The MABiS.NeT Programme[19] began by improving employability in prison, and integrated job placement and support into both preparations for release and after care packages. Innovative, one-stop initiatives were supported in the Third Sector[20] culminating in the B5 Joint Initiative for interagency networking for sustainable labour market reintegration of prisoners and ex-offenders.

The European Commission went on to fund a learning network on ex-offender reintegration, Ex-Offender Community of Practice (ExOCoP, 2009-2012). As well as showcasing pan-European good practice[21], the ExOCoP Network's *Berlin Declaration*[22]*on the Reintegration of Offenders* and supporting documents advance a significant number of recommendations from the diagnostic to the sentence planning and networking of institutions. As this report also underlines, ExOCoP highlighted the very complex nature of resettlement, integrating all aspects of the personal, social and institutional life of the prisoner. Strictly related to employability and employment of ex-offenders, the ExOCoP experts recommend:

- Develop accredited employment focused training programmes at least 6 months prior to release;
- These programmes should reflect the labour market opportunities;
- Self-employment should be promoted as a real option prior and post release;
- Real work contracts with local companies also to ensure that prisoners receive a living wage;
- Develop 'through the gate' opportunities with employers or other community representatives;
- Work with 'champions' employers based on a new business case rather than on a corporate social responsibility model, and;
- Work to challenge negative attitudes or other systemic processes that create additional and unnecessary barriers for ex-offenders.

[18]For more info on IMPACT, visit: www.equal-impact.com

[19]See: www.mabis-net.de

[20]See: www.i-n-a.de

[21] Available at: http://www.exocop.eu/sixcms/media.php/13/LL2_Workshop_Report_bs_rev2_web.pdf

[22] Available at: http://www.exocop.eu/sixcms/media.php/13/Berlin-declaration_Final%20with%20logos.pdf

Some of these recommendations are confirmed in the scientific literature. For example, in a recent literature review commissioned by NIACRO, McEvoy (f.a.) found some evidence that education and training in prison can enhance the employability of prisoners, but only under some conditions:

- Training and education to be directly related to the work programme;
- Training and education is linked and supported by good aftercare provisions;
- These activities are 'mainstreamed' into the prison planning and delivery process and occupational culture of the institution;
- These programmes are formally assessed and evaluated;
- Employment and employability programmes are integrated in wider comprehensive interventions that target also personal development, accommodation and substance misuse;
- Raising job expectations through training without any serious prospects of a job on release may be actively damaging. Thus, targeted interventions to the local market and/or employer involvement in the programme are essential for the success of the programme, and;
- Employment in prison workshops and other activities aiming at keeping the prisoners busy does not appear to increase the chances of employment after release.

The key success factors for ex-offenders' employment after release were identified as follows:

- Multiple and secure funds;
- Strong management capacity;
- Skilled and experienced staff;
- Effective partnerships with local partners, and;
- Individualised approach – flexible to the needs of the participants.

Given this breadth of agreement on what works in this field, one of the recommendations of this report is to develop EU Guidelines on Resettlement. Indeed these Guidelines could incorporate principles of good practices and a consistent framework for an evidence based practice but also for innovation.

As it was noted many times in the literature, one of the most important barriers in ex-offenders returning to employment is the criminal record. In order to fight the discriminatory power of this factor, some countries have developed legislation based on one of the two models: Discriminatory or Rights Based Model and the Spent Convictions Model.

The first model is based on the human rights and some of the European Court of Human Rights, which interpreted non-discrimination on the grounds of 'other status' to include the non-discrimination on the criminal record basis. Australia and Northern Ireland, for instance, took significant steps towards recognising criminal records as a ground for unjust discrimination.

The other model (Spent Conviction Model) is more complex and involves a set of measures that would protect ex-offenders against abuse: voluntary code of conduct for employers governing the disclosure of records during recruitment, a smaller number of excepted professions, a reduction and a simplification of

the rehabilitation procedures and so on. Applying both models would have the effect of mainstreaming ex-offenders as a protected group ensuring that they are not unreasonably excluded from the job market.

As an illustration of many of the principles described above, Low Moss Prison (in Scotland) developed a so-called Public Social Partnership (Graham, 2013) where the third sector plays a key co-delivering role together with the prison service. Public Social Partnership is described by the author as 'working together in a structured way which pools knowledge but retains future competition'. The principles of the model are: continuity of support and coordination throughout the prison journey, dedicated one to one support, shared assessment framework and support planning, person centred, responsive and flexible, and strength of a partnership approach. Some of the most important features of the model stress the co-designing approach where all participants - including the prisoners - take part in the planning process of the interventions, there is a dedicated case worker, continuity in and out of prison, coordination with the local services and joint working protocols. Although this initiative has not formally been evaluated yet, since it contains most of the success factors described in the literature, it can be credited as a promising one for the time being. Currently this approach is a part of the Scottish Government Ready for Business agenda.

In a comprehensive review, Schuller (2009) demonstrates that lifelong learning can be an effective instrument to facilitate employment and fight crime. However, in order for this tool to have an impact on employment, several measures need to be in place at the same time:

- developing human capital (develop skills and qualifications);
- developing social capital (build useful networks and peer or family support systems);
- improving motivation and self-esteem, and;
- linking learning with other policies and interventions dealing especially with employment and accommodation.

According to Shuller (2009), employment in the social economy sector is an ideal stepping stone to a job.

The Justice Data Lab (UK Ministry of Justice) compares an intervention cohort with a control group in an attempt to show statistical significance in the one year reoffending rate. Results from its 2014 pilot year[23] show that interventions aimed at getting individuals into employment; programmes to improve learning while in prison; and provision of accommodation to offenders on community sentences and after release from custody all had a statistically significant decrease on the one year reoffending measure. However, in a recent review of evidence (Ministry of Justice, 2013) the authors stressed that employment programmes are unlikely to be effective unless they are combined with other interventions that target motivation, social, health and education to help

[23]See: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/289250/justice-data-lab-pilot-year.pdf

address other needs that may act as barriers to finding and maintaining employment. This is the case in particular for those with learning disabilities, mental illness or drug addiction. As outlined above, vocational training without tangible employment prospects are unlikely to lead to reductions in recidivism. As learning points, the authors noted that in order for the employment programme to be successful, it needs to: have strong local partnership, training needs to be related to local employment needs and opportunities, needs long-term funding and needs to co-ordinate work before and after release from prison.

The literature is already very persuasive in demonstrating that vocational training, individual training on the job or work-based training require complementary interventions on employers attitude, access to accommodation or to health services. At the same time, developing human and social capital alongside with improved motivation and empowerment seem important ingredients for an effective programme. Preliminary findings from the DG Justice funded Justice Involving Volunteers in Europe (JIVE) project show that three quarters of their volunteers do front line work with (ex) offenders, and that 80% of the justice sector thinks civic voluntary provision substantially helps to reduce discrimination and reoffending[24].

Co-operation between different state sectors (justice ministries, health sectors, welfare agencies and so on) and the local authorities or NGO sector seems to be crucial for any successful intervention on ex-offenders. Another important factor that can prevent ex-offenders from getting back to work is the criminal record. As illustrated above, the literature describes at least two models effective at fighting this unreasonable discriminatory factor.

Findings from the Platform 1 event (PL1 meeting)

Experts invited to the PL1 meeting identified the following practices to come and present at the PL2 meeting:

1. **"My Guru" (The salad bar)** – PI Social Support Projects (Lithuania)
2. **Choices Programme/Programa Escolhas** – Ministry of the Presidency of the Council of Ministers (Portugal)
3. **Job Track** – NIACRO (Northern Ireland)
4. **The Chrysalis Programme** – The Chrysalis Foundation (UK)
5. **Ready for Work** – Business in the Community (UK and Ireland)

Apart from these practices, another three interventions were selected as reserves:

1. **Sartorie Solidali** (Italy)
2. **Directions** – Lifeline Project Ltd (UK)
3. **Youth Advocate Programme (YAP)** (Ireland)

Somehow surprisingly almost none of the practices selected were prison based. On the contrary, most of them are implemented in the community based on a large network of local and national authorities, NGOs and the

[24]See: http://www.clinks.org/voluntary-sector/justice-involving-volunteers-europe-jive

private sector. Moreover, the majority of these practices do not target exclusively offenders or ex-offenders, rather they target a wide range of vulnerable people, offenders and ex-offenders included. As illustrated in these practices, one of the main actors involved in the employer. The employer is present either as a private entrepreneur (Job Track, Northern Ireland and Ready for Work, UK and Ireland) or as a representative of the social economy (see for instance the Salad Bar in Lithuania). What seems to be essential is that training is directly connected with concrete job placements or job vacancies which pay a living wage.

Apart from the agencies directly related to training or employment, these projects involve to a large extent services that provide housing, health services, drug addiction interventions and so on. The success of these projects therefore underlines how inter-agency and the 'whole person' approach are the most important ingredients of an effective intervention with ex-offenders. Whilst these may be common, other successful features are more specific, such as counselling provided to ex-offenders on how to deal with disclosure. Getting – and keeping – a job is a critical success factor for reintegration, and these sessions help offenders think through how to disclose their criminal record, and when and what the potential consequences might be. Some practices, like Job Track (Northern Ireland) can provide useful insights into these questions.

Another important element of a successful intervention with ex-offenders is improving self-esteem and motivation. One of the training modules included in the Chrysalis Programme (UK) is dealing with self-confidence and self-esteem. Indeed, prison literature suggests that in order to promote agency, prisoners need support to consolidate self-confidence and self-esteem. In order to promote employability and employment among ex-offenders, some interventions included also activities dealing with changing offending thinking or behaviour (see Chrysalis Programme, UK).

Some other critical elements of a successful intervention with ex-offenders were summarised very well in one of the completed questionnaire:

- *'Partnership between key statutory agencies and major NGO within Criminal Justice that provides structured referral process and risk management information.*

- *Is based on proven research that demonstrates employment as a significant factor in reducing offending.*

- *Provides a service that is flexible and tailored to meet individual needs*

- *Provides direct support to Probation Officers within custodial settings and all community teams across Northern Ireland.*

- *Prioritise those assessed as medium–high risk (those most excluded from the labour market).*

- *Supports individuals to develop relevant skills that support progression onto appropriate labour market initiatives and employment.*

- *Proactively engages with, trains and supports employers and other providers to work with individuals with convictions, thereby increasing opportunities for positive progression.*

- *Provides specialist focus for women who offend.*

- *Provides specialist focus on young people leaving Youth Justice institutions and designated as not in education, employment or training -"NEET".*

- *Provides continuum of services and support from custody to community.*

- *Acts as broker/link to mainstream services in the community.*

- *Incorporates specialist advice on Disclosure and Welfare Rights.*

- *Incorporates Peer Educator model of service delivery.*

- *Advocates on behalf of service users.*

- *Provides and encourages opportunities for "the voice" of the service user to be heard through organisational adults forum.' (Job Track, Northern Ireland).*

Some of these independent features for success have been independently evaluated, allowing us to learn from what has been successful. Job Track, for instance, was evaluated by Gauge NI (2014) and found that:

- On average 40% of participants gained employment upon leaving the programme;
- An average of 25% moved into training or education and;
- 18% of the participants gained qualifications at Level 2 of above.

These outcomes and also the observation that the programme provides very good value for money, makes this project a very successful one.

However, whilst the value of learning lessons from successful interventions is key to European improvement, it is noted that the majority of practices submitted were not independently evaluated. Projects told us that third party evaluation and independent research was neither prioritised by funders, nor built systematically into provision requirements, a back step from initiatives which fell under the EQUAL Programme.

Findings from the interviews

The examples cited by the respondents during the interviews are practices that start inside prison and continue after release. They may be considered examples of 'through the gate' interventions.

An important element of these practices is the strong focus on the individual approach. Offender's needs are assessed (needs-driven approach) and the intervention plans and delivery are unique. Both respondents emphasised that offenders need '*individual pathways'* (Italian expert).

The offender's role is central in this process but the presence of professionals and a coherent network are also key:

> '(an ideal intervention) *would include particularly bottom-up approach but with professional expertise to organise and run the initiative*' (Irish expert)

In many cases job agencies, schools, local municipalities, social enterprises, vocational training centres etc. form part of the network.

Based on the Sartorie Solidali example from Italy, one of the experts developed some of these points even further:

- Mixing ex-offenders with other disadvantaged people;
- Creating strong partnerships between prison and local municipalities, local employers and local providers for services such as: mental health, drug addiction, education and so on;
- Involving the ex-offenders in designing and implementing their own projects or ideas;
- Linking training with concrete employment opportunities;
- Building up skills that are transferable in the community and;
- Promoting real investments in the community.

In all the examples the experts used they always mentioned the local dimension of the interventions. All the planning, designing and the implementation should take into consideration the local community and the local resources:

> *'if you solve the issues locally eventually you will solve them nationally'* (UK expert)

However, although the implementation should be local the interventions should be part of a wider welfare or public policy. By doing so, all the collaboration between different institutions and agencies could be better coordinated.

Some of the services available to offenders are strictly related to criminogenic needs (e.g. drug addiction services, mental health services etc.) but also to non-criminogenic needs (e.g. accompanying, mentoring, placement in the social enterprise etc.). In some cases ex-offenders receive a small credit to pay for emergency services: driving licence, housing rental, gas, power supply etc.

In order to cover for all these needs the interventions need to draw on diverse funding schemes. Both experts emphasised that interventions with offenders are very much resource demanding and therefore they need strong and sustainable resources.

Other critical factors identified as crucial for success are:

- Motivation and the right attitude of the implementation staff;
- 24 hours support tailored to the needs of the people, and;
- Multi-dimensional services etc.

When asked about what can be improved, both evaluators mentioned that independent evaluation is very important. Public participation and public awareness especially in relation to stigmatised people seem to also be critical for a successful intervention. Almost every community has activists, charities and social entrepreneurs who could be mobilised around the ex-offenders in order to help him/her in sorting out the issues connected to offending or employment. Furthermore, as a way of improving the current practices the state should establish a social fund that would support social enterprises that work with ex-offenders. Ex-offenders could also benefit from this fund by setting up their own businesses. As one of the experts observed, based on their past illegal history most of the offenders have marketing, planning or selling skills. Inside and outside prison these skills could be further developed and structured in a pro-social way. In order for these skills to be properly captured, the prison assessment should include beside the criminogenic needs assessment a more comprehensive form of assessment that would include also strengths or skills that can be used in finding or creating employment.

Beside social funds, other funding resources could be mobilised. Social bonds, crowd funding and so on were mentioned as important ways to be explored in the future.

Conclusions on offenders and ex-offenders and suggestions for the future

Working with offenders and ex-offenders is one of the areas where we were able to find a lot of literature. However, most of the literature centred on working with offenders in order to help them stop offending or desist and less about how offenders can be supported to get into employment. Most of the literature stressed the fact that employment plays a crucial role into desistance but it is still not clear how, for who and in what circumstances employment can have the maximum impact. Most of the recommendations collected in this section are based rather on expert views and not on solid impact studies.

Funding which supports structural change: Evaluated, programme-based interventions build learning and capacity, allowing diverse agencies to work sustainably and effectively together. A rolling funding programme also facilitates analysis and learning within and between EU countries.
Diverse funding schemes nurture an inclusive approach, and projects should be helped to evaluate options such as community funds, social bonds, crowd funding and so on.

The ‘whole person’ approach: In most cases, ex-offenders are people with multiple and complex needs and therefore require attention on many levels and areas. This requires a complex but effective delivery service, and interventions need to be strongly based on wide networks of stakeholders able to respond

swiftly to issues such as: drug addition, housing, mental health, income deficit and so on.

Interventions should start in prison: Vocational training prior to release and other forms of training for the soft-skills are highlighted by literature and good practice. At the same time, services should be provided to reduce the potential obstacles such as drug addiction, mental health, housing and so on. To be most effective, training should be connected to real opportunities and not to the organisational resources or priorities. Prisons could develop procedures that would capture more accurately the skills and the strengths that can be mobilised by each prisoner for the labour market. Based on this assessment, the prison together with the other stakeholders and the prisoner should coordinate individual pathways towards employment.

….And continue under case management through the gate: The literature and the experts mentioned several times the importance of a coordinated process (e.g. 'through the gate', 'end to end management' etc.) that would include besides the 'traditional' elements of employment intervention, elements or activities that would deal with offending thinking and behaviour. In this respect, probation services seem to play an important role.

Consulting employers, educating their staff: employers themselves need to be motivated and supported to get involved. One strong reason to do so is to help them overcome the prejudice that ex-offenders are more dangerous or less reliable than any other candidate. One good example of how to involve employers is offered by the Low Moss Prison (Scotland) which includes employers in the social partnership to plan and deliver services to offenders and ex-offenders. Employers can also be stimulated to employ ex-offenders in jobs that do not assume direct contact with customers (e.g. opticians, bakers etc.). When working with offenders, in particular, due to the public perception and the deficit of self-esteem, the attitude and the motivation of the implementing staff seem to be essential.
Helping offenders to create their own businesses or setting up social enterprises also have promising results.

Criminal record and disclosure: As suggested by the experts, an important aspect that needs to be debated in the future is how to balance the 'right to know' of the employers with the 'right to start a new life' of the ex-offenders. To what extent and when the criminal record can be used when recruiting and selecting candidates are still two questions that needs a clear and strong answer. It may be that the EU should take a stronger stand in this respect. When and in what circumstances the criminal record is relevant for employers? Ex-offenders themselves need help in how to disclose their own offending past and also how to become more proactive and self-confident.

Community involvement and public awareness: Campaigns are needed to diminish stigma and the negative attitude attached to this vulnerable group. Involving the Third Sector and volunteers within the community is effective in this goal, as they bring independence from the criminal justice system itself.

Based on this solid body of knowledge and experience, the EU Commission could promote one Guideline on Resettlement or on how to work effectively with offenders, ex-offenders and their families in inclusive communities.

C.2.4 Mental health, physical and learning disabilities

Policy context

According to Jones (2009) the disabled represent about 20% of the working age population in Sweden, Portugal and the Netherlands. The Labour Force Survey[25] in the UK records around 30% of the working age population reporting long-standing illness or impairment in 2011. A percentage of them (11.6%) stated that the impairment was activity-limiting which means in technical terms disability. From the limited information available on this group the results show that the employment rates among this group are very low in almost all EU countries (see Verdonschot et al., 2009).

After the 1990s, the European Commission kept the focus on employment for disabled people. The subject was included in several policy or strategy documents like the Lisbon Agenda and the European Employment Strategy or the European Disability Action Plan. In 2000 the European Commission adopted the Employment Directive 2000/78/EC.

In 2008, the European Commission took a step further and set up the Academic Network of European Disability Experts (ANED) to provide scientific support and advice for its Disability Policy Unit.

Findings from the systematic review

In 2009 the Academic Network of European Disability Experts (ANED) published a very comprehensive document titled 'The labour market situation of disabled people in European countries and implementation of employment policies: a summary of evidence from country reports and research studies'. In this study, the experts coordinated by Greve warn the EU states on the danger of multiple exclusion for particular groups of disabled: disabled women, older

[25] http://www.esds.ac.uk/government/lfs/

disabled workers, those with intellectual impairments and with severe mental health conditions. They noted some improvements in adopting some active labour market policies like the shift from the inactivity compensation towards the assessment of capacity of work or the quota system. There is also evidence of disability mainstreaming in national policies but effective mainstreaming 'requires attention to implementation in practice, not simply in law….additional expertise, resources and training will be required by generic services to ensure the inclusion of disabled people in mainstream opportunities' (page 5). Starting from the observation that a large proportion of disabled people are employed in low-skilled jobs, the authors suggest that access to education and lifelong learning for this group is essential. Furthermore, a better combination between benefits and employment should be more attractive and flexicurity should play a more active role.

These observations are echoed in the systematic review published by Achterberg et al. (2009) where the authors identify what the main promoting factors for young disabled people in work participation are: male gender, high education level, age at survey, low depression scores, high dispositional optimism and high psychosocial functioning. On the contrary, female, low education levels, low IQ, epilepsy, inpatient treatment, motor impairment, wheelchair dependency, co-morbidity, chronic health conditions combined with mental disability are all associated with very low employment rates. However, the review ends on a positive note stressing that education can increase significantly the work participation of young disabled people.

Based on the international databases, it seems that interest in the subject of employability and employment of people with health difficulties or disabilities was triggered around the 1990s. This movement was helped by different international initiatives (see the setup of HELIOS II Employment Working Group, GLADNET etc.) and also by an increased interest of the European Commission in this area of work. For example, one of the first reviews of the disability employment policies, legislation and services to cover fifteen EU countries was published in 1993 and updated in 1997 including also Canada, Australia and the USA (Thornton and Lunt, 1997). The second review was co-financed by the European Commission demonstrating a real interest in this social field. In their report, the authors noted that most countries have increased the range of legislative, voluntary and financial measures and services. One of the most common measure is the anti-discrimination clause. In other countries, like the UK, for example, another trend towards the use of persuasion to change employers' behaviour was noted. This diversity of approaches have made the authors reflect upon the transferability of policy measures from one country to another and the conclusion was that 'the appropriateness of a particular measure or broad approach depends on its historical and contemporary place within a country's provision both for employment and for disabled people' (page 397). Another important merit of this review is that it describes systematically employment services or initiatives that seem to work in the fifteen EU countries, Australia, Canada and the USA. These services are:

- Employment support services (training and placement services, financial incentives, counselling etc.);

- Supported employment (like offering competitive employer-paid work and continuous on-the-job support);
- Disability discrimination legislation (based on the civil rights legislation);
- Accommodation and adaptation of the work place (not only for the physical space but also for the equipment, work schedule, training, personal assistance and so on);
- The quota system (but only as part of a coherent disability employment policy);
- Financial support for employers (to recruit and to retain disabled people as a compensation for the reduced productivity);
- Financial support for the employees ('fares to work' as grants to cover for equipment, travel etc.);
- Sheltered employment (special work places for special disabled people), and;
- New forms of employment – social enterprises, self-help firms, work co-operatives (Italy – especially for people with psychiatric needs).

Although these initiatives or policies are not presented with their results or impact on employment, they can serve as an important starting point for when looking at special arrangements for this target group.

Another review of the implementation of the active inclusion principles within the interventions with disabled or mental health people is the one conducted by the Eurofound (2012b). In this review, the experts examined the situation of young people with health or disabilities in 11 countries (Denmark, Finland, France, Germany, Ireland, the Netherlands, Poland, Portugal, Slovakia, Spain and the United Kingdom). The conclusion of this study was that although the legislation in these countries improved significantly in the last few years, more should be done to reach this target group and service delivery systems need to be much better integrated to deliver active inclusion. Based on the good practices analysed, the experts derived several principles of successful interventions:

'- An integrated approach to skills development, training and job placement is needed for the transition to employment.
- After training, rapid placement in a real job must be ensured if momentum is to be maintained and skills are to remain relevant.
- Individuals must be empowered to take control of their career path and to make real choices over its direction.
- Employers need support with the recruitment, training and retention of staff with disabilities.
- All projects should aim ultimately at open labour market participation for those who are able and who are interested.
- Good projects evolve over time to conform to the active inclusion approach.' (page 2)

Education and training for market-directed jobs and community involvement were the solutions suggested also in a comparative analysis for EU countries and Croatia (Leutar and Buljevac, 2012).

Based on the civil rights concept and on the theory that says that disabled people should be supported to live an independent life, a new scheme of

financing services for this population was introduced in the UK in mid 1990s: direct payment or individual budgets. These schemes provide for the disabled person to use a budget to employ other people to support them to live independently. The funds are coming from the Independent Living Fund, health authorities or employment agencies. These self-operated support systems are recognised as providing disabled people with choice and control over their life. Some researchers focused on the social benefits of this sort of support (Butt et al., 2000). Other studies (Leadbeater at al., 2008) compared the costs of the traditional services with the direct payment schemes and found them overcostly. However, as Prideaux et al. (2009) observed, these studies do not take full account of the relative impact of these schemes on the relatives and families of the disabled person. If all these aspects would be included, the costs of these innovative schemes may be re-evaluated.

Assessing the level of self-employment among people with disabilities in 13 European countries, Pagan (2009) suggests that disabled people are more likely to be self-employed as compared with non-disabled people, especially in southern countries like Greece and Portugal. Therefore, this form of employment for disabled people is very popular in some European countries. Since most of the self-employed disabled people report very high levels of job satisfaction it can be concluded that governments should be encouraged to use this employment strategy. Adding to the job satisfaction, the governments can also combat discrimination, 'prevent social and labour exclusion and reduce the employment gap between disabled and non-disabled people' (Pagan, 2009: p.227).

While most of the reviews or empirical papers approached the disabled group as one group with similar features and needs, other studies paid more attention to individual sub-groups of disable people. In their systematic review, Verdonschot et al. (2009), for example, focused on the people with intellectual disability. They evidenced that the empirical support available to document different interventions for persons with intellectual disabilities is rather scarce. Out of 2,936 hits they were able to identify only 23 qualitative studies that met the inclusion criteria. The aggregated conclusion of this review was that people with intellectual disabilities are 3-4 times less employed than non-disabled peers, they are less likely to be employed competitively and more likely to work in sheltered workshops. The level of community participation of this disabled group is very limited. When they do join the workforce, the people with mild intellectual disability tend to view supported employment very positive, both as 'work as participation' (e.g. task variety, belonging, feeling appreciated) and 'work as structure' (e.g. working independently, friendly co-workers etc.) (Cramm et al., 2009).

Edwards (2009) argues that targeted interventions such as 'Roots and Shoots' (in London) can provide people with learning disabilities a good way of getting involved into the labour market. In this project, people with learning disabilities were trained and involved in gardening and woodwork. The project was linked to another project focused on local regeneration where all the terms and conditions were pre-defined in the light of participation and responsibility. The author warns that although people with learning disabilities can benefit from

this sort of arrangement they also need an environment where they can express their own agendas, where the terms of their engagement is not so strictly determined.

To promote the labour integration for people with mental health difficulties, Burnns at al. (2009) found enough evidence to support the individual placement and support (IPS).

The key principles of Individual Placement and Support (IPS)[26]:

1. Competitive employment is the primary goal
2. Everyone who wants it is eligible for employment support
3. Job search is consistent with individual preferences
4. Job search is rapid: beginning within one month
5. Employment specialists and clinical teams work and are located together
6. Support is time-unlimited and individualised to both employer and the employee
7. Welfare benefits counselling supports the person through the transition from benefits to work.

Using an experimental design, the authors followed up 312 patients in six European centres for 18 months and compared the impact of IPS with standard vocational support. The conclusion of this study was that both forms of helping people with mental health problems to move to employment are useful, with IPS slightly more effective in preventing hospitalisation during the follow-up. Furthermore, it seems that IPS has helped more socially disabled (more unwell patients) people into work than were the vocational services. These patients who worked had a better global functioning, fewer symptoms, a decrease in depression and so on.

However, research is quite strong in stressing that there is a real danger for the disabled integration programmes to follow a medicalised (Holmqvist, 2009) or a individualised (Riach and Loretto, 2009) approach where the programme starts from the individual pathology point of view and does not pay enough attention to the social attitudes or social structures that prevent people with disabilities or with impairment to access the labour market (Jones, 2009). Indeed, as it seems, most governments have looked to health professionals rather than to social scientists for policy advice (see Dame Carol Black and Sir Michael Marmot, in UK, cited in Jones and Wass, 2013).

To conclude this section, it seems that apart from the specific recommendations adopted by the European Commission for disabled people,

[26]From Doing what works: Individual placement and support into employment. Sainsbury Center for Mental Health. Briefing 37. Available at: http://www.cpft.nhs.uk/Downloads/DVD-Documents/Recovery/briefing37_Doing_what_works.pdf

the concept of active inclusion may provide also a very solid platform for intervention in the area of employment for disabled people. However, as suggested also in a very recent review (Eurofound, 2012b) in order for the active inclusion policy to combat the exclusion of this group it needs to be complemented with education, lifelong learning and also antidiscrimination policies and attitudes.

Findings from the Platform 1 event (PL1 meeting)

The experts participating in the PL1 meeting selected the following practices and interventions:

1. **Spanish Red Cross, ONCE Foundation, Fundación Secretariado Gitano and Caritas** (Spain)
2. **Ready for Work** - Business in the Community (UK and Ireland)
3. **"My Guru" (The salad bar)** - PI Social support projects (Lithuania)
4. **Eye work** - RNIB Northern Ireland (Northern Ireland)
5. **Andra Chansen** - Municipality of Uppsala, Care & Education (Sweden)

They also selected four good practices as reserves to be discussed in the PL2 meeting:

1. **Youth Advocate Programme (YAP)** (Ireland)
2. **Farm activities for the social and work inclusion** - Mental Health Department of Pordenone (Italy)
3. **Experimentation in the field of social farming** – Coldiretti Torino and Agricoopecetto Agricoltural Cooperative (Italy)
4. **Supporting People: Housing Support Programme** – Birmingham City Council (UK)

Most of the good practices selected are based on strong networks of cooperation between national and local level, NGOs, businesses and so on. Combining provisions of different policies in order to respond to the needs of the vulnerable people was identified several times as a key success factor. Employers play a significant role in all stages of the intervention life. Ready for Work (UK and Ireland), for instance, involve employers in the planning and the pre-placement stage of the intervention. Employers can take part in mock interviews or in supporting different exercises that prepare individuals to undertake a job interview. They can also take part in the post-placement stage where they can provide support or mentoring to those already on the placement. Beneficiaries are also involved as much as possible in planning, delivering and monitoring the interventions. In the Eye Work (Northern Ireland) blind and partially sighted people are using their own experience on the labour market to design the employment intervention.

Another success factor seems to be the individual approach. People with disabilities, like many other disadvantaged groups, face multiple and diverse problems and obstacles. Being able to respond to these complex needs on an

individual level was cited many times as critical in working with disabled or people with mental health issues. The idea was captured under different names such as: individualised itineraries (POLCD, Spain, bespoke programme and Ready to work, UK and Ireland etc.). In order to respond to this complexity, in most cases interventions needed to combine mainstream services with innovation and individual activities.

As mentioned, working with vulnerable groups at the individual level requires projects to react to many needs or obstacles. That leads to another success factor that is to offer a very wide variety of services – from income support to training and education, from counselling to working with families or communities, from working with individuals to working with the society (raising awareness on the societal obstacles) and so on.

In order to be able to create the networks underlining the work with vulnerable people and obtain long lasting effects of the vulnerable population and on the national economies, interventions need to be implemented for a sufficiently long time. Developers need to have solid financial bases to plan and implement large interventions. A good way of reaching this aim seems to be a constant monitoring and evaluation of the intervention's impact. POLCD (Spain) for instance, succeeded to make a strong case arguing that working with vulnerable people is a real investment for the economy: every Euro invested created an economic value of 1.38 Euros; public administrations have recovered 39 million Euros annually in taxes and social contributions, and saved 9 million in benefits. Ready for Work (UK and Ireland) provides regular data on how many individuals started Ready to Work, gained employment and sustained work for 3,6 or 12 months. Eye Work (Northern Ireland) uses a comprehensive tool (Rickter Scale Impact Measurement System) to measure the distance travelled towards employment. This information can encourage local and national stakeholders to stay involved in these interventions and could also stimulate funders to continue supporting them.

An interesting example of how services can be combined with concrete job experience is provided by the Lithuanian project ("My Guru") where addicted people but also other categories of vulnerable people can benefit from a rapid job placement in a social enterprise. Another useful example of a social enterprise is the Farm activities for the social and work inclusion (Italy) and the Experimentation in the field of social farming (Italy).

The experts gathered together in Athens for the PL1 meeting decided that the main learning points from these interventions are:

- Tailor-made approach
- Good connections at the local level – only the local level is aware of the local markets.
- Involving stakeholders and beneficiaries together in co-producing an effective intervention.

Sustainability and flexibility were also mentioned as key ingredients of a successful intervention.

As innovative elements within these practices, the experts noticed the combination between different sources of funding and the synergy between partnership and technology. Different sorts of social enterprises or social farming were also considered by the experts as innovation in this field of work.

Findings from the interview

One appreciative interview was organised on the topic of working with disabled people and those with mental health issues. Two positive examples were given as good practices in working with people with learning disabilities: one social enterprise and one that is based on mediating between vulnerable people and potential employers. In both cases the projects involve equally the employers and the vulnerable people. It seems that working with employers in particular is an important element of a successful intervention in this area. As learning points, the first good practice is able to provide placements from the lowest threshold level to the most competitive ones. In the social enterprise, people are able to start from a low level and work their way up to the level of a real job. The second example distinguished itself by stressing on the importance of placing vulnerable people in the real job market. By doing so, this initiative challenges the public acceptance of the vulnerable people.

Another important element of success is the economical sustainability. Both projects are able to support themselves in terms of funds for the future. Constant pre and post-placement support seems to also be an important ingredient of successful interventions. Job coaching, social skills training, daily counselling and so on are only a few examples of interventions that are provided to the vulnerable people depending on their needs. As a way to improve these interventions, the participant suggested that these two good practices should merge in order to help vulnerable people to move from sheltered jobs to the open labour market.

Furthermore, when asked about how the magic wand would be useful in this area, the participant suggested that ‘I would like to see that it is possible for disabled people to take part in the normal social life’. Normalisation and increasing acceptability and integration should be more in the centre of policies and practices focusing on this category of vulnerable people. Disabled people should be able to work together with other people and not only with other disabled people. This message should be visible not only at the practice level but also at the level of European policies. Peer involvement and empowerment should also be essential ingredients in defining the problem, designing interventions and policies and so on.

Conclusions on mental health, physical and learning difficulties and suggestions for the future

As for other vulnerable groups, most of the evidence on effectiveness for employment of the disabled people is based on expert opinion rather than on impact studies.

Research and practice together seem to suggest the potential contribution of the disabled or people with mental health difficulties is not valued enough in our societies. More should be done to provide placements for those who are very far away from the labour market but also for those who are close to it. Sheltered jobs and social enterprise but also active engagement of the employers can help more vulnerable people become economically active.

Training and rapid placement are not enough for disabled people. They need constant (sometimes 24/7) support before, during and after job placement. This support can take many forms and shapes according to the needs of the vulnerable people. Lifelong learning seems to be important for this group in particular.

At the national level, it seems that antidiscrimination policies or persuasion strategies seem to work alongside:

- Employment support services;
- Supported employment;
- Accommodation and adaptation of work place;
- Quota system;
- Financial support for employers;
- Financial support for employees, and;
- New forms of employment (like social enterprises, self-help firms etc.).

Individual placement and support as a strategy of working with mental health people seems to be effective both in enhancing their employability but also in preventing hospitalisation.

As mentioned in the literature, it is not enough to have the right legal provisions. They need to be implemented and evaluated.

Funding schemes such as individual budgets or direct payment should be re-evaluated taking into account all the financial and social returns.

Moreover, places, machines, mentalities and social structures need to be challenged to become more inclusive in order to accommodate and welcome disabled people to take part in the society. How to challenge the exclusionary mentalities may be a very useful study in the future. How lifelong learning could contribute to supporting disabled people into employment and help their progression into careers can also be a useful research question.

Findings from the Platform 2 event (PL2 meeting)

The Platform 2 meeting (PL2 meeting) took place in Bremen, on the 4-5 February 2015. A number of 31 experts took part in this event from 19 different EU jurisdictions. Thirteen good practices were presented and debated together with the developers.

Learning points

Based on the presentations and the debates in PL2 meeting, the experts selected the following learning points for the Marginalised in Community groups:

1. Interventions need to be designed as investments and not as costs.
2. The social and economic return needs to be evidence-based on independent and transparent evaluations.
3. Evaluations need to be pay attention not only to 'hard outcomes' but also to 'soft outcomes'.
4. Use evaluation results to improve.
5. Use 'whole person approach' and flexible delivery principle.
6. Build up initiatives on solid and well-coordinated partnership.
7. Vulnerable groups have their own skills/strengths that can be used in a pro-social and constructive way (see the ex-offenders marketing skills).
8. Challenge the cultural bias or prejudice related to some vulnerable groups.
9. Use IT as much as possible.

Some of these learning points were evidenced already in the literature but others are worth exploring in future research or practice interventions.

Innovation

As far as innovation is concerned, the experts put forward four main categories of innovations: general principles and approach, attitude, process and tools.

In terms of the general principles, the experts draw our attention on the fact that we should innovate but not for the sake of innovation. Innovation needs to be useful, to be based on what exists and be simple and easy to implement. In order to support innovation, developers should engage with the target group, funders and also with politicians.

From what the experts stressed, it seems that innovation requires a certain type of attitude that can be described as:

- Remove the fear of failure – 'roll your sleeves up';
- Take calculated risks;
- Learn from mistakes;
- Don't give up;
- Develop creative attitudes towards your partners;
- Involve lay assessors from the local community to discuss your ideas, and;
- Any idea (it can be a small idea).

In order for innovation to happen, some processes need to take place. The experts were of the opinion that these processes need to observe the following:

- Take small steps. Being incremental rather than Big Bang. This would allow clients to get used to it.
- Allow time for innovation to take place.
- Innovation can be a form of adaptation to the needs of the beneficiaries (see the 24/7 opening hours).
- Include beneficiaries in the design, planning and decision making.
- Encourage changes from within.

- Engage with the families and lay people from the local community.

One strong conclusion of the PL2 meeting was that innovation can be supported or even actively promoted by some tools such as:

- IT or games;
- National strategies and legislation. A good example in this sense is the Social Value Act (UK) which allows for 20% threshold for failure;
- Websites to collect good practices and ideas, and;
- Social Return on Investment as a tool for evaluation.

Games in particular enjoyed particular attention from the experts who noted that they can be useful especially for juveniles or youth and not so much with the elderly. Furthermore, they can be adapted to work with different target groups such as: people with hearing impediments, blind people etc. Experts agreed that games can help a lot in building trust in public services and also in reducing the inequality of relationship with authority.

Finance

Another subject that was intensely debated in the PL2 meeting was finance: how it can be attracted and how can finances ensure sustainability. One of the special topics in this respect was how ESF could play an even more active role.

The most important recommendations from the experts regarding finances were:

- Develop more than one source of funding for the intervention (diversify funding);
- Find new ways of funding and involve the local community or local authorities;
- Calculate the costs and the benefits of your intervention;
- Try to use as far as possible an entrepreneurial model;
- Remain low-threshold – respect the ethos of the project, and;
- Convince the funders that 'we cannot provide more with less' – develop a realistic understanding of the intervention for the funders.

As far as ESF is concerned, the experts suggested that some improvements can be achieved if:

- ESF managing authorities will play a more mentoring role and not only a gatekeeper;
- set up an innovation fund,;
- allow more time and funding for evaluation;
- Allow small NGOs to apply for ESF funds;
- Develop solid evaluation tools and methodologies for measuring impact, effectiveness etc.;
- Allow for more flexibility;
- Do more to share good practices, and;
- Focus both on innovation but also on sustaining projects that were successful.

Transferability

All experts seemed to agree that most of the interventions presented could be transferred to other states or to other vulnerable groups. However, they suggested that transfer is possible if:

- The principles and approaches are transferred and not the details. As one of the them put it: 'transferring the what and not the how'.
- Transfer needs enthusiastic leaders to lead the process,
- Transfer only what is needed by the beneficiaries and pay attention to the social/economic/cultural environment,
- Pay attention to the funding scheme behind the intervention. Would that work in the new environment?
- The more self-sufficient the intervention is the more transferable it is.

Conclusions on Marginalised in Community

As for the other vulnerable groups, there is some research evidence that suggests what works with homeless people, drug and alcohol users, mental health patients or people with learning disabilities. However, most of this evidence is based on expert views and not on solid impact studies. It is well known that most of these groups share multiple needs and grounds for exclusion from the labour market. Acknowledging this complexity, interventions should embrace comprehensive approaches able to respond to all these needs (Quilgars et al., 2008; Harding, 2013; Shier et al., 2012, see also the EQUAL report, 2008). Linked to these complex needs is the principle of personalised or tailor-made interventions (e.g. WiSH, POLCD, Ready to Work, Eurofound, 2012).

Each person is unique and needs to be treated as such. Being needs-based and personalised, interventions need to also be flexible and adaptable. Moreover, these comprehensive services covering needs like housing, education, training, mental health, counselling, substance abuse counselling etc. should be coordinated and delivered by large networks of providers (e.g. local authorities, state agencies, NGOs etc.). Working in partnership and coordination are essential in order to prevent implementation failure or the lack of sustainability (Dwyer and Somerville, 2011; Harding et al., 2011). In some cases this partnership principle was incorporated in one-stop-shop initiatives (e.g. Tomorrow's Women Wirral) or in practices that are based on large networks (see Growing Lives). The literature seems to lend support also to the principle of immediate job placement after training and a direct link between training and real job opportunities (see Eurofound, 2012b; Leutar and Buljevac, 2012). Individual Placement and Support proved to be very effective in reducing hospitalisation and in moving disabled people towards employment (Burnns et al., 2009). With some adaptations there are no reasons why this strategy should not work with other vulnerable groups as well.

Although it is not yet independently evaluated, the unification of job centres with the welfare centres in Germany might be an interesting example of one roof approach (Hartz Reform[27]).
Involving the beneficiaries and empowerment are also important features of the promising practices (see Growing Lives). Furthermore, experts identified as promising practice the involvement of the stakeholders. Employers (Job Track, Ready to Work etc.), housing providers, the beneficiaries themselves, the local community (see the Low Moss Prison) and so on are only a few examples of such stakeholders. A very useful example of how employers may be involved in the pre-employment activities can be found in Ready to Work.

The progressive approach to employment from 'little employment' to 'more employment' appears also promising if we look at some interventions (e.g. Growing Lives). Starting with sheltered jobs, social enterprises, 'friendly' employers and slowly moving to the mainstream labour market may be a good approach for most vulnerable groups. Progressive approach suggests also that people need to get 'job ready' first and then start to move towards employment (for more practical suggestions see Ready for Work). For each vulnerable group getting 'job ready' may mean different things. For instance, for homeless people acquiring a shelter or a house is essential for the spatial stability that is necessary for receiving services like substance abuse or mental health. Drug users need to challenge their selfish attitude and personal ecology before starting to consider employment. Interventions with this group also need to pay special attention to motivation prior and during any employment intervention.

One important principle that seems to be crucial in working with some particular vulnerable groups is prevention. When working on homelessness, for instance, it seems very important to work on preventing losing the house (see the Commission recommendation[28] in this sense). Practices such as Coloured Roofs (Italy) provide linguistic mediation for immigrants in order to help them sign renting contracts and pay the utility fees. Another specialised learning point that seems to be important for homeless interventions is to avoid spatial concentration of units dedicated to this group. Finding the right balance between security and citizenship and 'through the gate' approach are principles that appear to be important in particular for offenders/ex-offenders. How to deal with disclosure is yet another important topic for any employment intervention with ex-offenders (see Job Track for more information). Although quite expensive, direct payment or individual budgets seem to provide disabled people a great deal of choice and control over their own life.

Building on past experience and on the experts 'dreaming', new interventions may be piloted in the future, using these models: housing vouchers, social renting, funding individual pathways, use of IT for attracting vulnerable groups but also for training and evaluation, use of business models and 'yes, we can' attitudes, integrating vulnerable groups among non-vulnerable groups (the

[27] A comprehensive summary can be found here: http://www.cps.org.uk/files/reports/original/141024133732-TheHartzReforms.pdf

[28] For more info, see: http://ec.europa.eu/social/main.jsp?catId=1061

normalisation principle or ‘mixing workforce’), promoting strong partnerships between prisons and local municipalities, 24 hours/7 days a week support, mentoring and support after job placement, use of games etc. But, as the experts in PL2 suggested, these innovations should be introduced step-by-step and only if justified by the needs of the vulnerable people.

C.3 Troubled Families

C.3.1 Offenders families

Policy context

In February 2013, recognising the current economic downturn and its consequences on children and women, the European Commission adopted the recommendation 'Investing in Children – breaking the cycle of disadvantage'.[29]. Among others, the recommendation provides guidance to EU countries on how to tackle child poverty and social exclusion through actions such as: quality childcare, family support and benefits etc. One of the first principles mentioned in these documents is 'access to adequate resources – support parents' participation in the labour market' (Recital 2.1).

One concrete example of a policy that undertakes a family based approach is the Troubled Family Programme launched in 2011 by the UK Government. The aim of the programme is to join up efforts across the whole of government and to provide expert help to local authorities[30].

Findings from the Systematic Review

As illustrated many times, offenders are most often recruited from disadvantaged families and marginalised communities. Yet, most of the time penal or social interventions tent to focus exclusively on the end result of the

[29] Available at: http://ec.europa.eu/justice/fundamental-rights/files/c_2013_778_en.pdf

[30] For more info, visit: https://www.gov.uk/government/policies/helping-troubled-families-turn-their-lives-around

accumulated disadvantages (the offences). The majority of research seems to follow the same trend; to focus on how families are affected by offending behaviour or how the family social capital can be utilised to support desistance. For instance, Martinez and Abrams (2013) conducted a metasynthesis of US literature on the importance of the informal social support for the returning young offenders. It concluded that 'family members provided the support and comfort of "the ties that bind" but with potentially unrealistic expectations and re-enactment of old roles and negative dynamics' (p. 169). The authors concluded that the burden of high expectations and the suffocating nature of care can restrict the access of the young ex-offender to a new identity.

Other studies demonstrate how offending can impact on family life. This is most obvious in sex offending cases where the sex offenders are met with a lot of employment barriers and face severe subsequent financial hardship. Moreover, family members living with ex-sex offenders are more likely to experience threats, harassment, stigmatisation and differential treatment by neighbours, teachers or other relevant ones (Levenson and Tewksbury, 2009). In sex-offending cases, it seems that the most effective method of intervention is multisystemic therapy as opposed to individual therapy. Borduin et al. (1990), for example, followed sixteen adolescent sexual offenders randomly assigned to either multisystemic therapy or individual therapy. They concluded that multisystemic therapy is more effective than the individual one due to its emphasis on changing behaviour within the offender's natural environment.

Hunter et al. (2013) conducted, in the UK, a rapid evidence assessment examining how interventions targeting offender's families can have an impact on reoffending and other intermediate outcomes (employment included). Although they used quite large inclusive criteria, they were able to identify only 29 studies published in English after 1992 that cover offender's families and other intimate relationships. Out of this already small number, only three studies were looking at family support services. Methodologically speaking, these studies were considered as 'none scalable' since they did not fit to any level of scientific quality, as defined by Cook and Campbell (1979). As for the employment or employability, the authors concluded in line with Borduin et al. (1990) that a holistic approach which includes offenders and their immediate systems of support could lead to desistance and other positive intermediate outcomes.

In 2012 the Department for Communities and Local Government in the UK ran an assessment of evidence regarding the impact of family interventions in the UK. In so doing, the Department evaluated the impact of projects like Dundee Families Project[31] and other Action for Children projects[32] that were developed in partnership with local authorities. Most of the interventions were associated with significant reductions in anti-social behaviour (8 out of 10 families reported reduction in this area); decreasing the risk of homelessness (in 80% of the families); and reduction in other risks to the community (in 88% of the project cases). Between 2007 to 2012, the National Centre for Social Research (Natcen) collected information from the families that benefited from family

[31]Available at: http://www.gov.scot/Resource/Doc/158816/0043123.pdf

[32]More info at: http://www.actionforchildren.org.uk

intervention and reported significant improvements in reducing anti-social behaviour (59%); disengagement with crime (45%); reduction in truancy (52%); and also in solving employment or training problems (with 14%). The same results are reported from the families exiting the services in 2008 and in 2012. This data demonstrates consistency in reaching positive outcomes at the moment of exit. What all these projects had in common is a special focus on the family as an intervention unit and not the individual.

In 2001, Natcen conducted an impact analysis by tracking a comparison group of families who were similar but did not benefit from family interventions. The conclusion was that families belonging to the treatment group reported half of the anti-social behaviour problems. Although it was not measured, it is possible that the other positive outcomes were also more present among the treatment group rather than in the control group. Evidence collected by Natcen also shows that the improvements in anti-social behaviour; education; and family functioning are sustained after 9 to 14 months from the programme exit. Qualitative research also supports this conclusion (Nixon et al., 2008).

Based on these evaluations, the Department for Communities and Local Government (2012)/UK concludes that, in order for a family intervention to work effectively, five factors are crucial:

1. A dedicated worker (dedicated to a family)
2. Practical 'hands on' support
3. A persistent, assertive and challenging approach
4. Considering the family as a whole (gathering the intelligence)
5. Common purpose and agreed action.' (page15)

Findings from the Platform 1 event (PL1 meeting)

The lack of targeted interventions on offender's families and employment was also noted when analysing the returns from the survey. The number of returns speak for itself: only 12 interventions were recommended for this sub-theme. Moreover, as mentioned in the workshop report on offenders' families:

'Employment is not the prime target when working with offenders and their families. (Employment) is a spin-off of a broader intervention'.

Only three interventions were selected to be invited to the Platform two workshop (see Annex 6 for their short descriptions):

1. **Integrated Outreach Support** – YSS, Member of the AIM partnership (UK)
2. **Integration of the members of the family of high-quality social risk into the labour market** (Lithuania)
3. **Family Space (Spazio Famiglia)** (Italy)

One of the first observations related to these interventions is that they do not target specifically offenders' families, but individuals and families excluded from the labour market. Integrated Outreach Support (UK), for instance,

addresses multiple disadvantages of offenders and their families. The first objective of the Integration of the members of the family of high-quality social risk into the labour market (Lithuania) is to encourage families with high social risk to participate in the public life and in the labour market. Therefore the focus is not the individual, but the whole family.

Recognising that offenders and their families have numerous and complex needs, two of these interventions start their activities with a comprehensive needs assessment activity covering dimensions such as: housing, training, education, childcare, income and so on. Based on this exercise, the project staff design individual tailor made interventions. Since the needs are very diverse, the activities or the services provided within these interventions are also very diversified: training, education, job placement, mentoring, incentives to seek employment, motivational work, coaching, use of social enterprises and so on.

One of the main challenges of these interventions is the coordination. In this respect, at least two interventions mentioned among the difficulties that coordinating between partners and funders was a difficulty at least in the early stages of the project life.

Integrated outreach support (UK) was externally evaluated and the findings are very encouraging. It seems that the integrated approach developed by the pilots have proved to be effective in addressing the barriers faced by the ex-offenders and their families. Vocational training, work experience and employer brokerage can play an important role in strengthening the ex-offender's position in the labour market, especially for women. When it comes to innovation, the evaluators identified the following elements:

- The delivery partnership between YSS (Youth Support Service) and FIP (Family Intervention Programme);
- Co-location of offender and veteran support;
- A holistic intervention model for working with women, which includes personalised work experience;
- Delivery through a social housing provider;
- The development of a new course in enterprise peer coaching;
- The establishment of a peer-led social enterprise for working with ex-offenders.

Combining comparative research with study visits, Integrated Outreach Support (UK) identified a number of potential innovative practices with a transnational vocation:

- Foster families for adult resettlement from long-term custody;
- Combining job support with employer engagement;
- Family conferencing services;
- Mentoring;
- Social enterprises for women;
- Self-employment, and;
- Through the gate approach etc.

Overall, the identified practices confirmed and extended the findings from the systematic review. They also demonstrated the huge potential for innovation in this area.

Findings from the Interviews

Both experts interviewed for this subject emphasised that working with offender's families should start from the principle that the family is a social system ('as a whole group'). An interesting perspective was provided by one of the experts who stressed that the best interest of the child should be used as a main principle in the family interventions. Therefore, even when employment is the final aim of the intervention, issues such as time spent with the child, good parenting and so on should be taken into consideration. While most interventions in this area work exclusively with the mothers and the children left outside the prison, the experts stressed that working with the imprisoned fathers is also important:

> '*The child, if he has two parents, they need both to be strong and able to have an appropriate relationship with the child*'. (UK expert).

By providing the offender with appropriate employment services while in prison (e.g. education, vocational training, job placements etc.) he/she can preserve self-respect and their sense of identity. These can both help the relationship with the child.

As in other interventions with vulnerable groups, the role of the employer is crucial. In this case, in particular, employers would need to be more flexible to accommodate family crisis', prison visits and childcare arrangements. In order to better explain the particularities of this group and also to support employers in getting and staying engaged, they can be organised into different networks. The Family Friendly UK[19] scheme may be a good example of how employers may be mobilised in working with different categories of vulnerable people.

Furthermore, when working with offender's families stigmatisation and labelling should be avoided. Families should be treated as vulnerable families that need help in different respects. Even using the word 'offender' may be a form of stigmatisation.

Because having a family member behind bars is a traumatic experience (some specialists even compare this experience with bereavement), in most cases before moving into employment, families need emotional support and coaching in order to deal with the emotions first. It is only after this stage when an integrated plan (that would include both parents) for moving closer to employment could be designed.

Developing trust and working with emotions were actually identified as main areas of improvement for the families of ex-offenders interventions. Designing

[19] More information is available at: http://www.familyandchildcaretrust.org/Pages/Category/family-friendly-uk-scheme

accessible interventions for all the members of the family was also mentioned as an area that can be improved. Accessibility may be developed in many ways. It can be developed around the prison visiting space or it can developed through the support groups or information centres organised around the local authorities. As one of the experts suggested, these services can be advertised in:

> '*toilet cubicles, in public places such as libraries, supermarkets, schools, children's centres, doctors' surgeries, health clinics, petrol stations, shopping malls etc. so that families can record the information discreetly*' (UK expert).

One of the experts summarised in a few sentences how an ideal intervention should be designed:

> *'Accessible and holistic for both parents and the family with the view of what is best for the child and its employability and emotional parenting capacity. If you can merge that together that is great and not stigmatised in terms of support.'* (UK expert).

Conclusions on offender's families and suggestions for the future

Although they are severely affected by adverse consequences of offending, the offenders' family are not yet fully analysed in the literature as a natural system that needs intervention in order to develop or grow. The research accent is still placed on the family as instrumental in reducing re-offending. In spite of the fact that research shows that supporting the functioning of the families generates important improvements in the employment area (Natcen, 2012), there was no single empirical study or practice identified in Europe on employability or employment of offender's family. There is already a handful of evidence that family-systemic interventions covering more than just employment can lead to success but there are still many unanswered questions. Involving all the members of the family into the intervention (including the imprisoned one) is a good example in this direction.

Another critical element of a successful intervention with offender's families is the childcare system. In most cases, women are outside the prison with their children while men are inside 'doing' time. If the mothers are to be moved towards employment a lot of attention should be given to children. As one of the respondents asked: 'Where is the quality of parenting?' Another element that seem to be missing from the interventions with the offender's family but emphasised in the interviews was the emotional support that the family needs in these circumstances:

> *'… we know that families of prisoners suffer huge emotional trauma as a result of imprisonment. So to expect them to go straight away into work without some kind of support is really asking too much.' (UK expert).*

In these circumstances, peer support or coaching seems to be essential before starting any employment intervention.

Some important questions were raised in the workshops as to when, by who and how should the offenders' family be contacted? When is the best time to do that? Is the visiting centre a good place for this operation? The Family Space (Italy) project demonstrated that yes, the visiting centre or the waiting room from a prison could be a good place to engage with the family under some special conditions. But isn't it too late? What happens in the case of women offenders with small children under their care? By the time the offender is entitled to receive visits some months had passed and numerous negative events could take place. What happen when the prisoner does not receive visits? How can these families be contacted? How can the associated stigma is extended to the whole family be avoided? Some respondents usefully suggested that the word 'offender' should be skipped all together. We should only speak about disadvantaged families. Closely linked to this question of when and where the family should be contacted is the issue of accessibility. As one of the respondents stressed this can be the main obstacle for an intervention targeting families under huge pressure. Because of the lack of time, emotional trauma and lack of resources, these families cannot invest much in searching for the services they need. Therefore these services should be organised as close as possible (avoid travel issues) and as open and friendly as they can be in order to encourage individuals with sometimes low self-esteem and stigma issues to get in contact with them. Maybe the information centres within the local authorities is an answer.

Another challenging but resourceful suggestion coming from the experts is to design interventions with disadvantaged families taking as a starting point the 'best interest of the child'. By doing that, all objectives will follow a certain set of priorities and a different dynamic of the family system. As it can be seen there are still many questions to be answered at both practice and research levels.

C.3.2 Multigenerational unemployment/Long-term unemployment

Findings from the Systematic Review

The so called 'intergenerational culture of worklessness', defined as 'three generations of families of where no-one has ever worked', was put to the test by MacDonald et al. (2013, p. 2). In doing so, they selected 10 families from Glasgow (Scotland) and 10 families from Middlesbrough (England) where there was at least one family member of working age and out of full-time education who had never had a job. Forty-seven people across twenty families were interviewed and the conclusion was that 'intergenerational worklessness' is a

political concept rather than a sociological one. With all their effort to locate twenty families where three generation have never worked, the authors were not able to do so. Even two generations of extensive or permanent worklessness in the same family is a rare phenomenon (Shildrick et al., 2012). This made the authors describe the search for 'intergenerational culture of worklessness' as 'hunting the Yeti and shooting zombies' (MacDonald et al., 2013: 1). Although they were not able to find evidence for the 'culture of worklessness' that is passed from one generation to another, they describe how the impact of complex and multiple problems, rooted in the long-term experience of deep poverty can distance people from the labour market (Shildrick et al., 2012).

In this context, the concept of 'intergenerational unemployment' seems to be a political notion or theoretical construct rather than an empirical one. Therefore, it can be usefully replaced with a broader concept with a more solid empirical support – the long term unemployed. The definition of this concept depends largely on the geographical or legislative frameworks. Different states define long-term unemployment differently. For instance OECD and the European Union (EU) define long-term unemployment as referring to people who have been unemployed for 12 months or more[20].The same concept is defined in the US as including those who have been unemployed more than 27 weeks[21]. For the purpose of this paper we will use the EU definition of the concept.

In June 2013, OECD released the report '*Tackling Long-Term Unemployment Amongst Vulnerable Groups'* where a set of useful recommendations were produced. These recommendations were based on an online survey among Public Employment Service in Europe and outside Europe and a collection of good practices or learning models. Most of the recommendations focused on the approach or the context:

- Understand the area and the context – use of the labour market intelligence
- Strategic leadership – the development should be a part of a strategy and not in isolation
- Target limited resources to those most in need
- Seek sustainability and added value
- Person-centred – develop personalised interventions, involve mentors or coaches
- Make training and support work-focused and engage employers – combine paid employment and work experience with training to build up skills and develop attachment to the labour force
- Joined-up offer – pull together provisions (such as advice, placement, training, welfare) under a single banner
- Partnership – interventions should be based on strong partnerships between local communities and organisations

[20] Definition available at: http://www.oecd-ilibrary.org/sites/factbook-2013-en/07/02/02/index.html?contentType=&itemId=/content/chapter/factbook-2013-58-en&containerItemId=/content/serial/18147364&accessItemIds=&mimeType=text/html

[21] Definition available at: http://en.wikipedia.org/wiki/Bureau_of_Labor_Statistics

- Involve workplace representatives and trade unions – involve mentors and 'buddies' in helping people overcome problems in an unfamiliar work environment
- Embrace changing public sector roles and finance mechanisms – involve the state in the co-production of interventions with people and for people
- Evaluation and dissemination – lessons are captured through evaluation and disseminated in an active manner

Another useful contribution of this report is on innovative financing. In their report, the authors detail some modern funding examples such as: payment by output or results, incentive and reward system, contracting out, private or social enterprises, using loans to replace grants, social investments and social impact bonds. If the first forms of financing are self-explanatory the social impact bond may need some explanation. By social impact bond (SIB) the investors pay for the project at the start, and then receive a payment based on the results achieved in the project. The report also gave a few examples of 'wacky finances': social media, peer-to-peer and crowd funding.

Some of these findings are confirmed by the empirical research. Korsu and Weglenski (2010), for example, demonstrate that the urban spatial factors are very strongly connected to the employment problems experienced by low skilled workers. The research based on data collected from the Paris-Ile-de-France area shows that, all else being equal, a 'low skilled worker faces higher risks of long term unemployment if he/she suffers from poor job accessibility and if he/she experiences long term exposure to high poverty neighbourhoods' Weglenski (2010, p. 2301). The importance of connecting labour force to the demands of the local employers was also underlined by Clarke (2014). While acknowledging the impact that welfare-to-work, workfare and work-first approaches (all of which focus on moving the unemployed to the first labour opportunity as soon as possible) on the employment, the author also warns that a large proportion of those captured within these approaches remain trapped in 'secondary' labour markets where work is low-skilled and low paid which means that they often bounce from welfare support to work and back again or being confined to in-work poverty. Moreover, Clarke (2014) used participant observations and semi-structured interviews with participants in a call centre training programme and concluded that as many other programmes delivering welfare-to-work contracts the scheme benefited those who were most employable or 'job ready'. Being focused only on developing technical and impression skills, the programme failed to develop soft skills that are crucial in moving into employment (e.g. self-confidence, language confidence, IT skills etc.) and also neglected the support of transition into work. In this respect, it seems that the Human Capacity Development (HCD) approach that focuses on the assisting the participants to overcome their individual barriers to employment are very beneficial for the long-term unemployed. Evidence suggests that benefits associated with introducing alternative activities, such as voluntary work-based placements are very effective in moving individuals into employment (Lindsay and Sturgeon, 2003). Another criticism of the programme was the 'one-size-fits-all' approach that fails to deal with the complex needs of the unemployed. This observation confirms that the conclusion of the above

mentioned OECD (2013) report suggests that a person-centered approach is more beneficial in promoting employment among long-term unemployed.

As the labour market is becoming more and more integrated at the European level, the phenomenon of long-term unemployment among immigrants seems to become visible. Using data from Eurostat, OECD and the conclusions of the studies published in five Western European countries (Italy, UK, Germany, Switzerland and Belgium), Reyneri and Fullin (2011) conclude that immigrants are penalised in the transition to and from unemployment. Less immigrant penalisation can be found in those countries where the employment protection legislation is stricter, the labour demand is more focused on low skilled jobs and the welfare state is less generous for the unemployed.

Findings from the Platform 1 event (PL1 meeting)

A number of 35 surveys were assessed under the long-term unemployment sub-theme. Based on the evidence collected in the systematic review, and also on the criteria set by the experts in the workshops, the following five practices were selected as good practices in this area (see Annex 6 for their short descriptions):

1. **Growing Lives** – Derventio Housing Trust (UK)
2. **WAW trajectory (An integrated approach to work, poverty and welfare)** (Belgium)
3. **Supporting People: Housing Support Programme** – Birmingham City Council (UK)
4. **Choices Plus** (Northern Ireland)
5. **Employment Opportunities for All** – Development Agency of Karditsa (Greece)

In addition to these five good practices, another three practices were selected on the reserve list:

1. **Restart 2 Transfer of Innovation Project** (Northern Ireland, UK, Germany and Lithuania)
2. **Working in Handsworth and Shard End (WiSH)** – Department of Work and Pensions / Birmingham City Council (UK)
3. **Essential Skills programme** - Upper Andersonstown Community Forum (Northern Ireland)

Although not all of them target explicitly long-term unemployment, all share the common objective of preparing unemployed people for the job market or assist them to move to employment. As they all deal with ‘hard to reach’ vulnerable people with long experience of unemployment, all these interventions were classified as long-term unemployment programme/projects.

Most of the principles mentioned in the OECD report (2013) were also confirmed and developed further in these practices. The person-centred

approach, for instance, was mentioned in almost all the practices selected for the Platform 2 workshops. The bottom-up design and the need to have a flexible approach were mentioned in four out of the eight good practices selected.

The experts working on this particular sub-theme also emphasised the importance of using IT tools to collect information about the needs, the strengths and the progress of individuals undertaking a programme. The Whole System Approach Toolkit as a monitoring and evaluation tool seems to be one of these tools (see Supporting People: Housing Support Programme in UK). Also related to the personalised approach, experts noted that involving the individual in designing the interventions and also in decision-making is crucial for a successful intervention. In this respect, incorporating the motivations and the aspirations of the unemployed people into the trajectories towards employment seem more than welcome. Involving employers and the local communities were also mentioned as important success factors. However, more independent evaluations should be conducted on these practices to ensure objectivity and validity.

Findings from the Interviews

Both interviewees gave examples of good practices that assume to a large extent the principles identified in the systematic review as principles of good practices:

- 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, and;
- Combining labour skills and non-labour skills training with real work experience.

The ‘whole person’ approach was captured by one of the respondents under a different name. As he stressed, all interventions should start from ‘what do you need?’ and then form a wraparound system of intervention around the vulnerable person to address all these needs.

Although the final goal of the intervention should be the employment, the soft outcomes should not be neglected. It may be that for some hard to reach people getting close to employment is a huge progress. Therefore, self-esteem, planning skills, taking instructions, working with colleagues etc. are not to be neglected when it comes to employment of the long-term unemployed. As a way of delivering these services, one of the experts mentioned ‘one-stop-shop’ approach where all the services are available in close proximity and where a case manager negotiates and coordinates all the inputs.

As a way to improve the current practices the respondents stressed different points. One point was connected to evaluation and measuring success. In order to ensure sustainability, projects need to be independently evaluated.

States (either central bodies or local authorities) should be informed or even involved in these evaluations. Once the projects showed success, the states should be ready to take them over and mainstream them. If a project demonstrated success that means that this is a good and effective way of spending taxpayer's money. States should play a more active role in designing, co-funding, implementing and evaluating the interventions. By doing so, the state can take a more informed and more responsible decision about how to spend money of effective interventions. Another role that states should play is in connection to employers. It is only the state that can financially incentivise the employers to take vulnerable people on board and keep them for a long time. States can also support the activity of the social enterprises. As suggested by one of the experts, social enterprises can be a very good and fast solution for the hardest to reach vulnerable people (e.g. single mothers, drug addicts, ex-offenders etc.). States can also set up a fund or a grant system that can sponsor disadvantaged people to start small businesses. One improvement in this area is that the social enterprises could be closer to the mainstream companies so when possible they can transfer employees from the protected environment to the open labour market.

As one of the respondents suggested most of these recommendations or success factors may very well apply to other interventions or other groups of vulnerable people. Indeed, as we have noted in the sections above there is a lot of commonplace for all these interventions at the level of principles, at least.

Conclusions on Multigenerational unemployment/Long-term unemployment and suggestions for the future

Beyond the definition controversies, it seems that long-term unemployment can be tackled if a number of recommendations are followed:

- To respond to the context and the local needs;
- To promote person-centred approaches;
- To organise work-focused training;
- To offer joined up services;
- To work in partnership;
- To involve workplace representatives;
- To change pubic attitude, and;
- To evaluate and disseminate good practices.

Evidence also suggests that geographical accessibility plays an important role in challenging long-term unemployment. Studies also seem to argue that under some specific conditions strategies like welfare-to-work or voluntary work-based placements may be effective.

It appears that when working with long-term unemployed people special attention should be paid to helping them become 'job ready'. In this respect, developing soft skills (such as confidence, self-esteem, planning etc.) and training play an important role. Moreover, as suggested in the literature and the practices selected the local employment landscape is crucial. Creativity in designing new jobs at the local level may also help in socialising vulnerable

people into the working culture. In this respect, one of the experts interviewed made some very useful suggestions:

> *'… establish even better ways of employment designed for their special needs and capabilities, e.g. casual, short-term jobs; support little jobs they already do, such as neighbourhood help in shopping, moving, gardening; establish formal structures to create casual jobs at this informal level for people who would not be able to deal with a permanent job, but also full-time jobs for those who want to work full-time'* (UK expert).

However, moving people to the first job available should not be the final destination. As emphasised by Clarke (2014) low paid and low skill jobs can be only be the front door of the labour market. Once inside, people need to be supported to move up towards more complex and better-paid jobs. In this respect, mechanisms to support people in employment should be also available for the most disadvantaged people. Work 'buddies' or mentors could be very beneficial in this direction.

As suggested by research, and also in the good practices (see Employment Opportunities for All, Greece), self-employment or setting up social enterprises can also be effective ways to move long-term unemployed people into the labour market. A word of caution should be made in this respect, though, regarding the need for coaching and mentoring to support motivation but also assist individuals in navigating through the economic forces. Getting these social economy structures closer to the mainstream labour market can also be identified as a good way for the future.

As mentioned in the recent studies, in the times of economic downturn, finances play an important role in starting up new initiatives and in sustaining them. Most of the descriptions of the good practices mentioned 'budget cuts' or other financial difficulties as main obstacles. In this respect, the experts involved in this sub-theme suggested that creative funding might be a solution: personalised budgets, pooling funds and so on.

Furthermore, as mentioned by one of the respondents in the interviews:

> '…*support of the existing structures that are based on local initiatives and are already working well by permanent funding, not just on short term basis.'* (UK expert)

As emphasised in some of the European Commission documents, effective and evidence based initiatives should be mainstreamed and not left with on a short-term financial basis.

The relationship between Europe, Member States and the local communities could also be re-configured in a way to stimulate states to be more active and more responsible for the sustainability of the good projects. In this respect, one of the respondents suggested a more present role for the state in deciding what projects should be funded but also in the implementation, evaluation and

the continuation of those with strong evidence of effectiveness and value for money:

> *'So before you even get the funding from Europe you need the State to say "ok, I`m part of this" for the beginning of it, not "Ok, I`ve read your project and I think it is a good practice; now you are asking me to invest money on it." … And I think they need to be at the beginning in it, they need to be a part of it. The part of the project co-funding requires you to approach the state and then you get them involved and you get a sense for them right at the beginning. Not only is it helpful for the individuals but is also helpful for the European funding too, "why I am investing in this exactly?"'* (Northern Ireland expert).

It may be that a stronger partnership with the State (e.g. employment services, local authorities etc.) could lead to more responsibility towards public expenditure and more sustainability for effective interventions.

C.3.3 Anti-social behaviour

Findings from the Systematic Review

In England and Wales the Anti-Social Behaviour Order (ASBO) was introduced in 1998 as a civil order made against a person who has been shown to have engaged in anti-social behaviour. Under the Crime and Disorder Act 1998, anti-social behaviour is defined as follows: 'caused or was likely to cause harassment, alarm or distress to one or more persons not of the same household'.

As a concept, anti-social behaviour has a rather vague definition. For Berger (2003), for instance, anti-social behaviour is a behaviour that causes damage to society, whether intentionally or through negligence. According to this definition, some of the legal actions undertaken by financial investors might be seen as anti-social. The literature seems to be concerned with how informal (warning letters, contracts etc.) or formal court-based interventions impact on subsequent behaviours. The relationship between anti-social behaviour and employment was explored briefly in the literature dedicated to family interventions (see the Offender's family section). Based on this literature, it seems that family and systemic interventions are effective in reducing anti-social behaviour while improving the employment and education situation (National Centre for Social Research, 2012).

Another empirical study that looked at anti-social behaviour and employment was conducted by Agnew (2013) who evaluated the impact of two diverse projects based in the East of England and funded by the Department of Children Schools and families (DCSF). The aim of these two projects was to provide positive opportunities for young people while also reducing the anti-social behaviours, helping young people enter education, employment or

training. One project delivered its activities from Monday to Friday and the other one was active during Friday and Saturdays nights. The management structure in both locations involved steering committees with members drawn from key agencies: police, education, welfare, probation etc. Both projects involved sport-based activities (e.g. football, dodgeball, street dance etc.). The projects also aimed to motivate young people to volunteer for other activities such as: life skills development, one-to-one career and emotional support etc. The evaluation concluded that, while both projects managed to comprehensively exceed the headline target of engaging with a particular number of young people, there were some key learning points:

1. Strong and active engagement of all stakeholders seems to be essential.
2. The location of the project has to be familiar to the participants.
3. Evaluation has to be based on clear and concrete expected outcomes.

The lack of good quality data about reoffending or other hard results, like employment, prevented the author to advance strong conclusions. However, based upon the participants' feedback and the level of participation among young people, these projects were considered at least partly successful.

Findings from the Platform 1 event (PL1 meeting)

After debates, the following good practices were selected:

1. **The Pathways Project** – Social Butterfly Effect (UK)
2. **Tomorrow's Women Wirral** (UK)
3. **Toolkit for Life** (UK)
4. **"My Guru" (The salad bar)** – PI Social Support Projects (Lithuania)
5. **Youth Advocate Programme (YAP)** (Ireland)

As reserve good practices the following three interventions were selected:

1. **New meaning-New Horizon** (UK)
2. **Meeting Place 2020** – ABF (Sweden)
3. **Progetto Re-Start** – Municipality of Ivrea (Italy)

What seems to be common for these projects is the continuous adaptation to the needs of the users and the existing budget. The adaptation was mentioned in almost all the selected practices. Words like: bespoke, personalised, tailor-made, mobile working etc. were mentioned to suggest that the 'one size fits all' intervention are not recommended.
However, the adaptation is most of the time in terms of content and not in terms of the concept. As one of the practices emphasised:

> '*The project is re-branded and personalised to suit the school but the concept and delivery is the same'*

Another example of adaptation to the user's needs is the place of the interventions. For instance, the intervention with young students at risk takes place in school and the intervention with women offenders takes place in a female only centre.

Other crucial elements of the projects are the strong support of the stakeholders and the ownership of the users. Involving users in the design of the intervention and the continuous adaptation of the project during its lifecycle seem to be important to ensure success. Stakeholders can be from the public sector (schools, probation service etc.) to the NGO or the private sector (employers). As one of the practices stressed:

> *'Multi-agency working enabling support for complex and multiple needs'*

Working in partnership was mentioned by all the selected practices. However, in most cases they listed the agencies or the organisations that cooperate in that particular intervention without describing how and when they cooperate, who ensures the governance, how decisions are made and so on. As illustrated several times in the literature (see Gunter and Harding, 2013) these aspects are crucial especially when dealing with many partners.

Another learning point from the selected practices is that in designing an intervention it is essential to pay attention to the local institutional and social architecture. For instance, in the Reintegration of addicted people (Lithuania) the developers succeeded to bring together drug addiction services, inclusion services (e.g. housing services, social benefit office etc.), local authorities and the local social businesses. By doing so the developers are able to provide comprehensive services connected to employability and employment but also an optimum environment for blended learning – combining theory and practice in the same place (The Salad Bar "My Guru", Lithuania).

During the debates the aspect of innovation was also touched. In this respect, the experts were of the opinion that the virtuous circle of innovation, practice and learning can be useful. In several cases, the developers provided evidence of testing new ways of delivery or new contents, observed how they work in practice and learnt from this. Later, this learning documented new changes and adaptations (see for instance The Pathways Project, UK). As it can be noted, innovation is mainly associated to processes and adaptation and not necessarily to new devices or programmes.

Innovation can be also observed under the financial section. In some cases the sources of funds are very diverse. For instance, Progetto Re-Start (Italy) has funded its activities from the local municipality, private banks and other foundations. Opening up for new sources of funds, mixing them under one single project and managing them can be considered innovative.

Findings from the Interviews

When asked to describe the good practice in the field of anti-social behaviour, the experts described practices that combine training/education with working experience and practices that are based on individual offers (treatment) within a group context. The last point is important in particular because the group can provide individuals an environment where they can learn about the others, other strategies and ways to solve problems. They can also act as resource

people by providing help and suggestions for those in need. By doing so, the individuals can grow self-esteem, self-confidence and motivation to keep searching for solutions. As one expert suggested:

'*… people are learning more from each other ….*' (Dutch expert)

Closely linked to the group experience, the experts emphasised the importance of providing experiences that grow and maintain motivation. Some useful suggestions came up in this direction when the experts were asked to 'dream' about an ideal intervention. Two of these suggestions seem important:

- to provide short term incentives for those making progress ('*I think we should see progress before we reach our goals*'). People need to be rewarded for getting and staying in the programme. Most of the people and offenders, in particular, live on a hear and now basis ('*For our clients it is very difficult to see long term goals. They want to see direct results*'). In this case they need small rewards to keep them interested and motivated in the programme.
- allow people to make mistakes. Especially with people with behavioural problems this suggestion can be of significant importance. Most of the ex-offenders or offenders de-escalate or commit less severe crimes before desistance. Instead of putting them back into prison or expel them from the programme we should acknowledge the small progress they made from more serious to less serious crimes. Before waiting to see if they will stop offending within 5 or 10 years and then clean their record we should acknowledge and reward shorter period of time of crime-free lifestyle. As one expert stated: '*it is not a Monopoly game'*

Conclusions on anti-social behaviour and suggestions for the future

As anti-social behaviour is a new concept in both ways legal and sociological, research on how interventions on anti-social behaviour relate to employment is not yet fully developed. Nether the less, research suggests that family or systemic interventions and involving the stakeholders may generate positive results including in the area of employment. The familiarity of the place for the participants appears also an important ingredient for a successful intervention. More studies needs to be conducted especially focusing on the relationship between anti-social behaviour and different variables, employability/employment included. It is possible that the relationship between anti-social behaviour interventions and employment to work in both directions: people with anti-social issues to become more law abiding as a consequence of employment interventions and the law abiding citizens to be more employable as a consequence of a more stable residence and the absence of obstacles (e.g. stigma etc.). Flexibility, individualised interventions and adaptation may be practices or principles that can be explored in the future as they were described as promising principles by the project developers.

Since anti-social behaviour is a concept that applies mainly to youth and it is also associated to a certain extent to offending it is worth applying the learning points from these two fields to the anti-social behaviour domain.

The suggestions formulated by the experts in the interviews have a great potential for innovation. It would be useful to pilot some interventions that incorporate short-term incentives and also flexibility in dealing with mistakes.

C.3.4 Educational problems

Findings from the Systematic Review

Education and training has become crucial in a changing world where the nature of employment has been transformed in many European countries. For instance, in the UK some structural changes impacted on the number of available jobs in different sectors of the economy. The largest increase in employee jobs has been in banking, finance and the insurance industry (from 2.7 million in June 1981 to 5.4 million in June 2006). Significant increases were also in education, health, public administration, distribution, hotels and restaurants. In contrast, the extraction and production industries (agriculture, fishing, energy, water, construction and manufacturing) showed a combined fall of 43% in the same period of time (Office for National Statistics, 2007).

This dramatic decline in manual jobs and the rise of knowledge-based jobs has led to an increased demand for graduate-level skills (or equivalent) (Farrall et al., 2010). For example, in the US, for adults, 70% of job openings that pay a living wage require moderate-to-long-term post-secondary education, vocational education or both (Employment Policies Institute, 2000). According to the European Commission, by 2020, 16 million more jobs in Europe will require high level qualifications while the demand for low-skilled jobs will drop by 12 million (European Commission, 2010). This structural context defines those with no proper education as 'unemployable'. If this low level of education is combined with other vulnerabilities such as a criminal history or mental health problems, the prospects of employment are low.

The European Commission has responded to these challenges through the Europe 2020 flagship initiative called Youth on the Move and the 2012-2013 Youth Opportunities Initiative. Both these documents aim at unleashing the potential of young people and call for a more concentrated action from the states authorities, social partners, employers etc. to tackle youth unemployment. Special provisions of these documents refer to pathways back to education and training and also to a better contact between education and employment.
In order to monitor the youth situation in Europe and allow for European comparison, the European Commission has introduced new statistical indicators such as the NEET rate.

Good short to medium-term results are obtained under certain conditions and with some beneficiaries by short-term skills training programmes. An example of such a programme was the Career Workforce Skills Training (CWST) in the US, based on a partnership between four community colleges and the Office for Vocational Rehabilitation Services in Oregon. The programme was conceived to provide a post-secondary training option that would result in improved employment outcomes for vocational rehabilitation consumers. The program was also set up to support and meet the needs of individuals with disabilities. Flannery et al. (2011) evaluated the programme using a longitudinal follow-up and concluded that certain student and programme factors were associated with positive employment outcomes. Female, older participants and those receiving financial help were more likely to complete a certificate, be employed at exit and maintain employment for at least 90 days. On the contrary, individuals with psychiatric disabilities and other skill barriers were less likely to obtain positive outcomes.

The issues of readiness and employability were also tackled in the Entry to Employment (E2E) programme in the UK. The programme targeted those who are not in education, employment or training (NEET). E2E can be defined as a market-led programme that offers work-related learning opportunities for young people considered not ready to enter employment, an apprenticeship or other forms of further education and training. E2E was a publicly funded programme and it was delivered by a range of public, private and voluntary sector organisations. The learning comprised three core areas: personal and social development, basic skills development and vocational development. Each of these stages were aligned to the level of development of the learners.

The study of Russell et al. (2011) focuses upon the lived experience of E2E learners drawing on data from an ethnographic research of the E2E programme conducted during 2008-2009 in two neighbouring local authorities in Northern England. The study was conducted in four case study sites with all three forms of organisation included (public, private and voluntary). The ethnography involved 87 hours of observations and 58 tape-recorded and transcribed interviews with learners, managers, tutors etc. In terms of employability, the great majority of the learners reported benefits such as acquiring vocational qualifications, increased confidence and improved basic skills. However, these benefits were qualified in two ways. Firstly, for most learners E2E directly enhanced employability in a limited way, largely for routine and semi-routine work requiring few or no qualification. Due to the learners disrupted school career, the road towards ‘knowledge-based’ employment would be long and fragile. Secondly, learners directly entering the job market faced intense competition from the adult workers and also from other young people with higher levels of education and personal capital. Therefore the ability of E2E to deliver employment, rather than employability, was severely constrained. In the concluding section, the authors call for reconciliation between accessible learning with opportunities for progression to employment or mainstream education. Furthermore, the relationship between low-level vocational education and other areas of the educational system needs to be carefully considered.

In 2012b, Eurofound published an analysis of the labour market situation of young people in Europe with a special focus on NEET. Although the report acknowledges that Member States employ a huge diversity of measures to support NEET into employment or education, the authors identified a number of principles that could be considered as good practice:

- 'Policy measures have to be diversified, tackling different issues along the pathway to employment and paying attention to vulnerable groups that are more likely to accumulate multiple disadvantages.
- Especially important is to take the labour market readiness of the beneficiaries into account. While those more ready will profit from initiatives that are strongly grounded in the needs of the labour market, others need to address personal barriers first before participating in employment programmes.
- Young people have to be set on a long-term, sustainable pathway. It is not enough to find short-term solutions. They need good-quality, stable and sustainable employment. This includes equipping them with qualifications needed for successful labour market integration.
- The involvement of a range of stakeholders in the design and delivery of youth employment measures is essential. In particular, a strong level of engagement with employers and their representatives is needed for measures that focus on fostering their beneficiaries' employability.
- Youth employment measures should be client-centred, not provider focused. This means catering for different pathways, for example, from mainstream learning to tailored, supported learning.
- Successful policies are innovative. They introduce new ways of reaching out to their target groups, with outreach activities forming an important part of efforts to engage disfranchised young people, while incentives, 'branding' and marketing campaigns can be useful in the context of more universal youth employment services'. (page 2)

A further reflection is provided by Thomson (2010) who argues that NEET is a social category defined by structural factors and social inequalities. Indeed, as noted by Spielhofer et al. (2003), there are three overlapping categories of NEET: those with low attainment (e.g. few or no qualifications), those with difficult personal circumstance (e.g. alcoholism, drug abuse etc.) and the disengaged or socially marginal (e.g. lacking confidence or with 'barriers to progression' such as parenthood). In this context whereby most of the determinants are socially defined, the individualisation or placing the responsibility only on the individuals seems to be wrong. Individual level solutions cannot justify social inequalities. Subjective factors are important but they are embedded in objective conditions such as local structures or opportunity, the social distribution of the educational achievement and the labour markets. Therefore, there is a need for a stronger approach to social exclusion that would focus also on inequalities within education, the effects of unequal access to economic, social and cultural capital throughout childhood and young adulthood. Increasing social mobility and developing choices may be good ways to proceed in reducing social inequalities.

Findings from the Platform 1 event (PL1 meeting)

After the debates in the PL1 meeting, five practices were selected:

1. **Choose Your Future** – Science for Environment Foundation (Poland)
2. **Toolkit for life** – UK
3. **Europe Value Added Training** – UK, Italy, Norway and Cyprus
4. **'My Guru' (The salad bar)** – PI Social Support Projects (Lithuania)
5. **ESF OP Fight against discrimination** (Spain)

Another three practices were selected as reserves:

1. **Choices Programme/Programa Escolhas** – Ministry of the Presidency of the Council of Ministers (Portugal)
2. **Meeting Place 2020** – ABF (Sweden)
3. **Action Plan Youth Unemployment** (The Netherlands)

In some of the descriptions education was approached from a larger perspective and not necessarily as connected to school or employment. For instance, in Choose Your Future (Poland) teenagers and youngsters were trained to understand and tackle the learnt helplessness and also other social and financial issues such as: how to save money, what are the children's rights and so on. The Meeting Place 2020 (Sweden) provided non-formal and cultural activities that target primarily self-confidence, life structuring and other general skills. By developing these soft skills, the developers provided training and education that is directly relevant for the life of the vulnerable groups, and therefore relevant for the employability of these people. Furthermore, some of the developers were concerned with testing and evaluating different ways of providing education on these life skills. Once they were assessed as successful, they were mainstreamed so that many vulnerable people could benefit from them. This in itself is an innovation, since many specialists from the local community and also beneficiaries are involved in the developing a new way of providing social and economic education. Families could plan an important role in many ways: as facilitators to contact the youth, as co-workers or even as recipients of the educational interventions. Topics like learnt helplessness, discrimination and so on can be better understood if debated within the school, family or community context.

ESF Operational Programme Fight Against Discrimination (POLCD, Spain) combines support (including income support) for vulnerable people in partnership with local and national employers and also with a national campaign that aims at raising awareness on the consequences of discrimination. Combining top-down with bottom-up initiatives, the intervention deals with the most pressing issues associated to a free and just access to the job market. Choices Programme(Portugal) is also concerned with discrimination. Most of the projects that are funded through this programme aim at increasing school success, promoting vocational training and employability, developing civic engagement, promoting digital inclusion and fostering the empowerment of the participants.

Other interventions approached education more closely at the intersection between employers and vulnerable people. For example, Toolkit for Life (UK)

trains, coaches and provides mentoring and advocacy for young ex-offenders while at the same time works with employers to engage with this vulnerable group. Reintegration of addicted people into society and labour market in the Salad bar 'My Guru' (Lithuania) covers also training and support for ex-drug users while providing direct access to either the free labour market or to a social enterprise.
European Value Added Training (UK) explored new ways of informal, non-formal, pre-vocational and employability programmes based on the feedback provided by the socially disadvantaged people and previous good practices.

Findings from the Interviews

Both experts interviewed for this subject stressed the importance of an intervention on education that has as a starting point the local context and the local networks. Two types of interventions were mentioned under the education headline: prevention of the early school leaving and the support for the school to work transition. In both these interventions the local features of the labour market are important. Involving local employers in the network was also mentioned as an important success factor. Another important player mentioned by one of the respondents is family. Parents and siblings can play a significant role in motivating and supporting young people to go back to education and live a responsible life. School should also be part of the network. As one of the respondents stressed: '*school can create the problem but it can also solve the problem'* (Italian expert). Indeed, one of the factors associated with school dropout is underachievement or school failure. Youth with this sort of negative experience are difficult to pull back to school. Therefore, as literature and also one of the experts seem to suggest, education intervention should not look like school interventions. On the contrary, they should look as far as possible different from a traditional school and take place in '*neutral and easily accessible meeting places'* (Irish expert). This observation implies that teachers involved in these initiatives need to forget to a large extent the traditional school role and embark on a new role that is much closer to the labour market.

The relationship with the employers and the other stakeholders should make the education highly relevant for a future real job or even facilitate the transition towards a real job. These jobs can be regular ones but they can also be 'casual jobs' (e.g. helping neighbours, gardening, shopping for vulnerable people etc.). Moreover, individuals with required skills can also be supported to set up their own businesses.

Although the final aim of the intervention is getting into employment, interventions should not neglect the development of the soft skills that are needed for finding, getting and keeping a job (e.g. team work, following the procedures etc.).

Both experts interviewed mentioned the importance of 'permanent' or 'long-term' funding. The outcomes of education are not easily measured on a short timeframe. Therefore, long-term commitment is advisable if long-term and sustainable outcomes are expected.

Thinking about education from the employment perspective may provide more room for innovation. As one of the experts puts it: 'we (educators) have some ideas and some dreams about jobs'. If we involve more employers, economists, anthropologists and so on in designing employment interventions we might reach a more complex and multi-cultural result. Replacing the social and the education mind-set with an entrepreneurial one may give us more realistic and more adapted answers to our questions.

Conclusions on educational problems and suggestions for the future

Based on the literature and the selected surveys we can conclude that education for vulnerable groups is a large social construct that should incorporate fundamental topics such as human rights, social and life skills, discrimination and so on while at the same time should cover skills, values and attitudes directly linked to the labour market.

The evidence available at the moment suggests that job readiness is an important pre-requisite for those outside the job market. Furthermore, it argues that educational interventions should set youth on long term pathways, should involve stakeholders, should be client centred and prove to be innovative especially in reaching out to the hard to reach people. Scholars also seem to suggest that education issues can be solved but not focusing only on individuals but also on broader causes of social inequalities.

One strong learning point emphasised in the good practices identified is that education-based interventions should be immediately followed by concrete working experiences either on the free market or in a protected environment. In providing these opportunities, local partnerships with employers seem to be essential. Local authorities and agencies could contribute significantly in mainstreaming those interventions that proved to be effective. As a way of delivering these projects, empowerment and the involvement of the users and the stakeholders proved to be very successful. However, none of the submitted interventions provided evidence that once the job placement was finished more supporting activities are still available. As stressed by Thomson (2010) and Russell et al. (2011) vulnerable people need continuous support to maintain and progress into the career. This job progression towards more knowledge-based or complex positions seems essential from at least two perspectives. First, progression could be a sign of job adaptation: people enter a job, become better and better in doing that job and, as a consequence, they move up into the career path. Secondly, progression could be associated to better income and less risk of in-job poverty. This would decrease the probability of the person bouncing back into unemployment. Supporting vulnerable groups into employment may be the next step in the new generation of employment programmes.

As the literature suggests, some interventions work better with some categories of vulnerable people. The principle of individualised intervention seems to be relevant for this group as well.

It seems that innovation is at home in the field of education. More new ways of formal, informal, semi-formal education should be tested. More jobs should be created based on real needs of the community. Stakeholders should be encouraged to express their views in this direction.

Since the education deficit is mainly a subject affecting youth, it will be useful to look at this section in dialog with the conclusions for the NEET.

Findings from the Platform 2 event (PL2 meeting)

As described in the Methodology section, the aim of the PL2 meetings was to understand better the good practices identified in PL1 meetings and refine the learning points in terms of: innovation, learning, transferability and finances.

Innovation
When it comes to innovation for the Troubled families, the experts identified five main categories of factors that can trigger or foster innovation:

1. Approach: personalised approach (individually tailored), holistic approach, family approach, empowerment and developing the right mind-set for testing new ways.

2. Networking and involvement of stakeholders: involving 'significant others', create public/private networks, involve beneficiaries, bring services closer to the beneficiaries, one-stop-shop (bringing all the services 'under one roof'), involve volunteers and veterans (those who finished successfully the programme) in helping others.

3. Evaluation: use of Social Return on Investment[22]to prove effectiveness and impact.

4. Gender specific: create one single gender environment to work with women with a history of abuse, mixing women from all woks of life and encourage the transfer of skills between different generations.

5. Process: promote legislation that foster the social economy, design services that are need-led and based on small steps to reach objectives, encourage beneficiaries to progressively take over more responsibilities and allow families to manage their own domestic budget.

What experts also suggested was that these innovations should not be too innovative and far away from the mainstream because in this case they may be dismissed or rejected as being too alien. On the contrary, these innovations should be incremental and very much based on common sense and previous experience. All these innovative elements were mentioned in connection to the practices that were evaluated.

[22] For more info on SROI, visit: http://www.thesroinetwork.org

Learning

The learning points were organised by the experts around eight main themes:

1. Safe place: provide a safe place for people where they feel respected and protected.
2. Individually tailored and need-based approaches: start interventions from the individual needs, provide flexible processes, allow clients to develop ownership and voluntary participation, tackling the revolving door of training etc.
3. Service user involvement: learn from the stakeholder's feedback, learning from the beneficiaries, learn how to engage with different participants, use the beneficiaries potential and resources and give voice to the participants.
4. Involve volunteers: involve volunteers in a constructive manner and do not replace professionals with volunteers.
5. Evaluation: build in the evaluation in the project cycle, focus on the impact and outcomes, and integrate into the project the feedback from research.
6. Employer engagement: involve and support employers, connect with local enterprises and be aware of the local labour market opportunities.
7. Importance of the 'whole family': use the whole family approach and involve also 'significant others'.
8. Partnership & Stakeholders: work with all stakeholders in a coordinated manner, respect multidisciplinary work and engage with systems not only with individuals.

Finance

The discussions on finance were the ones that triggered long debates and arguments among the experts. The learning points on financial aspects were structured into three main categories:

1. Diversifying and identifying alternative sources of funding: involving private investors into the projects, setting up funding committees, involving trustees into fundraising and promoting public private partnership as a way to ensure funding for long term.
2. Gaining sustainability: ensure multi-agency partnership to support the initiative, develop complex and multi-sourced funding arrangements, develop social economy and involve beneficiary agencies (e.g. schools) in co-funding initiatives.
3. Evaluation: use complex and reliable tools to measure impact, use of Social Return on Investment and 'bargain power' by using the evidence to prove successful return on investment.

One of the most pressing questions asked by the participants in the PL2 meetings was how to ensure sustainability when the ESF sources are not available. The ESF funds were most often associated to piloting or start-ups but in order to generate significant impact on vulnerable groups long term and sustainable interventions need to be developed.

Transferability

The conclusions regarding the transferability of the good practices identified in PL1 meetings were vastly positive. Almost all experts agreed that most of the

good practices could travel well to other geographical areas or to other vulnerable groups. They also draw our attention on the fact that this transfer should not be based on the copying model but on a more nuanced and adaptive model. The experts suggested that the principles and the approaches (e.g. personalised approach, holistic approach, use of mentoring, gendered initiatives like safe houses for women etc.) should be transferred and not the details of the interventions. In most cases these details are very much context dependent. Apart from the approaches, the experts suggested that some elements of different interventions may travel well. For instance, the single gender space for working with women with abuse history or the mediation role of the municipality etc.

Evaluation tools appear to be easily transposed and adapted in other jurisdictions. A good example of this kind in this sense is the Social Return on Investment.

Conclusions on Troubled Families

Although troubled families is not necessary a European wide concept, it seems that research, policy and practice has started already to acknowledge its importance. In England and Wales the programme dedicated to supporting troubled families that was launched in 2011 was evaluated in 2015. The report seems to suggest that by February 2015 a number of 105,000 families were 'turned around', with 10,000 adults having entered 'sustained work'. Moreover, based on the cost savings calculator, it seems that for any 1 pound invested in troubled families, the local authorities save 1.89 pounds. Therefore, the programme looks optimistic not only in terms of social savings but also in fiscal benefits for the state[33].

As stressed in the sections above many social or personal problems have their origins within the family. Subsequently, the solutions of most of these problems could be found within the family context. Indeed, as emphasised many times, the family is a natural system of help and support and it should be strengthened by all means. Family based or systemic interventions receive strong support from the literature as effective in dealing with social issues (Borduin et al., 1990; Hunter et al., 2013; Natcen, 2001 etc.).

Looking at the research evidence available and the good practices selected by the experts it can be noted that there is a large consensus regarding main principles of success:

- Wrap around care or the 'whole person approach' (Integrated Outreach Support, UK and Integration of the members of the family of high-quality social risk into the labour market, Lithuania);
- Personalised, tailor-made intervention and adaptability (e.g. OECD, 2013; WAW Trajectory, Belgium; Supporting People: Housing Support Programme, UK; Choices Plus, Northern Ireland; The Pathways Project, UK etc.)

[33]For more details about this report, visit: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410715/Final_The_Benefits_of_the_Troubled_Families_Programme_to_the_Taxpayer.pdf

- Working in large partnerships involving local, regional and national players (Integrated Outreach Support, UK; Choices Plus, Northern Ireland etc.),
- Involving the employers in designing and delivering effective interventions;
- Linking training with real local employment opportunities (e.g. Essential Skills programme, Northern Ireland);
- Empowerment and the user's involvement not only in implementation but also in designing and evaluating interventions;
- Good evaluation design can provide reliable and convincing data about effectiveness and impact;
- Use of social enterprises (e.g. Employment Opportunities for All, Greece; Reintegration of addicted people into society and labour market in the salad bar "My Guru", Lithuania);
- Design accessible services (attention to proximity, familiarity, physical accessibility, point of first contact etc.) – like childcare, health care etc.
- Use of peer coaches and work buddies to support people getting into employment and progressing in their career.

Apart from these rather common principles, some vulnerable groups seem to demand the application of specialised principles. For example, it seems that some groups are affected severely by a status deficit or, in other words, by a bad public reputation. In their case, working to enhance reputation and public acceptability should be high on the agenda.

Another important element that should be taken into consideration when working, for example, with offender's families is the emotional dimension. It seems that for the families, imprisonment of one of its members is a traumatic experience. Therefore, emotional support needs to come first before any other employment intervention.

The gender dimension was emphasised several times in different interventions. For women, in particular, it appears to be important to work within a safe and women only environment at least until they are ready to deal with their abuse history (see Tomorrow's Women Wirral, UK).

Research (Eurofound, 2012a; Department for Communities and Local Government, 2012; OECD, 2013 etc.) and the good practices identified by the experts (e.g. Integrated Outreach Support, UK; Choices Plus, Northern Ireland etc.) are replete with bullet point suggestions of how to design and implement a good intervention with different groups. It is not the place here to re-write them. The interested readers may want to read them in the sections above.

Implementing such principles into practice is not always straightforward. As suggested in the literature (Martinez and Abrams, 2013; Dwyer and Somerville, 2011; Harding et al., 2011; Gunter and Harding, 2013) but also in several discussions during the PL2 meetings, the coordination and the governance of large and eclectic networks pose many challenges (e.g. lack of co-ordination, budget confusion etc.).

One missing element that was identified in the literature (see Clarke, 2014) but also by experts during the PL2 meeting was the lack of appropriate support after job placement. In order for people to be able to maintain their job and avoid the risk of in-work poverty, support needs to be available for job progression.

Funding was mentioned many times by the experts as being one of the most challenging aspects of their work. It seems to be widely accepted that ESF plays a crucial role in designing and implementing new interventions. However, sustainability was mentioned many times as an important obstacle in obtaining results on a long-term basis. In this respect, experts suggested, as in the PL2 meeting, solutions like diversifying the sources, attracting more stakeholders in funding schemes, developing social economy structures and so on. In this respect, evaluation and especially impact analysis seem to play an important role. The experts agreed that well evaluated interventions with good social and/or economic return are more likely to be funded in the future. The Social Return on Investment as a method of evaluation was strongly recommended by the experts. The role of the national states may be reconfigured to become more active in the supporting of the sustainability of the effective projects.

There are still areas that need exploring both in research and in practice. Some useful suggestions come from the PL1 and PL2 discussions but also from the appreciative interviews. Staff enthusiasm and constructive working alliances with the beneficiaries seem to be important ingredients for any successful intervention. Although we have no direct research evidence about the relationship between employment interventions and these factors, we know from other research that relational factors are very important when working with people in need (Luborsky 1976; Horvath and Luborsky, 1993).

Another idea with great potential in the long run is how to design employment interventions taking the ‘superior interest of the child’ as a starting point. Allowing people to make small mistakes and use of small incentives are also valuable ideas that can prove to be useful in the future.

As far as innovation is concerned in the area of Troubled families the experts suggested that it should not be too far away from the mainstream in order to be accepted and tested in reality. In fact, this is what seems to have happened: changes and innovation took place incrementally, step-by-step, as small transformations in the mind set or in the delivery of different services or activities.

Most of the interventions included in the PL2 meeting may be transferred to other jurisdictions or to other vulnerable groups but only after due consideration of the specific needs and the local context. Copying is not a favourite mode of transferring good practices but principles and approach seem to travel well.

D. Conclusions

Although the concept of active inclusion as such is not mentioned as often as expected in the literature or in the practices analysed, the three pillars (income support, access to services and inclusive labour market) are in reality part of most of the good practices identified in our study.

Looking cross-sectionally we can note some reoccurring themes or principles that can support people from vulnerable groups to move closer to the labour market. What is essential to observe from the beginning is that getting people into the labour market is a long and complex process with many actors involved. In the case of vulnerable groups this process is even more complex, mostly because people belonging to this group face a huge variety of personal, social, legal, geographical and cultural obstacles.

Individual first

Although initiatives such as 'work first' and 'housing first' seem to be helpful, the 'individual first' approach seems to be the only one that can summarise the most important critical success factors of any intervention addressing employability and employment. In short, this approach places the individual at the centre of the process, allowing him/her to be involved in defining and solving the problem and designing the interventions based on the particular needs of the person in a bespoke fashion. Under different wording, the idea that interventions should be tailored to the individual needs is common across many groups.

The whole person approach

Related to the needs of the person is another principle that can be found in almost every section of this report: the 'whole person' approach. According to this principle, vulnerable people should be treated as a whole taking all aspects of their lives into account rather than a more piecemeal approach where only certain issues are addressed. All their needs have to be acknowledged and addressed in a coordinated manner.

Networks and coordination

As most of the vulnerable people have many and complex needs, coordination proves to be a big challenge. In most cases, interventions are based on large networks of collaboration between local/regional/central authorities, service providers, NGOs, employers and others. The larger the network, the more difficult it is to coordinate, avoid duplications or pitfalls. The employers play a key role in this context. They are the ones who know the labour market best, who can predict changes in the market and who know what skills are needed. In this respect, interventions based on the combination of social/educational and entrepreneurial philosophy may create more realistic and market-led designs. As one of the experts suggested, educators and social specialists

may have 'some idea or dream about the jobs' but the real experts in this area are the employers.

Local and national

The interplay between local and national is another idea that stems from the literature, good practices and interviews. In most cases, the intervention design and implementation were described as bottom-up and strongly placed in the local context. However, as mentioned many times in the previous sections, these interventions should be part of a wider anti-poverty or inclusion policy. At this level, the Member State governments are the main actors in adopting these strategies but only after a careful consideration of the local evaluations. Programme managers should therefore ensure an effective dialogue with policy makers in order to contribute to the mainstream strategies.

Funding

Besides designing policies, governments and local authorities also play an important role in funding the interventions that proved to be effective. The State is seen as responsible to ensure the sustainability and the mainstreaming of the good practices. Other sources of funding can be further explored: private sector, peer-to-peer, crowd funding, direct payment from the beneficiaries etc. Innovative forms of financing such as independent budgets or direct payment also look promising. Social economy seems to play an important role for some vulnerable groups (e.g. ex-offenders and people with disabilities). Important to this point is that these structures should be placed as close as possible to the private labour market. Whenever possible, vulnerable people should be motivated to move towards the mainstream labour market.

Most of the good practices included in this report are based on a large number of funding sources. In this case, how to coordinate these resources and how to address issues such as accountability and transparency are important challenges. 'Single pot[34]' approaches may be part of a solution in this respect.

Evaluation

In order to achieve effective mainstreaming, independent evaluations should be available to inform the decision-making process. Two forms of evaluations seem to be of particular interest when discussing vulnerable groups: outcome analysis and economic evaluation. In the context of outcome analysis both types of results are relevant: the hard results (directly linked to employment) and soft results (e.g. increasing the level of skills, barrier removal etc.). Methodologies such as distance travelled could be further developed and adapted to vulnerable groups. Practical guidelines should be available for those in charge of evaluations. Economic evaluations are particularly important within the economic downturn context but also in the new 'value for money' cultural environment. Cost-benefit analysis seems to be very useful in persuading the funders to continue funding or attract new funders. Put simply, this form of evaluation measures what is the return rate for each Euro invested.

[34] Unifying smaller funding streams into one single stream enabling money to achieve a more strategic impact.

As mentioned in the literature and also in the interviews, evaluation should be redefined to produce the answers needed at the European level. A few practical suggestions could be inferred:

- Independent evaluations – in-house evaluations may be useful but are not convincing enough for objectivity and validity.
- Evaluation should be detached from the project lifetime. Some outcomes can only be measured after one or more years after the implementation.
- Evaluation is costly. Special budgets should be reserved for this activity.
- Evaluations should use complex methodologies and measure to the extent possible the impact on individuals, families and communities.

The process based interventions

In most cases, the intervention process is structured on the following steps (we could call it Access, Retention and Progression – ARP Model):

- engagement
- preparation for the labour market or enhancing employability – getting job ready
- access - getting into employment
- retention and progression - staying and progressing into employment

A good part of these stages are described in many interventions. For instance, Ready to Work (UK and Ireland) presents its working methodology as based on four stages:

- Registration: Programme managers meet prospective clients, referred by agencies such as homeless hostels, probation and other charities, to ensure they are work-ready.
- Pre-placement training: Training takes place over two days to prepare clients for their placement, building confidence to succeed in the workplace. Companies host training and employee volunteers provide practical support.
- Work placements: Companies provide two week work placements, supporting clients with a trained 'buddy' and offering constructive feedback. They provide a written reference to help clients in their future job search.
- Post-placement support: The Ready for Work club offers all programme graduates access to job coaches, job seeking support and further training. Companies provide employee volunteers to act as job coaches and deliver training.

Engagement

In general terms, the principles relevant for this stage look into how interventions with vulnerable groups should be constructed and how the unemployed people belonging to these groups could be contacted and engaged in the employment journey. In this respect the principles mentioned above seem to be supported by research evidence and also by the practice accounts:

- Personalised or customised approach.
- Flexible approach – seems to be linked with the aforementioned approach and refers to the need for project managers and practitioners to adapt the interventions to the dynamic needs of the vulnerable people.
- 'The whole person' approach – whereby all the needs of the individuals are addressed in a comprehensive and coordinated manner.
- Use the empowerment philosophy – it seems that people from vulnerable groups need to be encouraged to develop self-esteem and self-efficacy and empowerment provides a good opportunity in this direction. In this respect, it seems to be useful to involve vulnerable groups not only in decision-making but also in defining the problems, designing the interventions, budgeting etc.
- Evaluation and external evaluation. Furthermore, in order to assess effectiveness, some interventions (see for instance 'Supporting People: Housing Support Programme', UK) use specialised methods or toolkits such as the Whole System Approach toolkit[35].
- Wide and strong inter-agency cooperation. From the descriptions it seems that 360-degree partnership is required for a successful intervention. Stakeholders that should be involved in the interventions can be divided into:
    - contact stakeholders – that facilitate contact with the vulnerable groups (e.g. school, probation services)
    - service provider stakeholders – that cover the 'complex and multiple needs' (e.g. employment agencies, hospitals etc.).
    - funding stakeholders (e.g. local authorities)

Regarding contact, both research and practice provide evidence for sport activity as an effective way to engage with youth. Cultural, artistic and civic initiatives appear in the literature as promising ways of engaging with people of all ages. It is also important to note that non-sport activities need to be built around the sport in order to enhance employability and employment (e.g. skill training, counselling etc.).

Preparation for the labour market and enhancing employability

The research and good practices suggest that before moving to employment, people need to be 'job ready'. If they are not ready, they will either not find a suitable job or they will not be ready to stay in that job for a long time. Therefore, before getting employed, individuals need to solve or start solving problems such as drug addiction, mental health issues, abuse, stable accommodation and valid identity papers. As mentioned in the project 'WAW trajectory: an integrated approach to work, poverty and welfare'(Belgium), before searching for a job people need to work on their 'wounded inside'. Another example is provided by the interventions with drug users who sometimes need help in addressing personal hygiene issues.

[35]The Whole System Approach toolkit includes a range of measurements to help assess the effectiveness of the programme's services, including: financial and other quantitative data, but also qualitative information such as individual case studies.

Furthermore, individuals from the vulnerable groups may need support in developing the so-called soft skills, such as confidence, reliability, time-keeping and team-working. In this respect, the example provided in the project 'New Meaning – New Horizon' (UK) can be very useful. Based on cognitive behavioural, positive psychology, Neuro Linguistic Programing, the research conducted by Richard Bowles on advanced job hunting skills etc., the project provides lessons such as: beliefs and attitudes, creating a better future, money and value, choice and reaction, and understanding relationships. After attending these classes, the students are able to develop their own plan of action and change.

Only when this foundation is sufficiently solid can people benefit from education and training. In this respect, evidence stresses the importance of connecting the training with the real vacancies available in the local labour market. In other words, training needs to be work-focused. In supporting people at this stage, mentors, peer-mentors and coaches can be effective.

Getting into employment
Many studies and good practices indicate that for an intervention to be successful, education and training needs to be market-based, i.e. prior to education and training, a thorough analysis of the local market needs need to be conducted in order to identify those jobs that are likely to be relevant for the local context. One should not forget that geography is an important factor in moving towards employment. Jobs should be identified in the proximity of the individuals. Furthermore, the time between the education or training and job placement should be as short as possible. The training and job placement blended model seems to work very well. Apprenticeship, supra-apprenticeship, individual placement and support already received good support from the research. Sheltered jobs, social economy structures and self-employment are also good options to be explored in the future.

Staying and progressing into employment
As suggested by Clark (2014) placing vulnerable people into the first available job is not a long-term solution. If people are not supported to maintain the job and progress in their career they will be trapped in the so-called secondary labour market where the risk of in-work poverty is very high. Some solutions in this direction are lifelong learning, work buddies and peer mentors. As suggested by some experts, joining the labour force at the low level should not automatically lead to the suspension of the welfare benefits.

Apart from these general principles, different vulnerable groups seem to demand specific principles and approaches. For instance, ex-offenders, offender's families, drug users, homeless people and disabled people seem to experience a great deal of public image deficit. This public perception prevents them to feel empowered to play a role in the conventional society. Therefore, interventions with these groups demand intensive work in terms of public attitudes and discrimination. Legal action or anti-discrimination policies should be more assertive in overcoming these obstacles. Access to criminal records may be more strictly regulated to allow offenders to start a new life after

release, without however continuing to effectively manage risk in the community.

Vulnerable people like drug users, ex-offenders and mental health patients also need significant motivational support. Drug users demand more attention to personal ecology and selfish attitudes.

Innovation

When talking about innovation, as many participants in the PL1 meetings noted, there is no revolutionary example as such. Furthermore, what is innovation in one place is mainstream in another. Looking closely at the research and practices, one can observe that innovation is a rather complex and careful adaptation of the interventions to the dynamic needs of the vulnerable groups, local context and the demands of the labour market.
The same idea was mentioned in one description:

> '*What is innovative here is not a "magic bullet" formula… It is instead a patient, step-by-step progression and consideration of proven therapeutic and counselling exercises, models, examples and experiences that prove the points being made*.'

Therefore, innovation that is observed in our investigation is not merely a special type of intervention or a device but a process that responds swiftly and in a coordinated manner to a wide spectrum of needs that are specific to vulnerable groups.

A useful learning point is the need to implement the so-called virtuous circle of innovation, practice and learning. New practices or processes can be tested, studied and then adapted.

Innovation was also observed in some cases under the financing strategies. Since funds are scarcer and scarcer during the economic crisis, developers started to access different sources of funding (local authorities, private banks, other foundations, the beneficiaries etc.). This in itself is not an innovation necessarily, but these multi-sourced initiatives then need to be managed financially. In this respect, the single pot approach can be a good example of effective management. According to this approach, many funders can fund a project but the use of funds is flexible and adapted to the needs of the target group and is not captive to fixed budget lines. At the end, the developers are kept accountable through a general financial report that goes to all funders.

Some interventions in this report identified some innovative ways of getting in contact with vulnerable groups. A core principle in this respect seems to be 'target the people where they are'. Therefore, youth, for instance, can be contacted on social media, with the help of their friends or in the sport facilities. Sport and art can be effective ways to engage with different groups. Gaming can be also a way to engage and inform youth about networks or programmes. The game 'I choose' developed in Lithuania can be also used as a tool to assist people in making the right decisions.

Innovation can also be in the area of tools. This report contains several examples of tools that can be used to plan and evaluate interventions. Social return on investment or cost savings calculators are examples of this kind.

Transferability

Research is quite scarce in discussing the transferability of the interventions from one place to another or from one group to another. In the PL1 meetings and in the interviews, the experts emphasised several times the need to consider the environmental factors (cultural, social or human factors) that can influence the performance of an intervention. For instance, an intervention from the south of Europe based on family cohesion might need significant adaptation if transferred to the north. In addition, institutional differences need to be taken into consideration before transferring one idea from one place to another:

> *'When I first saw it I said, "that is great, it should be done exactly the same in Italy" but in Italy is not possible. We have all these regional differences; we have other problems because our institution organisation is rather difficult. Then I told myself, that even though you cannot put in place such a process at national level, you can use it at regional level and it could be more successful than the national level because is much more focused and you have much more control on what is going on in the field.'*
> (Expert from Italy)

As illustrated above, in most cases the experts were of the opinion that employability and employment interventions had the potential to travel from one place to another, provided that they were carefully adapted to the features of the destination area.

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Annexes

Annex 1

Summary list of recommendations

Based on the research evidence, good practices identified and expert opinion a number of recommendations were identified. Some of them seem to apply to more vulnerable groups and therefore can be considered general principles and recommendations. Others apply rather to a limited number of marginalised groups. Some recommendations target policy makers. Others concern project managers, practitioners or academics.

General recommendations

1. Involve good and motivated professionals
2. Encourage the development of good quality relationships based on trust and mutual understanding
3. Strategies should target long-term pathways and not quick fixes
4. Involve employers and employers organisations in planning and delivering employment policies and interventions
5. Deliver interventions at the local level (the principle of locality) but within national policies and strategies
6. Design complex interventions to respond to complex needs – the principle of the 'whole person approach'
7. Use the individualised approach (tailor made, bespoke etc.)
8. Allow flexibility in funding and delivering the interventions
9. Use the process-based approach – pre-placement-placement and post-placement interventions.
10. Pay attention to job readiness
11. Build interventions based on wide networks of partners
12. Ensure good governance for the networks
13. Use peer mentors
14. Use of sheltered employment to help people enter the labour market
15. Use of social economy, self-employment, individual budget and other forms of protected employment
16. Use diverse forms of funding
17. Use robust monitoring and evaluation strategies to demonstrate impact and cost-effectiveness

Disaffected Youth

1. Empower youth to get involved in defining, managing, implementing and monitoring social initiatives
2. Use creative means such as gaming, social media, technologies etc. to engage with youth

3. Create positive brands for youth interventions
4. Emphasise distinctiveness from the mainstream school
5. Combine good career advice and comprehensive holistic guidance
6. Support school to work transition
7. Involve families to support and motivate youth
8. Use of Youth Guarantee
9. Use of apprenticeship and supra-apprenticeship
10. Use of Chances Cards
11. Use of social farming

Homelessness

1. Use of one-stop-shop approach
2. Work closely with the housing companies
3. Use of preventive services
4. Use informal networks to contact and work with homeless people
5. Challenge the public perception

Drug and alcohol abuse

1. Work with people's motivation
2. Challenge the selfish attitude and personal hygiene
3. Work with public attitude

Offenders/Ex-offenders

1. Use the principle of continuum of care or 'through the gate' principle
2. Use constructively the existent skills and competencies
3. Help employers overcome the prejudice that all offenders / ex-offenders are dangerous
4. Help offenders deal with disclosure
5. Challenge criminal record policies that allow employers to have access to all information about the offending past no matter what the job is
6. Challenge public attitudes and self-esteem of ex-offenders
7. Encourage the EU Commission to promote Guidelines on Resettlement.

Mental health and disability

1. Allow 24/7 support
2. Use of financial support for employers and employees
3. Use of quota system
4. Use of Individual Placement and Support

Offenders families

1. Involve all members of the family in the intervention
2. Involve child care system in the interventions
3. Allow time and services for psychological support
4. Use of peer mentors and coaching
5. Use any opportunity to engage early with the family

Long-term unemployment

1. Pay attention to the geographic distance between the individual and the work place
2. Use of welfare-to-work and voluntary work-based placement

3. Allow for post-placement support so people can progress towards better paid jobs

Anti-social behaviour

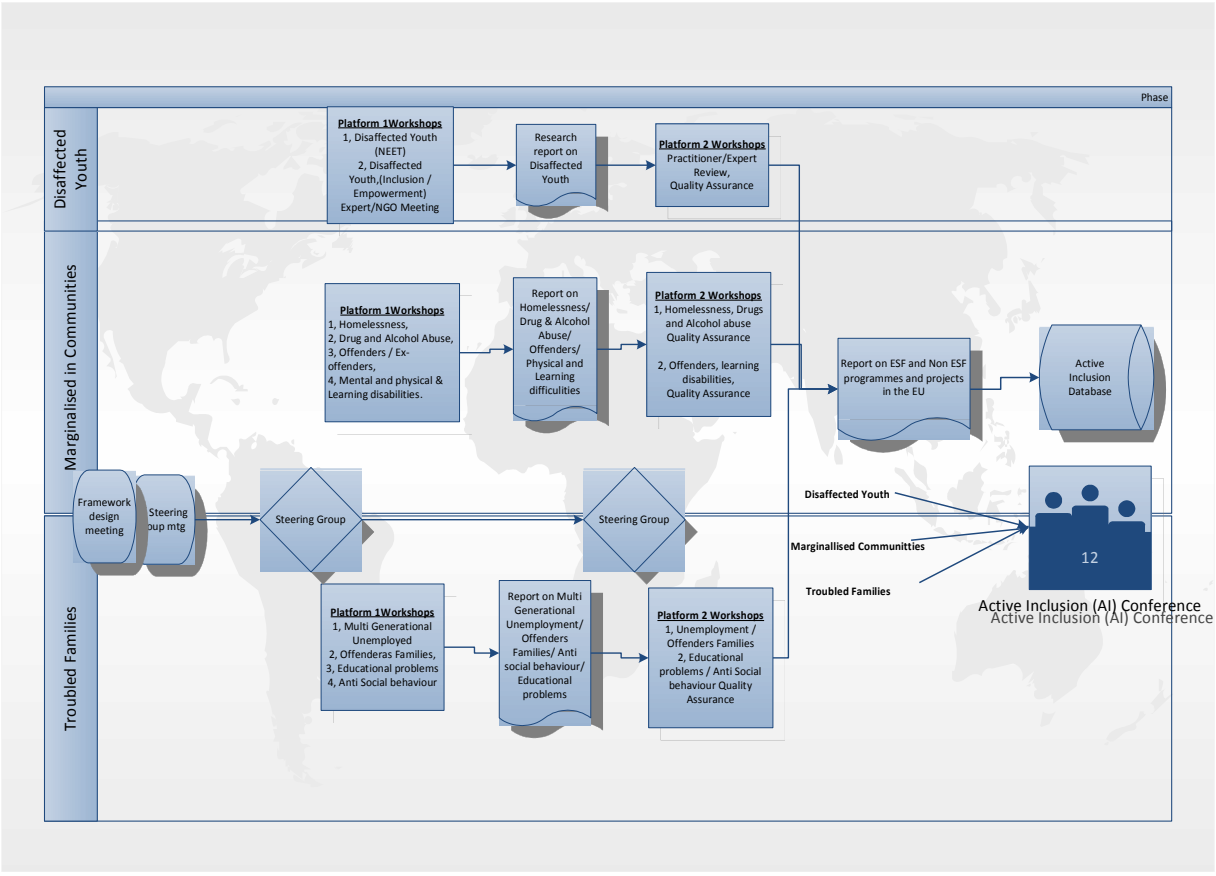
1. Use of family or systemic interventions
2. Pay attention to the familiarity of the place

Educational problems

1. Focus on long-term pathways
2. Use innovative ways to engage with youth
3. Education-based interventions should be immediately followed up by concrete work experience

Annex 2

The Process



Active Inclusion (AI) Conference

National Offender Management Service

Annex 3

The Questionnaire Template and the Guide on how to Complete

European Union
European Social Fund
Investing in jobs and skills

Active Inclusion Learning Network
Invitation for cooperation

Dear Participant,

The National Offender Management Service (NOMS), from England and Wales, kindly asks for your cooperation in collecting information on practices in the field of social inclusion of disadvantaged people. This questionnaire is part of the work programme of the new transnational learning network "Active inclusion". Apart from this questionnaire, the network will use a literature review, interviews and expert meetings to collect relevant data.
The **Active Inclusion Learning Network** is an ESF transnational network which aims to support individuals in disaffected groups and those marginalised in communities by bringing together experts and practitioners from all over Europe. The network hopes to identify established tools and strategies for helping these disadvantaged individuals in order to understand and overcome the realities and challenges of the labour market. This Network will work towards increasing the inclusion of those that are most excluded by the traditional labour market and will draft recommendations. The partners of the network come from: Belgium, Germany, Greece, Italy, Lithuania, Sweden and the United Kingdom.

We have contacted you due to your expertise in the field of social inclusion of disadvantaged people and hope that you will kindly contribute by filling in our attached questionnaire. Before doing so, you may want to first read the Guide which will explain almost all of the questions. The guide is located after the questionnaire. Upon request hard copies of the questionnaire can be sent directly. If all information is at hand and depending on the complexity of the described intervention/practice, the questionnaire should take between 30-45 min. to complete.

The questionnaire will help us collect practices in the field of employment and employability of disadvantaged groups. We are particularly interested in practices in the following areas: disaffected youth, marginalised in communities and troubled families. Within these areas we will look at sub-themes as listed in question 3 of the questionnaire. Collected practices will be analysed by a team of researchers and national experts on the basis of some specific indicators. Some practices will be presented and studied during two rounds of transnational meetings to which you could be invited to show the contents and results of your practices.
You can complete the questionnaire for as many practices as you would like to submit. Only the project staff will have access to your answers. For any questions or for further clarification please do not hesitate to contact either: Craig Georgiou – Project manager - craig.georgiou@noms.gsi.gov.uk or Ioan Durnescu – Researcher - idurnescu@gmail.com
Please send the completed questionnaires to the above mentioned email addresses, **before December 20th 2013**

Thank you very much for your kind contribution.

Craig Georgiou, NOMS

Active Inclusion Questionnaire

Before you start to fill out the questionnaire, please have a close look at the guidance. It will briefly explain what we mean and what we hope to achieve in each question.
This questionnaire should be completed for only one intervention/programme. One organisation can submit more than one questionnaire. Guide located at the end of the questionnaire.

1. What is the title of the intervention?

2. In what country (countries) does the intervention take/took place?

3. What is/was the target group addressed by this intervention?

Disaffected Youth inclusion and empowerment ☐

Disaffected Youth employment, education and training ☐

Homeless ☐

Drug and alcohol abuse ☐

Offenders / Ex-offenders ☐

Mental health, physical and learning disabilities ☐

Offender's families ☐

Multigenerational unemployment/Long term unemployment ☐

Anti-social behaviour ☐

Educational problems ☐

4. Who is/was the project leader? (name of the person and name of the organisation)

5. Who are/were the partners in this intervention?

6. Is the intervention:

Local ☐

National ☐

Regional ☐

European ☐

7. Funding issues: Please describe the structure of the budget (ESF/private/public/mixed)? Please describe how it was secured/obtained? (e.g. open competition, budget allocation from the state, call for proposals etc.).

8. Duration: What was the duration of the intervention (in years)? If the intervention is still on-going, how long has it been running / delivered?

9. General description of the intervention: Please briefly describe the intervention: aims, objectives, activities, outcomes, number of beneficiaries, critical aspects etc.

10. Impact: Please describe how the employability or employment of the target group has changed as a consequence of this initiative. Have you foreseen indicators for measuring the impact? If yes, which ones? Were they achieved?

11. What appear to be the critical factors that led to success?

12. What were the obstacles of this initiative? What were the solutions?

13. Was the initiative monitored during the intervention? If yes, please describe how, by who, how often, what tools etc.

14. Was the intervention evaluated at the end? If yes, please describe the methodology and the results. Who evaluated it?

15. Was the intervention based on an Active Inclusion concept (combining at the same time, access to services, inclusive labour market and income support)? If yes, please describe how these components were coordinated, by who etc.

16. What do you think can be learnt from this initiative? Please pay special attention to the innovative aspect of it.

17. Is there a gender dimension involved in the intervention? If yes, how and with what results?

18. Were the target group / beneficiaries involved in the designing, planning and decision-making? If yes, please describe how and with what results?

19. Were the target group / beneficiaries involved in the running of the intervention? If yes, please describe how and with what results?

20. Has the intervention been transferred to another context/country/programme (import/export)? If so how was this achieved? What were the difficulties?

21. In which typology would you place this intervention (tick the right answer(s))?

Social participation (e.g. social interaction, learning social skills etc.)	
Volunteer activities (e.g. working with peers)	
Vocational training/education (e.g. new qualifications, lifelong learning etc.)	
Sheltered employment (e.g. social economy, protected jobs etc.)	
Mainstream employment (e.g. work placement, permanent job)	
Others. Please define	

22. Please provide documents/reports etc. that fully describe this intervention (on email or websites).

23. Are there any comments you would like to make regarding the project itself or regarding good practices in working with vulnerable groups to increase their chances in the job market?

24. Would you recommend this intervention for further analysis in a working group (Platform 2)?

Yes ☐ No ☐

25. In case we need more information or you would like to be involved in one of our future workshops, please provide us with:

Your name (who completed the questionnaire)

_____

Your email address

_____

Your telephone number

_____

Thank you very much for your valuable contribution!

By completing this questionnaire you give your consent for the researchers to use this data according to the purposes of the study. Your identity will be protected and no one from outside the project will know who completed this questionnaire.

Guide on how to complete the questionnaire

Question 1 (Q1)

By intervention we mean: structured and planned pieces of work whose purpose is to increase employability or the employment prospects of the target group. It can be individual (e.g. counselling), family based (e.g. access to minimum income), community based (e.g. social economy structures) or even societal (e.g. policies, programmes or laws).

Q2

It is possible that interventions run in more than one country at the same time. We would like to know if this intervention is country specific or is common to other countries as well.

Q3

These are the vulnerable groups this questionnaire is mainly concerned with. Please tick one or more boxes depending on which group was/is the target of this intervention.

Q5

Partners can be other organisations or institutions. Please mention the names of all of them.

Q6

Some interventions exceed the geographical territory of one country. Please tick the box that is appropriate for this intervention.

Q7

Here we are interested in the financial issues. We would like to know what the source of the funding was and how it was obtained. We are interested not only in interventions funded by ESF but by other bodies or institutions. We would also like to know if the funding was mixed and how the coordination between budgets was achieved. If the intervention was funded by ESF, how was the 'added value' achieved?

Q9

This question is likely to generate a longer answer. Here you are asked to describe the intervention: aims, objectives, activities, number of beneficiaries etc. You are also asked to describe the outcomes of these activities. Here you can use the EU Commission Active Inclusion Checklist to see what was covered by this intervention:

INCOME	-access to basic resources to live (e.g. decent housing conditions) -social assistance/income support -incentives to seek employment -economic/social integration measures
INCLUSIVE LABOUR MARKETS	-needs-based approach -progressive reintegration into society -enhance employability -promote quality jobs -job retention rates -link training and employment opportunities -incentives/disincentives from tax/benefit systems -develop links with potential employers -provision of in-work support
ACCESS TO	- social assistance services

SERVICES	- employment and training services - housing support and social housing - childcare - long-term care services - health services

Q10

This question is mainly concerned with the impact of the intervention. By impact we mean: 'does the intervention achieve its intended objectives?' (Merrington and Hine, 2001). Did the situation of the vulnerable group change in terms of employability and employment as a consequence of the intervention? How and to what extent?
Did the intervention have any indicators for measuring success? If yes, what were they? Were they achieved? If no, why? How was the situation of the target group (in terms of employability and employment) changed by this intervention?

By employability we mean: the value of a person in the labour market, depending on a series of factors such as: demands from labour market and some personal attributes making people more likely to gain and retain employment. Personal characteristics can refer to: objective aspects (age, sex, health conditions, place of residence), flexible availability of the person, professional competences and skills. Employability is often considered as a mix of several elements that influence a worker's chances of becoming and/or remaining economically active by reacting and anticipating changes in tasks and the work environment, facilitated by the human resource development opportunities offered to them.

By employment we mean: people in work. Thus all those interventions, tools and methods getting disadvantaged people into work and helping them in overcoming their challenges.

Q11

This question is more analytical. We kindly ask you to consider what the factors were that made a change? What made this intervention successful? Was it the concept? Was it the implementation staff enthusiasm? Etc.

Q12

Any intervention can sometimes meet obstacles. They can be of any nature: budget, staff, beneficiary engagement etc. What were the obstacles/problems of this particular intervention? What were the solutions? Sometimes one can learn more from mistakes than from success.

Q13

By monitoring we mean: a systematic and routine collection of information from the intervention aimed at learning and improving the activities and also having an internal accountability of the results and resources.
The purpose of this question is to learn more about when, how often, by whom and how the monitoring process took place.

Q14

By evaluation we mean: a systematic and objective assessment of the intervention looking at to what extent it achieved the set objectives and the planned indicators. Evaluation can also look at the impact on the target population or the sustainability of the intervention.
We would like to know who evaluated the intervention, when, how and with what conclusions. Please pay special attention to the results of the evaluation.

Q 15

As noted in the question, what we mean by active inclusion is: development and implementation of integrated comprehensive strategies for the active inclusion of people most excluded from the labour market which combine, in a balanced way, adequate **income support**, **inclusive labour markets** and **access to quality services.** The aim is to facilitate the integration into sustainable, quality employment for those who can work and providing resources that are sufficient to live in dignity, together with support for social participation, for those who cannot work.

Please refer to: what were the components covered in the intervention, how were they coordinated, who ensured the coordination and so on. We are interested in particular to see how the concept is put into practice.

Q 16

With this question we ask you to explain the aspects that can be learnt from this initiative. In what way was this initiative different? What is the innovative dimension? With this questionnaire we aim to collect not only good practices but also innovations and inventions in the field of the employment of vulnerable groups.

Q 17

The gender aspect covers issues like: Was the intervention aware of the gender differences? What differences played a role? The planned target group was set for both men and women? Were there arrangements in place to respond to the gender specificities? Were women involved in the running of the interventions? Etc.

Q18

Sometimes, in order to be closer to the specificities and needs of beneficiaries, managers may decide to involve the target group in co-producing the intervention orthe running of it. Thinking of the intervention you describe now, were the beneficiaries involved in such process? If no, why? If yes, how exactly and with what results. Would you recommend this for future interventions?

Q20

In some cases, policies, strategies, programmes or tools are travelling from one state to another. Furthermore, sometimes elements or principles of one policy or programme can be 'borrowed' by other policy or programme. Thinking of this intervention, was this intervention developed locally or was it imported? If yes, where from, how, by whom and with what sort of adaptation? Was the intervention or parts of it exported to other countries or other programmes? If yes, where, how, by whom and with what sort of adaptation? What were the difficulties in importing/exporting?

Q21

From previous research we have noted that it is possible to classify initiatives into one or more categories of this typology. We would like to check if this typology is exhaustive and what types of interventions tend to associate with different target groups. Please add another type of intervention if yours does not fit into one of the existing ones.

Q22

If you think we would benefit from reading more about this intervention, please guide us to the right documents or websites.

Q23

In case you think we did not cover all the relevant aspects of the intervention or we missed an important point in the research as a whole, please do not hesitate to advise us.

Q24

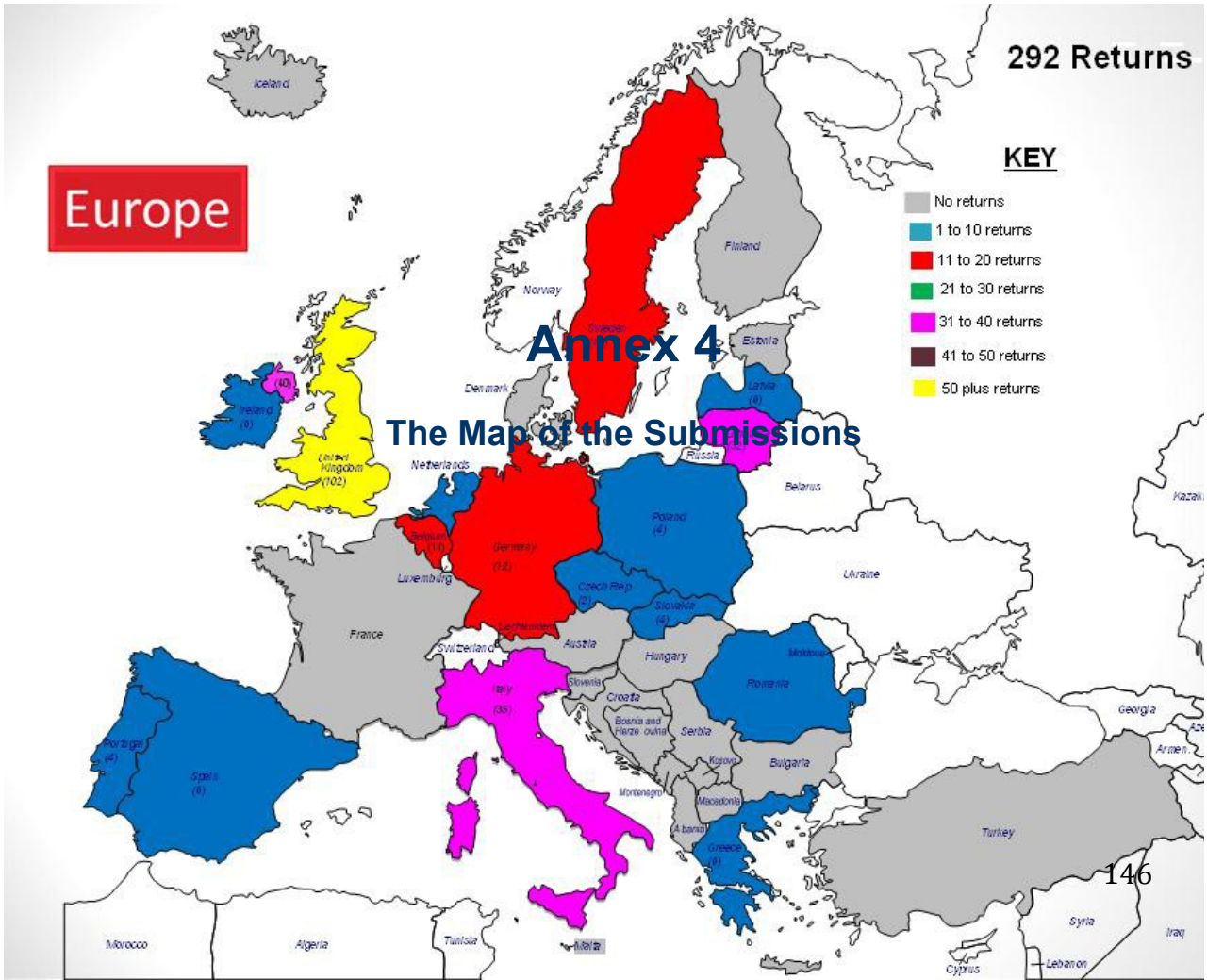
As mentioned in the invitation letter, all interventions will be further analysed in an expert meeting (Platform 1). Only those interventions that are considered best and innovative practices will be proposed to the second round of discussion (Platform 2). Based on these practices and also on other sources, the experts will draw conclusions as to what are the ingredients for future practices. Do you think this intervention should 'qualify' for the second round?

Q25

If one intervention looks promising and the partners or the researchers would like to know more about it, it is possible to invite in the Platform 2 meetings the managers or the practitioners involved in that intervention. If you are willing to take part in such a meeting, please submit your details.

Annex 4

The Map of the Submissions



Annex 5

ESF Implications Table

Active inclusion, European Social Fund and key EU funding instruments post 2014[36]

Relevant theme the policy/practice lesson/recommendation applies to	Policy/practice lessons and recommendations	Evidence (Case studies and research)	Relevance to ESIF 2014/2020	ESIF Priority actions could be funded under
All themes	1. **Effective Partnerships** are an essential pre-condition in delivering effective programmes and projects to effectively respond to the complex needs of the target group. Partnerships should involve stakeholders operating at local, regional and national level. Effective partnerships should incorporate NGOs, public authorities/agencies and social partners. The key messages from the lessons learned are: **1.i. Be inclusive and accessible, delivering**	1. **Effective Partnerships** The OECD June 2013 report 'Tackling Long Term unemployment amongst vulnerable groups' emphasised the importance of strong partnerships between local communities and organisations when designing interventions (p. 89). 1.i.Integrated Outreach Support, UK; Choices Programme, Portugal; Tomorrow's Women Wirral, UK; Growing Lives; WiSH (UK), 1.i.The empirical study looking at anti-social behaviour and employment by Agnew stressed that a strong and active	**Effective Partnerships** 1. All the partnership examples provided under point 1 were using funding to achieve outcomes for their target group and not to achieve partnership as an end in itself. However, in the new programme, ESF/ERDF have provisions for partnership building as a final outcome. Partnership is not optional in the Structural Funds. Its regulation, and in particular the European Code of Conduct in Partnership and the provision for community-led local development (CLLD), offer guidance on good practice in partnership working. This is reinforced in	**Effective Partnerships** 1. Under the specific provisions for programming and implementation, Article 6, Involvement of partners – to encourage Adequate participation of the social partners in actions supported by the ESF. 1.ERDF Investment Priority 8 (c) Investing in infrastructure for public employment services 1.v.Social innovation (ESF Regulation, Article 9) as well as Transnational Cooperation (ESF regulation, Article 10)

[36]This section was developed by Heather Law.

Relevant theme the policy/practice lesson/recommendation applies to	Policy/practice lessons and recommendations	Evidence (Case studies and research)	Relevance to ESIF 2014/2020	ESIF Priority actions could be funded under
	interventions at a local level, within the national policies and strategies. Good practice in partnership depends on: **access to partnerships and inclusion of relevant local partners, including potential funders** to have a **better understanding of the local context** and specific needs, a positive role for all partners in decision-making, and the variety and representativeness of the partners. This approach will also strengthen the **evidence base**. Copying is not a favourite mode of transferring good practices, but principles and approach seem to travel well. **1.ii Strong Leadership/Good governance:** Partnerships need strong leadership, and this should be based on clear roles within the project/programme; **1.iii. Clarity/Transparency:** Partnerships need clear role	engagement of all stakeholders seems to be essential. The partnership in question involved: police; education; welfare and probation.; Municipality of Ivrea,RE-START a new beginning (Italy) 1.iiMunicipality of Ivrea, RE-START a new beginning (Italy) 1ii. Research by Gunter and Harding 2013 emphasises the importance of good governance in large partnerships. 1.iii. Supporting People; Youth Active	the Common Provisions Regulation 2014-2020: article 5 clearly sets out the partnership and multi-level governance requirements each Member State in accordance with its institutional and legal framework must follow. The ESF regulation provides room for manoeuvre in the definition of different approaches to programming and implementation, involving different partners and therefore potentially opening up the possibility of alternative or complementary leadership. The issue of the levels of involvement of the partners is quite a sensitive one in any partnership-based governance pattern. In the complex system of programming and implementation of the ESIF funds, in which for instance general priorities are defined externally and in which the final responsibility for	

Relevant theme the policy/practice lesson/recommendation applies to	Policy/practice lessons and recommendations	Evidence (Case studies and research)	Relevance to ESIF 2014/2020	ESIF Priority actions could be funded under
	definitions, procedures and transparent reporting and must be conscious of the resources actually available; **1.iv. Effective partnerships should adopt an empowerment approach and embrace the local community.** The involvement of the user in the design and evaluation of interventions **1.v**. **Partnerships should embrace innovation, but this should be done realistically**. Changes and innovation should take place incrementally, step by step, as transformations in the mind set or in the delivery of different services or activities. 1vi Partnerships and interventions more generally should seek to **adopt robust monitoring and evaluation strategies to demonstrate impact and cost-effectiveness.**	1.iv YAP, Ireland; Choices programme, Portugal Ready to work, UK and Ireland; Reintegration of addicted people (Lithuania); Low Moss Prison(Glasgow);Jobtrack (Northern Ireland), **The Chrysalis programme (UK)** 1.v. Supporting People, **The Chrysalis programme (UK)** 1.vi Supporting People(UK) see Whole System Approach/Cap Gemini in this practice. YAP (Ireland)	implementation lies with the Member State, it is important to clarify the partners' responsibilities and their level of involvement at an early stage, to avoid misunderstandings and false expectations which might jeopardise the pursuit of the common objectives. Recital 17 in the ESF Regulation 1081/2006 is very clear about the importance of careful consideration in planning partnerships at the initial planning stage. It states: Efficient and effective implementation of actions supported by ESF depends on good governance and partnership between all relevant territorial and socio-economic actors, taking into account the actors at regional and local levels.' It encourages partnerships encompassing a range of organisation e.e NGOs; local and regional authorities etc. 1.v.Some of the preconditions for innovative	

Relevant theme the policy/practice lesson/recommendation applies to	Policy/practice lessons and recommendations	Evidence (Case studies and research)	Relevance to ESIF 2014/2020	ESIF Priority actions could be funded under
			approaches are: 1) an appropriate timescale; 2) the possibility to experiment; 3) the possibility to fail and/or change direction; 4) the possibility to extend the partnership. From this point of view, it is worth remembering that the European Commission in the new regulation and delegated acts insists on the appropriateness of the timescale in terms both of preparation and evaluation. The “possibility to fail or change direction”, on the contrary, might conflict with the approach proposed so far. Among the factors that might hinder real innovation are: a) tradition; b) excessive control; c) safety; d) internal audit rules; e) degree of risk embodied in such an approach. The risk factors relating to any process of building innovation might even be amplified in the context of ESIF programming and implementation. On the other hand, the fact of being	

Relevant theme the policy/practice lesson/recommendation applies to	Policy/practice lessons and recommendations	Evidence (Case studies and research)	Relevance to ESIF 2014/2020	ESIF Priority actions could be funded under
			fully aware of these strengths and weaknesses is key to the success to proper innovation. 1vi. ESF in the new programming period is keen to ensure there is closer monitoring and improved assessment of results. Paragraph 14 of the Regulation states 'in order to ensure closer monitoring and improved assessment of the results achieved at the Union level, a common set of output and result indicators should be establishes in this Regulation.'	
All themes	2.**Whole person approach** The labour market is often considered a fragmented and complex landscape where individuals go to different places to receive support for employment skills or other support to remove barriers to employment and inclusion. Greater coherence is necessary, where provision is based on the 'whole person' approach. **Personalised, tailor-made**	**Whole person approach** 2.See: Quilgars et al, Harding 2013, Shier et al 2012) (p.78); WiSH, (UK);POLCD(Spain); Ready to Work, (UK and Ireland); Integrated outreach support- ex-offenders (UK); WAW Trajectory (Belgium); Supporting People – Housing Programme (UK); Choices Programme youth (Portugal); Pathways project (UK); Unga In (Sweden); Get Going	**Whole person approach** 2. In order to support a wrap-around approach, the needs of the whole person should be addressed. This can be done by accessing funding under three thematic objectives of ESF as detailed in the ESIF actions column, plus ERDF helps support this through support to the infrastructure. A clear message has been given by the EU in the importance of addressing the underlying	**Whole person approach** 2.Three ESF thematic objectives are relevant to operationalising a wrap-around approach including the following thematic objectives: • Investing in education, training and vocational training for skills and life-long learning • 'promoting sustainable and

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	interventions, wrap around care or the 'whole person approach' should be designed to respond to complex needs a simple approach may be to ask the participant, 'What do you need' and then build the support around those needs in the basis for an effective intervention. **The project funding must have flexibility and offer the potential for adaptation to reflect varying needs.** This approach is facilitated by an effective partnership as detailed above. **Diverse forms of funding can help to support a wrap –around approach**. In the context of the 'whole person approach', three examples are provided in different contexts: This includes: 2.a. Align housing support to employment/skills support for the homeless	(Netherlands);Youth Active+ (Germany); YAP (Ireland) 2.a.Supporting People, (UK)	causes of poverty and social exclusion. 20% of the total ESF resource of each member state is now ring-fenced to support the fight against social exclusion and poverty in the 2014-2020 programming period. In order to address complex needs funders can access a range of funding streams: • Para 29 of the ESF regulation 1081/2006, states that ESF should complement other Union programmes and close synergies should be developed between the ESF and other Union financial instruments. The programming period 2014-2020 and the new ESIF programme requires funders to align ESF and ERDF funding to respond to these complex needs. • Further, there are additional	quality employment and supporting labour mobility This includes enhancing access to affordable, sustainable and high quality services, including health care and social services of general interest. • 'promoting social inclusion, combating poverty and any discrimination' ERDF investment priority to support this activity includes: Investment Priority 8) Promoting sustainable and quality employment and supporting labour mobility by (d) investing in infrastructure for employment services Investment Priority 9) promoting social inclusion, combating poverty and any discrimination, by: a) investing in health and social infrastructure which contributes to national,

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	2.b.Integrated outreach support and support for offenders families 2.c Health and employment **2.ii. Design accessible services (**paying attention to proximity, familiarity, physical	2.b. Integrated outreach support, (UK); Progetto RE-START (Italy) 2.c Social farming (Italy); Speed Youth Programme (Northern Ireland); Job in Sight (Sweden); Unga In (Sweden) The Pathways Project (UK). The House of Lords report on "Youth unemployment in the EU stresses (page 40): • a need for greater local and place-based leadership for issues such as youth unemployment • commitment to developing better and more effective integrated strategic partnerships • greater devolution of funding, accountability and powers to cities 2.ii Supporting People (UK); Progetto RE-START (Italy)	instruments within ESF which can be accessed to boost support to specific groups. The Youth Employment Initiative(YEI) supports the most affected regions to help young people not in employment, education or training (NEET) who are unemployed or inactive, thereby reinforcing and accelerating the delivery of activities supported by ESF funding. YEI should be matched by ESF. • ERDF may also be accessed as it offers support with building infra-structure to support the target group. 2.ii. ESF may be used to enhance access to affordable, sustainable and high quality services of	regional and local development, reducing inequalities in terms of health status, promoting social inclusion through improved access to social, cultural and recreational services and the transition from institutional to community-based services b) providing support for physical, economic and social regeneration of deprived communities in urban and rural areas d) undertaking investment in the context of community-led local development strategies Investment Priority 10) Investing in education, training and vocational training for skills and lifelong learning by developing education and training infrastructure.

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	accessibility, point of first contact) – like childcare, health care etc.		general interest, in particular in the fields of health care employment and training services, services for the homeless, out of school care, childcare and long-term care services. Services supported can be public, private and or community based, and delivered by different types of providers, namely public administrations, private companies, social enterprises and non-governmental organisations. Services. ESF can be accessed to fund activity which complements programmes which may not be currently drawing down ESF as activity may be focusing on structural support focusing on housing for instance. ESF may be used to fund the employability and skills related activity of these programmes such as in the Supporting People programme.	
All themes	**3.Employers** Interventions to promote the	**Employers** 3. Toolkit for Life, UK work	**Employers** 3. Article 2, in the general	**Employers** 3. Two ESF thematic

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	employability of the target groups should seek to **involve employers and employer organisations** in the design and delivery of effective programmes and policies. 3i. Aligning supply and demand: **Education and training must be tailored to address the needs of businesses and employers in your area** 3ii. **Provide ongoing support to individuals.** The lack of appropriate support after job placement needs to be addressed. In job support is necessary in order for people to be able to maintain their job. To avoid the risk of in-work poverty, support needs to be available for job progression. 3iii. Peer coaches and work buddies are effective ways of supporting people into employment and progressing their career.	with approx. 100 committed construction industry partners; Family Friendly UK scheme is a good example of how employers may be mobilized to work with different categories of vulnerable people. Flexibility in their approach to crisis moments was a key feature. 3.i.Clarke 2014 research 3.i. My Guru 3ii.Essential Skills programme (Northern Ireland) 2012 Eurofound published an analysis of the labour market situation of young people in Europe with a special focus on NEET. Amongst the recommendations, there was: 'Young people have to be set on a long-term sustainable pathway. **It is not enough to find short-term solutions. They need good quality, stable and sustainable employment.** This includes equipping them	provisions (1302/2013) states that 'ESF shall promote high levels of employment and job quality, improve access to the labour market, support the geographical and occupational mobility of workers and facilitate production systems needed for sustainable developments, encourage a high level of education and training for all and support the transition between education and employment for young people etc. The general provisions also state in paragraph 3 that ESF shall provide support to workers, enterprise, including actors in the social economy, and entrepreneurs, as well as to systems and structures with a view to facilitating their adaptation to new challenges including reducing skill mismatches and promoting good governance…	objectives are relevant to operationalising a closer approach to working with employers, this includes the following thematic objectives: **Investing in education, training and vocational training for skills and life-long learning** In particular, point iv under this investment priority has the objective of improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning and apprenticeship schemes. ERDF can help support this activity. This could be under Investment Priority 8: **promoting sustainable and**

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	3iv. Employment interventions should, where appropriate, take the 'superior interest of the child' as a starting point. **Take a 'whole family approach':** there can be a number of complex issues that prevent an individual accessing the labour market. For example, a family history of worklessness, offending, childcare issues and caring for elderly dependents. 3v.**In work training and experience** Vocational training, work experience and employer brokerage can play an important role in strengthening people's position in the labour market. 3vi When dealing with vulnerable groups, an incremental approach to employment should be taken, social enterprises/sheltered jobs and 'friendly' employers offer a good introduction to employment before moving on to mainstream employers.	with qualifications needed for successful labour market integration. Municipality of Ivrea; RE-START: a new beginning 3.iv.Choose your future, Poland 3v. My Guru (Lithuania); The Chrysalis programme (UK) 3vi Growing Lives (UK)	In order to promote good quality employment opportunities as detailed in paragraph 3 of the ESF Regulations, No 1081/2006, ESF should also contribute to relevant aspects of the implementation of the flagship initiatives, in particular the 'Agenda for New Skills and Jobs'. It should also support relevant activities in the initiatives on the 'Digital Agenda' and 'Innovation Union'. This is particularly relevant in the light of structural changes in the labour market in relation to growth sectors and loss of low skilled jobs. Paragraph 10 (ESF Regulations, No 1081/2006), Through lifelong learning opportunities, to new challenges such as the shift to a knowledge-based economy, the digital agenda and the transition to a low-carbon and more energy efficient economy, ESF should contribute to addressing these challenges.	**quality employment and supporting labour mobility** a) supporting the development of business incubators and investment support for self-employment, micro-enterprises and business creation. Investment Priority 9: **Promoting social inclusion, combating poverty and any discrimination** c) providing support for social enterprises (the support to enterprises is acceptable along as it is leading to employment/growth or job creation) Investment Priority 10: **Investing in education, training and vocational training for skills and lifelong learning by developing education and training infrastructure**

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	The involvement of organisations such as the National Confederation of Artisans and Social Cooperatives may help to meet and support employers willing to test an employment training period with offenders 3vii Attention should be paid to getting people 'job ready' before moving towards employment. For instance, for homeless people, this would involve acquiring a shelter/house. Drug users need to challenge their selfish attitude and personal ecology before considering employment. 3viii Once training is completed, employment interventions should lead to real job opportunities. Individual Placement and Support proved to be very effective in reducing hospitalisation and in moving people towards employment.	3ViiReady for Work (UK and ROI) The Chrysalis programme (UK 3viii.Eurofound, 2012, Leutar and Buljevac 2012 Burnns et al 2009	In this context, the ESF should support the labour force transition from education to employment, towards greener skills and jobs, and should address skills shortages, including those in the energy-efficiency, renewable energy and sustainable transport sectors. ERDF can be accessed when there is a need to strengthen the structural infrastructure helping to create the right conditions for employment to grow. ERDF can also be used to enhance the institutional capacity of public authorities and stakeholders to implement ERDF and ESF.	
All themes	4.**Gender** Women from Troubled Families face a wide range	**4.Gender** Family Friendly UK scheme (4i,ii,iii)	**Gender** Gender equality is a cross cutting theme in ESF. The	**Gender** Gender issues are tackled in the ESF Thematic Objective

Relevant theme the policy/practice lesson/recommendation applies to	Policy/practice lessons and recommendations	Evidence (Case studies and research)	Relevance to ESIF 2014/2020	ESIF Priority actions could be funded under
	of complex challenges including: 4.i.Domestic violence 4.ii.Low levels of literacy 4.iii.Childcare 4.iv. Access to education, training, advice and other support. **4v. Gender issues need to be taken into account in projects and programmes.** For women, in particular, it appears to be important to work within a safe and women only environment at least until they are ready to deal with their abuse history. In the ESF Expert Evaluations Network, final synthesis report: Main ESF achievements 2007-2013, 5.4 comments that 'women tended to participate less in ESF enterprise starts. This mirrors the general situation in many states where women are under-represented in	Tomorrow's Women Wirral, UK (4i,ii,iii) Spazio Famiglia, Italy (4i,ii,iii) Integrated Outreach Support, UK (4i,ii,iii)	ESF regulation in recital 18 states that ESF should contribute to the promotion of equality between women and men. Gender equality objectives should be taken into account in all dimensions and stages of preparation, monitoring, implementation and evaluation of operational programmes…while ensuring that specific actions are taken to promote gender equality, the economic independence of women, education and skills upgrading and the reintegration of female victims of violence into the labour market. Article 7 of the Common Provisions Regulations 2014-2020 is categorical in its promotion of equality between men and women and non-discrimination stating that the 'gender perspective' is 'taken into account and promoted throughout the preparation and implementation of programmes, including in	'promoting sustainable and quality employment and supporting labour mobility' iv. Equality between men and women in all areas including in access to employment, career progression, reconciliation of work and private life and promotion of equal pay for equal work. Thematic Objective 'promoting equal opportunities and active participation, and improving employability – iii. Combating all forms of discrimination and promoting equal opportunities ERDF Thematic Objective 9:**Promoting social inclusion, combating poverty and any discrimination,** points a and b investing in education, training and vocational training for skills and lifelong learning by developing education and training infrastructure

Relevant theme the policy/practice lesson/recommendation applies to	Policy/practice lessons and recommendations	Evidence (Case studies and research)	Relevance to ESIF 2014/2020	ESIF Priority actions could be funded under
	enterprise starts more generally. More needs to be done to address this issue.		relation to monitoring, reporting and evaluation. In order to address complex needs funders can access a range of funding streams: Recital 29 in the ESF Regulation states that ESF should complement other Union programmes and close synergies should be developed between the ESF and other Union financial instruments. The programming period 2014-2020 and the new ESIF programme requires funders to align ESF and ERDF funding to respond to these complex needs. ERDF may also be accessed as it offers support with building infra-structure to support the target group	**10)investing in education, training and vocational training for skills and lifelong learning by developing education and training infrastructure**
All themes	**5.Social enterprise** Within the context of all themes and each of the examples provided above, social enterprise could be considered as potential route into employment and active inclusion.	**5.Social enterprise**	**5.Social enterprise** The Social entrepreneurship network's document 'Policy meets practice- enabling the growth of social enterprises' documents how ESIF support can create a comprehensive support to	**5.Social enterprise** The ESF Thematic Objective 'Promoting social inclusion combating poverty and any discrimination' includes section (v) promoting social entrepreneurship and vocational integration in

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	5.i. **Social enterprises are an effective vehicle for getting disadvantaged people into the labour market.** Attention should be paid to providing support in the form of mentoring or coaching to assist long-term unemployed people in their journey to employment. Ideally social enterprises should align themselves to mainstream companies to facilitate people's transition from a protected environment to the open labour market.	5.i.Employment Opportunities for All (Greece); My Guru (Lithuania); Social Farming for Community Growth and Development (Italy)	social enterprises. The ESF regulation 1304/2013 (recital 20) of the European Parliament of the Council of 17 December sets out its support for social innovation, acknowledging the contribution it makes to making policies more responsive to social change. ESF should encourage and support innovative social enterprises and entrepreneurs as well as innovative projects taken on by non-governmental organisations and other actors in the social economy. ERDF also sets out provision for supporting social enterprises.	social enterprises and the social and solidarity economy in order to facilitate access to employment. ERDF, Investment Priority 9, promoting social inclusion, combating poverty and any discrimination by c) providing support for social enterprises.
Ex-offenders/Anti-social behaviour	**6.Ex-offenders/Anti-social behaviour** Ex-offenders are not mentioned as a specific category in the ESF regulation. This group falls under the banner of 'marginalised communities.' **Ex-offenders should be**	**6.Ex-offenders/Anti-social behaviour**	**6.Ex-offenders/Anti-social behaviour** A clear message has been given by the EU in the importance of addressing the underlying causes of poverty and social exclusion. 20% of the total ESF resource of each member state is now	**6.Ex-offenders/Anti-social behaviour** Provision for ex-offenders can be supported under the ESF Thematic objective '**Promoting social inclusion, combating poverty and any discrimination'** iii,

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	listed as a specific category in the regulation due to the particularly marginalised nature of this group. 6.i.**Work needs to be done to overcome issues of reputation and public acceptability** Ex-offenders face very specific challenges such as their perception amongst employers. Work should be done to enhance the reputation and public acceptability of groups suffering from a status deficit such as **ex-offenders**. 6ii. **Provide emotional support and engage with all members of offenders families including providing childcare support as part of the intervention:** When working with ex-offenders families, emotional support should be given before any employment intervention. Imprisonment is	6.ii. Progetto Re-start (Italy); Family Space (Italy); **YAP (Ireland)**	ring-fenced to support the fight against social exclusion and poverty in the 2014-2020 programming period. Article 2 in the general provisions in the regulation state that ESF shall '… combat poverty, enhance social inclusion and promote gender equality, non-discrimination and equal opportunities, thereby contributing to the priorities of the Union as regards strengthening economic, social and territorial cohesion.' In order to address complex needs funders can access a range of funding streams: Recital 29 in the ESF Regulation states that ESF should complement other Union programmes and close synergies should be developed between the ESF and other Union financial instruments. The programming period 2014-	combating all forms of discrimination and promoting equal opportunities. (The support to enterprises is acceptable along as it is leading to employment/growth or job creation) and i) Active inclusion, including with a view to promoting equal opportunities and active participation and improving employability. Further, thematic objective a) **'promoting sustainable and quality employment and supporting labour mobility'** offers support in terms of i) Access to employment for job seekers and inactive people, including the long-term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility iii) Self-employment, entrepreneurship and business creation including innovative micro, small and medium sized enterprises Further, the thematic objective '**investing in**

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	a traumatic experience and issues relating to this should be adequately dealt with first. Not giving up the offender is also an important principle emphasised in the practices. 6iii. **Provide a flexible approach to tackle anti-social behaviour:** When working with ex-offenders or with youth with issues of anti-social behaviour, there must be short-term incentives for those making progress. Small rewards should be offered to keep them interested and motivated in the programme. Also a more flexible approach is suggested to when small mistakes are made by people with behavioural issues before expelling them from the programme. Ex-Offenders face significant barriers to employment including an employment environment that is increasingly regulated by criminal record considerations. This varies	6iv. Job Track (Northern Ireland), The Chrysalis	2020 and the new ESIF programme requires funders to align ESF and ERDF funding to respond to these complex needs. ERDF may also be accessed as it offers support with building infra-structure to support the target group	**education, training and vocational training for skills and lifelong learning'** points ii)Improving the quality and efficiency of, and access to tertiary and equivalent education with a view to increasing participation and attainment levels and iii) access to lifelong learning ERDF can support this group through investment priority 8)**Promoting sustainable and quality employment and supporting labour mobility** under point d) Investing in infrastructure for employment services 9) **promoting social inclusion, combating poverty and any discrimination** under point c) providing support for social enterprises 10) **investing in education, training and vocational training for skills and lifelong learning by developing education and training infrastructure**

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	from state to state, and may even be unclear within state boundaries. **The AI network recommends an EU directive on promoting inclusion when the offence is not manifestly incompatible with the job opportunity** as an effective step forward. The AI Network also suggests the EU could promote a EU Guideline on working with offenders and ex-offenders. 6iv 'Through the gate' approaches are important for ex-offenders where training and work-preparation in prison need to be linked to actual employment opportunities. 6.v. Work with employers should consider the issue of disclosure in order to redress the unequal position ex-offenders find themselves in the labour market	programme (UK), Growing lives (UK), EXOCOP and IMPACT conclusions. 6.v.See Spent Convictions model/Job Track, IMPACT (2008)		
Youth/Educational Problems	**7.Youth/Educational Problems**	**Youth/Educational Problems**	**Youth/Educational Problems**	**Youth/Educational Problems**

Relevant theme the policy/practice lesson/recommendation applies to	Policy/practice lessons and recommendations	Evidence (Case studies and research)	Relevance to ESIF 2014/2020	ESIF Priority actions could be funded under
	Interventions should seek to empower youth, involving them in the design, definition, implementation and evaluation of interventions. Only in this way can we hope to tap into the huge and vastly unused potential this group offers. 7.i Interventions should seek to mobilise the help of the family and local communities to engage, motivate and support youth to become more economically active. 7.ii. Interventions should pay special attention to education albeit formal or informal in recognition of the shift to a more knowledge based economy. Special attention should be paid to making school more inclusive, avoiding stigmatization, underachievement and exclusion. **IT, games and other internet based facilities have a role to play in engaging, working and evaluating interventions**	7. Choices Programme (Portugal); Missing Link (Belgium) 7.i. YAP (Ireland) 7.ii Social Butterfly Effect-Pathways I Choose (Lithuania). See also research by Ecorys on second chance education	Youth occupies a particularly important focus in ESIF 2014-2015 as the youth unemployment rate is roughly double that of rest of the unemployed cohort. Alongside ESF, there is also the Youth Employment Initiative (YEI) to help support specific support to young people not in employment, education or training (NEET) which will reinforce and accelerate the delivery of activities supported by ESF funding in areas which are most affected by youth unemployment (i.e. more than 25% youth unemployment). Additional funds should be specifically attributed to YEI and should be matched with funding from ESF. YEI should complement other ESF-funded actions and national actions targeting NEET through the implementation of the youth guarantee, it may also support actions to combat early school leaving. Para 83 of the Common Provisions underlines this	Three thematic objectives from the ESF regulation apply to youth: '**Promoting sustainable and quality employment and supporting labour mobility'.** In particular point i) access to employment for job seekers and inactive people ii) Sustainable integration into the labour market of young people – NEETs, or those at risk of social exclusion and young people from marginalised communities through the implementation of the youth guarantee. **'Promoting social inclusion, combating poverty and any discrimination'** In particular point i) active inclusion, promoting equal opportunities and active participation and improving employability v) Promoting social entrepreneurship and vocational integration in social enterprises to facilitate employment.

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	with youth. 7iii. Interventions should include education and training as a feature of post placement activity (not only pre-placement). This reflects the shift to the knowledge-based economy. 7.iv. **Interventions should strengthen the link between training and education on the one hand and real job opportunities on the other**. One way of doing this is by adopting appropriate intermediate options such as apprenticeships and social enterprises. 7.v Interventions should use youth workers who are professional in their approach, who are accessible at times when crises may occur and have established relationships with the young person which is based on trust.	7.iv. See the ISFOL evaluation of the apprenticeship scheme in Italy and Supra-company apprenticeship scheme in Austria. The Unga In (Sweden) project has a strong link to employment, although not through apprenticeship; 7.v. YAP (Ireland)	point. The principal of empowerment is clearly embedded in the YEI as the regulation stipulates that youth organisations should be involved in the monitoring committees' discussions on the preparation and implementation and evaluation of the YEI. In recital 7, the regulation is very clear that ESF should tackle early school leaving, promote equal access to good quality education, invest in vocational education and training, improve the labour market relevance of education and training systems and enhance life-long learning, including formal and non-formal and informal learning pathways. In order to address complex needs funders can access a range of funding streams: Recital 29, of the ESF Regulation states that ESF	vi) Community led local development strategies **'Investing in education, training and vocational training for skills and life-long learning',** in particular the following points are relevant: i) reducing and preventing early school leaving;ii) improving the quality and efficiency of and access to tertiary education iii) enhancing access to lifelong learning and iv) Improving the labour market relevance of education and training systems. YEI, as detailed under the 'relevance to to ESIF 2014-2020, can be accessed to boost the activity undertaken by ESF. ERDF can support this group through investment priority 8)Promoting sustainable and quality employment and supporting labour mobility under point d) Investing in infrastructure for employment services 9) promoting social inclusion, combating poverty and any discrimination under point c)

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	7vi The importance or recognising the complex needs of an individual is clear (see whole person approach above). The effectiveness of good career advice is strengthened when combined with comprehensive holistic guidance.	7vi Missing Link (Belgium).	should complement other Union programmes and close synergies should be developed between the ESF and other Union financial instruments. The programming period 2014-2020 and the new ESIF programme requires funders to align ESF and ERDF funding to respond to these complex needs. ERDF may also be accessed as it offers support with building infra-structure to support the target group.	providing support for social enterprises 10) investing in education, training and vocational training for skills and lifelong learning by developing education and training infrastructure
8.Homelessness	**8.Homelessness** 8. Homeless people are amongst the most excluded in society, **wrap-around support should be provided** to help ensure their reintegration. **Programmes and projects should always aim at early intervention as part of a preventative approach.** **8i. Align housing support to employment/skills support for the homeless**	**8.Homelessness** 8.Supporting People (UK) 8.i. Supporting People (UK)	**8.Homelessness** In order to support a wrap-around approach, the needs of the whole person should be addressed. This can be done by accessing funding under three thematic objectives of ESF as detailed in the ESIF actions column, plus ERDF helps support this through support to the infrastructure. A clear message has been given by the EU in the importance of addressing the underlying causes of poverty and social exclusion. 20% of the total	**8.Homelessness** Activity can be supported under the ESF thematic objective '**promoting social inclusion, combating poverty and any discrimination'** under point iii) Combating all forms of discrimination and promoting equal opportunities and iv. Enhancing access to affordable, sustainable and high-quality services, including health care and social services of general interest.

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			ESF resource of each member state is now ring-fenced to support the fight against social exclusion and poverty in the 2014-2020 programming period. Recital 6 of the ESF Regulation 1081/2006 is clear when it states 'ESF should also promote social inclusion and prevent and combat poverty with a view to breaking the cycle of disadvantage across generations which implies mobilising a range of policies targeting the most disadvantaged people…ESF may be used to enhance access to affordable, sustainable and high quality services of general interest in particular in the fields of health care, employment and training services, services for the homeless, out of school care, childcare and long-term care services…' ESF can be accessed to fund activity which complements programmes which may not be currently drawing down ESF as activity may be	**<u>Whole person approach</u>** Three ESF thematic objectives are relevant to operationalising a wrap-around approach including the aforementioned on social inclusion. The other two are: **-Investing in education, training and vocational training for skills and life-long learning** **- 'promoting social inclusion, combating poverty and any discrimination'** ERDF investment priority to support this activity includes: Investment **Priority 8) Promoting sustainable and quality employment and supporting labour mobility** by (d) investing in infrastructure for employment services. Investment Priority 9) **promoting social inclusion, combating poverty and any discrimination,** by: a) investing in health and social infrastructure which contributes to national,

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			focusing on structural support focusing on housing for instance. ESF may be used to fund the employability and skills related activity of these programmes such as in the Supporting People programme. In order to address complex needs funders can access a range of funding streams: Recital 29 in the ESF Regulation states that ESF should complement other Union programmes and close synergies should be developed between the ESF and other Union financial instruments. The programming period 2014-2020 and the new ESIF programme requires funders to align ESF and ERDF funding to respond to these complex needs. ERDF may also be accessed as it offers support with building infra-structure to support the target group.	regional and local development, reducing inequalities in terms of health status, promoting social inclusion through improved access to social, cultural and recreational services and the transition from institutional to community-based services. b) providing support for physical, economic and social regeneration of deprived communities in urban and rural areas d) undertaking investment in the context of community-led local development strategies Investment Priority 10) **Investing in education, training and vocational training for skills and lifelong learning by developing education and training infrastructure.**
9.Mental health and	**9.Mental health and disability**	**9.Mental health and disability**	**9.Mental health and disability**	**9.Mental health and disability**

Relevant theme the policy/practice lesson/recommendation applies to	Policy/practice lessons and recommendations	Evidence (Case studies and research)	Relevance to ESIF 2014/2020	ESIF Priority actions could be funded under
disability	People with mental health issues and or disabilities are amongst the most vulnerable in the labour market and require a wrap-around approach (see point 2 above: 'Whole person approach'). Effective interventions are those which: 9.i Adopt the principles of Individual Placement and Support where competitive employment is the primary goal. Employment and clinical teams work together to find a suitable placement for the individual. Support is time unlimited and individualised to the employer and employee. 9.ii Interventions should involve the employer in the planning and pre/post placement stage of the intervention. 9.iii. Interventions should provide for 24/7 support/continuity of care to reduce the likelihood of an	9.i. see Individual Placement and Support, Burns et al 2009 9.ii Ready for Work, (UK and Ireland); 9.iii Job in Sight (Sweden).	Support for activities targeted at people under the mental health and disability category, can be funded through both ESF and ERDF. A clear message has been given by the EU in the importance of addressing the underlying causes of poverty and social exclusion. 20% of the total ESF resource of each member state is now ring-fenced to support the fight against social exclusion and poverty in the 2014-2020 programming period. ESF support for this category is very clear in Regulation 1304/2013, where in paragraph 19, it states that 'ESF should support the fulfilment of the Union's obligation under the UN Convention on the Rights of Persons with Disabilities with regard to Persons with Disabilities with regard inter alia to education, work, employment and accessibility.' In order to address complex	Activity can be supported as detailed in the ESF Regulation, Article 3 for the following Thematic Objectives: Promoting sustainable and quality employment and supporting labour mobility' • Access to employment for job seekers and inactive people, including long term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility Promoting social inclusion combating poverty and any discrimination • Active inclusion, including with a view to promoting equal opportunities and active participation and improving employability • Combating all forms of discrimination and promoting equal opportunities • Enhancing access to affordable, sustainable and high-quality services, including health care and

Relevant theme the policy/practice lesson/recommendation applies to	Policy/practice lessons and recommendations	Evidence (Case studies and research)	Relevance to ESIF 2014/2020	ESIF Priority actions could be funded under
	escalation of need. 9.iv Participants should be empowered get involved in the planning, delivering and monitoring of interventions.	 9.iv Eye Work (Northern Ireland)	needs funders can access a range of funding streams: • Recital 29 of the ESF regulation, states that ESF should complement other Union programmes and close synergies should be developed between the ESF and other Union financial instruments. The programming period 2014-2020 and the new ESIF programme requires funders to align ESF and ERDF funding to respond to these complex needs. ERDF may also be accessed as it offers support with building infra-structure to support the target group.	social services of general interest Investing in education, training and vocational training for skills and life-long learning • Enhancing equal access to lifelong learning for all age groups. ERDF Investment priorities as detailed in Regulation 1301/2013 to support infrastructure activity include: 9. Promoting social inclusion, combating poverty and any discrimination by: a. Investing in health and social infrastructure … reducing inequalities in terms of health status, promoting social inclusion through improved access to social, cultural and recreational services.. c. providing support for social enterprises. 10. Investing in education, training and vocational training for skills and lifelong learning by developing education and training infrastructure.
10. Drug and alcohol abuse	**10. Drug and alcohol abuse**	**10. Drug and alcohol abuse**	**10. Drug and alcohol abuse**	**10. Drug and alcohol abuse**

Relevant theme the policy/practice lesson/recommendation applies to	Policy/practice lessons and recommendations	Evidence (Case studies and research)	Relevance to ESIF 2014/2020	ESIF Priority actions could be funded under
	The systematic review notes a lack of research to capture the relationship between drug addiction and alcohol use and employment. Some practices were identified for drug users and employmentwas identified. However, interventions for alcohol users were not identified. General principles can be applied against both groups and are noted above under: partnerships; wrap around approach; employers; social enterprise and gender Successful interventions for these target groups should: 10.i Pay attention to getting people 'job ready' before moving them towards employment.. Drug users need to challenge their selfish attitude and personal ecology before considering employment. 10.ii. Employment can act as a motivational tool in reducing drug dependence. As relapse is often part of this process, sheltered forms	10.i. Ready for Work (UK) and My Guru (Lithuania) 10.ii De Fulio et al (2009) (p.120)	A clear message has been given by the EU in the importance of addressing the underlying causes of poverty and social exclusion. 20% of the total ESF resource of each member state is now ring-fenced to support the fight against social exclusion and poverty in the 2014-2020 programming period. Recital 19 in the ESF regulation is clear when it states that: 'ESF should contribute to combating discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation by paying particular attention to those facing multiple discrimination. In order to address complex needs funders can access a range of funding streams: Recital 29 in the ESF Regulations, states that ESF should complement other Union programmes and close synergies should be developed between the ESF and other Union financial instruments. The programming period 2014-	Activity can be supported as detailed in the ESF Regulation, Article 3 for the following Thematic Objectives: Promoting sustainable and quality employment and supporting labour mobility' • Access to employment for job seekers and inactive people, including long term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility Promoting social inclusion combating poverty and any discrimination • Active inclusion, including with a view to promoting equal opportunities and active participation and improving employability • Combating all forms of discrimination and promoting equal opportunities • Enhancing access to affordable, sustainable and high-quality services, including health care and social services of general

Relevant theme the policy/practice lesson/recommendation applies to	Policy/practice lessons and recommendations	Evidence (Case studies and research)	Relevance to ESIF 2014/2020	ESIF Priority actions could be funded under
	of employment such as the social economy offers a good option for those in the early stage of addiction treatment.		2020 and the new ESIF programme requires funders to align ESF and ERDF funding to respond to these complex needs. ERDF may also be accessed as it offers support with building infra-structure to support the target group.	interest Investing in education, training and vocational training for skills and life-long learning • Enhancing equal access to lifelong learning for all age groups. ERDF Investment priorities as detailed in Regulation 1301/2013 to support infrastructure activity include: 9. Promoting social inclusion, combating poverty and any discrimination by: a. Investing in health and social infrastructure … reducing inequalities in terms of health status, promoting social inclusion through improved access to social, cultural and recreational services.. c. providing support for social enterprises. 10.Investing in education, training and vocational training for skills and lifelong learning by developing education and training infrastructure

ESF Investment priorities

Regulation (EU) No 1304/2013 of the European Parliament and of the Council of 17 December 2013 on the European Social Fund and repealing Council Regulation (EC) No 1081/2006[37]

Article 3 – Scope of support

1. Under the thematic objectives set out in points (8), (9), (10) and (11) of the first paragraph of Article 9 of Regulation (EU) No 1303/2013, which correspond to points (a), (b), (c) and (d) of this paragraph, and in accordance with its missions, the ESF shall support the following investment priorities:

(a) For the thematic objective 'promoting sustainable and quality employment and supporting labour mobility':

(i) Access to employment for job-seekers and inactive people, including the long-term unemployed and people far from the labour market, also through local employment initiatives and support for labour mobility;(ii) Sustainable integration into the labour market of young people, in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalised communities, including through the implementation of the Youth Guarantee;(iii) Self-employment, entrepreneurship and business creation including innovative micro, small and medium sized enterprises;(iv) Equality between men and women in all areas, including in access to employment, career progression, reconciliation of work and private life and promotion of equal pay for equal work;(v) Adaptation of workers, enterprises and entrepreneurs to change;(vi) Active and healthy ageing;(vii) Modernisation of labour market institutions, such as public and private employment services, and improving the matching of labour market needs, including through actions that enhance transnational labour mobility as well as through mobility schemes and better cooperation between institutions and relevant stakeholders;

(b) For the thematic objective 'promoting social inclusion, combating poverty and any discrimination':

(i) Active inclusion, including with a view to promoting equal opportunities and active participation, and improving employability;(ii) Socio-economic integration of marginalised communities such as the Roma;(iii) Combating all forms of discrimination and promoting equal opportunities;(iv) Enhancing access to affordable, sustainable and high-quality services, including health care and social services of general interest;(v) Promoting social entrepreneurship and vocational integration in social enterprises and the social and solidarity economy in order to facilitate access to employment;(vi) Community-led local development strategies;

(c) For the thematic objective 'investing in education, training and vocational training for skills and life-long learning':

[37] http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32013R1304&from=EN

(i) Reducing and preventing early school-leaving and promoting equal access to good quality early-childhood, primary and secondary education including formal, non-formal and informal learning pathways for reintegrating into education and training;(ii) Improving the quality and efficiency of, and access to, tertiary and equivalent education with a view to increasing participation and attainment levels, especially for disadvantaged groups;(iii) Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings, upgrading the knowledge, skills and competences of the workforce, and promoting flexible learning pathways including through career guidance and validation of acquired competences;

(iv) Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work-based learning systems, including dual learning systems and apprenticeship schemes;

(d) For the thematic objective 'enhancing institutional capacity of public authorities and stakeholders and efficient public administration':

(i) Investment in institutional capacity and in the efficiency of public administrations and public services at the national, regional and local levels with a view to reforms, better regulation and good governance;

This investment priority is applicable only in Member States eligible for support from the Cohesion Fund, or in Member States that have one or more NUTS level 2 regions referred to in Article 90(2)(a) of Regulation (EU) No 1303/2013.(ii) Capacity building for all stakeholders delivering education, lifelong learning, training and employment and social policies, including through sectoral and territorial pacts to mobilise for reform at the national, regional and local levels.

2. Through the investment priorities listed in paragraph 1, the ESF shall also contribute to the other thematic objectives listed in the first paragraph of Article 9 of Regulation (EU) No 1303/2013, primarily by:

(a) Supporting the shift towards a low-carbon, climate-resilient, resource-efficient and environmentally sustainable economy, through the improvement of education and training systems necessary for the adaptation of skills and qualifications, the up-skilling of the labour force, and the creation of new jobs in sectors related to the environment and energy;(b) Enhancing the accessibility of, and use and quality of, information and communication technologies through the development of digital literacy and e-learning, and investment in e-inclusion, e-skills and related entrepreneurial skills;(c) Strengthening research, technological development and innovation through the development of post-graduate studies and entrepreneurial skills, the training of researchers, networking activities and partnerships between higher education institutions, research and technological centres and enterprises;(d) Enhancing the competitiveness and long-term sustainability of small and medium-sized enterprises, through promoting the adaptability of enterprises, managers and workers, increased investment in human capital, and support for bodies providing practice-oriented vocational education and training.

Article 9 – Social innovation

1. The ESF shall promote social innovation within all areas falling under its scope, as defined in Article 3 of this Regulation, in particular with the aim of testing, evaluating and scaling up innovative solutions, including at the local or regional level, in order to address social needs in partnership with the relevant partners and, in particular, social partners.

2. Member States shall identify, either in their operational programmes or at a later stage during implementation, fields for social innovation that correspond to the Member States' specific needs.

3. The Commission shall facilitate capacity building for social innovation, in particular through supporting mutual learning, establishing networks, and disseminating and promoting good practices and methodologies.

Article 10 – Transnational cooperation

1. Member States shall support transnational cooperation with the aim of promoting mutual learning, thereby increasing the effectiveness of policies supported by the ESF. Transnational cooperation shall involve partners from at least two Member States.

2. By way of derogation from paragraph 1, Member States with a single operational programme supported by the ESF or a single multi-fund operational programme may exceptionally choose not to support transnational cooperation actions, in duly justified cases and taking account of the principle of proportionality.

3. Member States, in partnership with the relevant partners, may select themes for transnational cooperation from a list of common themes proposed by the Commission and endorsed by the Committee referred to in Article 25 or select any other themes corresponding to their specific needs.

4. The Commission shall facilitate transnational cooperation on the common themes of the list referred to in paragraph 3 and, where appropriate, other themes selected by Member States, through mutual learning and coordinated or joint action. In particular, the Commission shall operate an EU-level platform to facilitate the setting up of transnational partnerships, the exchange of experiences, capacity building and networking, and the capitalisation on and the dissemination of the relevant outcomes. In addition, the Commission shall develop a coordinated implementation framework, including common eligibility criteria, types and timing of actions, and common methodological approaches for monitoring and evaluation, with a view to facilitating transnational cooperation.

4. ERDF Investment priorities

Regulation (EU) No 1301/2013 of the European Parliament and of the Council of 17 December 2013 on the European Regional Development Fund and on specific provisions concerning the Investment for growth and jobs goal and repealing Regulation (EC) No 1080/2006[38]

Article 5 – Investment priorities

The ERDF shall support the following investment priorities within the thematic objectives set out in the first paragraph of Article 9 of Regulation (EU) No 1303/2013, in accordance with the development needs and growth potential referred to in point (a)(i) of Article 15(1) of that Regulation and set out in the Partnership Agreement:

(1) Strengthening research, technological development and innovation by:

(a) Enhancing research and innovation (R&I) infrastructure and capacities to develop R&I excellence, and promoting centres of competence, in particular those of European interest;(b) promoting business investment in R&I, developing links and synergies between enterprises, research and development centres and the higher education sector, in particular promoting investment in product and service development, technology transfer, social innovation, eco-innovation, public service applications, demand stimulation, networking, clusters and open innovation through smart specialisation, and supporting technological and applied research, pilot lines, early product validation actions, advanced manufacturing capabilities and first production, in particular in key enabling technologies and diffusion of general purpose technologies;

(2) Enhancing access to, and use and quality of, ICT by:

(a) Extending broadband deployment and the roll-out of high-speed networks and supporting the adoption of emerging technologies and networks for the digital economy;(b) developing ICT products and services, e-commerce, and enhancing demand for ICT;(c) strengthening ICT applications for e-government, e-learning, e-inclusion, e-culture and e-health;

(3) Enhancing the competitiveness of SMEs by:

(a) Promoting entrepreneurship, in particular by facilitating the economic exploitation of new ideas and fostering the creation of new firms, including through business incubators;(b) developing and implementing new business models for SMEs, in particular with regard to internationalisation;(c) supporting the creation and the extension of advanced capacities for product and service development;(d) supporting the capacity of SMEs to grow in regional, national and international markets, and to engage in innovation processes;

(4) Supporting the shift towards a low-carbon economy in all sectors by:

[38] http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32013R1301&from=EN

(a) Promoting the production and distribution of energy derived from renewable sources;(b) promoting energy efficiency and renewable energy use in enterprises;(c) supporting energy efficiency, smart energy management and renewable energy use in public infrastructure, including in public buildings, and in the housing sector;(d) developing and implementing smart distribution systems that operate at low and medium voltage levels;(e) promoting low-carbon strategies for all types of territories, in particular for urban areas, including the promotion of sustainable multimodal urban mobility and mitigation-relevant adaptation measures;(f) promoting research and innovation in, and adoption of, low-carbon technologies;(g) promoting the use of high-efficiency co-generation of heat and power based on useful heat demand;

(5) Promoting climate change adaptation, risk prevention and management by:

(a) Supporting investment for adaptation to climate change, including ecosystem-based approaches;(b) promoting investment to address specific risks, ensuring disaster resilience and developing disaster management systems;

(6) Preserving and protecting the environment and promoting resource efficiency by:

(a) Investing in the waste sector to meet the requirements of the Union's environmental acquis and to address needs, identified by the Member States, for investment that goes beyond those requirements;(b) investing in the water sector to meet the requirements of the Union's environmental acquis and to address needs, identified by the Member States, for investment that goes beyond those requirements;(c) conserving, protecting, promoting and developing natural and cultural heritage;(d) protecting and restoring biodiversity and soil and promoting ecosystem services, including through Natura 2000, and green infrastructure;(e) taking action to improve the urban environment, to revitalise cities, regenerate and decontaminate brownfield sites (including conversion areas), reduce air pollution and promote noise-reduction measures;(f) promoting innovative technologies to improve environmental protection and resource efficiency in the waste sector, water sector and with regard to soil, or to reduce air pollution;(g) supporting industrial transition towards a resource-efficient economy, promoting green growth, eco-innovation and environmental performance management in the public and private sectors;

(7) Promoting sustainable transport and removing bottlenecks in key network infrastructures by:

(a) Supporting a multimodal Single European Transport Area by investing in the TEN-T;(b) enhancing regional mobility by connecting secondary and tertiary nodes to TEN-T infrastructure, including multimodal nodes;(c) developing and improving environmentally-friendly (including low-noise) and low-carbon transport systems, including inland waterways and maritime transport, ports, multimodal links and airport infrastructure, in order to promote sustainable regional and local mobility;(d) developing and rehabilitating comprehensive, high quality and interoperable railway systems, and promoting noise-reduction measures;(e) improving energy efficiency and security of supply through the development of smart energy distribution, storage and transmission systems and through the integration of distributed generation from renewable sources;

(8) Promoting sustainable and quality employment and supporting labour mobility by:

(a) Supporting the development of business incubators and investment support for self-employment, micro-enterprises and business creation;(b) supporting employment-friendly growth through the development of endogenous potential as part of a territorial strategy for specific areas, including the conversion of declining industrial regions and enhancement of accessibility to, and development of, specific natural and cultural resources;(c) supporting local development initiatives and aid for structures providing neighbourhood services to create jobs, where such actions are outside the scope of Regulation (EU) No 1304/2013 of the European Parliament and of the Council (10);(d) investing in infrastructure for employment services;

(9) Promoting social inclusion, combating poverty and any discrimination, by:

(a) Investing in health and social infrastructure which contributes to national, regional and local development, reducing inequalities in terms of health status, promoting social inclusion through improved access to social, cultural and recreational services and the transition from institutional to community-based services;(b) providing support for physical, economic and social regeneration of deprived communities in urban and rural areas;(c) providing support for social enterprises;(d) undertaking investment in the context of community-led local development strategies;

(10) Investing in education, training and vocational training for skills and lifelong learning by developing education and training infrastructure;

(11) Enhancing institutional capacity of public authorities and stakeholders and efficient public administration through actions to strengthen the institutional capacity and the efficiency of public administrations and public services related to the implementation of the ERDF, and in support of actions under the ESF to strengthen the institutional capacity and the efficiency of public administration.

COMMUNICATION FROM THE COMMISSION: "Social Business Initiative" (COM(2011) 682/2)

Key Action 1.

- As set out in the SMA, to propose a European regulatory framework for social investment funds before the end of 2011 to facilitate access to the financial markets for social enterprises, taking into account the public consultation carried out and the impact assessment. The objective will be to stimulate creation of dedicated funds, enabling them to be active across the whole of the single market.

Key Action 2.

- In addition to continuing to ease access to micro-credits through the Progress Microfinance Facility and developing this instrument by strengthening institutional capacities under the European Union Programme for Social Change and Social

Innovation for 2014-202023, to improve analysis, promotion and development of the legal and institutional environment for micro-credits.

Key Action 3.

- The Commission has proposed that a 90-million euro European financial instrument be set up to facilitate access to funding for start-up, development and expansion of social enterprises by way of investment in solidarity investment funds, which provide own-capital and debt-financing instruments, under the European Union Programme for Social Change and Social Innovation.

Key Action 4.

- The Commission has proposed that express priority be given to investment in 'social enterprises' in the ERDF and ESF regulations from 201424 in order to provide a clear legal basis and enable the Member States and regions to include targeted activities in their FSE and ERDF programmes for 2014-2020.

Key Action 5.

- To identify good practices and replicable models by developing a comprehensive map of social enterprises in Europe, specifying their characteristics, their business model, economic weight, cross-border growth potential, applicable rules and criteria for legal statuses and for specific tax regimes, as well as existing labelling systems.

Key Action 6.

- To create a public database of labels and certifications applicable to social enterprises in Europe to improve visibility and comparison.

Key Action 7.

- To promote mutual learning and capacity building of national and regional administrations in putting in place comprehensive strategies for support, promotion and financing of social enterprises, especially via the structural funds, by means of analysis, sharing of good practices, awareness-raising, networking and dissemination.

Key Action 8.

- To create a single, multilingual electronic data and exchange platform, associated, where appropriate, with the Social Innovation Europe Platform and the 'Enterprise Europe Network' for social entrepreneurs, incubators and clusters, social investors and people working with them.
- To promote and increase accessibility of Community programmes in support of social entrepreneurs, such as ERASMUS, ERASMUS for Young Entrepreneurs, TEMPO, 'Youth in Action' 2007–2013 (in particular the 'Youth Initiatives' activities) and HORIZON 2020.

Key Action 9.

- Depending on the results of the consultation with the parties concerned, to present a proposal for simplification of the regulation on the Statute for a European Cooperative Society in order to reinforce its independence in relation to national laws and to make it easier to create social cooperatives.
- To propose a regulation for a European foundation statute, in order to facilitate foundations' cross-border activities. This would exist alongside national legal forms and would be optional.
- To initiate a study on the situation of mutual societies in all Member States in order to examine their cross-border activities in particular.

Key Action 10.

- To further enhance the element of quality in awarding contracts in the context of the reform of public procurement especially in the case of social and health services, and to study ways in which the working conditions of persons involved in production of goods and services under the contract could be taken into account, provided that the Treaty principles of non-discrimination, equal treatment and transparency are fully complied with.

Key Action 11.

- To simplify the implementation of rules concerning State aid to social and local services. Such a simplification could also benefit social enterprises, when they provide social services or services that do not have an effect on trade between Member States. In the proposals for reform of the rules concerning Services of general economic interest (SGEI), made public in September 2011, the Commission aims to respond to this simplification objective for social and local services in particular by proposing a de minimis Regulation for local SIEGs and a new Decision exempting social services under certain conditions from the obligation to provide prior notification. It is anticipated that the new rules will be adopted by the Commission before the end of 2011.

Annex 6

Good practices

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Andra Chansen – Second chance

Country – Sweden
Implementing organisation – Uppsala Municipality
Contact email: johan.westerling@uppsala.se

Overview

Too many young people leave school early, increasing their risk of becoming unemployed or inactive, living in poverty and causing high economic and social costs.
Uppsala needed to create new ways of working with “dropouts”, prevented them from being excluded from the labour market and creating a path towards education, primarily for upper secondary school but also for higher education.
The main aims of the intervention were to increase work labour and prevent dropouts from upper secondary school.

The main objectives of the intervention were:

- To prevent exclusion and give the youth access to the labour market.
- To set the youth back on track and so they can finish their upper secondary education.
- To create new ways of working with “drop-outs”.

Partnership working

The only external partner of the intervention was the European Social Fund who funded the intervention.

Target group

The target group were those not actively at work,16-20 years old, “drop-outs” who do not go to school anymore and left without an degree.

The participants are recruited from a special unit dealing with those aged 16-20 years old who are not working or studying.

The fundamental principle of the project was the treatment of the participant. Employees cared about, had a genuine interest and belief that the participants could develop and that they are not impossible cases. A fundamental factor is that the participants feel secure in their environment, that the premises are suitable and that there are not too many people to relate to. The conversation is the main tool for working with young people. Through conversation, we can meet and confirm the individual and build up their self-esteem.

Outcomes

The project ‘Second Chance’ is a great tool in working with "drop-outs" from upper secondary school. 80 young people per year in Uppsala need the project and it has good results. The project used the methods that have strengthened, developed and formed the participants. Participants have regained faith in themselves and their future. They have gained knowledge and many of the participants have acquired good grades. Cooperation between authorities in Uppsala has also been developed during the project.

Evidence and Evaluation

The results were evaluated by two independent companies, Aquila Spa and Isis Quality Institute. Both evaluations confirmed good performance and high quality.
At the individual level, the project has had a major impact, many participants testify to the change that Second Chance meant that they had gone from exclusion to be included. This is seen especially in the two external evaluations that we have made of the project, in both the surveys and in-depth interviews, there is strong evidence for this. The evaluation survey,

showed 84% of participants felt that Second Chance affected their everyday life positively, which shows the great influence that the project has had on the individual level. The study results also show that the impact occurred and the many ratings are set, would not have been without second chance. A number of young people have found work with the help of the project.
Many participants have completed upper secondary school and received grades. 60% of their scores were at a high level. And some young people have searched for and found work with the help of the project.

Our evaluators have measured the participants' satisfaction with the project. On a scale of 1-4 where 4 is absolutely satisfied and 1 is absolutely dissatisfied the project has received a total quality index (TKI) at 3.36, where the highest value is 4.00. The value is among the three highest as our evaluators have also measured other projects and existing operations. TKI value is a weighted measure of process quality. Quality of the project structure consisted of 32 different properties. The measured TKI value means that 80% of participants were very satisfied or satisfied. The project had no weak point among the 32 measured quality factors (CSI <3:00).

The implication of the results obtained is that the participants' self-confidence, motivation, confidence, optimism and new knowledge had increased significantly. The senses of coherence were strengthened (SOC). This means that participants meaningfulness, comprehensibility and action had greatly improved. These are crucial prerequisites for participants to succeed in further studies and / or enter the labour market.

The results of the survey show that:

- 96% of participants feel safe in Second Chance
- 66% believe that self-confidence has increased by Second Chance
- 84% believe that motivation has increased by Second Chance
- 84% have greater faith in the future by Second Chance
- 72% have gained increased interest for further study by Second Chance
- 64% think that the chances of getting a job have increased by Second Chance
- 84% believe that everyday life has improved through Second Chance

The participants who failed in the project have been in need of other interventions. Diseases and psychosocial barriers are common causes.

Finances & Sustainability

The project is self-financed together with The European Social Fund. The cost is estimated at SEK 90 000 per year per participant.
The municipality has laws and regulations that regulate the cost. Socio-economic calculations show that exclusion costs a lot of money, SEK 16 million over a lifetime.
The European Social Fund contributed to the external evaluation and the possibility of trans-nationality. The challenge was to follow the many rules as a condition for funding.

The project will be sustainable through secure funding and clear organisation. It is also important to have a long-term plan for the project and adapt it to change. This can be done through systematic monitoring, training of staff, and business intelligence. The project's development in the future depends largely on the target group's needs and size.

Case study

Eva came to Second Chance for the first time in autumn 2010. She had dropped out of school a few months earlier. She had stayed at home and did not feel well. Eva was suffering from social phobias. She stayed in the project for two months but did not succeed because of her social problems. The project helped her with the right contacts in health care and stayed in touch with her during the time she received treatment. After six months, Eva was ready to restart as a participant in the project. The second time she managed to graduate. She is now studying further at a higher level with good results.

Choose your future

Country – Poland
Implementing organisation – Science for Environment Foundation
Contact email: ndsfund@ndsfund.org

Overview

The project serves as an answer for the lack of tools available for social politics and social finance. It suggests a new model of complex measures introduced for the youngest and aimed to make people threatened with social exclusion more self-sufficient.

Main goals/objectives:
Raising the level of innovation of actions taken by social aid and integration services through expanding the offer of 20 entities working for social integration; introducing the new model of measures taken to counteract the social exclusion of children and teenagers.
Both of these goals/objectives were be in full effect at the end of 2013.
This project will engage users of educational tools, subjects and the workers of the social assistance system, 90 people in total (social workers, tutors from the centres that support families, minders of foster families, school pedagogues, pedagogues from SOS Children Villages who work with PCPR). The recruitment is closed due to the specificity of the promoted project.

As a result of the project, the social care institutions will be provided with new tools of social and economic education and create the innovative model of support for children and young people who are at risk from social exclusion.

Partnership working

The lead partner was Science for Environment Foundation. In developing the final product that required international cooperation. Consequently, clear and readable communication between partners was achieved. As always, there are cultural differences, but by openness and transparency of the activities you can find the "golden mean" and explain the differences. The value of supporting partners gives us the opportunity to consult in linking initiatives with similar content and international promotion activities. Science for Environment Foundation co-organised the International Regional Meeting of Aflatoun. For the first time in the history of the program, a meeting of this magnitude took place in Poland. The foundation in Warsaw hosted representatives of partner organisations from 21 countries in Europe and Central Asia. Aflatoun program currently operates in 105 countries in Asia, Europe, Africa, the Middle East and America. The implementation of the program in Poland is responsible for Environmental Science Foundation. A study visit to the organisation Integra Romania-transnational partner helped develop the product issues in the context of international experience with this subject. Thematic consultations with members of the organisation, their partners and representatives of the City Council of the City of Oradea's Social Policy Committee, consulted the Municipal Social Assistance Centre and the Children's Village, in the field of education and social assistance and capacity to implement social and financial education.

Target group

Users, who may use the final product are: social workers, family assistants (Act ushered foster care, employed by the local government, cooperating with OPS-s), foster care coordinators (District Family Assistance Centres), educators in childcare centres (family support centres, Family Children's Homes, families replacement, Village SOS, Educational and Rehabilitation centres, Voluntary Labour Corps) and the staff of non-governmental organisations working for dysfunctional families, families in crisis, family or children at risk of social exclusion.

Pupils - care facilities, including young people who are in the process of empowerment, children and young people living in dysfunctional families, dysfunctional families with children, with whom the assistant will be working, young people in the Voluntary Labour Corps, children in educational and pedagogical work.

Outcomes

The final product of the project is a model for combating social exclusion of children and young people. This model includes innovative proposals for action for local social policy. It includes the following items:

- preparation of methodological and substantive staff welfare system to teach in the field of education, socio-financial (i.e. The educators - users of the product),
- standardised tool support for adult social assistance recipients, particularly affected by self-empowerment (recipient of the product),
- standardised tool support for children and young people, with special emphasis on socially excluded youth (recipient of the product).

Evidence and Evaluation

Proving the success means:

- the introduction of the new model of measures by social aid and integration institutions on county level, based on the offer enrichment by active educational actions using the tools given by the project,
- working out a complex didactic tool for managing social and financial education in institutions which activity leads their pupils to self-sufficiency,
- the recognition of the final program and social and financial education packages by local and voivodeshipal governments as well as the receipt of a written opinion of the Regional Centre for Social Policy which recommends the final product as a useful tool for social work,
- the recommendation of the worked out model of measures and educational tools for the use in social work in every county of the West Pomeranian Voivodeship.

The evaluation (both inside and outside) was being conducted together with the final program testing up until its end and as such it was of an ongoing character. The evaluation took place between March 2011 and December 2013.

The “empowerment” rule was executed throughout both the preparation and realisation of the project. It is an innovative testing project which resulted in conducting a number of consultations aimed at every user and receiver as well as international and local partners.

Stage: 2011

- preparation of educational tools – devising a viable educational tool
- Evaluation research, diagnosis, analysis of potential – feedback information, effectiveness
- Participation workshops for the users – knowledge and abilities
- Consultations and international meetings – experience exchange, good practices
- Study visit – comparison of different systems of supporting the social aid

Stage: 2012

- Training, tailor-made support – lesson/activities managing abilities, usage of educational materials
- Testing of educational tools, participation training – monitoring, inside and outside evaluation

Stage: 2013

- Making the project mainstream – signing the project as a voivodeship program, receipt of “The Best Investment in Human 2012” title on an EFS contest “Dobre Praktyki – Good Practices”
- Tool presentations in all counties of the West Pomeranian Voivodeship – informational seminaries – recruitment for trainers’ training

Finances & Sustainability

Financed by European Social Fund, The Human Capital Operational Programme Priority VII - Promotion of social integration , Measure 7.2 – Counteracting exclusion and strengthening the social economy sector; West Pomeranian district.
This final product is based on low-cost implementation, as internal coaches (trained at the county level) will be accounted for training facilities for the introduction of social and financial education in the various entities involving children and youths. Because the final product is in conformity with national legislation, it is not expensive to implement in other counties in the country.
The final draft, covering the entire training cycle assumes the costs of launching the program in one district at 11540PLN. With such financial outlay the district has two certified trainers and 20 trained educators who will be able to start working with 240 customers.
As indicated earlier, the final product does not require the introduction and use of new resources. The same educators are training facilities for the introduction of social and financial education in the various entities involved in children and youth. Implementation of the product requires the involvement of District Family Assistance Centres. These low costs associated with the preparation of educators should be treated by the District Family Support Centres as part of their statutory activities. Substantive support(supervision) and supervision of the effects of introduced innovations should be guided by the Regional Centre for Social Policy in pursuit of its business office.

Case study

The final project 100% fulfils the diagnosed problems of both receivers (socially excluded children and teenagers) and the users (social workers). This fact has been proved by quantitative and qualitative analysis as well as by evaluation done during the testing of the project.

Every one of the 90 social aid workers have appreciated the knowledge provided by the social and financial education tools, and said that they should be introduced not only to the social aid system but also to other areas, especially education. 81% of the users have pointed out that the themes included in the training would be useful in their occupation.

The research (evaluation) has proved that as a result of the participation in the project, the social aid workers are well prepared to teach social and financial education**.**

Entities evaluated:
Because of the great interest in the project, it was possible to involve a greater number of receivers and users.

RECEIVERS – Children (269) and teenagers (208) (477 in total) from dysfunctional families and child caring facilities

Chosen results:
RECEIVERS – Children and teenagers

USERS – Social aid workers (90 in total)

Chosen results:
USERS - They conducted the lessons/activities

All in all, a two-stage rise of knowledge was noted among the users and receivers as well as improvement in their abilities and change of habits concerning social and financial behaviour on a five-stage rising scale.

It is said that "Time is money, but for us this time VALUES" and that is how we will use our time in childhood. Adolescence will depend on how well we have done, as the knowledge and skills that we get will allow us to function in adulthood. We believe that the time and effort of

our project is a very worthy investment in people. The investment blazes a trail of social and financial education in the wider area of social assistance.

Educator/teacher quote:

"The belief that children only need to explain the world of adults to understand it becomes unacceptable today. Working with the program allowed me to look at the student as an active investigator of the world of adults based on their knowledge and life experiences. We give your child the most important message – it is good, you can grow in the conviction of self-worth and self-cope with difficult situations" says Mrs. Dorothy who spent 24 years working with children at risk of exclusion.

Project coordinator quote:

"This is one of the projects to which we work with devotion and pleasure, because you can immediately see the results of the work of the whole team. We all know that we are doing something good and necessary to supplement the support of the current social assistance system. Furthermore, the combination of forces of the Foundation and its international partners with the local government unit (District Family Support Centre in Białogard), resulted in a permanent change, not a joint-stock operation of one of the project...and it is our greatest success".

Coloured Roofs

Country – Italy
Implementing organisation – Diocesi of Ragusa (Fondazione San Giovanni Battista)
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Overview

The intervention is meant to be a response to a significant problem for our territory: dwelling and housing problems. The project tries to give concrete help to those who do not have a house, risk to lose it or live in overcrowded and improper buildings. It is linked to other national and international organisations and it chose the Housing First model, according to which having a warm, comfortable and safe 'home' is a precondition for a person. In this way, the person is able to feel like a citizen and to imagine new perspectives for their own life.
The objectives of the intervention are to provide support to those who live in precarious houses, in dangerous and noxious buildings (which most of the time cause environmental diseases to their inhabitants) in narrow and overcrowded houses, and last but not least, those who live in their cars or do not have a legal contract. The purpose is to improve the housing conditions of this target group.

Partnership working

The partners are the Commune of Vittoria and the consociation 'La Città Solidale', Caritas of Ragusa, Fio.PSD (Italian Federation of Organisations for the homeless) – which is a partner of FEANTSA (European Federation of National Organisation Working with the Homeless), the Commune of Ragusa, the Commune of Santa Croce Camerina, Coonfcooperative Sicilia, IACP Ragusa (Independent Institute for Housing Project), Immobiliare Europa (real estate agency) ASP Ragusa (Provincial Healthcare Service).

Target group

As the project has been financed by the European Fund for the Integration of third-country nationals (EIF), with a share provided by the Italian Home Office, the target group was composed by non-EU citizens, except for refugees and asylum seekers. The project was addressed both to men and women, singles and families.

Outcomes

The intervention succeeded in finding 50 houses, whose owners were willing to rent them. These houses have been found both through private advertisements and the collaboration with real estate agencies. 31 non-EU citizens were able to sign a rental contract with the help and support of the project they could rent a house with a reasonable rent and they had legal assistance. In some cases, families did not change the house, but the project helped them to renovate and rebuild them.

Evidence and Evaluation

The new house allowed a range of changes for people and families. From a health point of view, the better condition of the buildings improved children's health: they diminished the consumption of medicines, the medical examinations and, consequently, they began to attend school more regularly. As for adults, there was an improvement of their psycholoigical health: fewer psychiatric examinations and psychiatric drugs.
Lack of success was often due to the prejudices of some homeowners towards immigrants. Unfortunately some of them refused to rent their house because of their racism or because they have already rented their house to immigrants in the past and had bad experiences for this reason. The homeowners' distrust towards the immigrants was accentuated by the

economical crisis, in this way, like in a vicious cycle, the tenants became more vulnerable and the homeowners less indulgent.

The intervention has been constantly monitored by a specific operator. The monitoring (expected goals and results) was three-monthly. The tools used were: monitoring forms, time sheets, record books, sign-in sheets, software to organise data on users and houses. The project 'I Tetti Colorati' met 484 beneficiaries in total (from October 2013 to June 2014), 137 families with 186 children.

- 80% of the users were Tunisians, Moroccans and Albanians (50% of the users were evicted or threatened with eviction)
- 70% of the users lived in overcrowded or bad ventilated houses with mould on the walls (16% of the users lived in buildings pretending to be houses, such as garages, storehouses or basements and they even paid a regular rent)
- 10 families (with a total of 7 children) were homeless, they 'lived' and slept in their cars (in many cases, people had an irregular and illegal rent contract)

The housing conditions had direct consequences on the lifestyle and the relations of the family and the ability to imagine new, good perspectives for the future.

Finances & Sustainability

The project was financed by the European Fund for the intervention of third-country nationals (EIF), with a share provided by the Italian Home Office. Moreover, the project leader (Fondazione San Giovanni Battista) and one of the project partners (Consociation La Città Solidale) financed the project, too.

Thanks to the EIF fund it has been possible to experiment this pilot project in our territory. The EIF funds were addressed only to non-EU citizens and moreover it could not be used neither to pay rents nor to buy goods, but it could be used to provide services. Therefore, the main challenges have been the involvement of other partners, the campaign of awareness towards homeowners and the collaboration with other organisations (mainly Caritas of Ragusa, social services and some real estate agents) with the intent to give economical support to users (first months rent, legal fees, registration of the contract and maintenance works) or to provide a one-year guarantee for the rent of new houses.
The total fund was 216.300,00 Euros. The estimated cost per beneficiary is 414 Euros.

Due to the short duration of the project (from August 2013 to June 2014), it has been impossible to estimate the cost effectiveness of the programme and to analyse the cost benefits of the intervention. However, the intervention helped to reduce the pressure on a range of local services (social services, medical expenses and legal expenses for eviction).

Now, the project is going on thanks to the contribution of the Diocesi of Ragusa, the Italian Episcopal Conference (through the Sicilian regional delegation), the Eight per Thousand contribution, private charity. Meanwhile, the project is looking for other funds, especially coming from private Foundations.
The EIF is part of ESF only for the 75%. The fund has certainly helped to try out the new approach in our territory.

Case study

Moustapha (not his correct name) is 60 years old and lives on his own in a house located in the old town and the rent he pays is €80. He has a serious illness (diabetes) which deprived him of legs, so he needed limb prostheses. His wife is diabetic too and lives with their sons in Morocco. He receives a disability pension and a retirement pension: if he can, he sometimes sends money to his family. Moustapha has been living in Italy for 20 years but does not speak Italian very well. He came to the House Help Desk of Ragusa because he was facing eviction and the eviction procedure was already in an advanced phase, therefore the risks were the eviction validation and implementation: indeed, the procedure started three years ago, running up a debt of nearly €3000. His situation was worsened by misunderstandings with the homeowner and with social services.

The team of 'I Tetti Colorati' visited his house to better know the conditions of the building and decide what was best for him: stay in that house and renovate it or look for another one. He lives in a ground floor flat, there are many draughts, the bathroom conditions are severe and the management of his tenancy is incorrect. Moustapha would have wanted to stay in that house and in that neighbourhood (which is near the mosque) so the team chose to help him avoid eviction.

The intervention was organised as follows:

- contact with municipal officials, in order to start a joint action;
- meeting with the social services, Moustapha, the homeowner and his lawyer;
- achievement of an agreement: Caritas paid to extinguish a part of the debt, the social services activated the program entitled 'Life project' (consisting of a monthly payment to the homeowner, with the aim to settle part of his previous debt) and Moustapha restarted to pay the rent adding 20 more Euros in order to contribute and settle the remaining part of his debt.

The hearing of the eviction has been postponed and at the end the eviction was cancelled.

Now Moustapha pays the rent regularly, so the homeowner is more confident: the incomprehension has been resolved. Moustapha established a good relationship with the workers of the House Help Desk: every month (as soon as he receives the pension) he delivers the rent to Caritas and the team gives it to the homeowner.

The team noticed Moustapha's great difficulties of understanding his own situation, especially because of the lack of an efficient communication between him and the social services. Nowadays, the House Help Desk is keeping the regular payment of the rent and mediating between the homeowner and Moustapha in case of problems or delays. Meanwhile, the possibility of renovating his house is occurring.

Directions

Country – UK
Implementing organisation – Lifeline Project Ltd
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Overview

Directions is an offender support service based in Halifax and working across Calderdale, West Yorkshire in the UK. We have been funded by the John Paul Getty Trust for the past three years. The project was also match funded by Lifeline. We are currently trying to get more funding for the project. In order to strengthen our evidence base for the project, we are currently conducting a Social Return on Investment (SROI) analysis. This showed that for every £1 invested in Directions, £6.17 worth of social value is generated.

Directions aims to engage people with a history of offending and substance use. We work with some of the most chaotic people, many of whom also have very poor mental and physical health and are homeless (or in otherwise unstable accommodation). We work with offenders who have been recently released from prison and those serving orders in the community.

Partnership working

We work closely with local partners. Our main ones are:

1. Police
2. Probation
3. Integrated Offender Management (IOM) and Prolific and Priority Offender (PPO) teams, Public Protection Unit, Anti-Social Behaviour Unit
4. Prisons
5. JobCentre Plus
6. Other voluntary sector organisations: mutual aid (Alcoholics Anonymous, Narcotics Anonymous, SMART and other local variations), drug and alcohol treatment, women's centre, homeless support charities, Voluntary Action Calderdale
7. Healthcare providers: hospitals, GPs, dentists etc.
8. Housing associations

Target group

Our target group is offenders with a history of substance use (drugs and alcohol). This ranges from one-time offenders to prolific offenders. However, generally our clients are at the more prolific and chaotic end. We find that the majority are also homeless or have severe housing problems.

Outcomes

As part of our Social Return on Investment (SROI) analysis, we have identified the following outcomes for 2013/14:

- 73% of individuals significantly improved their personal wellbeing, resulting in them being better able to live independently
- 50% of individuals significantly improved their social wellbeing, resulting in a reduction in loneliness
- 75% of individuals achieved abstinence or significantly reduced (where significant reduction is equivalent to occasional cannabis use) their drug use. This led to better physical health and a reduction in hospital admissions:
- 61% of people experienced a reduction in hospital admissions
- 71% of individuals achieved abstinence or significantly reduced (to within recommended unit intake levels) their alcohol use.
- 86% of individuals stopped offending.
- 82% of individuals for whom it was relevant (i.e. those with a history of prison sentences) had no further custodial sentences.

- 60 of our formerly unemployed clients gained employment.

Evidence and Evaluation

As mentioned, we have been conducting an SROI study on this project. This forms our fundamental method of evaluation. This follows the SROI Network guidance on the accepted SROI methodology. We will be submitting the SROI for assurance so that we are able to say that it has high validity and is in line with established principles of SROI.

SROI is a lengthy process, designed to measure the impact of projects and activities on the environment, the economy and society. Outcomes are measured and given financial proxies to attempt to represent their value to these three areas.

We measured the outcomes identified earlier using robust, externally developed measurement tools. As a result, we know that they are reliable and have high validity.
The findings will be published in a report that will be available externally. We are hoping that this will be available in February 2015.

Finances & Sustainability

The service has been grant funded by a local trust. We also match funded the amount received by the trust. That funding has now run out. We are keeping it open on a limited basis so that we can try and get more funding for the project. With further funding we hope to scale it up, and add in more programmes, activities and training. Throughout the project, Lifeline also provided in-kind support in the form of management, infrastructure and general support (HR, Legal, Financial etc.).

Grant funding offers us flexibility and freedom in what we deliver. This has meant that we are able to respond to changing service user demands and requirements, which is beneficial.

It is fairly low cost, but with more money we would obviously be able to add more to the project. We would also like to scale it up to other areas of the country. With the changes to the UK prison system, we are hoping that we will be able to integrate the project with others.
As previously discussed, unfortunately, the project is not, and never will be, a profit-making enterprise. This makes sustainability harder. Undertaking an SROI was a key part of our sustainability strategy. However, it has enabled us to communicate the non-traditional value that has been created by the project, and we will be able to communicate to key stakeholders how much value has been created. This will greatly enable us to evidence the need for the project, and influence stakeholders.

We hope that our SROI will fundamentally lead us to gaining more funding, because it shows a strong evidence base.

Case study

Tom had spent the majority of his adult life using drugs and alcohol, and committing crime. He felt that there was no way out, and his most recent custodial sentence included offences of aggravated burglary and Grevious Bodily Harm (GBH). He was released from HMP Wealston after serving a six year sentence. He was homeless on release.

After initially assessing Tom, workers created a care plan that incorporated aspects of need and how to tackle each of these. It incorporated strengths, capital and emergency care.

Tom had been released on a prescription of Subutex, an opiate substitute medication. He received support from Directions and the local substance misuse treatment service to reduce this prescription, and eventually became abstinent. We worked alongside Foundation Housing to enable Tom to gain a property. Tom engaged well with us, and regularly attended appointments, as well as diversionary activities.

After a period of time, Tom felt he would like to ‘give something back’, and after a successful application and induction training, he became a peer mentor with Directions. He worked well with service users, staff and other volunteers, and gained valuable work experience. When a paid position with Lifeline became available, he applied and was successful.

Employment opportunities for all

Country – Greece
Implementing organisation – Development Agency of Karditsa (AN.KA. S.A.)
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Overview

The project “Employment opportunities for all” plans to find new business ideas in order to create new jobs for unemployed people of vulnerable groups. One of the concepts of the project was the setting up of a Social Cooperative Enterprise (SCE) concerning the collection and management of clothing that is thrown away by the citizens. The aim of SCE would be to produce new products from rags or clothes that can no longer be used. It means cheap raw material and skills that can easily be gained.

The project is aimed to contribute towards the integration or reintegration of the unemployed belonging to socially vulnerable groups through a wide set of actions that cover additional needs of different beneficiaries

The main objective of the project is to find jobs for 90 unemployed people, who are the beneficiaries of the intervention. In addition, one of the basic goals was the promotion and the implementation of the Law 4019/2011 about “Social Economy and the Social Entrepreneurship” at local level as an opportunity for the unemployed people.

Partnership working

The project is being implemented by the Development Partnership “Integration through Local Cooperation” (DP ENTOS, in Greek it means INSIDE)

The Development Partnership consists of the following partners: Development Agency of Karditsa – Coordinator; Region of Thessaly; Three of the Municipalities of Regional Unit of Karditsa (Karditsa, Mouzaki and Plastiras Lake Municipalities); Local Chamber; Local Labor Center; Women Center of Karditsa (with long experience in individual or group counseling for unemployed people and for people belonging to socially vulnerable groups); The Association of People with Disabilities (PwD) of Karditsa (5 people with disabilities participate as members in the Social Cooperative Enterprise that was set up through the project); Two private local educational and training institutes with long experience on lifelong learning.

Target group

The target group of the project are 90 unemployed people belonging to socially vulnerable groups, who are the beneficiaries and who were selected through specific criteria (economic and social criteria, the unemployment duration, their experience etc) and procedures (application, personal interview, evaluation).
The unemployed people belonging to socially vulnerable groups as: long-term unemployed aged over 45 with low qualifications, people with disabilities, women victims of domestic violence, women / men trafficking victims, parent families, immigrants, refugees, people with religious and cultural differences, asylum seekers, homeless and people in poverty.

Outcomes

The short term outcomes are: 25 beneficiaries attended the training course “Packaging and processing of agricultural products”, 25 beneficiaries attended the training course “Reuse and recycling of clothing”, 15 beneficiaries attended the training course “Management of non-reusable clothing – Carpets made of rags”, 15 beneficiaries attended the training course “Construction of buildings based on mud bricks architecture”, 12 beneficiaries attended driving lessons and they obtained driver's license, 20 individual sessions per beneficiary held by specialised executives and 20 group sessions held by specialised executives.

Long term outcomes:
1) Two Social Cooperative Enterprises were established:
- Social Cooperative Enterprise “ALLAZO” related to the reuse and recycling of clothing. 16 beneficiaries of the project joined the cooperative.
- Social Cooperative Enterprise “ILAKATI” related to the promotion of local food products. 12 beneficiaries of the project joined the cooperative.

2) Six beneficiaries were hired from other businesses
3) Four beneficiaries established their own business

Evidence and Evaluation

The main object of the project “Employment opportunities for all” was to find jobs for 90 unemployed people. Additionally, one of the basic goals was the promotion and the implementation of the Law 4019/2011 about “Social Economy and the Social Entrepreneurship” at local level as an opportunity for the unemployed people.
So, we achieved the basic goal of the project, which was to set up two Social Cooperative Enterprises. Furthermore 39 beneficiaries joined the labour market.
Additionally, in the implementation of mentoring actions we used tools with which we measured characteristics, such as social inclusion, the achievement of their personal goals and some personal attributes that would increase the changes to find and retain employment. Also, we used internal evaluation tools through which the beneficiaries said their opinion about what they had gained from the project.
These measurements showed that these people feel active, stronger, safe and enthusiastic to make a new start in their lives.
They have already identified their needs and the next steps required for their personal success.
At the end of the project an internal evaluation will be held by the Ministry of Labour, Social Security and Welfare.

Finances & Sustainability

The project was selected to join in the Operational Programme “Human Resources Development 2007-2013”and co-funded by the ESF within the framework of implementation of Local actions for vulnerable groups (TOPEKO) of Hellenic Ministry of Labour, Social Security and Welfare.
It was co-funded by the ESF (85%) and the Hellenic Ministry of Labour, Social Security and Welfare (15%).
But the project was funding only the actions for the establishment of the Social Cooperative Enterprise.
The planning of Hellenic Ministry of Labour, Social Security and Welfare includes programmes for funding the Social Cooperative enterprises.
The project team is looking for European Programs in order to plan new projects to import knowledge from other European Countries that have long experience in Social Economy and Social Entrepreneurship.
In time, the members self-funded their enterprise at the amount of €3,000 and bought the main equipment (two washer-dryer machines, two irons and two sewing machines). Moreover the Municipality of Karditsa gave them a place and other bodies of Karditsa, through networking actions gave them parts of their equipment (tables, wall-selves, a knitting machine). But, we estimate that they need an amount of €50,000 for having full functional of their enterprise.
If the European Social Fund will fund the intervention it will have social and environmental added value.

Case study

The main result of project actions was the establishment of a Local Cooperative entitled SCE “ALLAZO”.
Some of the members of SCE were professionals for years (business owners or employees) but they lost their jobs because of the crisis and became long-term unemployed. Losing their

jobs they faced the difficulty to find any kind of new employment until they participated in the project “Employment Opportunities for All”.
The social cooperative aims also (except the employment of its members) to make a contribution to the community and to the environment protection as its members will gather clothes that in other case will end up in landfills.
The purposes of the social cooperative SCE “ALLAZO” are the production of products and the provision of services to meet the needs of the local market and society in environment, ecology, utilisation of local products, preserving traditional activities and professions, etc. The activities of the social cooperative promote local and collective interests, as the employment increases, the strengthening of social cohesion, the empowerment of local or regional development, the integration of its members in economic and social life in general and the social integration of persons belonging to vulnerable groups.

Specific objectives of the cooperative are:

1. The collection of clothes, clothing and other used recyclable materials. So far the collection of raw materials is being done mainly by each individual member. Also the SCE “ALLAZO” with press release in local newspapers informs the citizens for specific days of collecting clothes specifying the place and hour. In the future they are planning to install permanent clothes collecting containers in different points, so as the income of raw material is continuous.
2. The processing of used recyclable materials into useful objects and the production of novel clothing products, accessories and clothing.
3. The sale of produced utilitarian objects. The disposal of the products of SCE “ALLAZO” is done from their space and in special events such as the Ecological festival of Karditsa and Christmas market.
4. The development, collaboration and sharing of objects or products obtained with similar companies and collectives - citizens' initiatives that are active in the management of recyclable materials.
5. The continuing training of the SCE members and the implementation of training programs, training and lifelong education and other national and European programs with related objects. Even from the begging of SCE “I Change” was designated the need for further training in the fields of tailoring and needlecraft and clothes decorations, and in the short term planned such training programmes and seminars.
6. Promoting the idea of exchange and recycling utilitarian objects.
7. Participation in social networks at local, regional, national and transnational level and consistent with the overall objectives of SCE. In the time being the SCE “ALLAZO” doesn’t participate in any kind of network because of its early stage but it is planned from the Development Agency of Karditsa a Regional Network of Social Commercial Enterprises in which the SCE “ALLAZO” will participate.

At this stage in the SCE “ALLAZO” 16 unemployed people (4 men and 12 women, aged 29-62 years old) are occupied, but it’s always open for new members to participate. According to its business plan SCE “ALLAZO”” will have four departments:

- Department of collecting raw material,
- Production Department,
- Sales department,
- Administration-Finance Department.

Because of the early stage of the SCE these departments are not yet stand alone. The members divide the work that must be completed between them, but almost all of them are in charge of gathering the raw materials that includes old clothes, bags, and everything they find useful for the needs of the production.

The first General assembly elected the administrative board with 5 members (president, vice-president, secretary, cashier and member). The posts were shared amongst the members according to their knowledge and skills.
In conclusion, what the beneficiaries gained from the project is mainly the support of each other as members of a social cooperative and the hope for a new life, relying on their own means and on their cooperative.

Eye Work

Country – Northern Ireland
Implementing organisation – RNIB Northern Ireland
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Overview

The overall aim was to make 20 blind or partially sighted per year more employable giving a total of 80 over the 4 years. This is achieved by three different elements:

- Pre-employment Programme develops skills including filling in better application forms, improving your CV and improving performance at interview. It also helps improve overall confidence and helps people identify their softer skills.
- IT Training gives participants a recognised IT qualification in the form of the ITQ certificate. Participants with existing IT qualifications receive refresher training in the more up-to-date versions of Office. Participants became familiar with any assistive software they may need to access the computer screen whilst preparing for their qualification.
- Work Placements. Participants are offered either a paid or unpaid 12 week work placement and there are a few longer term paid placements available all in an effort to give them quality, real-work experience to add to their CV and/or employment history.
- The ultimate aim then is to support participants into paid employment.

By the middle of the third year, 60 people had taken part in the programme, all of whom have increased employability. All participants developed skills through the pre-employment programme, particularly in completing successful application forms and performing well at interviews. Of the 60 participants, eight people who had no previous IT qualifications have completed their ITQ. The rest have refreshed their existing skills or are currently working towards their qualification. Some participants secured employment and decided to put their qualification on hold. 13 people have completed work placements and 22 have gained employment. We have also worked with 38 employers throughout Northern Ireland to establish good practice in helping people with disabilities into work.

Partnership working

The partners involved in this intervention are European Social Fund, Department for Employment and Learning, and the Disability Employment Service.

Target group

The target group is people with mental health, physical and learning disabilities. Overall employability of the target group has been increased as they develop their softer skills through the pre-employment programme. They are also more employable as a result of the IT training they receive on the project. Not only are existing IT skills refreshed and enhanced, but participants are also introduced to various forms of assistive technologies making jobs and duties that they previously felt they were unable to do are now open to them again.

Outcomes

The hard outcomes, including numbers into work, qualifications and numbers in placements were monitored quarterly by the funders. I have one form to fill in every quarter for ESF and DEL and a second form to fill in for DES. Proteus, on behalf of DEL, monitor the Rickter Scale Impact Measurement System from information uploaded to the online database. There is also regular internal monitoring by the Technology and Employment Manager in RNIB NI.

Evidence and Evaluation

The work placements give people real-work experience in an area of work that they are interested in, helping them to develop existing skills, learn new skills and identify areas that will need further development if they are to pursue a career in that area. As of September 2013, 22 participants have gained employment as a direct result of the intervention.
Impact was measured not only by the number of people gaining employment or a qualification, but by continuous measurement using the Rickter Scale Impact Measurement System. The Rickter Scale uses regular interviews to measure the distance travelled by participants across ten different employability related areas.

Finances & Sustainability

Funding Is 40% ESF with 35% match funding from Disability Employment Service and 25% from Department for Employment and Learning. Funding was secured through open competition.

Family Space

Country – Italy
Implementing organisation -
Contact email - lisa.dipaolo@mailtechne.org

Overview

The prison of Forli is a Prison which houses about 150 inmates, both men and women. The condition of detention of a member of the family produces problems and discomfort for the whole family.
The Prison of Forlì, like many institutions of punishment in the country, was devoid of a waiting area for family members who are going to talk with relatives detained. Families, women and small children and elderly parents, remained waiting outside the gates, without any shelter, a few meters from a main road and traffic.

The Family Space project wanted to create a welcoming place where they can find shelter from the heat, from the weather and from the road. A place where they could wait with volunteers able to explain the rules to get into prison with knowledgeable and helpful skills. A space where it is possible to relate to the Institution, to understand and receive assistance with respect to the immediate needs, a time to prepare the family to meet with prisoners and vent fears and shame.

This service is accompanied by the planning and management of visits (time of celebration among prisoners and children under 12 years). Additional opportunities available are family relationship and parenting skills exercises in a less restricted environment with respect to the visits room and animated by volunteers (clown, expert intervention in difficult situations for example, hospitals, etc.)

Objectives:

- To improve the conditions of access of family members in the Institute;
- Improving methods of contact between family members and detained persons;
- Improve the relationship between citizens and the Penitentiary Institution;

Activities: The family room is a place inside the walls of the prison, made available by the Prison Administration and it is run by volunteers responsible for criminal enforcement, which accommodate people waiting for visits with inmates.
The space is set up like a living room, contains information material in various languages, about the life of prison and on entry procedures. The material, together with the availability and expertise of volunteers, is useful to limit the discomfort and the feeling of uncertainty perceived from within the family unit, resulting from lack of knowledge “of what will happen to themselves and to their joint detainee”.
It is open during the meeting for a total amount of fifteen hours per week.

Partnership working

The Family Space is run by four associations: Cont…tatto, Gruppo preghiera di Monte Paolo, Comunità Papa Giovanni XXIII and San Vincenzo de Paoli.
The associations carry out activities within the prison and have an in-depth understanding of problems experienced by inmates and their families during the custodial sentence and at the end date of it. The associations, considering the needs of families regarding the prison and the city, brought the issue to the attention of prison authorities and central government. As a result, thanks to the cooperation with the two last mentioned, the associations had found spaces and ways to perform and offer their services.

These four associations are actively involved in managing the institution through the volunteers work and dedication and take charge of grocery shopping.

Target group

Inmates' families are the protagonists of the intervention. Usually they are grouped into two categories:

- Families split in half: inside and outside the prison. Outside, most of the time, we can meet care givers of two or more children with a poor financial situation. Often they do not know what to say to the children, how to say it and how to maintain or improve the already established relationship.
- Children, brothers and sisters that must deal with their own judgment and others' prejudices. Usually they are migrants that do not speak Italian well and cannot tell their stories or ask questions.

The Family Space gives them this opportunity and creates proper circumstances for them to talk, to ask for advice or suggestions. Volunteers indicate local services, listen and help families in identifying the priority of issues to be solved. With the passing of time families also began to be more open, to give advice and to support each other.

Volunteers pay particular attention to children often intimidated by the institution. There is a special playroom where children can draw or play with their care givers or volunteers. Communication becomes more difficult with those not from Italy because of the language barrier and limited access to information about the Italian justice system.

Outcomes

Following the first three years of operation, the results were positive by both direct family members who use the service and prison guards who receive them for the performance of security control. The main strength of the service is to have a human component added as an interface with the rigidity of the prison institution, with volunteers competent and able to provide information and primarily to accommodate people, providing containment of anxieties and fears, shame and eventually answers to questions and doubts.

Evidence and Evaluation

The described Family Space is a service that puts the focus of improving the way of life of the families of prisoners, the improvement of relationships between prisoners and families, support for parenting skills and family dynamics. Activity, and the network of relationships that you create with the volunteers and among the family members, represents a support for the family during the period of detention, facilitates the return / welcoming the prisoner in the family, as it acts to ensure the continuity and preservation of relationships, tested by distance and detention.

The success factors are:

1. Structural. The space provided is a place physically in the middle between free life and prison. This allows you to begin to deal with the situation of scarcity, to prepare themselves in prison (with all the rules imposed) in a space where you meet people who give a meaning to all rules, regulations, and tell the life / the organisation of the prison.
2. Personal: volunteers, experts in the knowledge of prison rather than psychologists. They provide a conscious relationship with the person, they are able to give a human face and fill the rigidity of the institution with the availability and understanding of the problems of families.
3. Collaboration: between volunteers belonging to different associations, with the area of education which are accomplished by an exchange of information about problem situations to cure / observe carefully, with the Prison Service.

Cooperation and mutual aid also occurs between the different families through material aid, dialogue and debate on common issues: it has gone from a place of waiting where you are ashamed to look at his face to a place exchange of information and discussion.
There were no arranged structured assessments.

We can consider measures to monitor numerical (number of people benefitting from Family Space) with particular attention to situations in which families turned to the volunteers to find companionship, listening and asked for help.
Prepared survey forms (containing data of the family, expressed need, other issues related to network operators / service to be activated, possible solution) that are shared with Family Space, with the direction of the prison or the local services if necessary.

Finances & Sustainability

The project started and it is managed solely with private funding made available by the institutions involved in the management of 'Space'. For the purchase of needed goods to the activities, however, agreements were entered into with companies implementing tiered prices for our purchases. In 2014 we received a donation of furniture and children's toys from IKEA

The places are available free of charge by the Prison Administration, including the utilities paid by the administration itself.
Municipal administration has provided a small financial reward to the activity of the Family Space from 2015. This is important because it highlights the service's value.

Get Going

Country – The Netherlands
Implementing organisation – 180 Foundation
Contact email: info@180.nl

Overview

The main goal of the Work-Wise project was to give young people in closed youth care institutions extra support to prepare them for their future and their participation in society. The focus was the transition from closed youth care to work. Work-Wise wanted to realise that those young people got a job and kept it for a longer period (at least a year and a half).
The core part of the project was to guide 100 young people with behavioural problems to work by means of guided routings with the intervention “Aan de Slag” (In English: Get Going!). The main objective of this intervention is that young people can continue and finish their education and retain a job. This objective is achieved by working on the following subgoals:

- the youngster masters competencies to finish school and / or to maintain work;
- the youngster masters competencies to live independently;
- the youngster masters competencies to maintain his/her own social network and his / her free time to devote;
- the youngster can apply the skills that belong to these competencies in their own social context;
- the social context of the youngster is optimised and facilitates going to school and work.

Partnership working

The partners were 7 youth care institutions in the Netherlands (4 juvenile custodial institutions; 3 closed youth care institutions). Within these institutions, the individual routing counsellors (Work-Wise) have guided young people to work and/or school by means of the intervention “Aan de Slag”.

We also executed routings for a few municipalities (Tilburg, Doetinchem, Arnhem) with co-funding in cooperation with social workers of local youth care organisations and the so called safety houses in Breda and Tilburg. These routings were executed by individual routing counsellors of three of the institutions mentioned above (Pro6, LSG-Rentray and OGH).

For the development of the network of enterprises, we cooperated with about 40 large enterprises with companies in different regions in the Netherlands.

Target group

The target group are young people aged 15-23 years old, who are staying in custodial institutions, youth care institutions and drop outs in town.
We are reaching the target groups in the institutions by the routing counsellors and the work-wise coordinators. The drop outs in town are reached by the safety houses youth care departments in the concerned municipalities.
In the intervention we use different instruments to motivate (motivation monitor, motivational conversation techniques) and empower (self-esteem) the young people.

Outcomes

The employability is increased by the guidance with “Aan de Slag” after release from the institution of closed youth care.
The indicator is the number of young people that still have a job or a job in combination with education (also traineeship) a year and a half after leaving the institution.

At the moment of writing the final report of the project (March 2012), 92 projects were proceeding according to schedule. These young people still had their daily activities and it was expected that they would be able to preserve it. These young people have shown to be able to be guided: they dare to ask for help and advice and discuss difficult decisions with their individual routing counsellor.

Evidence and Evaluation

The size of the project demanded a systematic, cyclic and accurate monitoring and evaluation of the activities.

The used line of thought was:

- What do we want to achieve?
- What are we going to do to achieve our goals?
- What kind of costs are there to be made?

This line was the basis for the monitoring and evaluation. There was a continuous following of the effectiveness and efficiency of the project.

Monitoring means: following and watching content and progress of the planned activities in relation to the planned project goals, the corresponding time path and the estimated amounts.
The indicators for monitoring were taken from the "Work-Wise Action Plan Youth Unemployment" plan of approach.
Monitoring of the project was the responsibility of the project leader who reported to the steering group. The chairman of the steering group (the director of 180 Foundation) reported to the ministry.
Every trimester the monitor data was written down in a report.

For the 100 "Aan de slag"-routings, monitoring took place by means of:

- Registering participant information (sex, age, …);
- Registering the start date and progression in the phases of "Aan de slag"

The project was evaluated at the end. The main question of the evaluation was: How effective is the project in development, implementation and mainstreaming of the intended products?

We worked with three different kinds of evaluations with a specific focus:

- Product or objective evaluation aimed at the extent of reaching the goals and the development of the products and the extent of use of those products in the pilots.
- Process evaluation aimed at the products that are developed and the way of use in a pilot and the way of dissemination and mainstreaming of the developed products. Communication is also a subject of evaluation.
- Effect evaluation aimed at measuring the effect of the project. Not only the effects of the developed products in the pilots, but also the results of the activities in the field of dissemination and mainstreaming will be checked.

The evaluation has been done by an external partner (a Dutch service provider in the field of consulting and IT).
The results of the product evaluation are:

- Make the first phase of the routing (collection of information on the young person, diagnostics, making personal action plan) longer for young people who do not stay in the institution; 2 weeks is not enough for youngsters who have been referred by a municipality.

The results of the process evaluation are:

- Municipalities and Youth Care Agencies are very satisfied with the completed Work-Wise trajectories.
- Employers and institutions call for advice and mediation on funding opportunities for "Aan de slag"-routings.

- Individual routing counsellors sometimes struggle with finding their way within municipalities, who have differently organised access to services such as housing and benefits.

Finances & Sustainability

The project was funded by the Ministry and one of the goals of the project was to get funding from other organisations and municipalities (a contribution to the costs of the guidance by the routing counsellor). In a few cases we were successful in getting a contribution from a municipality.
When the project ended in 2013 the funding by the Ministry ended too. At the moment it is very difficult to get any funding for the guidance after release or for guiding drop outs in town, because of the changes in reimbursement and the austerity policy of the Dutch government. The municipalities and youth care organisations are very careful in spending money.
To run the intervention the costs are:

Light version	75 hours guidance	€6,000 -- per client
Basic version	110 hours guidance	€8,800 -- per client
Plus version	150 hours guidance	€12,000 -- per client

Social Return on Investment (SROI)

Tax money
A young adult of the age of 21 who earns the minimum wages pays per month about €135 in taxes.
Social security
Living on social security for an adult of that age costs €753.90 per month (1 January 2014).

Reintegration activities
The local authority is obliged to play an active role in offering education and/or reintegration activities to get work for their citizens between 18 and 27 years of age. This costs the local authority on average €5,000 to €8,000 per client (guidance, training and job coaching activities).

Unburdening
The use of the intervention “Aan de Slag” unburdens
For instance: residential care costs between €80,000 and €100,000 per client per year. Detention costs €200 per day. Intensive care costs between €5,000 and €10,000. A young boy or girl which obtains a starting qualification brings in for the community on longer term €70,000, of which on short term €10,000. The costs of a reception centre are about €40,000 per client per year.

Besides the fact that the young people don’t have work or education the biggest problems of them are debts, psychological problems and housing. People that pay off a debt generate a lot of profit, they have less stress, are more healthy and therefore need less help and care.
So you could say that five young people who have got a job by the intervention “Aan de Slag” and are paying off their debts, bring in a benefit of five times €20,000.
Suppose that the execution of the intervention realises the prevention of two residential routings. That brings in two times €80,000.
When the guidance prevents that three young people need a stay in a reception centre, that brings in three times €20,000 (50% of the costs of €40,000 per year).

Growing Lives

Country – UK
Implementing organisation – Derventio Housing Trust
Contact email: jackie.carpenter@derventiohousing.com

Overview

Derventio Housing Trust (DHT) provides accommodation and support to people affected by homelessness. They may be homeless now, have been in the past, or be at risk of homelessness. Growing Lives is Derventio Housing Trust's programme of support for homeless people to move beyond their current circumstances, to learn, gain experience and get employment. It helps homeless people, and people in mental health recovery.

The main aim is to reduce health and social inequalities, with four key outcomes:

- Improved soft skills
- Improved employability skills
- Social inclusion
- Better mental and physical health

Partnership working

Derventio Housing Trust decided to set up and run Growing Lives ourselves so that we could manage and shape the project, and change it as we learned from doing.
Our partners are:

- On the farm, the Meynell Langley estate – this has been in the Meynell family for generations. The farm plot that we lease must follow strict organic principles. We also need to liaise with the Meynells around use of the buildings, and access.
- At the Ilkeston Centre, the Mental Health Recovery Team – they refer people to Growing Lives, particularly to Ilkeston, which is in their area. They welcome it as a safe place to send people.
- DHT support staff – who also refer residents they support.

Target group

Growing Lives' target group is people who face multiple complex challenges, people who are the furthest from the labour market. They are residents in our supported housing, or people referred to us, e.g. by a local mental health recovery team.

This includes people who are affected by issues like social isolation, homelessness, poor mental and physical health, learning disability, alcohol or drug use. They lack confidence and have poor social skills and low levels of achievement. Last year, 69% were male, with 23% young people, 62% adults, and 15% over 55. A high proportion said they were disabled (54%).

Outcomes

The long term outcome is to reduce health and social inequalities. We have four key outcomes:

1. Improved soft skills
2. Improved employability skills
3. Social inclusion
4. Better mental and physical health.

But our main achievements are the soft outcomes: improved soft skills, better communication skills, better social skills, improved problem solving skills, better leadership skills, better team working improved employability skills, more motivation, more confidence, more structure in life, more resilience, specific work skills such as horticulture, cooking etc.

Evidence and Evaluation

Our internal evaluation of 2014, Our Year and Our Future shows that Growing Lives is greatly valued by beneficiaries and referring agencies. Numbers are quite small – 31 people came regularly in 2014, from 3 to 14 in any one month – but the impact is significant.

- They contributed 2,400 volunteer hours, worth €20,000
- 100% achieved personal goals
- 92% enjoyed meeting people "Less lonely"
- 92% more confident "I have a huge amount of confidence", "More confident with people"
- 84% more physical activity
- 77% better mental health "Loads better in myself. Been off medication for a long while…Happier and able to cope with the ups and downs of life"
- 77% eating more healthily
- 53% moving towards further education or employment.

People also said they were:

- More resilient "I feel revitalised and refreshed, ready to take on and face whatever challenges I may find", "100% better. I don't let things bother me as much"
- More positive "I am a completely different person. I have a more positive outlook on life"
- More motivated "Get up and do things"

Finances & Sustainability

Growing Lives costs around £90,000 a year (€118,000). This is around £3,000 (€4,000) for each beneficiary (30 people a year).

Sustainability is our main concern for 2015. We are developing links with the police, and the local council's community safety partnership. We hope that they will refer people to Growing Lives, and pay for our service in:

- diverting people from crime and anti-social behaviour as an alternative to prison
- physically removing people from the area where they commit crime and anti-social behaviour
- encouraging positive behaviours, instead of negative patterns
- rehabilitating people just released from prison

We hope that the youth offending service will commission a pilot project for young offenders. This would have similar aims.

We also want to create additional income that is sustainable from commissioners through:

- recovery project – funded by health through commissioning or grants with accommodation and 24/7 support, this would be a step down from hospital accommodation and help reduce costs. This would be a new project. We would aim to find suitable accommodation with office space. In the daytimes, the beneficiaries would either be taken to the Growing Lives location, or we would set up a satellite project run on the same lines on the same land with the new housing.
- learning disabilities commissioners – specific project
- Mental health commissioners – specific project
- Troubled families - mentoring young people through local council spot purchase.

Case study

G is a 29-year-old female who lives in a Derventio Housing Trust property in Ilkeston. She was homeless. She has a mild learning disability.
"I was nervous about meeting new people and didn't have that much confidence, so I thought the activity sessions at Derventio would help me….I already have an interest in music, and so my favourite activity was the Music & DJ Skills course….I also enjoyed the woodland walk, even though I didn't really want to go at first! I'd been to a farm before and it wasn't a happy

experience, but staff said that I should try it….I liked it so much that I'm now a volunteer at the farm and have already made some friends there….I think Derventio has given me opportunities that I wouldn't otherwise have had."

H is male, aged 32, who lives in a Derventio Housing Trust property in Derby. He was dependent on alcohol and felt very negative about life.
"My Derventio support worker told me about Growing Lives. I wanted something to do to keep me off alcohol and for something new to do…I went to the farm nearly every day and got involved with things like planting, weeding and building things. I really enjoyed just going up there - meeting new people, having a laugh and getting the work done. I learnt a lot of new things too…I've definitely benefited from Growing Lives. It has kept me off the beer and I ended up with a part time job with Derventio's void response team, helping to get rooms ready for new residents. I hope my story shows other people in my situation that it is possible to make something of yourself."

I Choose

Country – Lithuania
Implementing organisation – Kaunas Local Labour Exchange, Lithuania
Contact email: inga.balnanosiene@ldb.lt

Overview

For more than font decades poverty and social exclusion have been persistent problems in Lithuania, which were boosted even more by economic crisis. State policy on eradication of social exclusion is rather inefficient partly due to negative public perceptions of socially disadvantaged groups, which are stigmatised thus weakening social solidarity in the society.
The project aims at mobilising civil society to tackle poverty and social exclusion by fostering tolerance to poor and socially disadvantaged society members. This will be achieved by creating IT based methodology for working with persons at risk of poverty and social exclusion. Project activities include: analysis of the needs of the target group, development of working methodology for specialists, development of IT based methodology for target groups, piloting of the project products with persons at risk of social exclusion, external evaluation of project outcomes, dissemination of project results.

Partnership working

The intervention was led by Kaunas Local Labour Exchange, without partners.

Target group

The intervention was working with several target groups:

- specialists, working with persons at risk of social exclusion (10);
- persons at risk of social exclusion (disabled, children without parents, drug addicted young people).

The target group was defined and reached with the help of NGO's and social workers in the region. All the participants of the project were motivated to join the project activities during individual consultations, seminars in NGO's and schools. All the participants could join the activities of the project independently on culture and gender. All the participants were young people (up to 29). During the project implementation all the activities were monitored by the project coordinators and participants. Everybody could suggest the changes in the project. One additional activity (English learning) was included, because this competence was important for the target group. After the implementation of the project, project coordinators followed up with the participants using phones, social networks and e-mails. It was important to gain information on how all the participants were integrated into the social life of their community and labour market.

Outcomes

The outcomes of the intervention:

- methodology for the specialist working with the target groups;
- IT based learning material (computer game) for the target group. All the participants used this game for the development of their social skills and for the development of basic competencies (career planning, communication, time planning).
- Conference about the project results and outcomes, presentation of the methodology.

Long-term outcomes. 60 % of project participants are successfully employed.

Evidence and Evaluation

The intervention was successful, because 60% of project participants were employed and are still working. What is more, the methodology for specialists is used in all the Lithuanian labour exchanges, The computer game is open for everybody and it is still used by young people. The main reason for lack of success with the participants involved in the intervention is law

motivation to change their life. Kaunas local labour exchange is still working with all the participants, they get individual counselling and other measures for their motivation are used. The intervention was evaluated by external independent evaluators in the middle and at the end of the project. The main conclusions are: the methodology and the game can be used for participants of social exclusion, the methods used by project coordinators are successful, the project provides value for money, the outcomes and results have positive influence for the region and community.

Finances & Sustainability

The intervention was funded by the European Social Fund. The total budget of the project was €310,000 (€2,583 per beneficiary). The cost effectives of our programme was evaluated by external evaluators and Agency of European Social Fund. As evidence on the social return we could present the outcome of the project: 60% of project participants are integrated into the labour market, so they earn money and are independent of social risk. This is also the added value of the project. When the funding is stopped, the intervention will be funded by the national budget.

The results of the intervention will be updated according to the changes of the legal acts once per two years. The computer game will be updated according to the changes in the IT sector: it will be adapted for smart phones and tablets.

Case study

Our young client (21) grew up without parents in a children's care home. She had a secondary education. The young girl was registered at Kaunas Local Labour Exchange as a job seeker. The motivation to work was very low; it was difficult to find a job without any qualification. Furthermore, there was a lack of job search competencies and IT skills. After the individual consultation with social worker, the girl joined the intervention. She started to play a computer game, participated in workshops and individual consultations. During the project period, our participant decided to learn English and to get a qualification. She was successful in vocational training and was employed by the logistic company. Now she is a member of one of the biggest logistic companies in Lithuania and a student of Kaunas University of Technology. In three years she will be a logistics manager. Nowadays we invite her to the workshops with young people, to tell about her career and life changes.

Individual counselling, group counselling, training based on experiential education

Country – Lithuania
Implementing organisation – Vilnius Archdiocese Caritas
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Overview

The main aim of the intervention is to create the integrated comprehensive social help system for homeless people in Vilnius city. This aim we want to achieve by involving and cooperating with other organisations is to work with homeless people, by creating 'soft' work places for homeless people with support of a social worker in the work place. The main activities are: case management, help to prepare the target group themselves for the work force (develop and learn professional competencies in 'soft" work places, or in a vocational training centre); work in 'soft' work places and support in workplace; labour market intermediation; seminars for the target group on learning via experience; training social skills; day centre.

Partnership working

We have two partners involved into the soft place intervention: laundry and candles' workshop. The laundry is established in St. Cross House. This laundry allows people to wash clothes, towels and bedding for persons who do not have permanent residence or appropriate hygienic conditions at home.

Caritas candle workshop is Vilnius Archdiocese Caritas sub vision which employs socially vulnerable people for candles' manufacture. Their goals are to make high quality candles and to use their profits to support people in need.

Target group

The target group we are working with are homeless people. Homelessness is the condition of people without a regular dwelling. People who are homeless are most often unable to acquire and maintain regular, safe, secure, and adequate housing, or lack fixed, regular, and adequate night-time residence. We access those who use Vilnius Archdiocese Caritas and Vilnius municipality night shelters services. In this intervention, there are 250 beneficiaries. We have some interventions which help us reach this target group.

Outcomes

The main aim of our project is to solve the problem of homeless peoples unemployment. We believe that soft work places contribute to the project main goal. This intervention has educational, motivation and inclusive aspects. This activity provides development of highly qualified professional skills for clients with weak employability skills. It is important to ensure sensitive and consistent support in the workplace for these target group members. Supportive social counselling in the workplace creates a safe and supportive environment in the workplace, which reduces the stressful situations that can often suffer people with little work experience. In this environment, participants are able to gradually learn the skills required for the work. Every client gets organised activities which experiential learning situations. Eventually this helps to increase ability to deal with familiar situations in the future. We believe that support and created safe environment in the workplace helps participants reduce stressful situations, develops job skills, deal with daily work-related problems and motivates to continue work in the regular labour market.

Even now we can foresee long term outcomes, because most of the soft work place ex-workers continue to work in the regular labour market. That means that they became more independent and less vulnerable. During their work in the laundry and candles' workshop they

gained new work experience. They learned how to deal with their addictions, sensitivity to criticism and low self-esteem, debts for bailiffs and expenses.

Evidence and Evaluation

Previously listed outcomes show us that the intervention is successful and effectiveness. The main impact of this intervention (people gaining new work experience) improved their employability skills. They got sensitive and consistent support and supportive social counselling in the workplace. Created safe environment in the workplaces helped participants to deal with daily work-related problems and reduce stressful situations and developed job skills. Good practice encouraged and motivated people with little work experience to continue to work in the regular labour market.

Even those, who don't continue to work in the regular labour market at the present moment, can be treated as a success. These people gained new skills and experience which could be useful in future job seeking. One of the obstacles, as we see it now, is that it is very difficult to achieve for a homeless person who didn't work before to work for more than one year, they need to work not less than half a year if we want to show it as a result of the intervention. Also most of the target group members have a lot of debts, and when they start to work and start to pay it back, they get very small salaries which are not motivating to work. Some people have already quit their jobs because of this reason. We didn't find the solution for that yet.
We haven't had any formal intervention evaluation, but live examples and number of employed persons show us that this type of intervention is useful.

Finances & Sustainability

The project is funded by The European Social Fund. Some interventions are self-funded, it means, that employees have to cover participants salaries by themselves.
The project's value is about €382,440, it will involve 250 vulnerable people per three years. For experiential learning it is given about €26,348 per 96 people.
The benefits of The European Social Fund are the security of funding for three years but the challenges are that after the end of the Project, there are no guarantees for its continuity.
The evidences of our program's cost effectiveness are the employed and working people.

We are constantly looking for funding streams from the municipality, private and voluntary funding. The biggest challenge is to get funding for staff's salaries. Some funding can cover only single events/activities. But most of them are not focused on the continuity of the process.
European Social Fund's biggest added values is that we had an opportunity try new activities and interventions in our work, in our region.

One of the biggest challenges we are facing in using the funds for this intervention is to achieve project results. As I mentioned before, it is very difficult to achieve for a homeless person who didn't work before to work for more than one year and not less than half a year (if we want to show them as an official result of the intervention).

Case study

Will came to the Vilnius Archdiocese Caritas night shelter for the first time in autumn 2010. He was 32 years old. He had no job and no place to sleep. The last place where he spent his nights was an abandoned pantry. He had serious alcohol dependence. He was homeless for 7 years.
Will told us that he was expelled from home when he was 18 years old by his mother. The mother never loved him. He had three sisters, but all of them died. He used to change his jobs constantly before he settled in the night shelter. He didn't carry about any money. He explained, that he had no family, so hadn't who to spend money for. He had a lot of debts. The last income source was collecting of bottles.
Will drank a lot during his staying in the night shelter, so he was losing his place constantly. He was losing his ID card during drinking periods. He refused to work officially because of the

debts. Social worker helped to find him a job in the stable with good conditions, but he lost the job after one month because of his drinking.
After one of the drinking periods he didn't come back to the night shelter.
Will came to the Vilnius Archdiocese Caritas night shelter for the second time in 2012. His situation was more or less the same. Will had poor decision making skills, low self-esteem, struggled to communicate effectively, was isolated and disadvantaged. He was involved into the project, into the case management process. He attended to the experiential learning seminar.

During the experiential learning he had the opportunity try new operating models. After training he became more open and less isolated. The social worker offered him a job in a soft work place – laundry. He decided to try it. During his work in the laundry Will was became more and more open. He had one drinking episode during this time. After that he felt very ashamed and didn't go to the job for a few weeks. He was even trying to avoid appearing in the workplace, the social worker reassured and encouraged him to try one more time. Before finishing his half a year working in the laundry, he had found a new job. He is still working in the same place. He is solving questions on debts. The social worker helps him to plan the costs. He is still living in the night shelter, but he is planning to move to a rented flat after he has returned the most of the debts.

Integrated employment services in Vilnius city

Country – Lithuania
Implementing organisation – NGO The Blessed J. Matulaitis family support center, Lithuania
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Overview

The intervention aims to solve problems of socially vulnerable people (especially long-term unemployed people and those who are assigned to the social risk families), related to their unemployment. The project seeks to strengthen these people, to give them more work, social and domestic skills and to educate them about the situation in the labour market, to show more active job search methods, to teach specific skills (how to write a CV, motivational letter and so on). The project also seeks to help people who finally find jobs to maintain their working place (during individual conversations) together we observe the situation, talk about the arising conflicts, about the motivation to stay in those jobs, etc.

The main activities are these: person's needs assessment, motivational meetings, individual psychosocial consulting, social and working skills learning, as well as professional guidance and counselling, help in finding a job. The project also involves groups: communication and collaboration skills groups, involvement in community activities, basic skills training (Lithuanian, English languages, IT basics), professional training and practice.

Partnership working

The partners of the project are:

- Social Support Center in Vilnius City Municipality;
- NGO The Blessed J. Matulaitis social center;
- JSC Maxima LT;
- Naujininkai Community.

Workers of the Matulaitis social center and Social support center are working partly in the project with social risk families and long-term unemployed people. JSC Maxima LT is committed to give the possibility to make practice in their supermarkets after the professional training, as well as to employ a part of those people. The project also has some annual events in the Naujininkai community, where beneficiaries can participate. One person from the Family Support center is coordinating this project.

Target group

There are several target groups in our intervention:

- People from social risk families;
- People who are long-term unemployed;
- Social welfare recipients;
- Persons suffering from the addiction to alcohol.

Outcomes

While working in the project we saw several outcomes of this intervention, the durability of it depends on special people, their motivation and wish to do something else.
One of the most visible outcomes was employment. Around 30 % of participants found a job and stayed in it for at least 6 months.
Besides, the majority of people who attended individual consultations and groups increased their self-esteem, gained specific knowledge, were needed in the labour market and their personal life: how to communicate more effectively, how to write a CV or motivational letter, how to prepare for the job interview, how to use computer, etc.

Evidence and Evaluation

For us, who are working in the project, the main evidence of it's effectiveness was participants. If we see that they feel more valuable, that they are getting more self-confident, feel stronger in the labour market, that they deal with their individual and family problems and addictions then we believe that the intervention was useful to them. Of course, there are participants who don't improve their lives and well-being during the intervention – either they need more time, they lack motivation to learn new skills or to change something in their lives, they need alternative services.

The intervention hasn't finished yet and hasn't been evaluated. However in our previous projects we counted results and the effectiveness in two ways: quantitative and qualitative. We believe it was meaningful and effective, so we foresee similar indicators. The quantitative analysis shows how many people attended consultations and groups, how many of them found jobs and remained there for at least six months and how was it related to the gender or age, etc. The qualitative analysis, conducted using elements of Grounded Theory, allowed us to see the situation, feelings of people at the beginning and at the end of the project, the opinion about the labour market and services they need and, finally, what were their personal results achieved in the duration of the project.

Finances & Sustainability

The intervention is funded only by ES fund (around €227,500), obtained during an open competition.
We are also looking for the additional financing for the activities that are not financed by the ES fund: etc., when we are planning to go to the independence and social skills learning seminar (camp during the summer, we have finances only for adults, but most often they have no place to leave children), so we are searching for additional financing for children and volunteers.
There is no estimated cost per beneficiary as it may vary depending on a person's needs, motivation or frequency of attendance.
We think it is enough money for the direct activities, however it is lacking for the coordination and the administration of the project that takes a lot of time.
We believe that these activities might be sustainable in the future, however without ES funding they wouldn't be so intensive. The organisation couldn't afford to have four workers on it, (to pay the salaries), fewer people would have to participate in the activities, and also not all activities could be held. ESF ensures the sustainability and continuity of the initiative.

Case study

There are a lot of successful stories; here is one that came to my mind first.
It seems that some people need very little. A timely outstretched hand, light push, permission to share things that upset them. There was a woman in the group who had three grown up sons, who was very disappointed with the work situation in Lithuania, who talked a lot about older people being discrimination in the labour market, who wanted to change her working position and who didn't know how to find a job for those 10 years until the pension. During the group she looked very disappointed with the common situation, she didn't want to attend individual meetings. But once she agreed, although doubtful about the meaning of this meeting. When she came, she asked a lot about the situation in the labour market, about her possibilities to compete with younger people, we also wrote her CV, talked what she could emphasise in the interview with the potential employer. The next week she went to the job interview, she prepared for it and received a job in the innovative factory. She already passed the trial period and her contract was extended. She became one of the most reliable workers. After finding a job she didn't come to individual meeting for several months, she didn't see the meaning. But then complicated things started between colleagues at the job and she asked for help again and started to attend individual psychological meetings.
Now she became stronger and more confident in her personal life and society.
This is really a successful story (not the hardest one), but showing that some people who are unemployed for a long time engage into some kind of wheel and don't see the meaning in things, don't believe in their abilities to change it, to be good. And sometimes some technical

help, human relationship, strengthening of people gives them a huge push to reach for things they need.

Integrated Outreach Support

Country – UK
Implementing organisation – YSS, member of the AIM Partnership
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Overview

The AIM Partnership's intervention, generically titled 'Integrated Outreach Support' includes four interconnected work streams linking a number of pilot projects in the Midlands Region of the UK.
The key aim is to develop innovative approaches to identify and address the multiple disadvantages of offenders and their families across the National Offender Management Services' seven offender pathways in order to improve access to the labour market. The focus for YSS is on offenders and their families, young people in transition and on early help for families. Family work is currently being delivered on the Enhance Project.
The evidence base includes learning from the Transition to Adulthood (T2A) research and the importance of working with individuals on the issues that are a priority for them, such as relationships, motivation and self-esteem, that can act as barriers to change.

The main aim of the intervention has evolved since the start of the project which focused on offenders and their families and now is to provide holistic and flexible support to targeted families to avoid an escalation into social care and to help families to achieve their full potential in terms of health and well-being, education and employment

The objectives are to provide targeted early help, giving families the right support at the right time to support parents to support their children.
The main activities include individual support wherever it is needed: at school or at home and to provide short term interventions without creating dependencies.

Partnership working

YSS is a core member of the cross sector AIM Partnership, which was brought together under the ESF ITM funding stream working with West Mercia Probation Trust (WMPT), Warwickshire Probation Trust, Ubique Partnerships, Business Enterprise Support (BES), and Accord Housing Association. Subsequently, in partnership with Barrow Cadbury and WMPT working with the T2A alliance to deliver services to young adults in transition. Currently YSS is also in partnership with Homestart and Shropshire Providers Consortium to deliver the Enhance early help service to families in Shropshire. (Homestart is a local organisation which sits under a national umbrella working with families where there is a child 0-5 years; Shropshire Providers Forum is the trading arm of the voluntary and community sector)

Target group

The AIM Partnership pilot targeted those offenders identified by the IOM (Integrated Offender Management) cohort for Worcestershire, who also have an employment need and whose family are also having difficulties in maintaining their accommodation or who are seeking more appropriate accommodation. This was subsequently extended across the West Mercia area. The target group for Enhance project are children 0-19 years and who are living in Shropshire and consent to the intervention, where there is evidence of unmet need that requires additional targeted support to maintain or improve outcomes

Outcomes

Enhance outcomes are recorded under the Local Authority Early help outcomes framework which includes Child Resilience, Health, Learning and Achievement, Parental Resilience, Parental Confidence, Reduction of Risk. Examples of indicators may be: increase in self-esteem, not missing school, feeling more confident about the future etc.

Evidence and Evaluation

Evaluation was designed into the AIM Partnership project from the outset, and its framework for self-evaluation and peer review was in itself a key innovation. In addition external evaluations were commissioned and a Social Return on Investment (SROI) conducted
AIM Partnership External evaluation key findings:

- **Outcomes achieved for project participants.** Participants on the project reported a range of outcomes from their involvement. These included progression into learning, gaining qualifications, gaining employment, developing skills to support their peers to move into work, and increased confidence and self-efficacy in working towards employment aspirations and dealing with challenging situations in their daily lives.
- **Outcome for organisations.** As a result of planning, managing and delivering the pilots, organisations strengthened their profile and enhanced their reputations as providers of support.
- **Effectiveness in addressing barriers to employment.** The integrated approaches proved effective in addressing barriers faced by participants at different stages of the offender employment journey. In some cases, this meant that participants actually gained employment, while in others there was evidence that they were empowered to move nearer to the labour market.
- **Transferable lessons.** There are indicative findings about the potential of partnership working to support offenders in the family context, and about the potential for offenders to become self-employed.
- **Outcomes for participants**
  The changes experienced by participants were in three areas: those relating specifically to their own employment and training, those relating to their ability to provide peer support; and those relating to their ability to deal effectively with issues and concerns in their wider lives.

The Enhance project has been subject to an external SROI assessment: key findings were:

- Key workers achieved positive results when they were used as a component within a wider programme of support measures
- The one to one support offered by the key workers is critical to improving the confidence and self-esteem of service users.
- The flexibility in terms of meeting service users at convenient venues and times has made a significant contribution in ensuring the project has positive outcomes
- The user friendly approach of support workers is vital in building trust
- Partnership working with statutory service providers has been valued by all stakeholders

Finances & Sustainability

The original intervention was funded via the ESF ITM funding stream to the AIM Partnership. West Mercia Probation Trust, as Lead Partner, provided match funding. The T2A project was grant funded by Barrow Cadbury and the current Enhance project is commissioned via Shropshire Council

YSS is a charity which is multi funded, at times with over 20 funding streams. The benefit to any intervention is that the organisation remains at a sufficient size to have sufficient infrastructure. The core of the organisation works efficiently across several projects and creates better value for money than managing projects in isolation.

The Enhance costs are £529,500 per annum. The SROI based on 9 months data where costs are £397,125 and outputs (317) referrals demonstrates a £7.67 return for every £1 of investment.

The cost effectiveness of the projects have been subject to SROI assessments to assess value and impact of the work. SROI was selected as a methodology in order to measure and account for the much broader concept of value.

The findings from the SROI assessment on the Enhance project are that the project demonstrates 'excellent value for money and uses support workers effectively to add social value and localism to working with children, young people and their families…they have been highly effective and brought about substantial positive changes for those who have used the service'.

The project is solely reliant on support from Shropshire Council to cover the costs of programme delivery. YSS have estimated that it costs around £1500 to provide service users with one to one support for a period of four months.

The ESF funding ceased in 2013. The current work is being funded via a contractual arrangement.

Added value from the ESF funding came from the flexibility that the ITM funding stream allowed and the support from the ITM unit. The ITM unit were knowledgeable, accessible and responsive and have been a valuable source of general advice and guidance on the management of the project. In terms of the Transnational programme they have been a useful sounding board for project members to be able to test out ideas and have provided well judged feedback on proposals and assisted with resolving issues that have arisen.

The YSS approach to its work with families is a core part of its ethos and values. The intervention has continued beyond the end of ESF funding in 2012 and has been extended to other vulnerable groups and in different settings. Currently the work is funded in Shropshire until 2016 and this experience will provide further evidence to support the model for future bids, hopefully extending it to other areas in the region.

Case study

Case study - Whole family approach and preparing for employment

EnHance keyworker
CONCERNS- DA a 10 year old female, was referred to EnHance via school with concerns that the mother was not coping. DA and her younger sister were caught in the middle of a parental conflict following their separation and there were particular concerns for DA's emotional welfare. DA would often abscond when she became upset and was showing signs of aggression. She was often late for school. School had completed one Early Help Partnership meeting but parents were unable to control their emotions and it was a negative experience for all.
ACTIONS - Key worker met the with mother and quickly established that she was struggling to come to terms with her relationship breakdown and felt overwhelmed at suddenly having to care for the children alone. She loved her children immensely, but when she was struggling emotionally she would let things slide, such as house work and discipline. There were often verbal arguments outside the house between parents which the children were exposed to and the Police had been called on occasions.

- Key worker met with DA in school, who stated that she disliked parents arguing and just wanted them to 'stop' She loved them both equally, but felt very loyal towards her mum, not wanting to upset her. Weekly sessions were undertaken exploring feelings, anger and coping strategies. DA really looked forward to the sessions and fully co-operated with her key worker. She was open and honest about her feelings and said she felt relieved talking to someone.
- A plan was completed which incorporated some goals for mum at home. e.g. rules and boundaries; and she was also signed up for a Solihull Understanding your child course. However the bigger concern was that parents needed to communicate more effectively for the benefit of their children.
- A referral was made to the Taking Charge of your Life course (assertiveness) to provide mother with a much needed confidence boost.
- The Key worker met with the father to establish his views. He was feeling helpless and undermined by the mother. He clearly loved his children and wanted regular contact with them, but felt that his ex-partner was sabotaging his efforts. He had a new partner

and he felt this was the main reason for mum's obstructiveness, as she couldn't accept the relationship was over.

- Key worker tried to mediate between parents, but the situation had gone too far. Therefore with consent from parents, a referral was made for a Family Group Conference to try and bring parents together and move things forward. Both children were to be part of the FGC and each parent was also able to bring their own representative.
- There was a lot of containment and reassurance offered by Key worker to both parents in the weeks leading up to the FGC, as the difficulties between them escalated. Mum was emotionally fragile and found the advice and support difficult to accept at times, as she could only see things from her own perspective. Key worker decided to use a different approach to engage mum and met with mum's sister who was a key influence in mum's life. Together, the key worker and mum's sister sensitively reinforced to mum how important it was for her children to have a relationship with their father. Although progress was slow, mother did start to mellow and some progress was made before the FGC took place. She had also started to establish good routines in the home and was pleased with her efforts.
- The Key worker identified that mum had a talent for interior design and so encouraged her to enrol on a college course for further training. This helped to boost mum's self-esteem and positively focus on herself and her own needs, which in turn reduced her anxieties around ex-partner. This could potentially lead to employment for parent.
- The FGC took place and all parties felt it had been a positive experience and all felt listened to. They agreed their own action plan and even had a contingency plan should things decline.

Since the FGC parents are communicating better, father's contact with his children is regular and mother seems to have turned a corner emotionally.
Mother felt she no longer needed the Taking Charge of your life course, as her confidence had improved significantly.
Young Person Feedback: DA feels much happier. She told her Key worker that she has a wonderful mummy and daddy who love her and her sister very much and that she loves it that they don't argue anymore.
Parent Feedback: Both parents have thanked Enhance for the support and realise that whilst it was initially difficult for them to work with an external agency, it was the best thing they have done. Recently both parents attended the children's parents evening together.
School Feedback: School report a vast improvement in DA's attitude and behaviour. She is no longer late for school (even arriving early on occasions!) and has told her teacher she is much happier.
Contingency Plan - There will be an FGC review to monitor progress and school will monitor DA's emotional wellbeing.
The **Early Help** Process was able to close as outcomes had been achieved. School felt there was no need for a further EHP Meeting as the original concerns had been addressed by EnHance and through the FGC.

Job in Sight

Country – Sweden
Implementing organisation – The Activa Foundation
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Overview

We work with pp. for the last year in secondary special school. Trying to get an employment and when that's not possible, find something to do after school. To avoid being a home sitter. Supported employment/ long time support. The hardest thing is not to get a job it is to keep it. Work discussion groups. Help with authority contacts, Follow the pp. at meetings with authorities and doctors. It is a complicated language and it is often to be translated.

Company based learning. Support to both pp. and employers. Straight line from school to work life. Multi-component team including school, partners etc. Its aim. To speed up the process and if possible find solutions to occurring problems. Rich spare time. Go to gym, Movies, seeing friends instead of spending time with computers and gaming.

Partnership working

Partners include the Municipality of Örebro, special school, Public employment office and the Swedish social insurance agency.
The employment office took the initiative to the project. In 2008 they invited three teachers from the secondary special school (me included). During the first six months we had a pre-project, in 2009 the project started. Now the municipality of Örebro are in charge and the insurance agency was involved from the beginning. They both sat in the management group.

We have two different governances, one management group, and representatives from the employment office, the school and the insurance agency. There is also what we call a multi-component team. It is a team that consists of representatives from the schools (three), two from the employment office, one employment officer and one social consultant, four persons from the project, one project coordinator and three who work directly with the p.p. We meet every Friday and talk about every p.p. The biggest problem is that they have rules and regulations that they must follow. Sometimes it is hard to make them work hand in hand, so to speak. But the more you learn about each other the smoother it gets.

Target group

The target group is secondary special school students which are in the last year of four.
The special school is one of the partners, so every student has the opportunity of Job in Sight during the last year. The choice is theirs. So far only two of 88 have turned us down (quite good).
We motivate them by talking about how it works in the employment market. We have job talks about rules and responsibility at work, four times each semester. They can't get a job by good grades, so they have to prove themselves at work. We fix practice, we start with one week. If it goes well, we continue, if not, we evaluate and try to find something more suitable. We have evaluation moments during job talks.

We try to have long-term support. It's important for them to have a stable ground. The practice is often four to six months long. And we support them all along the way. For example: we have pp. which has received a job and still works four years later at the same job. The reason that we support them still is that the journey has been bumpy, as it often is. They need someone to call and who can give both pp. and employers support when needed. Even though they are no longer in Job in Sight, they still can call us if needed.

Outcomes

This study evaluates the implementation of the Supported Employment method at the upper secondary special schools in the Örebro municipality during the years 2009-2013. The Supported Employment approach has shown positive impact on the opportunities for people with partial work capacity to achieve employment. The study aims to evaluate the effect of the method regarding opportunities to reach and retain employment.

Evidence and Evaluation

We work according to the supported employment method. Of course, the intervention is good both for the pp. and their families. If the pp. gets a job it is good for the whole family. We sometimes have lot of contact with their families. Because of our aim that job is the primary target. Our criteria for success is how many have a job after finishing school. But also for those people that don't reach the labour market. That they have something to do, it's important that they don't end up doing nothing.

The main reasons for lack of success is the student: lack of motivation, doesn't realise the meaning of life.

The intervention has been evaluated: It was an external and independent evaluation. Two evaluation reports and one final report. The process evaluation was made according to: Genus analysis, Participant's perspective of support, Employer's perspective of support and Authority cooperation analysis.

Finances & Sustainability

At first it was financed by ESF 2009-2013. After the project, Job in Sight was financed by The Activa Foundation. A foundation that has worked with this group of people since 1989.

The challenge is to get enough benefits from organisations involved. The foundation is an N.G.O. To run the intervention costs around 2 million SKR (€215,000 or £170,000).
Cost per person varies 60000 SKR / Year (€6,500 Euros or £5,000).

If the foundation will exist over time, I think that Job in Sight will do the same.
The idea is sustainable, and since the beginning of the project, the development has been enormous. For example: At first our spreading goals were local, then national. Now it is transnational. Our ideas have really been received well. It is nice when Job in Sight methods are appreciated.

I hope that in the future Job in Sights method will spread to several municipalities in Sweden. And that they will work accordingly. The method is very much sustainable.

Case study

Alan has been with Job in Sight for almost two years. When he came to us he studied the vehicle programme in one of the schools we are involved in. Our students don't become a regular car mechanic. They work with reconditioning of cars, tire changes etc. Alan was a good student but he was very often sick. He didn't have the motivation for work.

At first he had a practice at a firm which works with reconditioning cars only. He worked well, was in time but still, he was absent far too often to get a job.

The firm he practiced in, started to have problems. Not with Alan, but they did a sloppy job and didn't take care of the costumers. In Sweden there is a policy that the employment office look in to their register, before anybody gets a benefit salary employment. This firm was on red. Meaning that they have tax debts.

Meaning that we have to start our search for another practice for Alan.

We found Bilexpo, a firm who sell cars, both new and used. Meaning lots of reconditioning jobs. Alan received a practice. Job in sight have a policy that we will start the practice for one week, if it still works after a week, we continue.

Alan still had a lot of absence. Well, the weeks went on and he did a good job. Everybody was satisfied, except for two things. The absence and the lack of driving licence. But Bilexpo took a chance and gave him an employment over the summer. After he had received his first salary something happened. He was never sick. If it is because of the salary or what. I don't know.
After the summer he received an development employment for one year. A couple of weeks ago he managed to pass the driving test of the driving licence. Still, the theory part is left. But I think that before Christmas he will pass.

Job Track

Country – Northern Ireland
Implementing organisation – NIACRO
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Overview

Jobtrack is an employment pathway programme aimed at overcoming the problem of reoffending and making a contribution to desistance from crime.

The single most effective factor in reducing reoffending rates is employment (Lipsey).

Central to Jobtrack's approach is the belief, underpinned by a study from the University of Oxford's Centre for Criminological Research (Bridges) that finding employment reduces the likelihood of reoffending by between 30% and 50%

The intervention brings added value by helping to reduce the economic and social costs of crime, encouraging participants to make a positive contribution to society. Successful employment outcomes result in reduced benefit dependency.
In addition Jobtrack adds value by contributing to public protection arrangements engaging with high-risk offenders who are referred to the programme in order to increase the supervision they are afforded.

Jobtrack aims to reduce re-offending by enabling people to learn relevant and appropriate skills, which will help them to secure employment. It therefore fits within the key strategic aims of both the Department for Employment and Learning (DEL) and the Department of Justice (DOJ).

Partnership working

Jobtrack currently works in partnership with the Probation Board for Northern Ireland (PBNI) and the Northern Ireland Prison Service (NIPS)

The programme evolved from partnership work on training and employment between NIACRO and PBNI which first started in 1994. NIPS and NIACRO subsequently partnered on a successful EQUAL project in 2000 concerned with training and employment for those in custody. With compatibility in their respective fields of work and mutual concern for acquiring skills and securing employment, the first tripartite partnership Jobtrack programme began in 2002. The Jobtrack partnership has been successful over three further European Social Fund (ESF) applications and the Programme has grown significantly in capacity and diversity during this period.

Target group

Jobtrack targets high/medium risk offenders whose convictions or potential for reoffending are most serious. This group encompasses many who are on the margins of society and experience multiple barriers that exclude them from the labour market, education, training and mainstream services.

Mechanisms are in place to ensure a referral flow from our partners PBNI & NIPS. Participation is voluntary, however PBNI have agreed that engagement with Jobtrack can count as statutory contact where employability progression is a key component of their statutory supervision plan. This incentivises participation.

Outcomes

In the period 1st April 2011 – 31 March 2014 Jobtrack has worked towards the outcomes / targets set out below:

- To provide 2,025 offenders with assistance in seeking sustainable employment
- Participants entering employment: 20%
- Participants moving into further education / training: 10%
- Participants gaining qualifications at NVQ level 2 or above: 12%
- Participants gaining essential (basic) skills: 50%
- Participants gaining other relevant qualifications/units: 80%

The most significant outcome showing the success of the Jobtrack Intervention is its effect on re-offending. The most recent study of Jobtrack leavers found that 24% were reconvicted within 18 months of leaving the programme against the Northern Ireland recidivism rate of 42.8%.

Evidence and Evaluation

As mentioned above the biggest determining factor of the programme's success is a reduction in reoffending. The most recent study of Jobtrack leavers found that 24% were reconvicted within 18 months of leaving the programme against the Northern Ireland recidivism rate of 42.8%.

The following key aspects of Jobtrack have been identified as being significant in contributing to its overall effectiveness.

- The Programme's links with PBNI and that it is embedded within Probation Officers' referral practices.
- Consistent, Northern Ireland wide service provision.
- Continuity of programme provision, bringing individuals from custody into the community
- Willingness and ability to work with the "harder to reach" and higher risk offenders
- Dedication and Commitment of the Jobtrack Staff to the Service Users
- The Expertise of Jobtrack's staff, in relation to Individuals and Employers

The target group faces many barriers that result in a lack of success. These barriers can be legislative, structural and attitudinal with participants experiencing difficulties trying to access education, training and/or employment opportunities.

An important element of the programme is to evidence distance travelled for each participant to demonstrate success both to the individual and potential employers.

In February 2013, Jobtrack commissioned an independent evaluation of the programme for the period April 2011 – March 2014.

Some of the main conclusions of the evaluation are listed below:

- Jobtrack has engaged effectively with people who are at risk of reoffending and who face multiple barriers to active inclusion in the labour market, many of whom may not have otherwise had the opportunity to access training and employment.
- Jobtrack has met and often considerably exceeded its training and employment targets.

- Jobtrack has engaged strategically with the Department of Employment and Learning (DEL)
- Jobtrack has developed significant networking capacity linking with a wide range of employers across Northern Ireland
- Jobtrack has performed well against budget, achieving unit costs below the budgeted level approved by ESF's economic appraisal.

Finances & Sustainability

Funding for the Jobtrack programme is 40% European Social Fund; 25% public match by the Department for Employment and Learning; 35% public match funding by Department of Justice and its agencies (PBNI & NIPS).

The benefit of this type of funding is that Jobtrack is both efficient and effective in enabling partners to achieve strategic priorities for a relatively modest investment in the context of their total budget.

The role of NIACRO as the lead partner in leveraging this funding is paramount. Challenges in securing match funding from partner agencies is especially difficult in the current climate where budgets are decreasing and cutbacks are being made.

Overall spend on Jobtrack in the three year period from 2011-14 was £4,677,681.

Project outcomes have been achieved cost effectively; with the following efficiencies particularly noteworthy:

- Interventions to a total of 2,761 service users at a unit cost of £1,694.19 per participant, significantly below the budgeted cost of £2,360.
- Actual Participant costs of £398,683 equate to a unit cost of £144.39 per participant, significantly below the budgeted figure of £231.17.

Whilst we recognise that Jobtrack interventions deliver different outcomes for individuals based on their distance from and readiness for the labour market, we can focus on the cost of achieving two specific outcomes direct employment and improved employability as a result of acquiring additional training or education:

In the period 2011-14 PBNI invested a total of £719,831 into the programme which resulted in

- Employment for 561 participants after leaving Jobtrack at a cost of £1,283
- Interventions for 2,761 referrals at a cost of £260 per referral

NIPS invested £215,070 in Jobtrack enabling resources to be invested into interventions to reduce reoffending among those who have been in custody. Any reduction in this area of reoffending has tangible financial impacts given the high unit costs of keeping offenders in custody.

Given the depth of Jobtrack and the cost associated with the different elements, the total expenditure figure of £4,677,681 represents efficiency and value for money in terms of unit cost per participant and jobs and qualifications achieved, however when it considered alongside the wider social & economic gain derived by the stakeholders, it is rendered considerably more valuable.

An independent social return on investment evaluation of Jobtrack (2011 – 2014) demonstrated a social value of £13.60 for each £1 invested.

Overall it is clear that Jobtrack provides excellent value for money.

In order for the intervention to be sustainable, the current partnership will submit a bid to the ESF programme 2015 – 2018

There are a number of areas in which the intervention may develop in the future:

- The Partnership will consider the effectiveness of the current branding and messaging of Jobtrack in promoting the core objectives of reducing offending through an employment pathway.
- More emphasis will be put on measuring the impact on reoffending and demonstrating cost savings that could be made as a result of the Jobtrack intervention showing return on investment for funders and the associated freeing up of resources for Government Departments.
- The programme will apply additional resource to work in the prisons that will reflect the changing environment and needs of the partners.
- The Intervention will continue to be innovative in efforts to remain close to the job market. One way to do this might be to invite an employer representative to join its steering group.
- The work with women should continue and expand, working with partner agencies to continue to develop a coordinated approach with agreed policy and procedures in place to support the transition from prison to community. Furthermore, to continue to develop opportunities for women to build confidence and self-esteem in preparation for continuing their pathway in the Community through participation in education, training and employment.

Case study

Given the broad cross section of Jobtrack service users below are a number of case studies of various participants showing a various range of experiences on the programme:

John first contacted Jobtrack while still in custody through referral by his Probation Officer. He participated in Industrial cleaning training in prison, and whilst he didn't achieve a qualification, it encouraged him to consider self-employment upon release.
John wanted help from Jobtrack for three particular things: for disclosure advice; CV preparation; and to access the Start a Business Programme. In addition to John's "wish list", Jobtrack were also able to fund various cleaning and health and safety qualifications and John went on to open his own business with the help of a mentor from the Start a Business Programme to help with marketing and building up clientele.

Simon was discharged from the army upon receiving a conviction. Whilst in prison, Simon achieved CLAIT Level 1 and Level 2 fitness instructor qualifications.
Upon release, Simon engaged with Jobtrack for financial assistance with travel expenses and further fitness qualifications. In addition, he sought funding for the Level 3 personal instructing qualification from the British Legion which he completed through the Leisure Industry Academy. Whilst he was due to be funded by Jobtrack for an additional accreditation for running circuits classes, Simon was successful in securing work as a demonstration soldier, assisting in the training of soldiers and preparing them for combat and hostile situations.

Sean's progress was helped by the involvement of various stakeholders, including Probation Board, working together, during his time on Jobtrack.
Referred to Jobtrack by his Probation Officer, Sean faced several insurmountable barriers to employment, most notably his lack of qualifications and few local job opportunities in his chosen field. Jobtrack worked with Sean, alongside other stakeholders, to compile an Action Plan which would help Sean to overcome these barriers to achieve his goals.
Sean first completed the *OCN Jobtrack Employment Programme (JEP),* helping to build his confidence, and proceeded to a certificated course in Warehousing and Stores. This experience and associated qualification enabled him to progress to Fork Lift training, again through Jobtrack. Additional qualifications gained with support from Jobtrack including food safety and the control of hazardous substances helped to build employability.
Sean has recently secured employment as a Store Assistant/Production Worker in a local factory after one year with Jobtrack. He also accessed benefits advice from NIACRO to ensure that he was accessing all benefits available to him upon commencing employment. Sean speaks of his *"life changing experiences working with NIACRO"*.

Peter was referred to Jobtrack by his Probation Officer, whilst on a Probation order. Peter attended the Jobtrack Employment Support Programme in prison and had proved to be keen to turn his life around and find work, willing to consider construction, catering or youth work. (He had been applying unsuccessfully for jobs and was on Employment Support Allowance but was keen to move off benefits and into work.)
Peter had some previous work history including working in a pizza restaurant which prompted Jobtrack to contact a local pizza chain which NIACRO had had contact with in the past.
A 13-week Local Employment Intermediary Service (*LEMIS*) trainee pizza chef was suggested, and, following a successful interview, Peter started this in January 2012. Feedback from the restaurant's manager was positive and John moved to a part time permanent position.
"It has been great to get back to work and I am learning new skills all the time. If it hadn't been for this programme I would probably still be unemployed"

Mary was referred to Jobtrack by her Probation Officer having received a probation order for drugs related offences. Whilst Mary had a previous steady employment history in catering, it quickly became apparent that events in her personal life had led her to withdraw from her community and she had become isolated, to the extent that she was attending counselling for anxiety and depression.
Mary had considered beginning an FE course. However, despite efforts to support her in obtaining a place it became obvious that she was not ready to take this step. Jobtrack began to focus on improving her self-esteem and confidence. To do so, and to introduce structure to her day, she has been attending a voluntary placement in a local community development association. Whilst still early on in this placement, Mary has been enjoying the placement and the placement provider is pleased with her attendance and willingness to take on tasks.

James was first introduced to Jobtrack by his Probation Officer upon release from Hydebank. However, he did not believe he would ever have a place in society, and certainly never secure a job. He lacked confidence and had no formal qualifications.
Initially, Jobtrack worked with James to build confidence, helping to build a desire to participate in society and a realisation he could be employable. The success of this initial work was such that James found he wanted to start completing various vocational programmes, all of which built on his growing sense of confidence. He eventually completed his ECDL and Level 2 Literacy and is now volunteering for Jobtrack as an admin support worker. "*I really enjoy it. It has allowed me the experience of working with and getting to know other NIACRO staff.*"
"Another big thing that has happened for me while with Jobtrack was attending an Essential Skills class with BMC. With the support of Jobtrack I entered mainstream education which enabled me to mix with other people outside the criminal justice system."
"My time with Jobtrack has helped me apply for work and even go to interviews! It's been a huge park of my life since my release and I can really say it has changed my life."

Meeting Point 2020 – How do we help people outside the society to help themselves being a part of the society?

Country – Sweden
Implementing organisation – ABF
Contact email: maria.svenning@abf.se

Overview

The aim of Meeting Point 2020 is to reduce poverty and find ways for people who have lived outside the society to re-enter. To do this we work with popular education where the participants suggest subjects to discuss and learn more about. We have had courses in computers, photography, cooking and health. Our participants have lived outside the society for many years due to homelessness, abuse of drugs and alcohol, psychical or social illness. They need time to find routines and learn about another life. We have nine different meeting points around Sweden. They have similarities and differences. Some of the people that today work at the meeting points have the same background as our participants. Our aim is to help people to take part of the society in different ways. Not only by finding a job but also by talking to politicians and media, finding routines and learning how the society works. We have study circles as well as lectures. We also visit places of interest.

Partnership working

We work with municipality and many different associations. There are some differences among the different meeting points. Our partners take part in different activities and discussions. They help us with participants and finances. The challenge is to find the right partners and sometimes to find mutual directions since we all have aims to live up to.

Target group

We work mainly with people living outside the society. Since some of the employees have similar background as the participants they have a huge network and inspire the participants.
We try to accept anyone and mix groups. Sometimes we have groups only with women as in some cases it is important.

By letting the participants discuss and have their own wishes for activities they are motivated to participate. We never force anyone. We use the methods of popular education and it works out very well. We also look at each person.

Outcomes

In the short-term our participants learn new things and find routines in their lives. In the long-term they have a chance to re-enter society and get jobs to be self-supported. They can use their past as an experience that can help others.

Evidence and Evaluation

We have had evaluators from a university that have looked at our activities and they are very positive. We also evaluate by ourselves. We can see that many of our participants have changed their lives. We have also had a lot of meetings with politicians, enterprises, municipals and other organisations where our participants have talked about their experiences.

Finances & Sustainability

Funded by ESF. But also from municipal and other actors that we co-operate with.
Some of the meeting points will not survive without the funds. But others have found new funds or have created social enterprises. ABF will finance some activities. Hopefully some of the meeting points will grow as social enterprises. That is what we hope for the future

Case study

One of our employees, X, has been using drugs for 30 years, homeless. He lost his kids, relatives and friends that were not using drugs. 4 years ago he nearly died. When he was at rehab he met a man that knew about ABF. He got a job in our project and has not been using drugs since then. He works every day, he takes responsibility for his own study circles, he participates in lectures and has helped many people in the same situation. Now he has contact with his kids and grandchildren and he talks to politicians about his experiences. And he has an apartment.

Missing Link

Country – Belgium
Implementing organisation – Arktos vzw
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Overview

Arktos vzw, HIVA-KULeuven and Living and Working (Wonen en Werken vzw), developed with the support of the European Social Fund, a methodology that provides comprehensive guidance on difficult-to-reach young people towards work and meaningful activities. Missing Link aims to put the youngsters back in control of their life, to guide them to work or meaningful activities, to strengthen their network and to picture the distance travelled. This requires outreaching work, attention to all areas of life and the involvement and expanding of the personal and professional network. It requires a counsellor who is 'trajectory companion'. Together with the youngster he made an overview of all the important aspects in his life. This is called the 'exploration'. In every aspect they explored the already available possibilities and the probable difficulties and links were made. The trajectory companion links and coordinates the fragmented local assistances and services. Finally, this requires tools that provide insight, stimulate action and makes developments visible.

Missing Link is a well-founded process from both a scientific point of view and from 'the field'. 68 young people had guidance during the development of the methodology; 45 young people at the project in Leuven and 23 young people at the project in Beringen. A quarter of these youngsters were women. At the start of the coaching the youngsters were on average 21 years old. From 29 of them we had data of their employment history. More than half of them (58, 62%) was unemployed for a year or longer or inactive at the start of the guidance. About one third (34.29%) of the 35 young people, who we have available data of, had no work experience.

Partnership working

Arktos vzw, HIVA-KULeuven and Working and Living (wonen en Werken vzw), developed with the support of the European Social Fund, Missing Link. Arktos was promotor of the project.
Arktos vzw is a professional training organisation for disadvantaged children and young people, from the age of six to thirty. Our three main objectives are training, support of professionals in working with children and youngsters and point out social inequalities.

Wonen en Werken provides counselling, training and employment to people who have been unemployed for a long time and/or low schooling.

HIVA-KULeuven is the research institute for work and society of the University of Leuven.
Besides the three partner organisations, we also mention our network partners and our financial sponsors: the city of Leuven, the city of Beringen, the province of Vlaams - Brabant and the European Social Fund. The network partners could provide throughout the project their input through the local project group and a joint advisory group. Towards the end of the project, the network partners, supplemented by other stakeholders, had the opportunity to pass input through an individual evaluation survey and an evaluative focus group.

Target group

The methodology was developed with young people, aged 18 to 30, who were difficult to reach.

Those are youngsters who:

- Are difficult or impossible to reach; for example they don't respond to invitations of social organizations.
- Don't start; they are registered with the appropriate authorities but there isn't an effective start or they don't show up for appointments

- Drop out: they begin training, but gradually drop out.

These young people do not only suffer from work related problems, but have complex problems in multiple domains of life that mutually interact and reinforce each other.

Common problems are administrative and financial problems, judicial problems, psychological problems, addiction problems, lack of daily structure, lack of interpersonal and communication skills and work attitudes.

Outcomes

The soft outcomes were mapped using focus groups and individuals consultations. In the future, this can be done with the instrument developed during the project; the 'Evaluator'. A majority of young people said that they have been helped in their quest for work or meaningful activities; they gained more self-knowledge, and have strengthened their network. The network partners of the project indicated that the skills and abilities of the youngsters have been strengthened, the guidance encouraged them to independency, other services could reach young people easier and the method succeeded to lay the responsibility back to them.

Following factors proved important in the process:

- creating a bond with the youngster
- contact with the network (both of the youngster and the network of the counselor)
- the trajectory companion and his support within his organisation

Evidence and Evaluation

The young people had the opportunity to give an individual interview. Towards the end of the project, they could give input in an evaluative focus group.

Network partners of the project could provide their input through the local project group and a joint advisory group. Towards the end of the project, the network partners, joined by other stakeholders, had the opportunity to pass input through an individual evaluation survey and an evaluative focus group.

Missing Link is validated by experts and peers, and is ESF Ambassador 2014. Each year the ESF Agency Flanders awards three promoters with the title 'ESF Ambassador'. This award goes to organisations that have developed an excellent methodology or tool that strengthens the labour market.

For Missing Link we were chosen for the development of the exploration and evaluator. The first one is a communication method to make a structured overview of the multiple domains of life. The evaluator is an evaluation method to measure soft outcome and to make it visible for the youngster.

Finances & Sustainability

The project Missing Link is based on the methods that we developed throughout the project. Because of the effectiveness of the methods we also use them in almost all our projects. But we (Arktos) use the methodology or elements of it in almost all our projects. We hope it provides also other organisations the tools for working integrally with hard to reach people. We also hope that the idea of 'integral' working gets in the mind of counselors, key decision makers, because all aspects of life are important in guidance.

Case study

A' is a boy in his early twenties. His parents got divorced when he was a kid. As a teenager he often switched homes. At first he lived a few years with his mom, then he moved to his dad for a while, who lived approximately 200 miles further away. They didn't get along very well so he moved back to his mom. That didn't work out either so he started living with his father again.

He kept switching homes like this until his mother kicked him out once and for all at the age of 18, because she had financial problems. He stayed with a friend for a while but he had to move out there when his friend wanted to start living together with his girlfriend. Then he moved to the area close to his father's home. At first he shared a house with some guys he had met, afterwards he moved back in with his dad, who then lived in a decayed house. He didn't have any friends or social network because of his constant moving houses. He had a rather negative bond with his dad.

He got registered at a governmental organisation for social welfare, who suggested him the project 'Missing Link'.

The first thing we did was to make a social map of his life with the 'exploration'-tool. It was obvious that his first priority was making it possible to live on his own. But we noticed that his social and professional network was non-existent. So this was our first job. Together we made a list of things to do. So he got registered at the healthcare-insurance, he contacted the social housing department and they put him on the waiting list, he made plans to get his driver's license and he kept going to the governmental organisation for social welfare to get financial support. All this, however, took a while because he kept forgetting his appointments. So we had to do some 'friendly stalking' to help him remember his things to do. We taught him to work with notebooks where he can write all of his appointments in and the things he had talked about with the several organisations. Then we taught him to work with folders, one for each organisation. So he could collect all of his papers and structure them. Next he followed an education in general use of computers. Finally he found a job as a forest ranger.

At several times during his guidance, we used the 'evaluator'-tool to see his progress. It helped him also to see on paper how he evolved from being motivated but unhappy to taking steps that made him happy. Which motivated him even more.

"My Guru" social innovation for a better integration of ex-drug addicts by participating in work rehabilitation program.

Country – Lithuania
Implementing organisation – PI Social Support Projects - "Mano Guru" integration project
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Overview

The social reintegration project 'My Guru' rests on the idea of work rehabilitation for former drug addicts as a response to the lack of these initiatives in Lithuania. Work rehabilitation is a logical continuation of the rehabilitation process, through which people dependent on drugs receive a complete range of social services (medical, psychological, social and employment) enabling them to blend into society. Such work rehabilitation is needed as the next step after health rehabilitation programs, because the absence of proper professional skills, a patchy work history and the negative attitude of employers and society in general towards ex-addicts frequently causes relapsing problems. Reintegrating ex-addicts into society thus requires further help through the use of a complicated mix of psychological stabilisation, motivation, training and providing work experience.

Objectives of Professional rehabilitation in a social enterprise:

- Professional rehabilitation in non-protected environment
- Personal development plan
- Psychological, social worker's, dependency adviser support and permanent motivation
- Help with the rent of an apartment
- Co-workers have received a special training for working with dependent persons

Partnership working

Project personnel cooperate closely with drug-addict health rehabilitation centres, communities of former drug addicts and probation offices

Partners are obtaining information about work rehabilitation possibilities for the target group. The participants in the project learned about the possibility of taking part in the project from the personnel of these rehabilitation centres and probation offices, directly from presentations made by the project personnel, or from former successful participants in the project.

Target group

The social reintegration project 'My Guru' rests on the idea of work rehabilitation for former drug addicts who get into project after health rehabilitation programs. Due to the absence of proper professional skills, a patchy work history and the negative attitude of employers and society in general towards ex-addicts frequently causes relapsing problems. Reintegrating ex-addicts into society thus requires further help through the use of a complicated mix of psychological stabilisation, motivation, training and providing work experience.
Participants in the project learned about the possibility of taking part in the project from the personnel of rehabilitation centres, probation offices, job centre, directly from presentations made by the project personnel, or from former successful participants in the project.

Outcomes

Short-term outcomes - complex range of services provided by the social reintegration project 'My Guru' ensures the success of this project. According to the monitoring conducted by project personnel, from the very beginning of the project in 2004, almost 400 project participants have used this possibility for a second start in life and 80 percent of project participants successfully integrated into the labour market and society: 80 percent of participants who successfully finished the programme continue to work in other bars and restaurants, some look for other types of work elsewhere (e.g. as volunteers or social workers

in other social projects), some took up their school or higher education studies again (e.g. law, sociology, administration, accountancy, social work, etc.). Every year this project successfully integrates about 40 former drug addicts into the labour market and society.

Long term outcomes – Project participants start to feel that they are not condemned. They stop living in the past, feeling despair and blaming others, the environment, etc. They start to develop a more active participatory way of life, learn how to communicate and how to behave in public, to be responsible, to have duties, to find friends, and to find themselves. They break the vicious circle of continual criminal activities and convictions. They start to work, pay taxes and refuse the philosophy of dependence. They manage personal relationships with relatives, create their own families and are able to provide positive socialisation experiences for their children.

Evidence and Evaluation

Project participants break the vicious circle of continual criminal activities and convictions which creates safer and more trustful environment for the society. Due to the participation in the project they start to work, pay taxes and refuse the philosophy of dependence.

As well they are sharing their experience and support with other similar fate people on their way to independence. Some former project participants establish former drug addicts' communities and help other drug addicts by working in various non-governmental organisations (e.g. in social taxis for disabled people). Concrete examples of the added value of what is being achieved are the establishment of new rehabilitation communities in other regions of Lithuania and the social activities of the 'My Guru' bar, a social enterprise model for new social entrepreneurship initiatives (e.g. The Karpovo agricultural farm for the rehabilitation of alcohol addicts). Another example of added value from project activities is the establishment by a social worker of a project for a homeless people's football team, in which some project participants who have experience in participating in sports activities (ex-sportsmen) are involved. This initiative has already been functioning for 3-4 years and the team participated in various world-class championships; e.g. in Mexico it took 8th place. This activity provides the participants with the motivation to live and explore the future: it allows them to engage in society, to find meaningful activity and to realise their potential.

A low level of relapse can also be observed among project participants. The main reasons of this usually are caused by refusal of full participation into combined services: attend of anonymous drug users groups, avoid personal social worker's, psychologist's consultations.

Internal assessment - questionnaires, qualitative study of satisfaction and actual return to society and labour market;
External assessment - Social Fund Agency, in order to figure out results, considering chosen indicators conducts interviews.

Finances & Sustainability

The intervention is funded by the European Social Fund and self-funded.

The 'Overcome your addiction' project won support from the EQUAL initiative of the European Social Fund on 2004. The municipality gave the premises, which we just had to renovate, and EQUAL enabled us to develop and deliver teaching programmes for our target group. Without this financial support we could never implement our idea of work rehabilitation. Two years after the restaurant opened, it started to be profitable. So the model of social enterprise relies on a subtle mix of financial support and empowerment to become profitable

Case study

Steven grew up in a good family. Maybe at school he was not the best student, but the boy was motivated, had leadership skills, after school he actively attended boxing, basketball trainings and was a member of Theatre studio.

However, driven by curiosity and encourage of older friends since 13 Steven has started smoking weed. For Steven it was perfect way to relax and just have a good time, a couple years later the boy decided to try the popular drug, heroin. Despite the fact, that he had enough information about the damage of heroin and the drug was expensive Steven wanted to try everything by himself. After he started to use heroin – he lost quite a lot of his friends. Steven's parents, friends, girlfriend saw a change in his behaviour, but did not understand the reason. The boy was 16, when parents and teachers found out that he is using drugs. Then the young man got into his first rehabilitation. Parents put all efforts in order to ensure the best possible support. However, Steven didn't admit his problem. While being in his first rehabilitation Steven began to use amphetamine, from which he did not fell unpleasant physical effect. Steven has started a new stage of life: girls, parties, and night clubs.

According to the young man, already from16 years old, he was able to buy brand new cars, clothes, cell phones. New "dream life" has it's own consequences: physical exhaustion, hallucinations, communication difficulties. After noticing this Steven returned to heroin. Still with the assistance of parents Steven managed to finish school, but did not abandon the drug. The young man passed a set of rehabilitation and the same number of relapses. Steven constantly justifies himself and did not admit addiction - he always had a worse example than his own. And he loves his luxury life. Even after the first community rehabilitation, after which Steven admitted that he doesn't want to live this way, young man was not able to resist the superficial image of elite life. He refused offered volunteering work in the community centre and returned to the drug business. According to Steven, he always acted just like he wanted, as he knew that parents or friends will pull him out of any trouble.

After Steven second reached the bottom, he has decided to ask help and came back to rehabilitation centre, started volunteering work, eventually got a job and began to conduct consultations and lectures for dependents. It has seemed that he started a new life, when he was diagnosed with cancer and, according to the doctor he was left two months to live. Steven went through six chemotherapies and four surgeries. In order to release the emotional and physical pain Steven started to use drugs again. Steven remembers that before each surgery he used so many drugs that he even did not remember the journey from home to hospital. The process was long and painful, but ultimately Steven's health began to improve physical strength has returned. And it has already been passed two months and one year. Steven realised that he has received a second chance to start everything a new, so he came back into a rehabilitation centre, knowing exactly what kind of help he needs and what he wants from this life. After half a year of rehabilitation Steven started to live independently, but couldn't find work, so on the way to a new life he started to participate in "Mano Guru" integration project. In the project Steven started the bartender's assistant course. He has never worked before, but was very keen into getting new job skills and to earn money legally. During the program, Steven also got psychologists and social workers consultations, which ensure for him opportunity to work with himself, get professional skills and be reintegrated into society. Steven emphasised that he does not imagine program without visiting the groups Anonymous Drug users, which are one of the main supportive elements.

After the six-month program Steven was employed as a waiter of the salad bar "My Guru", and after a few years, due to his organisation skills, high motivation he has become a successful administrator working already for six years. According to Steven, he is enjoying his work, but there is always a desire to improve, so after work he is entering business classes at university.

It is difficult to predict where Steven would be now, if not the right people met at the right time. According to Steven, would be possible all other situations - from a fully functioning person in a society to the victim of overdosing.

Re-start: a new beginning

Country –Italy
Implementing organisation – Municipality of Ivrea (Province Torino)
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Overview

For many years, Ivrea's Prison has collaborated with the Municipality of Ivrea and vocational training services. This collaboration, however, has been occasional and limited to a selection of services. The establishment of a strong partnership, the adoption of new tools and methods for existing services (case management), as well as the testing of innovative activities, such as a parental support service, represent the added value of the intervention. Furthermore, we have also strived to systematically offer quality services to prisoners, e.g. by designing the in-prison information counter services or the empowerment counselling service.
Main aims:

- improving the everyday life conditions in prison
- in-prison occupational training and study
- improving social and employment integration of prisoners at the end of their period of imprisonment

Main objectives:

- mediation of family and parental conflicts through one-to-one counselling service, in order to ensure the wellbeing of children and prisoners
- provide new and different tools to ensure social inclusion through information counselling, occupational support and tutorship

Parental support: this is an innovative service for prisoners, which was tested for the first time during the project. It is a mediation activity between the prisoner and his family, with the collaboration of all local social and health services. In fact the preservation/maintenance of parental relationships for prisoners is, for different reasons, very difficult, as they usually face many obstacles in meeting their children, due to the financial difficulties of the families, to imprisonment of both parents or to family disagreements. Only prisoners who had not lost parental authority were involved in these activities. An individual project was designed for every prisoner, in order to obtain a more stable solution for existing family conflicts, often representing a difficult obstacle in improving parental relations. Moreover a new green area, dedicated to family meetings and talks was created inside the prison. Asparental support for prisoners was a completely new service in our local area, the Compagnia di San Paolo (the project financer) included it in the call for projects in subsequent years as a quality component of interventions relating to penitentiary systems.

Partnership working

The partners are: Municipality of Ivrea, Department for Social Affairs - Project leader, Ivrea Prison Management, Probation Office of Vercelli, Prison Volunteers Association "Tino Beiletti"- Ivrea, District Social Services Consortium – Ivrea, Drug Addiction Service of Ivrea Local Health Authority, Ruffini Foundation (NGO) – Ivrea, Vocational Training School "Casa di Carità Arti e Mestieri (Arts and Crafts House of Charity)" – Turin, Social Cooperatives Consortium "Copernico" – Ivrea, National Confederation of Artisans (CNA) – Turin, Università di Torino – Department of Culture, Politics and Society
The partnership represents all different parties, institutional and non-institutional organisations, in addition to volunteers involved in offender management at a local level.

Target group

The project target group is represented by 341 prisoners from Ivrea's prison and approximately 80 probationers managed by the Probation Office in Vercelli, aged between 18 and 60 years old. As the prison in Ivrea is a male prison, only men were involved in the project.

The target group of the operational activities was selected by the technical multidisciplinary team, composed of one officer from the Dpt. for Social Affairs – Municipality of Ivrea, one worker from the prison in Ivrea, one probation officer, one psychologist from the Ivrea Drug Addiction Service of the local health Authority.

Outcomes

Currently, we are able to describe some short-term outcomes:

- at the end of the project, two probationers were recruited by the same companies where they attended the employment training period. The employers were very satisfied with the experience, both in relation to the beneficiaries' characteristics and the quality of the support services, in particular the tutorship activity and the possibility to participate in a project that the Municipality was responsible for;
- when the project was implemented the prison in Ivrea had to deal with a serious problem of overcrowding: 341 male prisoners with a capacity of 192. Hence the intervention was also intended to respond to and limit stressful social conditions inside, attempting to occupy as many prisoners as possible in different activities and workshops. It can be assumed that the intervention helped to change the stressful climate;
- partnership network: during the project we attempted to define the main criteria adopted by the multidisciplinary working team in selecting the beneficiaries of the intervention. The partners defined and shared a protocol/document, adopting these criteria for further local interventions.

Evidence and Evaluation

The intervention has been evaluated by an external institution: the Department of Culture, Politics and Society of the Università di Torino. Evaluations were carried out using different tools:

- attendance register of prisoners participating in the various activities (counselling, laboratories, job training)
- questionnaires for the beneficiaries and the operators involved in the project
- final focus group with the entire project staff
- final report containing the results of the intervention

Intervention and evaluation results were illustrated and discussed during a final public meeting held in Ivrea in September 2012.

The main conclusions of the evaluation activity show that the majority of the beneficiaries were very satisfied with the project and the proposed activities.

In particular:

- 70 beneficiaries filled out the questionnaire: 42 Italians and 28 foreigners, aged between 18 and 59 years
- 41 prisoners declared that they were "very satisfied", 22 were "quite satisfied", six were "a little satisfied" and one did not answer
- 65 prisoners declared that they would recommend participation in the activities to other prisoners, providing the following reasons: they felt helped and listened to, the activities promoted mutual cultural knowledge among prisoners from different countries, their self-confidence was boosted, they were able to learn and carry out tasks, they earned money, the initiative helped to improve relationships with their children
- Five prisoners declared they would not recommend participation in the activities of the intervention to other prisoners without explaining their reasoning.

Finances & Sustainability

The intervention had multisource funding:

- Compagnia di San Paolo (Bank foundation) supported the project with €60,000
- public institutions provided the project with the work of their workers and officers for an amount of €21,700
- private provided co-funding totalling €4,890

We allocated:

- €24,648 for job training activities (€18,500 for monthly grants, €4,831 for tutorship's and €1,317 for company research activities)
- €18,940 for workshops and grants to prisoners
- €6,700 for "first need kits"
- €3,000 for the setting up of a green area for the parental support service
- €4,000 for evaluation activities
- €2,712 for dissemination activities

The proposal project budget was higher (€68,300) than the funding received, so we had to re-define and re-project certain actions.

As the initiative was funded privately, its management was quite flexible and we were therefore able to make some adjustments to activities and some changes regarding activity duration (e.g. we had to extend the project duration for a month, in order to permit a beneficiary to complete the job training period), in accordance with our financing partner.

The total number of direct beneficiaries of the intervention was 113, so the estimated cost per beneficiary was approximately €766.

Some project actions were continued in 2013 and in 2014, by submitting project proposals to the Compagnia di San Paolo. In both years the Compagnia di San Paolo funded the projects, respectively with € 55,000.00 and €50,000.

Case study

A young man aged 28, who committed a property offence for the first time. He was born to a good family and had been living with a girl, the mother of a small child, for several years. Some months before entering our intervention and during imprisonment, he was selected for six-month job training period in the Municipality of a small town near Ivrea (the Municipality of Ivrea coordinated this intervention in several small towns in the neighbouring area). He worked in the town green areas and road maintenance department. During this period he became probationer.

He was given a very warm welcome by the local population and at the end of the working period the Mayor sent a written report to our municipal office with a very positive evaluation both of the worker and of the experience itself. The same Municipality wished to help find a company that would take on the person in question. As he had worked in the past as a motor mechanic, the two municipalities looked for a company operating in the same sector.

Thanks to the funding of the intervention "RE-START" he was provided with a further opportunity to experience a three-month job training period at a garage. At the end of this period he was taken on by the owner of the garage.

During both job training periods the same tutor and the same probation officer supervised him. This experience shows that the chance to carry out different job experiences with no time gaps and with the supervision of the same operators is the most important key success factor in achieving social inclusion for troubled persons.

Ready for work

Country – UK and Ireland
Implementing organisation – Business in the Community
Contact email: anne.willmot@bitc.org.uk

Overview

Ready for Work is Business in the Community's national programme that engages business to support disadvantaged groups, particularly people who have experienced homelessness, into employment. Born out of the Business Action on Homelessness campaign Ready for Work has supported over 2,900 people into work since 2001. Last year alone 278 people entered employment.

As well as homelessness – either a past experience or a risk for their future – the people we support face a range of challenges. These can include being in care, long term unemployment, criminal convictions and a lack of qualifications, amongst others.

We work with 155 businesses in 20 locations providing training, work placements and post-placement support to equip people with the skills and confidence they need to gain and sustain employment. Ready for Work provides opportunities for personal and professional development for employee volunteers, cost-effective recruitment and stronger links with the local community

Partnership working

We have approximately 290 community partners who refer participants to the programme, from homeless hostels, housing associations, probation and other community organisations.

Target group

Drug and alcohol abuse, Offenders / Ex-offenders, Mental health, physical and learning disabilities, Offender's families

Outcomes

The following data shows the top line achievements of the programme since 2001.

Started Ready for Work	Finished Ready for Work	Gained Employment	Sustained work for 3 months	Sustained work for 6 months	Sustained work for 12 months
7724	**5346**	**2993**	**2274**	**1681**	**983**
	82%	**55%**	**76%**	**57%**	**33%**

As well as capturing the positive employment outcomes, we also track positive non-employment outcomes such as entry to volunteering, training or further education. In the past 12 months, 30% of Ready for Work clients achieved a positive non-employment outcome.

We set targets for each of our local delivery teams based on the indicators above and teams are supported by a national operations team who review progress against targets on a monthly basis to ensure that performance is on track.

Evidence and Evaluation

The evaluation is ongoing through our regular monitoring and regular reports to our corporate steering group – the Business Action on Homelessness Leadership Team.

In 2012 we published analysis of the Social Return on Investment of Ready for Work, which showed that for each £1 invested in the programme £3.12 was generated for society. This covered: reduced benefits, increased tax and National Insurance payments, reduced cost of crime, reduced healthcare costs, reduced costs of supporting people in homeless accommodation.

http://www.bitc.org.uk/our-resources/report/social-return-investment-ready-work

Finances & Sustainability

The programme is funded through a combination of private and public sector funding.

In the previous year the funding broke down as follows:

- 84% private sector from contribution from business members of BITC and businesses who participate in the programme
- 15% public sector drawn from Local Authorities in the UK
- 1% other – Trusts and Foundations
- The funding is raised by a combination of the BITC national team and local delivery teams.

Programa Escolhas (the Choices Programme): Social Inclusion of children and youth living in underprivileged areas in Portugal: reflections and contributions based on 13 years of intervention

Country – Portugal
Implementing organisation – Choices Programme (Programa Escolhas)
Contact email: paulov.consultores@programaescolhas.pt

Overview

Programa Escolhas (the Choices Programme) is a national programme of the Portuguese government for social inclusion under the Ministry of the Presidency of the Council of Ministers, and is part of the High Commission for Migration. The Programme was created to promote the social inclusion of children and youths of the most vulnerable communities, particularly the descendants of immigrants and other ethnic minorities.

The Choices Programme was created in January 2001 and is currently in its 5th intervention phase, which will run until December 31, 2015. The programme is currently financing 110 social inclusion projects in vulnerable communities throughout the country. The projects are defined by local consortia of partners (schools, NGOs, municipalities, etc.) that comply with a set of rules set out in Portuguese law (Normative Dispatch n. 27/2009). The projects are designed in five main categories: 1) School inclusion and non-formal education; 2) Vocational training and employability; 3) Community and civic participation; 4) Digital inclusion; and 5) Entrepreneurship and empowerment.

Since its beginning the Programme has become increasingly recognised for the contribution it makes to the social inclusion of young people, namely in the fight against early school leaving and youth delinquency.

Therefore, alongside the 110 projects, the Cabinet Resolution that defined the 5th generation established the opportunity to fund a further 30 projects (15 in 2014 and 15 in 2015). These are annual experimental projects based on creative and sustainable responses, with a clear focus on employability, job placement and business development. They are particularly designed for young people living in the most vulnerable areas, mainly comprised of descendants of immigrants and ethnic minorities. The specific call for proposal for 15 annual projects on inclusive entrepreneurship resulted in 263 applications from all over the country, including the autonomous regions of the Azores and Madeira.

Partnership working

The Presidency of the Council of Ministers is the Trusteeship Governmental, and the High Commission for Migration is in charge of the General Coordination. Currently among the 110 financed projects by Choices Programme throughout the country, we have nearly 1000 different organisations engaged in the local consortiums, where in averaged there are 8 to 9 partners in each local consortium. The following ones are the most common partners: Nongovernmental Organisations; Local authorities (City Councils and Parishes); Private Companies; Security Forces; Teaching Institutions (Universities School; Professional Schools and others), Children and Young People Protection Commissions; Directorate General of social reintegration, among other partners. Through the local consortia, the involved partners articulate information about individuals that need further support, guiding them to the local projects. When designing the project all partners need to clearly identify their main responsibilities and their contributions during the project cycle. In each consortium, besides the regular partner profile, there's one leading partner and a financial manager partner (in most of the cases the leading partner is the financial manager).

Target group

The individuals engaged are considered as one of the biggest resource, being perceived as key actors instead of victims. The local projects work with direct and indirect participants within their intervention strategy.

The direct participants group is composed by the priority target population, particularly those with a higher incidence rate of exclusion where the project should have a higher focus and a more regular monitoring process. Young people aged between 6 and 24 years, coming from the most vulnerable socio-economic contexts, including immigrants descendants and individuals who belong to Roma communities, which are in one or more of the following situations: with school failure; truancy; early school leavers; NEET (Not in Education, Employment, or Training); with deviant behaviours; subject to guardianship measures; or subject to the promotion and protection measures.

Outcomes

The external evaluation reports highlight some of the evidence of the impact the Programme has achieved, namely the: ability to adapt the Programme, through successive generations, to meet the challenges emerging in Portuguese society; contribution to the empowerment of civil society organisations through creating co-responsibility for outcomes and mobilisation of resources; recognition that the Choices Programme deals with "core issues" of inclusion and that its design is appropriate, consistent and relevant in the national context; connecting the local partners and the State to adequately respond to the issues of families in the communities in which they work; enabling of the local partners to empower young people with the skills and knowledge that constitute a competitive advantage for social and professional integration; development of partnerships essential to success.

Each generation of the programme has improved on its predecessor, learning from its practices and adapting to changing needs. The recent focus on employability and entrepreneurship (4th and 5th generations, since 2010) answers the challenges of the new socio-economic context of the country, and builds on the best practices of the past, while exploring new solutions for the future.

In the last phase of the Programme (January 2010 to December 2012) the following 6 global results can be stressed out when analysing the impact on the participants: 97,000 participants; 759.819 registered work sessions; 9.776 re-integrations into school, training and employment of children and young people previously unoccupied (NEET); 86.7% of overall school success in 2011/2012; 13.949 certifications in ICT; 50.3% of participants are females, 49.7% are males; 44% of youngsters targeted are descendants of immigrants.

By mobilising local communities through the consortium's model which involves community-based institutions, the Choices Programme continued to promote shared responsibility with all stakeholders. This effort was made in order to enhance existing resources and ensure the sustainability of the communities and the programme's activities.

Evidence and Evaluation

After the evaluation of the proposals received, an external jury selects the projects for funding. During its implementation the Choices Programme provides the coordination and assistance with execution via regional teams and dedicated specialised consultants. Each consultant, or team of consultants, follows up to 12 projects. There are regular visits to monitor the activities and assist with technical support, and there are scheduled evaluation meetings with the consortia.

The Programme and the projects have been evaluated internally and externally since 2001.

Evaluation is seen as an essential structural part of the programme's working method. It was decided that it was necessary to include a technical and financial component. The technical evaluation includes:

A process of self-evaluation. The, based on SMART indicators, is the first level of monitoring. That self-evaluation is facilitated through a web-based platform (AGIL) that allows the data to be collected and the outputs to be presented. It utilises a web-based platform where the process is managed. In terms of performance measurement, the application requires:

a) Identification of quantitative and qualitative diagnosis (problems, needs, contingencies, resources);
b) Identification of target groups (problems, ages, qualifications);
c) Action plan and schedules;
d) Main and specific aims (quantifiable and time-bounded);
e) Self-evaluation procedures (instruments and indicators).

An internal evaluation performed by the programme's central staff is based on the approved project proposal (expected results, indicators, instruments) and on the implementation of the Action Plans, and is based on e-learning methods, b-learning, daily contacts (phone, email, AGIL notifications), field trips, informal visits, mystery client methods and meetings with the local partners.

An external evaluation is executed by an external academic research centre and evaluates the overall programme as well as the local projects as specific case studies.

The financial evaluation includes reporting through a web-based application (AFINA), financial audits of the projects and a daily contact log (email, phone, AGIL system notifications). In 2010, a total of 562 visits were made to the local projects which allowed for in-depth monitoring of the consortium.

The online platform (AGIL) supports the evaluation, registering and monitoring all activities, providing an accurate analysis of the results of each project and of the overall programme. This platform is accessed by all members of the project teams to report their activities, the participant involved, the results, the reports and other relevant information regarding the project. There is also a financial platform (AFINA) that reflects the financial execution of the project that is only accessed by the team coordinators, the certified accountant and the central managing organisation.

The analysis by the external evaluators highlights the following critical aspects:

- In-depth monitoring and evaluation process and extensive knowledge of local projects;
- Innovation regarding the monitoring and evaluation information system level;
- Emphasis on innovation and experimentation of new social solutions;
- Existence of a large number of local practices differentiated from other national and international social inclusion programmes.

The evaluation within Choices Programme, results - primarily – from the collection of results of the local projects. However, globally, and since 2001, more than 200,000 participants were involved in 391 projects in 105 municipalities. A total of 1894 technicians and 2339 local partners were involved locally.

Through these evaluations the Choices Programme is seen as completing it intended mission and it is anticipated that it will continue to a 6th generation with some alterations because of changing rules regarding ESF funding in Portugal.

Finances & Sustainability

Since 2010 the management of the Choices Programme is performed, in budgetary terms, within the system of administrative and financial autonomy being enrolled in the Portuguese State Budget as a service and autonomous fund.

The Programme source of financing is subdivided between national, through the Institute for Social Solidarity and the Portuguese Ministry of Education and international from the European Community through POPH/QREN/ESF.

The funding coming from the ESF is obtained with the submission of an application form, whenever a call for submissions is published. Within the typology 6.7 (POPH/QREN) which is integrated in the priority axis "Citizenship, Inclusion and Social Development" there is a regular participation and formal articulation with Programa Escolhas. This formal interaction happens after the application approval, regarding the refund requests and validation of the expenditure. Within this process we can also include the audit regarding the procedures and the verification and validity of the expenses. Besides the above mentioned formal interaction, there is a positive institutional relationship, which is visible through the invitation to participate in conferences and other events organised by the ESF MA. Choices Programme was recently named as a good practice in a formal report produced by the ESF (European Learning Network on Empowerment and Inclusion).

Part of the challenges faced are linked with the sustainability of the locally initiated actions, as well as the need to constantly develop and create or adapt the existent responses to a fast paced change environment taking into account not only the individuals but also other aspects.

In order to reflect on the approaches and strategies locally implemented, between 2010 and 2012 the Programme made an huge investment regarding the development of a comprehensive and ongoing training plan, where the 126 local projects, were invited to identify one "promising practice" within their intervention, to be subject to a continuous systematisation process, implemented with the contribution of external experts in order to identify good practices in this field. At the end of 2012 the Programme selected the 33 social intervention good practices, which were incorporated by the recently financed projects and were made available for a wide range of audience.

Those resources are available on the website of the Choices Programme, where additional documentation and information can be found.
http://www.programaescolhas.pt/recursosescolhas

Additionally when submitting a proposal all projects are invited to draft different sustainability scenarios (at project design stage), taking in consideration the post-funding period. In some cases, it's expected that the target group will gradually gain skills and competences through their active participation, decision making process and implementation of concrete activities being able to carry out part of the actions.

Case study

Local Projects focusing on Employment using Entrepreneurship for Social Inclusion. Examples of promising projects under the specific call for proposal for annual projects on inclusive entrepreneurship, at the local level are:

YOUTH HOSTEL E5G, Lagos, Algarve Region
This project aims to open a youth hostel in Lagos by adapting a deactivated primary school. The consortium is consists of: 1) A local NGO with years of experience in education, training and social support for at risk infants, children, disabled people and the elderly; 2) The local municipal government; 3) The local office of the national Institute for Professional Employment and Training; 4) Several local public schools and; 5) A private design and communication company.

With a low cost model the hostel aims to serve young people (from schools and other organisations) with particular attention given to groups from vulnerable communities (from other Choices Programme projects).

Opened in June 2014 some of the key actions in its development have been:

a. The Municipal Government signed the transfer of the rights of the use of the space of the former primary school;
b. The carpentry programme from the local centre of professional rehabilitation of disabled persons crafted the bunks, beds, tables and chairs for the hostel;

c. The local office of the Institute for Professional Employment and Training approved internships on selected areas for tourism students to have 6 internships that could turn into full time employment;
d. The private communication company designed the logo and image of the hostel;
e. Hotels from the region offered used equipment.

LINK2JOBS E5G – Porto and Lisbon, North and Central Regions
This project launched an employability platform, linking young people to job shadowing experiences. The consortium is composed of an experienced local NGO, a private consultancy organization in sustainable development and social responsibility and the National Association of Young Entrepreneurs (ANJE). It aims to facilitate access to the labour market for young people, linking them to the experiences in areas of their interest and providing tools and training for their development.

SONS À MARGEM E5G – Loures and Seixal, Central Region
This project aims to launch a low-cost music label for young artists and producers from vulnerable communities. The consortium is composed of a local association dedicated to the promotion of music (hip-hop), two municipal governments (Loures and Seixal) and a private arts and skills training school called ETIC. In the cooperation with the municipalities, auditions and interviews have taken place with over 130 young people with 30 being selected in less than a six-month period of time (15 from each municipality). The 30 participants started a comprehensive training programme, while two studios were equipped (one in each municipality) to accommodate them after the training period. In the future they will have the responsibility and opportunity to work with young artists from their neighbourhoods. And a crowd funding campaign will be launched to enable them to produce and sell the first albums.

MÃOS À OBRA E5G – Porto, North Region
This project aims to create an inclusive business of low-cost day-to-day services in the community by integrating young people up to 30 years old in the labour market, after a period of training in personal development and employability skills. The consortium is composed of a local cooperative for development and social intervention, the local municipality and a private dental clinic. Local media and other organisations have also offered to participate in the consortium to support the growth of the project. In the first six months the project has placed 31 young people in training programmes or jobs. In the first month alone, a total of 51 hours of services were sold to people needing handy-work done via this platform (https://www.facebook.com/maosaobra.e5g?fref=ts)

Social Farming for Community Growth and Development

Country – Italy
Implementing organisation – Coldiretti Torino & Agicoopecetto Agricoltural Cooperative
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Overview

In Italy social service providers are unable to answer to the great number of disadvantaged and vulnerable people asking their support. This is due to: reduction of public economic resources; increase of vulnerable people's numbers (economic crisis); lack of networks including private and public services; etc. The reduction of social services in rural areas started at the beginning of this century.

The aim of Social farming activities run by Agricoopecetto, in the framework of the Social Farming programme run by Coldiretti Torino, is to engage disadvantaged and vulnerable people, their families, and the community (where the farm is located) and other farms or private companies, in a process of local and sustainable development.
The social farming project has 4 main objectives:

1. To include disadvantaged or vulnerable people into the labour market
2. To provide vocational training and social inclusion activities
3. To provide services for the local community
4. To contribute to strengthen a local network for inclusion and local development involving public institutions; public and private service providers, public employment services, associations, entrepreneurial organisations, farms and enterprises, social cooperatives, etc

Partnership working

Agricoopecetto has been involved in Coldiretti Torino's network. Coldietti Torino is an entrepreneurial organisation representing nearly 80% of farmers. Coldiretti started working on social farming about 10 years ago and from then it works to create networks at different levels. At provincial level (NUTS 3) Coldiretti gathered the Province of Turin (labour, social inclusion, agricultural departments), some Municipalities (responsible to provide social services), Public employment services and public health care providers in order to include social farming in public policies.
At local level Coldiretti gathered the local health and social service providers, the local public employment service, social cooperatives and local farms in order to cooperate to design and experiment innovative paths and projects to foster social inclusion of people on the one hand and wealth and well-being of the local community on the other hand.

Governance arrangements: at activity level we share a written common project signed by all partners. The project contains some procedures for the cooperation.

Target group

Disabled people (mental, physical, psychiatric). We get in touch with a social cooperative that runs family homes for psychiatric patients and we started some projects to foster their social inclusion; Victims of trafficking in human beings; Refugees; Vulnerable people in general; Children from the local community

We co-operate (directly or with the support of Coldiretti) with organisations which have in charge people from the different target groups. Sometimes public employment services select some people to involve in our activities.

Outcomes

- Vulnerable people at work. In our farm or in other farms or companies.
- Vulnerable and disabled people more conscious of their competences.

- Increase of reputation of our farm and increase of profits
- Reduction of psychiatric drugs use and reduction in hospital admissions
- Innovative networks and connections out of the traditional milieu

Evidence and Evaluation

A research run by the University of Pisa and Coldiretti Torino is in progress to evaluate the interventions and their effectiveness.

At present we can say that we have many positive feedbacks:

- The reputation of our farm is increased and more people come to buy our goods. This is very important for us. If we increase our profits we can invest more in social activities.
- We got in touch with people out of our traditional "world" – public and private social institutions and organisations - who decided to use our products because of our social engagement
- The victim of trafficking we involved in an internship in 2006 is still employed
- The public health services (mental disease department) can proof the reduction of psychiatric drugs and the reduction in hospital admissions
- The beneficiaries and their families give us positive feedbacks, they are very happy to work with us and they say they learn many things useful for everyday life
- Parents whose children are attending our summer camps and the children themselves are very happy.

The lack of success with the beneficiaries is usually due to:

- Errors in matching. E.g. The person doesn't like working in agriculture
- The social or health services do not support the beneficiary during the activities in our farm and are not responsive when something occur and we need their help

Finances & Sustainability

We invest resources from our farm.

We used ESF for the labour inclusion of victims of trafficking. The ESF paid the internship fees and an external tutor. (€600 per month)

We use a special fund for disabled people (Province of Turin). (€600 per month for the beneficiary and €3,800 per three months to the social private service that support the beneficiary during the internship.

We use public funds to pay the internships of mental disabled people for vocational training and social inclusion activities (€250 per month).

Some of our activities will be sustainable because we sell our products and we can reinvest in social activities.

Some other activities, especially those involving people unable to work, has to be funded by public services or by families.

Case study

In 2010 Coldiretti Torino proposed to Agricoopecetto to be partner of a project financed by the ESF. The other partners were organisations (private and public) involved in supporting victims of trafficking in human beings such as associations, municipalities, organisations representing co-operatives etc.

It appeared very odd to those partners that a farm could do something for a victim of trafficking. Agriculture was considered an activity for man using tractors.

Coldiretti worked with the other partners to select the beneficiaries and they choose a Nigerian woman who came one day to visit the farm and see what kind of job we were able to offer. She stayed with us half a day but after half an hour she wanted to help. She was very attracted by the preparation of food in our laboratory.

We decided, together with her and the social worker to start an internship. She started working with enthusiasm. She chose Elena, the President of Agricoopecetto, as reference person because she was the only woman working in the farm. It took some time before she become familiar with the man working in the farm. She was afraid of them. We didn't force her. We worked together and slowly she begun to be more confident. The social worker came across some times to verify that everything was ok. One day she had bellyache. The Hospital did not the appropriate diagnosis and her symptoms worsen. We asked her to show us her belly and we realised that she had many knife cuts on her skin. The social worker was not reachable and she did not explain us anything about her story so we decided to bring her back to the hospital and demand their intervention. Hopefully they understand she was really sick and in a few hours she was operated on for appendicitis. We supported her during this period because she was completely alone and at the end she became a member of our family.

At the end of the internship we decided to employ her regularly. We helped her to find an apartment and all our friends helped to find furniture etc. She got engaged with a Nigerian boy but after some time we realised that he beat her up. We helped her to leave the house and find another place to stay.

After a while she met another Nigerian boy. We verify that he was not violent and now they live together with their baby.

Our experience together is going on and for us she is more than an employee.

SPEED Youth Programme

Country – Northern Ireland
Implementing organisation – Workforce Training Services
Contact email: sbranton@workforceonline.org

Overview

The purpose of the SPEED Youth Programme is to increase participation, retention and success of the most socially excluded young people in the Greater Belfast area of Northern Ireland. The programme recruits those who are NEET (not in education training or employment), those with low educational achievement, alcohol or substance misuse, involvement in anti-social behaviour, etc.

This project is needed because there is an extensive number of young people within our communities who are inactive, have no formal or low level qualifications, who are aged between 16 and 19 years old. Many of these young people have barriers preventing them from maturing and developing socially and educationally.

The programme aims to increase beneficiary's ability to obtain and maintain employment and/or education. It aims to decrease beneficiary's dependency on drugs and/or alcohol. Decrease levels of crime participation, as well as depression and self-harm. This in turn will have an impact on attempted suicides and the prevalence of suicide may be reduced.

Partnership working

The SPEED Youth programme involves local partners in the delivery of the programme for the benefit and welfare of the young people. Its umbrella organisation Workforce Training Services has a long history of working in partnership with local schools, statutory agencies and community and voluntary organisations. Other organisations that we work closely with are NIACRO, Youth Justice Agency, Probation Board and Social Health & Care trusts.

We also collaborate with a range of organisations in support of both youth and the community. These include resident associations, local health awareness groups, drugs and alcohol awareness programmes, disability groups, homeless support groups and many more.

By working with all of the groups mentioned the project links and compliments their strategies. It also shares the expectation of various government initiatives that a young person will progress educationally, personally and emotionally towards maturity and achievement.

Target group

The SPEED Youth programme is working with those who are not in education training or employment and are aged 16 to 24. This programme aims to help unemployed and inactive groups living in the most deprived wards of Belfast particularly in North & West Belfast, focusing on the age range of 16 to 19 but up to 21 with a disability or up to 24 if they are coming from a care background. Our target group will have failed to achieve in school or training, have disengaged from learning and/or have significant obstacles to learning. Young people with barriers to learning due to lack of confidence or having found it difficult to adapt to a training environment due to personal circumstances, low educational achievement, behavioural problems which have restricted their progression both personally and social exclusion and marginalisation.

Outcomes

Measurable outcomes for the programme are achieved by young people demonstrating and improved attitude, behaviour, levels of motivation, participation and attendance.

In addition the programme monitors the soft outcomes to measure growth in confidence, engagement within their communities, and sense of belonging. Systems in place measure the following:

- Skills in listening and conveying information
- Assertiveness
- Understanding of group roles and strengths
- Leadership skills

Long term outcomes are easier to measure. We continue to track participants who have progressed from the programme. Mentoring support continues to be offered to programme participants after they have progressed. Weekly / monthly monitoring sessions review how their progression is working and if they feel they continue to require the additional support of the programme.

Evidence and Evaluation

Evidence that this intervention is successful comes from the ongoing evaluation and review of the programme. Listening to participant and stakeholder surveys, attendance registers and participation. Inspections from the Education Training Inspectorate (ETI) concluded that the programme is very successful at meeting the needs of the young people on the programme.
The ETI main findings report detailed some of the main strengths of the programme being the highly supportive relationships fostered between staff and participants; pastoral care and mentoring support; flexible learning programme to suit individual needs; ongoing reviews of milestones met and recognition of achievements; and the effective partnership and collaborative working with a wide range of external agencies and organisations to support the work of the project.

As this programme is in its infancy there are not confirmed statistics on the long term impact although representatives from the local Youth Justice Agency have commented on how they have seen a reduction in criminal activity from those participating on the programme.
Those who have completed the programme and have progressed to mainstream training and education have 100% retention on these programmes to date.

Finances & Sustainability

SPEED Youth Programme is funded through the European Social Fund, the Department for Employment and Learning and match funded by ourselves internally.
When originally applying for the project our costs per beneficiary were quite high. These costs were anticipated due to the high level of support required. The current funding provision has been very successful as both ESF and DEL in Northern Ireland work closely together offering support and guidance where needed. DEL also have in place a Pathways for Young People EMA allowance which enables eligible course participants to receive a weekly allowance of £25 per week.

We hope to receive further funding in the coming financial years of 2015 – 2018 from the European Social Fund. Funding is worrying for the coming years as budgets have been cut across government departments in Northern Ireland having a direct impact on the match funding available. This causes concern and insecurity for the future as the need for such a programme remains.

SPEED Youth Programme offers value for money as it offers young people and their families the opportunity to engage with a programme that begins to tackle issues around mental health, drug, alcohol and solvent miss-use, self-harm, and suicide among the most socially economic disadvantaged young people within the greater Belfast area.

As one of the main providers of training and employment within West Belfast since 1978, our organisation has engaged with social and economic disadvantaged youth in various ways, e.g. through our partnerships with agencies like the Probation Board, NIACRO, Youth Justice and the Health Care Trusts. We have collectively and collaboratively engaged young people when tackling negative social and economic issues that have been prevalent within West and North

Belfast for many years. By adopting a multi-agency approach and providing high quality training provision our experiences over the past several years have shown to have a positive and enriching effect on the lives and achievements if the young people from socially deprived backgrounds, targeting social and economic deprivation at grass roots level. Helping reduce poverty and promoting economic growth within local communities.

The need for the SPEED Youth Programme will continue although financial assistance in uncertain for the future. There is an extensive number of young people within our communities who are disengaged from training and employment.

Currently there is mainstream training provision such as Training for Success, particularly the Skills for Your Life strand but participants for the SPEED Youth programme will have opted out of these programmes for various personal and social reasons therefore this type of programme must continue within the organisation.

Management recognises this and are actively seeking financial support to enable this programme to continue

Case study

Participant A joined the programme with a list of criminal offences and a looming custodial sentence. He was referred to the programme through the Youth Justice Agency as they felt the SPEED Youth Programme would be suited to this participant's needs and barriers. He wore an electronic tag to set his curfew and restrict him from entering certain parts of the city centre. This restricted his employment options.

This young person was 3rd generation unemployed and had no faith that he would be any different. He has low aspirations for his future and felt he would spend a lot of his life in jail.

With the right support, guidance and encouragement this learner excelled on the programme. Arrangements were made with agencies to allow flexibility with his bail conditions so that he could take part fully in the programme.

Programme staff worked closely with probation officers, key workers and employers to enable this learner to progress. He showed 100% commitment and attendance to the programme which was reflected in his court appearances and resulted in him receiving a suspended sentence instead of a custodial one.

He progressed to full time training on the Training for Success Programme and holds an excellent work placement with a well-established joinery firm. Programme staff continue to offer this learner and his family support to ensure he maintains a good level of participation.

Supporting People: Housing Support Programme

Country – UK
Implementing organisation – Birmingham City Council
Contact email: Kalvinder.Kohli@birmingham.gov.uk

Overview

The Supporting People programme is an invest-to-save prevention initiative designed to help vulnerable people across a range of client groups (single people and families at risk of homelessness, young people, domestic violence, physical and sensory disabilities, mental health, ex–offenders, two gypsy and travellers) to live independently and minimise the risk of their exclusion from the labour market.

The programme helps prevent homelessness by helping vulnerable citizens to minimise the risks of losing their home. The aim is also to prevent either repeat interventions or the need to access higher cost statutory services; all at additional cost to the local authority.

The programme supports people to live independently in their own home or Supported Housing settings, for instance by teaching vulnerable people life skills to maximise their income and access employment and training opportunities.

The programme provides holistic, integrated help to prevent the numerous and varied issues which lie behind homelessness. In line with the EU Active Inclusion Strategy, this help includes advice on adequate income support, access to high quality services, plus the target group often comprises those who are furthest from the labour market.

Partnership working

The programme is delivered through a partnership approach. It encompasses private and third sectors working not just across Birmingham, but also the West Midlands and nationally. The partnership also spans across council directorates including: Public Health (sexual health & drug and alcohol recovery services), Adult Social Care, children and young people services including youth offending service, housing strategy, policy and homelessness, Development Directorate. Externally partnerships include registered providers (social landlords); Jobcentre Plus; probation services; police; substance misuse services; antisocial behaviour teams; occupational therapy professionals; housing services; benefits services; Citizens Advice Bureau; council tax service; law courts; libraries; children's centres; doctors and hospitals.

Target group

Vulnerable young people; homeless; drug and alcohol users; ex-offenders; mental health, physical and learning disabilities; unemployed; anti-social behaviour and educational problems. The intervention define and reach its target group through self-referrals, referrals via partner organisations, such as third sector and statutory services (police, probation, GPs/hospitals, social care and health professionals.

Outcomes

There is a prevention of escalation of need. The independence and transitional services illustrate this goal.

Independence services: enabling vulnerable people to remain independent wherever possible irrespective of tenure; working with our partners and providers to introduce personalisation choices for service users; increasing skills to enable training or employment opportunities to be accessed; 'increasing resilience' to ensure independence can be sustained/improved in the long term.

Transitional services - enabling vulnerable people to secure and sustain affordable, decent and permanent housing; increasing life skills to enable progression on the pathway to independence; providing flexible support when needed; 'increasing resilience' to ensure independence can be sustained/improved in the long term.

Long-term outcomes - enable vulnerable people (people with disabilities and older people) to live independently for longer without the need for statutory care interventions (or reduced statutory care interventions); enable people living in institutional setting such as people with mental health or learning disabilities to gain skills which enable them to make the transition into community based settings; vulnerable people are able to gain access to sustainable employment outcomes, which provide opportunities for progression and success; vulnerable people live fulfilling lives within their communities.

Evidence and Evaluation

Establishing needs and investment priorities: In 2003, when the government first set up the the programme, it was difficult to determine the level and complexity of the services that vulnerable people needed in Birmingham, and to identify effective existing active inclusion activities. A further challenge was how to translate information on past experience and current needs into robust evidence to ensure best use of the future Supporting People funds. It is now easier to keep track of needs and of good practice solutions since the introduction of new measurements and strategies, including: monitoring and quality assurance; quarterly data; cooperation; external analysis of service providers and costs; new contracting and commissioning methods (including the government's Payment By Results initiative and the new Whole System Approach toolkit) and social value impact in line with the new Public Services (Social Value) Act 2012.

With regards to a return on investment no one model or evaluation tool is able to demonstrate the full potential value, benefit, savings and success of the SP programme. Monitoring the intervention is occurring in various ways including:

- Cap Gemini

In 2009 Communities and Local Government (CLG) commissioned a report produced by CAP Gemini, which provided a toolkit to measure the financial benefits of the SP programme. Applying the Cap Gemini toolkit methodology in Birmingham for 2013/14 produces a cost avoidance figure of £75m per annum for an annual spend of around £37m on SP services.

- Personal benefits

It must also be recognised that personal benefits sometimes cannot be measured and quantified financially. However it is these kinds of benefits that are most important to the individual and must therefore be recognised. Therefore the use of case studies often provides a powerful accompanying qualitative evidence.

Finances & Sustainability

The Supporting People programme is a national government programme. It was launched in 2003 as a £1.8 billion ring fenced grant to local authorities intended to fund services to help vulnerable people live independently.

The level of the grant was reduced in subsequent years, and in the 2010 Spending Review the Government announced that the Supporting People national funding levels would decrease from £1.64 billion in 2010/11 to £1.59 billion in 2014/15.

Challenges:

1. Removal of protection for Supporting People funds: Until 2010/11, central government funding for the programme was ring-fenced, i.e. local authorities had to spend it on Supporting People services. This restriction was removed by government in 2010/11, and these services are now funded through the far broader Revenue Support Grant received by local authorities from central government. This means that the programme is potentially competing for funds with other local authority services. This increases the pressure to show additional social value and financial savings made by the programme.

2. Budget cuts: The biggest challenge that the Supporting People programme faces is the extensive reduction in local government budgets: Birmingham City Council required the programme to cut its budget by €21.85 million (£16.4 million) by 2013/14 (further reductions have been identified for 2015/16). In 2011, Birmingham's Supporting People team undertook a strategic review of the programme in order to achieve the required savings. The challenge was to reduce the budget over a relatively short time while continuing to achieve the right outcomes. The approach and partnerships developed by Birmingham with service providers and service user representatives in achieving the reductions has been recognised nationally as good practice. The team have delivered training and guidance to other local authority areas on their approach.

Case study

Michael (pseudonym) is 27 years old. He was employed as a water engineer before being given a custodial sentence. He was placed in probation-approved premises, and then referred to Fry's Newell House for supported accommodation.

Michael was really sorry that he had committed the offence and deeply regretted the impact it had on both himself and his family.

As might be expected from a person leaving prison, a crucial part of Michael's support plan was to find employment or training so he could get back into the 'world of work' and be a positive role model to his children.

Michael believed that he had a 'dream job' before going to prison, so it was particularly devastating to have lost it. He had the necessary qualifications to work as a water engineer and the work experience, but his confidence was affected and he felt he was letting down his family very badly.

When initially working with Michael, staff were able to see the potential he had to succeed as he was willing to try 'anything' to get back into employment. They looked for ways in which he could expand his skills so he could experience working again.

Newell House staff are always looking for ways to develop the life skills of their clients. As part of their life skills programme they held a cooking workshop that Michael attended. His latent creative side quickly emerged as he started to make chocolate cakes which other clients loved sampling. This enjoyment of cooking led to Michael attending an open day at Midland Heart which has a programme called Places of Change. This is an award winning scheme that links social enterprise, a high quality living environment with housing support- helping service users train and develop skills- from which they are developing a cupcake business. At his visit to Midland Heart, Michael was accepted as a volunteer to make cupcakes for the new business, launched in 2011.

The Chrysalis Programme

Country – UK
Implementing organisation – The Chrysalis Foundation
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Overview

Many young people feel disaffected/unsupported/disengaged attain poor examination/qualifications results, have higher rates of teenage pregnancy, lower rates of employment, higher rates of depression/suicide, misuse alcohol/drugs and offend (especially violent/acquisitive crime).

We have found that initially many Chrysalis participants have poor thinking/ decision making skills, lack interpersonal skills, have anti-social behaviours, struggle to communicate effectively, have low self-esteem, lack basic employment skills and so feel isolated and disadvantaged.

Research has found that poor early year's experiences and/or trauma impacts directly on brain development, circuitry and thinking, resulting in: Stunted Thinking/Emotional Skills, consequently many people don't develop the social, emotional and thinking faculties that they need to succeed.

The Chrysalis Programme focuses on positive re-enforcement ('tell people what to do and how to do it') and triggering new/positive thinking. Creating improved decision making, reasoning, thinking; social, interpersonal and communication skills/abilities.

Partnership working

The Chrysalis Foundation works with our partners to ensure that concerns such as healthcare, legal issues, housing, career advice, education, money matters are signposted to the appropriate partnering service/individual providing Chrysalis participants with the correct/best information, advice and guidance.
This is managed in partnership with The Chrysalis Foundation and HMP Oakwood teams.

The Chrysalis Foundation currently work with many partnering organisations such as: Healthcare – Doctors, Nurses, Dentists, dieticians, mental health practitioners/psychiatrists, psychologists; Criminal Justice – NOMS/MOJ, Prison Staff, Magistrates, Judges, Parole Board, Independent Prison Monitoring board, Probation, Police, Solicitors/Barristers, Housing Hostels, Education Provider Milton Keynes College, teachers/trainers, Ofsted, Reading Borough Council New Directions Awarding Bodies, Professional Institutes, Public/Charitable Sector Second Chance CIC, multiple voluntary/charitable organisation, Housing Association, Job Centre Plus. Business world/Employers: Virgin Trains, Franklin Covey, Edward De Bono.

Target group

The client groups we work with is quite diverse, ranging from Young People, Prisoners (Lifers, Prolific Offenders, Basic, Vulnerable Prisoner, Young Offenders), those on Probation, ex-offenders, individuals at risk of offending, Homeless individuals, Unemployed, NEETS, School Children, Drug and Alcohol Misuser, Community Groups and corporate business… Achieving positive outcomes with the hardest to reach and most disadvantaged groups.

Outcomes

Short-term Outcomes: sustained participant attendance and retention rates for duration of programme; increased number of participants completing Chrysalis Programme; improved interpersonal & social skills – improved use of essential life skills; reduction in numbers of participants demonstrating anti-social behaviours; greater number gaining a qualification.

Long-term Outcomes: Reduction in Re-Offending; Increase in number of Chrysalis participants completers going into Further Education; Increase in number of Chrysalis participants completers gaining employment; Improved Interpersonal & Social Skills – Improved use of Essential Life Skills; reduction in antisocial behaviours.

Evidence and Evaluation

The Chrysalis Programme has direct benefits for PARTICIPANTS and indirect benefits for FAMILY, STAFF (stakeholders) and their COMMUNITY because of the improvement in attitude, behaviour and communication/social skills resulting in less anti-social behaviour, conflicts or arguments.

One senior member of staff observed that this programme appeared to have had far more impact than the range of accredited programmes normally offered in custody. “It is important to recognise this is not the soft option but does make demands on the men. This is accepted by them as they recognise that the course has the potential to support them in changing their lives." Feedback from Eryl Doust, Head of reducing Re-offending HMP Oakwood

“Overall, participants reported learning a lot on the programme … It had helped them understand their problems and also helped to believe that they can make changes … …Steps should be taken to ensure that The Chrysalis Programme becomes imbedded … to ensure its availability to clients …:” Pat Watson Research Fellow, University of Teeside

Finances & Sustainability

The Chrysalis Programme initially was self-funded, with design, piloting development and delivery funded personally by David Apparicio, by delivering programmes in the corporate world to cross fund delivery for Offenders. It is now funded through a combination of self—funding, client organisation paying for programmes, as well as being able to attract funding/grants from various Trusts/ Foundations.
This multi-sourced funding has provided The Chrysalis Foundation with greater sustainability due to not relying on a single source of income. The Chrysalis Programme cost £1,500 per person per programme or £15,000 per programme.
Currently in the UK the cost for keeping someone in prison for one year is on average £45,000* and the average cost of Adults reoffended equals £152,460 over 2yrs [Source: Social Exclusion Unit] This means that The Chrysalis Lite Programme costs less than 1% of the average reoffending cost for one re-offender.

For the above Chrysalis Programmes the SOCIAL RETURN FOR INVESTMENT of the Chrysalis programme can be seen to range from £10.6m (£4m & £6.6m) considering just the avoided prison costs when 60% of participants not reoffending.

If you consider the two year cost of reoffending then the avoided cost for The Chrysalis Programmes listed above is £35.96m (£13.56m & £22.4m) when 60% of participants not reoffending.

COST BENEFIT ANALYSIS: So for an investment of £420,000 we have achieved a public purse saving of £35,980,560 which is 1.2% of this avoided costs.

Chrysalis is directly funded by individual Prisons but we are in discussions with NOMS as to how we might collaborate and have Chrysalis Programme provided as an ‘accredited’ and funded programme. The Chrysalis Foundation has created collaborations with two National/ International Blue Chip Company’s and we have been discussing sponsorship of The Chrysalis Programme. Chrysalis Mentors are also trained to deliver elements of the Chrysalis Programme to support delivery of the Chrysalis Programme.
Chrysalis Mentor/Champions deliver presentations to visitors/Guest supporting the Prison and also deliver Chrysalis Modules as part of the Staff induction training course. This is to ensure that the Chrysalis Programme is embedded and integrated into the prison’s way-of-working increasing its ongoing sustainability.

The Chrysalis Programme aims to create a route to employment for successful participants by ensuring that at least 25% of future Chrysalis Facilitators are previous Chrysalis participants. All Chrysalis participants will be provided with a Mentor.

The Chrysalis Foundation/Programme will develop in the future by firstly, creating tablet/iPad Notebooks - interactive versions of The Chrysalis Programme Participant Workbooks. Secondly, Chrysalis Learning Centres within local communities. Thirdly, the creation of a group of International Chrysalis Leadership Centres that would allow good practice and learning to be shared globally, facilitating Chrysalis 'Student' exchange programmes.

Case study

History!
David grew up developing a very strong hard man image. Partly due to him engaging in body building, boxing and being a security guard but also due to him growing up in a very violent society, in which violence and arming oneself was the norm.
David used a gun when engaged in a fight with a number of men, as a way of winning the fight and protecting his business.

How did I find out about The Chrysalis Programme?
One day, while looking on the N-Force, he saw a course advertised called The Chrysalis Programme and was immediately drawn to it. David applied to attend the first course and got no response, and thought "Such is the system"
After the first Chrysalis Course was over, David spoke to an Officer and was told that a new course was starting the following morning and that he should just come along. So he did.

The Right Time for Me!
David now feels that the first course "was not the right one for him" and/or "*maybe the wrong people were there"*. He didn't know this for certain but maybe the *'universe'* did and guided him to the right/best course for him.

On The Chrysalis Programme
David applied himself as best as he could and enjoyed every session, from the very start of the Chrysalis Programme.
He also really enjoyed telephoning his mother and sister and telling them of the new things he was learning. David's sister said she 'ordered' the course 'from the universe' for him.

David said: "*I love the NLP and thinking outside the box but what really helped me with my attitude is 'The Gap'. The Gap really dug deep into me and will stay with me forever. In particular: 'What happens & what I make it mean', knowing that living in 'the Gap' gives us choice and time to think".*

David said*: 'I have always been a 'leader' and I enjoyed playing that 'hard man' part of my character too easily. The Chrysalis Programme has taught me to lead my life in a different way and that I now choose a life without notoriety, as I no longer worry about what people think of me'*

Simply, David realised he didn't want to be anyone's hero but now wants to lose his previous 'hard man' image. David has volunteered to attend and support future Chrysalis Programmes delivery and to act as a mentor to new participants.

David became a Chrysalis Mentor/Champion and I have continued to work with and mentor David with his move to open conditions.

David has been successful in a recent interview (October 2014) and has secured a full time job with Virgin Trains.

The Pathways Project

Country – UK
Implementing organisation – Social Butterfly Effect (SBE)
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Overview

The Pathways Project is an early intervention programme that works with some of the most challenging students in schools who have been identified to be at risk or have experience of exclusion from mainstream education.

The main aim of the project is to confront key issues in behaviour and attitudes towards learning and give students the opportunity to reflect on their own behaviours that can lead to exclusion and make a change. The intervention aims to engage hard to reach, disengaged students who have been identified to be at risk of permanent exclusion by their mainstream school, in a personal develop project aimed at reintegrating them back into learning and exposing them to real life case studies.

The main objectives are Empowerment (Abuse of power / Bullying / Authority), Choice (Exclusion / Inclusion / Antisocial behaviour), Belonging (School / Family / Gangs), Independence (Responsibility / Dependencies), Opportunity (Response to exclusion / Creative content) and Leaders (Celebration, Students' presentation to family member(s) / Heads of School / Special Guests).

Partnership working

The Pathways Project works directly with the school to deliver intense three-hour weekly workshops over a six-week period. Due to the nature of the project, the length and duration may vary depending on the needs of the students of how the students develop. The projects are tailored to suit each cohort and group size is generally around six students. SBE involves the student's families, special guests and motivational speakers with life experiences centered on offending or exclusion. The project incorporates real life case studies in order to make the programme as experiential as possible for the young people involved with the intention to provide an insight into the results of offending behaviour and exclusion from mainstream education. SBE work alongside the school to provide rigorous checks to clear all partners prior to their involvement with the programme and provide them with a DBS check in order to assess their suitability to work with the young people on the project. The project monitors the progress of the students and the school assigns a school representative who liaises with SBE throughout the weeks.

Target group

The project has been delivered to Year 9 and Year 10 learners in secondary education but can be personalised to suit students in Year 3 to Year 13, Further Education or in specialist settings such as Pupil Referral Units or within a custodial setting/Young Offenders Institute. The eligibility of a student referred to this programme varies from school to school or institution to institution and in-depth student selection process is designed to select the most 'at risk' participants who will benefit from the project the most. Students who have been identified for this intervention have experienced truancy, gangs, gun/knife crime, disruptive, volatile, challenging, dismissive behaviour towards education and/or demonstrated antisocial behaviour in and out of school. The outcomes to date have provided us with an insight with how our target group deals with the opportunity to make a choice and commit to a programme aimed at supporting them back into learning. The project has an excellent attendance and attainment records, with 92% attendance during the duration of the whole project. This indicates that the project has been able to provide a focus and interest for learners who previously demonstrated very little interest in being at school or in learning prior to being involved.

Outcomes

- **Short-term outcomes**
  1. Provide overview and intentions of programme
  2. To identify students areas for improvement
  3. Establish a circle of trust
  4. Discuss and highlight groups barriers to learning
  5. Communicate the evaluative process and self-reflective aspect of the project
  6. Students to plan and prepare a professional presentation to a selected audience for their final project

- **Long term outcomes**
  1. Challenge negative attitudes of themselves, school, education, learning and behaviour
  2. Students to identify their own strengths
  3. Students to respond to a series of stimuli themed around exclusion
  4. Students to engage in meaningful conversation with motivational speakers / special guests
  5. Students to develop Confidence Skills, Interpersonal skills, Communication Skills, Listening Skills
  6. Provided students with mentoring opportunities
  7. Project to develop employability pathways for students
  8. Students to demonstrate an understanding of how their actions contribute to the wider community and social cohesion

Evidence and Evaluation

The intervention is able to celebrate the learner's journey and document the progress and skills acquired along the way. The reports from the schools before and after the project are good indicators that the students have achieved a level of understanding and also taken responsibility for their actions. Developing interpersonal skills, confidence skills, communications skills and social skills is a big part of how the students learn about themselves and from each other.

This is achieved by allowing the participants to reflect and evaluate past behaviours or incidents on a weekly basis. Group discussions allow freedom of thought and openness to develop. They create a trust with each other and attempt to put their theories about 'reacting to particular situations / scenarios' into practice. They are encouraged to think of consequences from a different perspective and the project highlights the wider picture of how it affects their learning, their families, the community and society at large, but essentially with the learner at the centre of the process.

We had two male students who did not make the initial one-to-one set up meetings. We have identified that all students need to start and complete the course at the same time in order to create a bond and a trust as a team. It is essential that they all experience the journey together.

The 'dropouts' we have experienced on the Pathways Project have been a result of either a staggered start or a sporadic involvement from the student. As a result, they have experienced an exclusion from the project even before they have had the chance to be included. One of the male students was put into custody prior to meeting him. Our second student was involved in a violent incident and was excluded on the first group session.

To date, the intervention has only had to dismiss one female student. This student attended the project for three weeks with her twin sister. Although her twin was benefiting from the intervention, she was unwilling to partake in-group work and was a negative influence in the group. Despite a series of mediations and one to ones to establish what she wanted to gain from the project it became very clear that she was not choosing to be on the project for the right reasons. For the benefit of the group and her sister, she was asked to leave.

The intervention has been evaluated in a variety of ways, I will be referring to this later. In the first initial one to ones students are asked to complete an evaluation form highlighting their expectations for the project. This is also sent to parents where they are able to communicate what their own expectations might be.

Throughout the project, we evaluate the interpersonal skills, attainment, leadership, attendance, attitude, behaviour and progression of each student and also evaluate each student's successes and areas for improvement of each session. These contents are shared with the school. One school in particular evaluated the findings with relevant attainment and attendance data. This gave the project an accurate indication of its successes that have immediately had an impact on the students.

At the end of the project students and their parents completed the same evaluation forms and their responses are compared. We documented an increase in positive decision-making and raised attainment and attendance over the duration of the project.

Looking at the same students, 12 months on we are able to gain a clear idea as to how the students have managed their responses in school. Out of 35 students in total, who have experienced The Pathways Project, only four students have been permanently excluded to date.

The findings will dictate how we personalised the project and also raises questions about the length of the project, should be create a project attached to the full year? Could we involve the families more? Is the intervention providing adequate progression routes upon completion of a programme? Some students evidently needed the project to continue and support them further. We have had discussion with the school about providing a longer project but were restricted due to budget / funding reasons.

The intervention is evaluated regularly over the course of the project. Formative and summative evaluations are produced and responses to participants and their families prior to and after the project are collated to aid the evaluative process. We are currently working closely with academics from the University of Greenwich and planning to evaluate the next cohort of students on The Pathways Project together by using their expertise.

We hope to develop funding to deliver a longer project and create links with professional cultural institutions to allocate purposeful progression routes for the young people involved.

Finances & Sustainability

To date the project has only ever been funded by the schools themselves. The funding from the schools allows for a greater involvement when personalising the provision. One sole funder has also meant that we are limited to one source and this has proven to be difficult due to changes in allocating funds.

The cost to run the intervention depends on the length and group size of the project and can vary considerably in price. As discussed, the projects are personalised as there are many factors that make up the intervention and each project is bespoke to suit the needs of the participants. An example of the cost of The Pathways Project delivered at a North London School is as follows:

A programme can take up to nine/ten weeks from start to finish. We estimate that seven of those weeks are allocated as contact time with the students. We deliver one three-hour workshop a week. The planning and preparation for the pre and post-production of a project it involves the creation of personalising resources, consent forms, questionnaires, lessons plans, editing, presentations, certificates, photography and videos editing which is a major part of the organisation and success of a project. The cost for working with a maximum six students is approximately £3,700. This is estimated at a total of £600 per beneficiary for the entire project.

When we developed the Open Project, a prison intervention proposal, we adopted the same approach working in partnership with another charity, and adopted the same model as the

Pathways Project. We discovered the variation in cost and priorities would greatly differ from a small-scale intervention programme with six students in any given schools.

We were one of four companies to be selected across the UK to present our programme to the Evening Standard Social Fund. The project was in partnership with an IT company and mentoring provision. It incorporated specialist in the trade as well as Google specialist and was focused on developing young people into coding professionals.

The total cost for this particular intervention was £85,000 to run four six-week projects over a period of a year. This is estimated at a total of around £3,500 per beneficiary for the entire six-week project. The aims and objectives where completely different but it is a good example as to how the Pathways Project can transcend its model to suit any group whilst emphasising the challenges faced with volatile divergent learners.

Many of our students who began the project were seen to be at risk of exclusion. To date we have documented that 86% of the students on the project were not excluded and continued with mainstream education and / or further education.

What we believe to be a social return from the project is the prevention of exclusions from mainstream school, which could potentially lead to NEETs, referrals to PRUs, contribute to a rise in crime, and an increase in youth in custody. The cost of a child being excluded from mainstream school can sore up to £63,000. The school, local authority and society at large cover this cost. Recently legislation requires the parent / carers to also cover some of part of the cost of up to £4,000.

Case study

Student E was referred to the Pathways Project due to the disruptive and aggressive incidences he had demonstrated in school. He found it difficult to focus and complete work and has significant speech and language difficulties, often answering a questing by saying ‘don’t know’. His disruptive behaviour made him a clear candidate for the project and upon meeting E, he was quiet and thoughtful and not like the reports said at all. One report states ‘Hitting another student on the leg with a wire.’ another documents‘ throwing a door-stopper over the top of the stairs in the W building, nearly hitting a member of staff on the head.’ E’s behaviour became more of a risk when he ‘had a compass out in his hand, other pupils complaining he was jabbing them with it.’ The tutor concludes, ‘I spoke with him and confiscated the compass. I also made him aware that I witness poor behaviour from him previously in the playground.’

In his first meeting, he was very enthusiastic at the prospect of starting the Pathways Project. When asked what risk do you think you are of exclusion? He replied, ‘high’. E seemed interested and willing to participate in the project. He completed the student’s questionnaire and revealed that he felt he was poor at school, poor in behaviour but good at organising his school and social life, whilst maintaining an average relationship with dad and influence from peers and he thought that school support was minimal. His actual school reports concluded that he had poor organisational skills, particular difficulties responding to adults. He presented difficulties surrounding social skills, no eye contact and understanding facial expressions and was regularly been referred to the internal inclusion room.

E’s low self-esteem combine with negatives attitudes to learning contributed to the outburst and disruptions experienced in lessons. During the project he was overly quiet but not disengaged. He was always the one in the group that needed encouragement to contribute in group activities and / or discussions but he was prompt and present for all session. At times he would express frustrations at the behaviour of the other students in the group.

Once he became more familiar with the project he gained more confidence and open up to voiced that he needed more literacy support in school. Referrals to provide literacy support with the necessary assistance in class was arrange for E.
After the project, E’s conduct level in class improved throughout the period and has continues to improve to the present day. He also appears much happier and open to support. Further assessment has led to a Statement of SEN being awarded.

The most recent information on E's developments are that the tutor of E, observed:

'there has been a tremendous improvement in his attitude since the programme. He now interacts and responds to me, before he refused to speak or reply to any of my questions. His behaviour has improved on SIMS and there are fewer incidents. He is engaging in class with support and is now attempting work, as well as distancing himself from 'disruptive' students in the tutor group. The project coupled with his diagnoses of autism has had a significant impact. He was star of the week last week. His social skills have also improved and he is more willing to communicate. He seems more serious and mature.'

Tomorrow's Women Wirral

Country – UK
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Overview

Tomorrow's Women Wirral (TWW) is a Charity for all Wirral women aged 18+ in the community. It has a commitment to reduce offending and provide support and assistance to those women who have never entered the Criminal Justice System but who want to make positive lifestyle changes. The women who attend are not judged and integrate to support and share skills and experiences. We are open Monday-Friday and have a full timetable of courses that address women's needs. We have approximately 500 visits per week and have received 1500 referrals since April 2012 from a myriad of sources.

TWW are innovative in our approach, hosting the Criminal Justice System offering holistic support and integrating all women to remove unwanted labels etc. We have made support services accessible to all females. We also have a unique female only Medical walk-in centre and deliver holistic support through facilitating engagement with over 80 Wirral agencies. We do not commission any services, we use a quid pro quo approach to enable agencies to engage with women they would previously find hard to reach. TWW has filled a gap in providing a service not previously offered elsewhere,

TWW are person-centered. We tailor services to address women's needs, taking into account the different learning styles. The women assist with the governance our Project. Two women who have experienced TWW are now Trustees. We are focused on the women, rather than just on what is convenient or simple for our organisation.

Partnership working

Tomorrow's Women Wirral provides space to over 100 Wirral Partners/agencies within a female only community resource. These agencies range from providers from National Health Service, Education, Criminal Justice System - Probation, Public Health, Wirral Council, Carers Association, Employment Training and Education, Police, Solicitors, Domestic Violence providers, Holistic, Therapeutic Health etc. The partners provide workshops, courses, one to one provision on a quid-pro-quo basis as Tomorrow's Women are able to assist these agencies in providing women that they would not normally engage with in a female only environment, assisting them to reach their targets. Service Level Agreements are drawn up in order to deliver activities etc.
The Operations Manager liaises with agencies to draw up a monthly timetable.

Target group

TWW target group is all Wirral females aged 18 +. However our Constitution allows for women to attend from the wider Merseyside area. Integration is integral to TWW delivery. As TWW host the Probation Service all female offenders are specifically targeted to engage in the holistic delivery at TWW along with women not involved within the Criminal Justice System who may have similar complex issues. Women attend forum meetings, use a suggestion box, assist in the governance of the project, i.e. two women are now trustees on the board. Qualitative evaluations are completed by course participants after completion. TWW run a level 2 Mentoring Qualification. Once qualified this gives the women opportunities to mentor either at TWW or elsewhere in the community, building on work experience.

Outcomes

The short term outcomes are: Crisis situations, Safe place, Walk in Centre –immediate health needs, Confidence, Self-esteem, Gaining qualifications, reducing isolation, Education, Job skills, Job ready, Improved compliance.

The long term outcomes are: Community Impact, Intergenerational affect, Improved health and wellbeing, Connecting, Accessibility, independence, Qualifications, Mentoring, Volunteering, Secure further Education, Secure Employment, Prevention of re-offending.

Evidence and Evaluation

Evidence and Evaluation has been a weakness and a learning curve for TWW due to initial lack of staffing. However, all courses that take place at TWW are monitored and evaluation forms are completed by the participants and tutors, clearly showing the effectiveness of the intervention. Soft outcomes are hard to show on paper, however on a daily basis we are seeing women grow in confidence, self-esteem, attitudes, thinking and behaviour. Harder outcomes i.e. completion of qualifications, completion of job applications, job interviews and gaining employment are clear. It is great to see that women who have benefited from TWW bring their 18 plus year old daughters with them so they can also provide them with opportunities to be all that they want to be.

TWW are fortunate that we can utilise all the agencies data. We get regular updates from the Probation Service, Health, education etc all proving positive outcomes.
Considering TWW has only been a charity since September 2012 we have won many awards therefore raising our profile within the Wirral Community:

- The Golden Globe Adult Learner of the year 2012
- The Echo Environment Communities CONNECT Award 2013
- The Social Enterprise Community Enterprise Award Runner Up 2013
- The Golden Globe Adult Learner of the year 2013 Runner Up
- The Golden Globe Contribution to the Community Award 2013
- The Wirral Council Mayor Award for Turning Around the Lives of Local Women – voted for by Wirral Council
- Liverpool Echo Environment Awards in association with United Utilities, TWW won the category -Environmental Services Waste Prevention Award sponsored by Merseyside Recycling Waste Authority and VEOLIA Environmental Services.
- Wirral Chamber of Commerce Community Business of the Year Runner up 2014
- Social Enterprise Network – Community Go Green Award –runner up 2014
- Social Enterprise Network - Healthy Environments Award 2014
- Equality and Diversity nomination for event due to be held in May 2015
- Education Awards June 2014
- 143 certificates were awarded to127 women

Unfortunately women who do not want to engage will not engage but if they are part of the Criminal Justice System they have to attend to see their Offender Managers. TWW work with these women to integrate and motivate to encourage them to make significant changes to their lives.

As yet there have been no evaluations. However, discussions are underway to have TWW's social impact investment evaluated by an independent assessor.

Finances & Sustainability

Currently TWW is Lottery funded x three years £291,000, annual statutory funding from Public Health £20,000, Probation (Criminal Justice System) £50,000.

Benefits are that as TWW self generates funding, in this current climate of Government funding cuts etc, TWW are independent and currently financially secure.

Challenges are that TWW are always seeking funding and therefore need a dedicated bid writer, fundraiser. Big Lottery is time limited, not a steady source of income.

TWW costs approximately £190,000 per year i.e. rent, staff salaries, utilities, insurance, wifi/telephones, maintenance, security, hygiene, stationery.

Cost of beneficiaries 1,614 referrals - £118 per year = £2.26 per person per week.

Compared to cost of one women per year in custody £56,415 = £1,085 per week and the cost incurred of one woman reoffending is £60,000.

Currently in discussion with Independent Assessor to evaluate the cost of social value impact. Due to the Transforming Rehabilitation Agenda TWW have applied to be considered as a provider, therefore generating further funding streams.

TWW will continue looking for funding streams for particular projects to ensure the viability of this much needed resource.

Case study

In addition to the targets achieved from a statutory criminal justice perspective, there have been so many significant changes made to Women's lives because of TWW. These changes and 'softer outcomes' are often harder to measure and although as professional's working in this environment, we can witness the progress women make on a daily basis, it is not always possible to capture that on paper. However this narrative was produced by a female who highlights her experience of being subject to licence conditions and attending TWW.

'*I first arrived at TWW on the 1st June 2012 after serving just under 7 months at Styal prison for an offence of Theft, to meet with my Offender Manager. At that time I was given a tour of the building and shown the wonderful facilities available at the centre.*
My first thought was "Am I at the right place?" The surroundings and atmosphere were tranquil, relaxing and most of all welcoming and non – judgemental. What a relief!
I have completed 11 courses at the centre, from beauty and creative skills to confidence and practical courses such as Digital inclusion, where I was assisted to complete my CV and Application Forms. I have also been able to make use of the many agencies which attend the centre in connection with benefits, housing matters and legal advice etc.
Most of all however, it is somewhere I can go for my breakfast, a cup of coffee, support and advice. I have made some wonderful friends and I have been given excellent opportunities to help me get my life back on track.
Through the Opportunities Board, advertising courses, training, voluntary work and employment, I was given an opportunity to apply to be a volunteer with another agency that attends TWW. I wanted to find employment but found that there were so many barriers due to my offending, lack of confidence etc. I started volunteering in a charity shop and was able to prove myself. I am pleased to say that I am now employed as the manager of the shop.
I was really pleased to be asked to be a Trustee of TWW Board. I feel I really now have the ability to contribute to providing this brilliant centre and knowing how much it can make a difference to women's lives.
I couldn't be more grateful to the staff for their help and support in assisting me get my life back
Long may this fabulous centre continue!

Unga In (Youth Integration)

Country – Sweden
Implementing organisation – Public Employment Service (PES)
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Overview

In Sweden about 77,000 young people aged 16 to 29 who have not worked or studied for a total of three years. Of these, about 20,000 completely lack a known activity, of which about 10,000, are 16 to 24 year olds who are neither working or studying nor engaged in any known activity. In other words, we do not know what these young people are doing. These youths very often have no confidence in government agencies.

An overall success factor in the project *Unga in* has been a holistic, inclusive approach with individual at the centre, around which various players cooperated to support the young people. Through the project's multi-competent team, but also through the close collaboration with a wider group of players, such as schools, social- and care institutions, young people could be offered coherent and individualised support.

Special features of the project's approach have been an interest in young person's whole life situation and creating participation and realistic expectations of the young person. A majority of the young people in the target group suffer from functional impairments such as mental health issues and/or learning difficulties and neuropsychiatric problems, sometimes in combination with addiction. More than 70 percent have not completed upper secondary education and 12 percent of those have not even finished elementary school. A government report from 2013 about young people outside upper secondary school found that upper secondary school education will become a necessity for a young person to establish him/herself on the labour market.

Partnership working

PES is the owner of the project and partners of the local municipality contributes in form of an employee/place and seven percent of the budget. Employers and organisations are other important partners.

Unga in has a national leadership and is organized in team who are meeting the youngsters in Stockholm, Gothenburg, Malmö, Gävle and Skellefteå.

A team is: one Section Manager/Team Leader, four to six employment officers, one employment officer with expertise in the method supported employment, one psychologist, one B.A. in social work and public administration or study and vocational counselor, two to four young customer supporters, one to two employees from the municipality preferably guidance counsellors and social workers.

The teams create network to complement the skills of the team and the needs of the participants.
In the beginning were some communication and organisation challenges but gradually have cooperation in participants given that kind of added value in terms of skills transfer and shorter lead times that cooperation has become very smooth. To combat exclusion among young people requires cooperation.

Target group

Unga in is aimed at young people in the ages of 16 - 24 who are not studying, working or has any other known plan, its young people outside all systems.
Young people are often sceptical of authorities and public players place high demands on the treatment and approach of the administrators. A special feature of the project's approach has been an interest in the young person's whole life situation and creating participation and

realistic expectations of the young person. It has also been important to try to equalise the unequal power relationship that often occurs in meetings between an authority representative and a jobseeker, especially when the latter is in widespread isolation. *Unga in* has therefore actively worked with adapting the treatment in order to meet *Unga in* in a better way.

Outcomes

The final evaluation shows: The project has succeeded in establishing contact with and the trust of young people (1500, Oct. 2014) who previously largely remained outside society and working life. Around 60 percent of young people who completed their participation go on to work and studies, of which the majority still have their job three months later. The socioeconomic analysis also shows that, where *Unga in* succeeded in shortening young people's entry into the labour market by one year, the project bears its costs from a societal perspective, which according to the assessment based on available empirical data and research is likely.

Evidence and Evaluation

Unga in has been evaluated both halftime and at fulltime by an external evaluator. The main conclusions include:

- Results and public economic value
- What explains the results
- Overall conclusions and recommendations for the future

In PES´s regular activities there is an emphasis on matching and work-related programmes of the work experience type or preparatory training. Young people in isolation with complex and extensive needs can however have difficulty resorting to these measures. Instead of developing new methods, *Unga in* has focused on developing the Agency's existing activities so that the better ones can meet the target group's specific needs. An overall success factor has been a holistic, inclusive approach with the individual at the centre, around which various players cooperated to support the young people. Through the project's multi-competent team, but also through the close collaboration with a wider group of players, such as schools and care institutions, young people could be offered coherent and individualised support. The young marketers and an interest in young people's whole life situation have contributed to the young people receiving personal treatment which strengthened their confidence in the authority Unga in has also actively worked with increasing accessibility to activities. Many young people are reluctant to seek help until matters becomes acute. It has therefore been important to provide times for spontaneous meetings. To create a reassuring and welcoming environment the project has also avoided an office environment and instead decorated the premises in a lounge-inspired way.

The common denominator for young people who participate in *Unga in* is the need of more extensive and flexible support than young people who are closer to the labour market. A similar need existed among many registered young people. Irrespective of whether PES gets an outreach assignment or not, *Unga in* can thus serve as a model for how the Agency in collaboration with the municipality can support groups of already registered jobseekers in need of more support. This is especially true in respect of how the support can be differentiated to meet the individual needs of individuals in a heterogeneous target group.

Overall, is *Unga in* considered as a strategic development platform which PES can use to further develop and offer to young people in general. The development work, like *Unga in*, should not be focused on developing new programmes, but rather focus on how existing resources can be used more effectively. In practice, there are few undiscovered "miracle methods". *Unga in* has demonstrated that it is possible to make use of the ordinary range of measures while developing the overall offer to young people by first working with processes, procedures and treatment. The project also shows how the resources of other players can be utilised to a greater extent through deepened collaboration with regard to target groups where the transfer of information and referrals are not sufficient to meet the jobseeker's needs. Key elements in this process of change are leadership, organisational culture, recruitment, internal

competence development, structures for collaboration, treatment and interpretation of the assignment. Rather than developing and implementing a new measure, the continued work to overcome young people's isolation should thus concentrate on transverse activities and organisational development.

Finances & Sustainability

Young Integration is a method development project driven by the Swedish Public Employment Services with support of the European Social Fund during a two-year period and ended 31 May 2014. The project started back in 2009 and then a much smaller scale.
The budget for the two years is about 6.3 million Euro, of which about 2.7 million Euro from the European Social Fund and some contribution from the municipalities.
Before the project started a pre-study was carried out with the support of European Social Fond which gives a total cost of around 8 Million EURO.
Now the project has ended and for the rest of 2014 *Unga in* continues the activities financed by the Employment service together with the municipalities where *Unga in* is active.

In our final evaluation the outcome evaluation should not only describe the outcomes that a measure resulted in but also evaluate to what extent this change has taken place thanks to the measure. Outcome evaluations with an experimental degree have the maximum degree of evidence, which involves the participants in the intervention being compared with an appropriate control group. In *Unga in* there is no such control group. The quantitative and qualitative data available nevertheless indicates that *Unga in* contributed to overcoming the isolation among many young people. The project has succeeded in establishing contact with and the trust of young people who previously largely remained outside society and working life. Around 60 per cent of young people who completed their participation go on to work and studies, of which the majority still have their job three months later. The socioeconomic analysis also shows that, where *Unga in* succeeded in shortening young people's entry into the labour market by one year, the project bears its costs from a societal perspective, which according to assessment based on available empirical data and research is likely.

Case study

X, who is 19 years of age, is studying at the vocational introduction/individual alternative at upper-secondary school within *Unga in´*s programmer. X has had troubles with ill-health for the greater portion of his life. Serious psychological ill-health made its appearance as early as 13 years of age and this has included self-injury behaviour. Joint efforts on the part of the school and PES the previous school year had resulted in X getting a longer job experience period in a restaurant which during the summer of 2013 became a Development Employment activity. During the last six months, X's psychological ill-health has worsened and so have his social relationships. For X, this has meant strained relations with the family and that it has become untenable to carry out tasks at the restaurant. X only studies one day per week and is awaiting a psychological analysis.

Through many and frequent contacts, efforts that have created confidence, X has developed good relations with the personnel at *Unga in* which has led to him contacting *Unga in* when health declined, suicidal thoughts intensified and his living situation became intolerable. X did not want to, under any circumstances, go to the psychiatrist. X's worry was primarily based on a fear that we would abandon him at the entry to the psychiatric ward; something that X felt other adults around him did. We agreed that X could choose any of *Unga*'s personnel to go with him so that he would feel more secure. This resulted in the project leader, labour market consultant and treatment assistant accompanying X.

Working in Shard End and Handsworth (WiSH)

Country – UK
Implementing organisation – Birmingham City Council
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Overview

The WiSH pilot, which ran from July 2011 to March 2013, tested a more personalised, holistic and flexible approach to helping people with multiple barriers to progress towards the labour market.
The aims were:

- to bring together an effective team of employment support practitioners who could drop their own organisation's 'culture' and practices, and wholeheartedly implement the pilot's ethos
- to offer flexible, holistic personalised support to unemployed people with complex needs in key areas of Birmingham, in order to move them closer to the labour market
- to evaluate the pilot in order to inform future provision

Partnership working

The key partners in designing the pilot were Birmingham City Council (BCC) and Birmingham & Solihull District Office of the Department of Work and Pensions (DWP), together with a range of other local agencies. The partners involved in direct delivery of the pilot were: DWP Birmingham & Solihull District (pilot manager and six coaches), Midland Heart (one coach), Pertemps People Development Group (PPDG) (one coach), and BCC (not a direct delivery partner, but heavily involved in supporting and influencing delivery).

Target group

The WiSH pilot was predominantly targeted towards unemployed people in two wards in Birmingham, who were on active benefits, particularly Jobseeker's Allowance and:

- aged 18 to 24 and six months unemployed, or
- aged 25 plus and nine months unemployed, or
- still unemployed after undertaking DWP's Flexible New Deal programme

These were all people who had received mainstream employment support but hadn't progressed into sustained employment. The project also targeted other priority groups who faced multiple barriers to work.

Outcomes

WiSH Outcomes:

- Number of customers engaged by WiSH: 511
- Number of WiSH customers obtaining employment: 144
- Percentage of WiSH customers sustaining employment: NB The Pilot did not collect employment sustainability data for all 144 customers who found work, and some customers had not reached the 13 week and 52 week sustainability markers by the end of the Pilot. Employment sustainability was analysed for just 83 customers who found work; this sample size is relatively small to draw any real conclusions. However the data does indicate that 67% of customers sustained employment at 13 weeks and 49% sustained employment at 26 weeks. 73% of those who sustained employment at 13 weeks went on to sustain employment at 26 weeks, suggesting if the 13 week barrier is reached, continued sustained employment is more likely. This reflects findings of other national studies.
- Number of customers helped to become "Job Ready": 51 customers (54%) scored "Work Ready" on their 2nd Work Star, travelling on average 11.3 points. If this

percentage is applied to the whole cohort of WiSH customers, the total number of customers helped to become "Job Ready" would be 276
- Number of customers that have progressed towards job readiness and distance travelled: 41 customers (46%) travelled on average 14.77 points, moving towards becoming “Job Ready”
- 49 Young People aged 16-24 from the WiSH pilot accessed employment:
- 15 Young People (aged 16-24) from the WiSH pilot accessed education and training

Evidence and Evaluation

An internal final evaluation was produced (July 2013) using guidelines from Local Government Improvement & Development and DWP, and support by Birmingham University. The main conclusions were:

- the WiSH Pilot undoubtedly achieved significant outcomes, in partnership working, and for the individuals it supported
- it achieved many of its original aims and objectives and was well received by local communities, partners and customers
- collaborative working brought real progress in local partnership delivery
- the open and progressive approach of local DWP was seen as a very positive outcome, and DWP has already been influenced by the Pilot in their approach to designing and delivering some frontline Jobcentre Plus services, especially work with families with complex needs and involvement in a local partnership response to welfare reform and housing benefit changes
- cost benefit analysis demonstrates significant direct financial and social benefits in helping individuals into work through this approach, particularly in the longer term. The benefits of the WiSH Pilot have greatly exceeded the costs
- disappointingly, multi-organisational working and “cross-fertilisation” was not realised to the level originally envisaged, and some of the ideas behind the co-design of services have not really been tested; however, participant feedback strongly valued the holistic approach used
- insights were gained around techniques to establish relationships of trust with hard-to-support clients, using personal coaching and assessment tools such as Work Star. However, systematic empirical analysis to establish which approaches worked better than others has been limited, due to time and resource restrictions.

Obstacles identified in the evaluation included:

- Changes in national policy impacted on the original cohort the pilot aimed to work with
- The intensive approach was seen by some individuals and their families as threatening
- The lack of funding for a personalised budget for individuals was seen as an obstacle, though the introduction of a small £5,000 pot helped overcome some issues
- The impact of cuts nationally to the third sector, affected on the ability of local organisations to contribute directly to delivery of the project through staff or venues
- Because the pilot was not mandatory some customers did not engage – and making support mandatory would be counterproductive to building relationships and trust

Finances & Sustainability

There was **no additional funding** available for the WiSH pilot. All the partners re-allocated their own existing staff resources in order to make the pilot happen. No European funding was used.

An original intention of the pilot was for money to be available to spend on the individual priorities of WiSH customers, but adequate resources could not be identified. However, a small discretionary budget of £5,000 was made available for the second half of the Pilot that enabled some additional customer needs to be addressed such as: funding the small weekly management fee required for Credit Union Budget Management Accounts; and funding a short training course that enabled a customer to find work immediately upon losing his job to redundancy and therefore not needing to claim JSA. Whilst the resource was not significant it did make a real difference to some customers overcoming barriers.

Despite the limited available funding and the efforts of the coaches to access other funding, the lack of resources was a significant issue for the Pilot on several fronts:

- personalised budgets would have benefited customers and improved outcomes
- lack of resources (and the prevailing funding climate) prevented a wide involvement of different organisations (particularly third sector agencies) in terms of direct delivery. This has limited the synergy and sharing of good practice between sectors and agencies that could have occurred and has meant that the pilot has focused primarily on the partnership relationship between JCP and the City Council

A **cost benefit analysis** framework was put in place from the start of the pilot, based on the DWP framework and advice from the University of Birmingham. These take into account difficulties associated with short duration of the pilot, and the difficulty of identifying a test group for comparisons.

The **overall cost** of running the pilot was £347,180. **Unit costs** were £1,719 for each customer engaged and £3,275 for each job outcome.
The final evaluation report outlines the benefits (savings and extra income) generated by the 144 WiSH customers who started work during the pilot. The direct fiscal benefits (money directly saved by the Exchequer) in just the first year are £523,000; if the wider indirect fiscal and social benefits are considered, this increases to almost £823,000, rising to over £1.44m for a two year period. Indirect fiscal benefits (£95,000 over two years) are from savings to the NHS, from improved health; and savings to the Criminal Justice System, from reductions in property crime.

Further funding is not being sought for this pilot; however, learning from the pilot continues to influence the approaches used in new projects for which funding is being sought.

Case study

Case Study 1

When A. was first seen by the WiSH Coach, he was homeless, anxious and depressed. He had no food, was underweight and in unwashed clothes. He also kept a dog to which he was very attached.
A. was ex-Armed Forces, having been dishonourably discharged. He had left school early with no qualifications – although he did have basic skills.

He had no bank account and had been waiting 12 weeks for a Post Office Card Account. He had been unemployed for over six months and had benefits suspended on sanction. He was required to sign-on daily and had been refused crisis loans due to his JSA sanction.

Despite his problems, A. had good manners and good communication skills. He had work experience from his time in the army and had worked as a packer and labourer.

The WiSH Coach knew that until A.'s immediate issues were resolved; he would be unable to focus on applying for work, so the Coach:

- Took him to a homeless charity for breakfast and lunch daily – and referred him to a homeless charity for evening soup/sandwich
- Secured a donation of dog food from a local shop
- Facilitated Housing Benefit / Council Tax Benefit to enable him to secure accommodation
- Contacted Post Office to find out why his Card Account application was delayed and request its completion
- Advised him to appeal his JSA sanction as he had evidence he was actively seeking work
- Advised him to apply for Hardship Allowance
- Helped him to access free clothing so he had clean clothes appropriate to looking for work

- Helped with jobsearch and CV
- Contacted the Job Centre to negotiate a later signing time when there was a family medical emergency and they intended to sanction him again

A. obtained full time employment as a fundraiser for a Charity.

Case Study 2

B moved to Birmingham to escape a violent situation. She had left school with no qualifications, had been in prison and had multiple convictions.

Before joining WiSH, B was offered work in the National Health Service (NHS) but, the offer was withdrawn as she had not disclosed her convictions (unintentionally). As a result, she was told she was not welcome to apply for any further jobs within the NHS – an area she especially wanted to work in.

B had been on benefits since May 2009. She was convinced that her criminal past was a permanent barrier to employment, and had a very negative attitude to her career and life prospects.

B received support from a WiSH Coach who:

- Re-drafted her CV and helped her with letters applying for vacancies
- Contacted regional and national NHS HR departments to explain that B. had not deliberately withheld information about convictions - achieving the outcome that B would be able to apply for future vacancies
- Advised on the best way to disclose previous convictions – by explaining her troubled past and taking a previous CRB check with her at interview stage
- Helped her understand how to use her experience in supporting others by volunteering at charitable organisations
- Helped her to start a volunteering position
- Persuaded her to apply for short term jobs and jobs that would require CRB checks – resulting in a temporary Xmas job
- Checked how working fluctuating hours in a potential job would affect her benefit entitlements and what she should do if offered the job

B started work in the NHS in February 2012.

Youth Active Plus

Country – Germany
Implementing organisation – Lawaetz-Foundation
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Further Information: www.jugendaktivplus-hamburg.de

Overview

In Hamburg there are about 5,000 young people without a degree or employment or education. Every year about 1,000 young people get lost. The project partners try to reintegrate the young people and to solve their social and vocational problems with them. For society it's necessary to integrate them because if they are not integrated they perhaps cause further problems such as criminality, problems with their own children, unemployment etc.

Aims of Youth Active+: Social stabilisation of the target group, Integration into jobs, training or education, develop new connections between the facilities, build new networks between the different districts

Partnership working

Within the project Youth Active+ 11 partners (since March 2015 12 partners) from private youth help organisations working in all districts of the City of Hamburg. The Lawaetz-Foundation leads the whole project, and is responsible for all the reporting and financial matters.

The project partners try to reintegrate the young people by approaching the youth directly for example: They address the target group at houses of youth, or they cooperate with street workers and other institutions within the area. The project partners offer orientation and advice and support the young people in solving their social and vocational problems. We try to reach the target group with easy access counselling and the young people come voluntarily. The interventions are tailor-made and we have a look on the whole person.

Within the project we are also able to offer the participants to work in a job project or our partners look for an internship. During our first project we noticed that it is very important for these young people to develop their social skills such as reliability, teamwork and so on in real jobs for example in a kitchen, as a plumber etc.).

Some of our partners have their own company like a café or a school kitchen, where the young people are able to work and to get money. Or our partners try to find a possibility for an internship in a small company. With the clients the partners make individual arrangements how many hours per day the client wants or is able to work, perhaps three or four hours per day at first.

In every district (seven districts of Hamburg) we have a project group at local level with representatives from the youth services/offices of Social Services, from the youth employment agency, and from the project partners and from the ministry for youth welfare. We meet each other three or four times per year.

In the steering group at regional level there is one representative from every district, the ministry and one representative from the labour market coordination of the district. We meet each other twice per year.

It´s not easy to involve all levels and all partners in the whole process, but it is necessary, because every partner and every level needs to be involved and informed about the whole process.

Target group

The target group of Youth Active+: young people (under 25) without any job prospects; young people with a lot of social problems; young people whose social benefits are cut.
NEET (not in education, employment or training).

Outcomes

Short-term outcomes: Integration of young people into society, solutions or attempts to solve their social problems for example debts, addiction, precarious housing situations and to integrate them into jobs, training or education.

During the last project we reached 550 participants, and we were able to activate 380 participants. That means they are now in employment, training or education. During the first year of the running project youth active+ in 2014 we reached 621 young people. 204 people of them are still in our counselling process, and we were able to activate 320 participants.

Long term outcomes: The crucial point is the cooperation across the different institutions and legal systems that are responsible for the social, educational and labor-market integration processes.

Evidence and Evaluation

Together with the Ministry for Labour, Social Affairs, Family and Integration the Lawaetz Foundation analyse the project and its results on the basis of a complex questionnaire.
We have an internal questionnaire, where every project partner fills out the questions for every participant. Every project partner describes the situation of the participant (social problems, vocational problems) and which measure (training, employment etc.) they choose after the counselling process. The Lawaetz-Foundation collects the database and analyses the progress of the project every month.

One goal of the project is to reduce/overcome institutional barriers. Next is to clarify career interests, skills and development potentials and, finally, the structuring of integration paths. In particular, the reduction of institutional barriers through support and guidance in general and support/guidance at critical moments of the integration process promotes motivation and courage to try a new start.

Some of the participants interrupt the advice process. They disappear, but sometimes they come back. The reasons are often personal crises, or they have the impression that they don't want any further support. It's not possible to work with them if they don't want to change their life.

The main conclusion of the former project was that it is more difficult to reach the target group than to activate them. It is also necessary to have some job projects where the young people are able to work in a real market situation. They need the feeling they are valuable for society.

Finances & Sustainability

The budget is co-financed by the European Social Fund of the City of Hamburg. The other part is funded by the Districts of the City of Hamburg from the Programme Social Spatial Help and Facilities (SHA) and the Ministry for Labour, Social Affairs, Family and Integration. The project was awarded to the Lawaetz-Foundation by a tender for the ESF in Hamburg.

The intervention costs for three years amount to more than €5 Million for the whole City of Hamburg. At the end we have to report on the intervention costs per beneficiary.
The evidence of the social return for investment is described in qualitative studies. It is better and cheaper for a society to integrate young people than to finance them for their whole life.
At the moment the ministry is trying to implement the work of the project within the regular system of welfare. However, it is not certain if the state has enough money and if the political parties will vote for that solution.

The ESF was helpful in building such a huge project in Hamburg, because some of the small sub partners wouldn't be able to manage the big ESF-funding system. The districts wouldn't have taken part in the funding of the ESF, because they don't have the staff to organise such a big project.

The intervention will be sustainable because it's necessary to reach the lost target group of the young people. This will continue to be an important task for society.

The Ministry is trying to find the financial resources to include it in regular system of youth help, but this is not certain yet. Perhaps the structures in schools will change for example and schools will be able to support every pupil in their own way. In that case, such a project isn't still necessary.

Case study

One 22 year old participant got no more money from the jobcentre because he was not able to appear for his appointments and to fulfil the demands of the jobcentre. He heard about the project from another young man and he asked for help. The social worker of Youth Active+ worked with him, gave him advice and suggested he work in the job project of one of the other partners within the project. The young man worked in the job project in a school kitchen for several months. There he learnt to cooperate with other people, to have responsibility, and to be on time. In our opinion it is really necessary to learn these things in real work situations. He got money and felt more and more valuable for the team and his motivation increased. Besides work the social worker went to the jobcentre with him, and they tried to find out which apprenticeship would be possible for the young man.
Finally they found an apprenticeship, and now he is doing an apprenticeship for road construction. The social worker still has to supervise the young man.

Youth Advocate Programmes (YAP)

Country – Ireland
Implementing organisation – Youth Advocate Programmes
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Overview

The intervention is part of the broad strategy of providing Community based support to high risk families and is part of National and International Strategies of seeking to keep young people out of institutional and residential care/incarceration, and supporting them to integrate into their local communities.

The intervention is a local response to a significant challenge for society and it is a response to the needs of high risk youth and families who traditionally reject school, exhibit antisocial behaviour and end up costing the State significantly due to substantial interventions, prison time or institutional care.

The intervention aims to respond to the needs of individuals who are or have been or who may be the subject of compulsory care under either juvenile justice, child care or mental health systems and provide them with the opportunity to develop, contribute and be valued by themselves, their families and their communities. In practice the young people often come from programmes which have failed them to date.

The objectives of the intervention are to provide a community Advocate who will never give up on the young person and their family. This Advocate mentors the young person through the difficult issues that they are facing, building a sustainable trusting relationship that positively impacts on the attitudes, behaviour and the outcome sought.

Partnership working

The intervention is only achieved through an effective wraparound of the family and so the partners, while they vary depending on the family needs, will mainly include family members and extended family members, Social Services, local Health Services, Schools, Juvenile Justice or Probation, local community agencies and at times some local employers, not forgetting the family extended family and the youth.

Often the invitation for YAP to come on board will be instigated by one of the State Services and so many of the State services will be familiar with the young person already. When YAP is asked to assist, YAP will assess the situation and employ an Advocate from the locality of the family concerned who will be familiar with the community resources and challenges of the area. The Advocate will meet with the youth and family for a determined number of hours and contacts each week in their home, school and community. The intervention empowers the youth and family who are actively involved in the design and evaluation of the intervention.

Target group
Due to the versatility of the model, the programmes have been applied to many areas; the following are examples where the interventions have been used.

Child Welfare Services:

- Family & Community Reunification
- Prevention of residential placement
- Support of aged-out youth (those who have reached 18 and services are no
- longer required to support them)
- Supporting Foster Parents to prevent placement disruption.

Juvenile Justice:

- Alternatives to Detention
- Gang Intervention/Prevention
- Community reintegration
- Gender specific programming

School Based Services

- Truancy prevention
- In school suspension
- After school programming

Outcomes

YAP evaluates its work in order to increase its knowledge of the Young People and Families that we work with and we use this knowledge to inform our practice, improve service provision and to devise new programmes. Knowledge gathered is used to ensure the efficacy of the YAP Model and work practices to ensure that we provide the highest quality service possible.

For short term outcomes, we have an outcomes system which measures the positive impact of the YAP model and is a useful tool for helping young people and families themselves to see how they are changing their lives through the use of the outcomes booklets. We measure outcomes with young people, families, staff and referrers at the beginning and end of the service across four domains: Self, Family, Education/Employment or Training, Safety/Offending Behaviour.

Evidence and Evaluation

In 2013, we had initial and final outcomes for 762 young people. Data below represents the improvement (in %) in each category.

Self / Young Person

- Self-esteem / Confidence 84%
- Relationship with peers 81%
- Mental Health 84%
- Feeling withdrawn/Isolated 83%

Family

- Parenting Skills 77%
- Home Environment- Physical/ Financial 85%
- Social Family 78%

Education

- General Behaviour 79%
- Attendance 78%
- Aspirations 78%

Safety/ Offending Behaviour

- Risk Behaviour 84%
- Impulsivity 82%
- Co-operation with Juvenile liaison Officer/Gardai(Police) 89%

Lack of success with participants is often due to the failure of the young person to engage fully in the process. Reasons can range from external factors or psychosocial issues, or medical emergencies.

For some young people it is about the right time and place, depending on what is happening in the family, or to their lives at a particular time. This could include being homeless or having to move home, poverty, mental health issues and the services with which they are engaged.

We can't change the external systems; we have to work with them. However, we do get a very high success rate, in excess of 90% when the young person decides to engage with us because the model is what they need.

Finances & Sustainability

The intervention in Ireland is funded by State funding through contracts which are reviewed annually.

The benefits of State funding are the security of funding for the year but the challenges

are that your funding depends on political resource allocations budgeted each year. This means one needs to demonstrate effective use of the funds and continue to demonstrate cost benefit of the allocation YAP receives for the targeted services it is contracted to deliver.

In Ireland the State have funded YAP for the past 11 years and have found it to be an extremely cost-effective alternative to the high financial and emotional costs of care placements and one which also achieves positive outcomes for young people and families. This helps to reduce the pressure on a range of services including social work services, youth justice, education, child and adolescent mental health and disability services. An average YAP place for six months (an average length of time assigned to an Advocate) costs approximately €10,000 to €11,000. The cost per place is tailored to meet the exact needs of the referral agency and the referrer will only be charged for the actual expenditure on the case.

In Ireland the increase in the number of contracts, at a time of recession is indicative that the State sees the cost effectiveness of the programme where a foster care placement is approximately €80,000 a year and a private residential placement is over €200,000 a year. We are constantly looking for funding streams from philanthropy, State or voluntary funding where we can attend venues internationally and explain our intervention and plant seeds. The biggest challenge is to get seed funding to pilot an intervention. This has been a challenge in Barcelona where the local services wanted to pilot the intervention, in Madrid where they wanted to pilot an intervention with gangs. Both venues couldn't find development funds given Spain's fiscal position at the moment. In counties where development funding is more available, YAP has set up pilots in Sweden in the Education field where funding comes from the local Social Services, and in Sydney , Australia where an NGO is funding a pilot to keep high risk young people within their communities , including Aboriginal youth.

Case study

Mary's story (not her correct name) in her words:

When I was 16 I got referred by Social Work to YAP for many reasons, I wanted to drop out of school as I found the school work a big struggle and found myself being isolated. I felt like I didn't fit in with anyone and the people I hung around with were not my friends. I only hung around with them to pass the school day.
I had no confidence and felt "crap" about myself (I didn't like myself). I never wanted to leave the house or do anything. I just wanted to sit in my room all day watching TV.
I had a really bad anger problem and would always take things out on my mother and sisters. I was a violent/aggressive person who always blamed everyone for things. I felt like I was the black sheep in the family (Different from the rest of my family) and that no one liked me. I hung around with a bad group and was doing inappropriate things. I was lying to my parents and was sneaking out of the house.
I was going out with a boy who had criminal offences and who was not setting a good example to me...I finally stopped seeing everyone just to be with him. I had rows (fights) with my parents just because I wanted to be with him. I loved cars, dancing and music. I wanted more confidence and wanted to have a good life and to be on the right road.
When I was with YAP, I had a great Advocate who I looked up to. Even the YAP staff were so friendly and bubbly and I wanted to be like them. I was brought to the library and started to do some homework. My parents got advice from a teacher to have me tested to see if I had dyslexia...the results showed I had dyslexia. I got grinds (extra tuition) and also got lots of help and support from the school.
YAP made a deal that if I finished school with a good grade and continued to attend school that they would help me get my theory test as part of learning to drive a car. I finished school and got enough points to get into the course I wanted in college. I even passed my driving test and got a full licence at 17. From doing YAP it helped me decide what course I wanted which I am so grateful for.
They got me out of my house and got me to try new things. This helped me with my confidence and I feel like I am still shy but can be myself. I went to dance classes and football which made me feel great. I went to the cinema and it was nice to have my advocate there to

just talk about things that were on my mind.
I met some lovely people within YAP and am so happy I engaged with YAP. If it wasn't for their time and effort, God only knows where I would be now or what I would be doing. I am in 3rd year in college doing a social care course. At the weekends I work in Boots, the chemist, and also in a nightclub. I do volunteering and I try do as much training programmes when I can. I have a first aid cert, and suicide intervention course completed. I'm so close with my family now and I feel I am a much happier person. I am so thankful to YAP and they have made my life so much better, I have also made good relationships with the wonderful people in YAP. I am looking forward to the future.