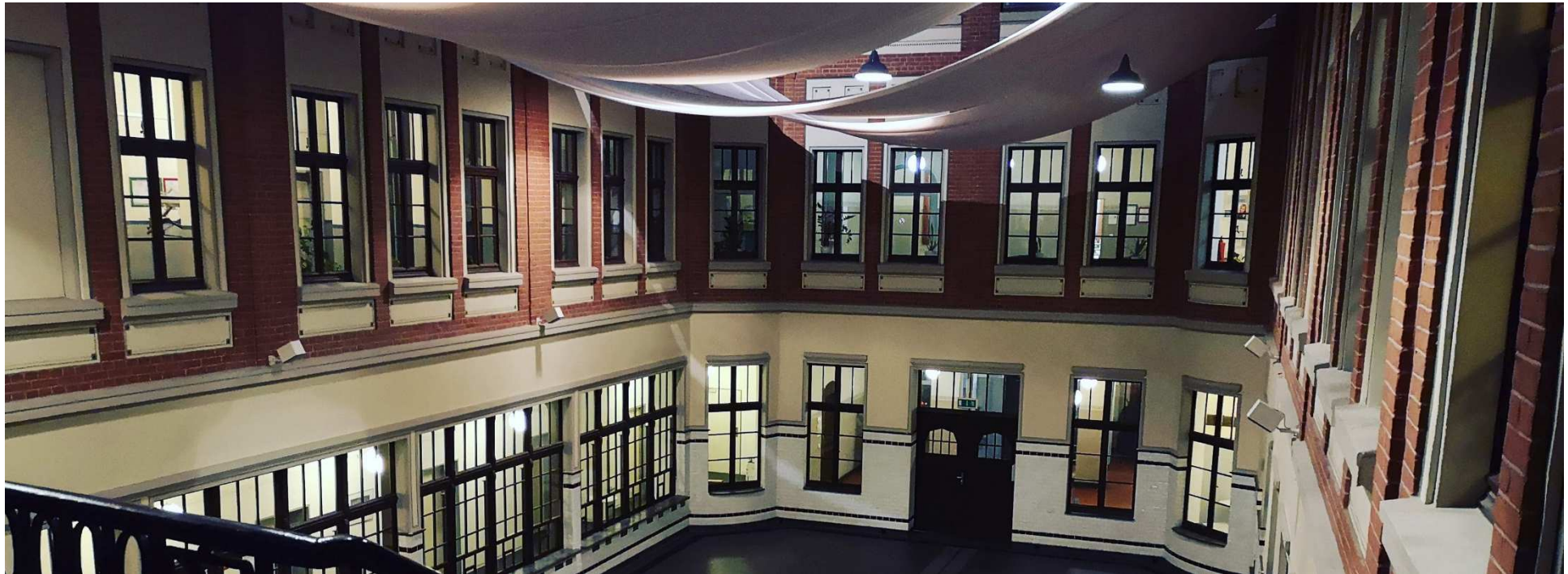


Importance of integrated social planning - vision, cooperation and implementation



Targu Mures, 24.-26.05.2023

Lars Czommer

Background and starting point



We know....

- ❑ Social inequality is increasing
 - ❑ Segregation tendencies persist
 - ❑ Certain target groups are particularly vulnerable affected by the risk of poverty
 - ❑ These target groups often lack access to different offers
 - ❑ Deprivation is multidimensional
- ...and can be located socio-spatially!



What does that mean specifically?

- ↪ A data-based, valid, **small-scale** analysis is required
- ↪ municipal interdisciplinary cooperation



Definition of social planning

Strategic, integrated social planning takes into account the **living conditions** in the social area by means of quantitative and qualitative methods, on a **small scale** and over time.



- It is supported/initiated by:
 - Valid description of the current situation
 - Findings about social developments in the municipality
 - Bringing together the actors involved
 - Concrete planning of needs-based offers and measures

Task and goal: Better opportunities for participation and equal living conditions in the community

Using KomMonitor ...

Medien Wiedergabe Audio Video Untertitel Werkzeuge Ansicht Hilfe

Isabell Rohling G.I.B. ... Lars Czommer (G.I.B. ...

KomMonitor (Demoversion)

Erweiterte Ansicht

Durchschnittsalter

Beschreibung: 1

Fortbildungsintervall: jährlich

Raumebene: Stadtteilbene Datum: 2002-12-31

Transparenz: 6.3

Export

Metadatenurl: GeoJSON ESRI Shape CSV

Legenden

Indikator: Isochronen Routing WMS-Dienste

Status-Indikator (absolut)

Darstellung der Indikatorenwerte 31. Dez. 2002

Neuestes Referenzdatum: Sonntag 31.12.

Einheit: Jahre

Interpretationshilfe:

Symbol	Wertebereich	Fallzahl
[Light Pink]	35.58 - 39.83	2
[Pink]	39.83 - 42.67	35
[Red-Orange]	42.67 - 45.72	43
[Red]	45.72 - 48.76	39
[Dark Red]	48.76 - 51.81	0

Klassifikation anpassen

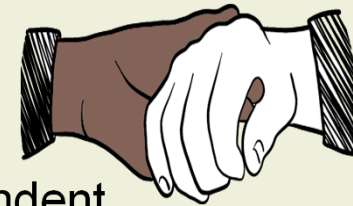
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Central tasks in social planning

- ❑ Initiation and implementation of integrated cooperation both within the administration and with independent organizations (NGO), e.g. in the form of a “vision”
- ❑ statement/goal-finding process
- ❑ social reporting/recommendations for action
- ❑ preparing strategic decisions

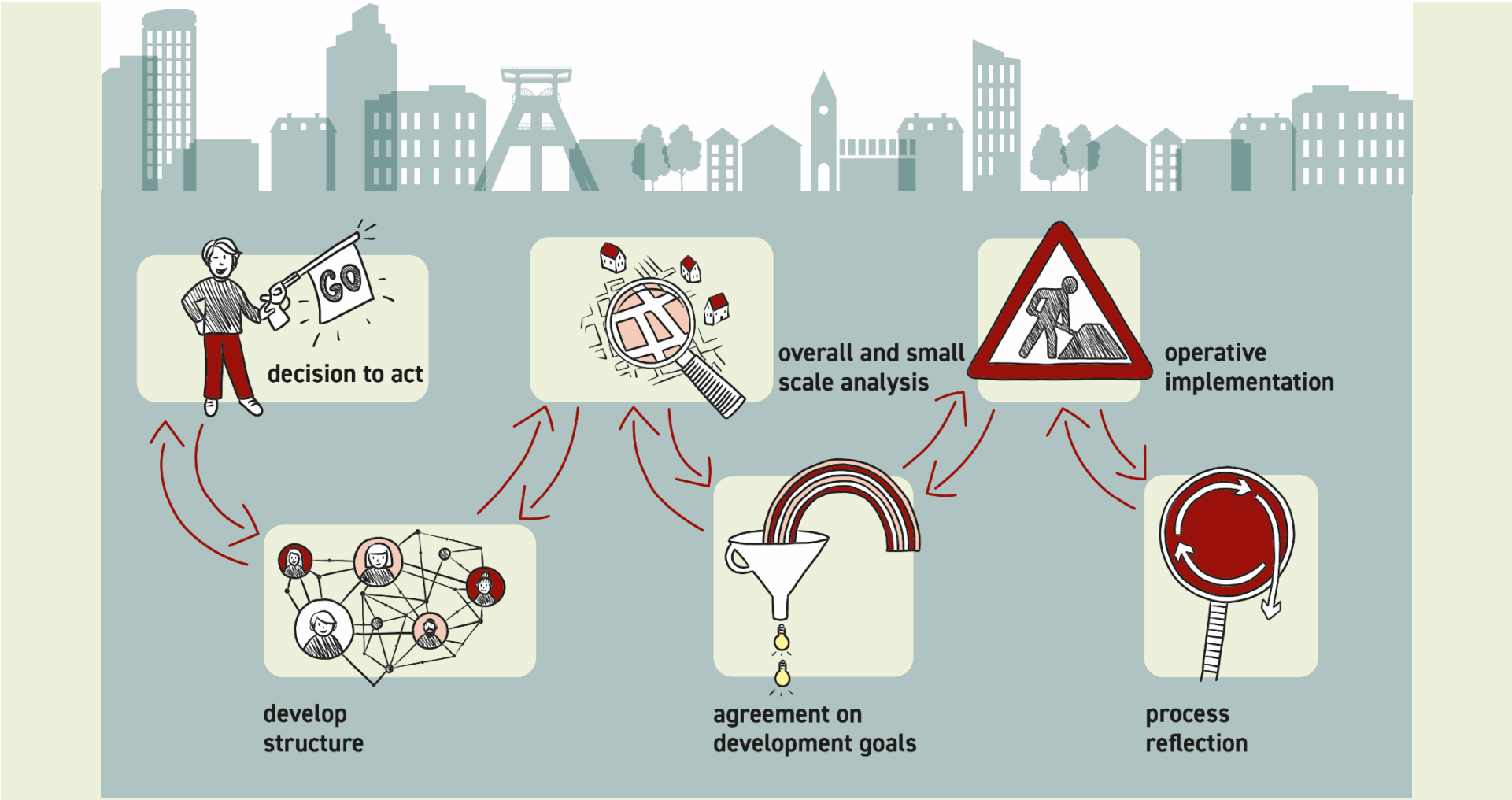


Social planning and cooperation

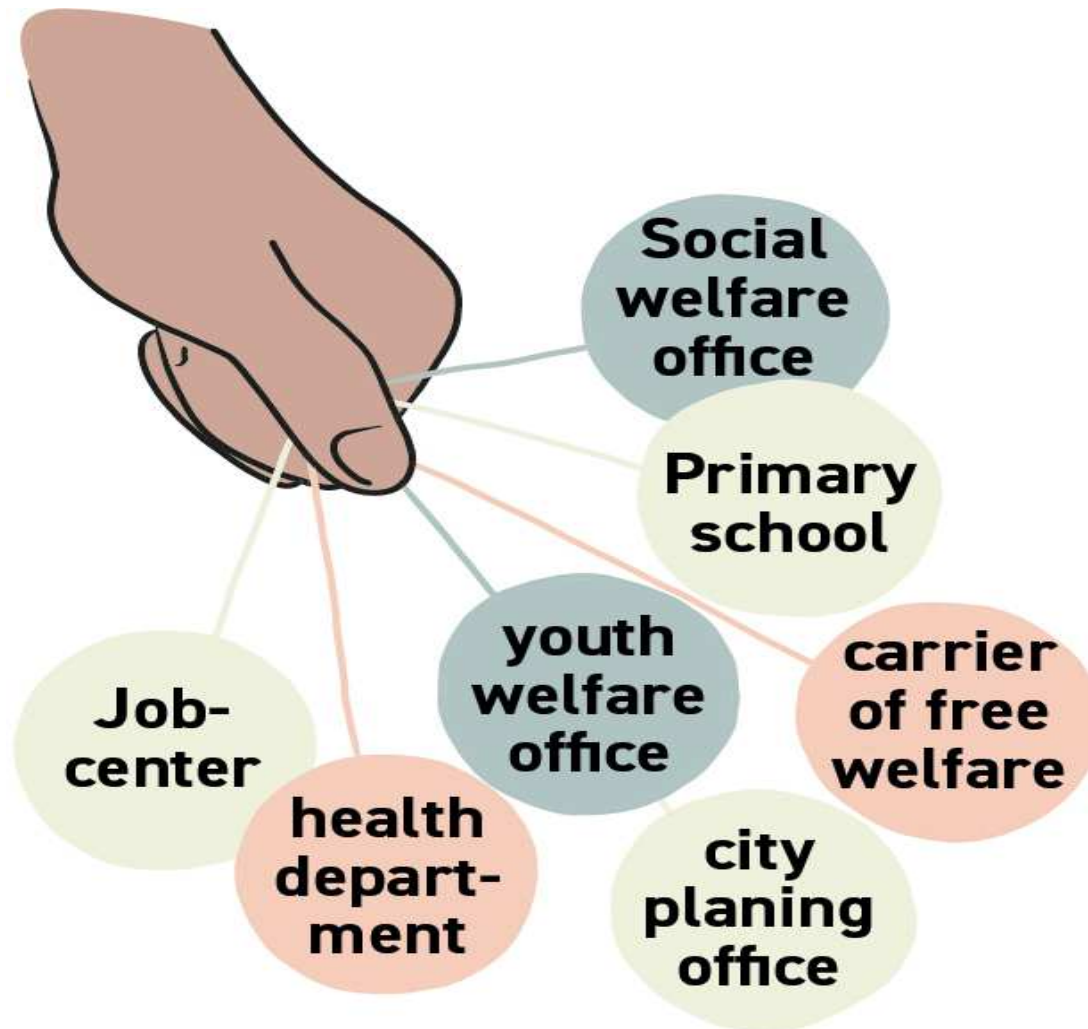


- ❑ Social planning is not a one-way street
- ❑ Cooperation between local government and independent organizations(NGOs) is essential for the success of individual measures
- ❑ Existing cooperation structures can move things quickly and make them possible
- ❑ More and more funding programs and calls for a data-based description of the initial situation and coordination between the municipality and the providers
- ❑ With the goal: Use the funds where they are most urgently needed
"Treat unequal unequally" - no longer according to the "watering can principle"

integrated, strategic social planing



The importance of the Quarter



- ❑ Social inequality is increasing
- ❑ Interaction between space and individual
- ❑ Planning units are necessary that reflect the immediate vicinity of citizens as far as possible
- ❑ Social offers, projects, measures on site are necessary ...

Challenges in disadvantaged Quarters ...



Disadvantaged quarters are often characterized by...

- ❑ High density of households with social problematic situations
- ❑ Urban deficiencies and cramped living conditions
- ❑ Environmental pollution such as noise and/or air pollutants
- ❑ Arrival and transit areas for new immigrants
- ❑ Restricted access to educational and health services

Different problems – different responsibilities and different law books ...

- ❑ SGB II/III (basic security for jobseekers/employment promotion law)
- ❑ SGB VIII (Child and Youth Welfare)
- ❑ SGB IX (rehabilitation and participation of people with disabilities)
- ❑ SGB XII (social assistance)
- ❑ ... etc.



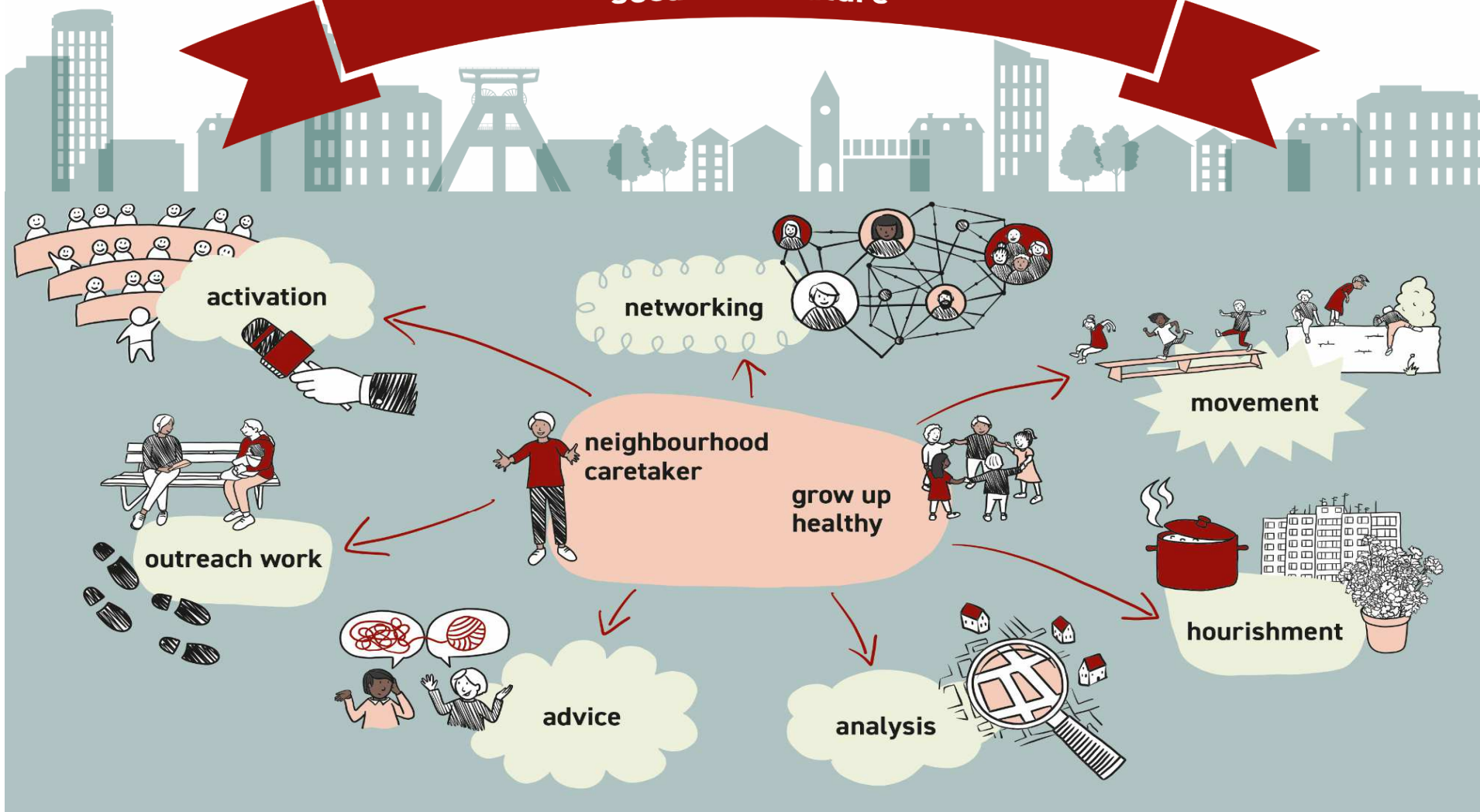
... Cross-jurisdictional cooperation is needed

- ❑ Determine neighborhood reference/target group and goals (e.g. cross-cutting issue of combating the consequences of poverty/prevention, enabling participation)
- ❑ Agree on cooperation structures => Creation of process transparency through binding networks (municipality/JC/institution etc.)
- ❑ **Implementation of low-threshold, outreach, cross-jurisdictional offers**
- ❑ Establishment of joint, binding case discussions
- ❑ Transparency/Determination of Responsibilities



Folie 11

together in the quarter – strengthen children – secure the future



„Corona acted as a ‚burning glass‘ ...☹️“

- ❑ ... and further increased the disadvantages of children, young people and their families who were threatened or affected by poverty.
- ❑ Children from families with few socio-economic resources have more often mental problems, developing anxiety disorders or depression as other.
- ❑ There is high risk for children and young people who live under poverty conditions to suffer from the circumstances of the corona pandemic.
- ❑ So, the question was: “What enables young people to live a healthy, fulfilling life despite adverse circumstances and what support the ZiQ projects provide in this regard?”



Folie 13

“Resilience - fall down, straighten your crown, get up, keep going”

- In connection with the global “pandemic mix war situation” and a healthy coping of the associated enormous challenges, limitations and worries, stands a special competence in the foreground of public discussion: **Resilience, the pop-up principle** 😊



Resilience – attempts at definition ...

- ❑ Resilience means the individual “resistance” to actively tackle crises, to face the challenges, to compensate for negative influences and thus to acquire coping skills.
- ❑ Resilience is the ability to deal well with the adversities of life, not to let stressful life situations get you down and not to break down (Wustmann Seiler)
- ❑ Resilient children and young people can develop positively and healthily even under the most unfavorable living conditions (e.g. growing up in poverty).
- ❑ Resilience is our “**stomper competence**”,
the “**immune system of the soul**” (Heller)



Folie 15

resilience and resilience promotion

- ❑ Resilience develops in a dynamic interaction process between children and their living environment (family, social environment, etc.), so it is not innate per se - but can be learned and further developed and strengthened throughout life!
- ❑ ... is - once learned - neither a panacea nor a stable unit that promises "invulnerability" for all time
- ❑ ... cannot be automatically transferred to all areas of life



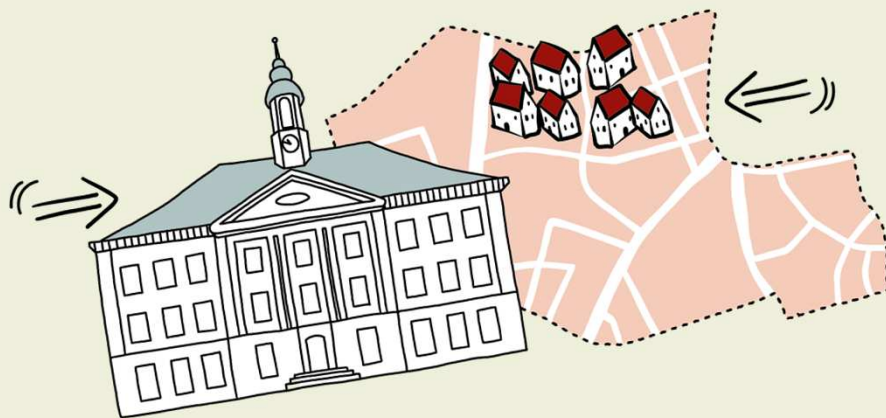
Risk and protective factors

- ❑ Resilient behavior is linked to two conditions:
 - There must be a serious threat (risk situation) to the child's development
 - The child has to cope with this situation based on existing skills and competences!
 - risk factors, e.g.: Impulsive behavior, chronic illnesses, insecure attachments at home, cramped living conditions, addiction in the family, chronic poverty, e.g.
- ❑ Child, family and environmental protective factors, e.g.:
 - Positive temperament, social skills, harmonious family life, high socioeconomic status, positive friendships, appreciative communication, e.g.



Resilience factors...

- ❑ Resilience factors are characteristics that increase the child's "resistance". The more of them there are, the higher the probability of being able to cope positively with difficult life situations and stressful conditions.
- ❑ In concrete terms, these are qualities that the child acquires through interaction with its living environment and through successfully coping with stressful life situations.



Livable resilience in the quarter ...

... strong kids in two city districts of Cologne - a project in the field of the "together in the quarter program" 😊



„Strong kids in city districts of Cologne – FAIR Stärken e.V.“



Project Background:

- Target groups: local children and young people from disadvantaged circumstances and precarious circumstances & people with migration or refugee background (poverty, violence, crime)
- Parents or families from disadvantaged situations and who are affected by poverty
- Aim: Special support for the target group in order to be able to free themselves from their hardship (e.g. poverty, violence, discrimination, crime, unemployment, exclusion).
- Hope to strengthen the social spaces in the two districts for a child-friendly and inclusive future in the long term.

„Strong kids in city districts of Cologne – FAIR Stärken e.V.

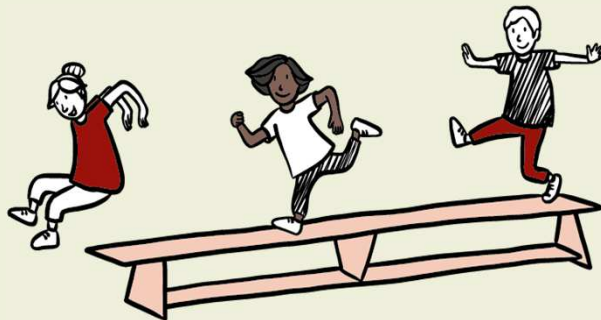
- Group measures and social training for children and young people as well as accompanying advice for parents promote and ensure the integration of young people in the labor and training market in the long term.
- Measures: Social training at schools in the districts of Mülheim and Portz, in cooperation with a residential home for refugees and in district intensive groups; parent training and coaching; On request, outreach work with support-worthy families
- Instruments: anti-discrimination strategies and elements from the peer-to-peer approach.



„Strong kids in city districts of Cologne – FAIR Stärken e.V.“

Result:

- The social behavior, self-confidence and conflict management of the participating children and young people has improved
- Conflicts and incidents of violence in schools and in social areas have improved
- Active participation in the social space of disadvantaged families has increased
- Support in school matters and the search for an apprenticeship through the project

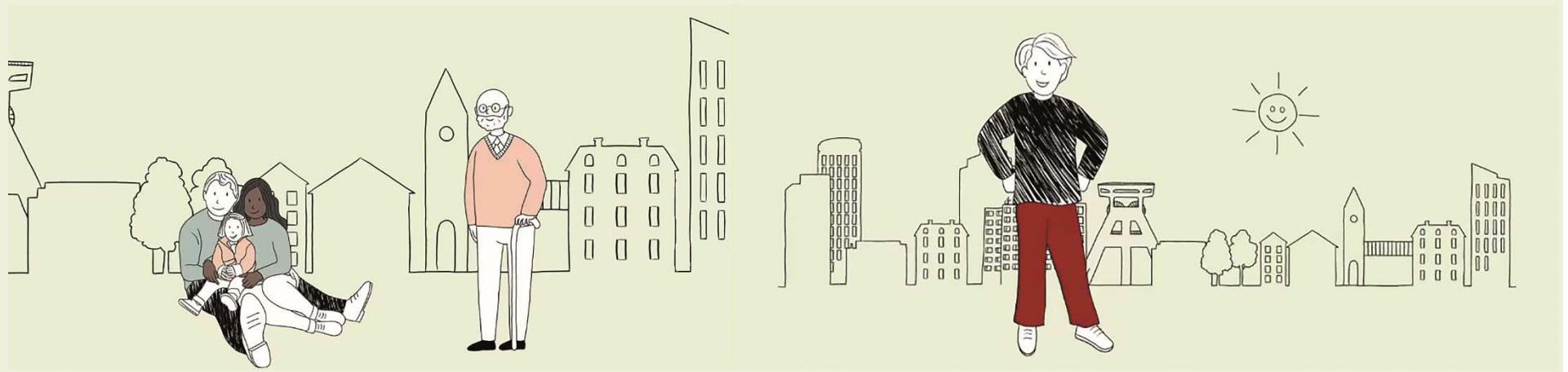


Wide low-threshold offers in the program ...

- cooking and eating together
- experiencing adventures in the nearby forest
- gardening in the city
- Trendy sports: hip-hop dancing, outdoor power sport
- building stalls and romping around in the sports hall at the Open Sunday...
- Conflict management
- low-level advice
- ... and the anchoring of trust work, networking in the quarters!!!



Thank you for your attention!





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