

EXAMPLES OF GOOD-PRACTICE

from the

GRUNDTVIG - Learning Partnership

“CHILD-REARING SKILLS AND CHILD POVERTY IN EUROPE

LOW THRESHOLD ACCESS FOR PARENTS AND FAMILIES EXPERIENCING POVERTY”

(AUGUST 2012 - JULY 2012)

Introduction

United in the diversity is not only the motto of the European Union it indicates as well that despite all the cultural and regional differences between the member states and societies there are values and beliefs that are shared throughout the Union. The wellbeing of families and especially children is one of those values and at the same time one of the challenges societies in all European countries have to face.

That 20% of children living at risk of poverty in the EU (2007 Eurostat figures), reveals that this challenge is not a matter of particular countries or regions but for the whole of Europe. The discussion between the European partners in our Grundtvig - Learning Partnership pointed out that all participating member states have a remarkable number of families, especially socially disadvantaged families and especially children who are threatened by poverty. To face that challenge in the wide scale, it is presenting itself, the cooperation of professionals and experts throughout Europe is needed.

The Partners of the Learning Partnership are making through their individual and cooperative work a contribution towards the shared value of the wellbeing of children and families. Through their engagement in the learning partnership they are confirming this shared value despite the cultural differences between them and are therefore truly united in diversity.

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1. Project Content

The learning partnership of the seven European organizations, active in the field of adult education, targeted on the strengthening of parent's child-rearing skills, especially for those in Europe who live deprived and in poor conditions with their children. By improving the access to parental education the partners are making an indirect contribution to the fight against child poverty in Europe. Because the already established offers for parents in many EU-member states could not or could not soon enough reach a great number of parents, the learning partnership aims on ensuring the attractiveness of education for deprived parents by low-threshold conditions of access.

To achieve this common purpose the parties involved are exchanging their experiences of already existing low-threshold offers in the partner countries. In the two year period of the project, a total of six several-day workshops are scheduled in the partnership countries. During the workshops the partners are discussing how deprived parents experiencing poverty could be introduced to offers improving their parenting skills and how those offers have to be presented to be low-threshold and motivating for them.

To discuss the issue of low-threshold offers, different technical aspects important in the European context of transferring educational knowledge are being analysed:

- Poverty and neglect of children
- Education and professional training for those working with parents
- Competence of conflict resolution
- Health and addiction
- Inter-cultural challenges faced by parents with immigration background

To deepen the discussion national experts will be consulted to refer about successful approaches and introduce them to all the partners. Furthermore visits of partner projects are taking place to discuss with experts and parents and to become acquainted with educational with education work in the projects.

Alongside with the workshops the partnership is currently developing a joint website to document their achievements to make them accessible to a wide range of people. For the same reason this reader was developed to give a brief overview of a selection of Good-Practices-Examples and to let as many extern organizations as possible participate in its products and processes to achieve the best European additional value possible.

2. Good-Practice-Examples

2.1 Parental skills training – „A school for parents”

Project name	Parental skills training – „A school for parents”
Organisation/Country	Caritas-Alba Iulia, Romania
Project geographical location	Romania Mures county, 4 semi-isolated village areas
Project duration and timing	6 month by 6 months twice this year (2011), co-occurring with school semesters possibly continuing in 2012

Project environment:

“Deprived” has a different meaning in different cultures, countries and regions. I use the term in the context of Caritas-Alba Iulia's work in a relative sense – relative to the higher standards of well-being of urban areas in central Romania or of those who are fortunate enough to have the capability and will to use the means of psychological well-being. The typical rural area, where we work, could be best described as “sinking” - with younger generations leaving, unmaintained general aspects and a lack of update or change of schooling infrastructure in the past 20 years. These are the areas where some “archaic” family structures and behavior persist in a somehow twisted form like aggression as educating style, and the prevalence of the sphere of physical power of men over women. On the other hand, many of these people work on their fields with medieval technology up to today which is more caused by poverty than necessity. These are the “hidden faces” of the Romanian society which has been called the tiger of Eastern Europe not too long ago. The economic purchase power does not change behavioral patterns in one generation so even economic growth does not mean more safety for children or healthier lifestyles for families.

Assessed needs:

We identified a series of specific needs which had to be addressed by a project specially tuned to address them. Identified needs were for example the need of information about children's needs and one self's needs; also the need of information about what makes a healthy lifestyle and how the family atmosphere is related to it. Furthermore, the need to explore and experiment with other than just established behavioral patterns while parenting, and to be able to do it in a non-threatening and constructive manner.

Objectives:

Raising parent's awareness to their children's needs; parenting skill development; anger management and teaching non-threatening methods of parenting with the

basic ability to recognize and manage one's own reactions. All these goals should be achieved in a "safe from errors" environment of group learning.

- Beneficiaries:** Primary – Parents living in semi-isolated village areas; Secondary – children living in the same areas.
- Project outcome:** Both, parents and children, will be positively affected by the improvement of parenting skills in style and specific, constructive "in situ" intervention capability. We achieved these goals by giving out information about child development and age-based needs of children. We also had situational games for parents with the possibility to experiment with their feelings and reactions in order to change them and we gave the possibility to address topics raised by the participants both on the information and the exploration level. The group sessions were constructed as self-awareness groups beginning with a check-in and finishing with a check-out. Even if it was not the main focus, we had an eye on group dynamics and the conflict management was beneficial for the outcome.
- Activities:** Psycho-educational presentation than discussion based on own experience; self-awareness exercises, behavioral training exercises focusing on specific skills identified by the group members in situational plays.
- Financing sources:** Donations; client's contributions; partial state financing; local councils.
- Partners:** Local church groups, local councils, local school personnel.
- Costs:** 600 Euro / 8 sessions-process including pay coverage of 2, and travel, material costs.
- Project aftermath:** It is a highly scalable and flexible approach of a "large spectrum intervention" with the possibility of re-application with new content in the same location, or seamless transfer to another location, working group sizes varying between 6-20 members and can be accompanied by 1 up to 4 trained staff.
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2.2 Mother and Kids German Language Course

Project name	Mother and Kids German Language Course
Organisation/Country	Caritas für Menschen in Not, Integrationszentrum Paraplü
Project geographical location	Austria, Upper Austria, City of Steyr
Project duration and timing	started October, 2010, one course lasts for 4 months, 2 courses per year

Project environment:	20% of Steyr population have migrant background; the project aims at migrant mothers; there is no similar course known. "Paraplü" is the Steyr center of integration for migrants
Assessed needs:	German for everyday use, especially in the context of education (kindergarten, school) is vital for migrants; mothers often have nobody to look after small children; the young children benefit from early contact with German speaking environment.
Objectives:	language course for immigrant mothers and children
Beneficiaries:	Migrant mothers with little German and/or little knowledge about the City of Steyr; young children at the aged of 1 to 5
Project outcome:	Migrant mothers feel more confident with their German, know their way round Steyr, recognize the need for playing with their children; young children learn to respect rules when playing in a group, get more confident at German.
Activities:	Upper Austrian government funding (pilot project).
Financing sources:	Donations; client's contributions; partial state financing; local councils.
Partners:	Parents-and-children center; Lutheran Church Steyr;
Costs:	about € 2.800,- per course (60 units).
Project aftermath:	Considered to be o very effective way of familiarizing mothers and children with German and the Steyr environment; in some cases it's the start for new friendships
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2.3 Economic Accompaniment Project

Project name	Economic Accompaniment Project
Organisation/Country	Caritas Diocesana di Trieste
Project geographical location	Trieste, Italy
Project duration and timing	Started on December 2008, active still now

- Project environment:** In 2008, because of the ongoing financial and economic crises, the Caritas of Trieste has been flowing to its services, especially to the counseling services, a new vulnerable population looking for an economic support. There are single person or families who often haven't access to social benefits and they are no more able to cope with the daily expenses because their family budget is reduced. To help these people, Caritas with the support of several public and private partners has set up a solidarity fund and a team of volunteers experts in economic and financial matters, supported by social workers.
- Assessed needs:** accompaniment to overcome a temporary moment of economic difficulty (paying also debts if the intervention is decisive) or changing a lifestyle beyond the family budget.
- Objectives:** Help and advice for families to manage the family budget and change the economic situation
- Beneficiaries:** Single persons or families with problems in managing the family budget signaled by the counseling center, social services or parishes in order to change their economic situation or unexpected expenses..
- Project outcome:**
- teach beneficiaries to live according to their budget, helping them to change their lifestyle;
 - help beneficiaries overcome temporary situation of economical difficulty due to unexpected events
- Activities:**
- Regular meetings with the beneficiaries but also with whom reported the situation of economic difficulty (social workers, parishes, other associations, relatives, friends);
 - loans (up to € 3.000,00) returning in maximum 30 rates or contributions (up to € 1.000,00) whether the financial help resolve the situation of temporary economical difficulty;

Financing sources:	<ul style="list-style-type: none"> mediation work with creditors (banks, financial agencies, home owners...) Fondazione Cassa di Risparmio , Comune di Trieste, Provincia di Trieste, Comuni di Muggia e Dolina, Conferenza di San Vincenzo de Paoli, Caritas Diocesana di Trieste
Partners:	Fondazione Cassa di Risparmio, Comune di Trieste, Provincia di Trieste, Comuni di Muggia e Dolina, San Vincenzo de Paoli
Costs:	€ 313.000,00 (loans + economic contributions)
Project aftermath:	From the beginning of the project to now beneficiaries have been 538. Of these 354 had have a loan or a contribution
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2.4 „Guardian Angel” Parents' School

Project name	„Guardian Angel” Parents' School
Organisation/Country	Caritas-Alba Iulia, Romania
Project geographical location	Romania, Harghita county, 4 locations (1 town, 3 villages)
Project duration and timing	The project lasts 10 months, from September to June, adapted to the schoolastic year, ending with a summer camp. There are four groups starting every year in each location.

Project environment:

The "Guardian Angel" program has organized projects for disabled and healthy persons in nine locations of Harghita County since 2006. The goal of this program, which is held monthly, is to assist people with special needs in recreational and developing activities, to give them the opportunity to take part in their community's life, to participate in traditional celebrations and to make friends. In today's Romania, the "disabled" status can be described not only as a medical condition (disability), but mostly as a social disadvantage (handicap) for the individual. A person with special needs is a multiple burden on families. The medical treatments and controls, the drugs and the traveling to treatments often exhaust the family's financial possibilities. Relatives caring for a disabled family-member often waive their own careers and perform an about 24 hour service in addition to other family members. Thus, the marginalization and isolation risk is particularly high. For parents it will be difficult to have social relations. It is almost impossible for them to participate in further training, not only because of the financial aspect. The financial situation is an obstacle for them, but the supervision of their relative with disabilities has to be solved, too. The training of families in order to educate a person with special needs cannot be realized institutionally, especially in small towns.

Assessed needs:

We identified a number of needs regarding those who take care of people with disabilities, and we created the "Guardian Angel" program as a response to these needs. There should be accessible leisure activities where people with disabilities and their families can experience the feeling of belonging to the community. At the same time courses for parents can be held on topics that will help them in developing their education, their career or in organizing their every-day life. The theoretical knowledge

acquired in these courses can be experienced in a practical way with the help of specialists during the activities and summer camps.

Objectives: The project aims to give parents knowledge about parenthood and careers as well as skills that will help them to raise children with disabilities. All this under circumstances that even the disabled persons can benefit from through professional care during the parents' school and there is also a possibility for the parents to have practical experiences.

Beneficiaries: Direct beneficiaries: parents, who care for disabled relatives
Indirect beneficiaries: people with special needs
Stakeholders: the community where people with special needs live

Project outcome: The knowledge and skills acquired by parents help with the development of people with disabilities on the long term. The activities held once a month in each location transmitted not only knowledge, but gave the parents the possibility to have a community developing role, too. Parents meet other families facing similar problems and this way an isolation of these families is prevented. Besides knowledge, participants get help in accepting the disabilities as well. During the summer camps participants have the possibility to practice what they have learnt.

Activities: Professionals and families meet once a month. The disabled persons take part in developing activities. In parallel, the parents are trained on the one hand in their career development and education, and on the other hand in helping themselves (experience sharing, self-games, conflict management, coping techniques). The second part of the activities included the parents' interaction with their children so they can practice what they have learnt before and gain experience. The summer camps give the possibility for families to practice and recreate.

Financing sources: Donations; client's contributions; partial state financing; local councils.

Partners: Local church, local councils, local school personnel, ONG-s.

Costs: 950 Euro / 10 meetings (2 specialists, travelling fees, materials)

Project aftermath: In each of the location the program can be restarted early, because there is a wide range of topics to debate and

there are new people who would like to participate. A group consists of 6-12 families. The program can be started in each location where people with special needs live.

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2.5 HOPE – Holiday- and Summeractivities

Project name	HOPE – Holiday- and Summeractivities
Organisation/Country	Caritas for disabled People, St. Isidor – Leonding (Upper Austria)
Project geographical location	St. Isidor Leonding, Upperaustria
Project duration and timing	The summeractivities take place between begin of july and the end of august.

Project environment: St. Isidor – wide, distant area, many playgrounds, wood and a swimming

Objectives: Summer holiday activities for children with disabilities and their families

Beneficiaries: Children and teenagers with disabilities and their families

Project outcome: The holiday actions are well accepted of families and their children, announcements for the activities of the following year are done very early.

Activities: The holiday offers in St. Isidor includes a “Family Intensive Week”, weeks for single parents and a week for children and young people. In the frame of these actions parents and children have the possibility to join the different offers of all kinds of therapy and free time actions during one week.

The 3 holiday weeks (Family Intensive Week and 2 x single parent week) are created in a way respecting the needs of parents/ mothers/ fathers as well as the needs of children. Close to therapies and games for disabled children and teenagers there is enough space for free time and activities for the adults on their own.

Additionally there are activities offered during these holiday weeks that are created by therapists of the center St. Isidor. In this field there are offers like “Attitude of the body”, Intensive therapy, climbing in a sports hall, riding horses and offers for children, who lack the ability to concentrate and who are hyper active (ADHS). Professional pedagogues are engaged in the work with the children intensively.

In a light way children are promoted in lessons of speech therapy, physiotherapy, occupational therapy and psychological therapy- based on their individual needs.

There are also a lot of activities in the area of game, sports and creativity.

The holiday weeks can be offered on low prices. There are many families with disabled children living in bad financial conditions, they have a good benefit on these holiday weeks.

Financing sources:

Parents pay a very low part of the costs – all costs are supported by charity actions.

Partners:

2012 the „Family Intensive Week“ took place in Styria, in cooperation with different partners who gave their financial support.

Costs:

- Weeks of „Body Attitude“ from € 155,- to 190,-
- Climbing Week € 175,-
- Integrative Riding Days € 165,-
- ADS- Week € 175,-
- Single Parent Week (accommodation and meals included) € 250,-
- Intensive Therapy Week € 220,- (accommodation not included), € 340,- (accommodation included)
- Children and Teenagers Week (accommodation included) € 310,-
- Family Intensive Week (accommodation included) € 670,-

Project aftermath:

The whole families of disabled children learn a lot of special therapies and psychological help- they can take these experiences and results to their daily life. Besides parents are relieved by holiday offers with low costs.

Additionally parents / mothers/ fathers can “tank” energy and strength/ power for their challenging daily life.

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2.6 Groups for the Roma youths, The Program for Integration of the Roma Community in Sfantu Gheorghe

Project name	Groups for the Roma youths, The Program for Integration of the Roma Community in Sfantu Gheorghe
Organisation/Country	Caritas-Alba Iulia, Romania
Project geographical location	Romania, Saint George (Sfantu Gheorghe) City, Őrkő quarter
Project duration and timing	since 2010 until the present day

Project environment: Because of their complex problematic social background, we can observe, that Roma children tend to have unsuccessful educational and “life” carrier, comparing to a majority child’s “success”. To fend off this fact, the Roma families must be helped to accomplish their liabilities to their children throw empowering the parents in their parental skills.

Assessed needs: Initially we worked in two groups with the Roma young people:

- Group of young Roma, who continue their studies in downtown school: to make conscious for them the importance of further education and strengthen their motivation; information about how qualification is related with positioning on the labor market; to offer help for them in learning difficulties, to supply educational backlogs; to offer career guidance; to develop social skills.
- Group of young couples with/without children: to offer information about difficulties of minor parenting, family planning, contraception; the need of information about children's needs, how to care a baby, how to educate a children; to change the wrong established behavioral patterns in parenting; replacing them in educational and/or professional training system, or promotion of their position in the labor market
- During the year 2011 has changed the situation of the members of our two groups. From the first group nine persons abandoned the school, from them 7 married and 4 person expecting child. In the present only 3 young Roma are attending schools. These changes were included/involved the majority of the group in other life situations, so now they

have other needs, commons with the needs of the group of Young couples (from this group two couples left the country, and remained 4 members) so we decided in January 2012 to contract the groups.

Objectives:

Our goal is to prepare young Roma people to live independently, and to become balanced adults who will be able to assure adequate conditions and education for their families and their children.

To achieve these goals we need to formulate smaller objectives:

- to learn abilities, capabilities that are required for a responsible, balanced healthy life
- to develop self-awareness, personal autonomy, self-management and communication skills of Roma youth
- to prevent school abandon
- to prevent minor birth
- to develop parenting skills
- to promote the professional commitment of young people, replacing them in educational and/or professional training system, or promotion of their position in the labor market

Beneficiaries:

Our primary beneficiaries are young Roma from Sf. Gheorghe, who continue to learn in the downtown schools and young Roma couples from Sf. Gheorghe with/without children, secondary our work will have benefic influents on their children.

Project outcome:

The social worker worked with two support groups initially, till January 2012, after that contract the two groups.

- Group of young Roma, who continue their studies in downtown school: There were organized in average 2 support group activities monthly in this period, with intention to develop self-knowledge and to prevent school abandon. In these meetings participated maximum 15 persons. Simultaneous were organized other activities too, which serve the same purpose. During school semesters two teachers offered pedagogical assistance for a few Roma youth who are/were enrolled in vocational schools in the downtown, helping them to prepare to their final examinations. On the beginning of school semester they could met with a representative of educational inspectorate and could talk about their current problems with him. Extracurricular activities were also important: a few trips, camps, religious pilgrims, dance evenings, film

clubs, a dance group were organized. When it was needed the social worker offered individual consulting for the members of the group: in 11 cases (eight individual counseling, three couple counseling), we provided psychological assessment and counseling, family planning, educational and professional reorientation and advocacy, counseling about placing in labour market.

- Group of young couples with/without children: was formed in 2011, with 4 young Roma couples, the group met usually twice monthly. Among the support group activities there were organized different activities for them, to answer their various needs. Three meetings were organized for them with the participation of external experts, to help their orientation on the labour market, and to give information about the professional trainings opportunities. On these meetings participated among 30-40 persons, near the group members other young Roma from the community. The social workers of our program assisted 12 person in the process of finding a job, participated with them on two job fair. That attempts weren't immediately successful, but later 2 men were employed for undetermined period, and 2 for temporary work. In 19 cases we were performed individual case work, where corresponding of their needs, was offered individual and couple counselling and assistance, professional reorientation and counselling, social and administrative counselling and advocacy.

From January the two groups was united and it seemed that now the main challenge of our Roma youth was to start a family. Considering the changes of their needs, we redefined our objectives and we put the accent on the family life education (family planning, parental skills development, improving cooperation between couples/parents, giving information about children needs, baby care) and professional reorientation to increase their opportunities in placing on the labour market.

Activities:

- Support group: it was our main activity from where all the other activities derived thanks to the process that the Roma youth could formulate their needs in this groups. The support groups offered basically an opportunity to develop self-knowledge, self-confidence and self-esteem, to strengthen self-management skills and to extend the social network

of the young people where they can learn from and help to each other in the process of solving their common problems.

- Pedagogical assistance: helped the Roma youth to prepare for the school more efficiently and to improve their performance.
- Extracurricular activities: promoted on the one hand the better integration of them in the social milieu and on the other hand the useful spending of their free time, reducing the locks of their initially socialization.
- Individual consulting: contributed to reduce the complex psychosocial problems of the Roma young people.
- Educational and professional reorientation helped the youth to find their useful and meaningful place in the local community and in the labour market also.

Financing sources:

donations, financial involvement of the beneficiaries.

Partners:

Erste Stiftung, Caritas Austria, local council, local professional agencies.

Costs:

to provide in our program this activities we only offered the salary of the social worker and the teachers, but we also tried to get the (at least the partial) financial involvement of the beneficiaries also, usually for the extra programs like camps, trips, dance evenings. The aim was to teach the Roma youth the balance between “to get” and “to offer”.

Project aftermath:

We think by organizing support groups for Roma youth by a professional, they could get the real help for their complex needs on the one hand by their group members on the other hand by deriving and fulfilling their other needs in other activities offered by the professional. The project has low costs and offers constant and complex, real help for the beneficiaries; it could be easily re- applicate in other locations also.

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2.7 Informal Network For Minors

Project name	Informal Network For Minors
Organisation/Country	Caritas Trieste/Italy
Project geographical location	Trieste
Project duration and timing	2009-2012

Project environment:

The present social context has certain characteristics:

- Major fragility of the family as a whole which in the past would not had been at risk – for economic reasons (more and more families are barely above the poverty line), for social reasons (disaggregation of the family, absence of family support networks, lack of and “educating society”).
- The dangerous increase of intolerance towards the “different”, the poor, the disadvantaged can often be a closed attitude if not quite an open hostility, sometimes even at school level.
- In pre-adolescence and adolescence there is a particularly fragile phase in the life of individuals. We underline in particular, some problems which seem to be ignored in a worrying way: increase in school dropout from as early as the middle school (problem not yet sufficiently dealt with); increase in youngsters (even under 14 years of age) committing penally punishable crimes; increase in the precocious (from 11 years of age) use of drugs and alcohol; increase in youngsters taken from the family of origin who, if all goes well, find acceptance in the few communities dedicated to youth present in our city or outside Trieste.
- an increase in the psychological fragility in youth which overruns into forms of disadvantage: borderline personality disturbance, social retreat and acting out (destructive actions towards things and/or people) hetero or self directed, as several recent facts in the news testify.
- The majority of mothers and fathers work outside the home with inconsistent working hours. This leaves little time to share with children, whose education more often than not, even at a very early age is delegated to others with whom the family is not always able to collaborate.
- The minor often reaches adolescence without any reference point regarding values and motivation. He is

encouraged by the media to early sexual experiences, often without involving any affection and responsibility. Information if any regarding sex, through the official organizations mainly concerns health and the awareness and responsibility is often annulled by the proposal of easy remedies such as the “morning-after pill”.

- It seems that the family which in Italy still has an important social role, is not sufficiently recognized and supported in its fundamental educational role; the little help it does receive is almost exclusively economic assistance.

Assessed needs:

- Public Authorities underestimate the request for funds and draw from supplementary resources to give more articulate answers. This will not come about if the public administrators continue to consider welfare a residual area or their own exclusive responsibility.
- The cultural representatives of our cities could give an important contribution to the needs of our society participating in seminars and round tables which concern these problems and above all accepting to stand by the humble. But is the world of the disadvantaged known by the important cultural society? Do the intellectuals notice the gradual serious deterioration of social living?
- the answers to such problems should go towards the support for the family of origin and if this is not possible in selecting families (or singles or other educational bodies) able to face the present difficult educational challenge, integrating and reinforcing the support given, above all, by the Institutions and Local Authorities.
- Regarding the problem of alcohol, on which the adult world should seriously reflect, it is unnecessary to enforce new and more severe laws but rather provide the necessary controls so that those already existing be strictly respected. The Social Services of our territory and also many citizens know the places where youngsters go and where they are sold alcohol and illegal drugs often with the compliance of the managers. Regarding these illegal acts the laws must be enforced in order to protect young customers.
- youngsters and youth should be offered other forms of education aimed at personal and social responsibility. Alternative forms of entertainment, amusement and aggregation should be found. We must also keep in mind that the very young of the middle school and the first 2 years of high school almost always remain

excluded from present initiatives (places of aggregation, musical festivals etc...).

- Beneficiaries:** youth associations (direct);
public services, children and their families (indirect).
- Project outcome:** activate discussions by people and organizations, by families and Services, by groups and associations, in the spirit of reciprocal listening and collaboration in order to contribute, together, in making our city more welcoming and stimulating towards children: little ones, youngsters and youth.
Integration between public and private social bodies in order to increase parental ability in couples and singles and recognition of situations with problems for which predisposed projects should be adopted in agreement between: A.S.L. (Health Department), City Council and Private Social Bodies.
- Activities:** meetings among associations and with public services and politicians, public conferences, seminars and round table, children' theatrical acts, parenting skills improvement courses
- Financing sources:** associations own resources
- Partners:** Acli Trieste, Anfaa, San Martino al Campo, Cav, Linea Azzurra
- Costs:** € 5.000,00
- Project aftermath:**
- To look forward to cultural initiatives at various levels that would contribute to return dignity and importance to the role of parenting and education in general.
 - To promote awareness, single out and form families disposed to act in support and as reference for fragile families.
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2.8 Learning Café „Lerncafé”

Project name	Learning Café „Lerncafé”
Organisation/Country	Caritas Austria/Upper Austria
Project geographical location	Community Center Marchtrenk, Upper Austria
Project duration and timing	Limited to one year, continuation possible and recommended

Project environment: Caritas Upper Austria, Department for Migration and Integration

Assessed needs: Many pupils in Austria are not integrated well in the public school system. They do not get proper support from teachers, parents and sufficient infrastructure is missing. Therefore migrants and socially discriminated children do not have the chance to finish school successfully. There is actually a basic offer to help pupils develop their first language, but this offer is limited to the traditional migration communities especially the Turkish and people from B/K/S. Normally in one class there are about 25 pupils to one teacher. In classes, where pupils have special needs or learning disabilities there can be one assistant teacher. Children, whose parents do not work have no possibility to attend day-care, which is usually offered only to children under 10 years. The Austrian school system relies on parents and their funds to pay for private lessons to finish school successfully. This proves to be a struggle not only for migrant pupils but also for children whose first language is German and whose parents lack the funds and/or knowledge to support their children.

Beneficiaries: Marchtrenk is a small town in Upper Austria near Linz (about 20 km) and Wels (7 km). At the moment about 12.000 people are living there. 17,7% were born abroad, 10,2% do not have the Austrian citizenship. Marchtrenk was chosen, because additional to the existence of a migrant population, the municipality offered the provision of infrastructure and the schools adopted a positive attitude towards the opening of a learning café. At the moment 16 pupils are attending the learning café regularly: 7 girls (4 Secondary /3 Elementary School) and 9 boys (7Secondary/2 Elementary School) 11 migrants (5 girls/6 boys) and 5 non-migrants who are socioeconomically deprived (low income, parents with only

basic education, learning disorders, social difficult situations like recent divorce...)

On the one hand, the „learning café“ offers support for parents to improve their contact to schools and teachers. On the other hand, it offers advice and links to other organizations and institutions.

Another effect of our project is to support pupils and their parents and to increase the awareness to topics like „media consumption“ and handling new media, violence, mobbing,...

Project outcome:

- Helping children to improve their learning abilities and self-esteem
- Helping children to be able to integrate and profit from public school
- Helping children to improve their relationships to parents, teachers and peers
- Increasing the level of awareness concerning the children's individual problems and needs
- Embedding the project on communal level

Activities:

support with homework, preparation for tests and exams, developing and helping to improve language skills, improve social skills, offer of healthy food and information about the importance of healthy food for ability to concentrate as well as health and well-being, offer to play games both in and outside, connecting with local youth-communities, linking up with parents, social workers and regional institutions, public relations work, involvement of the neighbourhood if possible.

Financing sources:

Ministry of the Interior/Department Integration, Donations, infrastructure provided by the municipality Marchtrenk, volunteers

Partners:

Ministry of the Interior, Mayor, provisions for young people, principals and teachers, social workers in schools, Promotion workers, area based school management, Caritas, volunteers, local institutions, child and youth welfare offices, Churches / Priests

Costs:

each group is about €20.00 – 22.000 p.a., basically personnel costs

Project aftermath:

better integration in the local community, easier and better handling of everyday school life, a better start to working life and at the best, getting in contact with local companies as apprenticeship place (dual system)

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2.9 Maria Stein Daycare Centre for Children

Project name	Maria Stein Daycare Centre for Children
Organisation/Country	Caritas-Alba Iulia, Romania
Project geographical location	Petrosani city, Hunedoara County
Project duration and timing	April-September 2010

Project environment:

The characteristics of the targeted community are poverty, a lack of working places, a low education level, alcohol and drug abuse, an increased number of children per family and an insufficiently developed social service network. To all of these social conditions we can add the lack of information and education regarding proper parenting. This leads to unhealthy approaches of dealing with children, approaches that could have serious repercussions on the children's development. Also, the studies show that physical abuse is considered to be a normal educational method, accepted and assimilated by both parents and children.

Assessed needs:

Between the multiple causes of poverty, we also find the elevated rate of unemployment as a direct result of the lack of working places. Unemployment and poverty are also linked to low levels of education, with a poverty rate reaching 50.5% for those who only have primary education and dropping down to only 4.29% for those who graduated from a university.

The city of Petrosani is severely affected by the restructuration of the mining activity in this region, an activity that used to absorb most of the working force. As a direct consequence, the region registered a sudden economical drop that led to the emersion and aggravation of the social problems of the community.

The assessed needs of the population were:

- The need for diversification and improvement of their professional skills, the need to learn about new activities that can be put into practice easily and that can generate an income;
- Help in improving their living conditions (reduce the damage of their houses, learn how to clean their homes and keep them clean);
- The need to learn how to search for a working place, which methods and techniques to use in

order to approach the working market more successfully.

Objectives:

Objectives of the project are

- developing the living space management skills of the beneficiaries;
- developing the beneficiaries' gardening skills and knowledge;
- developing the beneficiaries' abilities of actively searching for means to capitalize their knowledge;
- developing the beneficiaries' knowledge and skills needed to address different public institutions.

To round things up, these objectives will be added by another specific objective. As the project took place in the Maria Stein daycare Center for children, and the project's beneficiaries were the parents of the children, we were also interested in developing the parenting skills. This will lead to a better parent-child interaction and to an increased number of parents that are aware of the factors that endanger the physical, psychological and social integrity of a child

Beneficiaries:

The beneficiaries of the project were the parents of the children from the Maria Stein daycare Centre, people coming from two of the poorest neighborhoods of Petrosani. The indirect beneficiaries were the children, the family and, on a larger scale, the whole community.

Project outcome:

Ignorance (in this context understood as lack of information or knowledge regarding a certain domain) is one of the factors that lead to poverty and maintain it. Accumulating theoretical information and knowledge about house improving, gardening and budget management, which has a great applicability potential, lead to the reduction of the ignorance state of the beneficiaries.

The beneficiaries have more chances of finding a working place, because they have more practical skills, theoretical information, and knowledge about how to address the working market.

Another implication of poverty is sickness, illness. Maintaining the hygiene of the houses at a satisfying level is a mean of preventing illness and improving the quality of one's life. Prevention is, in this context, preferable to treatment, because it involves lower costs: certain studies show that knowing and applying knowledge about hygiene and illness prevention contributes to health (seen as a factor of poverty eradication) more than the activity carried out by hospitals, doctors and clinics.

Making the repairs needed in their houses, learning and being supported to clean and maintain the house hygiene contributed to better living conditions, lower risks of diseases (for the whole family) and a healthy life.

Being part of a support group gave the beneficiaries the possibility to have access to a big pool of ideas to solve different problems, without having to put all of them into practice. They had the possibility to discuss, share experiences and by doing that they increased their chances of finding a better way of action in different situations, decreasing the risk of bad decisions and improper lines of action.

Being aware of their abilities and rights, developing new skills and using them in the interest of the whole family, understanding the need of self-involvement when it comes to changing one's life and becoming more independent and learning how to communicate with public institutions are also outcomes of the project.

Activities:

Activities for the first objective:

- organizing a house improvement and hygiene course;
- organizing a budget management course;
- Practical activity: planning a budget for any house improvements needed, buying the materials (each beneficiary had an amount of 250 euro) and making the repairs.

Activities for the second objective:

- organizing a gardening course;
- Practical activity: putting together a vegetable and a flower garden at Maria Stein daycare Centre;
- Organizing special days, when parents and children work together in in the Maria Stein Centre's garden.

Activities for the third objective:

- Workshop: "Ways to identify the opportunities of capitalizing our knowledge";
- editing and printing a small brochure and distributing it among the beneficiaries;
- Regular group meetings in order to acknowledge the importance of active participation in order to emerge from the poverty state, in the form of a support group.
- creating a social network in order to stimulate the dissemination of personal experiences regarding work, unemployment and issues emerging from it.

Activities for the fourth objective:

- helping the beneficiaries and representing them in their relation with public institutions;
- Counseling on addressing public institutions;
- Seminary: "I need help. Whom do I ask for help?"

Also, the parents benefit of:

- Monthly seminary for promoting the positive discipline and developing skills regarding the education and raising of their children
- Individual and group counseling and self-development activities.

Financing sources:

The financing sources for this specific project were a non-reimbursable fund, which was accessed by participating to a project contest.

Partners:

Our partners in this project were specialists from the community that helped us in putting together all our courses and practical activities.

Costs:

5800 euro - 16 beneficiaries

Project aftermath:

- house improvement and hygiene course
 - theoretical sessions: 4
 - Practical activity: each beneficiary made house improvements
- gardening course
 - theoretical sessions: 4
 - practical activity: daily activity
- budget management course: 1
- support group meetings: 7
- special parent-child interaction days organized in Maria Stein daycare Centre: 3
- seminary "The importance of actively participating to ones emerging from the poverty state": 3
- Seminary "I need help. Whom do I ask for help?": 1
- Workshop: 1
- Distributing construction materials: 16
- Distributing hygiene materials: 16

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2.10 Humana people to people Baltic „Hungry children don't think to learn”

Project name	Humana people to people Baltic „Hungry children don't think to learn”
Organisation/Country	Caritas Lithuania, Kaunas
Project geographical location	Kaunas city center
Project duration and timing	4 month of the year (2011) from 2011.05.01-2011.08.31. Possibility to continue this project in the summer 2012.

Project environment:

In 2011 the rate of children in day care center increased by 31 %. In Kaunas city there are 533 families. 933 children are growing up in these families. The families have such kind of problems: addictions to alcohol, high level of unemployment; parents don't have parenting skills and other social problems. A lot of families and children don't have traditions to make meals at home or together with their children. There are a few reasons of that. First of all, the families really don't have any tradition to cook meals together with their children. The second reason is that the parents don't have the habit to cook meals and combine various food products. For them, it is much easier to heat up already made meals from the shop or to simply make sandwiches. The third reason is that families don't have enough money to buy fully combined food products. Because of the low incomes, a lot of families can't buy fruits, vegetables or fresh meat. One more reason why risk families aren't making home-made food is that parents don't have the skills to do it.

Assessed needs:

We have noticed that families need help and specific information about food, supplies and how to combine different products. We also need to give parents and children some information and to deepen their knowledge of what is necessary for children, what is a healthy life style and what is a healthy nutrition. Furthermore, adults need the basic information what kinds of nutrition are needed for a specific age of their children. Families need examples how to cook; what they can buy for little money and how to make a meal for all members of the family. Also the children need to acquire skills and knowledge about cooking. They need to learn what they can make themselves and they need to learn more about nutrition and what is healthy so that they can give this knowledge on to their parents.

Objectives:	Developing and teaching cooking skills of parents and children; improving the knowledge of what is a healthy nutrition and on how to combine various food products; to make homemade food more popular; to show benefits of using vegetables, fruits and a healthy nutrition in daily meals; to teach how to use kitchenware and how to behave safely in a kitchen.
Beneficiaries:	Risk families who are clients of our day care center; children who are attending and having social service in our day care center.
Project outcome:	Children and parents got new knowledge and skills on how to make meals and combine various food products. They got new ideas and examples what kind of meals they can cook and which meals are easily to make at home without spending a lot of money. Children started to get to know more products such as different sorts of vegetables, names of the food products and how they can use them in meals they learnt to prepare. Also children learnt the “ethics of the table” and how to serve food. Moreover, the children got an impression and information on how to do shopping and what they can buy for a certain amount of money. From the product bought they learnt how to make meal for all group members.
Activities:	Daily shopping of fresh food products; we were making meals every day together with the children and taught how to clean vegetables, how to make desserts and what is a healthy nutrition. We also made calculations on how much money we can spend on the first meal and for the dessert and then decided what is the best product to buy so that it would be enough for everybody. Together with the children and parents we learnt how to use the kitchenware, the oven, a mixer and other accessories. Furthermore, we made a festival and invited the community and parents. At this event we entertained our guests and the children made cookies.
Financing sources:	Foundation of “Humana people to people Baltic”.
Partners:	Community; another day care center with which we are having a cooperation.
Costs:	The total amount of money was 2000 Euro. For kitchenware and accessories we have spent 485 Euro and for food products 1515 Euro.
Project aftermath:	During these few months, about 30 children got better skills in cooking, gained knowledge of a healthy nutrition, learnt

how to buy fresh food products and brought their new experience to their parents 30 children and few parents and 3 staff members participated in this project.

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2.11 Parental skills training – Pregnancy and parenting program

Project name	Parental skills training – Pregnancy and parenting program
Organisation/Country	Caritas-Alba Iulia, Romania
Project geographical location	Romania, Mures county, Tirgu Mures town
Project duration and timing	12 meetings for pregnancy program and 12 meetings for parenting program, organized twice a year (in 2012).

Project environment:

Generally, people seem to believe that they instinctively know how to raise a child. We believe that parenting is the most important job of our lives and, like in any other job, we have to learn how to do it and there might be times when we need help from someone else. There is no universal recipe for parenting. We can always learn something new that helps us become better parents. Parents play a key role in all aspects of child development and parenting has a major impact on a child's chances of achieving his or her full potential. Strong and affectionate relationships with parents, parental interest and involvement in education are all linked to better outcomes for children.

Parents need to learn how to get to know their children and their characteristics, and how to answer individually to their children's needs. What happens – or doesn't happen - to children in the earliest years of their lives is of vital importance, both to their immediate wellbeing and to the future life.

Good parenting is the fortunate meeting of two personalities: parents and children, with the adult learning from and with the child, in such a manner that the child has the opportunity to reach his or her full potential.

Parents often lack the skills, knowledge and resources to help their children in reaching their full potential. In order to give families the skills and knowledge to provide care, nutrition and protection, Early Education and Development Center, Caritas Alba Iulia, focuses on pregnancy and parenting programs tailored to the varying needs of children and their parents.

Assessed needs:

We identified a series of special needs related to parenting and preventive methods, like the need of information about pregnancy care, psychological, spiritual changes during pregnancy, postpartum depression, caring for newborn babies, child development topics, the need of appropriate early stimulation and education, finding ways

for fathers to become more active in their children's lives, and so on.

Objectives:

- to improve parenting skills
- to prepare future parents, couples for the changes that come with pregnancy and newborn care.
- to provide professional help and support in the child's early development for the parents.

Beneficiaries:

pregnant women and future fathers, parents of children aged up to three.

Project outcome:

Parents' participation in our programs enriches family relationships and also the parents as individuals. If they know more, they act more effectively and have more success in solving family problems.

Parents will be positively affected by the improvement of parenting skills. We achieve these goals by giving off information about pregnancy care, child development, age-based needs of children, in the form of group activity. When parents have the necessary skills and information, children grow to their full potential - emotionally secure, socially confident, mentally alert and healthy.

Activities:

We organize our activities in 2 moduls a year, 12 meetings / modul. One meetings duration is 2-2,6 hours.

Pregnancy counseling – it is a support program for pregnant women and future fathers. This group is led by a midwife and a psychologist.

Parenting program – we offer useful information and specialized support for parents in the form of group activities. Topics of this program: child-mother relationship, attachment, trust, separation, development of children's emotions, autonomy, educational techniques, dealing with difficult situations, cognitive development. This program is led by psychologists, social workers, pedagogues.

Financing sources:

Donations, client's contributions, partially financed by the government.

Partners:

Local church and different specialist (physiotherapist, pediatrician, nutrition specialist, midwife).

Costs:

2350 Euro/ year (4 projects of 12 sessions each). This amount covers the costs of the materials used and it partially covers the salaries of the 2 staff members.

Project aftermath:

On a 1 year period we involve about 30 pregnant/couples and 60-70 parents in our program. We organize for them individual and group activities, depending on their needs.

Working group sizes vary between 10-30 members and are lead by 2 trained staff members.

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2.12 “Happy, free and safe”

Project name	“Happy, free and safe”
Organisation/Country	Caritas Lithuania, Kaunas
Project geographical location	Kaunas city center
Project duration and timing	6 years and continuing in 2012.

Project environment:

The day care center for children “Vaikų stotelė“ („Children stop“) is in the city center of Kaunas. Kaunas city center is one of so called “hot” spots in this region, because in the surrounding there are bus and railway stations, the biggest super mall in the city and it is a good environment for pursuing crimes. A lot of crimes are done by youngsters while they were drunk or used drugs. Most of these youngsters involve younger children in their actions. These younger children often do not have a safe environment at home, do not attend schools or do not have any place to spend time after their school except the street. In the data of the Kaunas city center police department in the year of 2007, 358 criminal activities done by children were registered; in 2008 403 crime activities were committed. A child from a risk family often sees how parents drink a lot of alcohol or commit small crimes. This way, committing crimes becomes a tradition and a normal activity in the children’s mind.

Assessed needs:

In a lot of cases children and parents see polices officers as very strict persons who punish others. Children see how neighbors are calling the police to calm down drunk or violent parents or people from the surrounding. They see how the police give orders to arrest people who commit crimes and so on. We have noticed that children do not know what exactly will happen for which crime and what processes are going on. Moreover, they do not know what police officer can help them with and that the police not just punish people. Police officers can be friendly and help others if they are in trouble and one can solve problems together.

Objectives:

We introduced organizations which can help if children or parents need to solve problems, in order to raise the children’s awareness of processes of crime and what processes are going till the legal punishment is realized. We wanted to spend time together with police officers, visit

organizations, museums and go to sports events. This broadens the children's view, makes the socialization process easier and the children started to become part of a healthy society. Due to this cooperation children see the police as a friend and help. The children started to carry this point of view home to their families.

Beneficiaries: Youngster and children who are at risk committing crimes or already made small crimes; children who are at risk experiencing various sorts of negations.

Project outcome: Because the children saw that police officers and other legal organizations are changing, they carried this attitude home to their families. This leads to a changed perception of the role of the police in the parents' mind so that they ask for help at the police or other legal institutions more often. Children started to commit less crimes, spent more time in the day care center instead of on the street; children gained new information about legislations and what will happen if they commit crimes and do not follow the legislations; they realized in what kind of organizations they could be later in life if they won't stop breaking the legislations.

Activities: Casual meetings with police officers and conversation about various subjects that are urgent for the children; celebrations and various events; going out with police officers; visiting museums; going on excursions together with police officers; offering for the children from the police to visit the gym once ia week; consulting children and staff members.

Financing sources: Kaunas city center police department; Social and work labour Ministry of project day care center for children "Children stop"

Partners: Kaunas city center police department; Kaunas fireman stations; security of the super mall "Akropolis"; health care institutions.

Costs: 250 Euros for tickets of museums, meals and drinks on journeys. These costs were covered by the foundation from Social welfare and labor market department.

Project aftermath: The children received more information and examples on how to spend time somewhere else than on the street; they build up more trust in police officers. Also, the children shared their experience at home and told their families what kind of institutions they visited and what will happen if they will continue to commit crimes, even small ones. At

last, the children are not afraid to ask the police for help and have a good example of the profession.

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2.13 Family Mentorship

Project name	Family Mentorship
Organisation/Country	„Social Services of Catholic Women e.V. (SKF) Langenfeld in cooperation with the Youth Department of the city council of Langenfeld, Germany
Project geographical location	City of Langenfeld (Northrhine-Westfalia)
Project duration and timing	The Project started at the 15th of February, 2008 in the context of “early aids”.

Project environment: At the 10th of October the body of the two-year-old Kevin was found in the fridge of his father’s flat. This and other shocking incidences of child abuse and negligence have caused a great deal of discussion in Langenfeld and the whole of Germany, about the existential protection responsibility that lies with child and youth welfare and the necessity of an early-warning system to prevent such incidents.

Objectives: Advice and help for disadvantaged families and families in difficult situations

Beneficiaries: The Family Mentorship Project is a voluntary project that supports single parents and pregnant women without the necessary social backup to handle their situation. The Mentorship comprises accompaniment and support from the beginning of the pregnancy, as well as in everyday life with the children.

Project outcome:

- The accompaniment and support in a difficult situation should prevent excessive demand and social isolation at an early stage.
- Trough reliable support in everyday live challenges families, single-parents and pregnant woman getting exoneration. (For example the supervision of the children for one or two hours in the afternoon, gives the parents some essential recreational time.)
- Strengthening of the parents / single-parents in their role. (For Example through exchange of experiences, encouraging and cheering them up)
- Stabilization of the family situation

- Building of firm and reliable social networks. (For example through attending baby- and child-courses together)

Activities:

The voluntary Family Mentor supports the family as a contact person, assistant and a person of trust in the accomplishment of their everyday life challenges.

Tasks of the Family Mentor:

- Assistance in childcare and education
- Exoneration of the parents (time outs) through the supervision of children (for example through helping them with homework or extracurricular activities)
- Support in tasks of everyday life (such as housework, shopping or consultations)
- Support in accomplishing difficult situations (such as the search for accommodation or financial problems)
- Assistance in the building of social networks and in exploring the “social surrounding” in Langenfeld.
- Emotional support (through being a contact person or the showing of sympathies, acknowledgement and solidarity)

Financing sources:

Partners:

SkFM Vereinsverband, Fachdienst esperanza, Katholisches Bildungswerk Mettmann, MamaSano e.V., Kinderschutzbund

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2.14 The sound of my body

Project name	The Sound of my Body – creative ways out of an Eating Disorder
Organisation/Country	Diözesan-Caritasverband für das Erzbistum Köln e.V., Germany
Project geographical location	Area of Cologne (Northrhine-Westfalia)
Project duration and timing	June 2009 – June 2012

Project environment: In recent years eating disorders among adolescents have increased considerably. By now, diseases such as anorexia, bulimia and obesity are not only an issue of doctors and therapists, but also part of the forum. Education and prevention among the concerned age groups and support of teachers and pedagogues are vital in the face of this development. The interactive exhibition 'The Sound of My Body' is to support this work. With the use of creative media (e.g. audio stations) adolescents can deal actively with the issue.

Objectives: development of strategies to prevent eating disorder/ anorexia with young people

Beneficiaries: Affected girls and women are in the focus of the exhibition. They get a chance to speak themselves with texts, collages, and selected songs. As a result, insights to the innerworld of young women with eating disorders are gained as well as the conveyance of factual information. The exhibition rests upon experience in long-term music therapeutical work. It emphasizes the creative potential of the affected girls and young women and displays its centrality for the prevention and overcoming of eating disorders.

Project outcome:

- Inform about eating disorders
- Prevent eating disorders
- List concrete offers of help
- Initiate local networks

Activities: The program forms the music therapeutical background to the exhibition and aims primarily at professionals who work in the scope of counseling and therapy with adolescents and adults with eating disorders. It comprises ten group meetings which contents are clearly described and

completed by numerous exercises of the therapeutical practical experience.

Financing sources:

Aktion Mensch

Partners:

Several Caritas organizations, NRW-Landeskoordination Essstörungen

Costs:

155.000 €

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2.15 The Family Nurse Partnership Programme

Project name	The Family Nurse Partnership Programme
Organisation/Country	Sandwell and West Birmingham Hospital and Community Trust NHS, UK
Project geographical location	Sandwell Metropolitan Borough Council – West Midlands, UK
Project duration and timing	2009 and ongoing – now incorporated into mainstream provision

Project environment:

Sandwell is amongst the U'Ks most economically deprived local authorities with higher than average levels of unemployment, single parent households, teenage pregnancy, obesity and poor health. It is also one of the most culturally diverse communities within the UK with a high number of separate community groups originating both from European as well as Asian and African countries. 43% of school children are from black or minority ethnic groups. The project transcends the Borough which consists of 6 definable 'Townships' originally based on Industrial and Mining communities but now largely bereft of any cohesive economic infrastructure. 32% of the children under 16 living in Sandwell are living in poverty against the West Midlands average of 24.6% and the national average of 21.9%.

Assessed needs:

Based upon 28 years of successful practice within the United States the Family Nurse Partnership within Sandwell was selected by the Department of Health as one of its pilot project to see whether the practices adopted in the U.S. were transferable to this country. It was suggested that the formation of a close and ongoing relationship between a midwife/community nurse and a young pregnant mother over the critical first 2.5 years of gestation, birth and infant development could make a fundamental difference to the long term well-being of both mother and child. This is an intensive alternative to the traditional model of initial monitoring and advice followed by programmed visits by non-designated 'workers'. A higher than average 2.3 of the 4800 live births in Sandwell in 2010 were to teenage girls.

Beneficiaries: These were primarily but not exclusively the 100 or so teenage women annually becoming pregnant and intending to give birth to their child.

Project outcome: The long term outcome of the project is still being evaluated and will continue to be so for at least the next 10 years. There is already significant anecdotal evidence however from the young people involved in the programme of the personal benefits they have gained from being in receipt of intensive mentoring support and guidance as opposed to sporadic , information and monitoring visits. Long term outcomes measured or projected from the United States suggest a sequence of positive and financially beneficial consequences including savings on

- Improved pregnancy outcomes
- Improved child health and development and future school readiness and achievement
- Improved parent's economic self-sufficiency.

U.S research showed specific benefits including

- Prevention of child abuse and neglect
- Improvement of ante-natal health and behaviours9 less smoking/drug taking, better nutrition, fewer infections
- Improved birth outcomes
- Better parenting
- Improved children's emotional and behavioural development
- Improved children's cognitive development, school readiness and academic achievement
- Improved mother's life course and economic self-sufficiency (less welfare dependency)
- Reduction in child's involvement in crime and anti-social behaviour later in life

Activities: The principal activity is the one to one engagement and personal mentoring provided within the home of the young mother/parents providing a baseline of trust and confidence. Secondary activities include the assistance in taking advantage of other support services including Children and Family centres, Nurseries and other engagement activities provided within the local community. This could involve the Nurse accompanying the mother to initial meetings/sessions.

Partners/ Financing sources: Central funding from the Department of Health is supplemented by a supportive budget within the Sandwell and West Birmingham Hospital and Community Trust with additional support from Children and Family Centres already provided through Sandwell Borough Council and NGO's throughout the Borough.

Costs/ Project aftermath: Central funding from the Department of Health is supplemented by a supportive budget within the Sandwell and West Birmingham Hospital and Community Trust with additional support from Children and Family Centres already provided through Sandwell Borough Council and NGO's throughout the Borough.

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2.16 Cardinal Newman History and Heritage Intergenerational Project

Project name	Cardinal Newman History and Heritage Intergenerational Project
Organisation/Country	PISCESwm c.i.c.; UK
Project geographical location	Ladywood Constituency of City of Birmingham
Project duration and timing	March 2010 to September 2011 specifically but now ongoing in other projects

Project environment:

The LADYWOOD Constituency has 17,192 children living in families fighting for financial survival in households where there is no-one in full time employment or the maximum tax credit is being paid. As in March 2011 Ladywood was the fifth worst Parliamentary constituency in England for child poverty. The project focused on a single junior school , The Oratory School, whose pupil list and local environment reflected these wider statistics. In addition there were representatives of over 27 different ethnic groups including numbers of children and families for whom English was not their main language.

Assessed needs:

Following widespread consultation amongst the community and local organisations it was generally agreed that there was a major shortfall in opportunities for children, families and parents to become included and integrated into mainstream community life and that school alone was insufficient to allow the needs of the total family to be addressed. Conversely it was accepted that the primary school was an ideal gateway to achieve this being the common link amongst and between families and children. A secondary but important need was assessed to be the engagement of older residents to break down barriers of ‘suspicion’ and occasional discrimination against those families who had newly arrived in the community.

Beneficiaries:

Principally the 200 children and their families who attend the Oratory Primary School in Ladywood. However well over 1000 people were , at some time, actively involved in the project including older residents of a local care centre and Sheltered Housing scheme who acted as mentors to the children during the course of the project.

Project outcome:

The process of integration achieved during the course of the project was recorded through a DVD detailing the many events and activities which happened. One of the major events was the unforeseen visit to Ladywood by His Holiness the Pope for the Beatification of Cardinal John Newman. This enabled a unique opportunity for children, their families plus other local community members to become part of the ceremonies.

The overall outcome was a greatly enhanced awareness and engagement of children in activities around the community and a demonstration that language alone does not prevent integration.

Activities:

The overall objective of the project was to chart and research, on an intergenerational basis, the life and works of the late Cardinal John Newman who was resident at the nearby Oratory Church in Ladywood. This included visits to other places where he had influence, and a number of joint planning and overview events around different locations within Ladywood involving the children and their families. By sharing a common objective which transcended both language, culture and age, we were able to demonstrate that, by using different media forms, barriers could be broken down and people made far more aware of the benefits of integration.

It also demonstrated that finance need not be an essential factor and the accessibility to other community venues such as community centres, Libraries were available for all. It created long standing friendships.

The overall project was recorded on 4 Mosaic Murals erected in the School, Sheltered Housing scheme and the lady wood Library commemorating the programme and reflecting the environment in which it was developed.

Financing sources:

The main finance was secured through the National Lottery Young Roots fund supplemented by other funds contributed by the local authority, school as well as the community and PISCESwm itself.

Partners:

PISCES stands for partnerships in Social and Community Enterprise in Schools, Skills for Life and Social care and the organisation is unique within the West Midlands in its 'brokerage' role which in the instance brought together over 20 different partners. These included Public Authority agencies i.e schools, libraries, Housing and Community groups, Faith groups and also private enterprise who

contributed sponsorship at different times during the programme.

Costs:

The original grant from the national Lottery was £34k but supplemented either in direct financial contributions or 'gifts in kind' of time and resources i.e meeting venues by at least the same amount.

Project aftermath:

The project has now evolved into a new programme entitled Local Inclusion through History and Education in Ladywood and its neighbouring Constituency of Edgbaston aiming at providing a permanent facility for inclusive activities around culture and media within the neighbourhood.

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3. Annex

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