



Family support programs in excluded locations

Fundatia Adina Stiftelsen Romania

Luminița DINCĂ

About Fundatia Adina Stiftelsen (FAS)

- ✓ a welfare, apolitical and nongovernmental organization, legally registered as a freestanding foundation in 2004, accredited as social services provider.
- ✓ **Vision:** To enable children and youth at risk to become active and independent members of society.
- ✓ Under the slogan “**I am educated, therefore I am**” the foundation **mission** is to build people through holistic education and support so that they develop their abilities and competences from kindergarten to working life.
- ✓ **Core Values:** Care, Non-Discrimination, Respect for Diversity and Human Dignity, Professionalism.

Brief history of Fundatia Adina Stiftelsen Romania

- ✓ was founded in Craiova in 2004 at the initiative of the Norwegian humanitarian foundation members, with the same name (*the Norwegian organization was founded in 2001 in Bergen www.adina.no*).
- ✓ In the period 2004-2007, the foundation has developed emergency support programs in collaboration with the No. 3 Infectious Diseases Hospital “Victor Babeș” in Craiova.
- ✓ since 2007 the foundation run educational programs aimed at improving skills and developing the personality of children and young people from rural area in Dolj County.



Why Oltenia?

South-West Oltenia region is among the poorest in the European Union in terms of GDP per capita, alongside North East region in Romania, 5 regions in Bulgaria, 2 from Hungary and 1 from France.

Why rural area?

In Romania

- Poverty and social exclusion levels in rural areas are more than twice as high as those in cities. Vulnerable groups in rural areas face particularly high poverty rates.
- More than 1.5 million people earn under EUR 3 per day and 3.9 million people suffer from severe material deprivation.
- Uneven territorial distribution, insufficient coverage and quality of social services. More than half of the social service providers are located in towns with more than 100.000 inhabitants.

Craiova city



Pometești village



Craiova city



Photo credit: Magne Reigstad

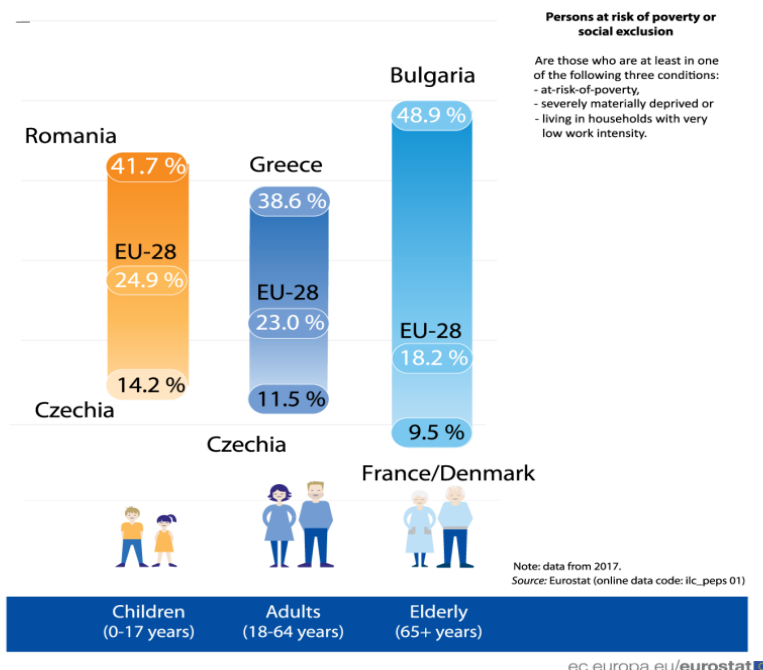
Plopu village



Why FAS programs are necessary?

Romanian children are at the highest risk of poverty or social exclusion in EU

Children are at greater risk of poverty or social exclusion (EU-28)



- in 2017, 41.7% of children were at risk of poverty or social exclusion in Romania.
- Children living in poverty are more likely to remain poor in their adult life due to inequalities of opportunity.
- The high poverty levels are associated with unemployment, low education attainment and high intergenerational transmission of poverty.

Fărcaș village



Goiești village



Goiești village



Photo credit: Magne Reigstad

Fărcaș village



Golumbu village



Photo credit: Andreas Angeltvedt

Plopu village



Plopu village

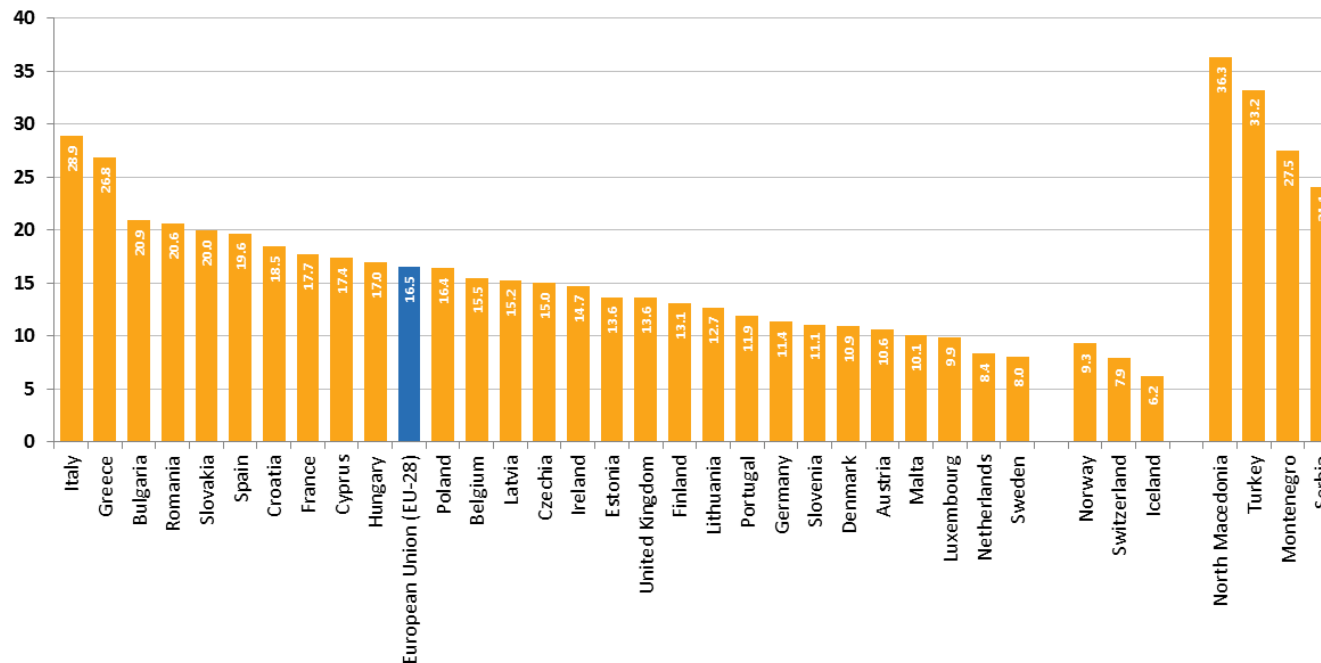


Photo credit: Magne Reigstad

Why FAS programs are necessary?

In Romania, 20,6% of young people aged 20-34 neither in employment nor in education and training (NEET)

Young people aged 20-34 neither in employment nor in education and training, 2018
(%)



Goiești village



Photo credit: Magne Reigstad

Adâncata village



Photo credit: Magne Reigstad

Piorești village



Photo credit: Andreas Angelqvist

Dioști village



Photo credit: Magne Reigstad

Goiești communa



Photo credit: Andreas Angeltvædt

Andreas
Angeltvædt

Șimnicu de Sus village



Photo credit: Magne Reigstad

Early school leaving remains problematic in Romania

- At 18.1 % in 2017, the rate of early leavers from education and training (ages 18-24) remains one of the highest in the EU.
- It is significantly above the EU average (10.6 %) and the national target for 2020 (11.3 %).
- The drop-up school rate **is alarmingly high in rural areas (27.1 %)**



Photo credit: FAS team

Source: https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2018-romania-2_en.pdf

The programs of the foundation intend to restore early the triad child-educator-family and to integrate this triad into a community that understands the purpose of education.

What FAS do?

Facilitate access to education for children and young people from needy families and thus help them to break the vicious circle of poverty, to become independent adults.

The Educational Program: 2007- present

We support during the studies or other means of education and training, children and young people from Dolj county rural areas who continue their studies after graduating the eighth grade.

The financial, material and moral support they get from the foundation within this program consists of:

- A financial aid of approximately 30 euro/month in order to cover a part of school expenses;
- The possibility to use the IT equipment on the foundation
- Counselling and guidance.



“Adina Stiftelsen Foundation helped me to have more confidence, to fulfill my small wishes and transform them in great achievements. They made me think beyond the limits and my dream of becoming a doctor will come true. I think the most beautiful way of thanks would be to be able to return all the goods of others in need.”

Alin

“It’s absolutely wonderful everything you do for us and the children, you are great! I applaud the coordinators’ enthusiasm, dedication and patience shown to each of us. As well as their skills at numerous activities. Thank you for all! You have proved us in countless occasions that nothing is impossible, that many hands indeed make work easier!”

Andreea



The After School Program: 2008 – present

The program offers educational and recreational activities for a total of 120 children coming from poor families, children who attend schools in Goiești and Fărcaș.

The children come to the Afterschool Program after the completion of the compulsory class hours, they serve lunch and participate in activities consisting of: educational training, vocational training, cultural identity valorisation, hygiene and health training, developing social skills, tutorials targeting professional orientation of children and parents' counselling.

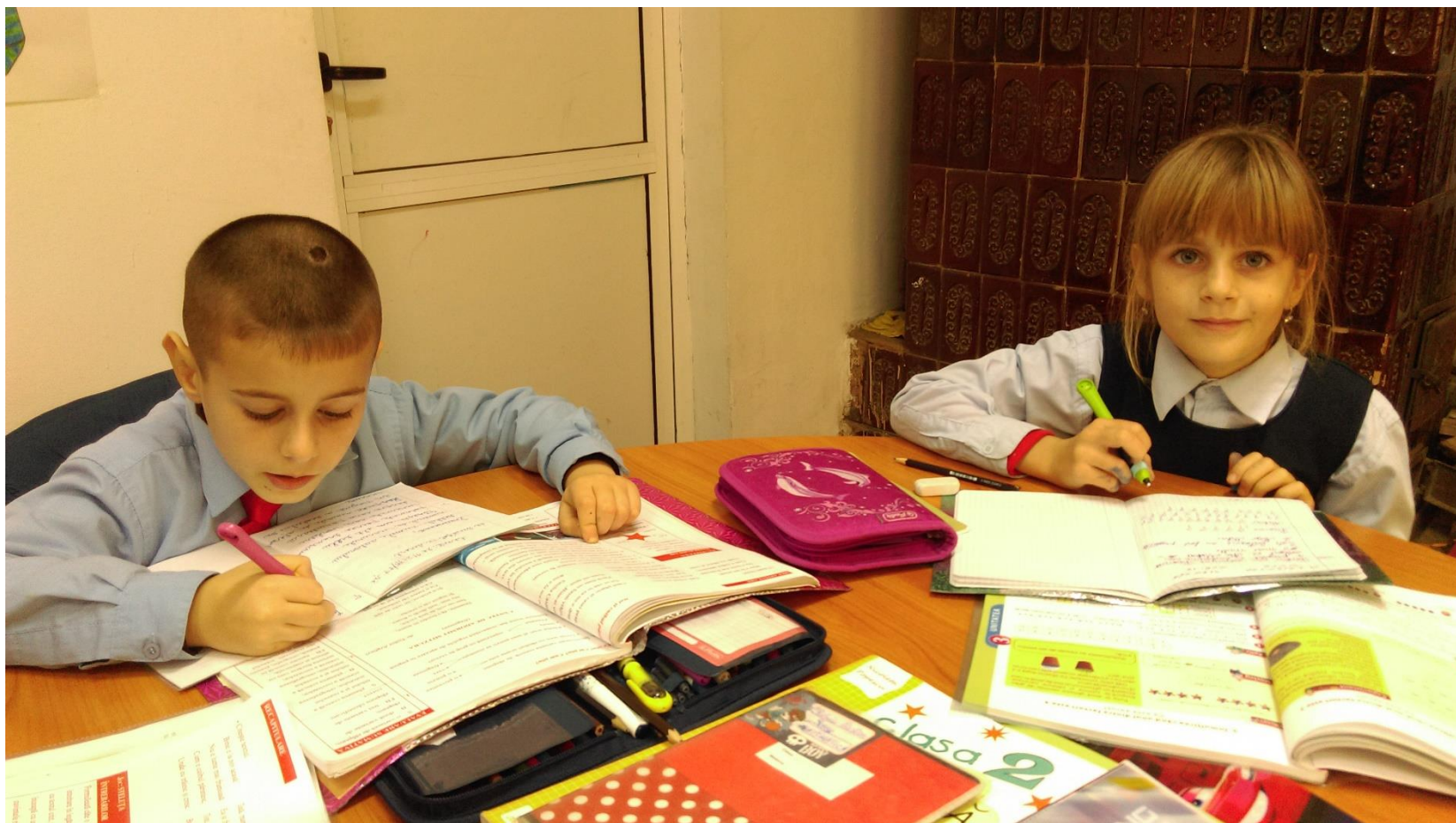




Photo credit: Magne Reigstad



Photo credit: Magne Reigstad



Photo credit: Magne Reigstad

The Open Kindergarten Program: 2014 – present

The program involves organizing and carrying out weekly common activities children-parents-educators in 5 kindergartens.

The main goal is to create a good child-parent, child-teacher, parent-teacher attachment.

This type of activities puts a great emphasis on the need of every child to be seen, heard and appreciated by active involvement and, at the same time, by creating a dialogue climate between child and parent.





Photo credit: Magne Reigstad

Home Start Craiova: 2014 – present
Part of the Home Start Worldwide network



The program aims to prevent problems that may affect the harmonious development of children in their own family. Home Start aims to strengthen the capacity of families to meet the child's development needs and to respond adequately to those needs.

The program provides support to vulnerable families (with at least one pre-schooler), through carefully selected volunteers, trained and supervised by a professional.

Home Start involves training volunteers to provide family support and parental counselling for a certain period of time (6 month) in order to create a favourable climate for the development of children.





Photo credit: Magne Reigstad





How we know that what we do has the expected results?

- Regularly we apply satisfaction questionnaires to our beneficiaries
- We organize meetings with our local partners: schools, representatives of local authorities
- With support of volunteer teachers and students from University of Craiova, we realize studies related to the efficiency of FAS programs

IMPACT OF OPEN KINDERGARTEN AND AFTERSCHOOL PROGRAMS ON THE BENEFICIARIES (children and parents perspective)



Methodology

❑ Quantitative research: *method of sociological inquiry, through its instrument, the questionnaire.*

❑ The study was conducted during the period 01.11.-21.12.2018, in the communes *Goiești and Fărcaș*.

▪ **The general objective:** *to identify the degree of satisfaction of the beneficiaries of programs implemented by FAS.*

▪ **Specific objective:**

- to identify the need and impact of the program implemented by FAS.
- to outline what can be improved within the programs implemented by FAS

IMPACT OF OPEN KINDERGARTEN ON THE BENEFICIARIES



❑ **Number of respondents:** 25 persons, parents and grandparents of the children involved in the program.

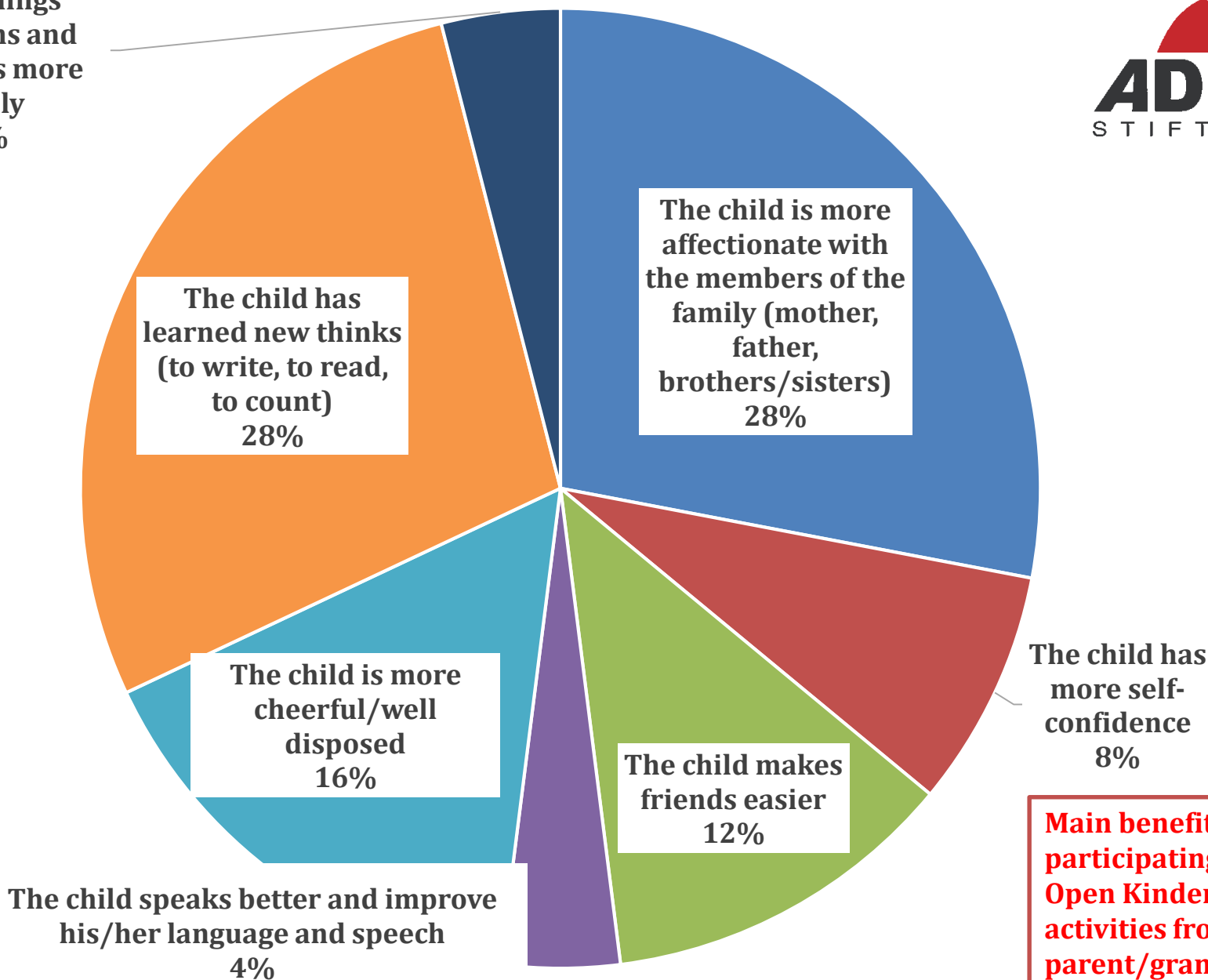
❑ **Age:** between 21 and 71.

❑ **All respondents are female.**

❑ **Marital status:** married (64.0%), concubinage (24.0%), unmarried or widows (12.0%).

▪ **The level of education:** finished higher education (8.0%), finished high school (56.0%), finished middle school (12.0%), vocational, post-secondary and primary school (24.0%).

▪ **Profession of respondents:** the majority state that they are housewives (84.0%).



Main benefits of participating in the Open Kindergarten activities from parent/grandparents perspective

IMPACT OF OPEN KINDERGARTEN ON THE BENEFICIARIES *(parents/grandparents perspective)*



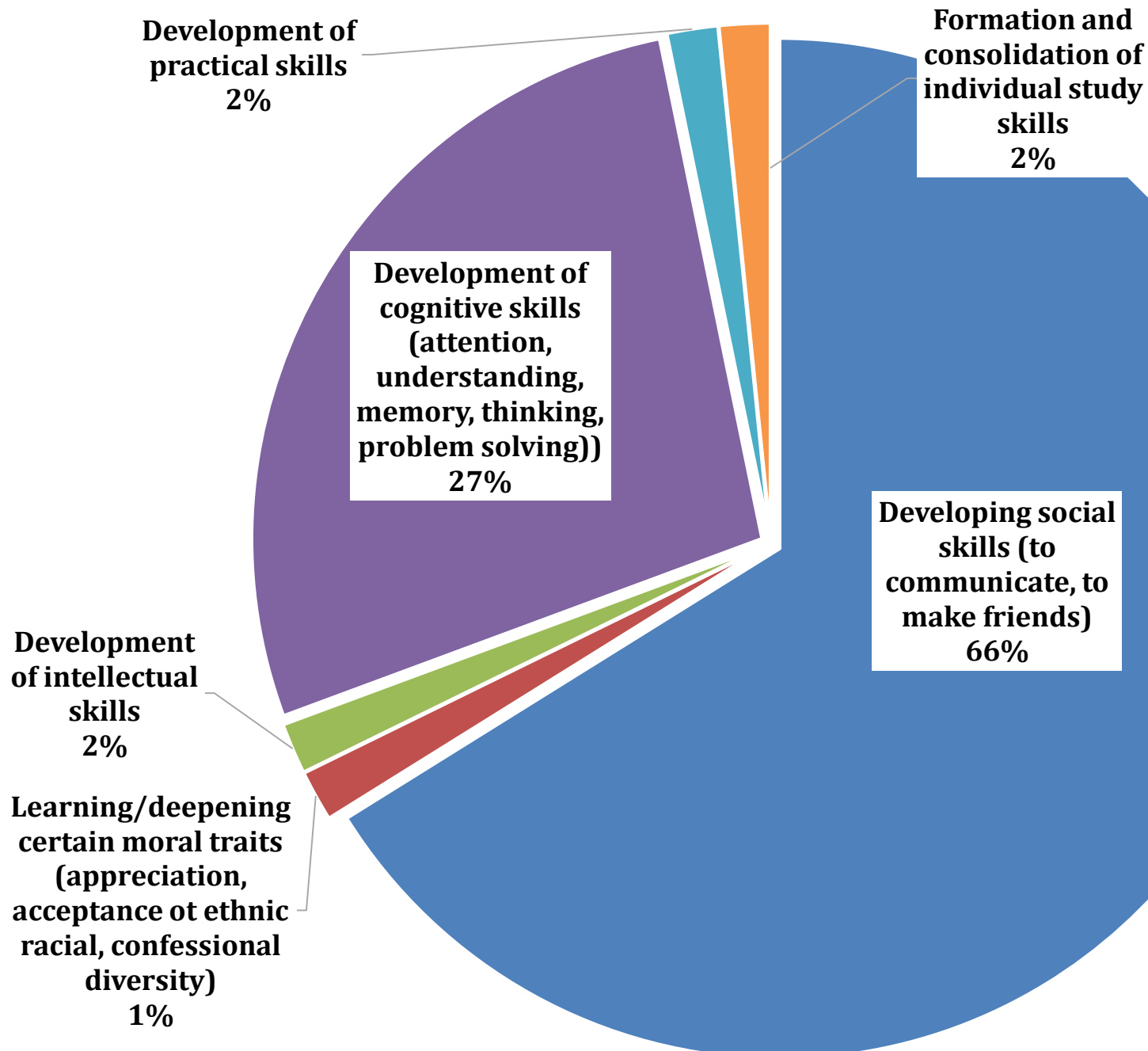
Main results:

- 64.0% of the respondents stated that the activities carried out under the "Open Kindergarten" program are very important.
- 36% say that they are important.
- 100% of the respondents believe that there are positive behavior changes in their children and would recommend other parents to participate in the activities specific to the "Open Kindergarten" program.

IMPACT OF AFTERSCHOOL PROGRAMS ON THE BENEFICIARIES *(children perspective)*



- ❑ **Number of respondents:** 62 *general school and high school pupils.*
 - ❑ **Gender of respondents:** 61.3% of the students who participated in this study were female, 38.7% were male.
 - ❑ **Age of respondents:** *between 6 and 16 years old.*
- **Number of children:** 35.1% of them stated that they had two children, 24.3% had three children, 16.2% had four children, 13.5% had only one child, the rest stated that they had five, six and even nine children.
 - **Number of members living in the same household:** 29.7% of the respondents saying that they live in number of 4, 24.3% in number of 3, 24.3% in number of 5, the rest living in number of 6, 7, 8 and 10 members in the same household.

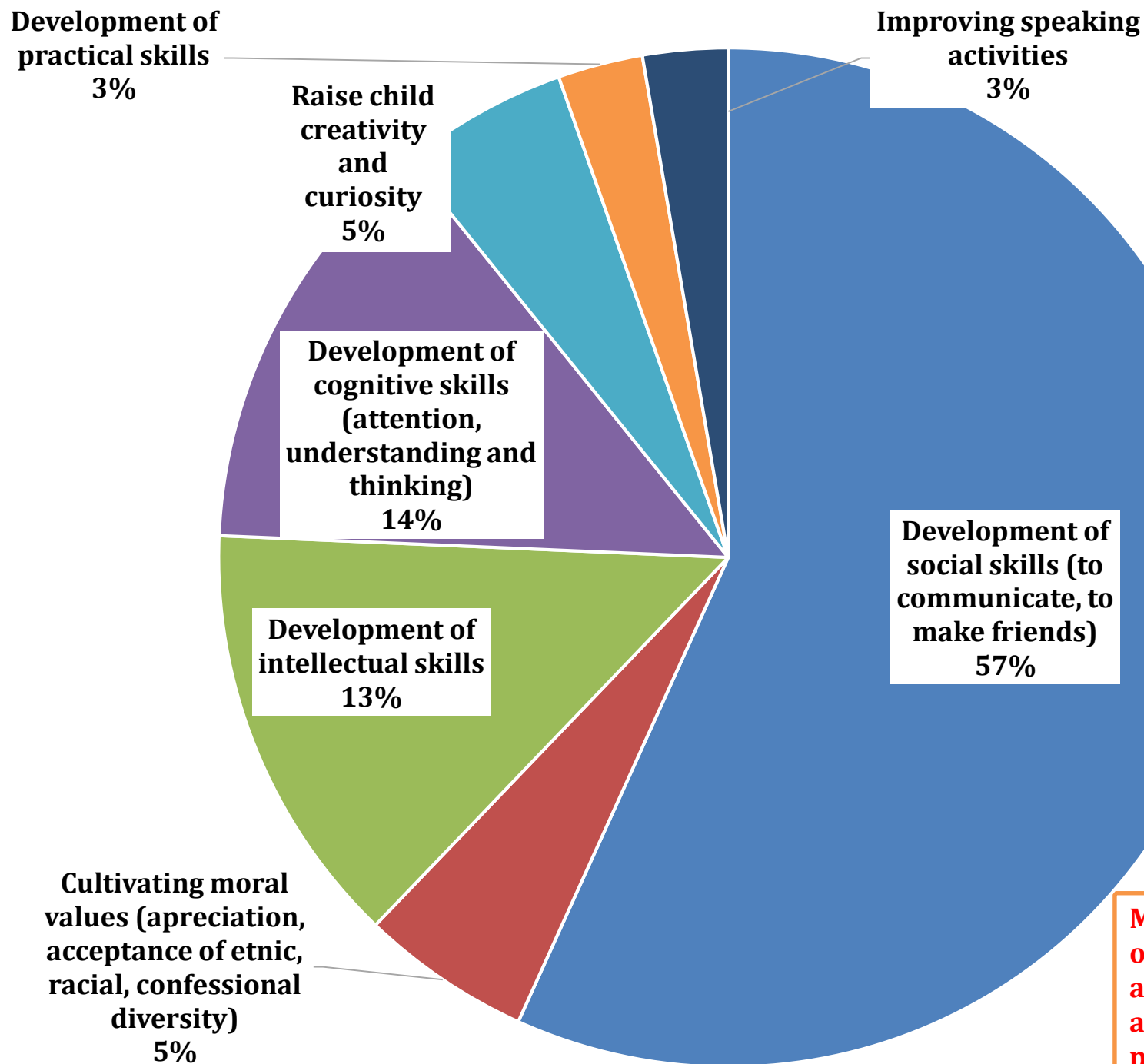


IMPACT OF AFTERSCHOOL PROGRAMS ON THE BENEFICIARIES

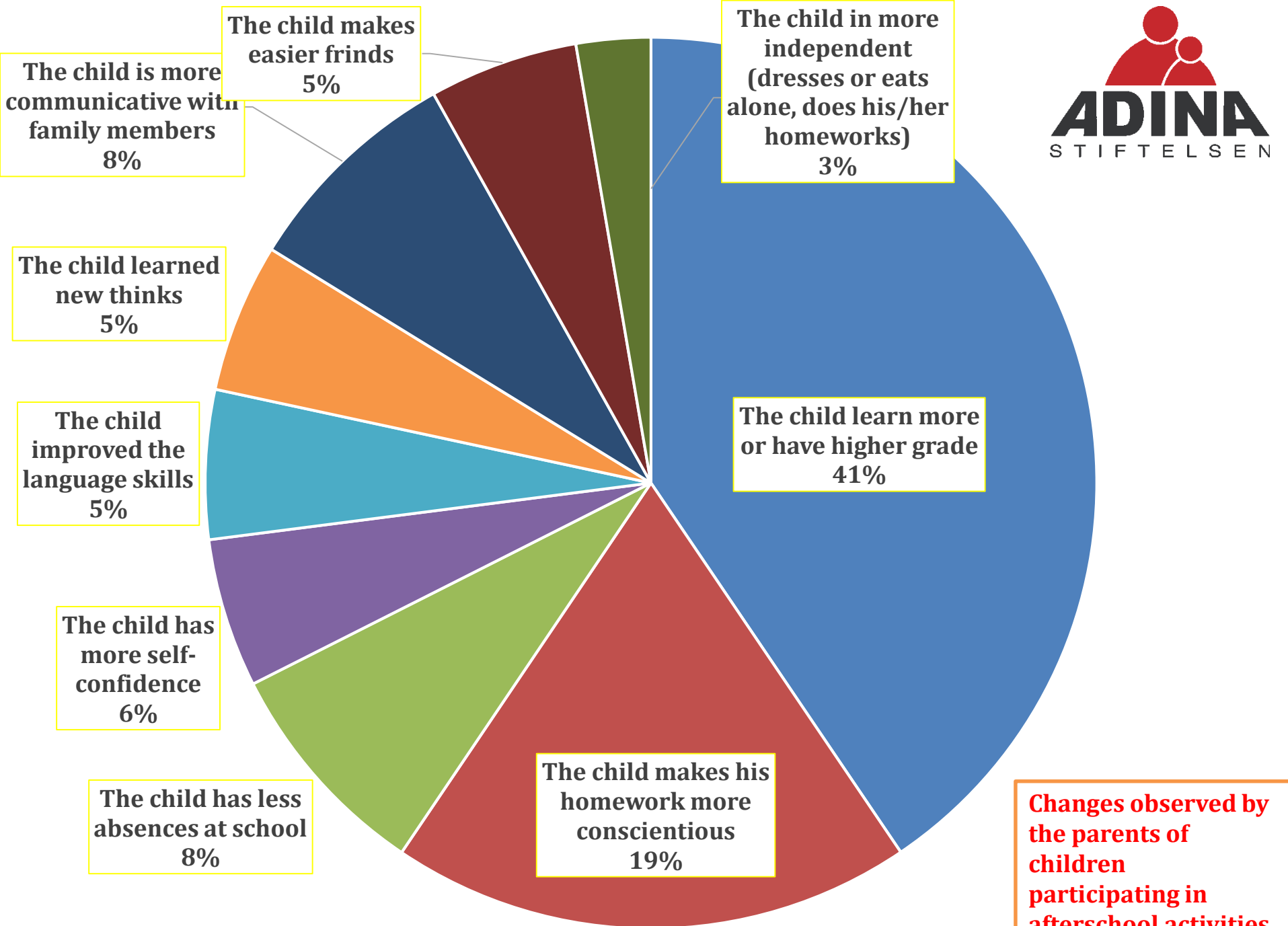
(parents perspective)



- ❑ **Number of respondents:** 37 persons, parents of the children involved in the program
- ❑ **All respondents were female.**
- ❑ **Age:** between 25-83 years
- ❑ **Marital status:** 73.0% of them are married, 22.0% are widowed or cohabiting, and the remaining 5.0% are unmarried or divorced.
- 58.1% of them come from nuclear families, with two parents, 27.4% come from families consisting of parents and other relatives, and 14.5% come from single-parent families.
- **Number of persons living in the same household:** 4 people (38.7%), 5 people (24.2%), the rest affirming that they live 2, 3, 6, 7, 9, even 10 and 11.



**Main benefits
of participating in
afterschool
activities from
parents perspective**



IMPACT OF AFTERSCHOOL PROGRAMS ON THE BENEFICIARIES *(parents perspective)*



Main results:

- All parents observed positive changes in their children since participating in the afterschool activities carried out by FAS.
 - 83.8% of the parents are involved in organizing the activities carried out in the Afterschool program.
- **The respondents evaluate that the activities offered whiting Afterschool program correspond to the needs of the children to a great extent (56.8%) and a large extent (43.2%).**

IMPACT OF HOME START PROGRAM ON THE BENEFICIARIES

Volunteers and parents



Methodology

❑ **Method:** qualitative method, using the interview as the main instrument.

Two types of interviews:

- **for volunteers**, to describe and share their experiences;
- ***for parents***, in order to be able to outline the impact of the program from the perspective of the beneficiaries.

IMPACT OF HOME START PROGRAM ON THE BENEFICIARIES

Volunteers perspective

Mirabela enrolled into this program as a volunteer in 2017 with the desire to give something to the children in need.

She states that the Home Start program is important because every child needs love, that the family can be helped through the tools of education.

Volunteering in a very poor family with 9 children, with age from 6 months to 18 years, she does different activities with them, such as games, drawing, hygienic training.

Asked about the changes she observed since she was visiting the family, she told us about Ionut, who did not speak at beginning and who had begun to do so and started to show his affection.

Unfortunately, from her point of view, the parents are not so receptive or involved and not supporting the children as much they need.



***Mirabela, 33 years, married and mother of
a 2 children.***

Photo credit: Magne Reigstad



IMPACT OF HOME START PROGRAM ON THE BENEFICIARIES

Volunteers perspective



Oana considers the Home Start program to be as very important in helping children. She is volunteering in a family with 3 children, a "very beautiful" family.

She states that the Home Start program is important for herself also because provides her moral support and a training course.

Since activating as a volunteer within the family, she sees changes in the behavior of the little boy who is more calm and attentive to the kindergarten.

Asked about what family-level decisions were influenced by her involvement as a volunteer through the Home Start program, she replied that the parents started to communicate more with their children.



Oana, 31 years, married and mother of 4 children (2 beneficiaries of FAS programs)

Photo credit: FAS team



IMPACT OF HOME START PROGRAM ON THE BENEFICIARIES

Volunteers perspective

Gica joined the program in 2016, wanting to help someone else. She activates in a family here there is only a grandmother and three grandchildren, living in a very difficult situation.

She offers children emotional support, helps them with homeworks, teaches them how important school is, and what a normal family means.

She noticed an evolution in the behavior of the children: the become more polite and supportive one each other.



*Gica, 33 years , married and mother
of 2 children beneficiaries of FAS programs*

Photo credit: FAS team



IMPACT OF HOME START PROGRAM ON THE BENEFICIARIES

Parents perspective

Silvia is young mother and she joined the Home Start Program as it seemed to be a benefic situation for her and her daughter. Silvia's husband works as truck driver and leave them at home with his parents. The mother in law wish that Silvia spend less time with her daughter and work more on the agriculture – she doesn't understand the need of the child to spend time with her mother and the mother need to receive support, guidance to fulfil the “mother job” tasks.

The HS volunteer support meant a lot for Silvia as she needed somebody to listen her and understand her without judging her wish to offer her daughter a different start in life.



Photo credit: FAS team

IMPACT OF HOME START PROGRAM ON THE BENEFICIARIES

Parents perspective



Aura is 30 years old and has two little girls. She signed up in Home Start Program because she liked the idea and the people involved in the project.

The HS volunteer plays and spends time with the children, sometimes helping the mother with household chores.

Aura says that she has noticed changes, both in the children and in herself. Little girls have a better behavior and she has learned to be more careful and consider children's needs more seriously.

The mother has an extremely positive attitude towards the staff of FAS and promote in the community the foundation's projects because believes there is a great need for them.

CONCLUSIONS

- ✓ The majority of the respondents appreciate the activities and programs implemented by FAS as very good.
- ✓ Changes in the behaviour of the children involved in these programs can be noticed, the main benefits being the social and cognitive development, as well as the practical skills.
- ✓ Most parents visit the school several times a week and getting involved in different educational activities of their children.

The innovative element of FAS programs approach is that the activities do not focus exclusively on the child or the direct provision of educational materials, but the magnificent perspective (including educators and parents), moving to the primary, grass level of the problematic, where a shift in mentality and relationships can make the will of education beyond the precariousness of financial means.



Starting with 2020, FAS will start run also activities in Adina Home. Looking forward to face the challenges of organizing, run and manage activities with children, youngsters, adults under the same roof 😊





THANK YOU FOR YOUR ATTENTION!

www.fundatia-adina.ro