

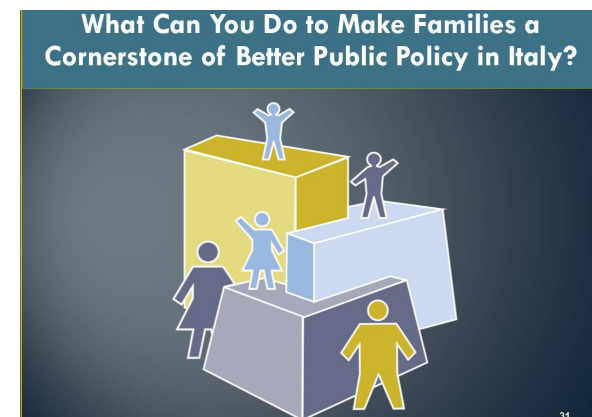
The Interplay between Child Educational Poverty and Family Relationships: An Experimental Project in Italy Based on the Family Impact Lens

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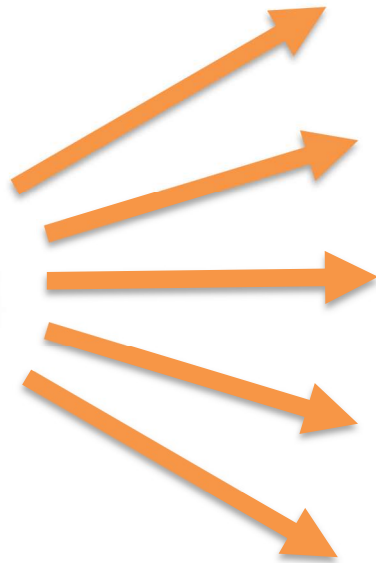


- Having positive and educational parenting styles, family cohesion and a stable family structure and living in a **challenging environment** can be **protective factors for children regarding the effects of educational poverty** (Benzies, Mychasiuk, 2009; Kiernan, Mensah, 2011).
- Community social support, **educational figures outside the family**, can be positive resources for children. **It is important to facilitate the access to educational resources.**
- Children wellbeing is connected not generically with their families wellbeing, but specifically with some conditions of their families, which have been categorized in **five aspects**, the five principles that policymakers and social operators have to consider as a benchmark in planning, intervention and assessment.

Educational Poverty
↕
Family Wellbeing



The **FAMILY IMPACT** lens



- 1) **Family responsibility**
- 2) **Family stability**
- 3) **Family relationships**
- 4) **Diversity of families**
- 5) **Involvement of families**

<https://www.purdue.edu/hhs/hdfs/fii/>

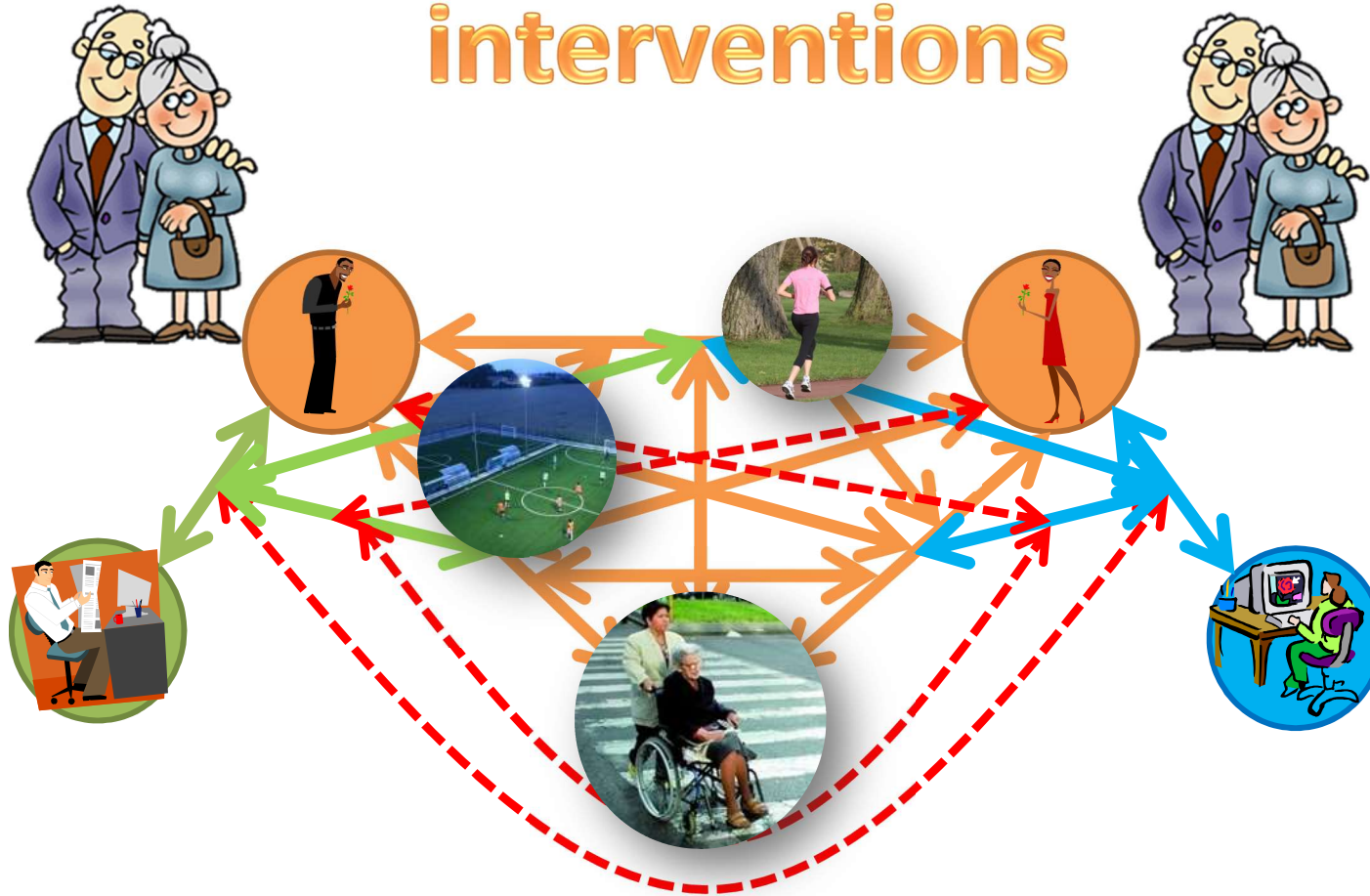


The Family Impact Discussion Starters

How will the policy, program, or practice:

- 1) Support rather than substitute for family members' responsibilities to one another?
- 2) Reinforce family members' commitment to each other and to the stability of the family unit?
- 3) Recognize the power and persistence of family ties, and promote healthy couple, marital, and parental relationships?
- 4) Affect families that vary in race-ethnicity, socioeconomic status, geographic regions, and so forth
- 5) Engage and work in partnership with families?

Thinking new family focused interventions





The "**Open Doors**" project is an Italian application of the Family Impact Lens a model of analysis, design and evaluation of policies and practices, on the topic of educational poverty. Project is in the city of Novara, Saint Agabio district



Open Doors Project Actions

- *Able to prevent*
- *Schools never alone*
- *Children to rediscover dad*
- *Parenting capacity enhancement*
- *New moms wanted*
- *I'm capable I'm committed*
- *Social parents*





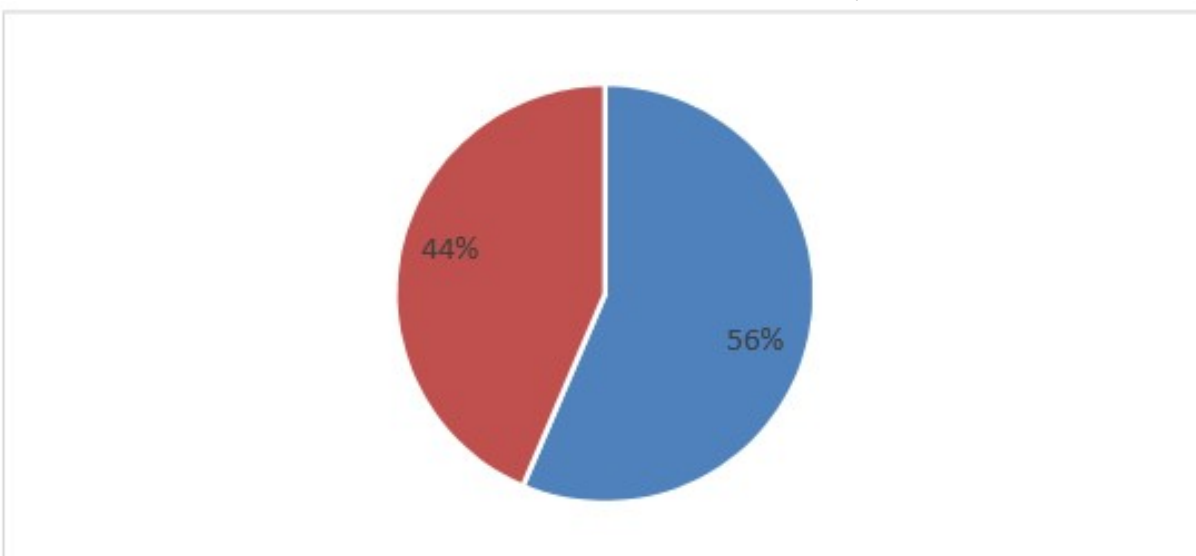
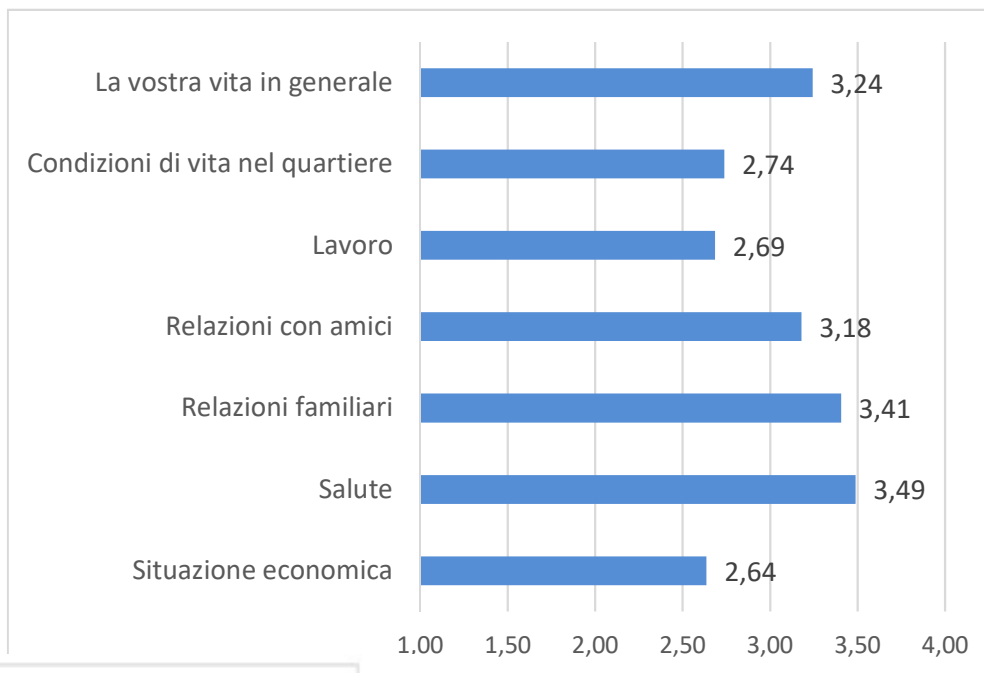
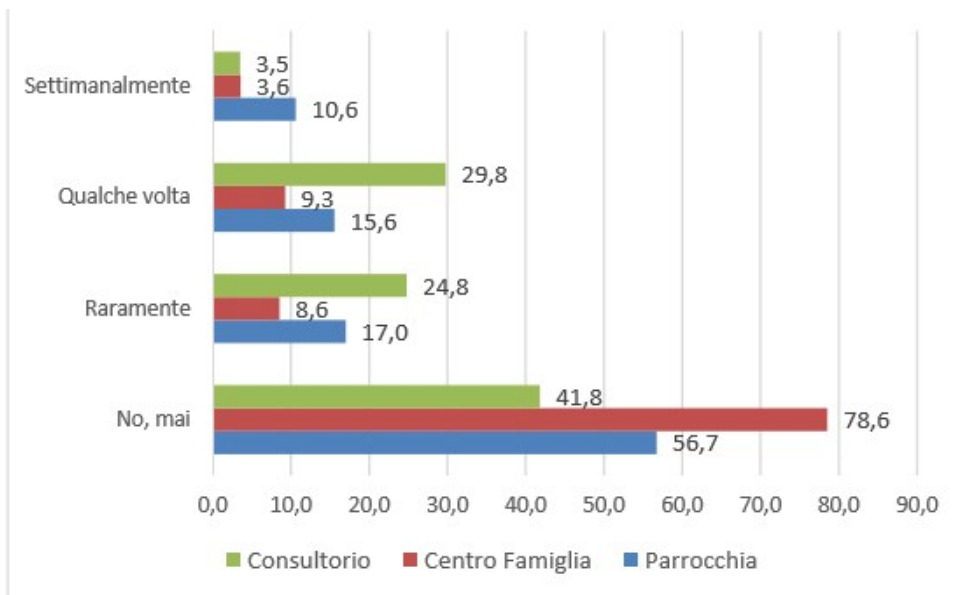
Methodology of research

- The research, conducted during the **first the year** of the project, consisted of 2 preliminary surveys with 140 families and 42 territorial educational figures,
- 4 focus groups with Metaplan to identify what to keep working on (what's on) and start working on (what's missing)
- containing all the different typologies of operators involved in the project: childcare educators, parish volunteers, social workers, counselor and family center operators; as well as a self-evaluation checklist with every operators involved.
- In the **second year** we are making checklist (auto-evaluation) for operators about family focused interventions



The questionnaire with 140 families involved

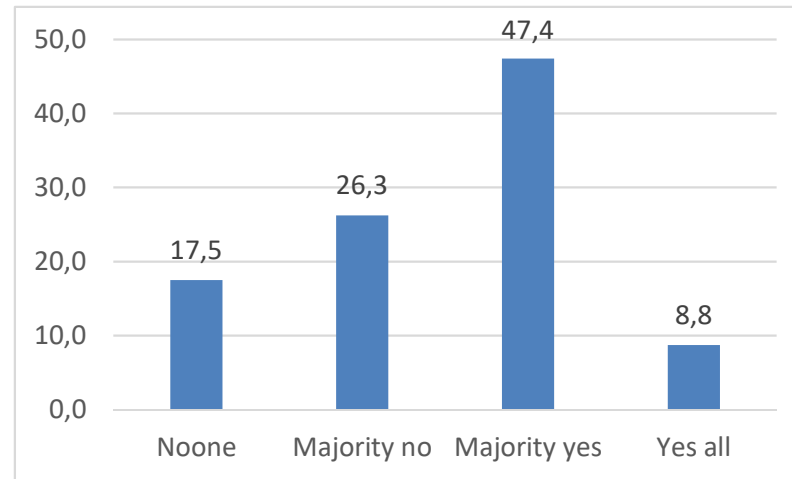
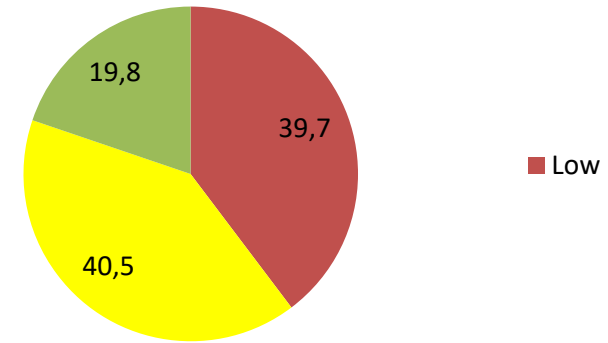
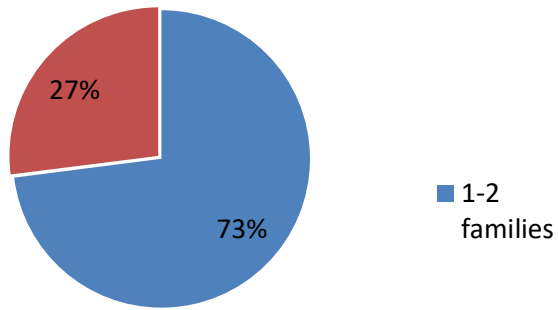
little-connectionto services, sample with high immigration rate, economic and work problems and difficult living conditions of the neighborhood





Networks of families

average level, small networks but other good indicators, immigrant differences

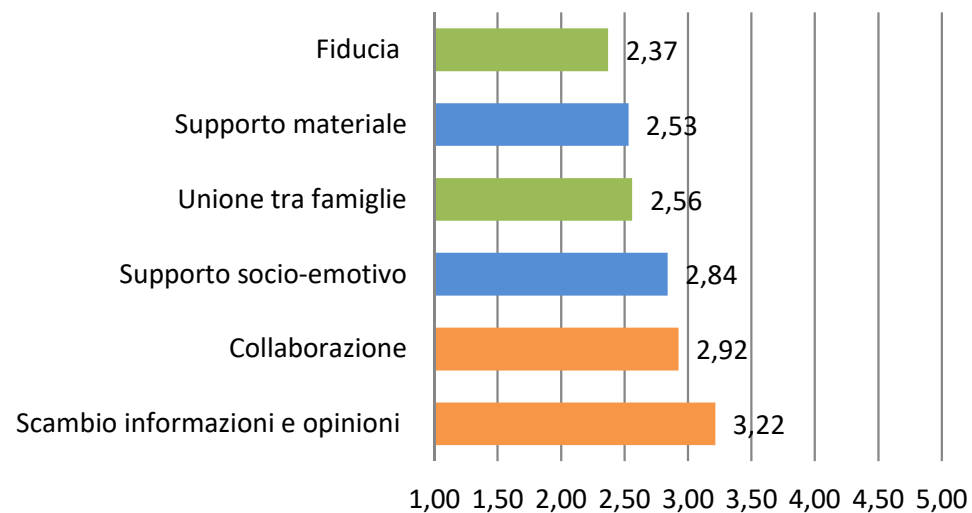
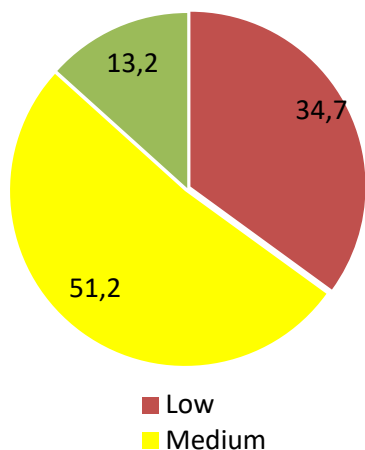




Average quality social capital

good collaboration, support and trust to be increased

Figura 12- Dimensioni del Capitale Sociale Qualitativo (fiducia, reciprocità, orientamento cooperative (Valori medi, Min 1-Max 5)





Outcomes

Satisfaction with the project (good) and parenting skills (specific problems, low self-efficacy)

Figura 13 - Soddisfazione progetto (V. 25: Pensi al progetto Porte Aperte [...]. Quanto la sua famiglia è soddisfatta di...?, Valori medi, Min 1-max 5)

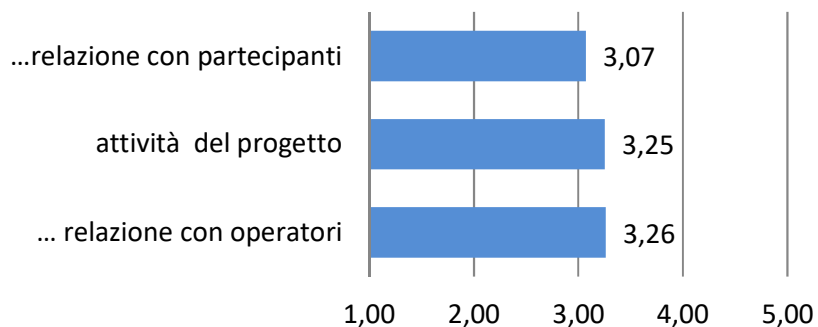


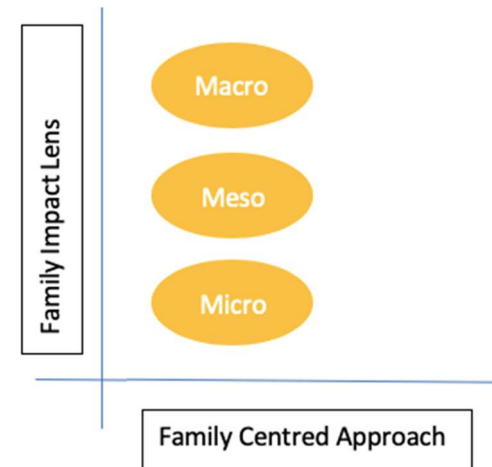
Figura 14 - Scala di orientamento alle competenze genitoriali (Valori medi, min 1 -max 5)





Focus Group with Family Impact Lens

- **Period:** February-April 2018
- 4 focus groups: Parish, Nursery, Childhood Schools, Center for Families and Consultation
- Subjects involved: 36
- **Goals**
 - Explore the strengths and weakness of the actions
 - Accompany participants to define design actions in line with the principles of Family Impact





Cross-analysis of Focus Groups

	<i>Things to keep working on</i>
<i>Responsibility</i>	<ul style="list-style-type: none"> • Supporting parents in their role and in the development of their educational skills through small daily activities and routines that can take hold in services/laboratories and project actions; • Continuing to work on the educational alliance.
<i>Stability</i>	<ul style="list-style-type: none"> • Work on the continuous care management of users; • Monitor families over time through counselling; • Working in stable teams : • Group moments in kindergartens to socialize issues.
<i>Family relationships</i>	<ul style="list-style-type: none"> • Network and team work for multidimensional needs; • Continue to work on intergenerational relationships;
<i>Diversity</i>	<ul style="list-style-type: none"> • Multicultural volunteers and parents “testimonial” ; • Keep the focus on the issues of disability and on families of other nationalities.
<i>Involvement</i>	<ul style="list-style-type: none"> • Engage fathers and grandparents more in workshops; • Hire volunteers of different ethnicities to foster the network with the Parish; • Use the service network (childhood school as a bridge) to connect with other immigrant families through already hooked users.



Cross-analysis of Focus Groups

	<i>Issues to be encouraged</i>
Responsibility	<ul style="list-style-type: none"> Engaging the inhabitants in simple and concrete activities on the needs of the neighborhood; Start co-design paths with community stakeholders.
Stability	<ul style="list-style-type: none"> Communicate appropriately to parents the issues related to the child, observed by the educators (especially problematic diagnoses).
Family relationships	<ul style="list-style-type: none"> Study alternative ways to pass on parenting skills to mothers and fathers of children.
Diversity	<ul style="list-style-type: none"> Work more on prevention with foreign mothers at the clinic; Training to increase intercultural skills in kindergartens; Spreading good practice; Co-design with other institutions (Project Association), creating a new fronting network ready to respond to "different" needs.
Involvement	<ul style="list-style-type: none"> Identify new methodologies for connecting the clinic and the Family Centre to hook the most fragile parents; Structure and preside over informal spaces open close to the parish and services, passing through but frequented by everyone (e.g. parks), to provide places of meeting and support between families.



Things to improve

- The communicative impact of the project at the neighbourhood and city level (in particular, there is a lack of online communication lever)
- Co-design interventions with the entire family unit,
- Activate parents with simple, concrete and easily achievable tasks,
- Supporting the parenting skills of beneficiaries,
- Strengthen the social capital of those involve;
- Co-design throughout the course of the project between Kindergartens and The Third Sector Association;
- Focus on diversity (specific needs of immigrant families and special frailties);
- Providing concrete and specific aid resources to their needs;
- Collaborate also with larger networks (e.g. with other Associations, Caritas, Companies).

- **Limitations: Participant Heterogeneity - Complexity by Application of Family Impact**
- **Future Action: Family Impact Checklist for Operators Based on Quality Results**