



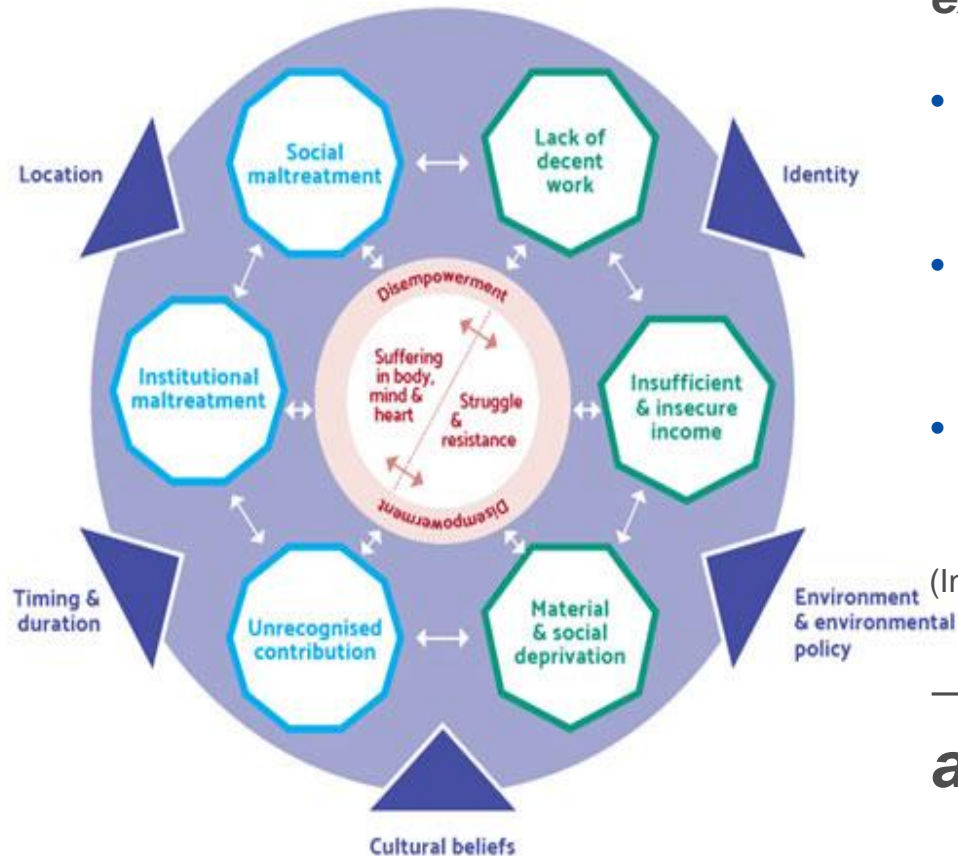
Multidimensional coaching for people in poverty

Insights from innovative practices across the world

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Poverty extends to many dimensions, beyond income

‘key dimensions of poverty according to *experts by experience*’



- **Core experiences:** suffering, **disempowerment**, struggle and resistance
- **Relational dynamics:** institutional maltreatment, social maltreatment, unrecognized contributions
- **Deprivations:** lack of decent work, insufficient and insecure income, material and social deprivation.

(International Movement ATD Fourth World and Oxford University 2021)

→ ***Effective interventions need to address all dimensions as interconnected bundle***

Addressing core experience of disempowerment

Most mainstream anti-poverty measures **do not yet focus on disempowerment**

JRC “Poverty and mindsets” report: **multidimensional coaching a possibly groundbreaking practice** to build capabilities

Purpose of present work: further analyse and enable transfer and takeup

Approaches to coaching in social assistance- JRC report

Stemming from exchanges with leaders of practices from across the world.

Comparative analysis of approaches; distillation of essential common elements:

- ***Purpose*** of multidimensional coaching
- ***How to*** implement it
- ***Enabling*** factors



Multidimensional coaching for people in poverty

- A practice to support people in their definition of a path out of poverty, through creation and attainment of aspirations.
- A **multidimensional** approach, because poverty affects several life dimensions
- It **does not replace, but it complements** material support (cash transfers etc)
- Thus, it can **transform** the way support is provided and made effective.

Coaching as social assistance – the essentials

- A **systematic, structured and intensive collaboration** between the person in poverty and a mentor.
- **Dual aim: 1)** supporting people to overcome their situation of deprivation, while 2) helping them develop decision-making and self-efficacy.
- It **acts on the inner sentiment of disempowerment**; it helps rebuild agency and hope, and ensure a ***lasting*** pathway out of poverty.

Key principles:

- Client at the **centre of decision-making**.
- Coaching is based on **teamwork**, as opposed to a power dynamic where the client is below the case handler.
- Coaching supports the client over **multiple dimensions**.
- Support is **tailored to specific needs, capacities and values** of the clients.

A science-based approach

Research shows that the experience of poverty and exclusion impacts on decision-making skills (***executive functions***).

Effects are multiplied if marginalisation over many generations.

Research on heuristics: decision-making skills are built through **reiterated practice over time** and **interaction with others**.

→ ***An interaction with a coach, sustained over time, may help develop such skills***

Impact – from evaluations

- **EMPath Mobility Mentoring:** + 168% annual earnings; + 94% college completion; average personal savings of \$3,500.
- **P.I.P.P.I.:** risk factors decreased for 90% families
- **HESED:** + 40 % families increased their employment status
- **BRAC RCT** + 37% annual earnings; + 10% consumption spending; nine-fold increase in savings, two-fold increase in access to land

How: Multidimensional Self-Assessment

- Focusing on several interconnected dimensions (eg. income; employment, health, family and social environment; education and training; housing and infrastructure; social network and relations)
- Structured tools may help clients identify needs and opportunities. They must be easy to understand and actionable.

BRIDGE TO SELF-SUFFICIENCY®

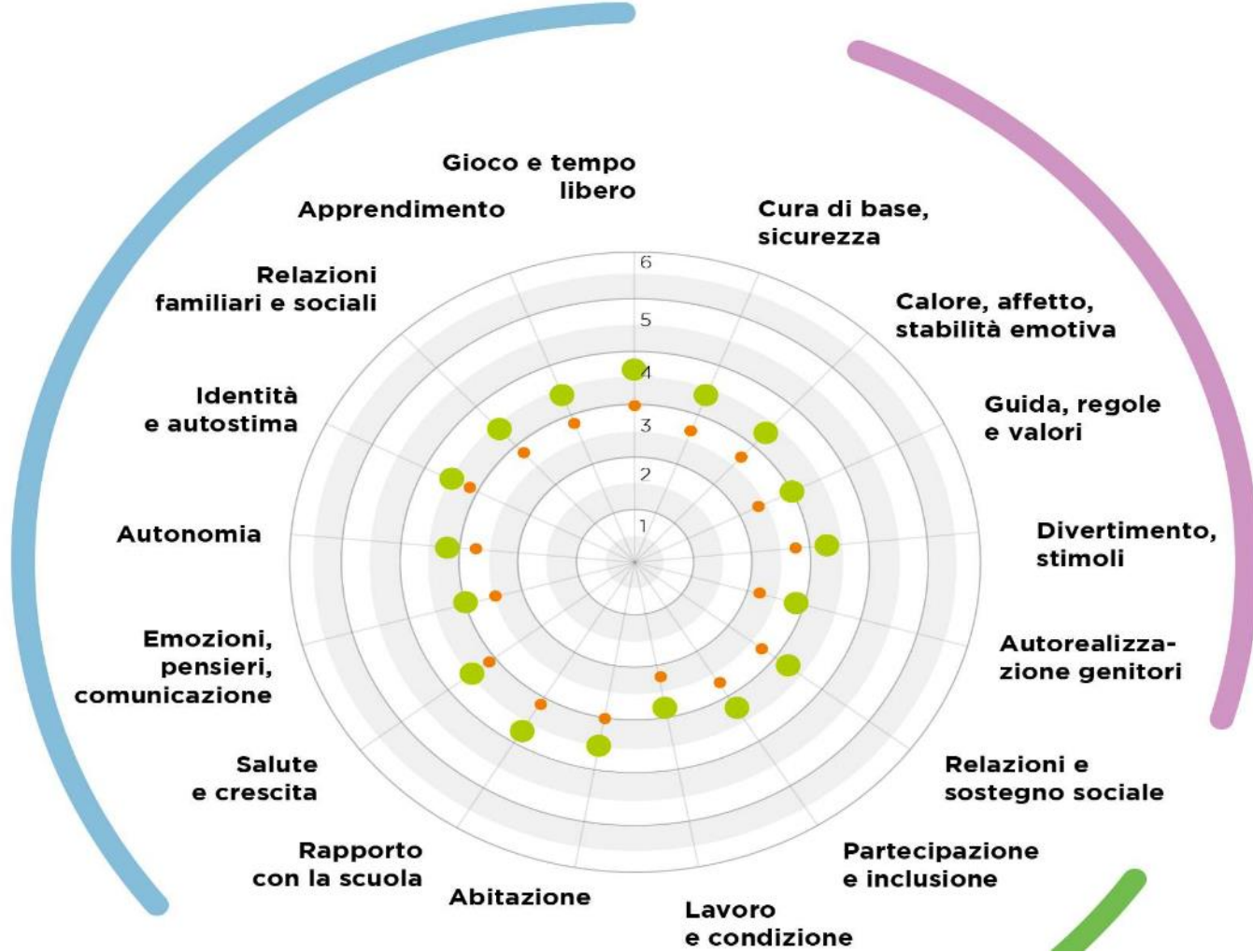
	FAMILY STABILITY		WELL-BEING		FINANCIAL MANAGEMENT		EDUCATION & TRAINING	EMPLOYMENT & CAREER
	Housing	Family	Physical & Mental Health	Networks	Debts	Savings	Educational Attainment	Earnings Levels*
↑ THINKING ABOUT THE FUTURE ↑	No subsidy, housing costs 1/3 or less of household gross pay	Fully able to engage in work, school, and family life; children or family needs don't get in the way (OR) No children or dependent family members	Fully able to engage in work, school, and family life; health and mental health needs don't get in the way	Can always rely on networks to provide useful advice, guidance, and support; advocates for others	No debt other than mortgage, education, and/or car loans, and current in all debts	Savings of 3 months' expenses or more	Bachelor's degree or higher complete	Earnings ≥ 80%+ AMI (Family-Sustaining Wage) Household Size of: 2: ≥ \$72,550 3: ≥ \$81,600 4: ≥ \$90,650
	No subsidy, housing costs exceed 1/3 household gross pay	Mostly able to engage in work, school, and family life; children or family needs rarely get in the way	Mostly able to engage in work, school, and family life; health or mental health needs rarely get in the way	Can often rely on networks to provide useful advice, guidance, and support	Current in all debts and making more than minimum payments on one or more debts	Savings of more than 2 months' expenses, but less than 3 months' expenses	Associate's degree or professional certification complete	Earnings = 50% - 79% AMI Household Size of: 2: \$51,200 - \$72,549 3: \$57,600 - \$81,599 4: \$63,950 - \$90,649
	Subsidized Housing - pays \$300+ towards rent	Somewhat able to engage in work, school, and family life because of children or family needs	Somewhat able to engage in work, school, and family life because of health or mental health needs	Can sometimes rely on networks to provide useful advice, guidance, and support	Making minimum payments on all debts	Savings of at least one month's and up to 2 months' expenses	Job training or certificate complete (beyond high school)	Earnings = 30% - 49% AMI Household Size of: 2: \$30,700 - \$51,199 3: \$34,550 - \$57,599 4: \$38,350 - \$63,949
	Subsidized Housing - pays \$0 - \$299 towards rent	Barely able to engage in work, school, and family life because of children or family needs	Barely able to engage in work, school, and family life because of health or mental health needs	Can rarely rely on networks to provide useful advice, guidance, and support	Behind in payments of 1 or more debts and making payments on at least 1 debt	Savings of less than one month's expenses	High School Diploma or GED/HISET complete	Earnings < 30% AMI Household Size of: 2: < \$30,700 3: < \$34,550 4: < \$38,350
	Not permanently housed	Not able to engage in work, school, and family life because of children or family needs	Not able to engage in work, school, and family life because of health or mental health needs	Can never rely on networks to provide useful advice, guidance, and support	Has debts; currently not making any payments	No savings	Less than High School Diploma or GED/HISET	Not currently employed

*Income ranges are for Suffolk County, MA. Data from HUD's 7/1/20 AMI tables

family stoplight

We have enough income  1	We have savings  2	We have access to credit  3	We have different sources of income  4	We have forms of ID  5	We live in a healthy environment  6	We manage our garbage well  7	We have a faucet  8	We have access to health services  9	We have good nutrition  10
We have good hygiene  11	We get tested as needed  12	We have healthy teeth  13	We have healthy vision  14	We are vaccinated  15	We have insurance  16	We have a safe home  17	We have enough furniture and amenities  18	We have separate bedrooms  19	We have a raised and ventilated kitchen  20
We have a modern bathroom  21	We have a refrigerator and other goods  22	We have a phone  23	We have fresh clothes everyday  24	My family hasn't been assaulted  25	My family hasn't been robbed  26	We have electricity  27	We have regular transportation  28	We have accessible roads  29	Our children go to school  30
We know how to read and write  31	We have school supplies  32	We have a budget  33	We know how to make an income  34	We have internet access and TV  35	We have hobbies  36	We respect differences  37	We respect human rights  38	Our children don't work  39	We are part of a group  40
We know how to petition authorities  41	We solve our own problems  42	We vote in elections  43	We have a family life plan  44	I trust in my abilities and achievements  45	We consider others in decision-making  46	We control our emotions  47	We have no violence in our family  48	We have an entrepreneurial spirit  49	I have control over my life decisions  50

- Poverty stoplight



• PIPPI

How: Goal setting by client

- Goal-setting drives outcomes
- Goals are defined by clients, with support by coaches (rather than other way round).
- Self-identification of goals supports executive functions and self-confidence
- Coaches help clients break goals down in attainable steps, and achieve them over time.
- Goals must not be overly simple (demotivating), nor overcomplicated; they must be consistent (ie not conflicting)

How: Regular meetings

- **Frequency** and **regularity** enable a productive coaching relationship, based on trust.
- Eg weekly or bi-weekly meetings in initial phase, then at least one meeting/month
- Motivation is kept by knowing that the coach will check in

How: Accompanying in duration

- When poverty is deeply entrenched, exiting it requires time and patience.
- A **long term approach** is necessary.
- Duration of coaching: at least 18 months, often more than 3 years

How: Networking with services

- Coaching works in network with existing services that ensure support in different areas

eg school staff, health care practitioners, career coaches and social workers etc.

Clients

➤ Individuals

➤ Families

➤ Communities

- Very low income, difficulty in finding quality employment. Often multiple issues (language barriers, poor health or mental health, indebtedness, history of trauma, housing issues, discrimination).
- Participation in coaching may be voluntary or a condition for welfare benefits.

Coaches

- Skills and profile of coaches are essential to success
- Training is paramount; often coordinated by central services
- Coaches need to gather data on progress of clients, to allow for fine tuning and evaluation

Success factors, in a nutshell

- A pivotal shift in social assistance delivery: from compliance to partnership
- Changing narrative about success, building expectations.
- Benefits of a structured framework
- Multidimensionality as catalyser to address segmentation of services
- Long term work, to enable a generational change
- Phasing out: removing the scaffolding
- Adapting to context on the basis of key principles

A reflection on (ideal) evaluation

- A parallel mindset shift for organisations would help effectiveness:
→→ ***a partnership approach: evaluation as a support to evolution***
- “Learning organizations” and “learning funders”, accepting that failure is possible
- Iterative process constantly analyzing what is working and what is not; supporting organisations to evaluate their own work
- “Process” indicators may help identify and improve issues.
- Data is crucial, but shift from a punitive approach to a supportive one: ***using data to support improvement.***

Contributing experts

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BRAC Ultra-Poor graduation programme



<http://www.BRAC.net/program/ultra-poor-graduation/>

- International development organisation originally based in Bangladesh.
- Since 2002, **Graduation approach** – a structured and intensive "hand holding" coaching: a sequenced set of interventions to enable ultra-poor households to achieve key milestones to escape extreme poverty.
- Four interconnected pillars: Livelihood Promotion, Financial Inclusion, Social Protection and Social Empowerment
- **Impact:**

LSE: 4 and 7 years after participating in BRAC's UPG programme, a 37 % increase in annual earnings, a 10 % increase in consumption spending, a ninefold increase in savings and a twofold increase in access to land, etc.;

Duflo and Banerjee, multicountry evaluation 2015: graduation approach 'caused broad and lasting economic impacts'

ATD Fourth World Family Development Centre Noisy-le-Grand



- Since 1976, a “Family Development Centre” in social housing estate in France.
- Medium-term accommodation for homeless families
- Besides housing, multidimensional support: each family develops an “overall social action plan”.
- The plan includes support to education, after school activities, job search assistance etc.
- **Impact:** all families are rehoused when they leave the centre

Economic Mobility Pathways

<https://www.empathways.org>



Economic Mobility Pathways

- A Boston-based non-profit working organisation
- A science-based coaching approach (Mobility Mentoring) with double aim: **full economic independence and improved decision-making skills**
- Goals are set across **five key areas**: family stability; well-being; financial management; education and training; and employment and career.
- **Impact:** participation in the programme (3-5 years) led to an average of:
 - 168 % increase in annual earnings (to more than USD 48 576 per year);
 - 94 % increase in college completion;
 - personal savings of USD 3 500;
 - 72 % participants exited the programme with a college degree (up from 34 % at entry);
 - employment rate of participants increased from 38 % to 45 %

Hela Familjen Municipality of Malmö, Sweden



- “The Entire Family” programme within Malmö Municipal Social Services
- Method developed locally, building on experience from a pilot project. Coaching aims to build strong relationships, through multiple sessions on a regular basis, with clear focus on the children and their well-being.
- Coaching process includes: exploration of various life areas; setting clear goals; budget counselling; collaboration with professional network of support services to the family.
- **Impact:** About 25 % of all families become financially self-sufficient every year; in addition, further 25 % become partially self-sufficient.

HESED



- Model for Integrated Development: multidimensional program established in 2002, currently implemented in four centers in Bulgaria.
- Aims to transform community norms, by creating new role models for inspiration
- Strong focus on early childhood (supporting parental skills) and adolescence: coaching techniques to enhance social skills, build self-esteem, fostering adequate self-image, develop life plans, professional orientations and responsible behaviour.
- Multidisciplinary and multi-ethnic team (psychologists, social workers, health professionals and specially trained paraprofessionals from same community).
- Combination of group sessions, psychodynamic training, home visits and individual consultations.

Impact:

significant improvements in parental responses to children's needs,;

40 % families improved their employment status.

80 % families paid back loans.

10 % to 30 % change in attitudes and lower rates of risky behaviour among adolescents.

P.I.P.P.I.



Programma
di Intervento
Per la Prevenzione
dell'Istituzionalizzazione

- Collaboration between Italian Ministry of Labour and Padua University. Since 2022 implemented in all Italian municipalities, with EU funds.
- Aim: fostering positive parenting and development of children in low-income vulnerable families
- Families are supported by a multidisciplinary team
- Process follows a standard pattern then tailored to the specific family needs:
 1. Assessment, involving all family members
 2. A project plan process, co-decided and co-designed with the entire family. The plan is multidisciplinary and it is drawn up with the entire family and all the team around the child.
 3. Implementation: regular homecare interventions (4 hours/week); group activities with other parents; family helpers supporting concrete aspects of daily life; and cooperation between schools / families and social services.

Impact:

- protective factors increase and risk factors decrease for 90 % families
- parental responses to children's needs improve in a statistically significant way.
- agreed objectives are achieved by 80 % clients.

Poverty Stoplight (Fundación Paraguaya)



- Developed in Paraguay; currently used by over 420 organisations in 47 countries
- Integrated framework: multidimensional poverty measurement tool + mentoring approach.
- Adaptable tool: used as stand-alone programme or be embedded in other program/project.
- Steps (after adaptation of tool to context):
 - - Poverty Stoplight self-evaluation survey,
 - life map (clients are guided to understand their situation and opportunities for change)
 - high-level analysis,
 - proposals for change
- **Impact:**
RCT study: Statistically significant reduction in deprivations, in comparison to control groups participating in same microfinance programme.

Territoires Zéro Chômeur de Longue Durée



- Launched in 2016 as a government initiative in France, to eliminate long-term unemployment in specific geographical areas.
- Principle: employment is a fundamental right → creation of subsidized enterprises for job creation.
- Local Committees for Employment (LCE), including businesses, civil society organizations, local government authorities, and unemployed people work to identify unmet needs in the territory to be addressed through productive work.
- The goal is to establish one or more Enterprises for Employment Purposes (EEPs).
- The EEPs are created and co-designed with the unemployed people; their inclusive activities are aligned with participants' skills and desires and based on the local community's needs.

Impact: between January 2017 and July 2022, 1 500 people were employed through TZCLD across 10 territories, with 500 of them subsequently finding regular employment outside of the EEPs

Report available at:

<https://publications.jrc.ec.europa.eu/repository/handle/JRC134139>