



POWER TO RESIST

Workshop III *“Empowering”*
Bucharest, Romania, 19 – 22 October 2014

Theme of the workshop:

The main subject of the third workshop was “Empowerment” – concept that describes the ways we can help people with alcohol disorder to outcome the risk situations and manage their drinking problems in a efficient manner.

The accommodation and workshops had taken place at Ibis Parliament hotel.

Hotel	Adress	Telephone	Email	GPS	Where
Ibis Parliament http://ibishotel.ibis.com	Izvor street 82-84	+40.21.4011011	reservations.parliament@ibishotels.ro	N +44°25' 47.05" E +26° 4' 55.66"	On the right side of the Palace of Parliament, near IZVOR Park

Participants:

DENMARK:	Louise Brandstrup, Martin Glud, Erik Hykkelbjerg, Dorte Dyhr, Henrik Holmskov.
SWEDEN:	Joanna Larsson, Tobias Edoff, Anna Walkin, Madde Lind, Ingrid Bjork.
SPAIN:	Patricia vicedo Aviles, Isabel Laria Serna Barquero, Sandra Roda Huertas, Maria Jose Reverte Prieto, Maria Peñaranda Ortega.
UK:	Liz Fryman, Sue Palfrey, Linda Collinge, Margaret Buckley, Michele Carr

Contact persons, during visit:

- Viorel: +40 722 358 141 Denmark team
- Bogdan: +40 740 213 816 Sweden team
- Ramona: +40 730 321 506 Spain team
- Loreta Isac: + 70 747 888 507 UK team

Sunday, 19 October – Day 1

All participants arrived in Bucharest in the afternoon, except the Spanish team, which arrived earlier aiming to visit some other important objectives.

In the evening, the participants took a tour of Bucharest, getting used to the Romanian atmosphere and preparing for 2 days of intense workshop.

Monday, 20 October – Day 2

From 07:00-09:00 a.m. the breakfast was served at the hotel and then all the participants went in the conference room where the activities were to begin.

From 9.00 – 9.45 a.m. Viorel and Bogdan hit the start of the workshop by giving a short presentation of the schedule. After that, they made a speech of what is ALIAT and what are the aims of the association. Also, they presented a couple of facts and tips about Bucharest.

They continued the presentation with a short movie about what the world will look like without Romania. You can access it in the further link: <https://www.youtube.com/watch?v=-dZGDy45Zel>

The movie speaks about Romanian culture, traditions, gastronomy, its inventors and how they marked the course of worldwide history. For example, the movie mention the famous architect Brancusi, Henri Coanda, the aerodynamics pioneer, builder of experimental aircraft and discoverer of the Coanda effect, Petrace Poenaru who invented the pen and others.

From 9.45 – 10.15 the Viborg team presented the follow up from their workshop on the subject of “Mirroring”, which took place between 11 – 14 May 2014. They also, have talked about the activities they have implemented according to the meeting’s conclusions.

Next, from 10.15 – 10.30 the participants went in a short break to freshen up and get prepared for the rest of the workshop.

From 10.45 – 11.30 Romanian participants gave an introduction to the main theme of the workshop - “Empowering”.

EMPOWERMENT – definition

Empowerment is the process of obtaining basic opportunities for marginalized people, either directly by those people, or through the help of non-marginalized others who share their own access to these opportunities. It also includes actively thwarting attempts to deny those opportunities. Empowerment also includes encouraging, and developing the skills for, self-sufficiency, with a focus on eliminating the future need for charity or welfare in the individuals of the group. This process can be difficult to start and to implement effectively.

So, empowerment refers to:

- Give (someone) the authority or power to do something.
- Make (someone) stronger and more confident, especially in controlling their life and claiming their rights

Question 1: Do you apply empowerment in your work with youngsters? If yes, please give some examples.

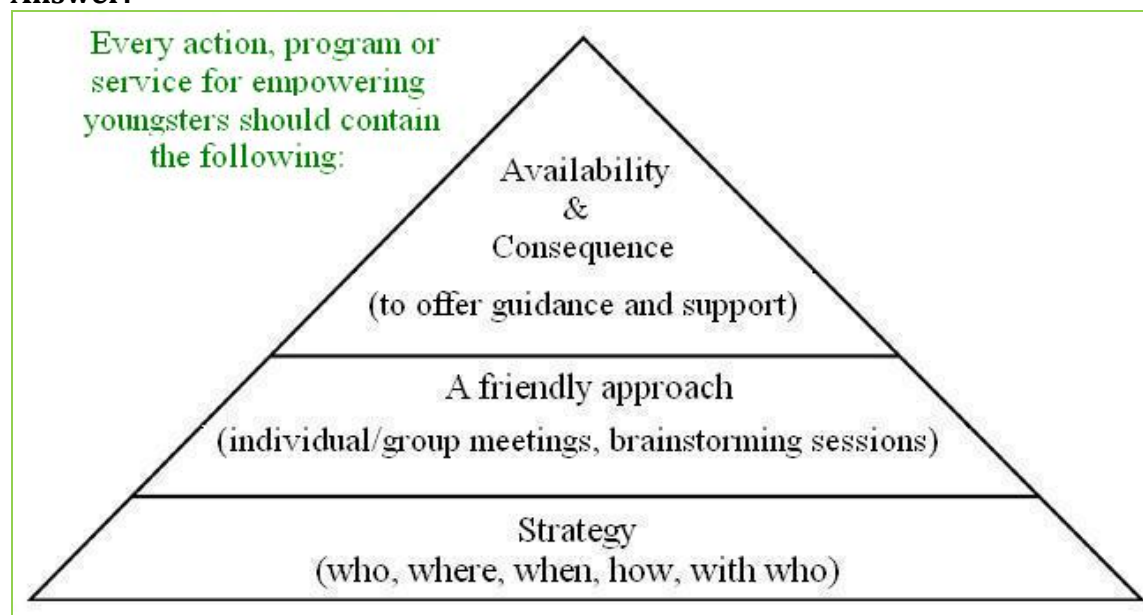
Answer: Among the activities undertaken by ALIAT is the prevention of problematic alcohol use among middle school and high school students. In our meetings (prevention

sessions), the informational content is obtained in 85% from the youngsters through open questions, encouraging them to express their opinion and also to request new information, role play.

Also, over the years, ALIAT recruited youngsters and trained them as peer educators, promoting the "snowball" effect. In 2013, in partnership with UNICEF Romania, ALIAT developed the project "Comunitatea de idei" (community of ideas) in which were identified, selected and recruited youngsters from 2 regions of the country for elaborating projects to develop their communities. We assisted the youngsters through the whole writing process and after that, we funded each project with 1500 euros for implementation.

Question 2: In your country, what does the process of empowerment contain or should contain?

Answer:



Question 3: Nominate possible factors influencing teens feelings of empowerment.

Answer:

Non-authoritarian adult leadership	Being able to experience and exercise power
Receiving education and training	Participating in critical analysis of issues
Experiencing an environment of safety, closeness and appreciation	Being able to honestly express opinions and emotions
Accepting diversity	Developing a voice
Being able to take action	

Question 4: How can your community be involved in the process of empowerment and who can be the main actors?

Answer: The community can be involved in the process of youth empowerment through:

- **Schools** – by teachers and counselors who can create interactive programs for students (based on “learning by doing” principle) and also for parents
- **NGO’s** – by mentoring youngsters, involving them in volunteering activities, experience exchange
- **Family** – offering guidance and support
- **Police** – by community staff (involved in prevention activities), elaborating volunteering programs

Question 5: Give and describe an example of a local or national empowerment model for youngsters.

Answer: Gabriela Szabo is a romanian world-class athlete, now retired from sport. In 1999 was designated best athlete in the world and in 2000 was the gold medalist at the Summer Olympics (5,000 m).



the

In March this year she was appointed Minister of Youth and Sports and since then she is involved in the optimization of youth policy.

After the presentation, each team had 5-10 min to present their answers on the "empowerment" questionnaire that has been passed around to and filled out by all in advance of the workshop. With the help of the questionnaire they shared their own perception on the meaning of the empowering concept.

Questionnaire from Sweden

Views of youth EMPOWERMENT

Empowerment can be one of the most effective strategies for providing young people with opportunities to develop competence. Over the past decade "empowerment" has become the buzzword in business, evaluation and youth development. Because of its wide use, the word "empowerment" has many different meanings to people. Too often "empowering" is a synonym for relinquishing all guidance, control, and responsibility for a project to the young people with whom they work. Typically, this approach is met with failure on the part of the youth, frustration on the part of the youth development.

The job of youth development professionals is to provide opportunities for young people to develop the competencies they need to become successful contributing members of their communities (Pittman & Wright, 1991).

According to Webster (1998), empower means "(1) to give official authority or legal power to; (2) enable; (3) to promote the self actualization or influence."

EMPOWERMENT – *cultural examples*

- in India, a low caste woman currently feels empowered when she is given a fair hearing in a public meeting
- in Brazil, in Porto Alegre, citizens - both men and women feel empowered if they are able to engage in decisions on budget allocations
- in the USA, immigrant workers feel empowered through unionization which has allowed them to negotiate working conditions with employers
- in the UK, a battered woman feels empowered when she is freed from the threat of violence and becomes able to make decisions about her own life
- <http://web.worldbank.org/>

EMPOWERMENT – *questions*

Question 1: Do you apply empowerment in your work with youngsters? If yes, please give some examples.

Answer: Yes we do.

School/youth work: Workshops with youngsters: They are given the opportunity to express themselves, and the free choice to speak their mind. We work a lot with giving and receiving feedback from each other. No rights, no wrongs.

In general: four corners. A way of allowing all participants to defend/motivate your choice. No rights, no wrongs.

Lecturers for 7th graders: The youngster are given time to reflection and consideration afterwards. Then they have a follow up to be able to discuss and give feedback.

Question 2: In your country, what does the process of empowerment contain or should contain? (*ex. information sharing, creating autonomy through boundaries etc*)

Answer:

School:

- UNCRC (UN Childrens right Convention) is a part of the Swedish school system.
- All schools have the obligation to maintain and actively work with an equality plan based on the eight grounds of discrimination. (Gender, ethnicity, sexual orientation, age, disabilities, religion and gender identity and gender expression).
- In all schools, from preschool (1 year – 16 years), they have a democratic way of working. For example student councils at all schools, individual planning of your school work.

In general:

- The Swedish fundamental laws. 1. Constitution act 2. Order of succession 3. Freedom of the press 4. Freedom of speech
- Human rights.

Question 3: Nominate possible factors influencing teens feelings of empowerment (*ex. non-authoritarian adult leadership, being able to experience and exercise power etc*)

Answer:

Youth:

- Knowledge about everything/anything, in particular your rights in the society.
- To create possibility to influence, participation and making decisions.

Question 4: How can your community be involved in the process of empowerment and who can be the main actors?

Answer:

Who	How
Local entrepreneurs	<ul style="list-style-type: none"> - Offering internships to students - Sponsoring different projects - Acting as mentors for youths
Schools	<ul style="list-style-type: none"> - Teaching rights, knowledge, democracy etc.
NGO's	<ul style="list-style-type: none"> - Feeling of belonging - Enhanced self esteem
Family/parents	<ul style="list-style-type: none"> - Someone who wants you to believe in yourself - Knowledge

Question 5: Give and describe an example of a local or national empowerment model for youngsters.

Answer:

- Human rights
- Swedish laws (EU-laws)
- UNCRC
- Discrimination laws
- Youth pulls and questionnaires as a ground for decision making on different levels

Questionnaire from UK

Views of youth EMPOWERMENT

- Our new buzz words are “behaviour change”, “taking responsibility”, and “self reliance”
- Definition of empowerment = Skills, knowledge, understanding, capability

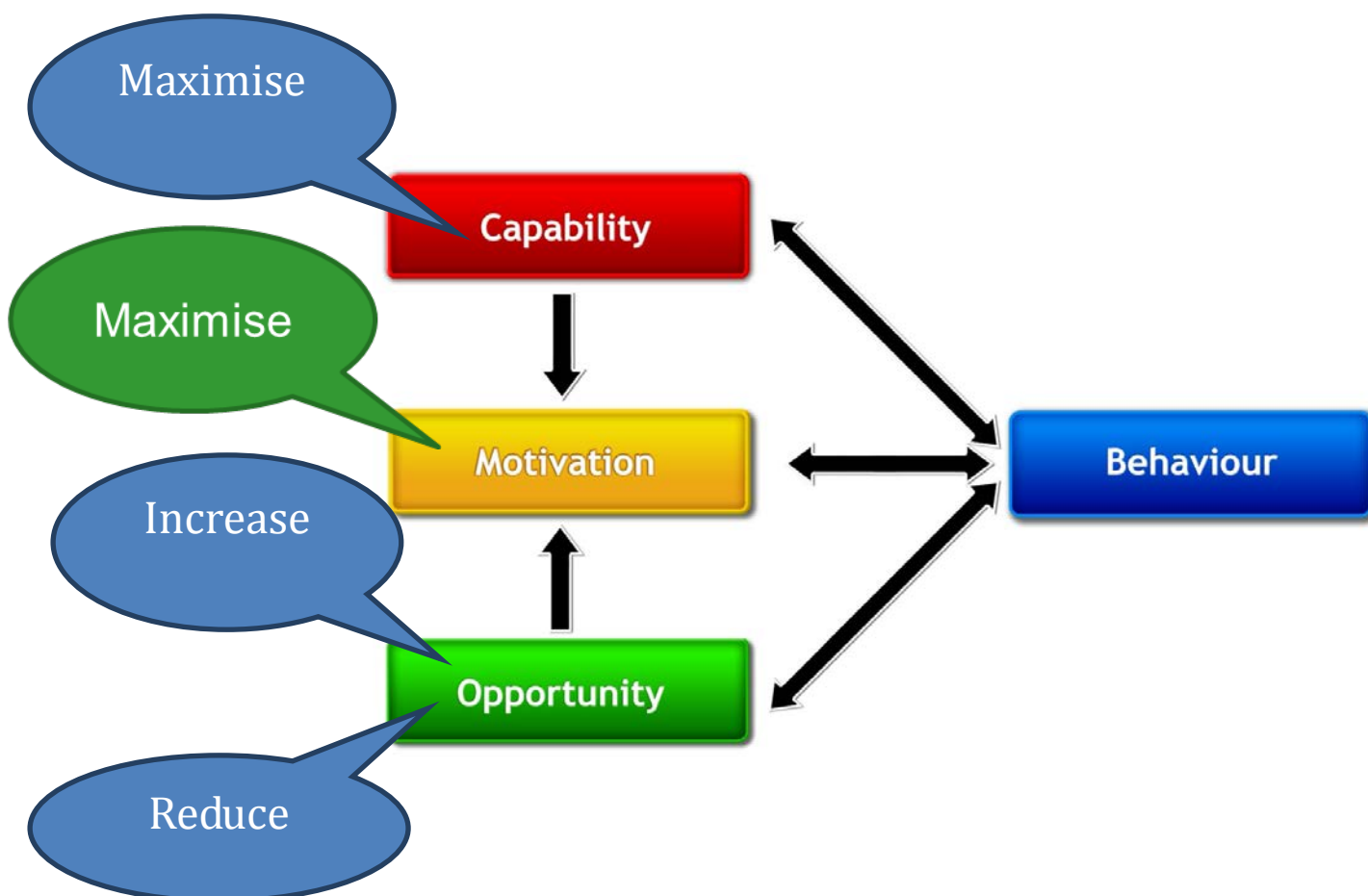
Plus

Opportunity

- Definition of behaviour change = Empowerment

Plus

Motivation



Question 1: Do you apply empowerment (behaviour change) in your work with adults? If yes, please give some examples.

Answer:

Adults:

- Oasis (young person's substance misuse service) – work directly with parents and children to educate and support so that they are confident and comfortable to discuss their problems and find solutions together
- Healthy Schools Programme – we are using our learning from P2R and will be doing more engagement of parents in a "safe" environment. We will examine values, attitudes and beliefs and share knowledge. We will offer examples of a "parent's survival plan"

Question 1: Do you apply empowerment (behaviour change) in your work with children? If yes, please give some examples.

Answer:

Children:

- Impartial advice and guidance in a "safe" environment
- Examining the risks (short and long term – health, financial and "vanity"!)
- Coping strategies/survival plan

Examples:

- COSMO (Children of Substance Misusing Others) – 6 week behaviour change programme
- Crucial Crew – safety messages from police, fire, youth and drugs services to under 11's

Question 3: Nominate possible factors influencing teens feelings of empowerment (*ex. non-authoritarian adult leadership, being able to experience and exercise power etc*)

Answer:

As adults we believe that a child will be resilient if they feel safe, if they understand:

- The facts
- The consequences of their actions (immediate and long term)
- Their boundaries
- That their parents will enforce the boundaries
- They **will** get found out!!
- Does a child **believe** that boundaries are empowering?

- Empowered to make choices and take responsibility within defined boundaries?
- Empowered to take risks and understand the consequences?
- Empowered to say "no" to risky behaviour ?
- Empowered by being "different"?
- Empowered by being the same?

Question 4: How can your community be involved in the process of empowerment and who can be the main actors?

Answer: Direct influence on adults and children:

- Parents and adult family members
- Teachers
- Healthy Schools Co-ordinators
- Transitions Officers
- Police
- Healthcare professionals
- OASIS
- Youth workers

Indirect influence on adults and children:

- Politicians
- Shopkeepers selling alcohol
- Licensed bars and restaurants
- Religious leaders

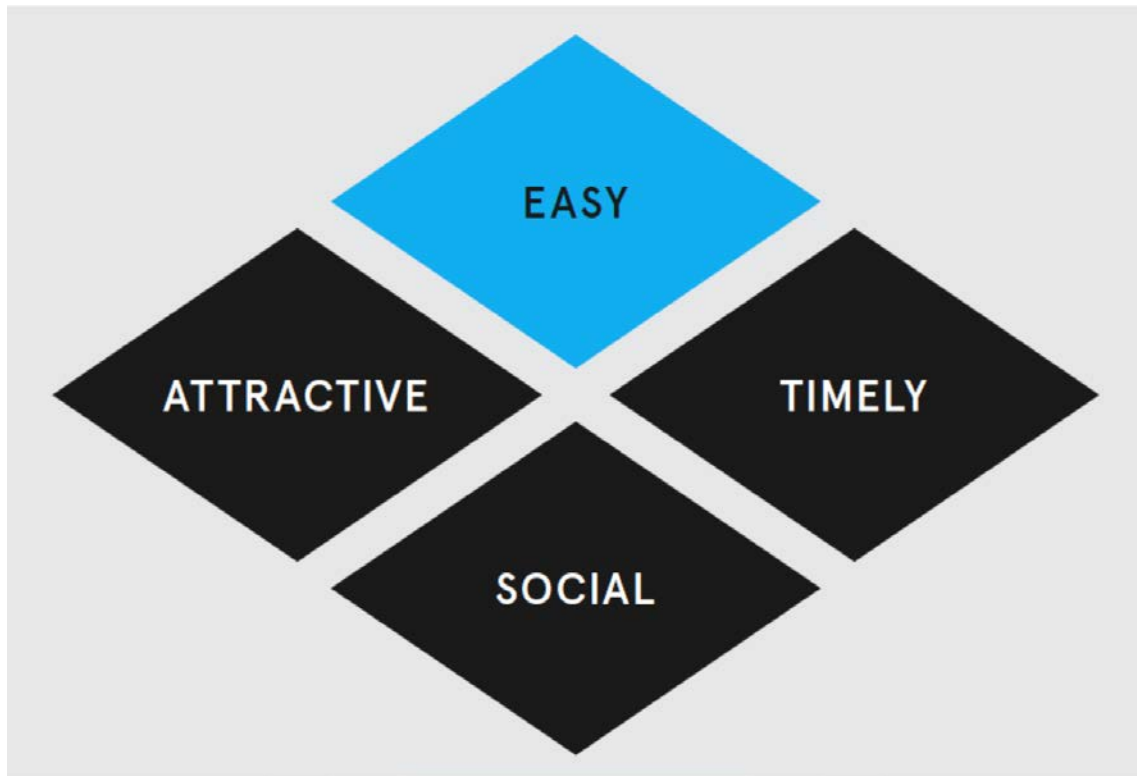
Question 5: Give and describe an example of a local or national empowerment model for youngsters.

Answer:

Messenger

We are heavily influenced by who communicates information

Incentives	Our responses to incentives are shaped by predictable mental shortcuts, such as strongly avoiding losses
Norms	We are strongly influenced by what others do
Defaults	We 'go with the flow' of pre-set options
Salience	Our attention is drawn to what is novel and seems relevant to us
Priming	Our acts are often influenced by sub-conscious cues
Affect	Our emotional associations can powerfully shape our actions
Commitments	We seek to be consistent with our public promises, and reciprocate acts
Ego	We act in ways that make us feel better about ourselves



1. Make it Easy (use defaults, reduce hassle, simplify messages)
2. Make it Attractive (attract attention, offer incentives)
3. Make it Social (show that most people perform the desired behaviour, use networks)
4. Make it Timely (prompt people when they are likely to be most receptive)

Question 5: Give and describe an example of a local or national empowerment model for youngsters.

Answer:

- Human rights
- Swedish laws (EU-laws)
- UNCRC
- Discrimination laws
- Youth pulls and questionnaires as a ground for decision making on different levels

Behaviour Change Wheel

(Susan Michie)

Behaviour occurs as an interaction between three necessary conditions

Questionnaire from Spain

Views of youth EMPOWERMENT

Question 1: Do you apply empowerment in your work with youngsters? If yes, please give some examples.

Answer: Yes. Empowerment is applied by different people in a different way:

* Teachers at the University: Students may decide what is important for them and how to achieve it. In practical classes they are trained on

Emotional and intellectual self-sufficiency; their use, exploitation depends on them.

Let them opine, take decisions, assume responsibilities.

- Teachers at school: Make them work in groups so that they have to negotiate what to do. Ask them what they want to learn during the school year.
- Educator Primary & Secondary Education: Give them the tools to be responsible, to participate more in the process of learning, not being passive beings.
- As tutors of University students in a internship: Give them the opportunity of working as a professional.

Question 2: In your country, what does the process of empowerment contain or should contain? (*ex. information sharing, creating autonomy through boundaries etc*)

Answer:

- to create curiosity
- capacity of self-sufficient learning
- to promote self-confidence
- Make young people able of being critic with the information they receive, in order to take their own decisions
- To assist to discover their strong points, the discovering of their talents. This way they will detect opportunities opened to them and make them participate more, not being passive.

Question 3: Nominate possible factors influencing teens feelings of empowerment (*ex. non-authoritarian adult leadership, being able to experience and exercise power ..*)

Answer:

- To believe in one-self.
- A family which supports you, accepts you without freeing you from your responsibilities.
- A group of friends that respect you and believe in you.

- Intellectual curiosity
- Teens, when they feel free without adults' guidance, improve their imagination, experiencing different things.
- Tutors, teachers, educators trusting them, in their decisions.

Question4: How can your community be involved in the process of empowerment and who can be the main actors?

Answer:

- Families through education
- Educators.
- Collaboration with families.
- Government, by creating a more fair society, eliminating competence among individuals, deceiving publicity, enabling seeing reality, not biased information.
- To create spaces where young people may play different roles, where different ways of life may be discovered.
- To make studies to know people capabilities and society necessities and suit them: creation of green areas, reuse and recycling of different products, renewable energies, training courses from young to older people in new technologies...

Question 5: Give and describe an example of a local or national empowerment model for youngsters.

Answer:

- ladanzadelavida.blogspot.com
- www.tomillo.org (in English)
- Centre for young people in Ceutí.
- Recycling guardians in schools.
- Arbitration system in secondary school.
- Give them freedom to take their own decisions and talk with them when they have fallen down in order to encourage them.
- To enable them to manage sport resources in school.

- Workshops to create an enterprise at the education center.

Viborg

A general remark:

- According to the project's nature, our main focus is on empowerment in relation to **adults** – meaning how to empower adults to behave to the benefit of the children/youngsters.
- This focus on adults - is *mirrored* in our replies below

Q 1: Do you apply empowerment in your work with youngsters? If yes, please give some examples.

Answer:

In relation to adults:

- We focus on passing back responsibility to the primary adults – the partners (mirroring)! When this succeeds the kids gets more self-esteem as well as personal energy. Thus they are more able to take healthy decisions and choices.
- Focus on healthy communities is a buzzword for us in Viborg these years
- Our folder for parents to 0-6 years children: "Voksnes færden - børns verden" (in Danish only) will be presented at the workshop:

<http://kommune.viborg.dk/Borger/Boern,-unge-og-familie/Skoler/SSP>

- In relation to the youngsters a very central element in our work is the appreciative pedagogy/approach to young people.
- In Bucharest we will update you on central new elements in our Light in the Eyes – Policy of children, young people and adults that was passed around at the Mirroring works shop in Viborg (usb)

Question 2: In your country, what does the process of empowerment contain or should contain? (*ex. information sharing, creating autonomy through boundaries ..*)

Answer:

- Strong focus on positive aspects. We want to create a good atmosphere in our work with the parents!
- Appreciative pedagogy/ approach (ref. above)
- We try to avoid and to close down mal-functions
- We don't just "swallow" every method and folder from our National Health Board etc, even though we of course take an off-set in national statistics, research etc. (facts)
- This means that we focus on:

Local practice/cultures in the specific areas in our municipality. These can differ from one part of the city to another and....

...our own experience from working daily in the field!

...and what we know works in the field!

Question 3: Nominate possible factors influencing teens feelings of empowerment (*ex. non-authoritarian adult leadership, being able to experience and exercise power ..*)

Answer:

In relation to adult's behavior:

- Good role models
 - Clear boundaries
 - Appreciative pedagogy/ approach (ref. above) – even if the youngsters have behaved badly (E.g.: “You came home to us – even if you stole in shop” 😊)
- ⇒ Result: Create self-esteem among the youngsters.

In Denmark a very negative factor is parents' divorce (research evidence):

- By an early intervention its negative impact can be reduced.
- All schools in Denmark have a contingency plan (*beredskabsplan*) in relation to divorce with local action groups.

Question 4: How can your community be involved in the process of empowerment and who can be the main actors?

Answer:

- Parents and professionals like teachers, police officers, trainers etc. etc. acting as good role models.
- In Denmark we consider a **third arena** (besides home and school) to be extremely important: The *spare time* arena - supervisors and advisors in relation to kids and youngsters leisure activities are extremely important. In Viborg Municipality we have three full time spare time and leisure activities advisors that typically advises other professionals and parents on getting kids and youngsters into healthy activities outside home and school.

Question 5: Give and describe an example of a local or national empowerment model for youngsters.

Answer:

1. “Fire fighter trainees”: At every school challenged kids are offered a week with local fire fighters to be followed by a one year long process. Its essence is to set up the youngsters with credible adults that can help them to get self-esteem and the power to resist!

2. Project TUBA: Therapy and advice to children and youngsters living in families with alcohol problems.

3. “A secret effort” that we have is related to “*pattern breakers*”: A youngster suffering from adults alcohol abuse and him/herself showing special abilities to break out of these patterns. Then we find the money to help them get on in good way.

4. According to a recent national public health survey Viborg Municipality shows remarkable results in relation to the alcohol area (lower consumption etc. compared to other similar municipalities). According to Danish NGO Alcohol and Society this is the

result of Viborg's strong focus on working with adults. Ref page 14-15

in... <http://www.magasinet-rus.dk/images/stories/publikationer/rus%201-2014.pdf>

- In Denmark strong efforts have been made to increase the awareness and knowledge about hazardous drinking habits
- Danish National Health Board initiated back in 1990 a focus campaign every autumn in week 40
- The campaign has been repeated every week 40 from 1990 to 2014 with information on the sensible drinking limits of 21 drinks per week for men and 14 drinks per week for women.
- A study by University of Southern Denmark, which was published in the journal Addiction.
- The study shows that there is a direct correlation between young people's drinking habits and how much alcohol the adult population in the country consume

Denmark and Lithuania = the most alcohol consuming

- The survey was based on the alcohol consumption in 37 countries among adults and 15 years old teenagers
- In Lithuania 74 % of all 15 years old has been drunk
- In Denmark 68 % of all 15 years old has been drunk

These are also countries where the adults drink most alcohol (see table)

Israeli and Icelandic youngsters drink less

	Share of 15 year olds who has been drunk (%)	Annual consumption of alcohol among adults (liters)
Litauen	74	15
Danmark	68	13
England	49	13
Tyskland	45	13
Norge	38	7,8
Sverige	37	10
Frankrig	36	14
USA	28	9,4
Island	27	6,3
Israel	25	2,9

- The study shows that boys were 3,5 times more likely (odds ratio) to have tried to be drunk if they grow up in a country with high average alcohol consumption compared with boys from countries with low alcohol consumption.
- Girls were 3 times (odds ratio) to have tried to be drunk



Growing up in a country with high alcohol consumption

- In Denmark we try to change the behaviour of the adults because they are the source to childrens drinking habits

The presentation of each group perspective over the concept of empowerment was followed by a 20 min conclusions and discussion session.

From 11.30- 12.30 Eugen Hriscu (Psychiatrist/Psychotherapist, Trainer of trainers) spoke about *Alcohol culture in Romania*.

His presentation was an amazing surprise for everyone. He shared his life story in a very emotional and captivating way, impressing the whole delegation. He spoke about how alcohol affected his childhood and his adolescent life having to deal with an alcoholic father. He explained how his father stopped to be a model for him when he began to drink. In fact, he considered the alcohol as an entity which restrains his father from spending quality time with him. And he felt at some point that his father drinking problems stand in their way to create a healthy relationship.

By his presentation he tried to emphasise how alcohol can destroy lives and relationships and how it can become a strong boundary in a person evolution.

He also talked about how he tried to save his father and therefore how this experience guided him in chosing his professional path in life.

Impressed by his life story, after the presentation, people came to ask him more things in private.

And then, from 12.30- 13.15 everybody went for a lunch break.

From 13.15 – 14.15 dr. Costin Militaru had speak about working with people from the streets.

Who are the people from the streets?

- Men around 65%
- Women around 30%
- Children around 5%
- Age 40 – 49 years old (32.98%)
 - 30 – 39 years old (22.15%)
 - 20 – 29 years old (17.07%)
 - 50 – 59 years old (17%)

Why are they on the streets?

- Family conflicts, divorce (47%)
- Losing jobs and the regular income (6%)
- Losing home (real estate craft/fraud)
- Addiction - alcohol, gambling, drugs (1%)
- Released from jail (4%)
- People from orphanages (4%)
- Impossibility to pay rent (6%)

Where they live ...

- On the streets?
- On the tubes?
- On refuges?
- On old houses?

Which are the problems they have to face with?

- Health problems – skin problems, digestive problems, addiction, hepatitis, TB
- Social problems – no ID cards, no jobs (low income), no social protection, no health insurance
- Psychological problems – street addiction, drug addiction, no time, no space, depression

Which are the challenges they have to face with?

- Impossibility to maintain long-term contact with them because of different reasons;
- They don't care about the personal health;
- Risky behaviour;
- No family/friends or lack of support from family or friends;
- lack of socialization, lack of trust;
- multidrug use;
- self-discrimination, self-stigmatization;
- psychological problems.

How can we help the outcome those challenges?

- Create a framework and a set of boundaries
- Ask for help from professionals - doctors, psychologists, social workers, outreach workers, counsellors
- Prevent and manage burnout among workers
- Provide supervision and/or intervision among workers
- Use peers to help professionals



From 14.15– 17.00 – EMPOWERING GROUP WORK

From 17.30 – 19.00 we took a walkthrough in the old city square, one of the most crowded leisure places in Bucharest, therefore representing the most frequent visited area of the consumers. One of the most preferred leisure activities of people in Bucharest is to go out to a drink with their friends. The project participants were very surprised of the big number of people who were out in a October day during the week.

After observing the consumers' behaviour all participants took a guided tour through the center of Bucharest, including the famous Victoriei street, Saint Gheorghe fountain, the history museum, the CEC Bank and the Royal Court.

From 19.00 – 21.00 all participants served dinner at the beautiful restaurant “Caru' cu bere”. After enjoying a traditional dinner and engaging in interesting discussions, all teams got to a significant conclusion: some people meet to talk and maybe drink and some people meet to just drink. Therefore it's very important to make a difference between drinking for hospitality, fun and good disposition, with limits and drinking until you can't control yourself.

Tuesday, 21 October – Day 3

From 7.00 – 9.00 the breakfast was served at the hotel and then all the participants went in the conference room where the activities were to begin.

From 8.45 – 9.00 we had a follow up from yesterday sessions.

From 9.00- 9.30 Ramona Ivanus and Radu Cata held a presentation about short interventions for hospital patients with alcohol problems, named “*AlcoInfo*”. The presentation was followed by questions. AlcoInfo is an ALIAT centre at the Saint Pantelimon hospital which help patients with alcohol disorders to overcome their addiction. ALIAT and the hospital has an agreement which stipulates that the hospital must provide patients for the intervention and in exchange of this, ALIAT must solve all the social cases.

AlcoInfo Bucharest "St. Pantelimon" Emergency Hospital October 29 2012 – April 30 2014

“St. Pantelimon” Emergency Hospital is one of the five adults emergency hospitals in the capital. Over 7000 patients are registered per month.

Wards and departments

1. The Emergency Unit
2. Neonatology
3. Laboratory / Radiology
4. Vascular Surgery
5. Obstetrics
6. Plastic Surgery

7. Intensive
8. ORL
9. Orthopedics
10. Ophthalmology
11. Epidemiology
12. Internal Medicine
13. Gastro - enterology
14. Cardiology
15. Neurosurgery

Goal of the project

- Alcohol consumption **assessment** and **brief intervention** among patients, caregivers of the patients, hospital staff.

Categories of beneficiaries:

- alcohol consumers (patients boarding or stationary)
- people with carers
- social cases
- caregivers of patients
- hospital staff

Method of data collection by category:

- WHO audit
- social sheet
- by medical staff

Instruments are applied directly to the beneficiaries, or where their health prevents direct initial assessment, data is taken from the medical staff.

Who audit

- a simple screening tool to pick up the early signs of hazardous and harmful drinking and identify mild dependence
- only 10 questions
- **1 drink = 12 g pure alcohol:**
 - 1 beer (330 ml)



- 1 wine glass (125 ml)
- 1 shot (40 ml)



Audit Results

- **0-7 points** - Unharmful consumption for health
- **8-15 points** - Risky consumption
- **16-19 points** - Hazardous consumption
- **20 points** - Extreme hazardous consumption

Number of beneficiaris:

Direct beneficiaries	Indirect beneficiaries (carers)
Total - 113	Total - 12

Relationship with healthcare professionals:

- ALIAT specialists contact health professionals to be informed about social and alcohol cases
- ALIAT experts are contacted by health professionals about social cases and alcohol cases

The two ways of referring / taking over the target group work mostly for social cases and very little cases of problematic alcohol consumption, health professionals indicating the 90% social cases, regardless of the station where they are registered.

TYPES OF SERVICES	RESULTS
alcohol evaluation	54
alcohol information and referral to ALIAT	54
social counseling and support	31
social assessment	113
identifying and contacting carers	12
obtaining information from public social services	67
complaints to public authorities	50
averages of home care services	2
mediation for shelter	31
reference towards public institutions / NGOs	24
obtaining identity documents	1
monitoring	27
family placement	7

From 9.45-10.15 Loreta Isac have presented SIMPLUS – a Social Entrepreneurship program made by ALIAT and developed in Arges county, Manesti town. The aim of this project is to find a job for the people with social cases. Their job is to create objects resembling children drawings and, also other objects like laptop cases or customed-designed gifts for other social cases. The presentation was followed by questions.

Let's talk about plush and simple things



ABOUT SIMPLUS

- The first social business of Aliat NGO
- One of the winning projects of the most important social business competition “Made in Andrei’s country”, organized by OMV Petrom
- 32 000 EURO invested in creating jobs for people living in the countryside
- It’s a tailor shop or a creative studio.
- Three jobs created for people who no longer had any chance to work in the Romanian labor market (long-term unemployed and persons without any education)

- Simplus was developed in a village and all the jobs created are for the people from this village.

WHAT ARE WE DOING

- Three main categories of products:
 - custom stuffed TOYS based on your children's drawing.
 - TOYS made after young Romanian designer sketches;
 - Laptop / phone / Ipad COVERS made from wool felt.

HOW THINGS ARE MADE

- Every specific detail on a drawing and every customer request regarding any feature of the final product is important to us, so we try to spend as much time as possible to achieve the best performance.
- We pay close attention to careful selection of materials and try to choose the most appropriate sewing technique every time we start developing a new product All of our toys are made with high quality fabrics (e.g., cotton, fleece, flannel) and stuffed with 100% hypoallergenic polyester fiberfill.

HOW WE MANAGED TO CREATE SIMPLUS

- by learning (sales, marketing, business strategies, manufacturing process);
- by investing time and money;
- by being aware of the community problems and the solutions we have for those problems

HOW IS SIMPLUS A SOCIAL BUSINESS

1. Working places created for disadvantaged people;
2. Reinvesting the profit in the social programs of Aliat so that Aliat becomes a sustainable organization;
3. Social activities done in the village: alcohol prevention campaigns and different activities done for the children who live in the village.

LET'S TALK ABOUT NUMBERS AND PROFIT ESTIMATIONS

- investment of 32.000 euro in: renting the space, purchase of sewing machines and raw materials, wages, marketing campaigns.
- monthly spending over 2000 euro;
- profit estimation (for the end of 2015) – 10 000 euro
- 2 more working places created until 2016

WHERE AND HOW WE SELL OUR PRODUCTS

- online (Facebook page, website www.ateliersimplus.ro , e-mail)
- 4 shops in Romania;

- private companies from Romania;
- collaboration with private investors from Germany and Denmark – in progress

SIMPLUȘ AND EMPOWERMENT

- Empowerment = giving employees **skills, resources, authority, motivation, opportunity**, as well **holding them responsible** and accountable for outcomes of their actions, will contribute to their **competence and satisfaction**.

SOCIAL BUSINESS IS A SOLUTION TO REDUCE SOCIAL PROBLEMS.

At the end of the presentation instead of Goodbye, Loredana invited all participants to involve themselves into the project by making drawings, which can be turned into plush toys. So the participants gladly responded to her invite



From 10.15 – 10.30 the participants took a short break to freshen up.

From 10.30 – 12.00 we talked about the conclusion of the workshops and the participants gave feedback and evaluated the whole meeting. Also we talked about the next workshop, which is going to be held in Spain.

Evaluation of Workshop nr 3 Empowerment (Power to resist) in Bucharest, 19-22.10.2014

1. What was good?

- *clear presentation-when communicated*
- *good organization.*
- *Everything. There has been interesting workshops and presentations.*
- *everything. Food, agenda, living arrangement.*
- *I think everything was good. Everyone is very nice. people and it was interesting to visit Romania.*
- *everything.*
- *everything was very good.*
- *working together + sharing, identifying that the other countries had the same issues as in UK, our work in the drugs team is up to standard.*
- *the workshop/group work to discuss strategies for participation. The opportunity for the working together.*
- *COSTIN S presentation and Simplus*
- *hearing about different projects + interventions in Bucharest/ALIAT*
- *good variety of subjects and in the way they were delivered – allowed and stimulated and thinking.*

2. Have your expectations have been met?

- *yes, great to hear about ALIAT and what is going on in our partner countries.*
- *Definitely. It is been even better than I expected.*
- *yes, they have.*
- *yes, they have.it has been better than I expected.*
- *absolute and more.*
- *yes*
- *yes. First time to PZR. Communication excellent, good hospitality and*

friendliness of the hosts.

- *yes, sharing experiences, impression and correlation my practice and my approach.*
- *yes*
- *yes. A good combination of discussions on empowerments and real life examples.*
- *excelled!*

3. Were the themes and topics of the workshop clear enough?

- *absolutely! All relevant and appropriated to the project and our learning from each other.*
- *yes, I think they are clear.*
- *most of it. Some of it might have been less clear in relation to empowerment.*
- *it was clear, we knew what we should do when we came here*
- *yes*
- *yes*
- *yes, everything was related back to the theme of Empowerment, by all countries and the work of ALIAT and Simplus*
- *yes, well explain , clears workshops and enough*
- *yes*
- *yes we are empowered!*
- *yes*

4. What could have been better?

- *you can't improve perfection (the air conditioning in my room could have been better, but that is the hotels issue)*
- *nothing, the hospitality has been great, good hotel, fantastic food and interesting presentation.*
- *not that much food. Had to roll have from to restaurant on Monday*
- *maybe a wider focus of age at the workshop. It was much for the youngsters and*

children, the adult park could be more included

- *nothing*
- *I thought everything very good*
- *nothing. it was brilliant*
- *everything was been perfect*
- *cannot think of anything – you have done a great job Aliat team! Thank you!*
- *one portion of the cake lord right !*

5. What should we think about for the next workshop? / Other comments...?

- *Perhaps examine how we disseminate the good learning and practice to our under communities – Embed within our local strategies and policies.*
- *time to discuss the project as a whole and discuss the future. Future cooperation ? Implementation? Spreading the result?*
- *same like the question 4. maybe a wider focus, not only children and youngsters. Otherwise I thing everything has been very good. Thank you very much!!*
- *everything was well organized. I'm leaving Romania with a broader knowledge of our work together. Thanks for a pleasant stay.*
- *communicating the messages to the local community, parents, school, networks, other health professionals, children. How to network. Use of social media to deliver messages. Strategies for sustainability.*
- *bed ways to get massages to partners, decision mashes, parents, young people, community, etc.*
- *we will try to do our best.*
- *behaviour change – the psychology of how we engage with parents to actually empower them to change new behaviour – do we need a ,common message, as such ? or is more about a common approach to be applied in the context of our own country ?*
- *psychology of behaviour change and that can help us to communicate our messages more effectively. We could also focus on the message their way, we*

deliver, it needed to understand for each type etc.

From 12.00-14:00 all participants visited the ALIAT Headquarters and served lunch in the ALIAT yard.

From 14.00- 16:00 we organised a visit at Bucharest Palace of Parliament, the second biggest building in the world.

After that, from 18.30 we went to the Official dinner at “Lacrimi si sfinti” Restaurant.

Wednesday, 22 October - Day 4

From 7.00-10.00 all participants served breakfast at the hotel and then at 12.00 made the check out.

Workshop Schedule

Monday 20 October

7.00 – 9.00	Breakfast Hotel
9.00 – 9.45	Introduction to the Agenda of coming days by Viorel and Bogdan. About ALIAT and Bucharest. Short presentation of all participants. https://www.youtube.com/watch?v=-dZGDy45Zel
9.45 – 10.15	Conclusions and follow up from VIBORG - By VIBORG representatives.
10.15 – 10.30	Short break
10.45 – 11.30	Introduction to Empowering Empowering Questionnaire: <ul style="list-style-type: none"> • 5-10 min to each group to present their answer on the mirroring questionnaire 20 min conclusions and discussion
11.30- 12.30	Presentation by Psychiatrist/Psychotherapist, Trainer of trainers, Eugen Hriscu <i>Alcohol culture in Romania</i> . Presentation followed by questions.
12.30- 13.15	Lunch in hotel
13.15 – 14.15	Prezентация – Dr.Costin Militaru, working in the streets
14.15– 17.00	Process Empowering Group work / Coffe break
17.30 – 19.00	Walk to/visiting the Old Center (the pubs and bars area)
19.00 – 21.00	Dinner at “Caru cu Bere” Restaurant
	Transport to the Hotel

Tuesday 21 October

7.00 – 9.00	Breakfast Hotel
8.45 – 9.00	Follow up from yesterday. Questions?
9.00- 9.30	Presentation by Ramona Ivanus/Radu Cata – AlcoInfo - Short interventions for people with alcohol problems in Hospital premises. Presentation followed by questions.
9.45-10.15	Presentation by Loreta Isac – SIMPLUS – Social Entrepreneurship by ALIAT. Presentation followed by questions.
10.15 – 10.30	Short break
10.30 – 12.00	<ul style="list-style-type: none"> • Empowering conclusion and evaluation • Reports and other • Next work shop in SPAIN • Other final conclusions/questions
12.00 – 12.30	Transport to ALIAT headquarter
12.30 – 14.00	Lunch in ALIAT yard
14.00 – 14.30	Transport to the Palace of Parliament
14.30 – 16.30	Visiting the Palace of Parliament (House of People) – 2 nd biggest building in the world
16.30 – 18.00	Refreshing up at the Hotel
18.30	Official dinner at Restaurant “Lacrimi si sfinti”

Wednesday 22 October

7.00-10.00	Breakfast
12.00	Check out



Group work:



Best regards,
ALIAT team