



Children for children wellbeing:
strengthening National Child Care System to guarantee equal rights for all children
European Union's Rights, Equality and Citizenship Programme (2014-2020)
Agreement number: 785676 – REC-RCHI-PROF-AG-2017
Capacity-building in the area of rights of the child¹

The Questionnaire of Analysis and monitoring Good Practices in Sheltered Communities

First Area - General Implementation Measures

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The first area generally includes what are identified as laws and resources. It constitutes the general core, the perimeter, of all those regulatory and operational tools designed to build the framework within which to guarantee to the minor outside his family all the opportunities and possibilities that a minor, within his family of origin, should enjoy.

These tools are: the Individual Education Plan, the network of relations with the institutions most directly connected to the promotion of the minor's autonomy and of care leavers, the procedures put in place when the minor enters the community, the work organization and the quality of human resources, the extracurricular activities put in place and the accompaniment of the minor towards a path of economic self-awareness.

The IEP is the main tool through which the minor's life outside the family is organized and redesigned. The IEP is a way to formalize the child's growth objectives and to explain and share with all those involved in the child's growth. Despite the defined objectives of the IEP, there are steps and methods of application that can affect its validity. In this section, and in the part dedicated to the IEP, we have tried to investigate how the IEP tool is used, when it is drafted, when the objectives are shared and with whom, whether the tool and its implementation are subject to evaluation and monitoring. These are all useful elements to understand if there are best practices that can be disseminated and codified in order to align all communities towards high and univocal standards.

The relationship with other institutions is, in itself, a good practice. The fact that the relationship with these institutions is not linked to administrative or bureaucratic steps and is also carried out with informal tools is certainly an indicator of a climate of collaboration that, going beyond those pathological conditions, can help in the resolution of critical issues. In our research we have identified in the juvenile court, in the social service, in the employment center and in the relationship with other communities those "basic" subjects that describe the prevailing and central core of what could be called "the observatory on care leavers". It seems important and appropriate that this space be extended to other subjects, but in the absence of a complete list of actors, our analysis has focused on these figures who,

Another qualifying aspect, within the framework of the tools implemented to accompany the minor in his / her growth outside the family, is his / her reception in the community and the references that are provided. This group of questions is included in this area because we believe that the set of actions indicated constitutes a general framework of intervention. Therefore, understanding what actions are carried out when the minor enters the community, how internal and external human resources are organized, the average age and turnover rate of the staff, their updating and whether the management of the facilities pays attention to job satisfaction, are all qualifying elements that allow to define the professional framework of the care process of the minor.



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The last element concerns the set of activities carried out in order to increase in the minor, or in the careleaver, a series of skills related to the housekeeping, the relationships with the public administration and the normal formalities and the management of one's finances.

The nature of the questionnaire and the fact that this is a first, almost exploratory approach to the subject, makes it impossible to go into every single aspect in depth. This survey could be considered as a check list, calibrated on three or four levels of implementation, capable of giving an initial idea of the existence of good practices, and how they are implemented.

We must not forget that the rating, in itself, represents a way of giving an overall assessment that, in turn, provides an indication of how much improvement is possible in that area and whether it might be interesting to investigate it.

The first evidences

In relation to the data that emerged and the responses provided by the communities involved in the screening process for the emergence of good practices in relation to the first area, that of the formation of the IEP, this is the information that emerges from an initial analysis :

1. All communities recognize that the proper formation of the IEP can only occur after a period of observation of the child and knowledge of the child;
2. Only 20% of communities use structured models to draw up the IEP, while 80% consider the IEP as a fundamental document that can be constantly updated according to the minor's experiences and development;
3. 45% of the communities interviewed believe that, whenever possible, the family of origin should be involved in defining and making clear the objectives of the IEP. Thirty percent limit themselves to communicating this information, while 20% do not feel the need to share this information with the family. However, it should be pointed out that behind this response option there are often two elements: the first is linked to the fact that the family of origin of the Unaccompanied Foreign Minors are unknown and cannot be traced back to the family; the second is that, in the case of minors removed from their family of origin, it is not possible to involve the family in this process. In essence, therefore, we are not talking about a practice that foresees the exclusion of the family of origin,
4. 55% of the communities believe that the objectives of the IEP should focus on the short term, while the remaining 45% believe that they should cover all three-time horizons. In this case, too, it is necessary to cross-check the good practices with the standard operations of the communities, which often do not know how long the minor will stay with them. For 55% of the communities, the assessment of the IEP is carried out jointly by the team and the minor. The remaining 45% are divided into individual evaluation methods - only the team, 10%, or between the minor and the referent, 20% - while 10% of the communities do not provide for an evaluation of the IEP;



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5. IEP monitoring procedures exist in only 65% of the communities interviewed. These procedures are basically characterized by an internal confrontation within the team on the contents and definition of objectives;
6. With respect to the project for the minor's exit from the community, 65% do not draw up any formal document, despite the attention paid to the release phase, preferring to transfer skills and indications to the minor in an informal way. Only 20% draw up a document delivered to the minor. In this case, the formal and bureaucratic limits of the management and care of careleavers at 21 years of age emerge, making it impossible for communities to take any formal action to manage and take care of them;
7. The relationship between the communities that host minors and care leavers and the juvenile court is more centered on compliance with administrative practices, and only on very few occasions is it possible to establish a more open and direct relationship. Nearly 80% of the communities surveyed define their relationship as such, while only 10% believe that the channel is also an open and ongoing one. 100% of the communities, however, state that they have periodic exchanges, linked to precise deadlines, for the exchange of information;
8. Relationships between communities and social services are indicated in 90% of responses as very fluid, and in 80% of responses formal procedures are supported by informal procedures that favor a more rapid exchange of information and the rapid and effective resolution of critical issues that emerge;
9. 55% of the communities surveyed state that they have no relationship with the Employment Center. Despite the orientation towards opening up to other types of relationships that help the minor's training, with reference to finding employment, only 35% plan periodic visits for training and orientation at the CPI and only 10% declare that they make constant use of these services.
10. Regarding relations with other communities, the responses are more polarized. While 55% state that they do not have relationships, even formal ones, with other structures for moments of exchange and discussion among minors, only 20% foresee the possibility of periodic visits, while about 25% state that they hold meetings at least once a week;
11. In 65% of cases, the reception of minors in the facility is still a simple guided welcome, based on administrative procedures. Only in 35% of cases, this takes place or can take place with the help of a figure who assists the minor in his / her insertion. According to the experiences and cases recorded, a gradual insertion is not possible due to the lack of basic conditions;
12. In 90% of cases, the minor is always assigned a reference figure, in 55% of cases there is a specific reference person, while in 35% of cases the whole team provides individual support;
13. The house rules are always explained to the minor. 35% of the communities do it by reading and providing the document, 65%, on the other hand, make it explicit through a series of examples and activities that help the minor understand the meaning of organization and life in the community;
14. The introduction of the minor into the community is always followed by a presentation to the team and to the other minors hosted.



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15. 65% of the communities always have additional staff, both internal and external, compared to the criteria indicated by the regulations. This staff often provides support, not only to the organization of the facility, but also to its hosts;
16. Observing the questions on the composition and characteristics of the staff employed, we can see that: turnover is high, in fact, cumulating the frequencies of the first two answers, over 50% have a high or medium turnover. Only just under 45% have a low turnover. With reference to the average age, 65% of staff are between 36 and 45 years old and 35% are under 35. On the experience front, 65% have no more than ten years of experience while only 35% can claim experience beyond 10 years.
17. Coordination meetings are always scheduled to provide space for resolution of critical issues that are present;
18. Staff in 65% of cases are involved in training processes always organized by community management but, in 90% of the communities surveyed, there are no procedures for evaluating job satisfaction;
19. In 80% of cases, communities carry out regular activities in the area of awareness-raising and growth of skills related to home economics. These activities are conducted in-house;
20. In 45% of cases, skills linked to administrative tasks are a constant and periodic part of the process of growth and sensitization. In another 45% of cases, although such activities are planned, they are carried out periodically, but occasionally;
21. In 55% of cases, communities tend to carry out regular activities to promote the growth of this awareness in minors, even though in 35% of cases this issue is not taken into consideration;
22. In terms of the development and growth of skills related to financial management, in 65% of cases, the communities carry out regular activities to foster the birth of this sensitivity in minors. Twenty-five percent of the communities surveyed believe this to be important, but do not do so on a constant or occasional basis;
23. The provision of pocket money is always foreseen;
24. With regard to activities in support of autonomy, in 75% of the cases, support activities and the search for employment are carried out. In 65% of cases, monitoring is also carried out.
25. With regard to supporting tools, these are foreseen, either occasionally, or always in 65% of cases. This aspect, however, will be explored in greater depth in another section of the questionnaire that will highlight other, more qualitative aspects;



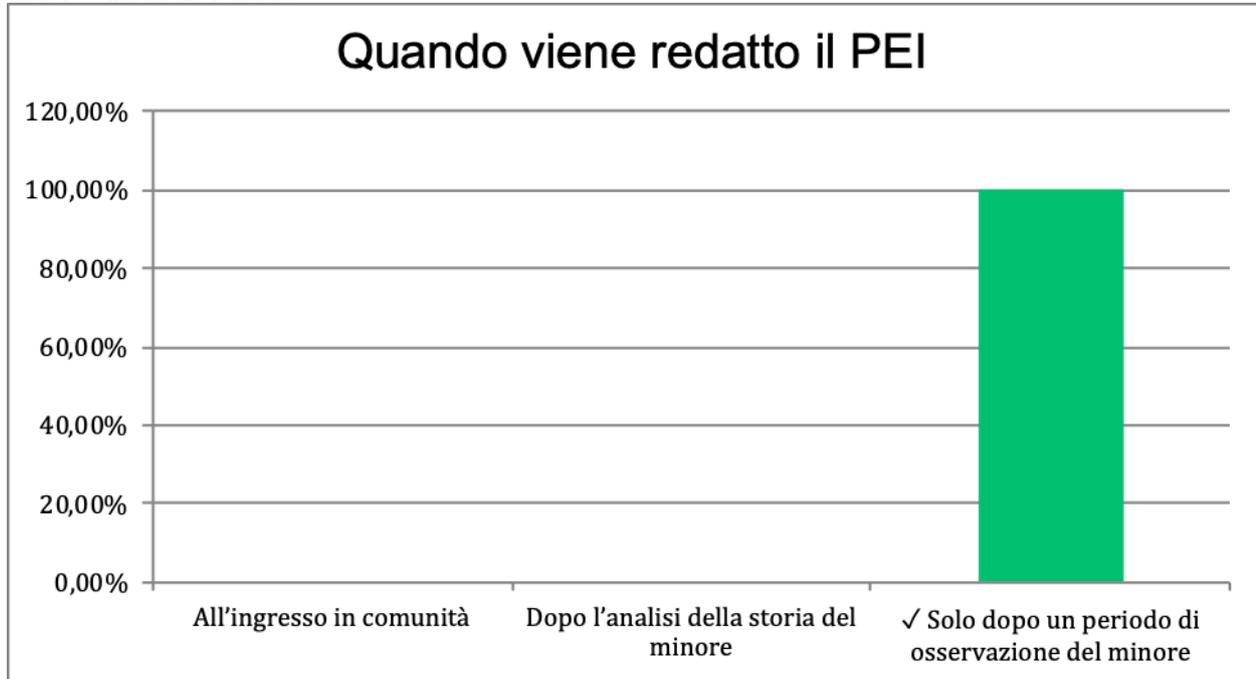
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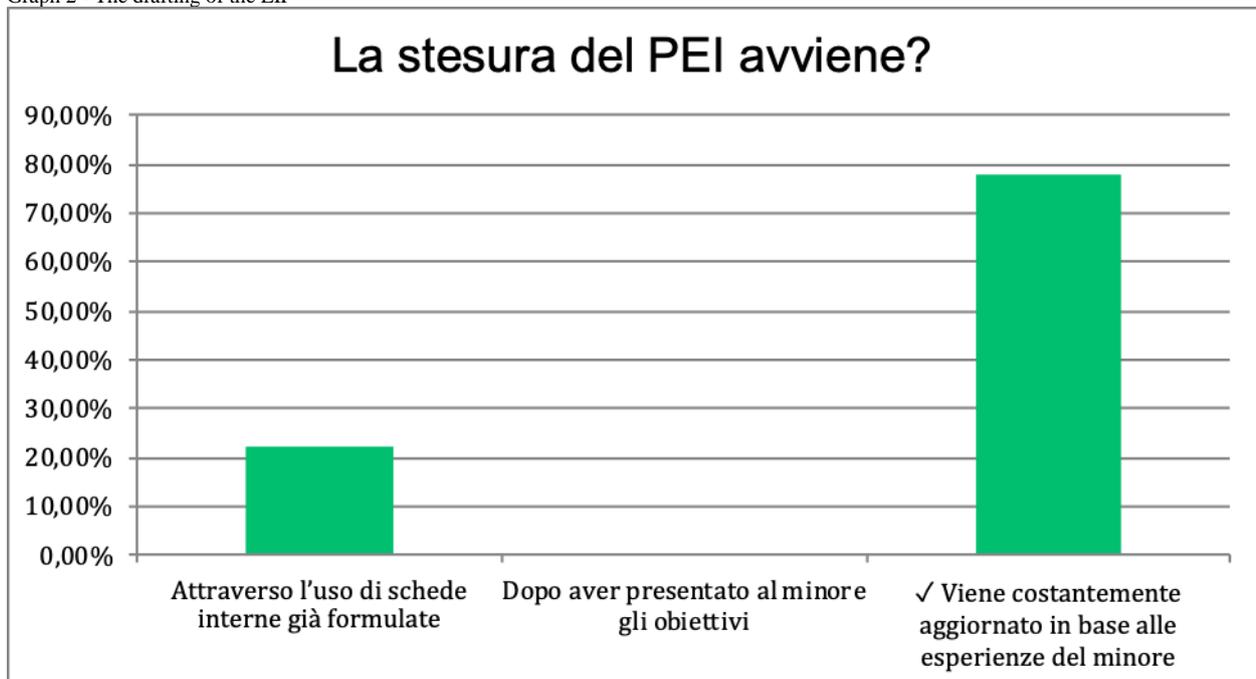
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Chart 1 - When the IEP is drafted



Source: Elaborations on the data of the questionnaire on the good practices

Graph 2 - The drafting of the IEP



Source: Elaborations on the data of the questionnaire on the good practices



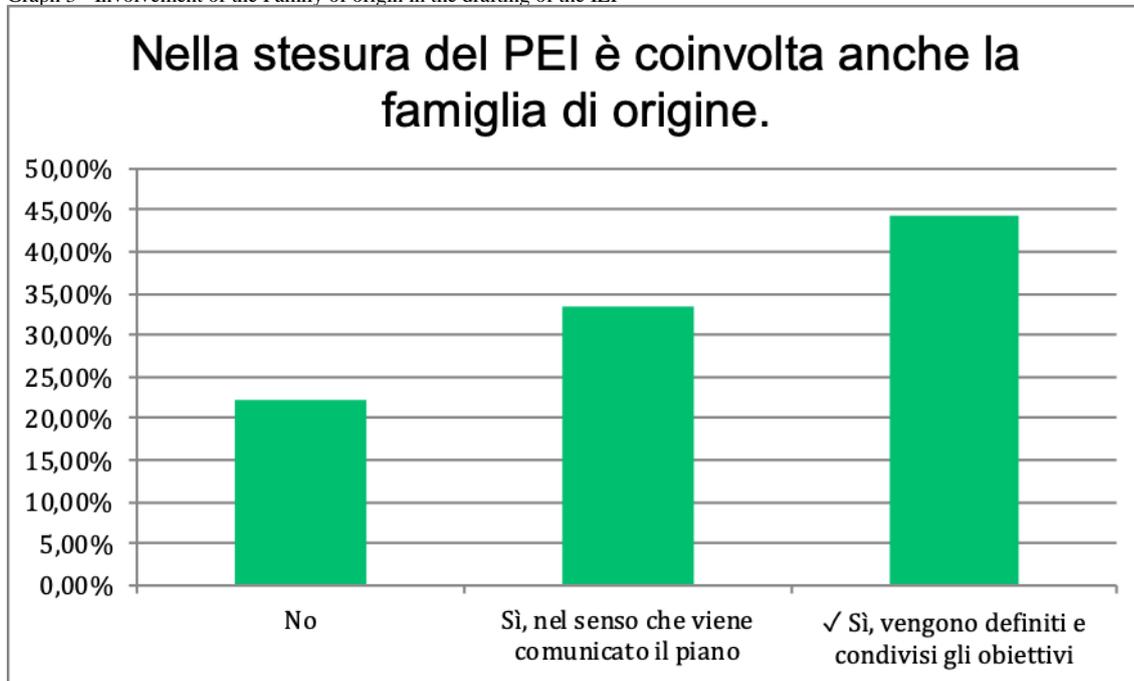
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Graph 3 - Involvement of the Family of origin in the drafting of the IEP



Source: Elaborations on the data of the questionnaire on the good practices

Graph 4 - The temporal objectives of the EIP



Source: Elaborations on the data of the questionnaire on the good practices



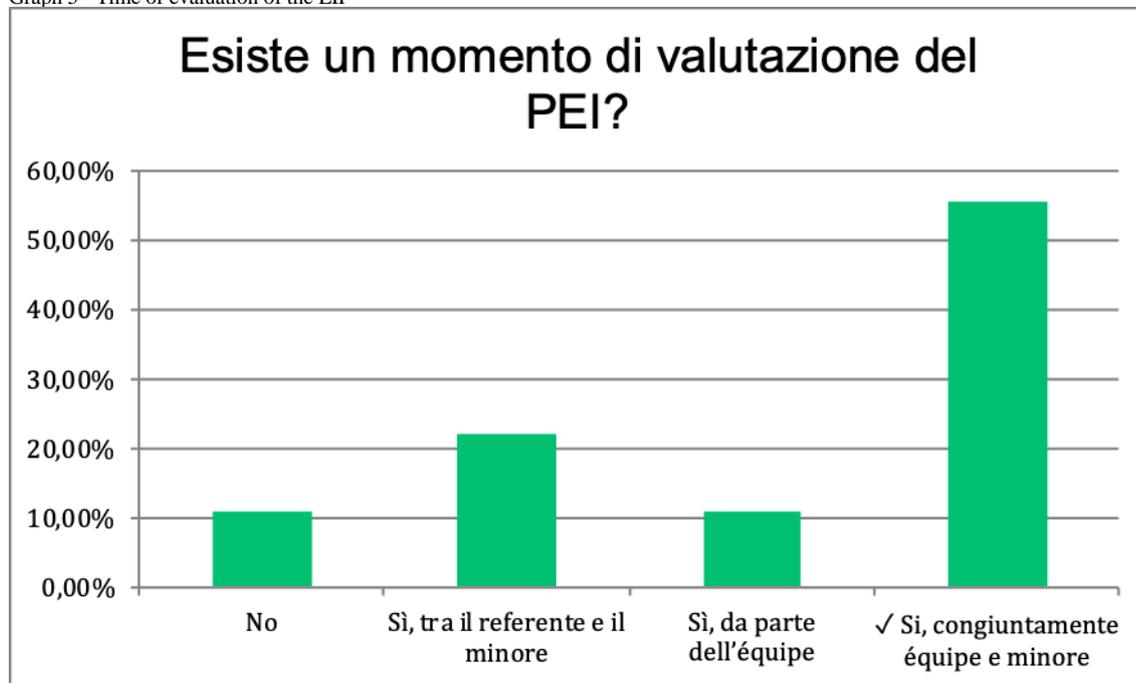
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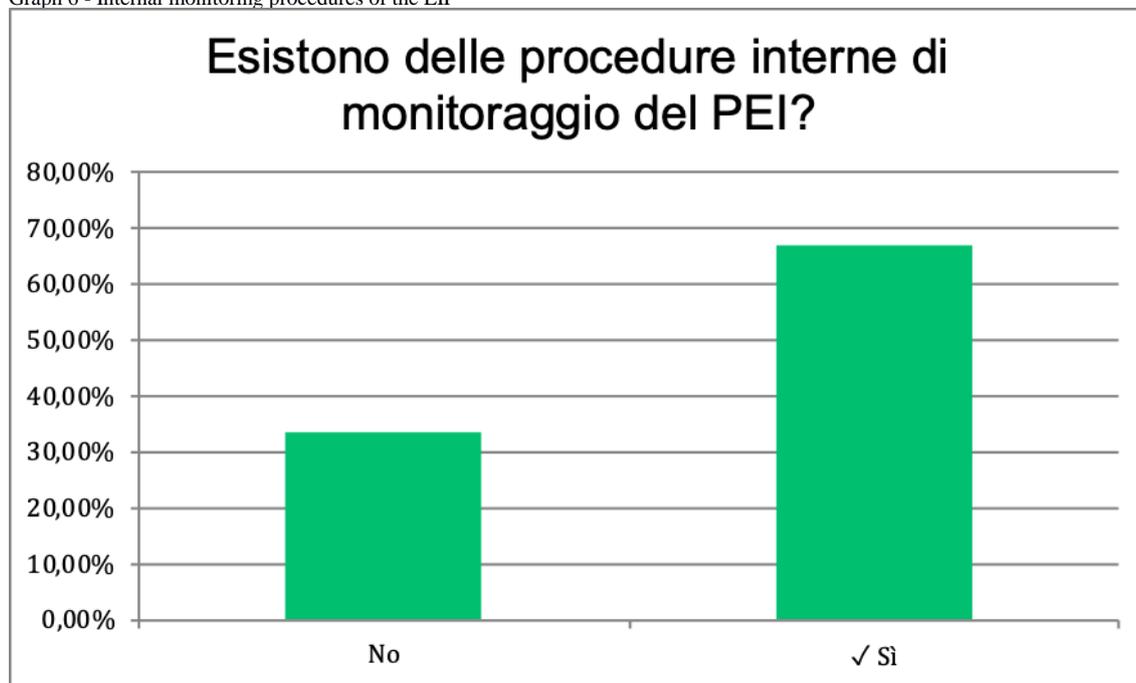
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Graph 5 - Time of evaluation of the EIP



Source: Elaborations on the data of the questionnaire on the good practices

Graph 6 - Internal monitoring procedures of the EIP



Source: Elaborations on the data of the questionnaire on the good practices



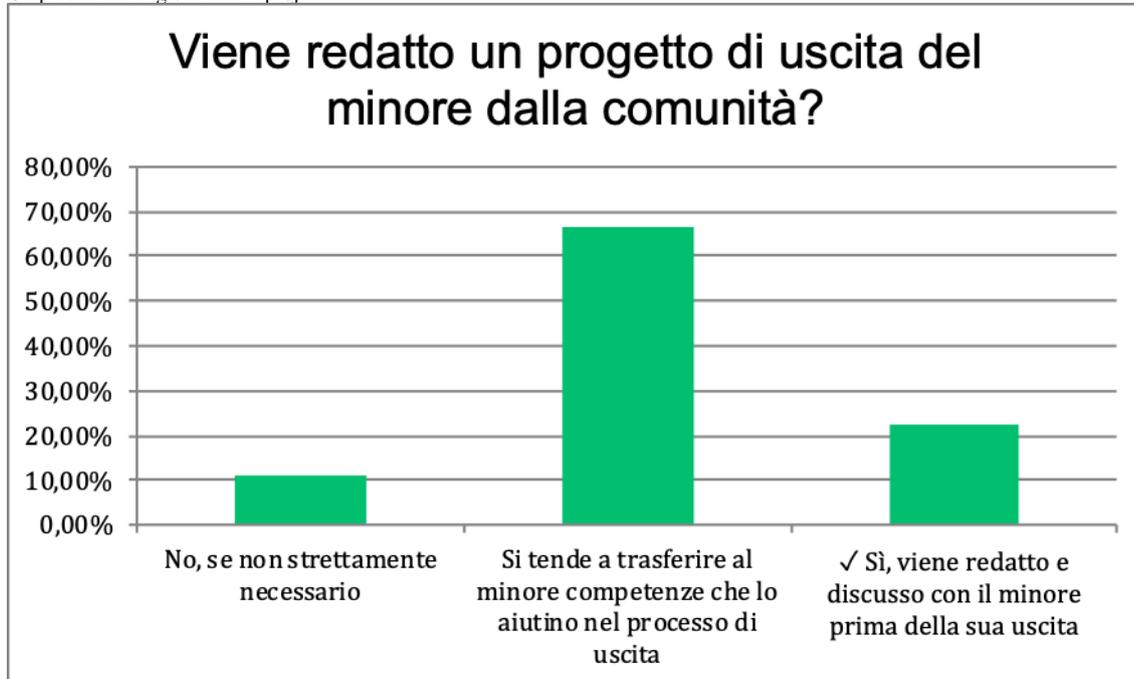
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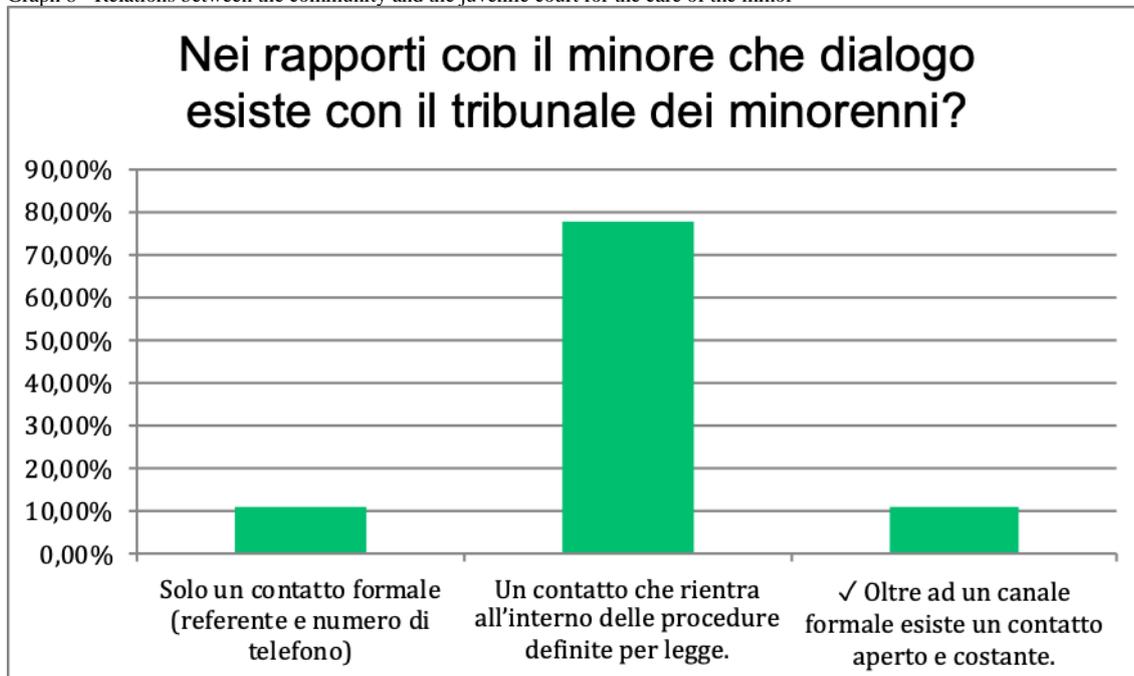
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Graph 7 - Drafting of the exit project



Source: Elaborations on the data of the questionnaire on the good practices

Graph 8 - Relations between the community and the juvenile court for the care of the minor



Source: Elaborations on the data of the questionnaire on the good practices



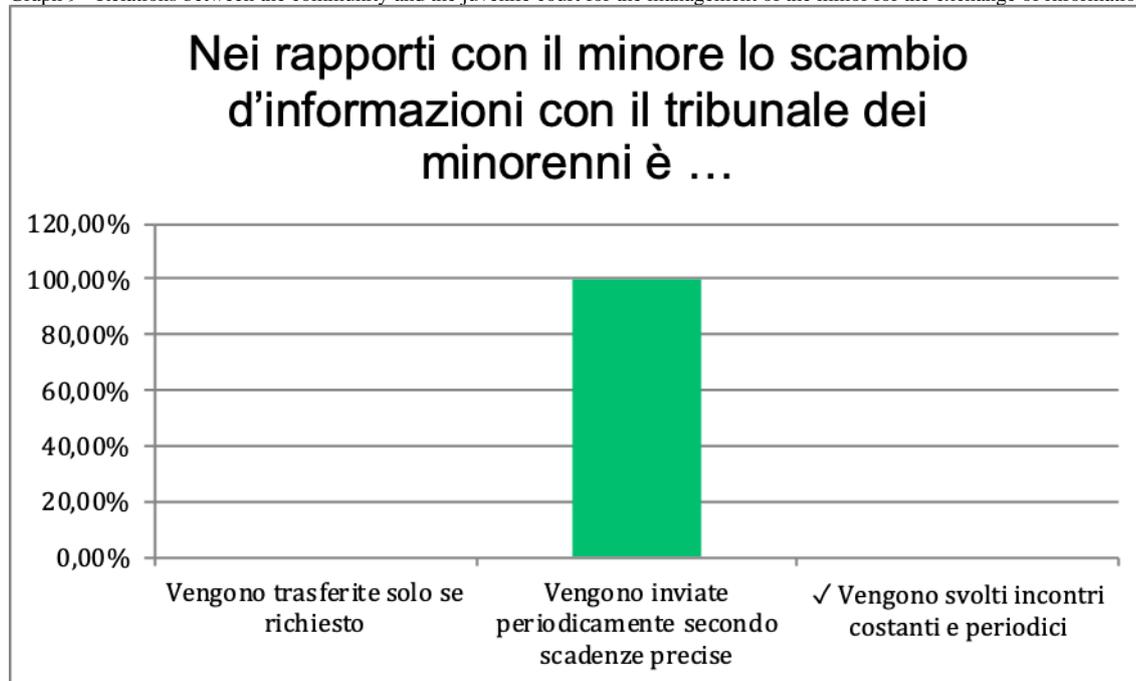
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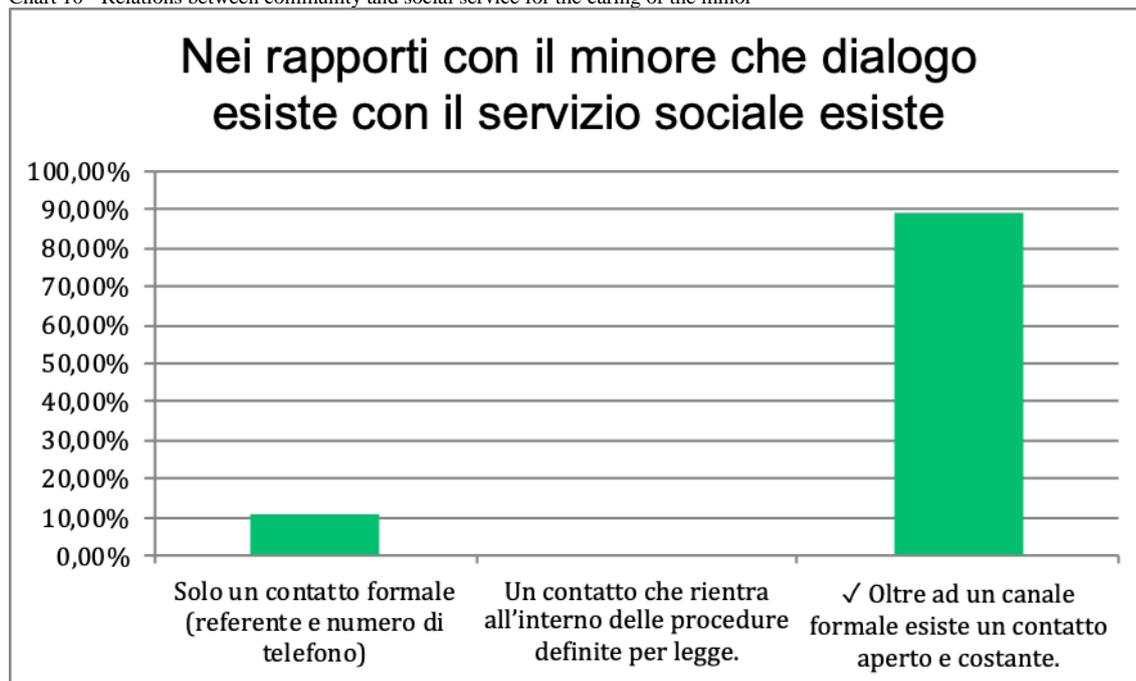
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Graph 9 - Relations between the community and the juvenile court for the management of the minor for the exchange of information



Source: Elaborations on the data of the questionnaire on the good practices

Chart 10 - Relations between community and social service for the caring of the minor



Source: Elaborations on the data of the questionnaire on the good practices



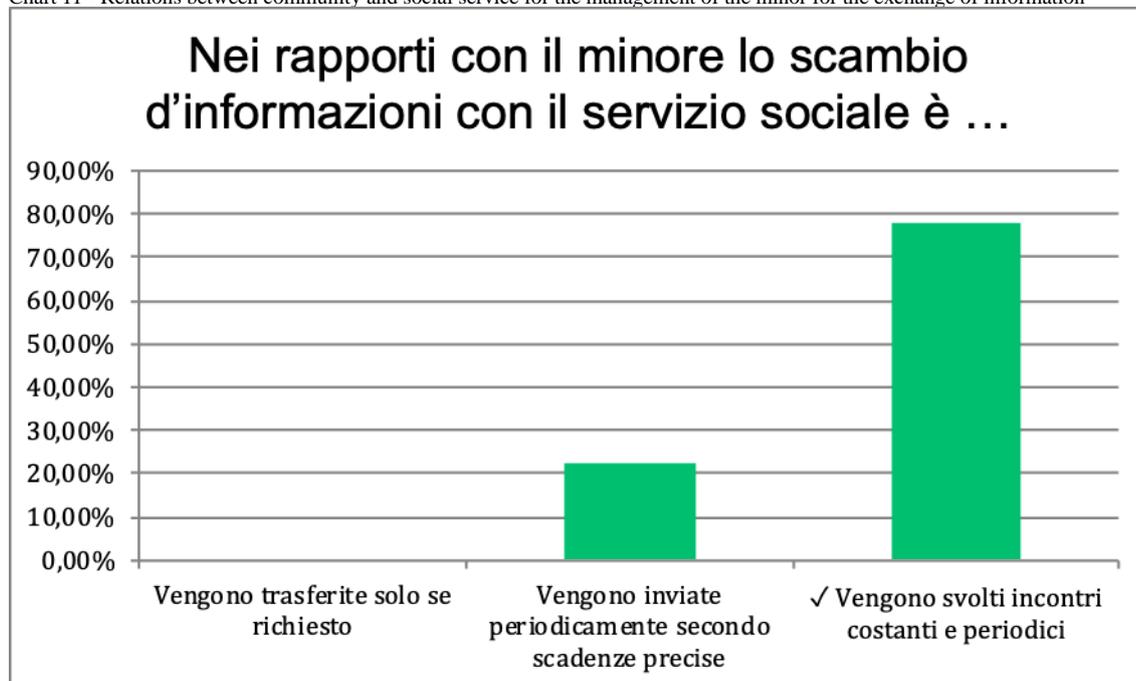
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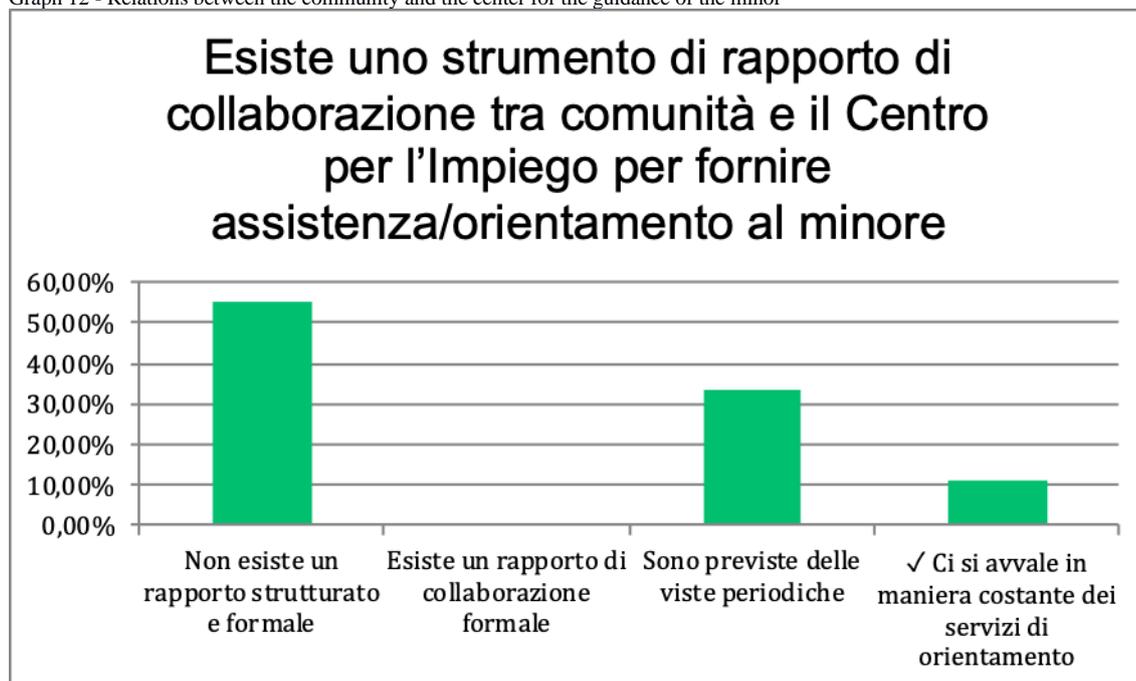
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Chart 11 - Relations between community and social service for the management of the minor for the exchange of information



Source: Elaborations on the data of the questionnaire on the good practices

Graph 12 - Relations between the community and the center for the guidance of the minor



Source: Elaborations on the data of the questionnaire on the good practices



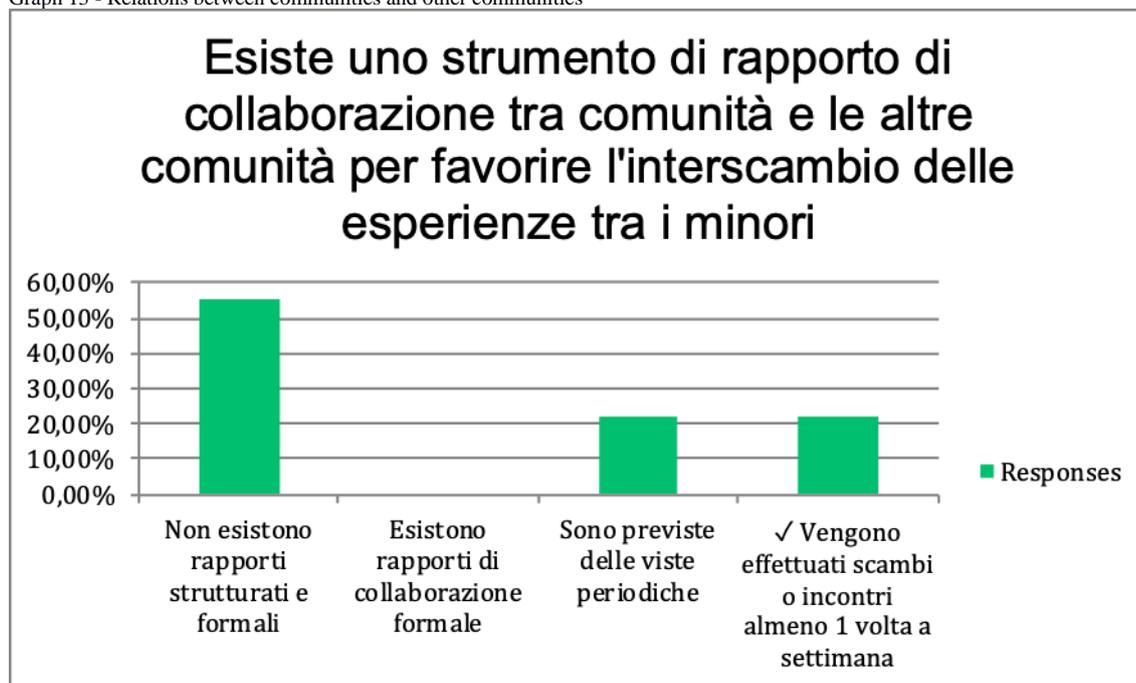
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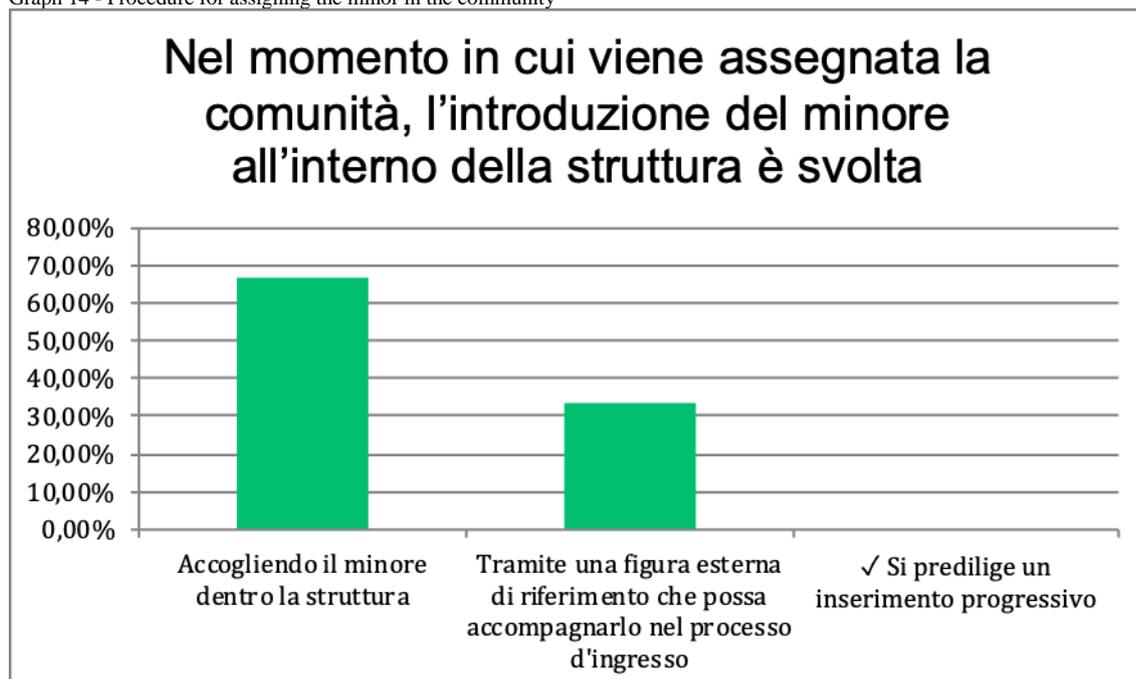
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Graph 13 - Relations between communities and other communities



Source: Elaborations on the data of the questionnaire on the good practices

Graph 14 - Procedure for assigning the minor in the community



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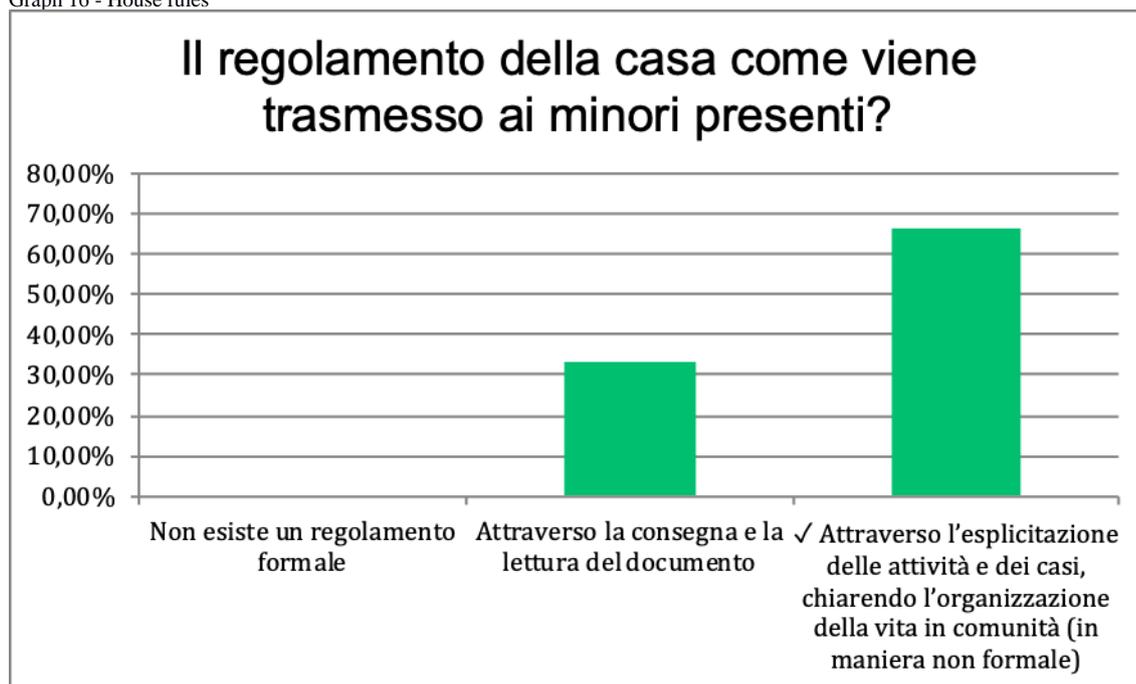
Source: Elaborations on the data of the questionnaire on the good practices

Graph 15 - Assignment of reference figure



Source: Elaborations on the data of the questionnaire on the good practices

Graph 16 - House rules



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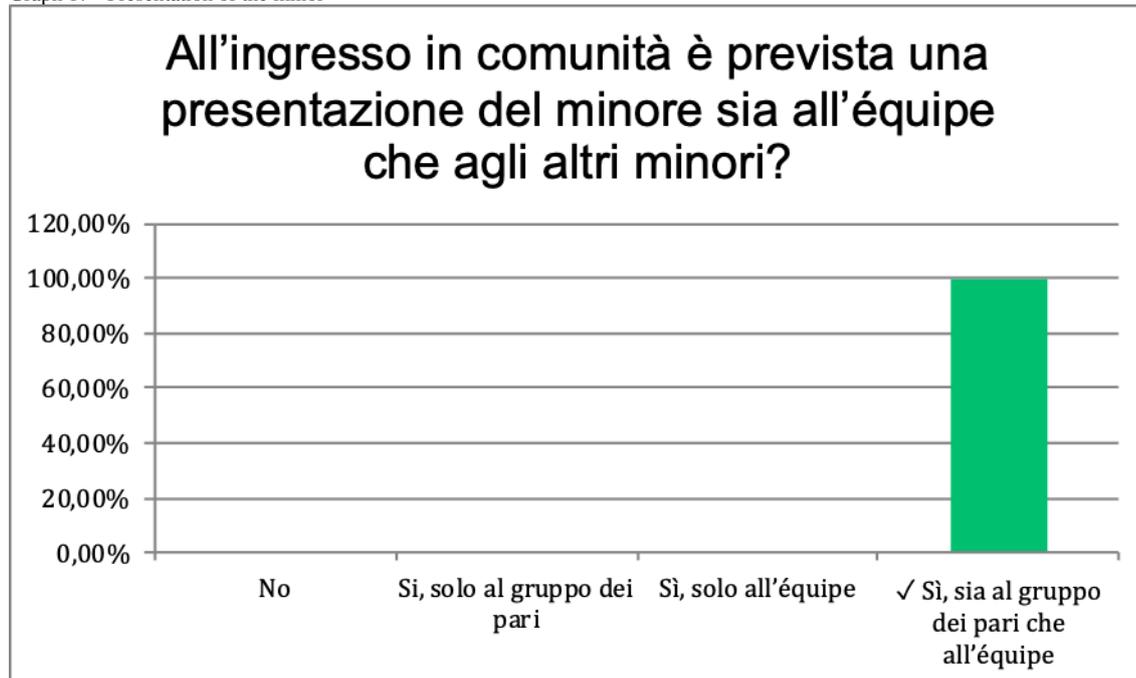


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Source: Elaborations on the data of the questionnaire on the good practices

Graph 17 - Presentation of the minor



Source: Elaborations on the data of the questionnaire on the good practices

Graph 18 - Involvement of professional resources

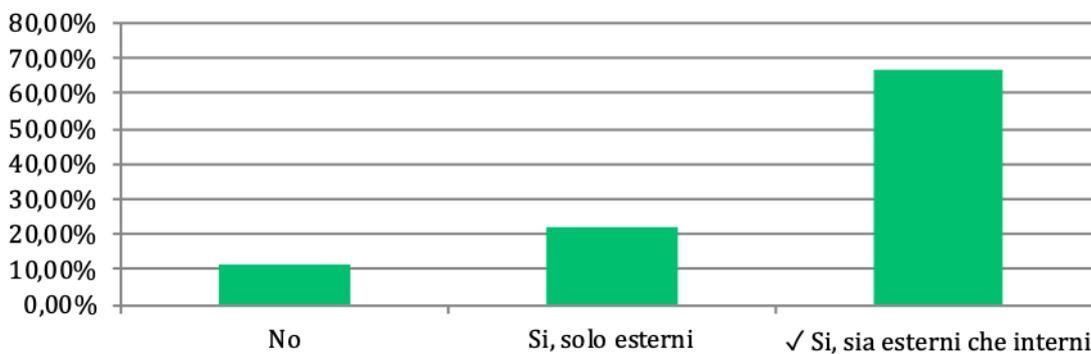


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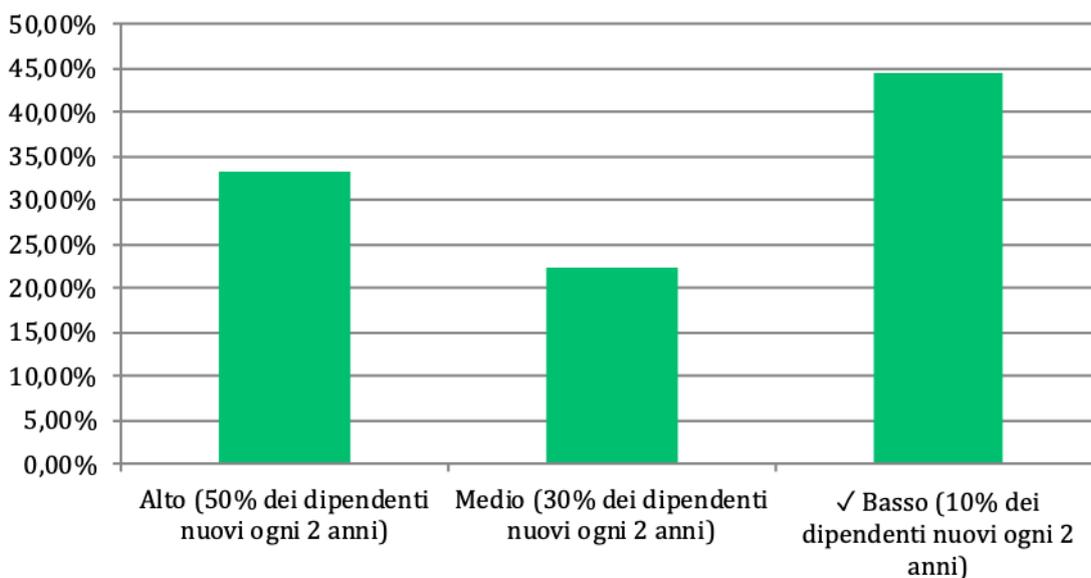
Oltre al personale previsto dalla normativa, la comunità è affiancata da personale esterno o interno inquadrato in altre mansioni (ad esempio orientatore, coach professionale, psicologo, ecc..)?



Source: Elaborations on the data of the questionnaire on the good practices

Graph 19 - Staff turnover

Il turn over del personale è ...



Source: Elaborations on the data of the questionnaire on the good practices

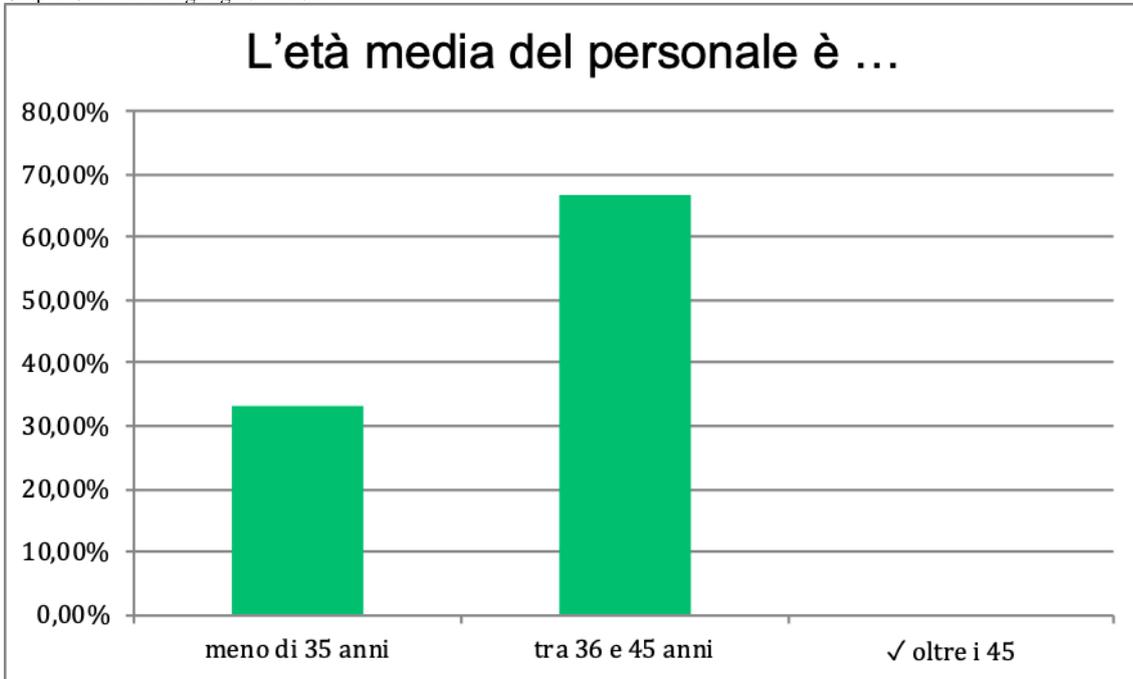


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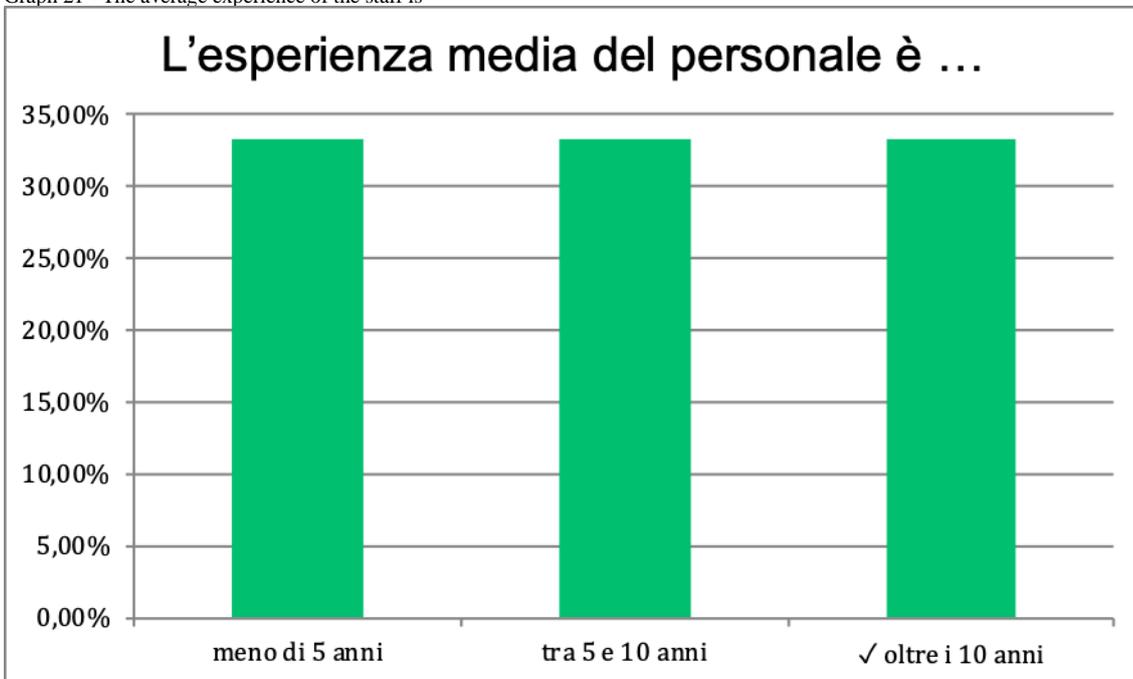
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Graph 20– The average age of the staff



Source: Elaborations on the data of the questionnaire on the good practices

Graph 21 - The average experience of the staff is



Source: Elaborations on the data of the questionnaire on the good practices



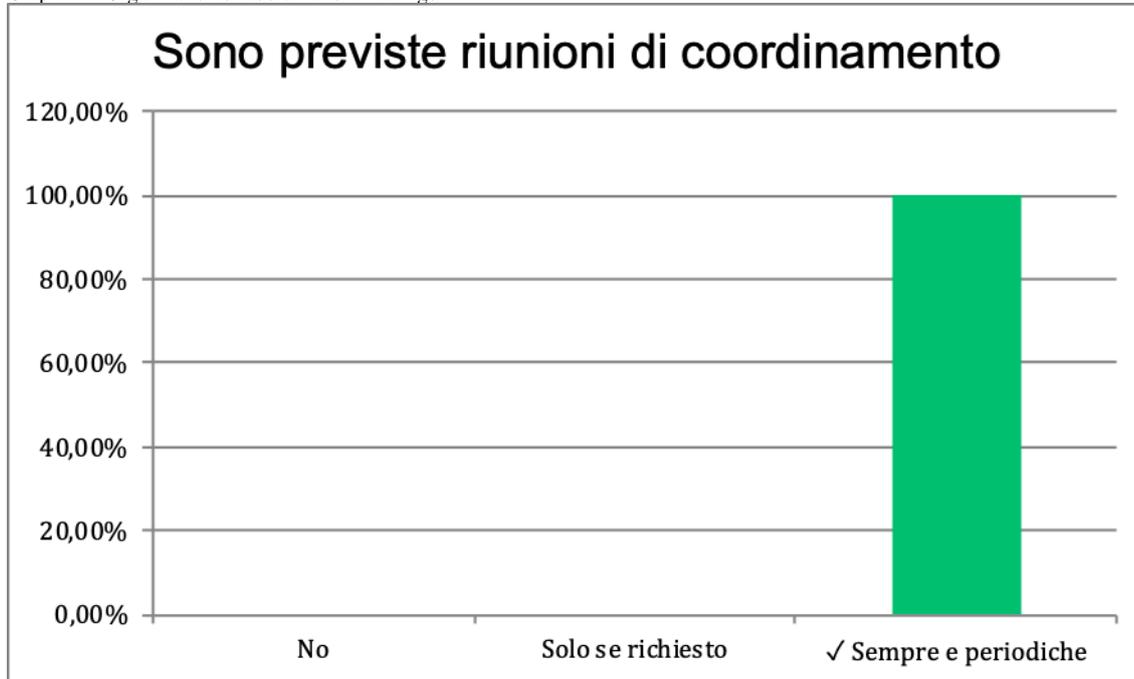
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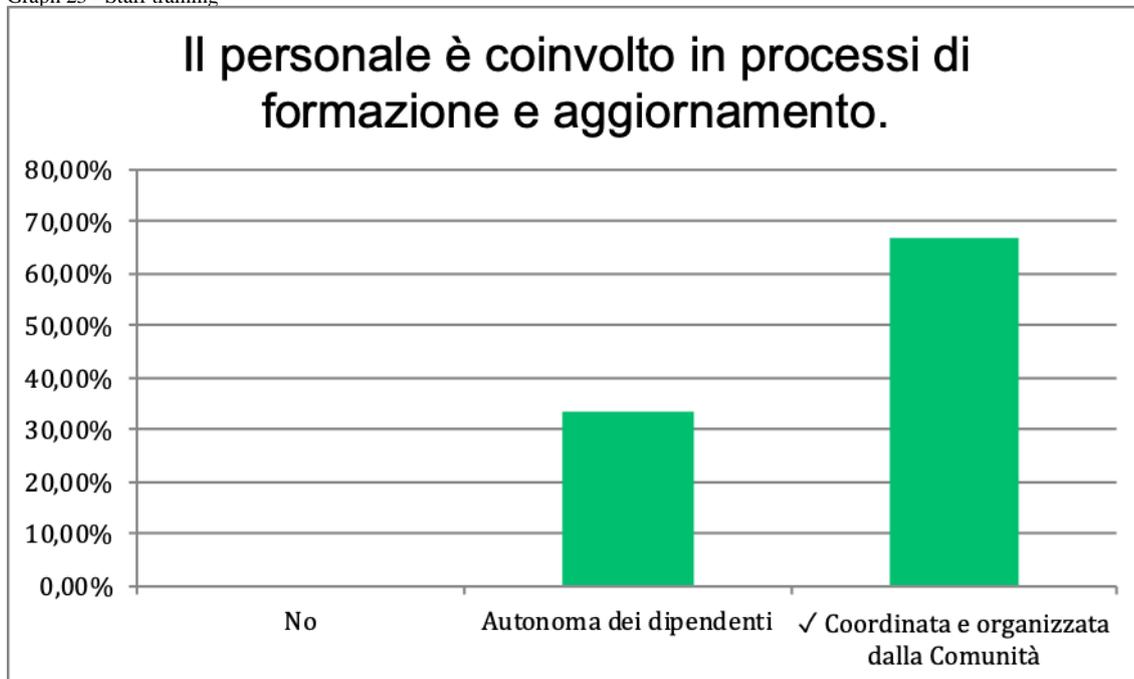
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Graph 22 - Organization of coordination meetings



Source: Elaborations on the data of the questionnaire on the good practices

Graph 23 - Staff training



Source: Elaborations on the data of the questionnaire on the good practices



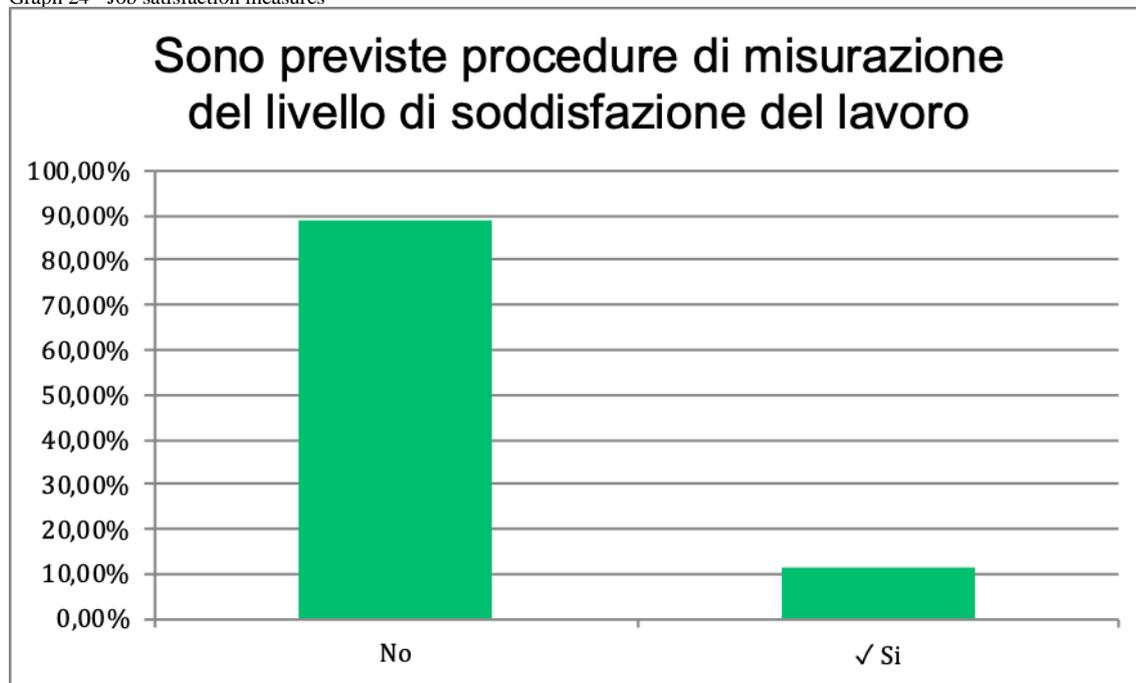
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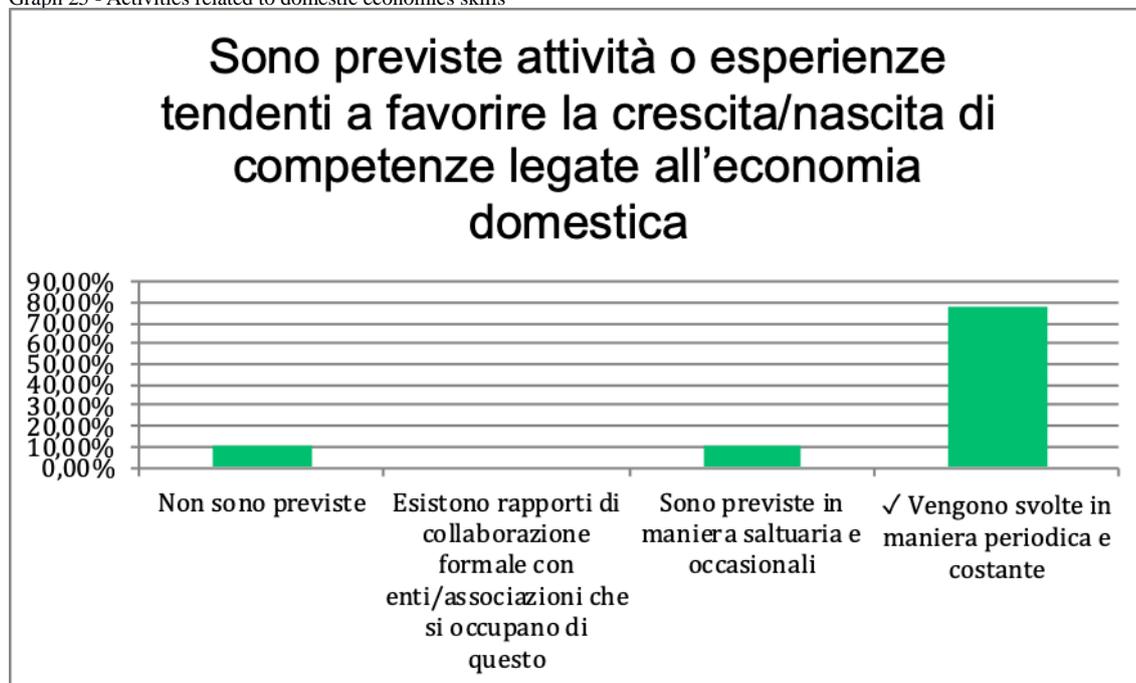
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Graph 24 - Job satisfaction measures



Source: Elaborations on the data of the questionnaire on the good practices

Graph 25 - Activities related to domestic economics skills



Source: Elaborations on the data of the questionnaire on the good practices

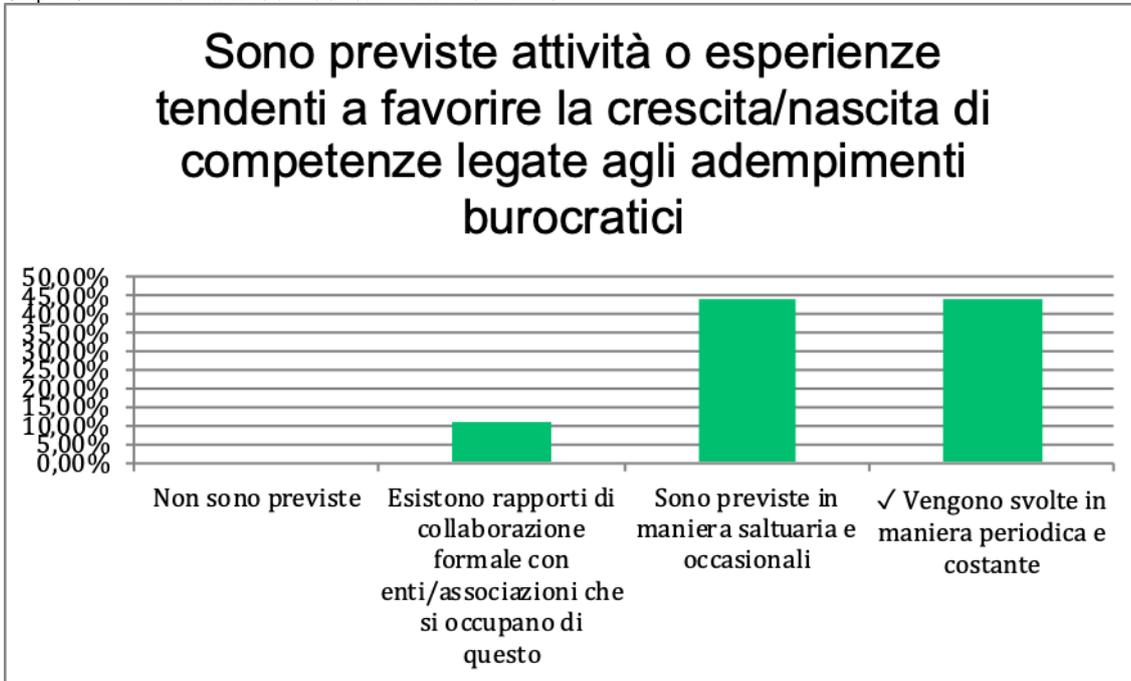


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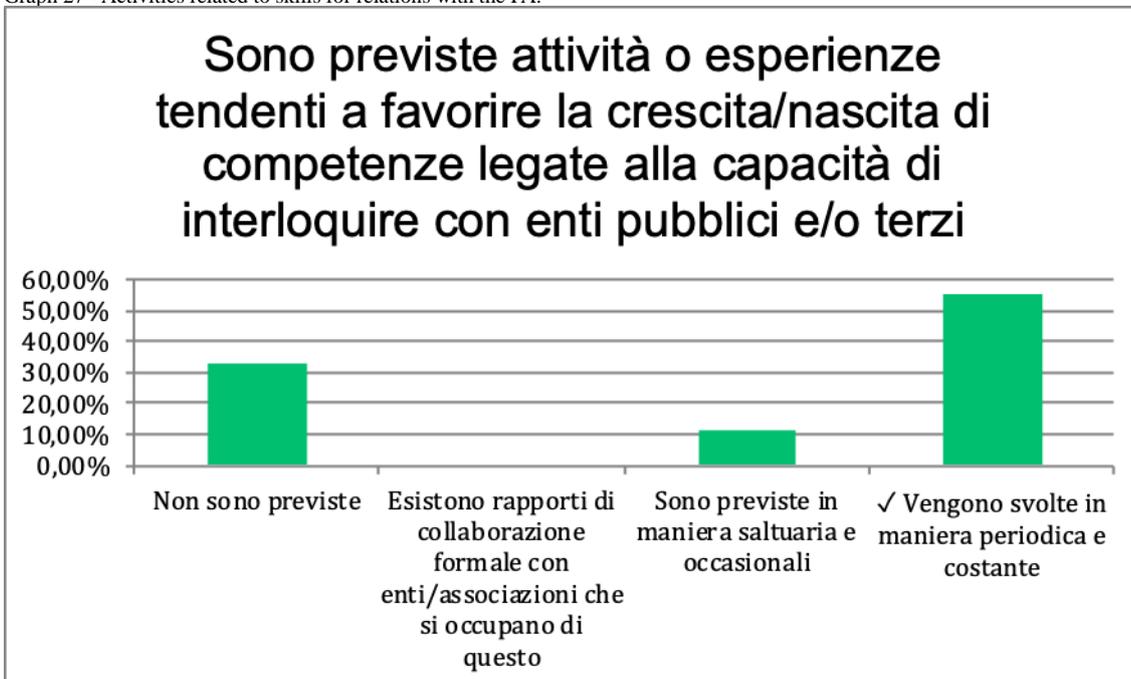
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Graph 26 - Activities related to skills on bureaucratic formalities.



Source: Elaborations on the data of the questionnaire on the good practices

Graph 27 - Activities related to skills for relations with the PA.



Source: Elaborations on the data of the questionnaire on the good practices

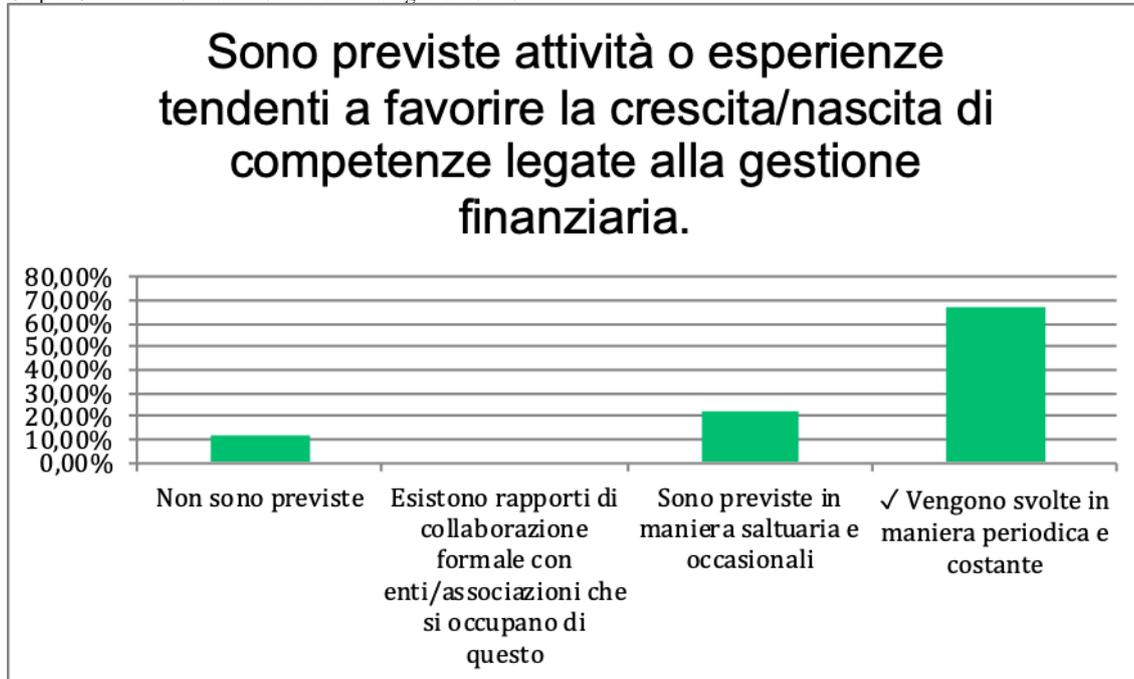




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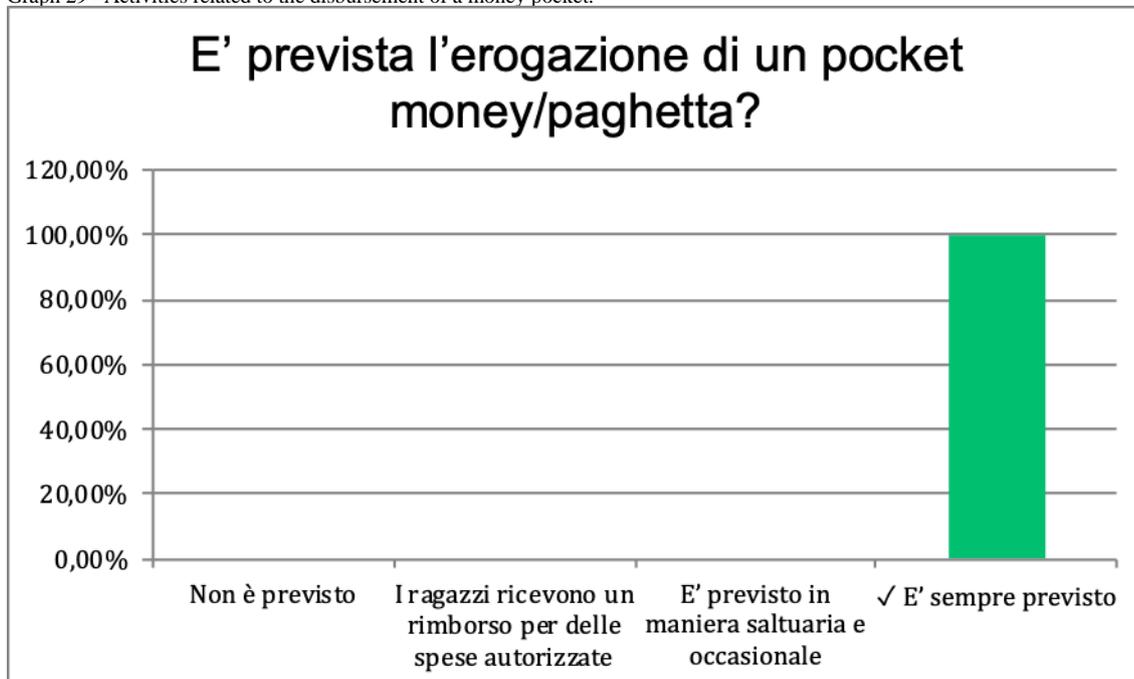
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Graph 28 - Activities related to financial management skills.



Source: Elaborations on the data of the questionnaire on the good practices

Graph 29 - Activities related to the disbursement of a money pocket.



Source: Elaborations on the data of the questionnaire on the good practices

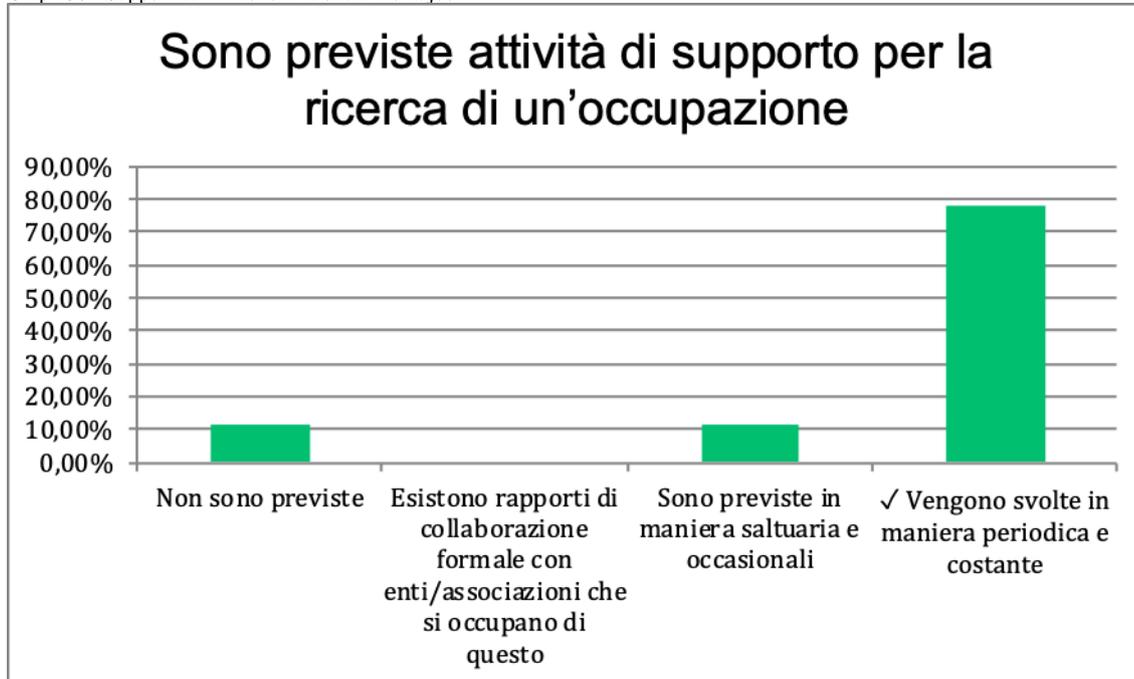


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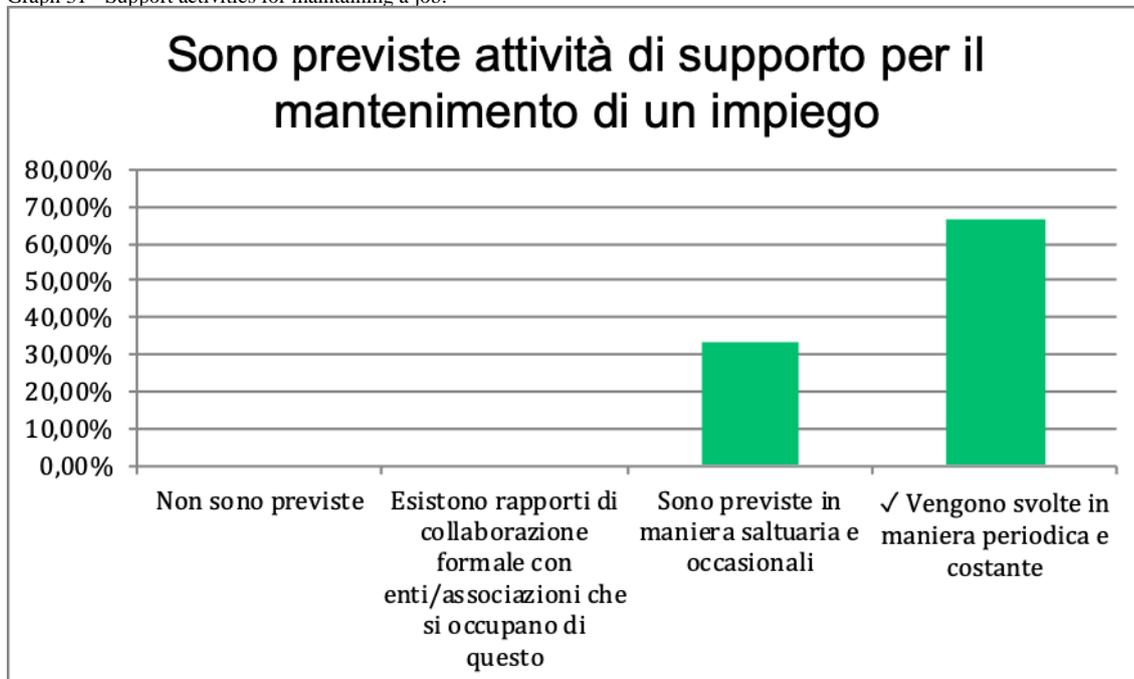
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Agreement number: 785676 – REC-RCHI-PROF-AG-2017
Capacity-building in the area of rights of the child¹

Graph 30 - Support activities for the search for a job.



Source: Elaborations on the data of the questionnaire on the good practices

Graph 31 - Support activities for maintaining a job.



Source: Elaborations on the data of the questionnaire on the good practices

Graph 32 - Support activities for places to live.



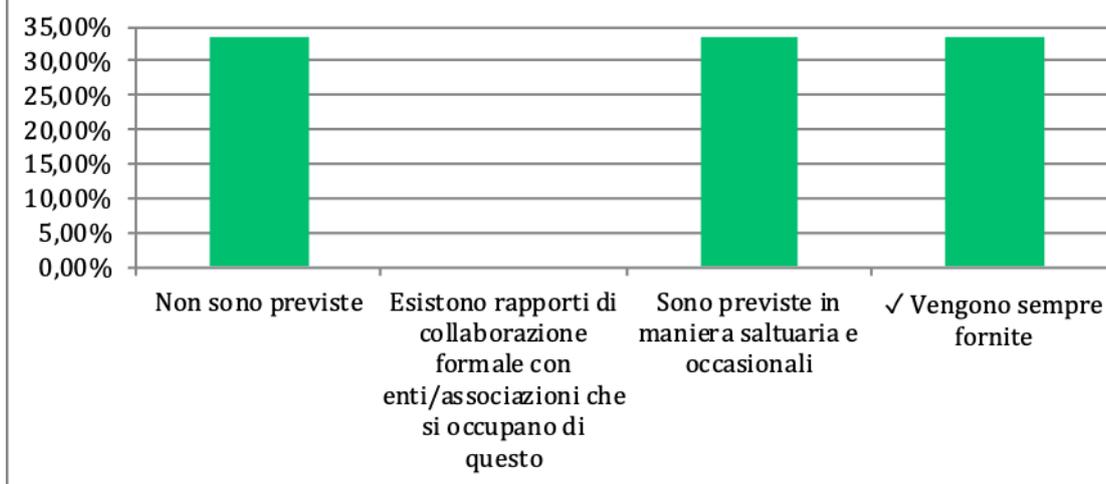
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Sono previste attività di supporto rivolte a fornire luoghi dove abitare una volta fuoriusciti dalla comunità.



Source: Elaborations on the data of the questionnaire on the good practices
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