



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 child<sup>1</sup>

## The Questionnaire of Analysis and monitoring Good Practices in Sheltered Communities 4th Area Civil Rights and Freedom

### 4th Area- Civil Rights and Freedom

The fourth area focuses on ensuring that the out-of-home child is able to exercise all civil rights, and related freedoms, fully and completely.

In order to ensure the acquisition of competencies and skills that can guide the child towards a path of autonomy, the exercise of civil rights and freedoms is a way to allow him/her to experience a long series of activities and experiences that will lead to a maturation process useful also for the choices he/she will later be called to make.

Always keeping in mind that the purpose of our analysis is to verify whether, in the normal operations of the community there are active procedures and best practices, we can try to identify whether such processes exist and how they are implemented.

The first aspect that we have tried to identify and map is that relating to the promotion and involvement of minors or care leavers in a process of social and political participation. These activities have the purpose of allowing the experimentation of a series of processes useful to understand how it is possible to read information and form an opinion on facts and programs concerning politics. Social participation, in activities or meetings, is also aimed at developing useful skills for group interaction and finding ideas and resources to express one's point of view even in contexts that are not always familiar and welcoming.

Among the freedoms and rights, there is also the right to practice sports. In this case as well, practicing sports is not only synonymous with taking care of one's own body through physical exercise, but also as a set of dynamic situations that allow minors or care leavers to interact with their peer group and thus experience growth processes. The way in which these activities are carried out also makes it possible to assess whether, on the part of the communities, there is particular attention to the theme and whether it is pursued consistently or whether it is left to spot events or linked to occasional projects.

Another aspect of integration is related to religious practice. In this case, too, the value is twofold. On the one hand, the exercise of this right represents, especially for UFM, an important opportunity to meet and aggregate with other communities from the same nation present in the city. On the other hand, the methodologies and practices with which the community supports the minor in the exercise of religious practice help to describe the outline of good practices in more detail.

The use of new technologies, especially related to ICT and the world of social networks, is a new area of confrontation between educators and young people in the community. We know that much of the life that previous generations experienced in the streets and in the squares has moved to the virtual places of chat rooms and social networks. This change has not only altered patterns of relationships, with the ability to more easily maintain contact with distant ones as well, but it has exposed kids to other risks and dangers that are different from what previous generations have encountered.



This project "CHILD.FOR.CHILD" was funded by the European Union's Rights Equality and Citizenship Programme (2014-2020)



**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 child<sup>1</sup>

The ways in which minors or care leavers are allowed to interact, but especially the explanation of how to interact, constitute a good practice to make them more autonomous and secure in contexts and environments that are now part of social life and prepare them for a more autonomous use of their digital identity.

Finally, also in relation to the last point, it seems opportune to understand what happens inside community life, which in any case should reproduce in a protected way life as it is outside, if the rules are not respected and if punishments are foreseen. The term "punishment" is used in this context as an indicator of a corrective action in the face of a wrong attitude, both with respect to the explicit rules of behaviour, and with respect to that set of non-codified behavioural norms that represent the basis for life in the community. The attention paid to this aspect is indicative of a good practice aimed at making minors and care leavers aware that, while there are rights to be protected and enhanced, there are also duties to be respected.

## First evidences

In relation to the data that emerged and the responses provided by the Housing Communities involved in the screening process for the emergence of good practices in relation to the third area, that of listening and release, this is the information that emerges from an initial analysis:

1. Political and social participation is taken into consideration in education and training. Nearly 80% of the communities surveyed state that they carry it out occasionally and on an occasional basis, while 20% state that they do not plan activities of this type;
2. In almost 85% of the communities surveyed, attention to sports is present. No community, however, includes it among its activities in a constant and periodic manner. The various activities are carried out on an occasional basis, about 55% of cases, or the simple activation of a formal collaborative relationship with other entities or associations exhausts the community's commitment in this sense. In many of these cases, minors are given the opportunity to attend private gyms that have an agreement with the community or to access training programs in free and self-regulated areas (free sport in the parks and public villas of the city);
3. As far as religious practice is concerned, young people are not given any indication of the times and places of worship. In 90% of the cases, they are left to choose their own places and practices, while in 10% of the cases, the occasional organization of the structures also consists in an overall supervision of the ways in which the minor can access places of worship and practice in general. Above all, for minors of the Muslim faith, the choice of mosque is left up to the child, who decides to attend the center of his or her choice;
4. The use and timing of use of new technologies are covered in the house rules. For 65% of the communities surveyed, the indication of behavioral norms within the house rules is sufficient to regulate and manage practice. Only in 20% of cases are educational activities on the use of devices planned in order to provide a broader and more complete awareness.
5. Over 90% of communities report that there are punishments/sanctions in the house rules. Only 10% do not include them



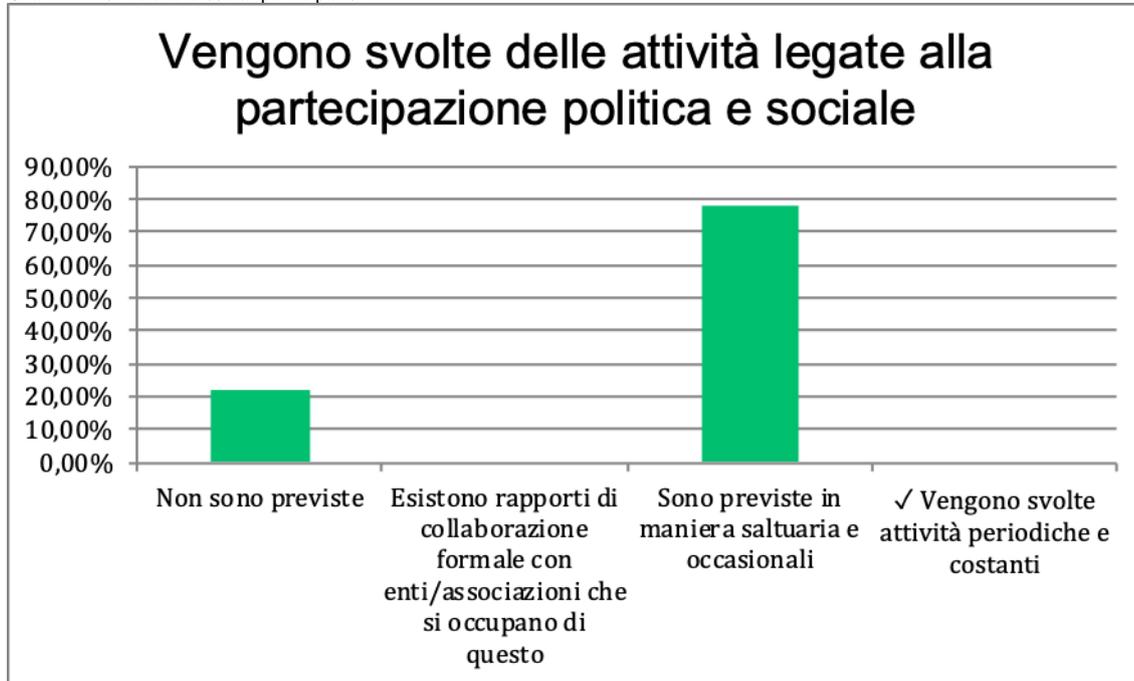
This project "CHILD.FOR.CHILD" was funded by the European Union's Rights Equality and Citizenship Programme (2014-2020)



UNIVERSITÀ  
DEGLI STUDI  
DI PALERMO

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 child<sup>1</sup>

Chart 1 – Political and social participation



Q: Are activities related to political and social participation conducted?  
Source: Elaboration on data from the questionnaire on good practices

CHART 2 – Sports activities



Q: Are group outings planned to attend sports centers?  
Source: Elaboration on data from the questionnaire on good practices



This project "CHILD.FOR.CHILD" was funded by the European Union's Rights Equality and Citizenship Programme (2014-2020)



**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 child<sup>1</sup>

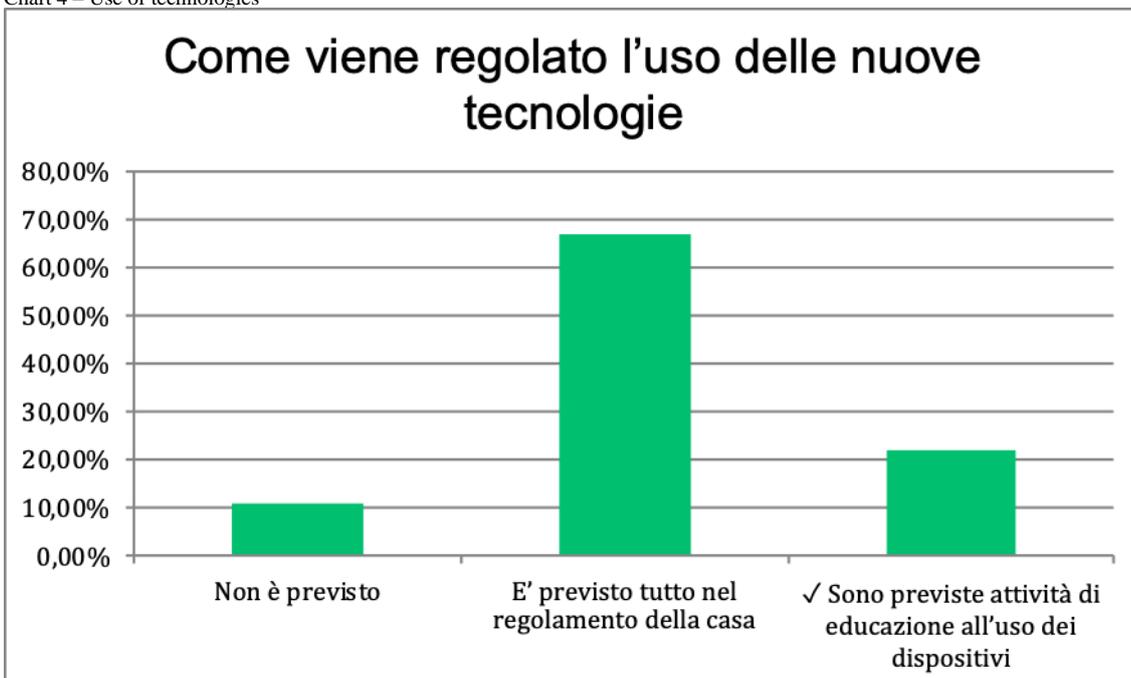
Chart 3 –Religious practice



Q:How is religious practice being ensured?

Source: Elaboration on data from the questionnaire on good practices

Chart 4 – Use of technologies



Q: how the use of new technologies is disciplined?

Source: Elaboration on data from the questionnaire on good practices



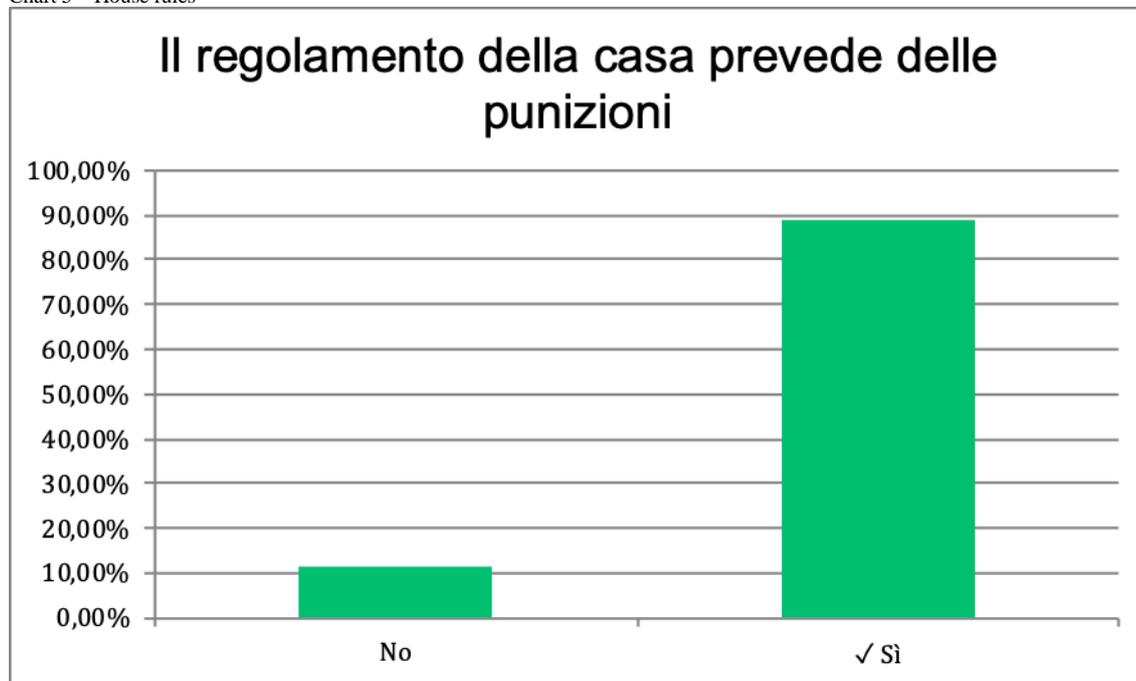
This project "CHILD.FOR.CHILD" was funded by the European Union's Rights Equality and Citizenship Programme (2014-2020)



UNIVERSITÀ  
DEGLI STUDI  
DI PALERMO

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 child<sup>1</sup>

Chart 5 – House rules



Q: Do the house rules include punishments?

Source: Elaboration on data from the questionnaire on good practices



This project "CHILD.FOR.CHILD" was funded by the European Union's Rights Equality and Citizenship Programme (2014-2020)