



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 Seventh Area Education, play and culture

Seventh Area Education, play and culture

One of the fundamental aspects for the growth of minors regards the educational area of education, play and culture.

We have discussed the aspects related to school, training and the IEP in the general area, but what we are dealing with in this context is the set of other extracurricular activities and social and cultural promotion that contribute to providing the minor with a well-rounded education useful to define his/her personality and his/her level of maturity.

We mean as extracurricular activities: the set of activities and experiences linked to the education of the minor to allow him/her to develop other skills and competencies linked to activities that are not strictly curricular. We mean activities of social and cultural promotion as the set of activities and experiences linked to what the culture offers.

These two aspects are different but complementary between them. The first is linked to active participation in different contexts, while the second is linked to participation, as a user, of different cultural contents and resources.

As in the sixth area, even in this case, the analysis aims to verify whether all the activities foreseen and indicated, also here, often the object of good practice at an international level, finds concrete and constant application, or are simply identified, perhaps the object of a formal agreement with third parties that provide them, but are not fully or constantly.

It is important to emphasize that the possible emergence of the difficulty or impossibility of implementing a good practice is not in itself a negative aspect. On the contrary, it makes it possible to highlight a critical issue and try to understand what the real reasons are that underlie that critical issue, and to allow the formulation of useful hypotheses of removing them.

The first topic to be studied concerns orientation towards school or other educational paths. These two aspects deal with the ability of the community to provide the minor with a complete vision of what the paths to follow can be and to have the possibility to choose the educational path that is considered most suitable. In this regard, the analysis aims at identifying how the support is given, whether directly or entrusted to third parties, and if it's given in any form, whether it's given constantly or alternately.

To complete the first two themes, there is the activity of support and motivation against the risk of dropping out of school. At this point, we can observe another phase of the relationship between the



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community and the minor, in the scholastic and educational pathway of the minor, the constant will bring to the final institution formative and the host communities will follow the minor during his educational formation.

Referring to the relationship between the educational institution and the host community, the other element of study is the combined verification of the IEP between the school and the community. This is a fundamental aspect and, above all, aligns the training activities carried out by the two parties towards the common goals defined in the IEP. In this case, an attempt was made to highlight whether or not good practice is applied and how often these meetings take place.

All of the extracurricular experiences are concentrated along the areas related to green awareness, do-it-yourself, artistic and musical development. We have identified these three areas as the heart of those extracurricular activities that can be useful in providing the minor in the community, in fact all minors, with a broad and comprehensive training useful for developing particular skills and peculiarities. As with the previous activities, we have tried to highlight whether or not good practice is applied, and how often these meetings are taking place.

Another aspect linked to the development of extra-curricular activities concerns the outdoor cultural spaces. We have chosen, on the basis of other good practices applied in an international context, the attendance of libraries, collective trips to the cinema or participation in free access cultural events organized in the city as indicators of other extracurricular activities useful to train the child or the care leaver or simply enrich his or her knowledge useful in expanding his or her worldview and sensitivity.

As for the other questions, also in this case, the answers have the purpose of tracing the level of detail and constancy with which these activities are carried out, even if they are occasional activities, maybe anchored to a project, or activities carried out with a certain constancy, useful to enrich the process of training and education of the minor or of the care leaver. Among the events indicated, we have also included those organized by other subjects and, in general, public events with free access, because we thought it would be useful to try to highlight whether some of the limitations in participating in cultural events could be due to organizational or economic difficulties for the communities, and, above all, whether there was a tendency, just like many international good practices, to participate in events around the city in order to allow minors to familiarize themselves with the territory, get to know it and interact with other subjects.

Initial evidence

In relation to the data that emerged and the responses provided by the Residential Communities involved in the screening process for the emergency of good practices in relation to the seventh area, that of education, play and culture, this is the information that emerges from an initial analysis:

1. 90% of the communities state that they provide guidance in the choice of the school path, while only 10% state that this activity is not provided for. In particular, in this case, the



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- tendency is to entrust the school that the minor already attends, with the task of suggesting options to the minor and then having them examined in the community;
2. With reference to professional orientation, also in this case, about 80% of the communities declare that they always provide orientation support that includes, as an alternative to school, professionalizing training courses. Different from the previous question, 10% of the respondents say that they rely on external organizations with which they have signed collaboration agreements, or that they do it occasionally based on the aptitudes of the minors present;
 3. About 80% of the communities state that they always provide support against school drop-outs. The remaining 20% state that they rely on external agencies to support the children during their school years, or that they do so on an occasional basis based on feedback received from the school;
 4. Regarding the relationship with the school, the moment of the IEP consists of about 75% of the communities interviewed. Of these, only 55% always do so, while 10% do it only if requested by the school and another 10% do it occasionally. 25% state that they do not provide for any verification of the IEP with the school;
 5. In referring to the activities concerning the care and maintenance of green areas, 45% say they do not do them, only 55% do them but of these 10% do them thanks to the collaboration with other organizations and 45% occasionally do them, often following specific activities of projects in which communities are involved;
 6. The attention to skill development on "do-it-yourself" 65% do it on an occasional basis often as a result of specific project activities in which communities are involved, while 35% do not provide it at all;
 7. The development of arts and music skills is planned by 65% of the communities surveyed on an occasional basis, only 10% do it consistently while 25% do not plan any such activities;
 8. Regarding attendance to other cultural spaces such as libraries, about 80% of communities say they do not do this activity. The remaining 20% do so either because there is a collaborative relationship with organizations that deal with these activities or they often do it for a specific project activities in which the communities are involved;
 9. 55% of the communities surveyed state that they occasionally go to the cinema, while 25% go regularly. In this specific case, who responded stated that they have an agreement with some cinemas to access discounted prices on specific days, while 20% don't do it.
 10. Greater differences emerge, however, regarding outings to the theater. 55% of communities do not plan them, while 45% occasionally plan them .
 11. In referring to the cultural events that take place around the city and that are usually free access in one way or another all communities say that they participate. 65% do so periodically and constantly, while 35% occasionally participate. This question shows how communities are willing and predisposed to participate actively, with their children, in extra-cultural activities. But sometimes, for organizational or economic reasons, these activities are not carried out. In this context, however, some communities have managed to establish relationships or collaborations that have made it possible to alleviate at least economic difficulties.



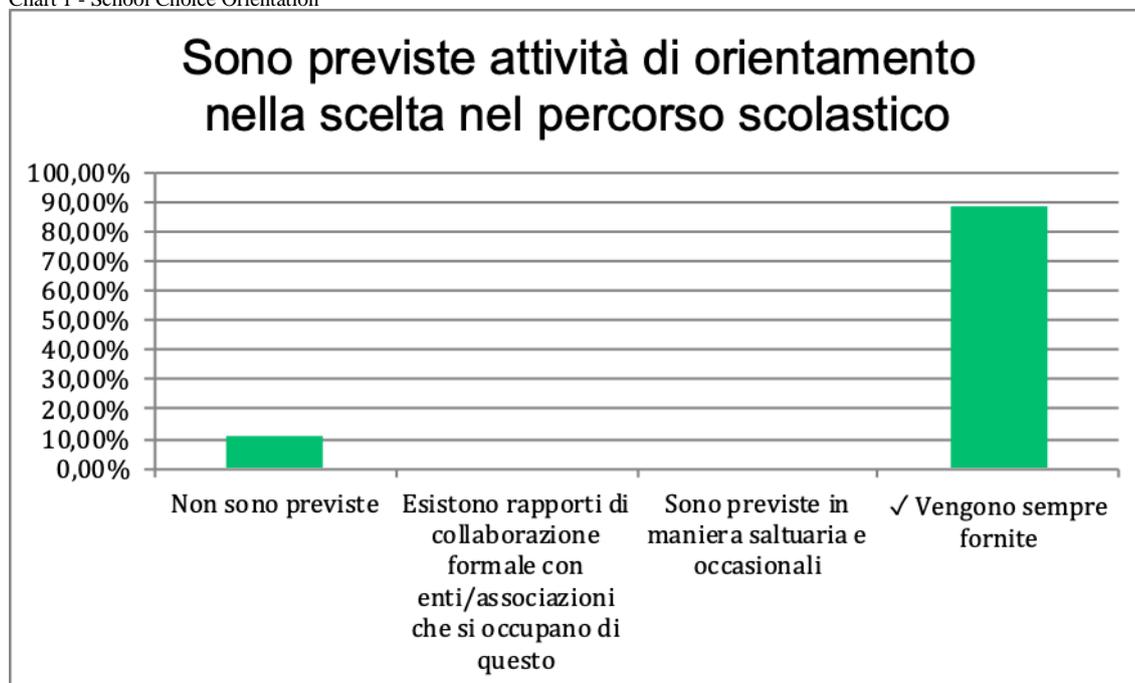
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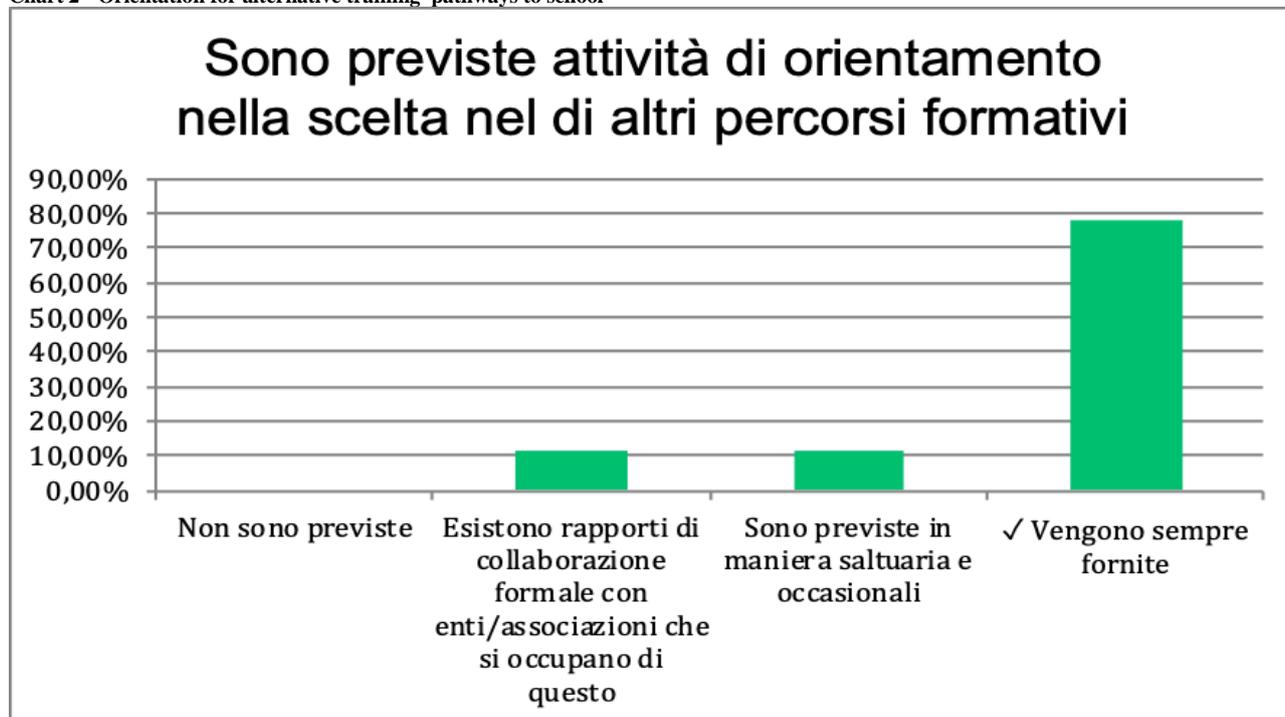
Chart 1 - School Choice Orientation



Q: Previewed orientation activities in the choice of the scholastic years

Source: Elaboration on data from the questionnaire on good practices

Chart 2 - Orientation for alternative training pathways to school



Q: orientation activities planned for the choice of other training courses

Source: Elaboration on data from the questionnaire on good practices



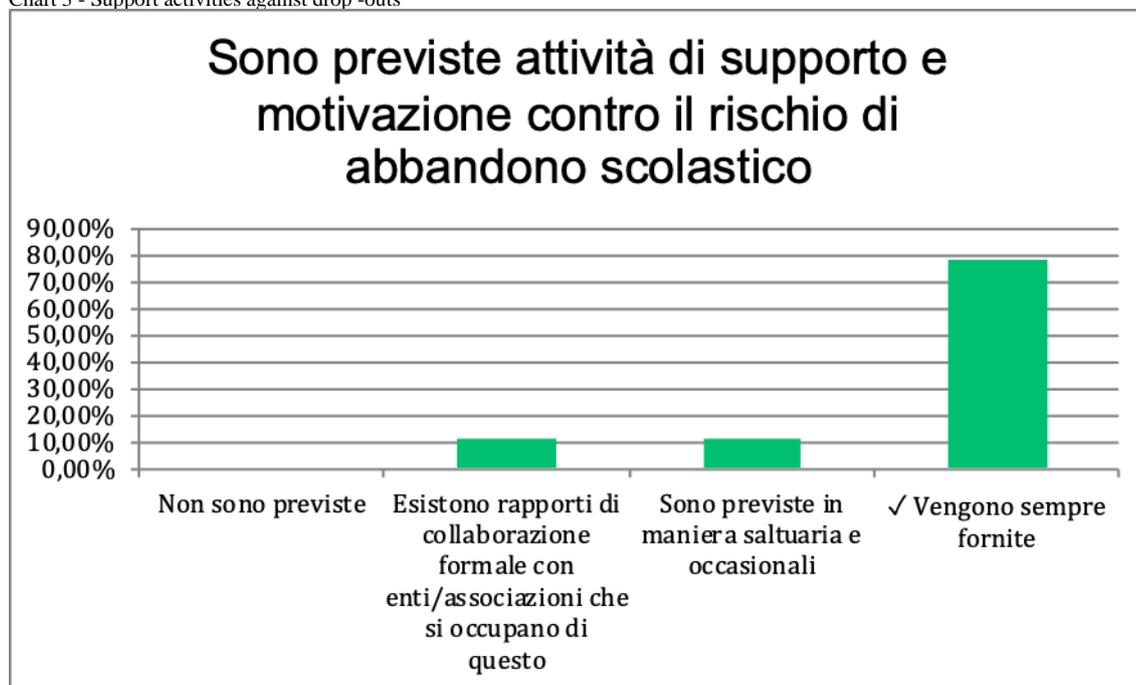
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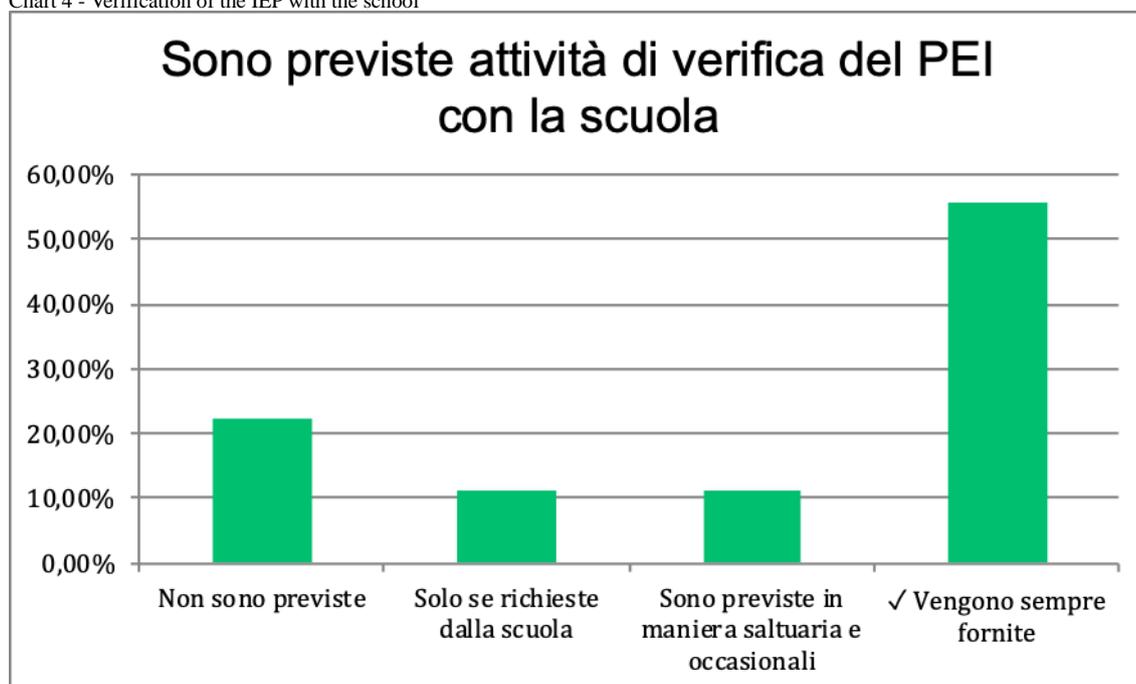
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Chart 3 - Support activities against drop -outs



Q: Support and motivation activities against the risk of dropping out of school
Source: Elaboration on data from the questionnaire on good practices

Chart 4 - Verification of the IEP with the school



Q: Planned activities for the verification of the IEP with the school
Source: Elaboration on data from the questionnaire on good practices



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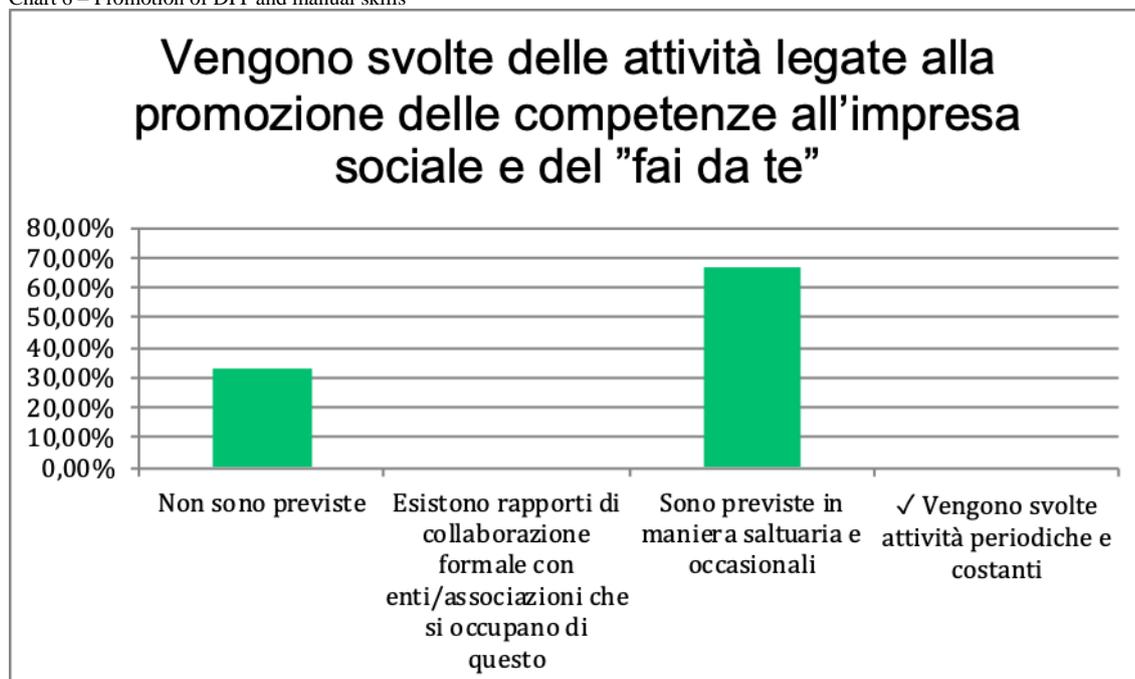
Chart 5 – Green education and environmental protection



Q: Activities related to the respect and promotion of nature and a green awareness

Source: Elaboration on data from the questionnaire on good practices

Chart 6 – Promotion of DIY and manual skills



Q: Activities related to the Promotion of DIY and manual skills

Source: Elaboration on data from the questionnaire on good practices

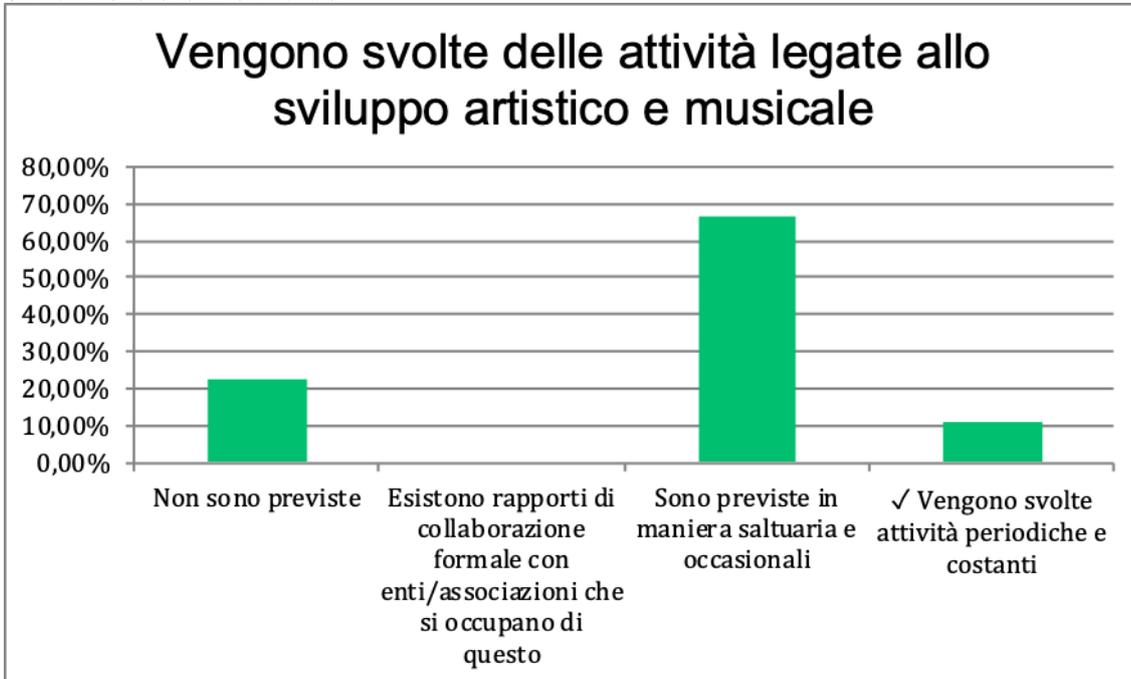


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Chart 7 – Promotion of music education



Q: Activities related to the artistic and musical improvement
Source: Elaboration on data from the questionnaire on good practices

Chart 8 – Reading Encouraging



Q: Activities at municipal libraries or in the area
Source: Elaboration on data from the questionnaire on good practices

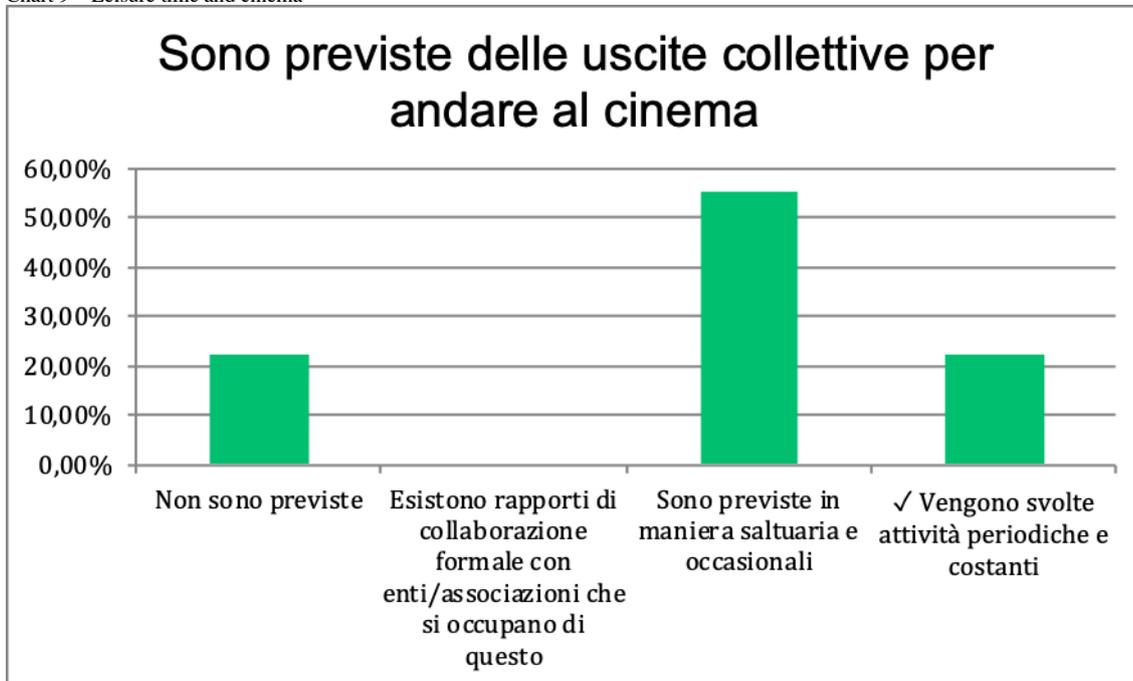


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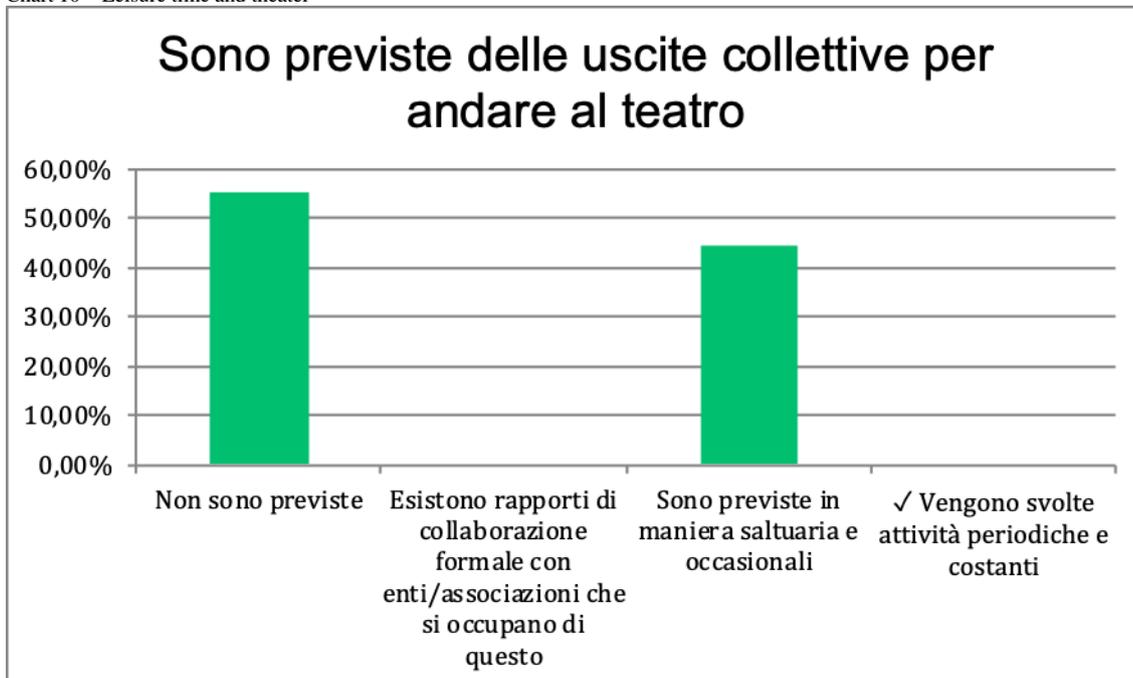
Chart 9 – Leisure time and cinema



Q: Group outings to the cinema

Source: Elaboration on data from the questionnaire on good practices

Chart 10 – Leisure time and theater



Q: Group outings to the theater

Source: Elaboration on data from the questionnaire on good practices



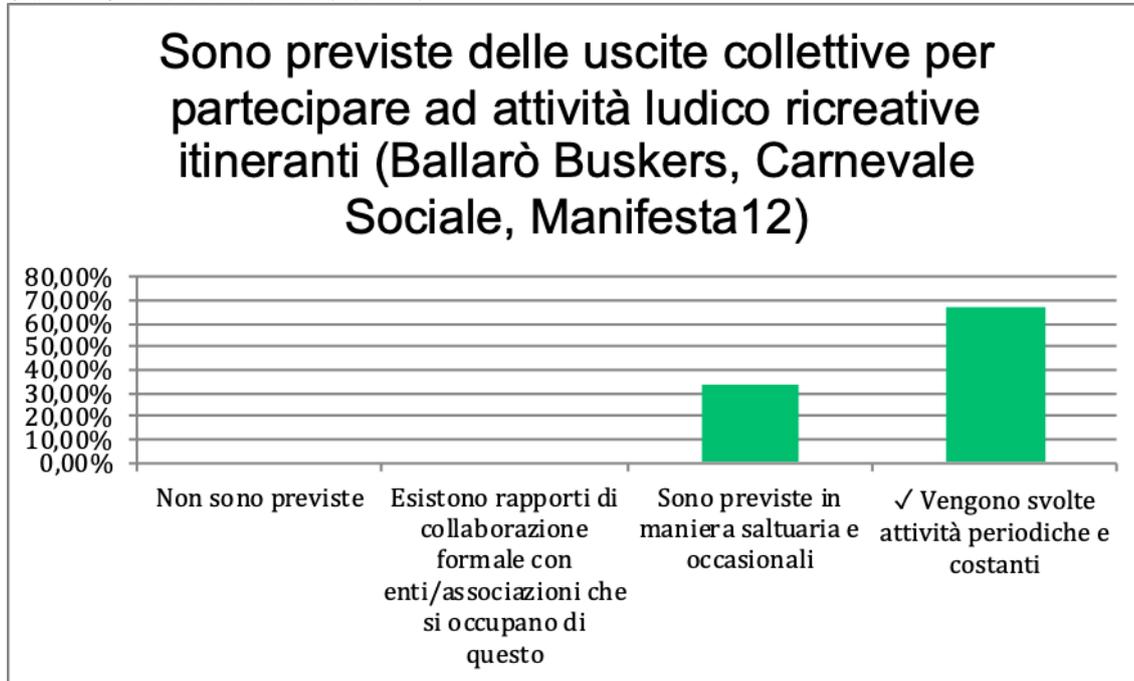
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Chart 11 – Other cultural and recreational events



Q: Collective outings planned to participate in itinerant recreational activities
Source: Elaboration on data from the questionnaire on good practices



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