



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 2nd Area Definition of Minor

2nd Area Definition of Minor

The core idea, on which the survey is based, is to split the analysis and monitoring into the eight areas, identified by the study.

The desire to pursue this objective, combined with the need to identify good practices, and therefore to cross-reference each thematic area with good practices, leads, in some cases, having thematic areas with a reduced number of questions. In any case, an attempt has been made to have a minimum number of questions useful to determine a rating that is as representative as possible.

The questions below look into the definition of minor according to the criteria established in the document "Palermo città educativa" (Palermo an educational city), arguing that all boys and girls living in Palermo (but also in other cities) have equal rights regardless of sex, nationality, religion.

Recently, Palermo has been awarded by UNESCO with the recognition of educational city. According to the canons defined by UNESCO, attention to the themes of constant learning and sustainable development are fundamental elements to allow all participants in the educational process to reach maturity and full recognition of their identity within the context.

In particular, the questions in this section concern the tools and activities through which the various rights of minors are ensured and guaranteed. If there are moments of listening to the minor and how they are structured, obviously with the idea that listening is a form of externalization of the minor's needs and requirements, and finally, how are the moments of participation of the children structured and how they take place, especially with reference to the feedback obtained after the various activities.

As mentioned at the beginning, the structure of the child's inalienable rights can, in some cases, be difficult to find a precise match with good practices. However, the basic structure has been kept unchanged in order to maintain the correspondence in the areas and to arrive at ratings that can be applied to each area.

First evidences

In relation to the data that emerged and the responses provided by the Residential Communities involved in the screening process for the emergence of good practices in relation to the second area, which is useful for defining the minor and the relationships with other institutional subjects, this is the information that emerges from an initial analysis:



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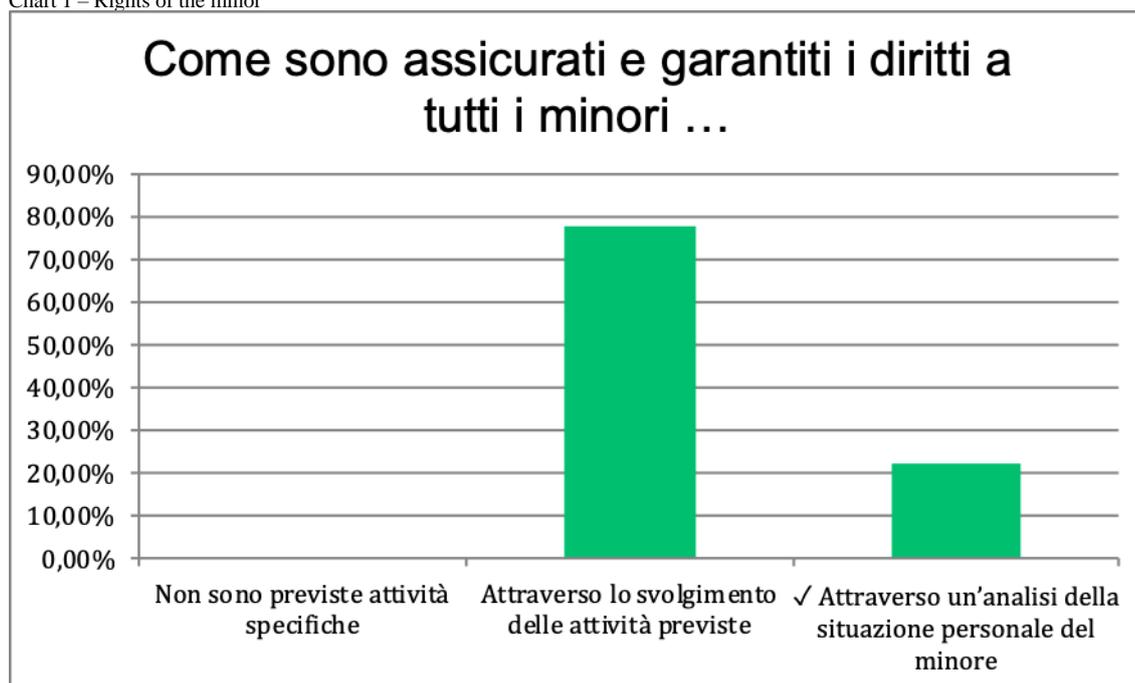


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1. The affirmation of the minor's personal identity and rights takes place in 75% of the cases through the daily practice of the activities foreseen, only in 25% of the cases this takes place after an analysis of the minor's personal situation and then planning a precise intervention;
2. The communities dedicate time to listening to the minor. In 55% of the cases, this listening takes place through structured and constant moments, in 35% of the cases, only if the educators express a need or if the minor himself asks for it, and only in 10% of the cases, the preference is to observe the behaviour of the minors through their participation in the planned activities;
3. The minors and care leavers hosted are always asked for feedback on the activities. In 55% of the cases, this feedback comes through individual meetings during which each guest of the community gives back to the team his or her feelings after the proposed activity; in 45% of the cases, these meetings are collective and all guests discuss their experience.

Chart 1 – Rights of the minor



Q:How are the minor's rights being guaranteed?

Source: Elaboration on data from the questionnaire on good practices



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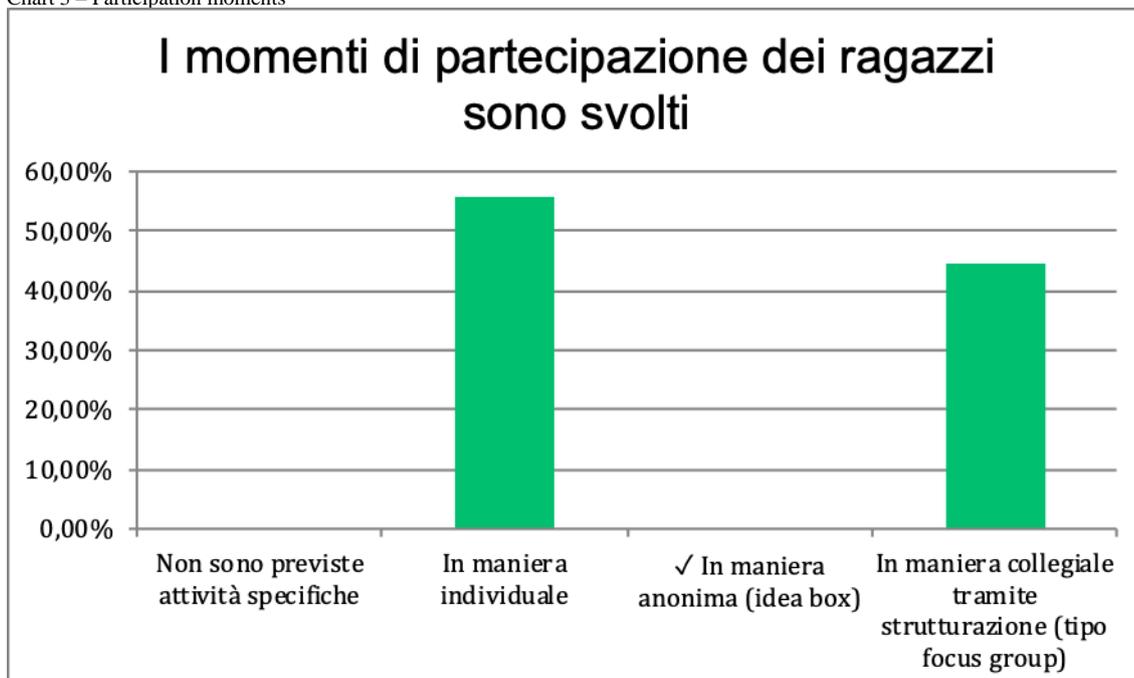
Chart 2 – Listening to the minor



Q: Are there scheduled listening times for the minor?

Source: Elaboration on data from the questionnaire on good practices

Chart 3 – Participation moments



Q: moments of participation are held

Source: Elaboration on data from the questionnaire on good practices



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