

Project CHILD.FOR.CHILD

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)



UNIVERSITÀ
DEGLI STUDI
DI PALERMO



CHILD.FOR.CHILD TRAINING TOOLKIT

MODULE N 2.3

PARTICIPATORY CONSTRUCTION OF THE PROJECT FOR AUTONOMY IN THE NATIONAL EXPERIMENT

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

The National Care Leavers Experimentation

The participatory construction of the project
for autonomy

Palermo, 31 January 20200

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Definition of Autonomy

It revolves around three closely linked and interacting dimensions:

- Autonomy as know-how (process)
- Autonomy as independence (outcome)
- Autonomy as an "internal state" (resilience process)

Achieving autonomy in the sense of independence (having a job, having a house, having adequate financial resources to cover expenses...) is closely linked to the acquisition of transversal skills that allow one to achieve this result (knowing how to do a job, knowing how to look for a house...) and to sustain it over time (knowing how to manage and clean a house, knowing how to manage one's own money, knowing how to manage personal food, knowing how to manage personal clothes and objects). Both dimensions, autonomy as an outcome and as a process, support and are in turn strengthened by the achievement of a sufficient level of autonomy as an "internal state", understood as the outcome of a resilience process.

Resilience

- Resilience is a process through which the individual develops the ability to overcome adverse and painful experiences successfully, reorganising his/her life in a positive way. Resilience, which is not innate, is built by drawing on both internal and external resources and, above all, by promoting protective factors and limiting risk conditions.
- The internal factors that lead to resilience are linked to the subject's ability to be able to "look" at his or her own being without fear and without the need to deny certain aspects of oneself and one's history, developing self-esteem and self-efficacy, but also expanding one's experiential baggage and practical, social and relational skills.
- External factors, on the other hand, belong to the environmental, contextual and territorial dimension of reference and are transformed into protective factors when the subject can count on a network of significant, constant and supportive people and figures who help him feel adequate, competent, free to exist and to count affectively for someone and, above all, guide and support him in the achievement of objectives in his life path.

For this reason, the autonomy project will operate on the strengthening of the internal qualities of each beneficiary and at the same time on the construction of external conditions favourable to the achievement of individual well-being, such as: access to material resources, strengthening of relationships, sense of belonging to the community, respect and enforceability of rights, "places" of participation.

Preliminary analysis

This is the first component of the multidimensional assessment, it identifies the needs of the child; it takes into account the vulnerability factors and the individual resources and capabilities of the support network.

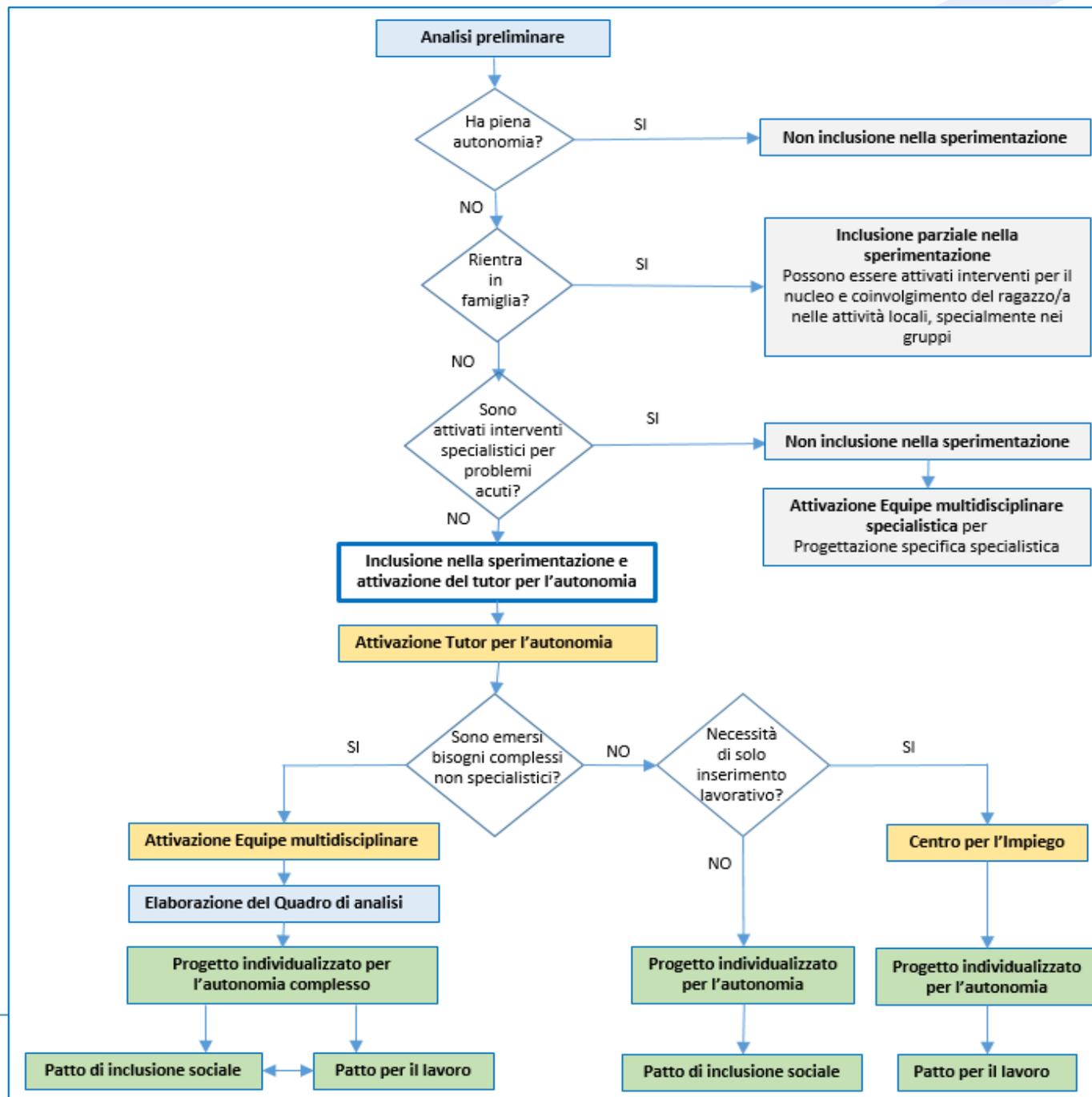
It starts in the 12 months prior to leaving care and actively involves the child.

The PA form is made up of five sections

- SECTION 1 - Personal details of the beneficiary and information on the family of origin
- SECTION 2 - ISEE - Indicator of the child's economic situation
- SECTION 3 - Applicant's needs (care, health, functioning needs; economic situation; employment situation and employability profile, education and training; housing condition; family and social networks)
- SECTION 4 - Active services for the child
- SECTION 5 - Definition of summary elements of the activated project

	Campo	Dominio	Indicazioni di orientamento ai fini della definizione del percorso nei servizi
3.1	Bisogni di cura, salute e funzionamenti		
3.1.a	Stato di salute	<ul style="list-style-type: none"> <input type="radio"/> Buono stato di salute e crescita regolare <input type="checkbox"/> Crescita non regolare <input type="checkbox"/> Patologie lievi e temporanee <input type="checkbox"/> Patologie lievi permanenti <input type="checkbox"/> Patologie croniche gravi <input type="checkbox"/> Problemi psicologici o psichiatrici <input type="checkbox"/> Con difficoltà di apprendimento <input type="checkbox"/> Con bisogni educativi speciali (BES) riconosciuti <input type="checkbox"/> Disabilità certificata non rilevata nella DSU³ <input type="checkbox"/> Disabilità per la quale è in corso la certificazione 	<p><i>Nel caso in questa area di osservazione siano presenti bisogni acuti/complessi che richiedono la presa in carico del soggetto interessato da parte dei servizi specialistici (Servizi sanitari; Centro salute mentale; Servizi dipendenze, etc) e non vi siano altri bisogni di intervento, non è necessario procedere alla costituzione della équipe multidisciplinare rinviando al servizio specialistico.</i></p> <p><i>Nel caso in cui siano presenti bisogni acuti/complessi si procede con la definizione di un quadro di analisi approfondito e la definizione di un progetto per il ragazzo con il supporto di una équipe <u>multi-disciplinare</u>.</i></p>
3.1.b	Bisogni di cura e funzionamenti personali e sociali ⁴ ;	<ul style="list-style-type: none"> <input type="radio"/> Nessuna particolare criticità <input type="checkbox"/> Con relazioni sociali con i pari deboli (vede un pari fuori dal contesto scolastico meno di 1 volta a settimana; non frequenta attività educative extrascolastiche) <input type="checkbox"/> Con comportamenti sociali violenti, antisociali (es. bullismo, uso di alcool o droghe ecc.) <input type="checkbox"/> Con altre difficoltà relazionali e/o comportamentali <input type="checkbox"/> Vittime di maltrattamento / abuso o di "violenza assistita" <input type="checkbox"/> Coinvolti in procedure penali <input type="checkbox"/> Difficoltà organizzative <input type="checkbox"/> Problemi di ruolo e cura di <u>se</u> (trascuratezza, scarsa pulizia, ordine e cura del proprio aspetto, abbigliamento inadeguato) <input type="checkbox"/> Difficoltà nel fronteggiare problemi di dipendenza (alcool, sostanze stupefacenti, ludopatia) <input type="checkbox"/> Difficoltà legate a lutto recente <input type="checkbox"/> Altri eventi traumatici <input type="checkbox"/> Grave conflittualità familiare nel nucleo di origine <input type="checkbox"/> Isolamento sociale <input type="checkbox"/> Problemi legati a gravidanze precoci <input type="checkbox"/> <u>Altro</u>, specificare 	
3.2	Situazione economica		
3.2.a	Spese	<p>Le risorse disponibili rendono difficile al ragazzo affrontare le seguenti spese:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprare il cibo necessario <input type="checkbox"/> Comprare vestiti di cui ha bisogno 	<p><i>Questa area di osservazione rileva ai fini della definizione del progetto, aiutando a identificare i fabbisogni del beneficiario.</i></p>

3.3	Situazione lavorativa e profilo di occupabilità		
3.3.a	Condizione lavorativa	<ul style="list-style-type: none"> ○ Nessuna particolare criticità <input type="checkbox"/> Problemi di salute che ostacolano la partecipazione al mercato del lavoro <input type="checkbox"/> insufficienti competenze linguistiche <input type="checkbox"/> Insufficienti competenze informatiche/digitali <input type="checkbox"/> Assenza titolo di studio adeguato/precoce abbandono degli studi <input type="checkbox"/> Competenze formative insufficienti per l'accesso al mercato del lavoro o a lavori sufficientemente remunerativi <input type="checkbox"/> Assenza di esperienza lavorativa <input type="checkbox"/> Giovane NEET, non occupato né impegnato in corsi di formazione³ <input type="checkbox"/> Difficoltà di tenuta del rapporto lavorativo <input type="checkbox"/> Altro , specificare 	<p><i>Se non si presenta nessuna criticità lavorativa, il progetto può essere definito con il servizio sociale, non presentandosi alcuna criticità lavorativa.</i></p> <p><i>In alternativa può essere utile rimandare il ragazzo non occupato ai Centri per l'impiego per la definizione dei patti di servizio o dei programmi di ricerca intensiva di lavoro o l'iscrizione a "Garanzia giovani" (nel caso di giovani NEET) a meno che non emerga la necessità di un supporto più ampio per l'accesso al mercato del lavoro, a tale fine è necessario sviluppare un quadro di analisi approfondito attraverso una équipe multi disciplinare⁴.</i></p>
3.4	Ipotesi per soluzione abitativa autonoma post uscita comunità o famiglia		
3.4.a	Caratteristiche abitazione	<ul style="list-style-type: none"> ○ In affitto da privato ○ In affitto da soggetto pubblico (es. casa popolare) ○ Stanza in affitto ○ Ospitato gratuitamente/uso gratuito/Usufrutto ○ Altro specificare 	<p><i>Sulla base degli altri bisogni rilevati può essere utile procedere alla definizione di un quadro approfondito, coinvolgendo nella équipe multi-disciplinare gli operatori dei servizi rilevanti (Servizi per le politiche abitative; centro per l'impiego ecc.).</i></p>
3.5	Reti familiari e sociali		
3.5.a	Reti familiari e sociali	<ul style="list-style-type: none"> ○ Nessuna particolare criticità <input type="checkbox"/> Scarsa o assente rete amicale <input type="checkbox"/> Debolezza delle reti sociali formali e informali <input type="checkbox"/> Assenza del contesto familiare allargato e/o di altri adulti di supporto¹² <input type="checkbox"/> Relazioni conflittuali con la famiglia <input type="checkbox"/> Relazioni conflittuali con i servizi territoriali <input type="checkbox"/> Altro specificare 	<p><i>Questa area di osservazione rileva ai fini della definizione del progetto, aiutando a identificare i fabbisogni del beneficiario.</i></p>



Analysis Framework

The preliminary analysis can be enriched with the **Analysis Framework**, whose compilation is recommended in order to gather useful information for the drafting of the Project for autonomy.

The Analysis Framework is not drawn up by the individual social worker but in collaboration with the project team, necessarily involving the tutor and the beneficiary in order to arrive at a shared reading of the strengths and concerns present in the path to autonomy.

The analysis framework is developed along two main areas: **Life context and Needs and resources of the person**, each subdivided into several dimensions and sub-dimensions and declined in descriptors with a rating scale from 1 (scarce strengths/resources available) to 6 (important strengths/resources available)

At the end of the analysis framework the team will also have identified the dimensions that represent priorities on which to build the path .

DESCRITTORE SINTETICO DEI BISOGNI E DELLE RISORSE

Dimensioni		Intensità					
		1 Bisogno evidente	2 Bisogno moderato	3 Bisogno leggero	4 Né bisogno né punto di forza	5 Forza/risor sa	6 Evidente forza/risor sa
Area contesto di vita	1.Situazione economica A.- risorse economiche attuali e potenziali	0	0	0	0	0	0
	B. Capacità di gestione del budget e di risparmio	0	0	0	0	0	0
	2 situazione abitativa attivabile con l'uscita dalla comunità residenziale o dalla famiglia affidataria	0	0	0	0	0	0
	3 Bisogni di cura e carico di assistenza A. Bisogni di relazione, sicurezza, stabilità, autonomia e socializzazione	0	0	0	0	0	0
	B. Bisogni di base, di salute (fisici e fisiologici) e materiali	0	0	0	0	0	0

GUIDE TO OBSERVING THE ANALYSIS FRAMEWORK

3 Bisogni di cura e carico di assistenza

A. Bisogni di relazione, sicurezza, stabilità, autonomia e socializzazione

- Ha consolidato relazioni con i pari e gli adulti
- Sa collaborare, sa fare cose insieme ad altri, sa inserirsi in un gruppo e rispettare le diversità
- Sa mediare in situazioni di conflitto
- Sa distinguere i vari contesti (formali, informali e non formali) e rapportarsi in maniera consona
- Sa chiedere aiuto di fronte a situazioni problematiche e di fronte a processi di cambiamento
- Sa monitorare il proprio processo evolutivo tenendo conto degli obiettivi prefissati
- Sa gestire le proprie emozioni
- Sa costruire progetti futuri
- Ha conoscenza di sé e dei propri talenti
- Ha la capacità di valutare le proprie competenze
- Rispetta orari e appuntamenti
- Sa comunicare informazioni e idee con un certo dettaglio e con capacità di critica personale
- Sa usare i diversi registri linguistici, incluso il paragone, la metafora, lo scherzo ecc.
- -Altro..

B. Bisogni di base, di salute (fisici e fisiologici) e materiali

- Conosce e sa accedere ai servizi pubblici del territorio
- Accede a regolari controlli di salute e alle cure fisiche e mediche necessarie alla crescita;
- La crescita è regolare
- L'igiene e alimentazione sono appropriati
- Sa leggere il foglietto illustrativo di un farmaco e conoscerne il dosaggio
- Ha un ritmo sonno-veglia adeguato
- comportamenti devianti
- Altro..

The Observation Guide provides an open index of elements to be considered when observing individual sub-dimensions.

Individualised project for autonomy

The individualised project for autonomy, which will accompany the beneficiaries until they reach the age of 21, describes the actions and activities through which it is planned to transform the needs and expectations of the child into objectives and results of change aimed at fulfilling the beneficiaries' aspirations through the use of their resources and capacities together with the support of the services and resources of the community. In this sense, it is a tool aimed at the future, which is the result of a work of sharing and evaluation in which the beneficiary must be the protagonist and responsible together with the reference service and the tutor for autonomy. The autonomy tutor will play an important role in accompanying and supporting the beneficiary during the implementation phase and in mentoring him/her in carrying out activities in daily life.

To draw up the individualised project, the team and the child must:

- carefully assess the priority and time scale to be applied to each objective and each of the dimensions highlighted as priorities (small steps approach), taking care to start work from a point of strength so as to initiate the process of motivation and participation;
- check all the information needed to ensure that the child becomes aware of and concretely responsible for the commitments he or she makes and is actually able to fulfil them in everyday life;
- In particular, the services and the tutor are active in creating the conditions that make it possible for the young person to take on and keep those commitments.

The individualised project for autonomy contains:

- the list of the team members who will follow the child during the process;
- the path chosen for autonomy (completion of secondary school, university education, vocational training or insertion in the world of work);
 - a list of any economic contributions granted;
- it is structured around general and specific objectives and the consequent stages that the child undertakes to achieve.

For each general objective (and its related specific indicators), among others, the following are identified:

- the actions and interventions to be implemented and who is responsible for them or who is the facilitator in relation to the commitments made by the beneficiary and the human resources to be involved;
 - the times and stages for achieving the objectives and implementing the actions envisaged by the project and by the chosen pathway;
 - the elements that will make the pathway and therefore the autonomy project sustainable over time;
 - the material resources that exist to support the individualised autonomy project (e.g., placement in an apartment for autonomy). the material resources available to support the individualised project for autonomy (e.g. placement in a flat for autonomy, a council house, continuation of the stay with the foster family, other...);
 - the methods and times of verification in accordance with the guidelines for the project.

Within the individualised autonomy project there are two main areas of need:

- 1) Area of the person's needs and resources
- 2) Environment Area

Each of the two areas is divided into 4 general objectives:

- Area Needs and resources of the person:

1. to strengthen/develop the well-being and functioning of the person;
2. to strengthen/foster educational/training paths and development of skills;
3. to reach the working/occupational condition;
4. to favour mobility and movements;

- Area Environment:

1. to preserve the housing/improve the housing condition;
2. to improve the economic condition; 3. to satisfy the care actions;
4. to strengthen the social networks of proximity

Each general objective is divided into specific objectives.

PERSON'S NEEDS AND RESOURCES AREA

General objective "Strengthening/developing the well-being and functioning of the individual" - Support and development of the capacities of :

- Carrying out prevention and care actions aimed at protecting health
- Satisfying the basic needs of daily life Improving social and relational integration
- Maintain relations with reference subjects in the services and in society
- Acquire/enhance personal autonomy and the ability to cope with problematic situations
- Take care of the cleanliness and orderliness of their appearance and clothing
- Developing the ability to set short- and medium-term goals and identifying when and how to meet them
- Participate in discussions/meetings with the team and adhere to the programmes agreed upon with the reference Services
- Activate the taking in charge by other specialist services
- Other (specify)

All specific objectives are translated into **process indicators**. The latter represent the concrete, visible and detectable results which make it possible to assess over time (process dimension) the level of achievement of all or part of the (general and specific) objectives.

Example of process indicators:

To carry out preventive and curative actions aimed at health protection

Ability to consult one's own doctor in case of illness or health problems

Adequate use of the health system (general practitioner, facilities, exemptions, booking and management of medical examinations, etc.).

Ability to take care of personal and household hygiene

Knowledge of how to preserve and cook food

Other (specify)

For each process indicator chosen, the team will decide on the actions to be taken by the operators and/or the young person to achieve it.

Smart approach to formulating process indicators

S-specific: simple, specific and formulated in a clear and understandable way - *'What exactly do we want to achieve? How can we describe it in a way that can be understood and shared by other professionals, services and young people?'*

M-misurable: measurable, monitorable, easily assessable in terms of expected outcomes - *'What indicators help us to measure the objectives?'*

A-achievable: achievable and attainable, based on a careful feasibility check - *'Can this goal be realistically achieved on the basis of the effort and resources available and the critical factors present?'*

R-relevant: Relevant and significant in the child's life path - *'Is this objective actually significant and important in the child's path to autonomy? Is adequate consideration given to the child's wishes, expectations and abilities?'*

T- timely: temporally defined - *'Can this objective be achieved in the short, medium or long term? What are the priority dimensions to be taken into account?'*

Monitoring

The autonomy project will be subject to monitoring and verification activities by the team and may be modified on the basis of the state of implementation and the degree of approach or deviation from the set objectives. The project is in fact a tool that accompanies the beneficiary's process of change and is therefore dynamic and closely linked to the analysis of the child's status.