Progetto CHILD.FOR.CHILD

Children for childreen wellbeing: strengthening National
Child Care System to guarantee equal rights for all children
European Union's Rights, Equality and Citizenship Programme (2014-2020)

CHILD.FOR.CHILD TRAINING TOOLKIT

MODULO N 1.2

MISURE GENERALI DI ATTUAZIONE: DALL'ACCOGLIENZA ALL'ASCOLTO DEL MINORE

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Il contenuto di questa presentazione rappresenta solo il punto di vista dell'autore. La Commissione Europea non accetta nessuna responsabilità per l'uso che può essere fatto delle informazioni che contiene

Empowerment and independence pathways
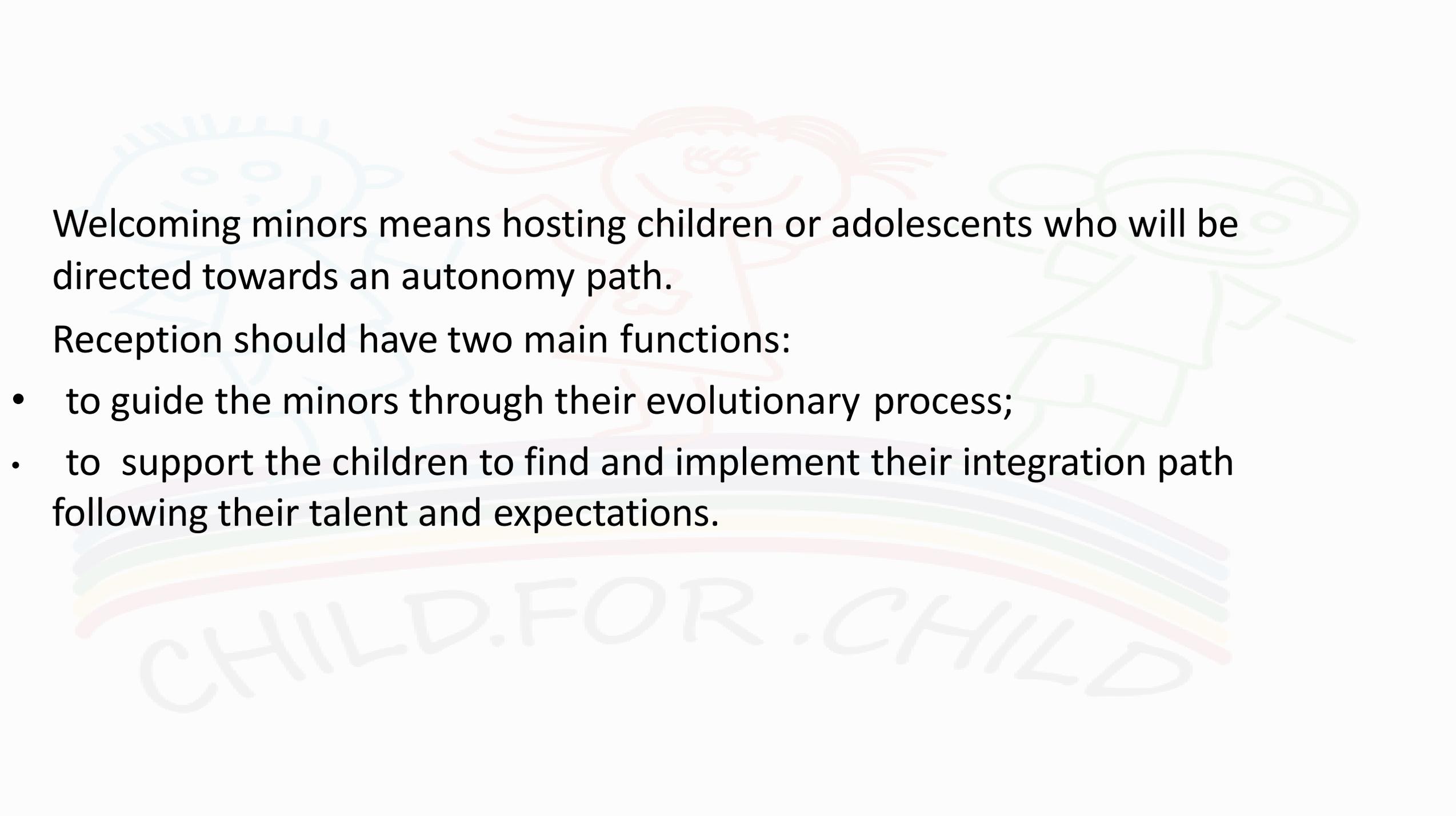
Welcoming minors means hosting children or adolescents who will be directed towards an autonomy path.

Reception should have two main functions:

- to guide the minors through their evolutionary process;
- to support the children to find and implement their integration path following their talent and expectations.

HOUSING

MSNA

Abused minors

Abused minors temporary taken out from the family

Orphans

Children whose parents are detained (without other relatives)

Pregnant minors

Formerly trafficked minors

Expected interventions

- Reception, socio-psychological assistance and cultural mediation;

- The request for legal protection and residence permit issue;

- To access local services on the territory (Italian language courses, health, school, vocational training);

- The identification of tailored socio-educational path.

- The launch of services to support integration.

The first stage of reception

Fundamental phase for minors at the admission in the structure facilities.

- Basic need fulfillment ;
- Receptive interview: first meeting between professional/structure and minors;
- Description of services offered and policy;
- Signature of the reception agreement from the minors;
- Carefulness in the integration within peers groups.

The second stage of reception

Identification and realization of the real path of integration and autonomy of minors.

- Observation from the equipment;

- Deepened interviews (structured and during their life within the receptive building);

- Writing and carrying out the PEI (Individualized Educational Plan - Progetto Educativo Individualizzato)

The team

Managing a receptive project requires:

- The qualified presence of a multidisciplinary team able to face the different needs of users and the management needs of the centre;

- Strong teamwork;

- Punctual and transparent partition of practitioners roles.

Good teamwork and efficient management allow sharing the realized interventions and makes possible:

- To avoid the risk of burn-out;

- To take in charge harmoniously every individual receptive project.

Multidisciplinary team structure

Receptive centre coordinator

Social worker

Psychologist

Pedagogues

Educators

Intercultural mediators
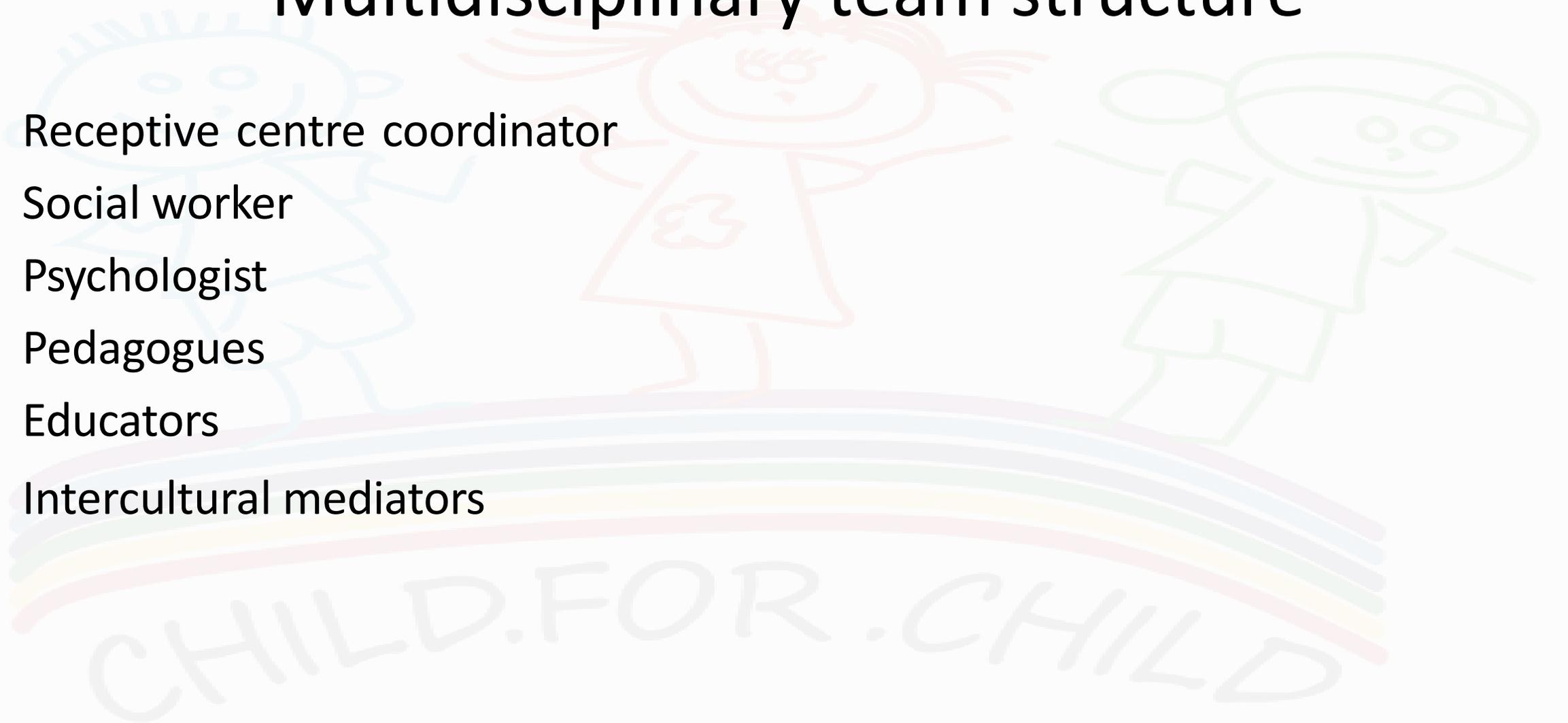
# Team: operating instruments

- Periodic meeting of planning and assessment;

- The regular meeting of planning and evaluation with representatives of local authorities;

- Sharing files, logbook and other monitoring instruments;

- External psychological oversight;

- Training and refreshing courses;

- Chances to meet other colleagues of the network;

- Volunteering management.

Regional coverage

For a successful project, it is fundamental to activate and strengthen the networking together with locals actors. These, in various ways, can be interlocutors in the receptive paths (ASP, police headquarters, job centre, BUT ALSO juvenile meeting centres, sports centres, voluntary associations, etc.).
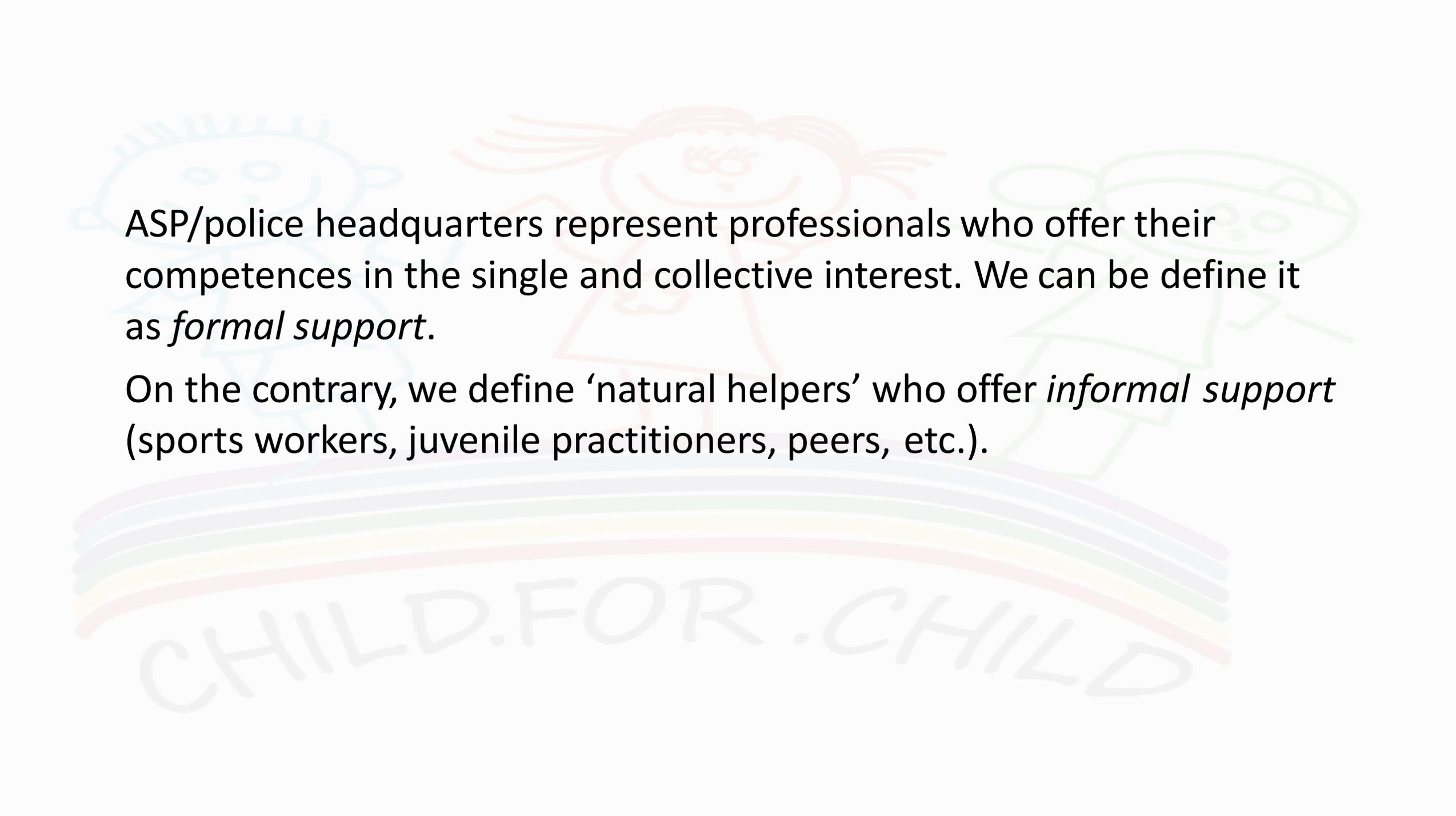
ASP/police headquarters represent professionals who offer their competences in the single and collective interest. We can be define it as *formal support*.

On the contrary, we define 'natural helpers' who offer *informal support* (sports workers, juvenile practitioners, peers, etc.).
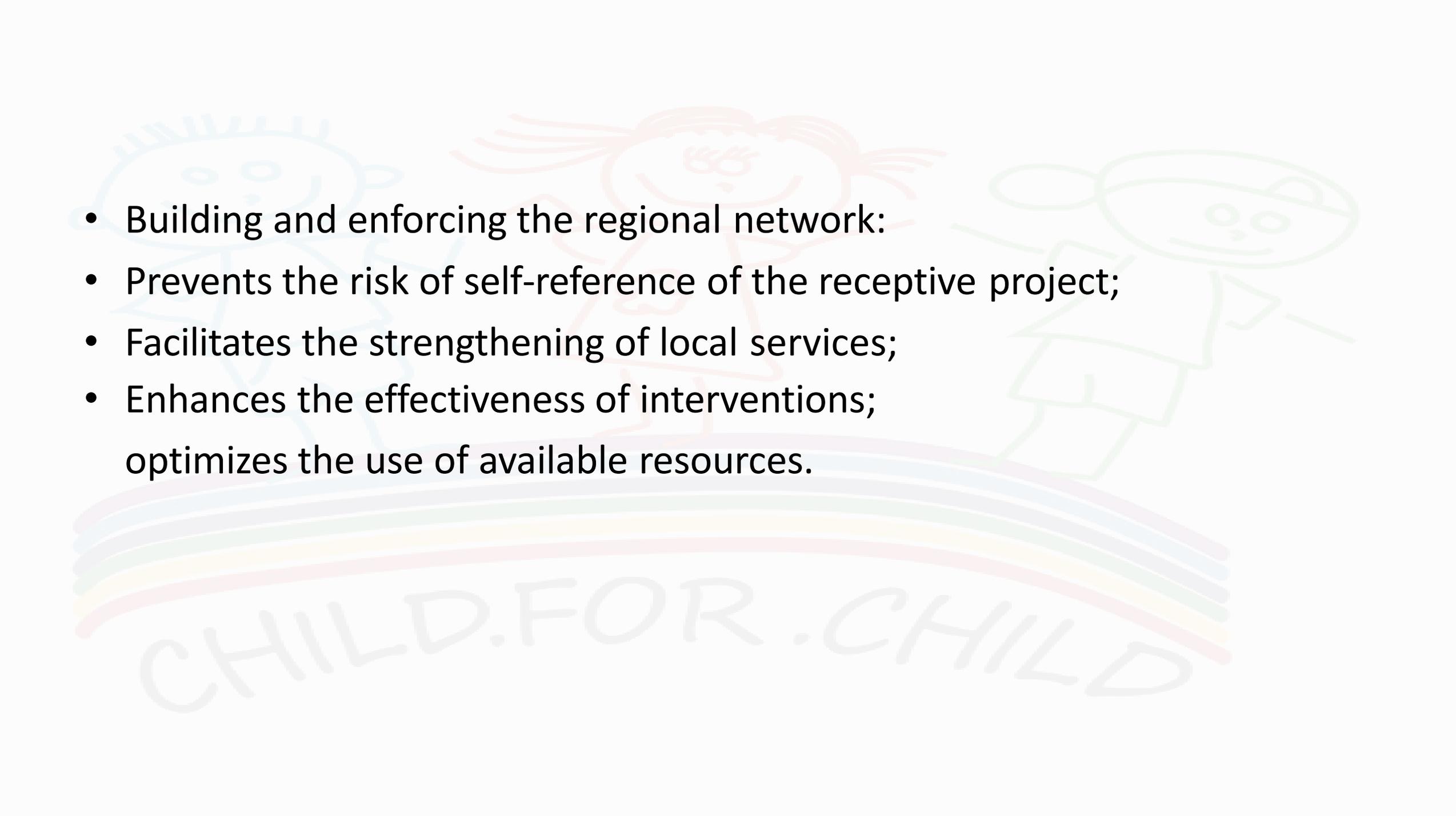
- Building and enforcing the regional network:

- Prevents the risk of self-reference of the receptive project;

- Facilitates the strengthening of local services;

- Enhances the effectiveness of interventions;

  optimizes the use of available resources.
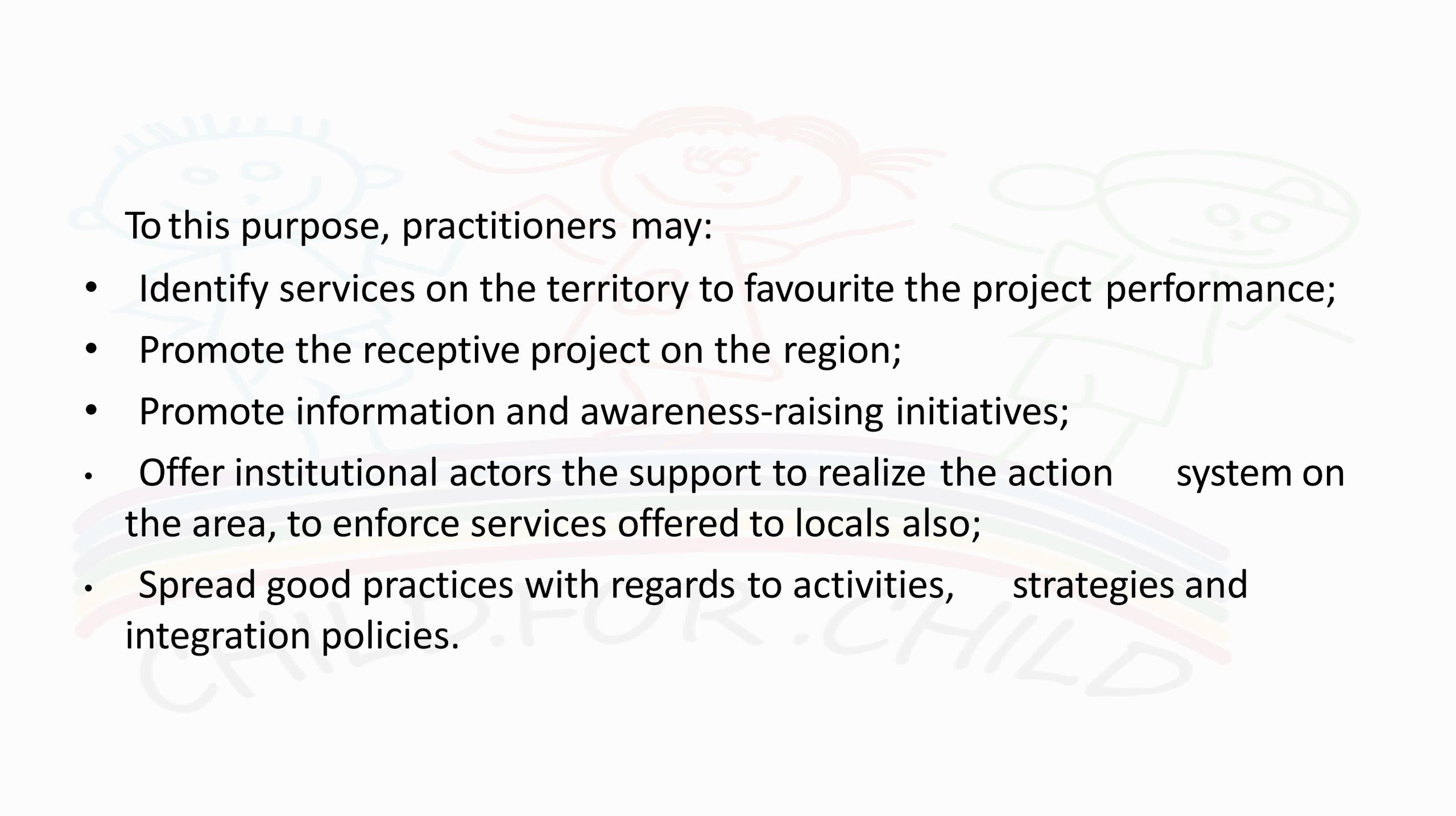
To this purpose, practitioners may:

- Identify services on the territory to favourite the project performance;

- Promote the receptive project on the region;

- Promote information and awareness-raising initiatives;

- Offer institutional actors the support to realize the action   system on the area, to enforce services offered to locals also;

- Spread good practices with regards to activities,   strategies and integration policies.

PEI (Individualized Educational Plan - Progetto Educativo Individualizzato)

PEI is the instrument which follows the path and the history of any single minor.

- It is in written form;
- It is reviewed regularly following the goals set during the first phases of reception;
- The outcomes are double-checked/confirmed/redefined after an observation period (generally 3 months);
- It is constantly and periodically monitored during the networking meetings.

Function of PEI

Minors are allowed to:

- Actively participate in building their life project;

- Feel responsible and the protagonist about decisions concerning them, with a view to a separation from the receptive centre;

- Measure the goals reached over time;

- If necessary, the possibility to re-modulate the pathway.
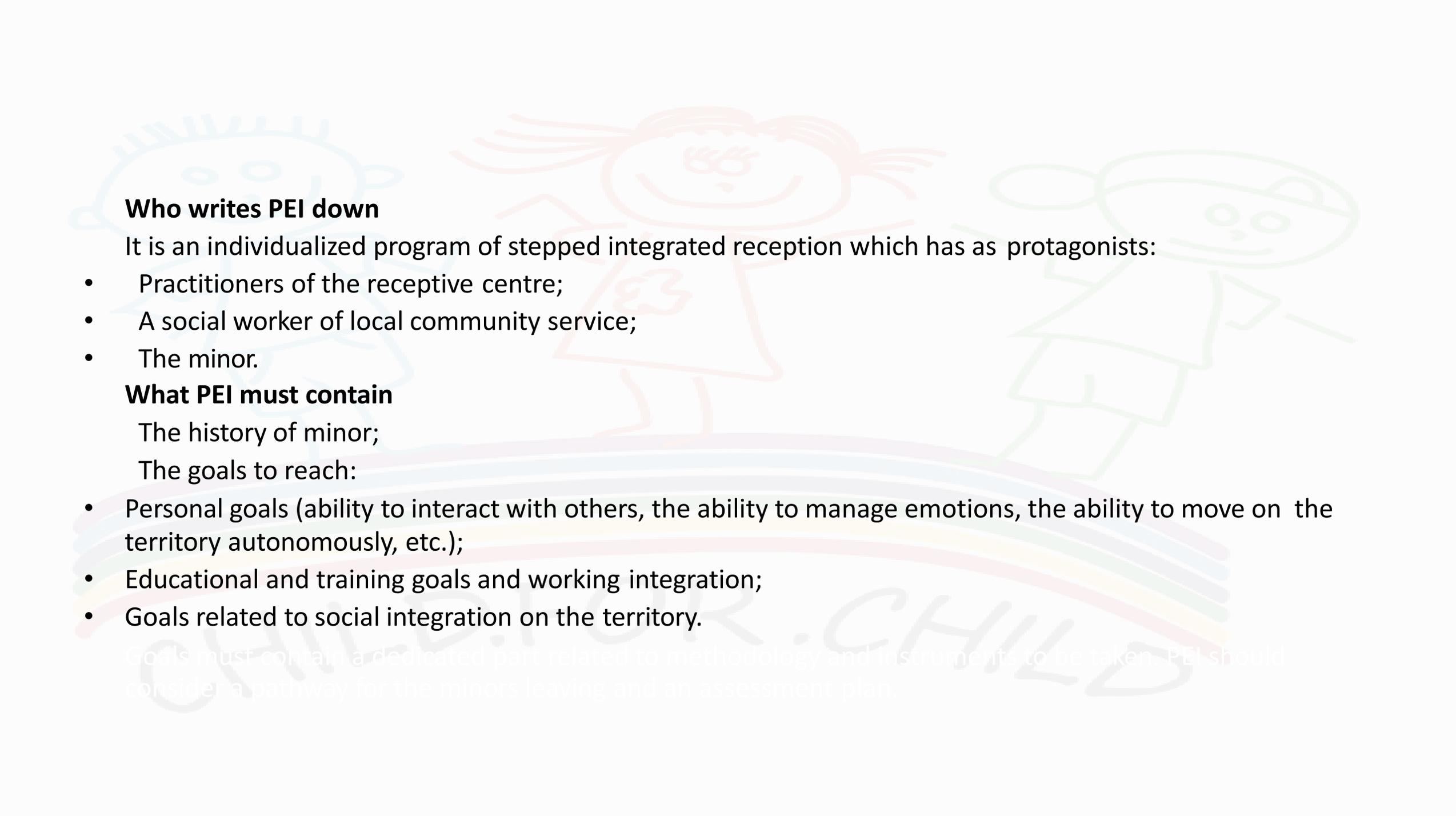
Who writes PEI down

It is an individualized program of stepped integrated reception which has as protagonists:

- Practitioners of the receptive centre;
- A social worker of local community service;
- The minor.

What PEI must contain

The history of minor;

The goals to reach:

- Personal goals (ability to interact with others, the ability to manage emotions, the ability to move on the territory autonomously, etc.);
- Educational and training goals and working integration;
- Goals related to social integration on the territory.

Goals must contain a dedicated part related to methodology and instruments to be taken. PEI should consider a pathway for the minors leaving and once becomes adults.

Start a sustainable leaving pathway

Leaving the receptive project is an extremely delicate moment. Minors and practitioners are requested mutual awareness and specific training.

From the early stages of reception, prepare a defined project helps minors and operators to develop predictive powers for the subsequent period to the host and to activate projecting personal resources.

Helping relationships

"a relationship where the purpose of one of the two protagonists is to promote the growth, maturity and adequate behaviour of the Other. This latter can be a single person or a group. In other words, the helping relationship is like a situation where one of the participants or both try to enhance as best personal resources of the subject and to offer the significant possibility of expression."

Rogers, 1951
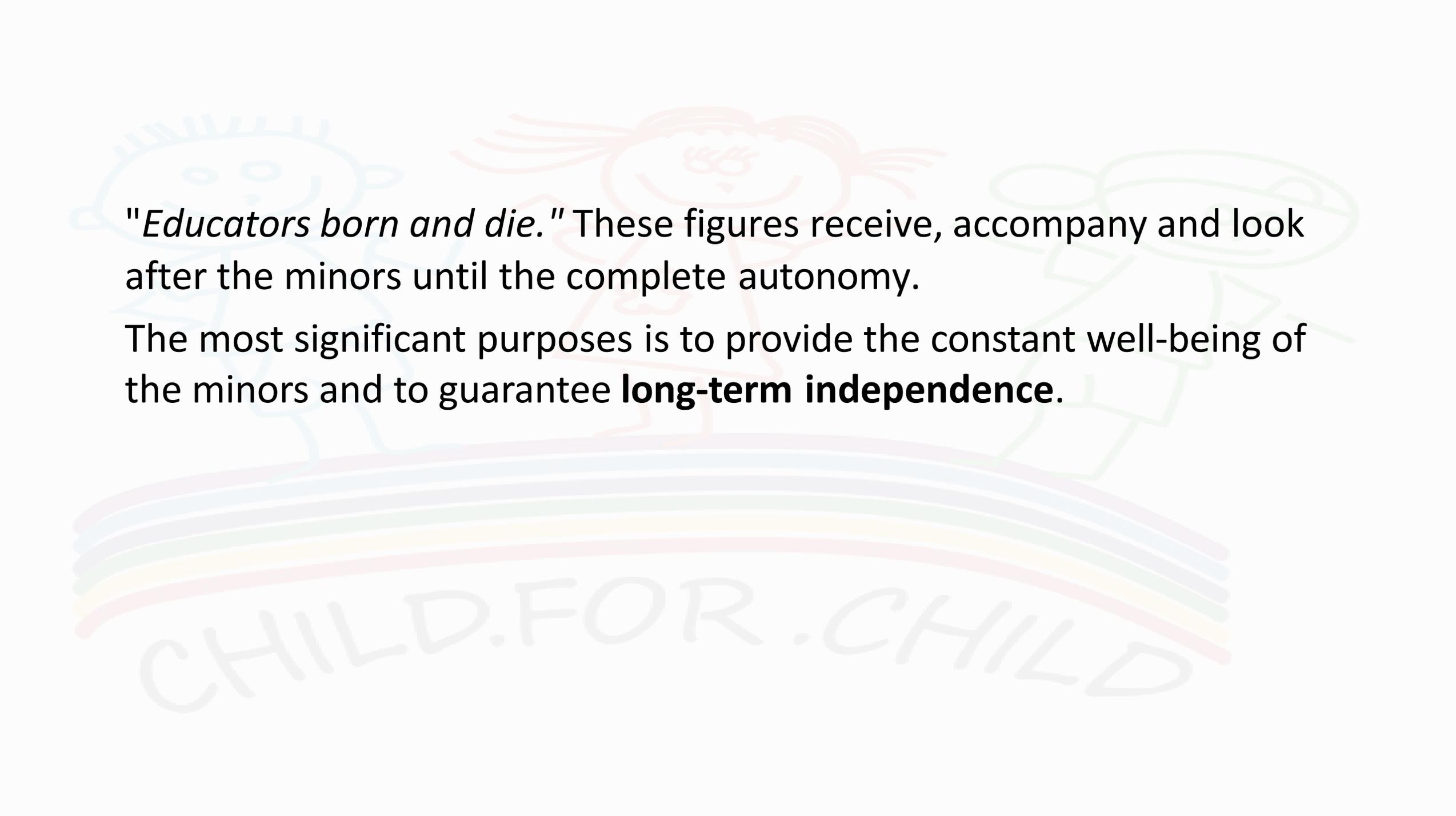
"*Educators born and die.*" These figures receive, accompany and look after the minors until the complete autonomy.

The most significant purposes is to provide the constant well-being of the minors and to guarantee **long-term independence**.
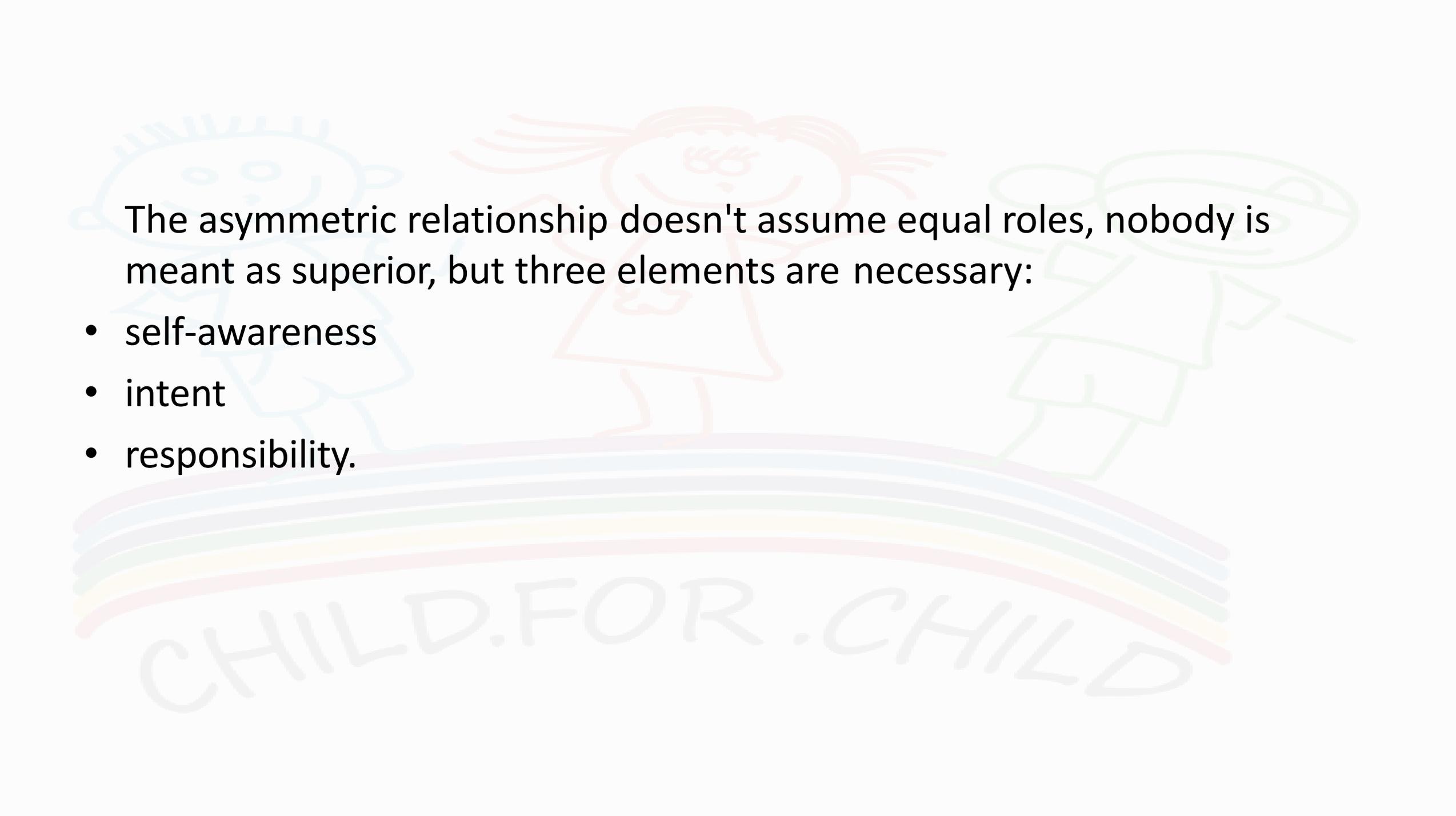
The asymmetric relationship doesn't assume equal roles, nobody is meant as superior, but three elements are necessary:

- self-awareness

- intent

- responsibility.
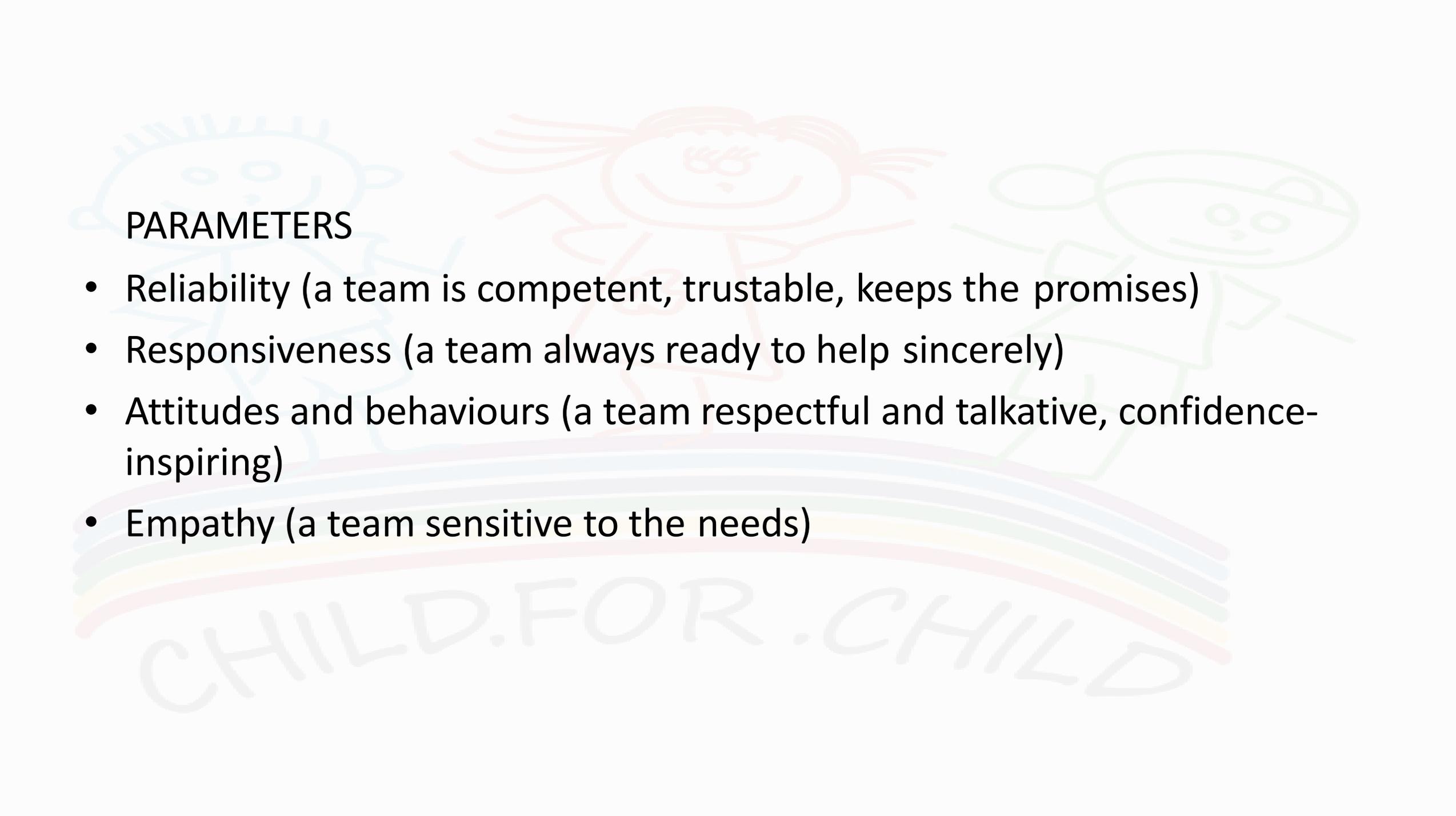
PARAMETERS

- Reliability (a team is competent, trustable, keeps the promises)

- Responsiveness (a team always ready to help sincerely)

- Attitudes and behaviours (a team respectful and talkative, confidence-inspiring)

- Empathy (a team sensitive to the needs)
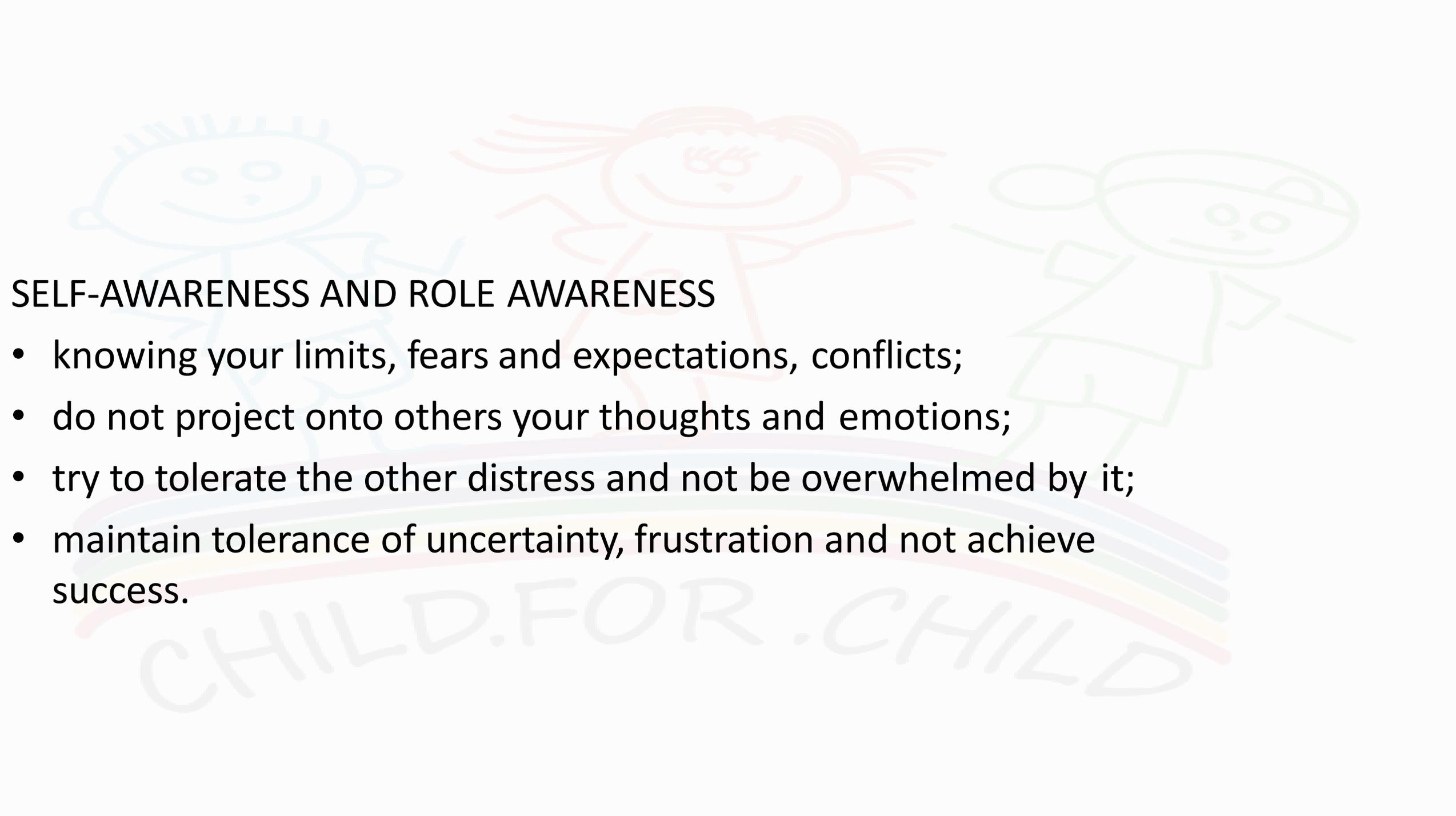
SELF-AWARENESS AND ROLE AWARENESS

- knowing your limits, fears and expectations, conflicts;

- do not project onto others your thoughts and emotions;

- try to tolerate the other distress and not be overwhelmed by it;

- maintain tolerance of uncertainty, frustration and not achieve success.
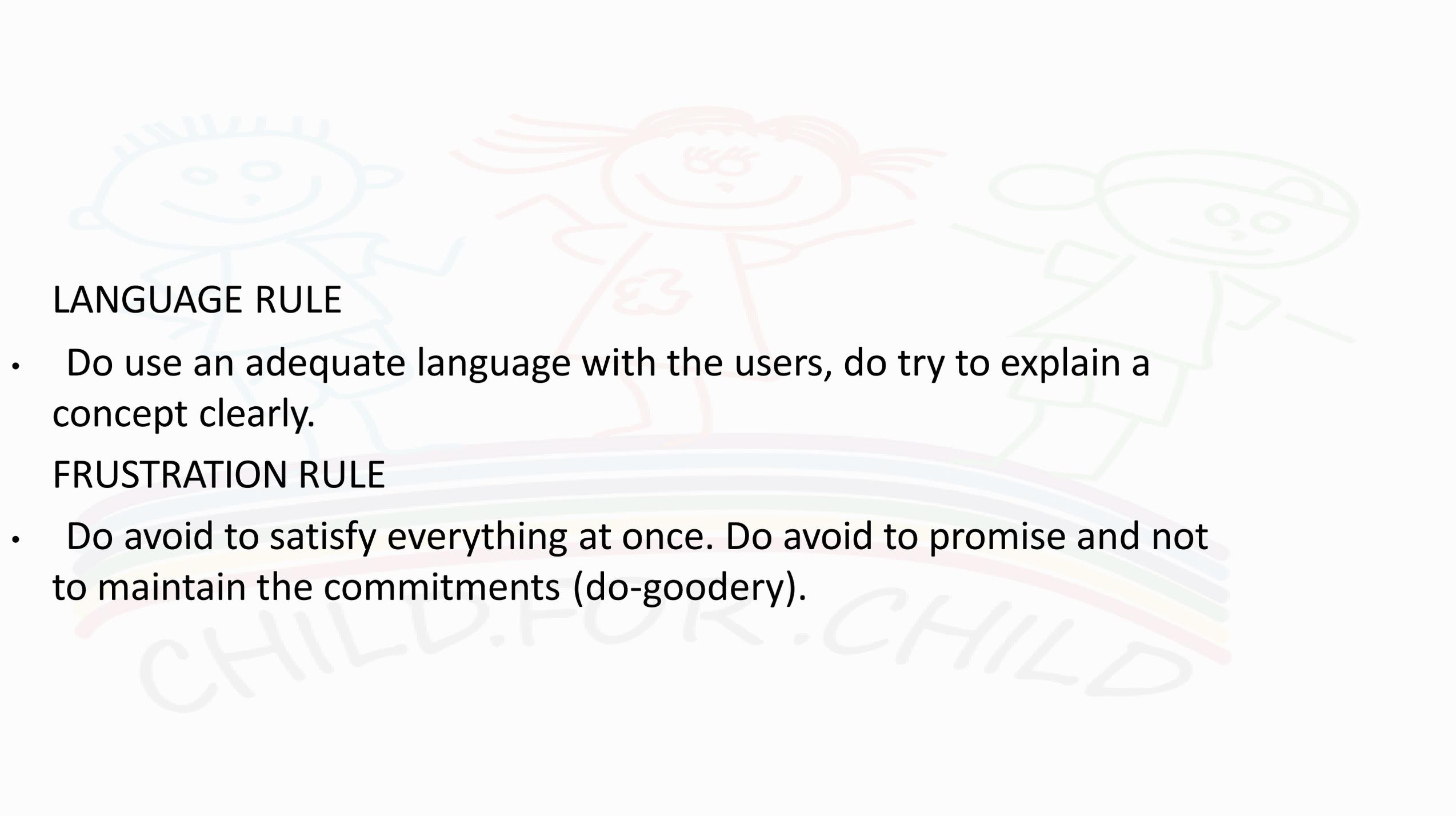
LANGUAGE RULE

· Do use an adequate language with the users, do try to explain a concept clearly.

FRUSTRATION RULE

· Do avoid to satisfy everything at once. Do avoid to promise and not to maintain the commitments (do-goodery).
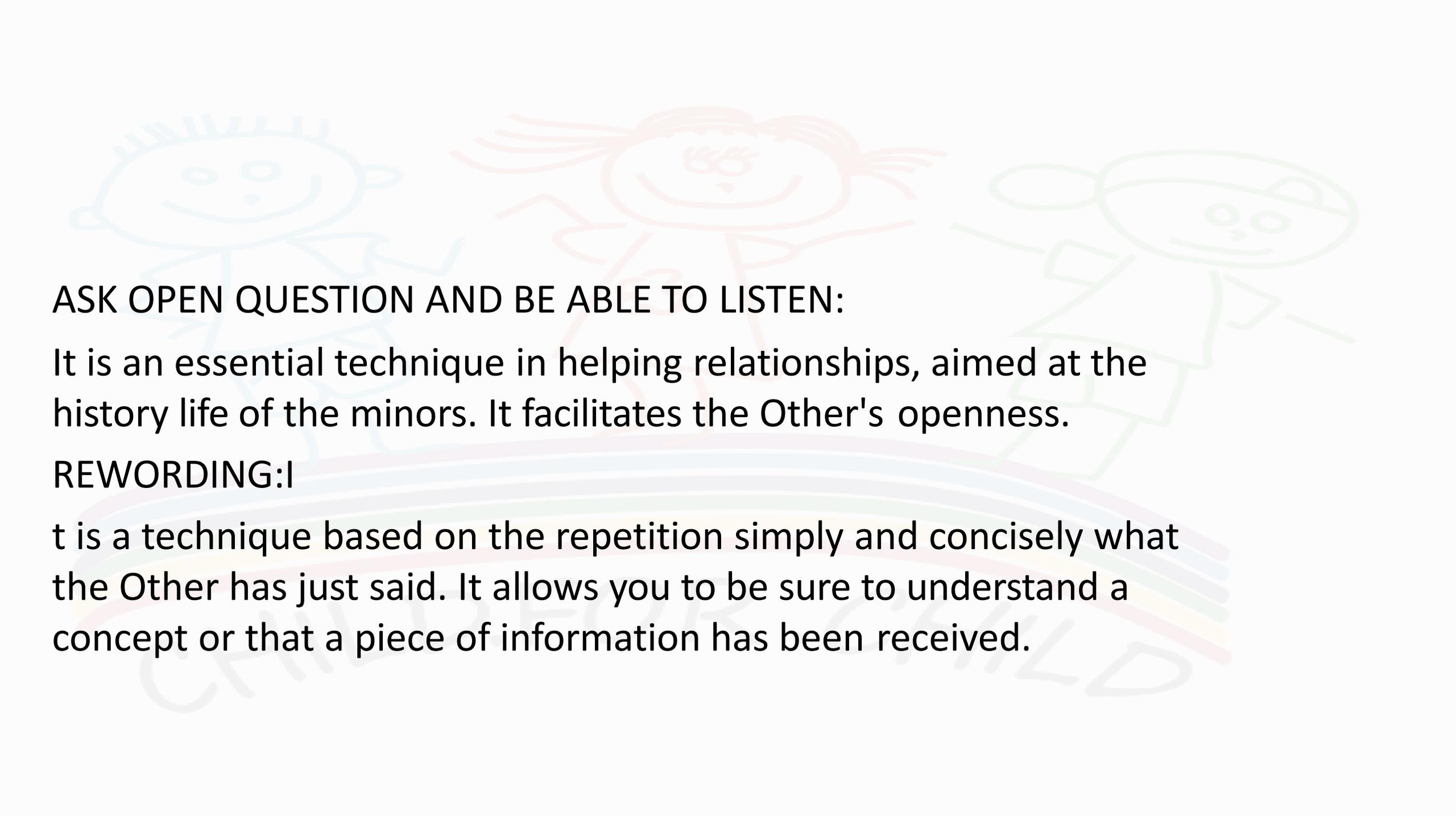
ASK OPEN QUESTION AND BE ABLE TO LISTEN:

It is an essential technique in helping relationships, aimed at the history life of the minors. It facilitates the Other's openness.

REWORDING:I

t is a technique based on the repetition simply and concisely what the Other has just said. It allows you to be sure to understand a concept or that a piece of information has been received.
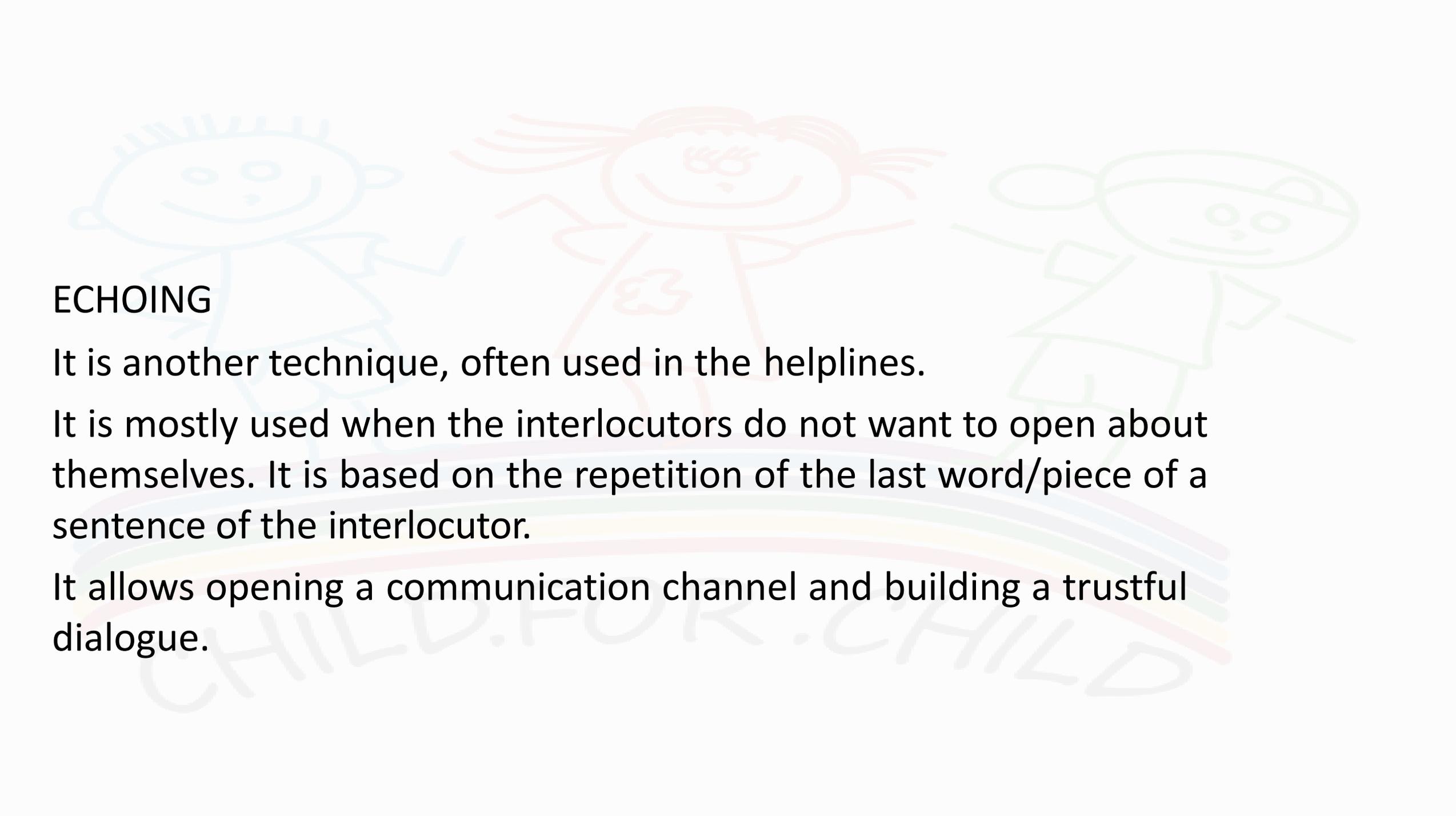
ECHOING

It is another technique, often used in the helplines.

It is mostly used when the interlocutors do not want to open about themselves. It is based on the repetition of the last word/piece of a sentence of the interlocutor.

It allows opening a communication channel and building a trustful dialogue.

LISTENING

The first listening is the passive one, where the practitioner listens to the Other to guess his/her basic needs. Listening is not only verbal but also and mainly non-verbal, observing gestures and attitudes of the minor. It is an active process necessary to create trust, comprehension, a significant connection. It is necessary to read signals and listen with ears, hearth, mind and eyes. How?
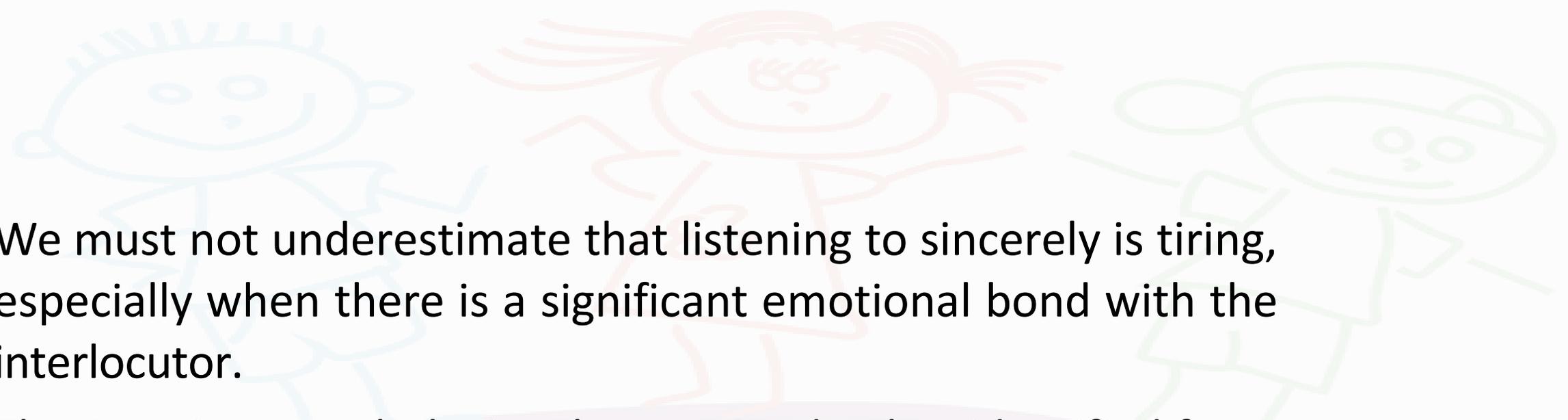
We must not underestimate that listening to sincerely is tiring, especially when there is a significant emotional bond with the interlocutor.

The American psychologist Thomas Gordon has identified four steps necessary to put in practice active listening.
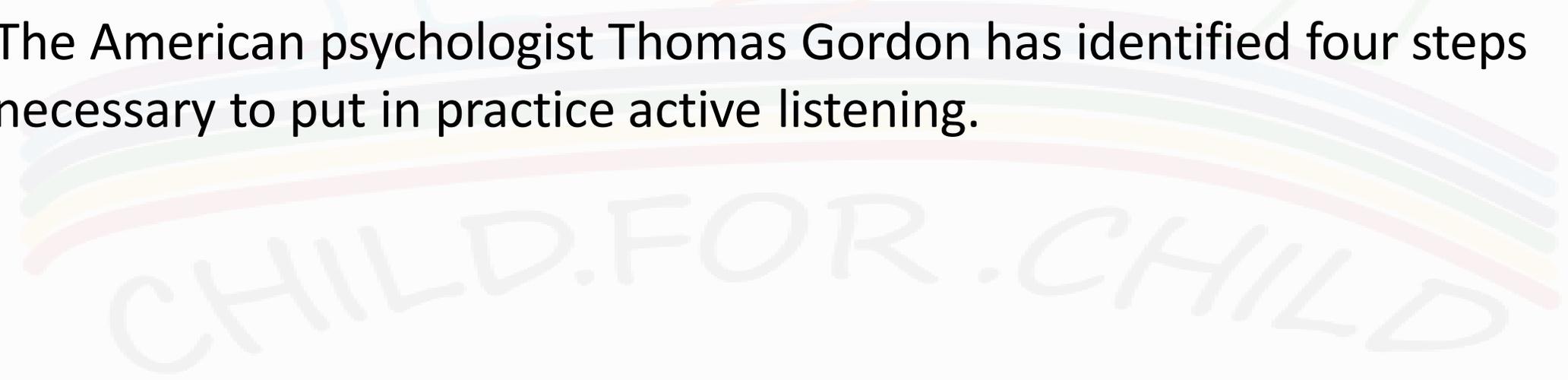
ACTIVE LISTENING

- Passive listening. In this phase, it is essential to listen to in silence and without interruptions. In this way, you communicate interest on topics and available to listen.

- Verbal and non-verbal messages. In this stage, you use phrases like "I'm trying to understand" or "I'm listening to you". Do use also a non-verbal language like smiles, glances, nods that suggest interest.

- Invite to deepen. Do encourage to increase topics without judging or commenting. "Tell me more about that" or "Walk me through the rest of that" are useful sentences.

- Active step. It is the last step the listener reproduces the content of the message of the Other with different words.
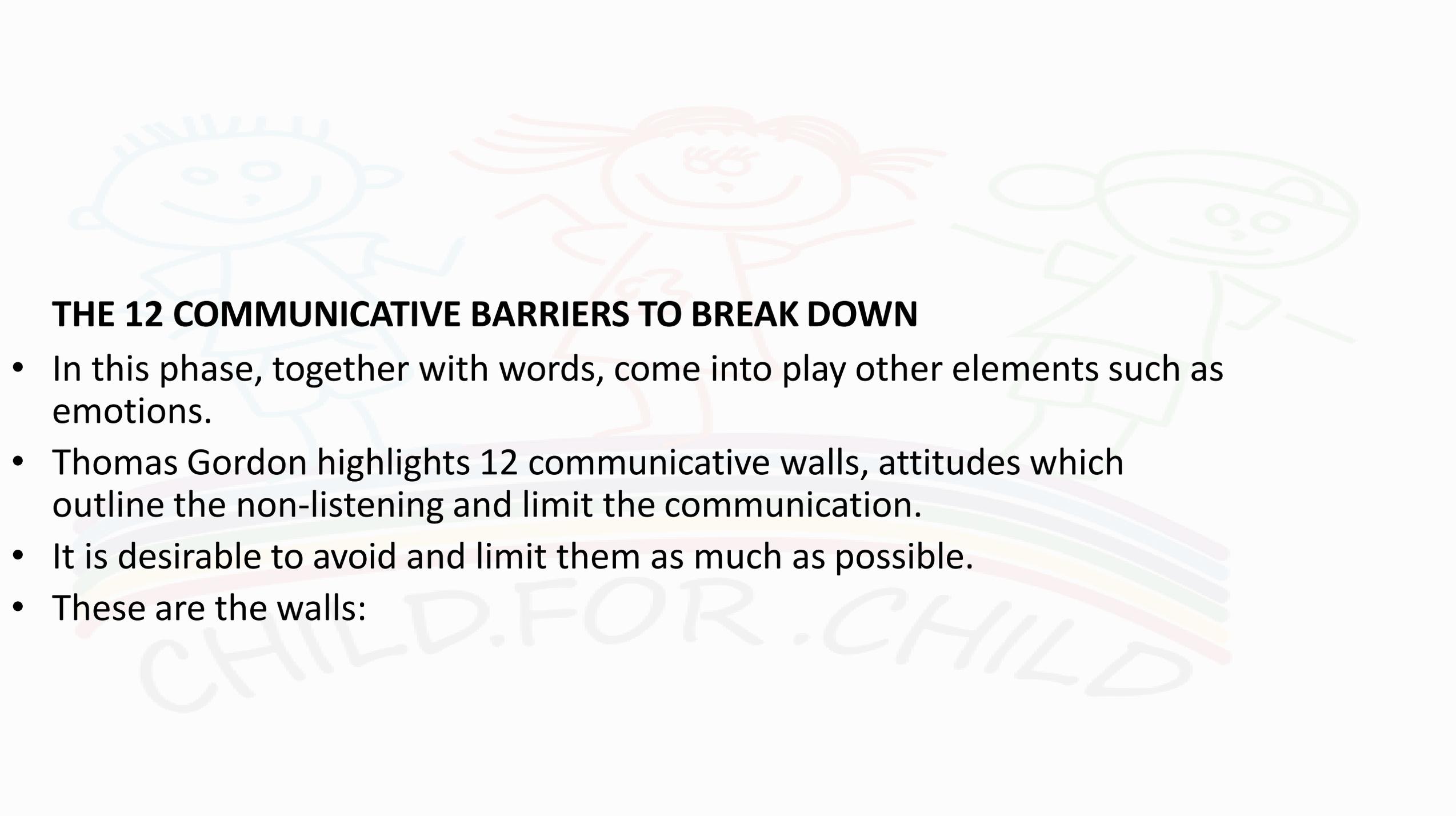
THE 12 COMMUNICATIVE BARRIERS TO BREAK DOWN

- In this phase, together with words, come into play other elements such as emotions.

- Thomas Gordon highlights 12 communicative walls, attitudes which outline the non-listening and limit the communication.

- It is desirable to avoid and limit them as much as possible.

- These are the walls:
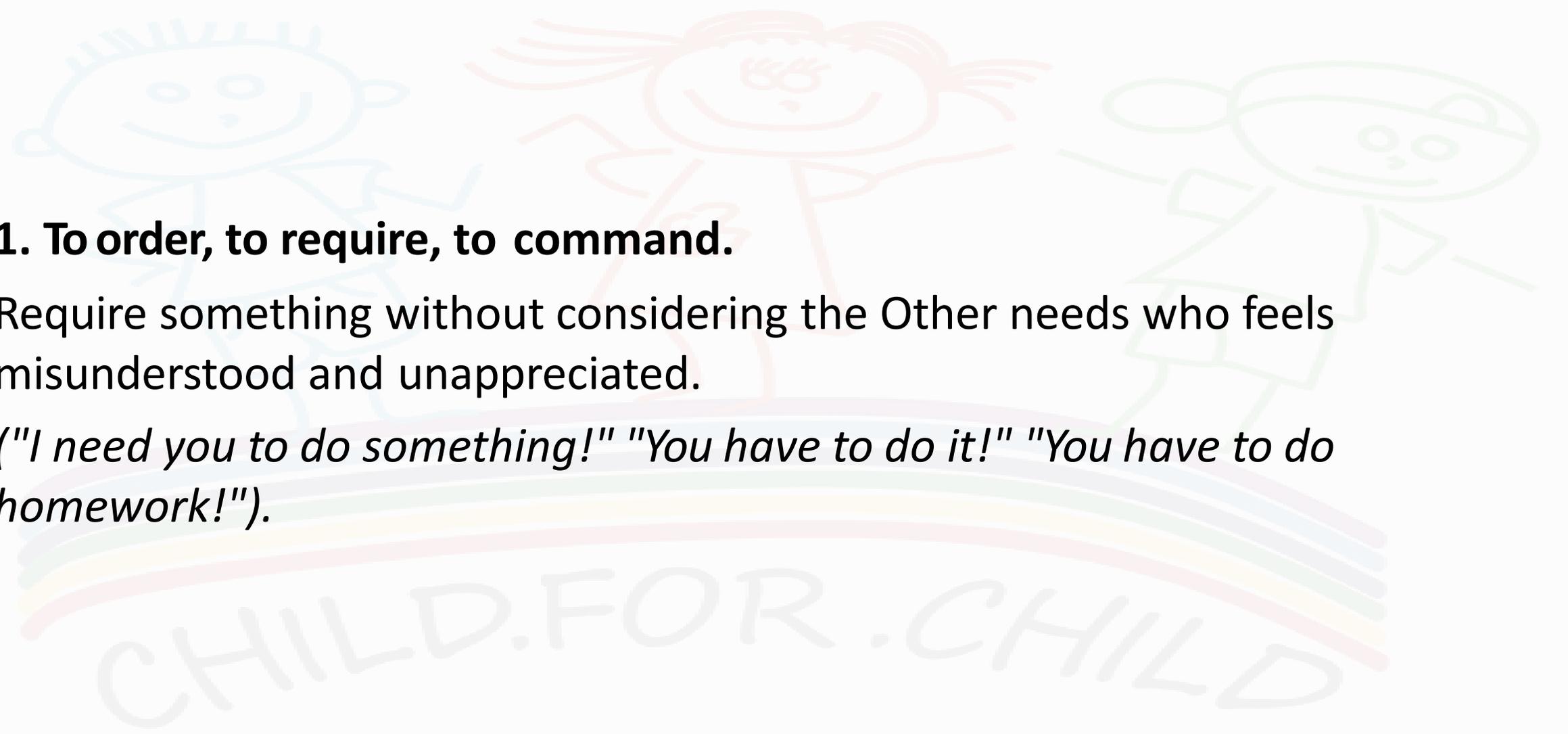
1. To order, to require, to command.

Require something without considering the Other needs who feels misunderstood and unappreciated.

("I need you to do something!" "You have to do it!" "You have to do homework!").
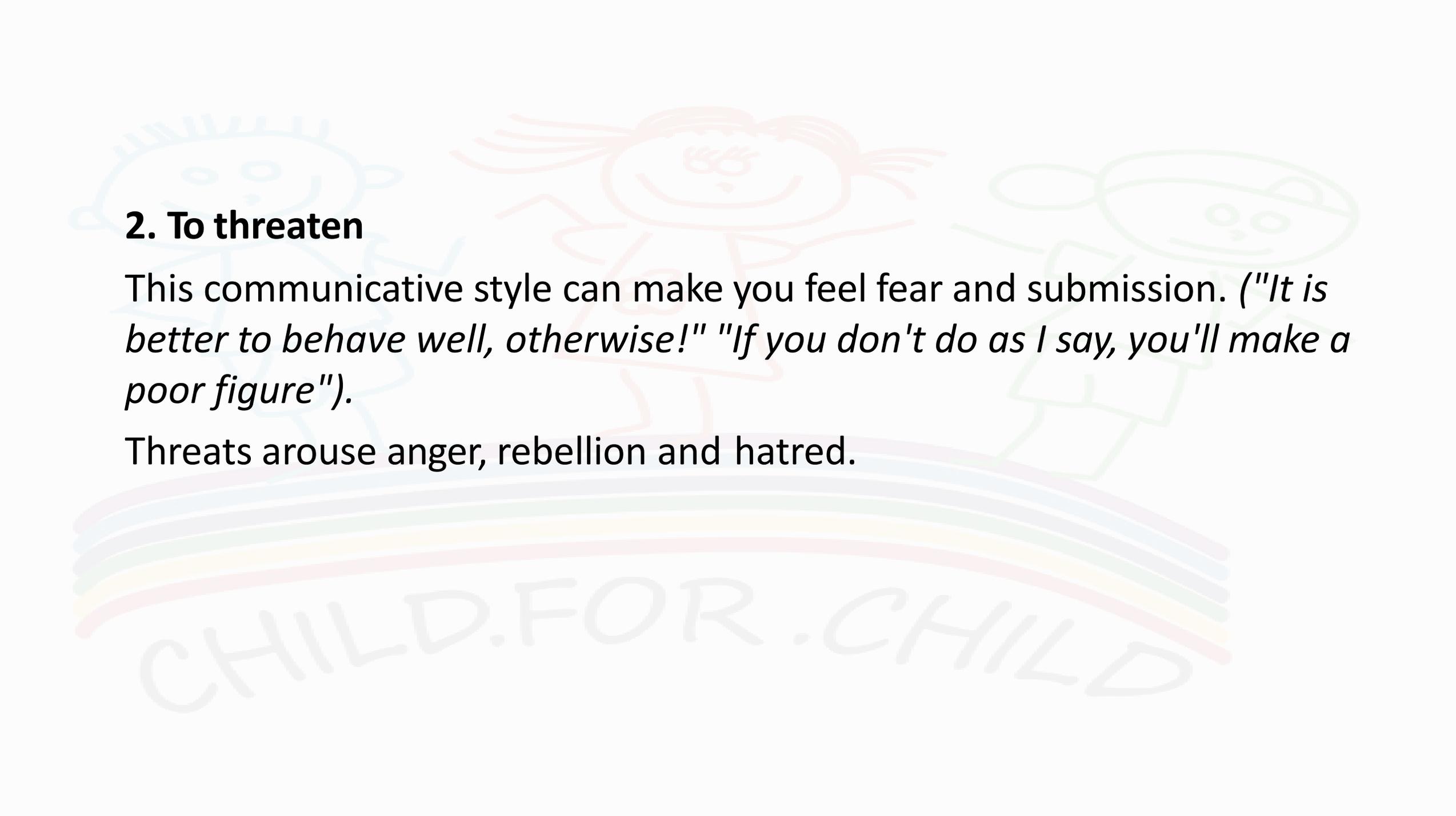
2. To threaten

This communicative style can make you feel fear and submission. *("It is better to behave well, otherwise!" "If you don't do as I say, you'll make a poor figure").*

Threats arouse anger, rebellion and hatred.
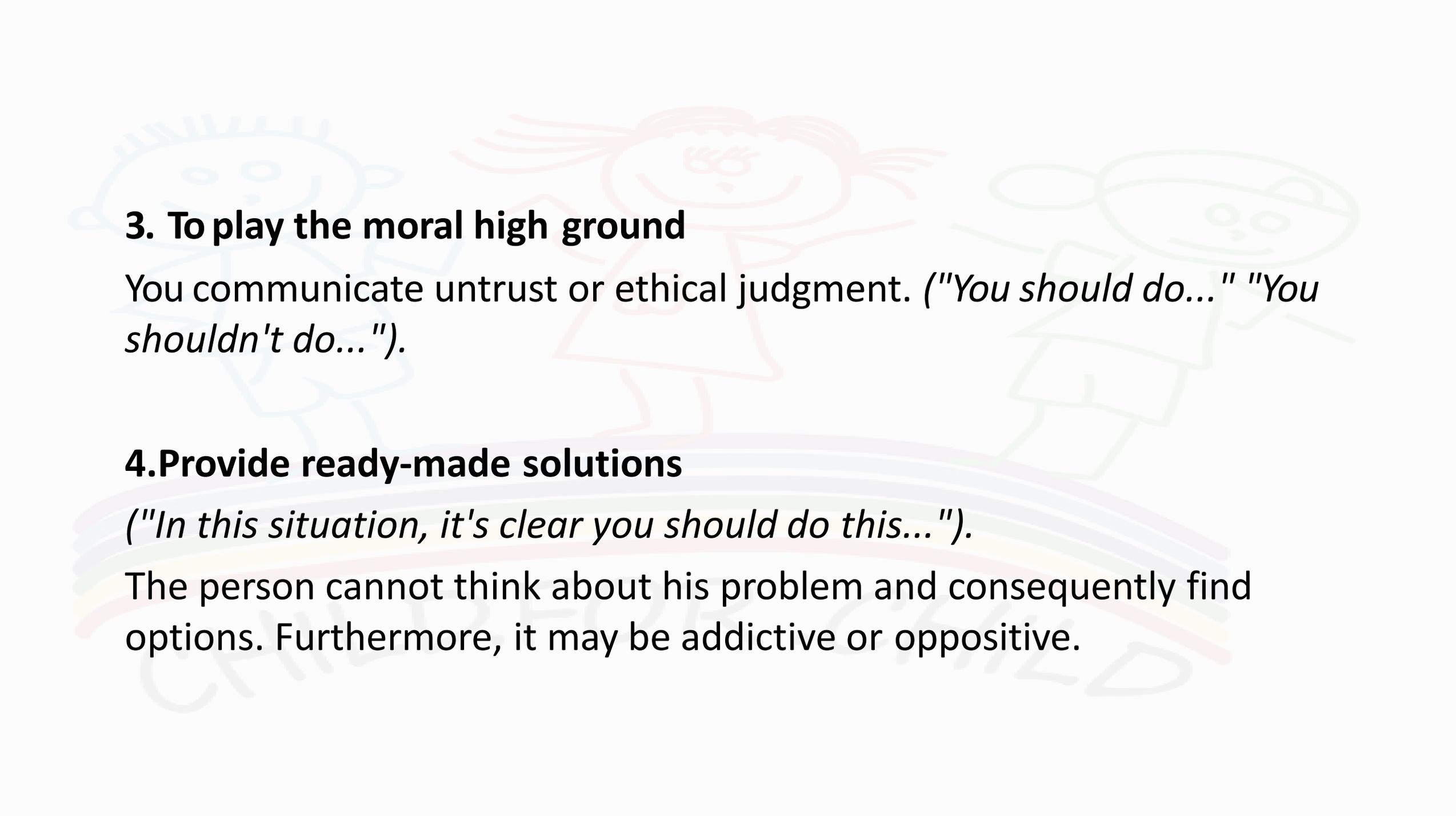
3. To play the moral high ground

You communicate untrust or ethical judgment. *("You should do..." "You shouldn't do...").*

4.Provide ready-made solutions

("In this situation, it's clear you should do this...").

The person cannot think about his problem and consequently find options. Furthermore, it may be addictive or oppositive.

5. To persuade with logical reasons

This communicative style leads the interlocutor to quit listening and to feel inferior and inadequate.

("I know what the correct way is to face the situation, but then you won't finish the project; maybe you should change the way!").

6. To judge, to disapprove, to criticize

("You're like this!" "You're not able to do it...!").

Doing this, the person feels judged and criticized and interrupts communication for fear of an adverse judgement.
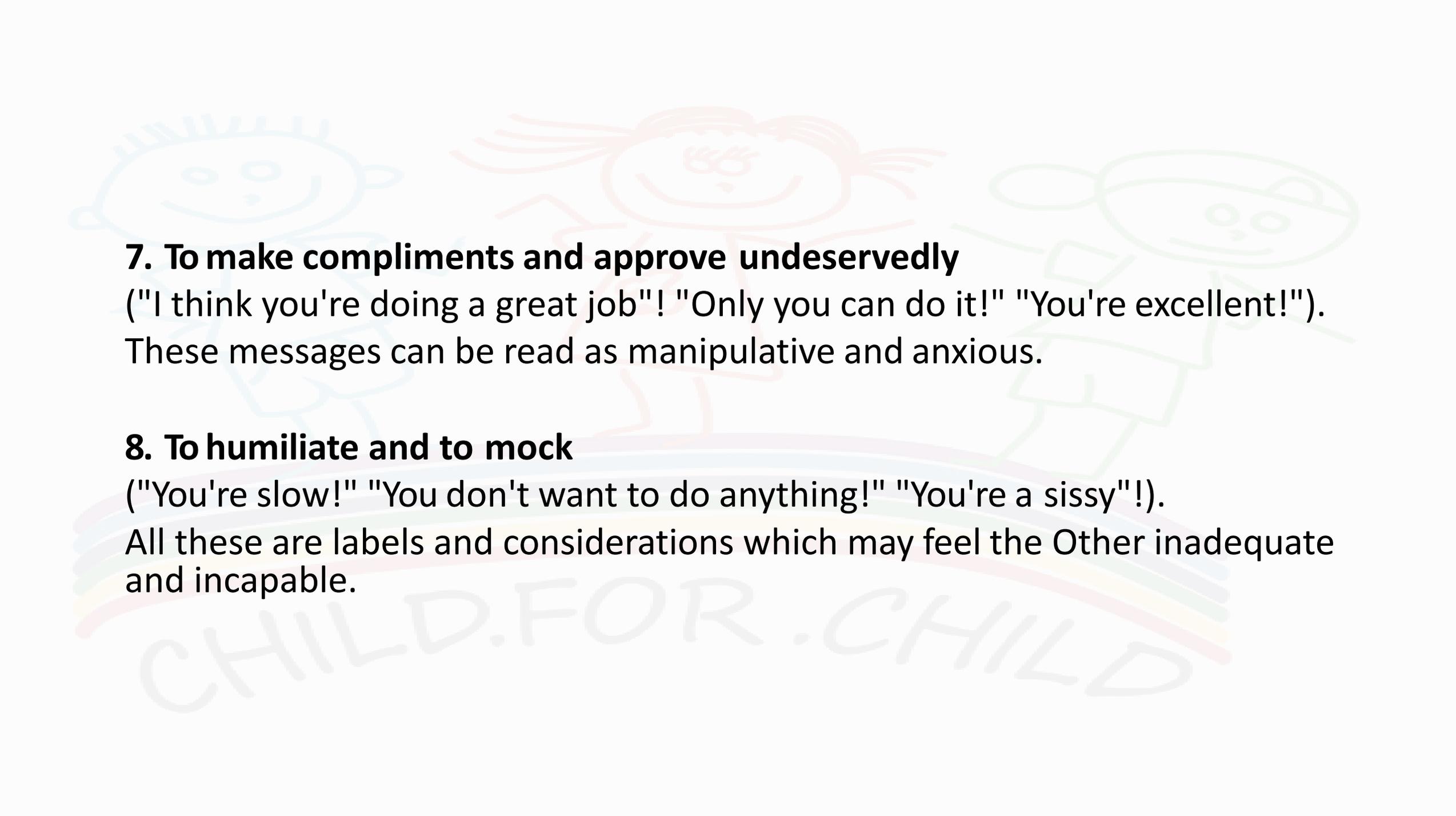
7. To make compliments and approve undeservedly

("I think you're doing a great job"! "Only you can do it!" "You're excellent!").
These messages can be read as manipulative and anxious.

8. To humiliate and to mock

("You're slow!" "You don't want to do anything!" "You're a sissy"!).
All these are labels and considerations which may feel the Other inadequate and incapable.
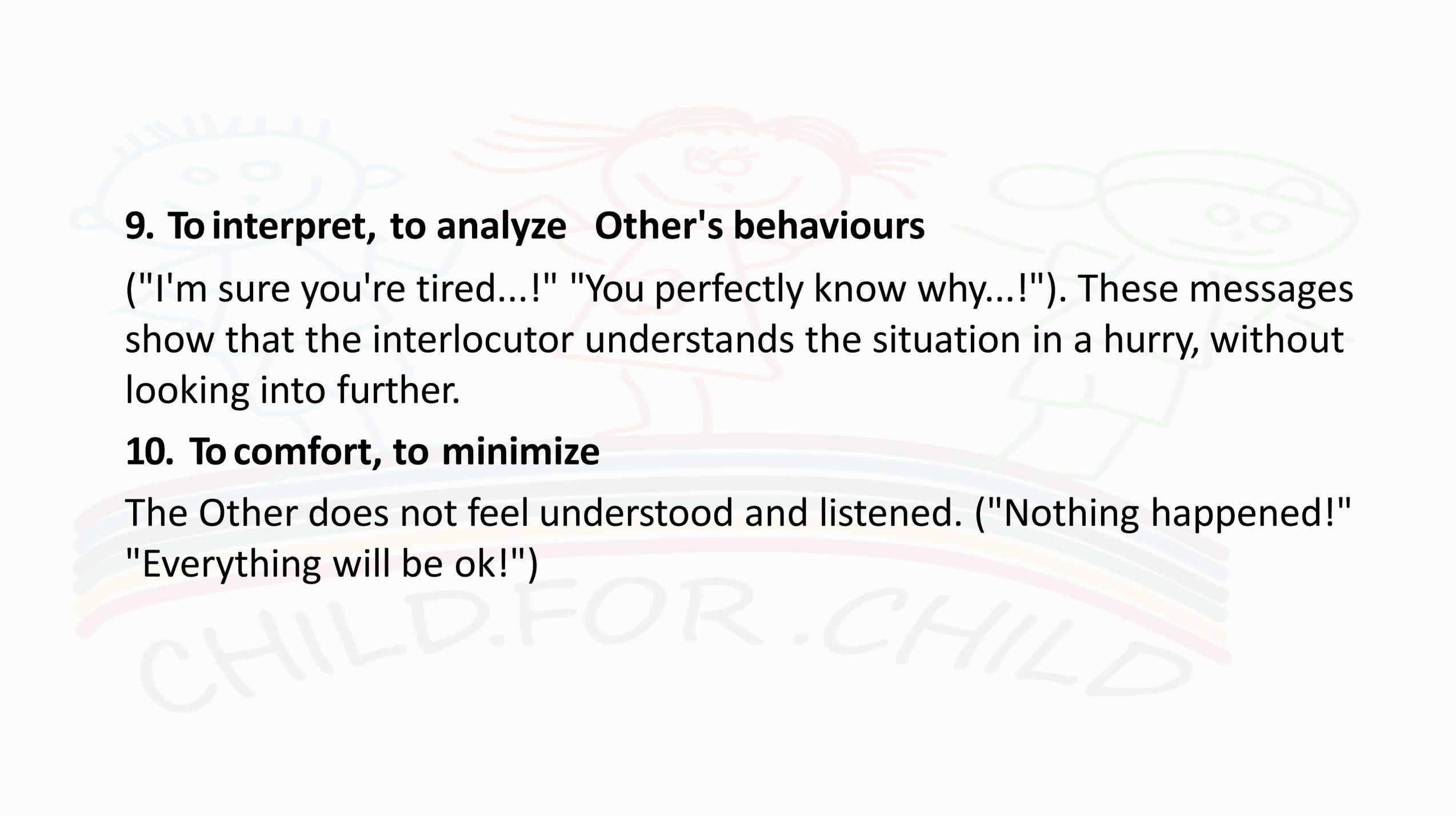
9. To interpret, to analyze   Other's behaviours

("I'm sure you're tired...!" "You perfectly know why...!"). These messages show that the interlocutor understands the situation in a hurry, without looking into further.

10. To comfort, to minimize

The Other does not feel understood and listened. ("Nothing happened!" "Everything will be ok!")
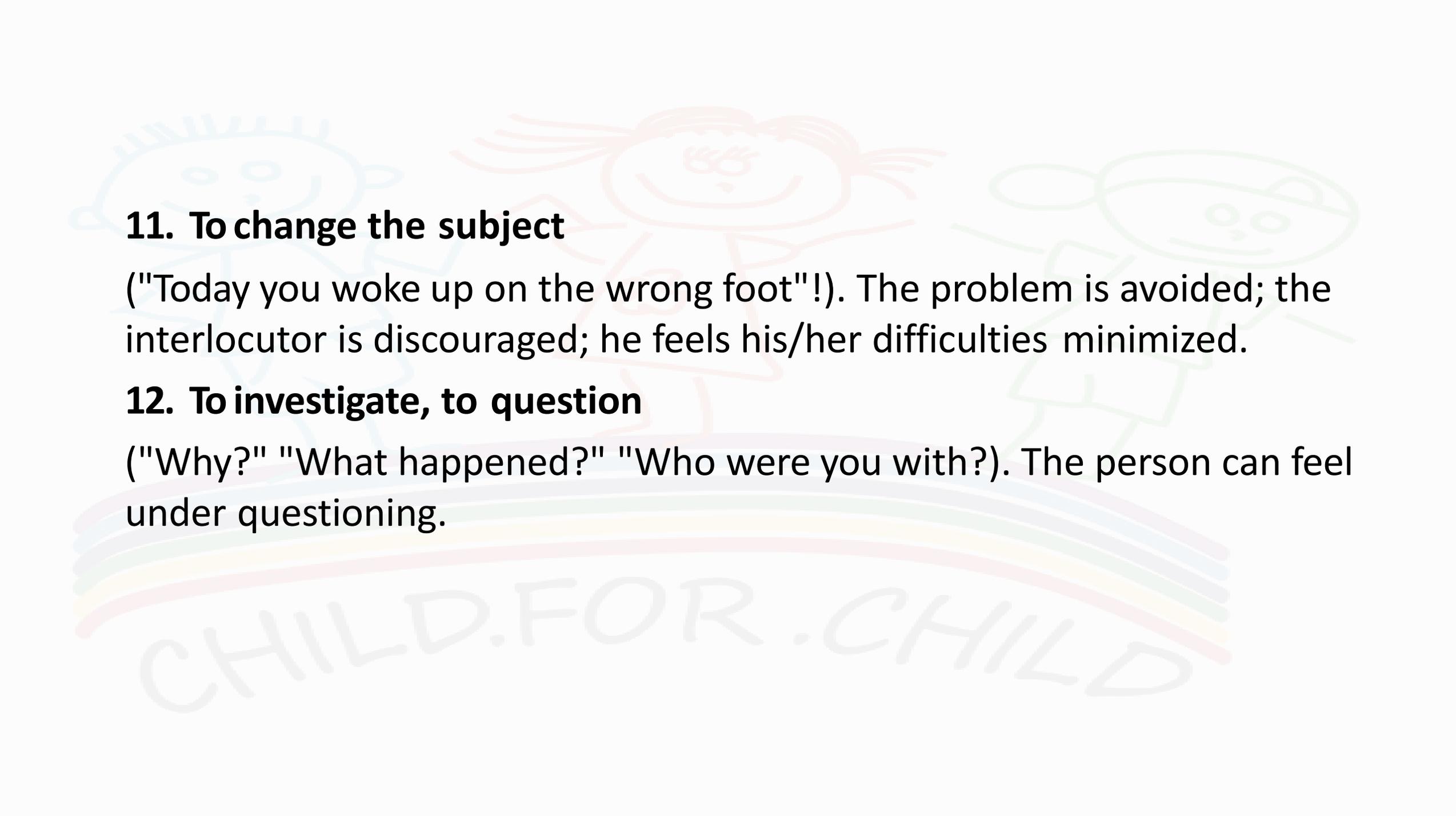
11. To change the subject

("Today you woke up on the wrong foot"!). The problem is avoided; the interlocutor is discouraged; he feels his/her difficulties minimized.

12. To investigate, to question

("Why?" "What happened?" "Who were you with?). The person can feel under questioning.
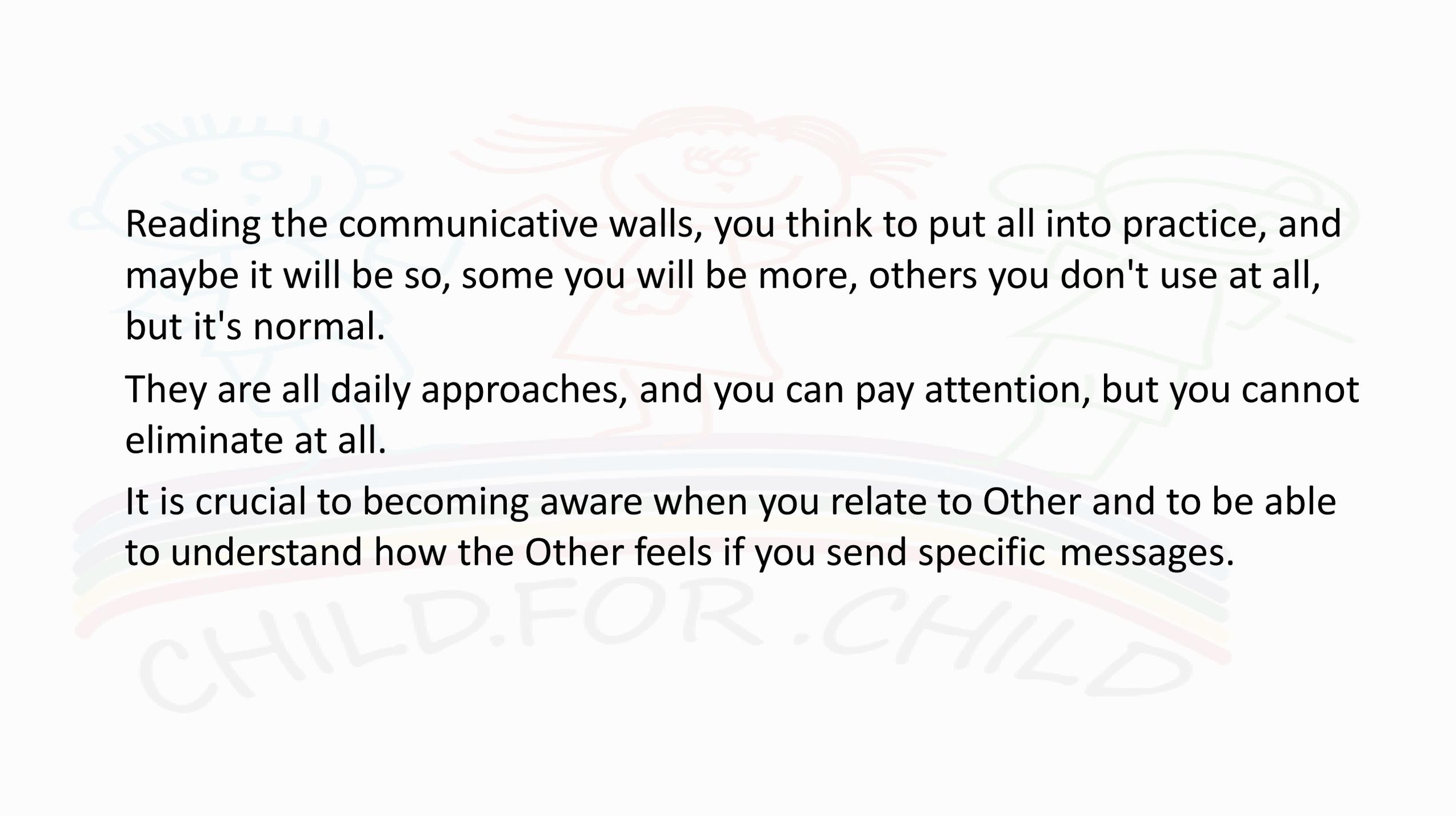
Reading the communicative walls, you think to put all into practice, and maybe it will be so, some you will be more, others you don't use at all, but it's normal.

They are all daily approaches, and you can pay attention, but you cannot eliminate at all.

It is crucial to becoming aware when you relate to Other and to be able to understand how the Other feels if you send specific messages.
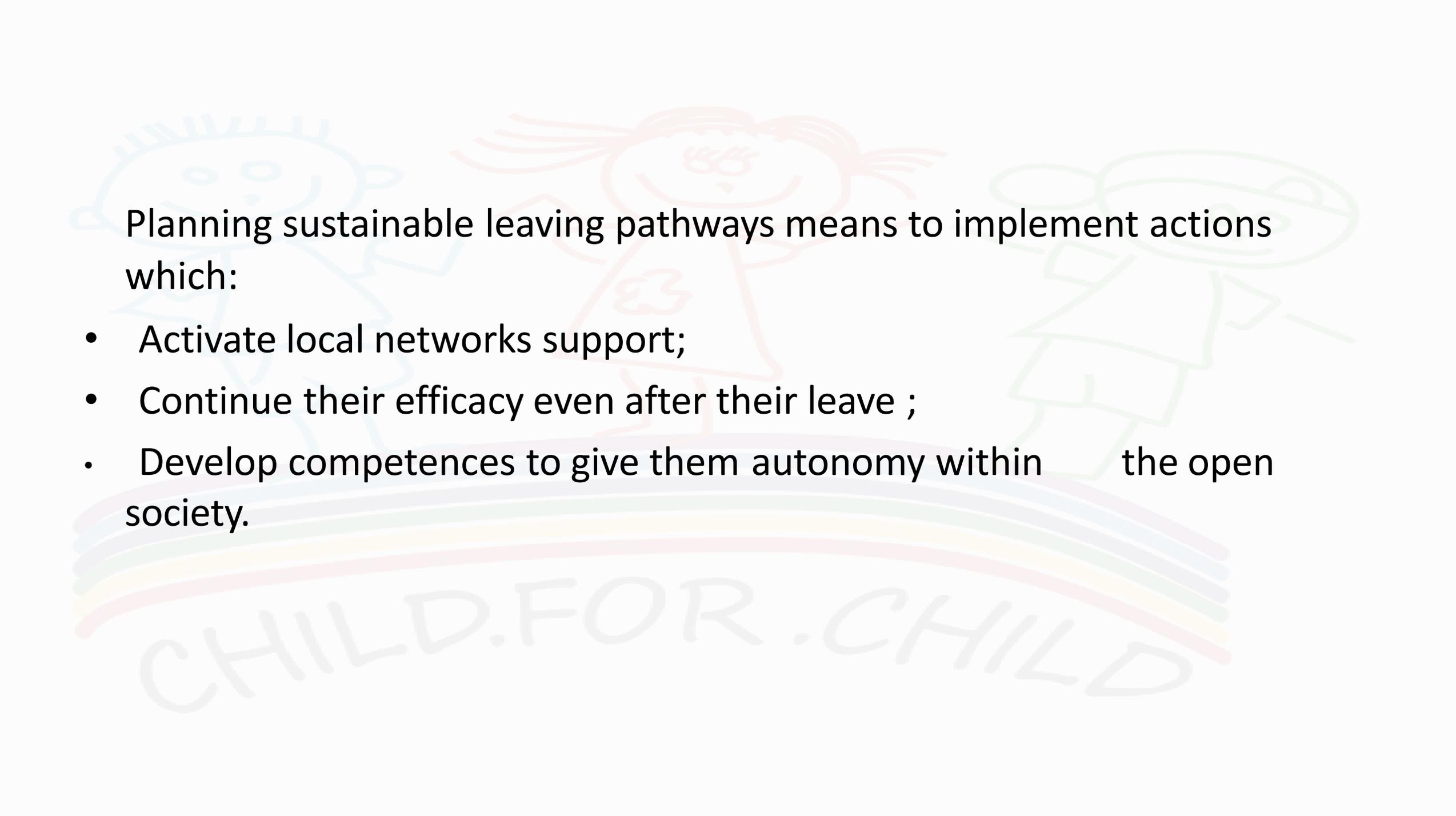
Planning sustainable leaving pathways means to implement actions which:

- Activate local networks support;

- Continue their efficacy even after their leave ;

- Develop competences to give them autonomy within   the open society.

Start the integration: access to school

ITALIAN LANGUAGE BASIC COURSES

The necessary linguistic acquisition for communication and interaction with receptive social context requires the activation of at least 45 hours of Italian language, held by qualified teachers, preferably in public structures such as CPIAs (Provincial centers for adult education and training - Centri Provinciali per l'Istruzione degli Adulti).

DPCM 535 of 1999 Art. 6, paragraph 1 «To MSNA are guaranteed the related rights to the temporary residence, to the health care, to the educational system and all provided by law».

EDUCATIONAL AND VOCATIONAL INTEGRATION

Based on competences and attitudes of the minors, it should be necessary to identify areas on which develop possible training interventions aimed to:

- Social integration (sport, art and cultural activities);
- Socio-occupational of minors (vocational training, stages, labour grants, etc.) together with private and public stakeholders.

D.Lgs. 286/1998, T. U. on immigration Art. 38, paragraph 1«MSNA on the territory are under the educational obligation».

WORKING INTEGRATION

Instruments aimed at the working integration:

- Vocational training;

- Training experience;

- Labour grants;

- Labour vouchers;

- Stages.

VOCATIONAL TRAINING

Each region should provide educational offer by the law, including:

- Kind of offer, length and possible and final qualifications;

- Required conditions and in many cases, it could be   requested:

- Carrying out compulsory schooling;

- Residence permit (for MSNA and foreign adults).

TRAINING AND GUIDANCE

It is a training period within professional life

If aimed to support job placement to:

- Unemployed people;

- Disadvantaged people (different categories, MSNA);

- People with disabilities.
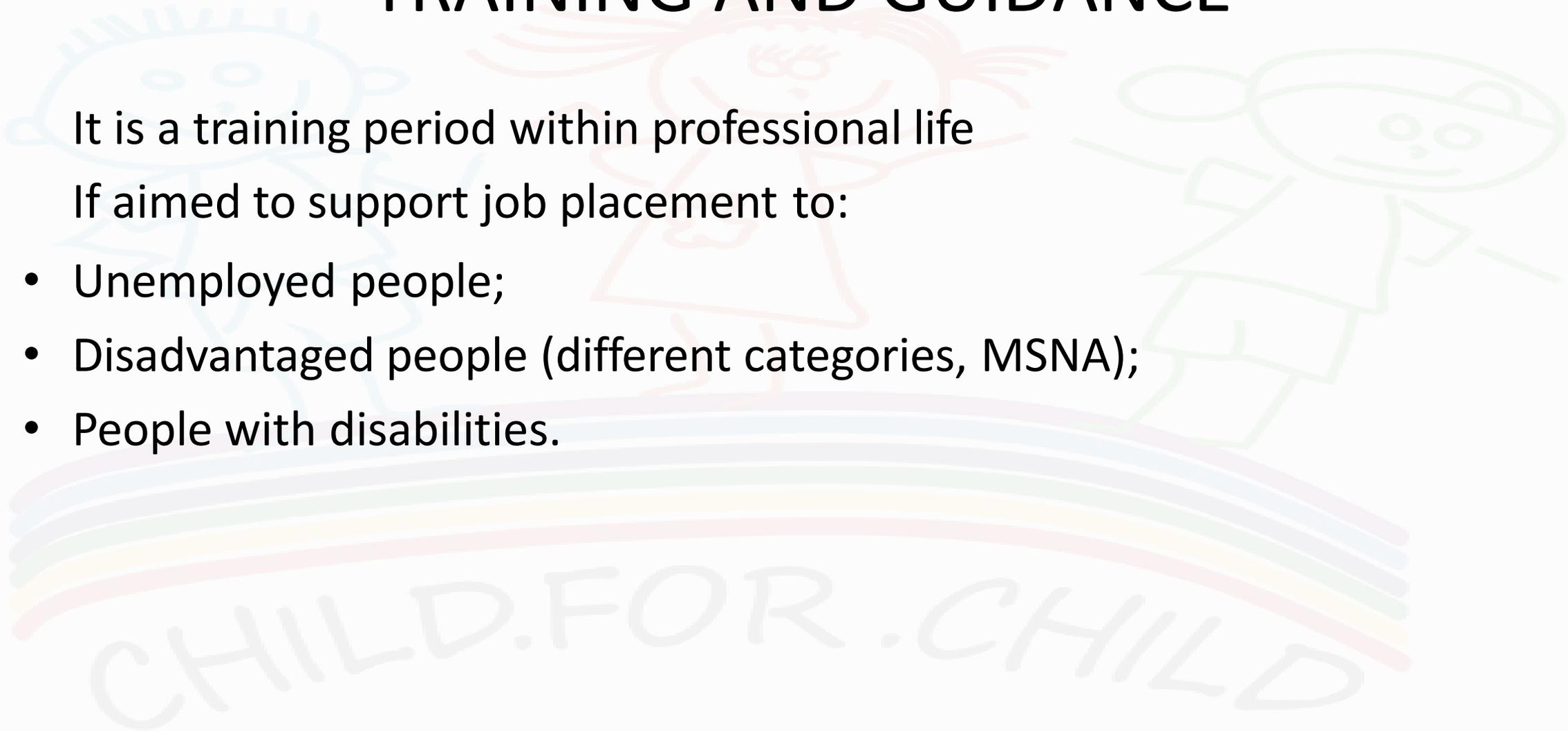
LABOUR VOUCHERS

They represent a valid payment system for casual work(occasional and uneven out of a regular job agreement).

The gross value is equal to 10 euros, included INPS (13%), INAIL (7%) and extra service. The net value is equal to 7,50 euros.

Vouchers may be offered to people younger than 25 years old, students. They must be 16 years old or if minors, they need authorization from the parents or tutors.

IMMIGRANTS WORKERS

They may work if they have:

- Residence permit (work or study permit);
- In the unemployment period.
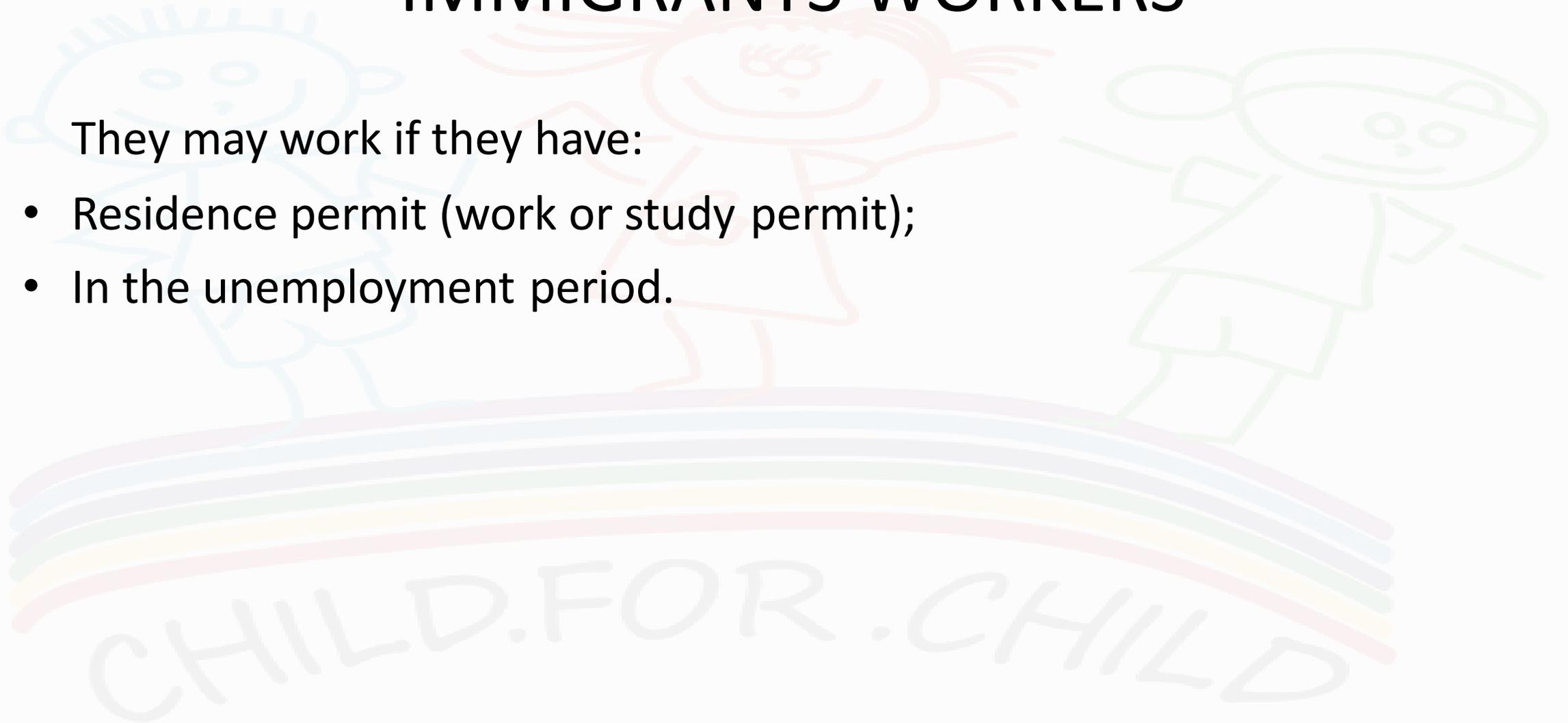
APPRENTICESHIP

Art. 1, par. 1 "Apprenticeship is a temporary agreement aimed at training and occupation of young people>>. Art.1 is specific for the young age of MSNA (apprenticeship for qualification and professional degree).

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