

### **13h30: Synthèse de la phase expérimentale- Témoignages et expériences de nos partenaires**

**Catherine Escrive:** To start with, we get through a few testimonials of our different partners on the work that was mentioned in the different countries. Good afternoon, you are Imma Miralles, you come from Barcelona and you work for... could you please tell again for what organisation? The Technical Forum of Formation in Barcelona.

**Imma Miralles:** Good afternoon, ladies and gentlemen. To start with, please excuse my French. I will try to do this presentation in French. On the screens you will see the slides are in English but I will try to speak French.

So, I am the head of the developing face of our European project, Childhood. I am going to talk to you about the results of our work in three different countries. So we have developed these with three organisations, with partners from France, Spain and Czech Republic. But also in Spain, we have various organisations which worked with us, and different students who worked together with us: we have Italians, we have students from Czech Republic and from Slovakia.

We mentioned Spain, one of the pilot projects: 55 hours of work between January and March of this year. Then in Italy, we developed the project over the course of a month and a half. And then in Czech Republic, we developed the project over a period of four months from January to April of this year.

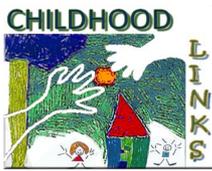
Who are the different teachers and tutors of the course? In Spain, we have psychologists, and different social workers who worked on the technical parts of the organisation. In Italy, it is the same: we have different partners who are psychologists and social workers. The same in the Czech Republic and they work for Triada.

We can talk about the profile of the different trainees. We have 16 trainees in Spain, 18 in Italy and 24 in Czech Republic. Students' profiles are mainly social workers and psychologists and people who work in social education. They are also sociologists and people who work in other fields such as home or social assistance. We have people who work in leisure centres for children.

The age of our trainees: 4 to 6 of our trainees are under 35, from 25 to 35 years old. I can't see the ages but it is more or less the same percentage for 35 to 45 years old and then there is a small percentage of 17% who are over 45. So, different agreements. We only have 25 male people and a majority are women, they are 33.

I will talk about different works that have been undertaken. We used a model to have contracts for the trainees but also we had teachers to train us. For the contracts we used these models for the trainees and also for the different laws concerning ownership on pictures, different rights: author rights, ownership rights, we also call them copyrights. We also have different schedules of the courses. Then we also have a contract type for the trainers, we have also copyrights. The same, basically.

Then we have evaluation models. We have an evaluation on a platform. And this concerns a qualification which has been developed later on for the partners in Czech Republic. Our evaluation concerns the quality of the project and information related to our trainees and their opinion concerning the quality in development of the model. Then we have an evaluation for the trainers, from what we used to group feedback but also the theories and tools that have been used. Then we have coordinators in every country who follow and create the link between the different countries. We have



two models: one for Triada, which is the software which has been developed specifically for this method and then we have our platform.

What system do we use for the whole pilot project? For the moment, we use different tools: testing, managing the different pilots. We also collect the different data and collect documents for every pilot. For instance, here we have data collection. This has been developed in a database. We have developed a tutorial for this database for our different partners. This database, you see here: for the various partners and organisations, you have different formulas. You have also the data concerning the students, trainees and data concerning the trainers. Then we also use the data which we put into the database, for instance contracts. We also explain when we used the different data in the models. We also have a tutorial to explain all of this.

I think I have come through most of it... We also have a report, an intermediary report and a final report. We have used the model in order to collect the final reports of every pilot explaining what takes place in the various countries and the results, the evaluations of the trainees, mainly the trainees.

Is that alright? You can then ask your questions. I will leave you now with the presentation of my colleague Laëtitia who will explain to you what takes place in Spain and the Spanish speaking countries. Laëtita is a teacher, she is one of the trainers.

**Laëtitia:** I am a social worker, I work for the Foro Técnico de Formación. Also, I can be the trainer of the Spanish pilot course. Imma Miralles explained the process and the overall situation. I am going to make a synthesis of the students' evaluations of Spain.

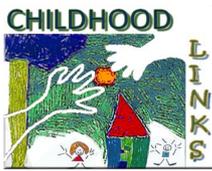
But, first of all, I would like to explain what is the status of the maintaining of the link between placed children and their families in Spain. During the reception of the children, especially if it is a residential case, the main goal is family reunification, either with their family or their extended family. If this is not possible, we look for other interested persons provided by a liability criteria. The link with their family is carried out through weekly visits with their family or other interested persons. The child remains in the centre but they stay for weekends, holidays or during certain periods of time with these people. There is no single protocol established in general but this is a priority goal.

In the social worker studies plan, in Spain, there is solely one relevant subject in this sense. This is social pedagogy and it is not sufficient. For the social workers in Spain, their formation does not include the assessment of socio-educational variables in the global approach of the case. That is why the expected impact in Spain of this project is to provide to the Spanish social workers a theoretical and practical complementary training.

This is the synthesis about the results. The punctuation goes from the value 0, that is the minimal agreement up to the value 5, that is the maximum agreement. The evaluation has been divided in three parts: face to face sessions, (?) and training. In conclusion, the general evaluation about these three parts is 2.8/5. Now I explain these.

In general, students agree on the following opinion with the subjective evaluation. First of all, they think that the method is good and they agree too that the course duration should be increased in order to better understand the method. Courses should be face to face in their opinion. Moodle is a useful virtual tutoring platform





but it should be more intuitive. Last but not least, we think that the potential impact in the future in Spain is that the method is applicable and the students have underlined the potentialities of it. However, due to the socio-economic situation of the country, its implementation is so difficult. I have studied the budget cuts that hit the social and educational field. The higher ratio of child per professional in Spain is 10 children per professional, and for example in Clair Logis it is 2 children per professional. These are very different situations. In conclusion, actual implementation of the method in Spain is a challenge. This is all.

**Catherine Escrivo:** Now I give the floor to Mr Masson who is going to introduce the next 2 speakers.

**Yves Masson:** Our Czech colleague is Eva Rotreklova who manages a training centre in Triada for social workers and Teresa (?) who is my colleague. She manages Children's Homes with a social character near Prague in Korkyne.

**Eva Rotreklova:** Good afternoon, ladies and gentlemen. We would like to inform you about the situation in Czech and Slovak Republics and the impact of the project Childhood Links on the situation in our Republic.

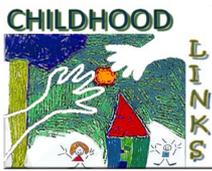
At first, the protection of the children in our Republic does not reach the quality level that is typical in the developed European countries. The reason for this situation is the high number of children that are in the institutional care and also the insufficient number of available alternative programs for endangered children and special for their families.

In Czech Republic, since the year 2008, the process of transformation and unification of the current system is taking place. This process should fundamentally change the status quo in the Czech Republic. The goals of this process are, at first, the creation of conditions for ensuring the bringing cap, the general development of the child in its natural family environment, the concentration on a system of prevention in order to eliminate costly and ineffective activities in regard to long-term unsolved problems in families, the creation of alternatives to existing institutional care and the development of professional foster care. The main topic is the same of the topic of the Childhood Links project: in case of a separation of a child from their parents, it is imperative to assure frequent contact with parents and also to assure a timely return to the family. The last one was the most important reason for our taking place in the project and several voices of the Triada organisation.

We are a Czech non-profit organisation; we were founded in 2003. We are a small organisation, we have just 8 employers and about 20 external co-workers in Czech and in Slovak Republics and in several European countries, for instance France, Sweden and so on. We provide social services for families and children, social advising, social and legal protection of children and educational programs for social workers and educators.

There is a legal protection of children. In case that the child is taken from their parents, the goal is to create conditions for the return of the child to the care of biological parents. During the separation of the child from his/her parents, it is in the best interest of the child to keep and develop a relation with his/her parents and family.





It is our philosophy. We provide some educational activities, special methods of social work regarding foster family care for the social workers and local offices. And special preparation for future foster parents; it is a program for group and individual work and special preparation for the future foster parents, education for lecturers involved in special education.

We cooperate with several institutions. And at first, our colleague from Children's Home Korkyne and Children's Home Kocurice in Slovakia. Cooperation focuses mainly on the same theme of professionalization of foster care and on maintaining relationships and links of placed children with their family. Slovakia has several ways of alternative care-taking and during several years it developed a model of professional route and temporary placing of endangered child. We have been cooperating for several years, consulting regarding the preparation of foster parents, consulting regarding the theme of temporary short-term foster care in the Czech Republic and lecture activities during seminars for experts and educational programs.

**Teresa:** Good afternoon again. As Eva said, I am from the second organisation from the Czech Republic from this project and the name of this organisation is Children's Home in Korkyne. Children's Home in Korkyne is the first private Children's Home in the Czech Republic and it was founded in 1992. It is in a small country and the capacity of this Children's Home is 20 children. We have children from 3 years old up to 26. Now the older child is 24 years old and he is preparing to be a teacher at university in Great Britain.

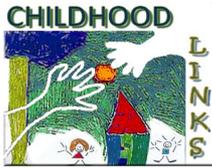
The children attend different schools and each of our children has a contact with his parents and each of them can be a part of the week with them. This is our building. We have three small flats. In this flat we have children older than 18 years old.

The third organisation is Children's Home in Kocurice. It is in Slovakia and there is a different type of system there because they have professional families. It means that children are in families in something like foster care, if you understand me. This month, they have only 40 children and the youngest one, it is a little bit different than in the Czech Republic, is up to 1 year old.

Here is a picture: expectation for the project for each organisation, new perspective, theme and method. I think that the theme is very important for each organisation, but now we have got the method, how to do it. The impact of the project is important because the situation in the Czech Republic has changed during the project. We have a new law and in this law, some points mean that each Children's Home has to work with the parents. It is something new in the Czech Republic. So, we've got impact on our professional activities, the teamwork and of professional theme and use of the method and impact on the families. In Korkyne, it is a new situation because each of 14 days we close the Children's Home because each of the children are at home.

So, impact of the professional activities for the trainers. For me, it was a new experience with Yves Masson: communication, training, education activities by Skype, professional consulting, supervision, use of the training, reflection, influence of the methodology. For professional workers who provide the social service for the families with the children: use of the method for the job of the social workers and educators. In casework with the families and specialists are planned into use each of our employers, tool for consulting of workers in casework. It is very important for us because each case is really different, and it is a tool for individual supervision. New





possibilities for cooperation within the team. I think it is for the boss of the Children's Home or the boss of the team. New view at professional skills of social workers, extension of new education needs, improvement of communication skills, awareness of the decision-making process in casework.

**Eva Rotreklova:** And the next, please? A new evaluate perspective regarding a given issue and at the same time positively influence the work within the whole team. It is a very good and a very important input of the project. The method is incorporated into the work with family methods and namely into first contact and subsequently into the support in solving educational situation in the family. We are aware about the potential of using the method, as one of the possibilities of professional accurate break (?) of colleagues, and increasing collective professional skills and the support of supervision. It confirms the necessity of cooperation with the family. We gain confidence and new tools and it is the best one. We had the opportunity to consult particular case study. About the impact, the input of the project to the children care in Korkyne, it is yours.

**Teresa:** The sentence that I would like to say is that the Children's Home in Korkyne becomes the place where children can grow up in a safety place without losing their families. It's really the impact of the project.

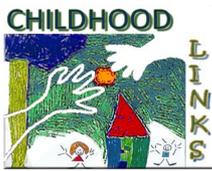
**Eva Rotreklova:** As I said, we are an educational organisation, an educational centre and we are specialized for the social educational programs for the social workers. During the project we are preparing a specialization educational program for social workers and educators with emphasis on top ten topics: link of the child placed outside family, respect to initiate relations to parents and persons of wider family. And the method: communication skills and decision-making process in casework. We would like to cooperate with our colleagues from the Slovak Republic and I think that the first program will start in March 2014. The project results and the method will be incorporated into educational programs for professionals and for foster parents.

Our experience from the cooperation is also very important because it was the first possibility of our team for international cooperation and first possibility for cooperation with the international team. It was the first experience with the international project team and it was the confirmation of concept and methodological procedure. It was a new stimuli for cooperation with team partners. So, it increased the professional prestige of the organisation, especially regarding the link of children placed outside their family.

About the results of the project and about the results of today's conference, we will inform on 13 national seminary care for children separated from their parents, which will take place next week in Brno as it is the traditional seminary regionals organised by our organisation since the year 2000, when it was the first one. Thank you for your attention.

**Catherine Escrive:** Thank you very much. Now, we are going to welcome our Italian partner. I'll let your introduce them. I don't want to make any mistake in the names.





**Yves Masson:** We have with us today Professor Daniela Pajardi and Francesca Cesaroni, responsible for social cooperation in Ancona.

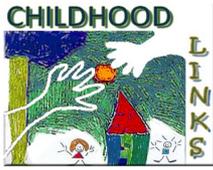
**Daniela Pajardi:** Thank you very much. I would like to thank Yves Masson. I will speak English. This is the staff of the University of Urbino, who works for the project. First, I would like to introduce the Italian situation regarding children temporary away from their family of origin due to an inability, impossibility of one or both parents to provide for them.

In our country, national guidelines are dictated by a law, which states above all that minors have a right to live in their own family. Districts, municipalities according to a court decision, have to provide educational and psychological support and to promote the relationship with the biological family. This is a very important key word of our project. In the Italian context, we often observe that this guideline is in the law but often it has not been introduced in the reality. One of the tasks of the project is to make this important guideline of the law a reality for children and then to promote their coming back to the biological family. To realise this task, they can be supported by experts working in associations or communities.

In Italy, orphanages were closed by a law in order to promote children's placements into real families. Why? Because families are considered a better psychological and educational solution to guarantee the children's well being. However, the national law provides a broad decision-making autonomy to the judges. Both local and regional authorities and judges can look for other solutions than fostering families. The two solutions are fostering families and the communities. The reality is that we often don't have a sufficient number of fostering families to face the enormous number of children who need a familial, affective and educational context in difficult periods of their lives. So, even if fostering families are the first solution in Italy, we often have as a solution a network of fostering families or little communities.

Many municipalities, including the municipality of Senigallia, a little town between Ancona and Urbino, have decided to find other solutions, not only to face the problem of fostering children but also to prevent this solution of fostering. They use specific educators called Adam home educators for minors. The target of our project was 18 educators working with families at risk who need to be supported in maintaining the parents/child link. We have chosen to work with this kind of social workers in order to try this method and this training format with educators who work with families at risk of becoming a family without children and children without their family, in order to experiment this method, even to this kind of educators that in Italy are an increasing number. The priorities of Adam service are to prevent situations of personal and relational distress, trying to keep the child within their own family.

This morning, we have explications of a pilot and the explications of the training format. We want to give you some considerations of the trainees. During the period, the trainees expressed their need to acquire new tools to optimize the quality of their intervention. They need to have supervision in order to re-examine together the personal reality and to identify alternative strategies. We have to say that this kind of educator works all alone in the family, so they don't have a context of a team in which they can exchange their experience, their doubts, their problems. They have found this training and this method a very important and useful way to reflect on their work in the context of the face-to-face lessons and in the context in their relation with the tutor, during the contact with the tutor by Moodle and by themselves. They are



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