



ARSIS, ASSOCIATION FOR THE SOCIAL SUPPORT OF YOUTH

# ELFO FOUNDATION COURSE FOR GUARDIANS AND FOSTER CARERS



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# General structure, approach, features and indications for implementation

## Introduction

The present document provides the main elements, in terms of contents and methodology, that should be kept in consideration in order to develop the ELFO foundation training course in the different partner countries.

The training model has been defined as a “foundation” course because its main scope is to provide the trainees with a first integrated “map” that could explain the “territories” of guardianship and foster care through a systemic and trans-disciplinary approach based on children rights’ principles and provisions.

Such a map has to be conceived as the initiation, for the potential guardians and foster carers, to a process of continuous education that should accompany their experience for and with the child. The purpose of the module is therefore not to specialize trainees on specific disciplines but provide them with a comprehensive “gestalt” and general perspective on their privileged role, responsibilities and functions towards the realization of the rights of the child. A specific role that has to solidly concentrate on the centrality of the child while relating and systemically interacting with a wide variety of actors within the system that moves around the child and that should aim also at promoting his/her best interest.

The decision of becoming guardian or foster carer has to be strictly connected with the openness and the willingness to enter in such a continuous education process as well as to fine-tune with all the other actors and dimensions which are relevant to the well being of the child and his/her life project.

The approach is trans-disciplinary because it aims at identifying and relating with the diverse story of each child through a holistic approach that should help guardians and foster carers to assert the centrality of the person across the various disciplines and specific professional mandates that are called to play a function in order to determine appropriate responses.

Starting from the development of a child rights integrated framework, the foundation course will evolve by identifying specific contexts and situations where a guardian and/or a foster carer could play a role in guaranteeing, protecting and promoting the best interest of the child. In fact each national partner will decide the specific group/s of children in need of guardianship/foster care that will be considered.

In Italy and Greece it has already been decided that unaccompanied migrant children will be the main group considered, in Bulgaria children who suffered from situation of abuse and maltreatment. This “sectorial” identification has to be considered as a specific focus that could help in refining the variables for analysis and action by maintaining an open holistic and children rights based perspective that should always characterize both guardianship and foster care.

The contents and methodologies here proposed have been already extensively and in depth discussed during the training of trainers session in Avigliana last June. As agreed every country, within the overall trajectories of project implementation will adapt its training programme by putting at the centre the need of the trainees within the specific peculiarities of the national context as well as of the specific objectives that each partner defined for the project implementation.

Each project partner might use the foundation course as a process that could contribute to the selection (self-selection) of guardians and foster carers. In other words the objectives and the features of the course are providing elements that could be relevant to profile the basic features that a person or



a family should refer to in order to undertake the guardian and/or the foster care functions. Each partner will autonomously decide till which extent and how the proposals of the foundation course could be used also in their selection potential.

Since each national context proposes different definitions in identifying the peculiarities of guardianship and foster care the foundation course will remain generic on this differences and leave each partner to decide till which extent and how it will be necessary to specify the differences.

This decision will be taken by each partner according to the group of participants and the specific thematic (sectorial) domain that has been chosen. Since the initiative foresees a main initial training session and some follow-up sessions, a possible option could be to devote the main training session both to guardianship and foster-care and differentiate the groups along the follow-up sessions.

The training courses proposes 5 modules that have to be adapted by the partner according to the training setting and timing that it will be possible to organize and implement in each national context.

The overall objectives of the training experience (outlined below) have to be considered as strictly interlinked. Each specific training module states desired outcomes and an example of programme that could be adapted in each national context and setting.

## Objectives

- **To Gain Knowledge** - intended as a set of essential information from different disciplines that the guardian/foster carer should become familiar with in order to perform his/her role as representative of the rights of the child;

- **To Experience comprehension** - intended as the possibility to relate this set of information and this new knowledge with the peculiar personal, cultural and professional experience of the guardian/foster carer – the module have to include time and occasions for the trainees to see and reflect the connection among her/his personal and professional background with the knowledge that he/she needs to perform through his/her functions;

- **To Identify and experiment Practice** - intended as the acquisition of practical tools, methods and techniques to "connect", communicate and act effectively for and with the child as well as with the various actors and functions that are relevant to promote his/her best interest;

- **To Undertake Position** - intended as the possibility for the guardian and the foster carer to realize that these function will necessarily involve the need to stand up for the rights and interests of the child but also the need to reassess and re-determine the civil, ethical, cultural positioning of the citizen that decide to undertake this new function and role. It will also be important to solicit the understanding that this position could be challenged by the surrounding context.

## Methodological features

- **Theory – Practice:** the foundation course should provide the right balance between theory and practice. Also by considering that the trainees might not have a specialized academic or scientific



background on the disciplines that will be proposed, the course should provide theoretical keys that could “make sense” for the participants and connect with their experience, language and possibilities in order to translate theory into clear action and approaches. At the same time the course should not refrain from presenting the complexity of the problems and should always value theory as the essential basis for appropriate and effective practice that should always be “circularly” connected with it.

- **Interaction:** the circular setting should always recall the fact that knowledge and comprehension have to be built along a process of interaction among participants. The foundation course could propose some possible theory that have to be validated through the interaction with participants. The training process will involve frontal presentation, discussion and working groups. The effectiveness of the course have to be validated through the interaction with participants. The trainer has to remain open to the possibility of learning from this interaction in this sense we can say that the trainer is also accessing an educational dimension which will be different with every different group of trainees.

- **Integration:** although presenting a set of specific information the training process should always aim at integrating notions with methodology and means. In this perspective the relations with and among participants should be determined by the knowledge that the training aims to transfer but also by the way through which it is transferred and processed with the group of trainees and each person that is part of it. This is also one of the reason why the number of participants should allow direct personal involvement in the process. When we use the word integration we are also referring to the need of determining a learning environment where various discipline integrate systemically among them to generate new knowledge and experience together with the trainees.

- **Continuous education:** the foundation training and the following session have to be conceived as the access and the permanence in a process of continuous education that will allow the guardian to continuously learn, gain experience and process this experience through further analysis and reflection. In this perspective the foundation course has to be conceived as a initial and general map that the guardian and the foster carer will continue to specify alone, together with the child and together with the community of guardians that are having similar experience. The pedagogical dimension in its connection with the human rights principles and provisions will always remain central in the guardianship and foster care experience in order to guarantee quality, appropriateness and efficacy aimed at safeguarding and promoting the best interest of the child.

- **Supervision** – despite the specific and individual nature of each relation between the child and the foster carer / guardian every process among the adult and the child should be open to supervision and support. The guardian or the carer should find in this supervision a constant support in the difficult functions that are going to be played. At the same time the functional relations that will be establish have to “breathe” and refer to a community of practice able to support but also to wisely monitor the various experiences aimed at guaranteeing the best interest of the child. This open dimension should not hinder a certain degree of confidentiality that the child need to establish with the guardian or the foster carer.



• **Clear and dynamic knowledge paradigm:** in order to become guardian or foster parents it is not necessary to have a specific professional background. Despite this wide and comprehensive approach the training and the experience of being a guardian or a foster carers should be based on a solid and comprehensive theory. It is this comprehensive theory that should allow the guardian/carer to relate holistically to the situation of the child together with his/her peculiarities, diversities and story. At the same time the interconnection that underlay the training experience and its follow up should allow the possibility for the guardian/carer to relate with the multiplicity of actors and functions that will compose the context of the child. Guardian and carers should be therefore supported by a robust theoretical background that will be appropriately simplified and complemented by specific disciplinary competences that will be made available to them during their experience. No minority, no state of emergency, no diversity should hinder the necessity to support guardians and carers with appropriate information, knowledge, analysis to inspire and orient appropriate action.

## Training Modules

The project's description, in WS 1 states:

Implementation of training cycles: 4 training cycles of 3 day each will be held in the 5 participating countries. The number of participants in each training cycle will be limited to a maximum of 15 gender-balanced attendees in order to ensure interaction among participants and to allow exchange of experiences, good practices and follow-up opportunities (1 cycle=3 half-day sessions= 1 same group of 15 participants).

In order to allow wider participation the proposal for the training cycle is to accommodate a maximum of 20 participants for three training day lasting apx 6 hours each. The follow up sessions might be used to complement the foundation training, adapt the proposal to the specific thematic area that has been selected in each national context (migration, abuse ect.) but also to specify differences in terms of functions between guardians and foster parents that are varying in each different country.

The proposed standard program represents an example that can be adapted to the peculiarities of the national context and training process envisaged by each partner that might decide to complement the training with additional sessions if deemed necessary

In this light the training could be developed according to the following structure

### Day 1 – program

#### Children's rights as a multidisciplinary and holistic system to assess and promote the best interests of the child (5/6 hours)

**Session Zero: Welcome of participants, very short and rapid introduction of the training (15 minutes)**

**Session One: Personal and biographic introduction of participants (45/60 minutes)**

**Session two: Presentation of the training, its objectives, its methodology (30/45 minutes)**

**Session Three: Discovering the different needs of the child, their interconnectedness and their evolution/emancipation into rights (45minutes)**

**Session Four: Applying a child rights based approach in considering a real case study (90 minutes)**

**Session five: The CRC key principles as integrated objectives and means to ensure the child's well-being and protection (45 minutes)**

### Day 2 – program

#### Guardianship and foster care in context – Main elements to understand how they are defined and work at national level (5/6 hours)



**Session One – Biographic exercise (15')**

**Session Zero – Welcome of participants (15')**

**Session Two – Recap of Day 1 main elements (20')**

**Session Three – Presentation of National Context Guardianship and Foster care (60')**

**Session Four – Connection (strength / weaknesses) of the national context with CRC Map – working group (60')**

**Session Five – Presentation of specific/thematic problems addressed at national level (60')**

**Session Six – connection of guardians/carer functions with CRC map working group(45')**

**Session Seven – Vulnerability, resilience and contexts – the role of the guardian/carer (45')**

**Session Eighth – Story, narration and active listening (45')**

### **Day 3 – program**

**Legislation and standards – supporting the best interest evaluation and determination in the child's life project (5/6 hours)**

**Session Zero – Welcome 15'**

**Session One – Biographic exercise 15'**

**Session Two – Recap of previous sessions 30'**

**Session Three – International Standards and references 60' presentation**

**Session Four – concrete experiences of guardians and foster carers/presentation/Q&A session – 90'**

**Session Five - National Law, legislation, procedures and responsibilities of guardians/carers 60'**

**Session Six - Best interest determination 30'**

**Session Seven – Final Evaluation 45'**

**Session Eighth – Follow up process 15'**

Each day is planned to last approximately 5/6 hours and comprises a varying number of sessions. The sessions provide course content covering the topic, together with activities and discussion notes for the course facilitator to help guide feedback on the activities, as well as suggested reading and references. The foundation course will be developed along the total length of 18 hours along 3 training days. Some issues might be further discussed, complemented, deepened and specified again during the follow-up sessions foreseen by the project.

The course involves a maximum of 20 participants to allow a high level of interaction. All plenary sessions are rigorously held in a circle seating. The sessions alternate frontal presentation, solicited discussion in plenary and group exercises.

An online resource center allows to organize and make available the bibliography, which is referenced during the course. It also provides access to the materials produced by each group of trainees. The resources have to be organized through a conceptual structure that follows the architecture of the training process and its modules.

The training is conducted by one central facilitator who will lead the learning process with the possible support of 2-3 resource persons/trainers who will provide specific expertise on selected core subjects, such as psycho-social and cultural mediation, legal matters and the national referral system.



# Day 1

## Module One: Children's rights as a multidisciplinary and holistic system to assess and promote the best interests of the child (5/6 hours)

### Learning Objectives

This Module comprises 5 sessions and sets up the conceptual foundation to assess the situation of the child and organize the guardianship/foster carers functions based on the specific story and circumstances of the child as well as the peculiarities of his/her surrounding context. By participating in this training module, students should be able to:

- Recognize the key differences between an approach based on needs and an approach based on rights
- Understand the principles and the provisions of the UN Convention on the Rights of the Child as a systemic and multidisciplinary map to assess, plan and promote the best interests of the child
- Understand how the CRC could be used as a comprehensive reference to read the context of the child, identify main stakeholders and actors, work toward an integrated, coordinated and planned response
- Understand how to use CRC principles and provisions to determine, orient and perform guardian-foster carer roles and functions

### Module One – Training sessions

#### **Session Zero: Welcome of participants, very short and rapid introduction of the training (15 minutes)**

This session zero aim just at receiving the participants in the room, reassuring them on the fact that they are in the right place, thanking them to be there and physically create the learning circle of the course.

#### **Session One: Personal and biographic introduction of participants (45/60 minutes)**

The participants, once minimally reassured by session zero, will be asked at the beginning of the course to allow a meditation/remembrance moment (a very specific one) to recall a significant event during their life from 0 to 18 years. They have to be reassured by the facilitator that they will not have to share it with the other participants if they do not want to if not by writing just a keyword on a post-it that could be stuck on the flipchart. At the end of the five minutes where the facilitator will gently invite everybody to stay in silence, when all the participants keywords will be stuck on the flipchart the facilitator will pick one by one the words and ask each person to introduce himself/herself starting from the word, eventually the very precise event that generate it, and just after this to say his/her name, profession and whatever the participant want the other to know (I have a dog, live in the countryside, like spaghetti ecc...). The presentations have not to be rushed and will end after each participants will have shared his/her keyword, shared a little narration



of the recalled moment that generated that keyword and presented his/her name, profession ect. The facilitator, also should write and stick his/her keyword and will be the first to talk in order to set a reference model for the others.

This first introduction session is very important for different reasons that might be eventually explained partially by the facilitator just after the round (in a very light way) and during the rest of the course.

- Although we have all been children we have some difficulty in remembering our childhood and the importance that certain things had in our own life. This lack of memory could determine our capacity to relate with children or adolescent and understanding their point of perspectives.
- If we want to consider the centrality of the child and his/her story we also have to consider that our story is a determining dimensions of the relation. We can undertake a role/function as guardian or foster carer but our story will always be there and by the way it is the very story of each participants the dimension that determine the fact of attending this training course.
- During the course we want to relate among us firstly as persons and not as professionals. The fact of presenting a little piece of our story before stating our function or role will help to “break the ice” but also to create a common “texture” given the fact that most of the time the little narration of participants recall memories of the others on similar events/elements
- We asked participants to narrate a little particle of their story and each narration recall the need of someone that listen without prejudice and, from the side of the narrator a minimum degree of trust on the facilitator and on the others unknown people in the room.
- We solicited participants to apply their memory in the context of a training course. Memory is a dynamic dimension and our own story is recalled in different way according to the environment where we are, the people that we have around and also the phase of our life that we are experiencing. In this perspective the story of each person is always different and change in every moment in relation with a variety of elements inside and outside. This also could represent the reason why we do not want to label or categorize children just in relation with the problem that they are experiencing.
- The fact of starting with a biographic exercise could help in helping participants to understand that the capacity of the guardian or foster parents has a lot to do with the holistic capacity of the person and not just with professional or specialized competences, knowledge and

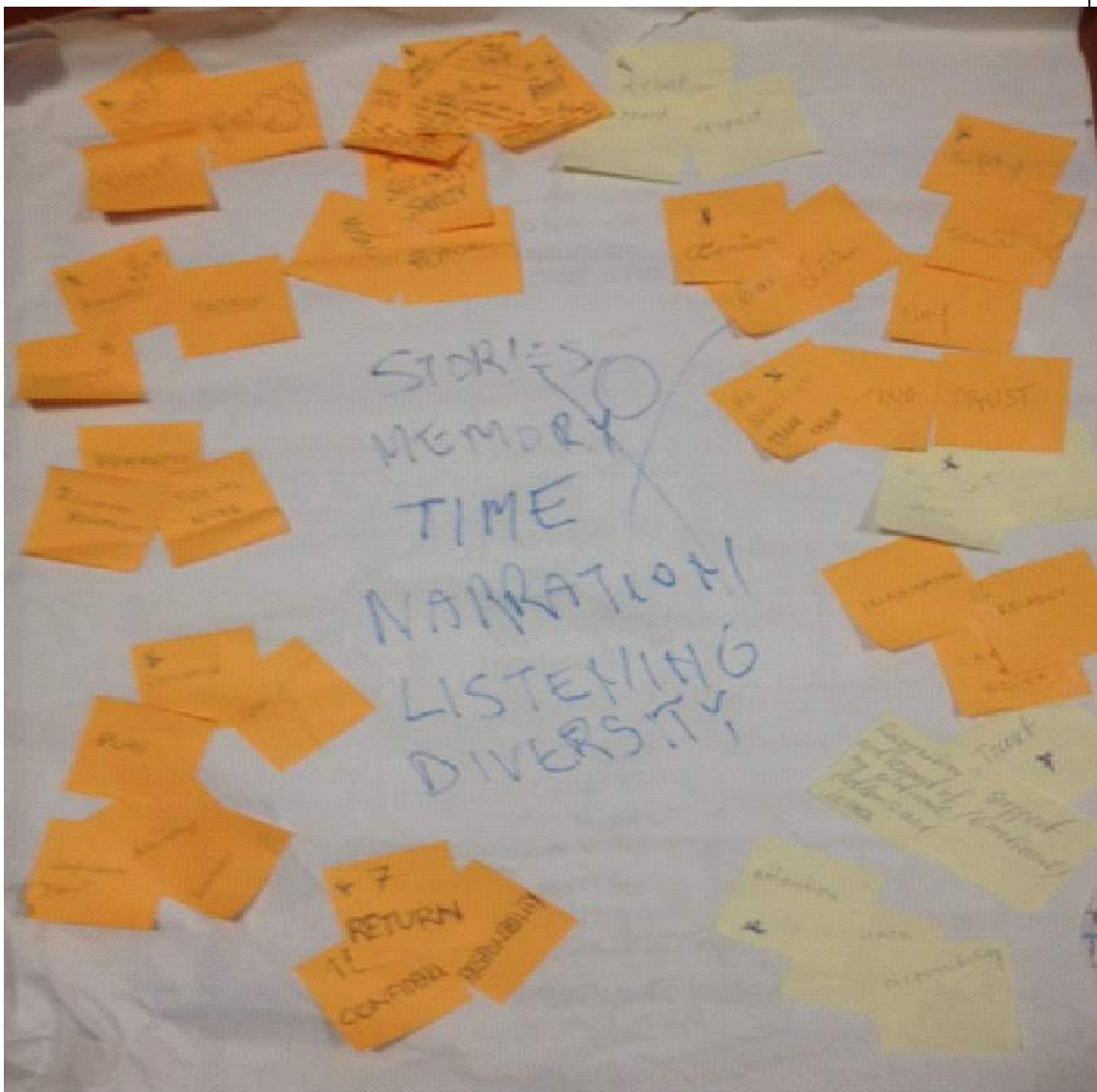




skills. At the same time being a guardian or a foster carer will imply a holistic relation with the child in all his/her dimensions.

- In general this round of biographic presentations if conducted with lightness and kindness is conducive to an informal and not threatening atmosphere that help the group/circle to start the process with the right foot and with the right mood.

The facilitator at the end the presentation might want to write during his/her explanation a few keywords while explaining (biography, stories, narration, listening, memory, dynamic). As already mentioned this explanation should be very light and tentative. The facilitator has not the truth but is attempting together with the participants to generate some of the condition for a mutual, friendly and stimulating learning environment that is unique since it has never been built before among the same persons and at the same time.



Of course there are a lot of possible connections of this exercise with the process of developing a meaningful relation with a child that is still unknown. Despite this potential “density” we would like this first presentation to be cheerful and eventually also funny. Let’s remember that the facilitator will introduce himself/herself through this first exercise that should remain simple, not intrusive and relevant even if

the participant would find it a bit weird. The participants should not at all be rushed along the exercise and the facilitator should not be worried about time but listen and relate with the narrations of participants. The conclusion of the presentation should underline that being a guardian or a foster carer has something to do with another person story but also with our own story. Without this connection it will be very difficult to generate meaningful relations and experiences.

The post it of the participants on the flipchart will be put in circle during the presentations. The keywords of the facilitator will be written in the middle of the circle. At the end the paper will be hanged on the wall in the training room.

### **Session two: Presentation of the training, its objectives, its methodology** (30/45 minutes)

After having concluded the presentation of participants the facilitator is going to clarify the nature of the training in terms of purpose, objectives and methodology.

In order to describe the purpose the facilitator will propose to the group some slides (flipcharts) that will clarify the rationale that will guide the training and its methodology:

The first one is an extract from in the preamble of the UN Convention on the Rights of the Child which clarify the role and the function of the family:

.....Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and under standing.

The second slide will present article 20 recognizing the right of each child deprived of an appropriate family environment to be entitled to alternative care and special protection measures

#### **Article 20**

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall



be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

The third slide will use article 5 of the CRC in order to clarify the obligation of the state to recognize legitimacy and sustain the functions of guardians and foster carers

#### Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

The fourth slide is an excerpt from UN CRC comment n°6 is stating the need for guardians and foster carers to be prepared and trained to perform their functions

Guardians should have “the necessary expertise in the field of childcare, so as to ensure that the interests of the child are safeguarded and that the child’s legal, social, health, psychological, material and educational needs are appropriately covered by, inter alia, the guardian acting as a link between the child and existing specialist agencies/individuals who provide the continuum of care required by the child”.

Source: UN Committee on the Rights of the Child (2005), General Comment No. 6, Treatment of unaccompanied and separated children outside their country of origin

“Special preparation, support and counselling services for foster carers should be developed and made available to carers at regular interval, before, during and after the placement”.

Source: UN Guidelines for the alternative care of children

The facilitator will clarify that:

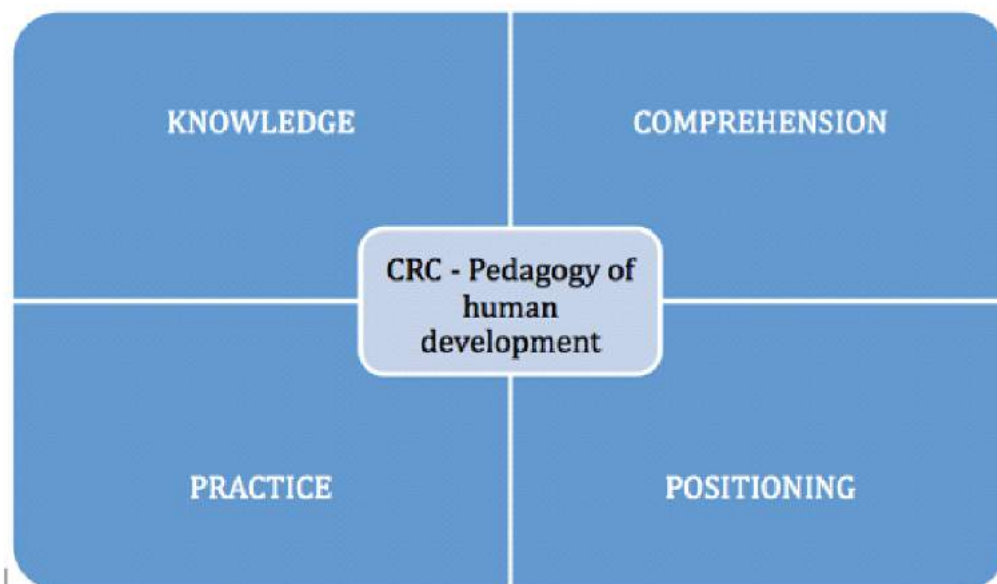
- a guardian or a foster carer is needed in order to fulfill this right in the absence of a natural family.
- The guardian and the foster carer have a privileged relation with the child but they have to act in the framework of a context that involves other actors
- They are not necessarily professional but they have to be prepared and sustained to perform appropriate functions in order to promote the **best interest of the child** in a context that often is not providing responses consistent with this principle

At this point the facilitator will introduce the 4 objectives of the training (see page 2-3) It will be possible to use the following slide



while explaining the concepts. After explaining the 4 objectives of the training it will be clarified that the overall cultural paradigm of reference will be the Convention of the Rights of the Child intended not just a legal tool but as a multidisciplinary and systemic platform that should guide and sustain the guardian in its relation with the child. The notion of CRC as a **pedagogy of human development** could be used.

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By clarifying that contents and methodology are strictly linked the facilitator will propose the methodological features outlined in page 3. It will be not necessary at this stage to deepen the explanation and the methodology could be presented through a slide/flipchart just reporting the title of the features (theory and practice, integration, interaction....ect.)

This presentation of the course it is important for the foundation course since it provides a first map of reference for the participants. The facilitator will ask the participants to keep in mind both objectives and methodological features because they will represent the mean to evaluate the quality and the effectiveness of the training experience at his end.

It is also important for the facilitator to be clear about the fact that this objectives and methodological features represents crosscutting dimensions of the training in the sense that the various information and contents that will be developed should connect with them.

If on one side these criteria apply to the training experience they also could apply and qualify the experience of being an effective guardian or foster carer. The facilitator could propose this reflection at the end of this session.

If needed by the group there could be a short plenary discussion to make sure that the group and its expectations are fine-tuned with the objectives and the approach. In a way this moment represent a kind of

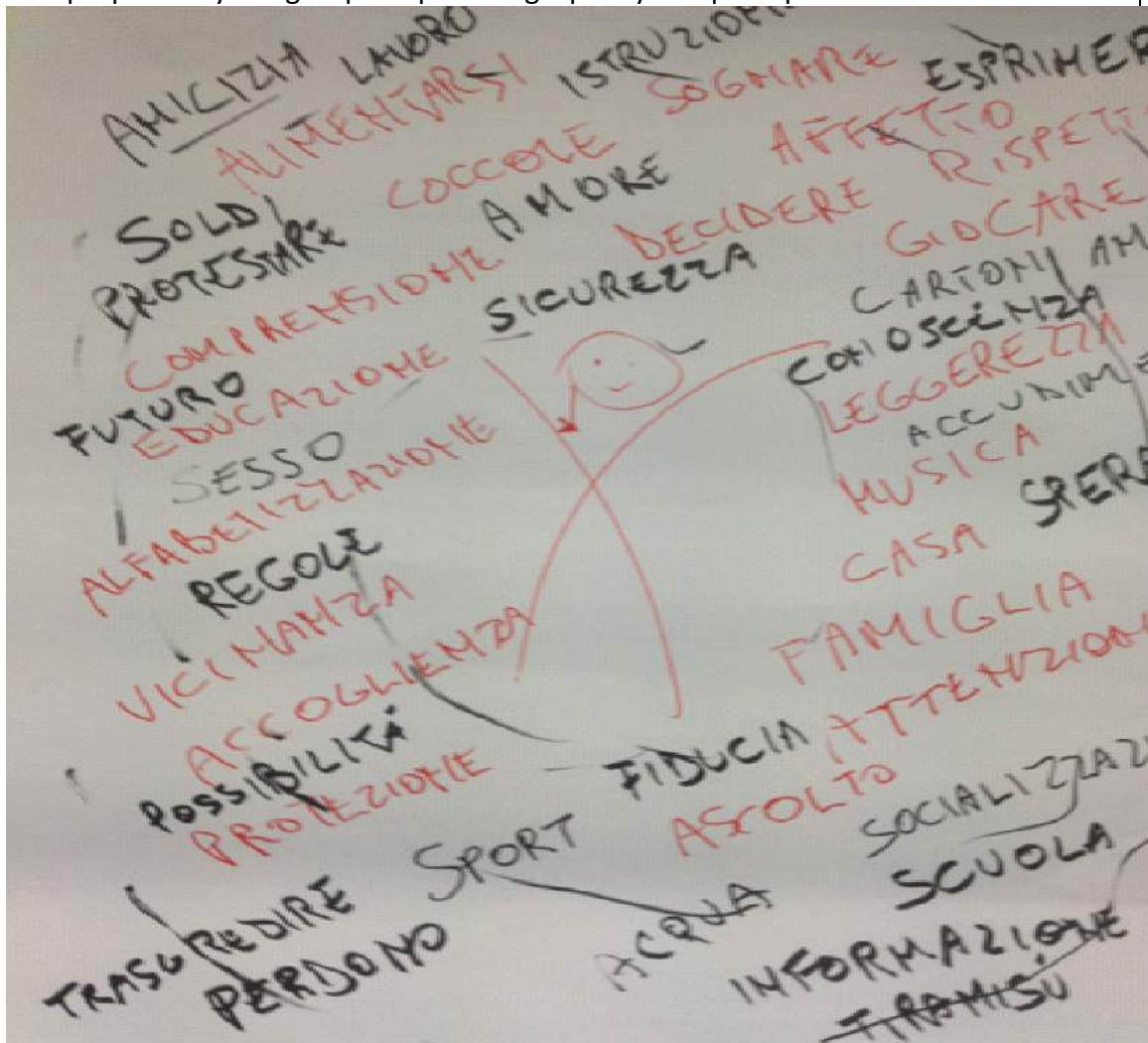


immaterial “contract” between the trainer and the trainees.

### Session Three: Discovering the different needs of the child, their interconnectedness and their evolution/emancipation into rights

(45minutes)

The facilitator will sketch in the middle of the flipchart a stylized child and after clarifying that it is a person from 0-18 years old ask the participants to brainstorm on his/her needs. While the participants will mention (food, education, dreams....ect) the facilitator will write them randomly on the flipchart around the child. No discussion, exchanges or explanations are needed at this stage. The brainstorm will end when the group solicited by the facilitator will decide that “more or less” all the needs have been mentioned. The facilitator reassure in the fact that of course it could be possible to be more specific but that the items proposed by the group are providing a pretty complete pictures.



In general it is likely that items like **money, sex, work** will not come out during the brainstorming. If this will be the case the facilitator will complement the list by underlying that generally we have a rather romantic and ideal culture and notion of childhood which doesn't allow always to recognize the reality of that child but also the impact that not considering children in many domains has on children. This could also lead to point out that we are very much concentrated on children just when they are in danger or they are representing deficiencies, a



specific need but with no doubts the adult world is having difficulties in integrating children in the reasoning on many domain that, at the end, will have surely a decisive direct and indirect impact on children (economy, pollution, labour market ect...). The point is that of course we recognize the needs but we mistakenly tend to see children as a “world apart” with all the consequences of this limited perspective.

The second element that could be raised in relation with the needs highlighted by the exercise is **if adults’ needs are so different**. The response will be no since all children needs although through different modalities are also relevant for adults. Again we are thinking about children in a rather disconnected way by not considering that they are full persons like us and that we are persons like them. The memory exercise done at the beginning of the session could help in underlying how difficult is to remember our own childhood as it is difficult to understand what childhood means for a child. For a guardian or a foster carer it will be always very important to revive this kind of understanding and empathy.

The third element to point out is to consider that all the needs are related and that it is necessary to consider this **interconnection** in order to understand each specific need as well to appropriately respond to it. It might be highlighted how fragmented are the responses to children needs when so determined by a fragmented disciplinary vision. The facilitator will invite trainees to apply a systemic vision where it will be important to consider not just specific conditions but the relations among them. It could be highlighted how for a guardian or a foster parents is important to be aware of this system and to interact with him. This is probably one of the specificity that a guardian or a foster carer will represent if compared with a professional often very much determined by a specific mandate.

At this point the trainer will propose through a slide or a flipchart different and specific group of needs.

A need can be described as something that is necessary, very important, or essential for a person to live a healthy and productive life. Human needs can be categorised in many different ways. Figure 1 shows one way of categorising them.

- **Physical needs:** shelter, health care, water and sanitation, protection from environmental pollution, adequate food, adequate clothing, and protection from violence, exploitation and abuse, exercise for strength-endurance-coordination, opportunities for development of physical skills.

- **Social, economic and cultural needs:** knowledge of and respect for one’s own language, religion and culture, stable social and economic environment, access to appropriate guidance and support, access to quality education, play and friendships, freedom from discrimination and prejudice, meaningful empowering work, and opportunities for



service.

- **Psychological, including intellectual and emotional needs and the need to be able to exercise choices:** a stable and loving family environment, a sense of belonging and identity, age appropriate information, stimulation, and opportunities to be listened to and taken seriously, models for problem solving and critical thinking, a sense of worth, being valued by others, being able to contribute to or positively affect your world, opportunities to make choices and develop cognitive talents and creative potentials.

- **Spiritual needs:** exploration, understanding and appreciation of the nature of life, humankind and the universe -- of what lies beyond time and material world, and the possibilities to connect with the infinite and ultimate.

Human needs can often be categorised under more than one heading. A child has, for example, a need for appropriate health care, which is a social need. At times, this need may be related to serious injury or illness, which is a physical need, or related to a mental health condition, which is a psychological need. A person may rely on prayer during a period of illness, demonstrating the need for spiritual support.

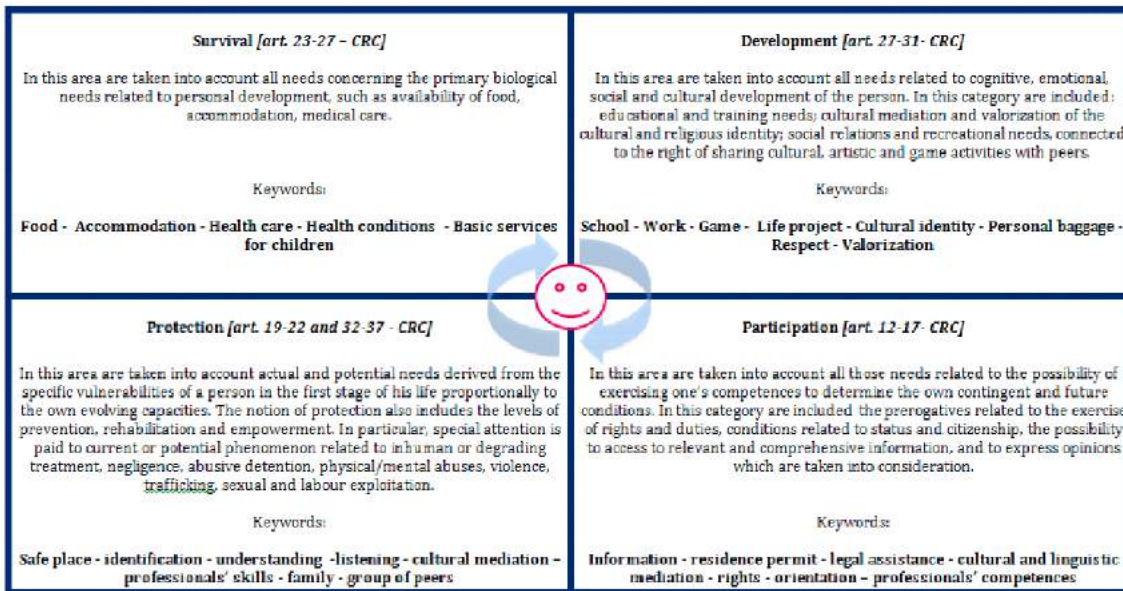


If needs, such as food, good sanitation, education and access to health care are not met, children will not be able to enjoy their childhood, or achieve their optimum level of development as they grow up.

The session will end by proposing another slide to show how the CRC principles and provisions comprehends and clusters all the needs that have been considered by emancipating the needs into human rights with all the consequences of this paradigm shift. It is important to underline that the recognition of needs is very important and not alternative to a human rights paradigm. From now on we will refer to needs in relation with rights (needs/rights)

The facilitator will propose to cluster the needs/rights of the CRC in 4 area namely: **Survival/primary needs – development – protection – participation** with the child in the middle.





The facilitator will propose the definition of each cluster and will interact with the group to validate this passage from needs to rights.

The session will end by sharing this **needs/rights map** but also by clarifying the differences between an approach based just on needs with an approach based on rights. The differences will be highlighted on the flipchart/slide and could solicit a short discussion with the group.

Basic Needs Approach	Human Rights Approach
Needs are met or satisfied	Rights are realised (respected, protected, and fulfilled)
Needs do not imply duties or obligations	Rights always imply corresponding duties or obligations
Needs are not necessarily universal	Human rights are always universal





Basic needs can be met by focusing on goals or outcomes	Human rights can be realised only by attention to both outcome and process
Needs can be ranked in a hierarchy of priorities	Human rights are indivisible because they are interdependent; there is no such thing as “basic rights”
Needs can be met through charity and benevolence	Charity and benevolence are optional whereas rights involve duty or obligation
It is seen as acceptable to state that “80% of all children have had their needs met to be vaccinated.”	In a human rights approach, this means that 20% of all children have not had their right to be vaccinated realised

>>> HAND OUT – NEEDS/RIGHTS MAP

The ending point is to propose the guardian and the foster carer as actors who are concretely recognizing and supporting the needs to implement children rights in relation with the unique child that they are caring for within a complex system of conditions and actors whose function and relations could be identified through the same map.

By the end of this session a first basic map/contest to define the role of guardian will be evident to the trainees. The rest of the training will aim at further specifying this map to provide the trainees to be equipped with the orientations to develop their experiences with children. These very experiences will provide further elements to grow and articulate the basic map provided by the foundation course.

**Session Four: Applying a child rights based approach in considering a real case study (90 minutes)**

At this point the participants will be asked to concretely apply the proposed approach to a **case study**. They will be divided into groups of maximum 5 persons randomly, each group will receive a different real case (half a page description not too technical but narrative) and they will be asked in 45 minutes to:

- understand the case and decide how they will relate with the child in order to better understand the information
- define a series of needs/rights together with a correspondent actions that the protection system should promote
- identify which actors of the system should be involved



Each group will present in plenary the case and the results of the reflections developed (5/10) minutes each group). The facilitator will support and slightly comment the presentation by recalling their connection with the needs/rights map as well as with the need of connecting elements and systemically identifying relation among things.

The session will close by pointing out the following:

- each case is different as each story is different. The guardian and the foster carer should provide a response based on the diversities that the child is proposing and always value the story of the child.
- The perspective of the child has always to be taken in consideration
- The guardian/carer play a unique systemic function to promote the interest of the child in the sense that he/she is supporting the connection of elements in the context of the child



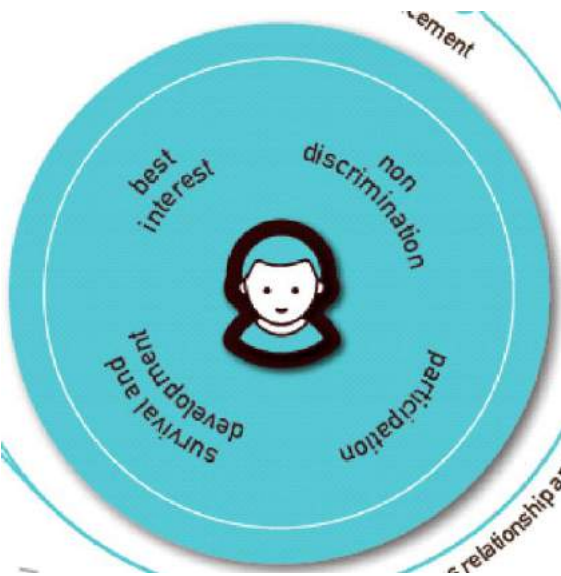
- The guardian/carer should know, comprehend, do and be. Each child story need a person that activate all this dimensions.

The Safeguard Logo will give the opportunity to explain child, story, context, proximity with the guardian/carer

### **Session five: The CRC key principles as integrated objectives and means to ensure the child's well-being and protection (45 minutes)**

Starting from the previous map presented the facilitator will at this point introduce to the participants the 4 key principles of the CRC namely **best interest of the child, protection life and survival, participation and non discrimination.**





They have to be presented starting from the specific article of the CRC as the purposes, the context and the atmosphere that should determine the project of every guardian/carer.

The trainer should emphasize that these principles are not just a

philosophical set but they are part of the law and every state that ratified the CRC should respond for their implementation.

At the same time it could be also proposed that the set of CRC principles and provisions represents a holistic pedagogy that should constitute the main reference for guardians/carer but also for all professionals and actors working with and for children.

The session could host some exchange and discussion in plenary based on the information proposed and the ideas of the trainees

The trainer will hand out to the participants the text of the CRC better if simplified by clarifying that each guardian/carer has something to do with all the articles contained in it.

>>> HAND OUT – CRC (simplified version)

The module will close by a recap of the items that have been touched over the day that represents the basis to proceed in the training. The trainer might recall with a slide (flipchart) the objective of the training inviting the trainees to consider their connection with their experience.

## Day 2

**Guardianship and foster care in context – Main elements to understand how they are defined and work at national level**

### Learning Objectives

This module comprises 6 sessions aimed at providing the participants an overall idea on how guardianship and foster care are implemented at national level by identifying also strengths and weaknesses. During the day it will also be presented the specific domain of work and group of children that will be taken in consideration in each respective country as well as the specific functions that



guardians/foster carers should apply according to child rights based approach. An insight on resilience, narration and active listening will be shared and discussed. By the end of the day the participants should be able to:

- Have a clear picture on how guardianship and foster care are defined and work in the national context with their strength and weaknesses
- Understand how these institutes apply to a specific domain of work such as migration, abuse following the orientations decided by the ELFO project partners at national level
- Comprehend what are the challenges to apply a child rights based approach in relation with the variables identified at national level
- Understand the importance to consider the narration of the child and the guardian/carer capacity to listen as key to recognize and support the resilience of the child.

### **Session Zero – Welcome of participants (15 minutes)**

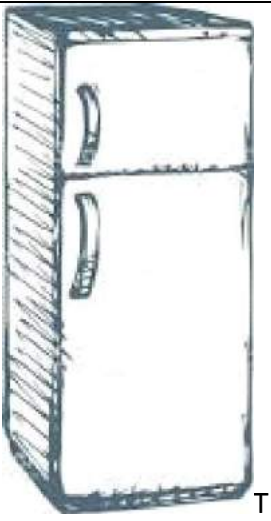
The training environment should be always warm, friendly and welcoming for the participants. Setting this dimension is very important to develop a pleasant learning environment but also to convey the message that the starting point of every relation (as its closing moment) determine the quality of what happen in between. Even very technical matters could be presented by creating a context that activate the participants and favour its capacity to connect things among each other as well as to the personal and diverse experience that every person is carrying in the training experience. A part from meeting each participant at the arrival the facilitator will set an informal and cheerful environment by asking light questions or narrating something about himself/herself.

### **Session One – Biographic exercise (15 minutes)**

As in the previous day, and with the same purpose, the participants will be asked to think about a moment of their childhood/adolescence (0-18) that was difficult. The reasons why they will be asked to start the day with this biographic little exercise have been already explained during they one but they can be reiterated if necessary. In order to save time each person after a 3/5 minutes meditation/remembrance will not be asked to narrate the specific event to the plenary but just to the participant sitting next. This session could be relatively short but it should not be rushed.

### **Session Two – Recap of Day 1 main elements (20 minutes)**





The facilitator will recall the main elements of day one in order to refresh the memory of the group but also to guarantee the continuity and circularity of information and processes that connect the three days of training as well as the overall approach. The various sessions could be rapidly recalled as well as the 4 main objectives of the training. The facilitator will ask the participants if some doubts/questions arose from the first session. In order not to delay the program floating issues and questions could be marked on a flipchart (**fridge**) in order to be addressed sometimes along the program.

This practical measure aimed at giving proper consideration to the requests of participants without creating problem for the agenda of the training could be applied even from the very first day. It could reassure the participants about the capacity of the training environment to listen (in line with the principles that are proposed) and at the same time provide a tool to keep the program rolling while considering the various issues that will arise along the process. Sometimes it could be a useful “escape” in the hands of the facilitator from lengthy and not productive discussions.

### **Session Three – Presentation of National Context Guardianship and Foster care (60 minutes)**

The trainer will present through a frontal presentation the Guardianship and Foster care system in place in each own country according to the national assessment carried out by each partner. At the end of the presentation a space for questions and answer will be left.

The structure of this presentation could apply the index that have been shared to conduct the national assessment by keeping in mind not to be too long and keep the presentation rather interactive.

### **Session Four – Connection (strength / weaknesses) of the national context with CRC Map – working group (60 minutes)**

After having presented the national situation the facilitator will go back to the survival, development, protection, participation map presented during day one and will solicit, feed a plenary analysis to connect the national situation with these 4 domains based on children rights. The content of this session have to be prepared before by each



facilitator in order to support the group analysis and come up with a final “assessment” that clarify what are the strengths and the weaknesses of the system according to a child rights map led perspective. This collective exercise could be done in plenary with a flipchart that gradually is going to be filled of elements along the discussion or the facilitator could decide to have a first 20/30 minutes presentation and then divide in 4 working groups that will process the presentation according to the CRC map where each group will try to identify strengths and weaknesses on a single item (survival, development ect.) and present it to the plenary. Of course this second option risk to take more time.

#### **Session Five – Presentation of specific/thematic problems addressed at national level (60 minutes)**

As agreed in Avigliana the trainer or the additional resource person will introduce the main issues addressed by each of the partners (migration, violence, maltreatment, justice). It will be important also in this thematic presentation to try reproduce the rights based map shared in the previous session. It is also suggested to conduct the explanation by using a significant case study and deriving from it an analysis of needs/rights and responses of the child protection system. The following session (6) will be devoted to identify the functions of guardians/carers in relation with the specific domain of work selected at national level.

#### **TO BE PREPARED BY EACH PARTNER**

#### **Session Six – connection of guardians/carer functions with CRC map (60 minutes) working group**

The group will be divided into groups composed of 4/5 persons. The group will be asked to work on the case study presented in session six by identifying what the guardian/carer should do in the 4 areas of primary needs/development/protection/participation and with which other actor should relate. If there is no time each group could be asked to consider just one area such as primary needs/development ....The groups will report in plenary the results of their work and the trainer will complement the presentation with elements that are deemed necessary in order to clarify guardians/carers’ functions in the specific domain considered at national level. The use of a concrete case study both in session 5 and session 6 will help in not being too generic or theoretical.

#### **Session Seven – Vulnerability, resilience and contexts – the role of the guardian/carer (45 minutes)**

The trainer introduces the concepts of vulnerability and resilience: children are often per se considered ‘vulnerable’ and in need of special protection. Existing definitions have reached consensus that **vulnerability** is an aggregate concept composed of a dynamic interaction of risk and **resilience**. Vulnerability is caused by risk and balanced by resilience, i.e. the capacity to handle the risk. Measures



that seek to reduce risks and at the same time strengthen resilience will therefore be well placed to reduce vulnerability. The guardian-foster carer hold a position that can reinforce resilience, reducing risks and contribute to broad-scale prevention.

Risk and resilience, as the determinants of vulnerability, are neither isolated nor static but need to be understood according to a dynamic ecological model: personal risks and resilience are closely intertwined with risks and resilience deriving from direct and indirect relations, systems and environments that individuals are exposed to and interact with. Among these, individual characteristics and resources (individual factors) represent relevant conditions of the context in which a person lives (contextual factors including family, social group and environment).

After this brief introduction the trainer presents a model based on the centrality of the child in order to qualify resilience in relation with factors of risk and protection. Resilience in physics is the ability of a body not to alter after being subjected to different severe conditions.

In our context is conceived as

- the strength of the person, family, community to withstand pressures
- the ability of the person, family, community to resist destructive (not positive, developmental) change
- the ability of the person, family, community to retain positive characteristics despite adversity
- individual and relational resilience
- Existing positive qualities, characteristics, behaviours, functioning, relationships that were retained from before the adversity , i.e. they survived the exposure to adversity.

(Papadopulos)

Kramer and Bala developed a research model observing asylum seekers people and refugees living in setting of arrival. The first dimension describe the level of resilience in relation to protection/risk factors which depends on the alchemy among 3 dynamic and interdependent dimensions of the relation person/context:

- a) LEVEL OF CAOS:** intended in relation with the capacity of the person to give an order and a meaning to the various aspects of his/her own experience
- b) LEVEL OF CONTROL:** intended as the capacity of the person to govern the elements of his/her reality and context
- c) LEVEL OF FLEXIBILITY:** intended as the capacity of the person to change its coping schemes and adapt to the changes of his/her context.



Following the overall approach of the research, the narration - intended also as reflective or self-narration - largely remain the way through which these dimensions could be owned, interacted and systematized by the child.

In order to further qualify these dimensions, we tentatively identified 10 key factors which are likely to influence the 3 dimensions mentioned above:

- 1) SELF IMAGE
- 2) SOCIAL CONTACTS
- 3) ACTIVITIES
- 4) CORPORAL/BODY DIMENSION
- 5) SPIRITUALITY
- 6) CULTURAL TOOLS
- 7) RELATION WITH THE PAST
- 8) PERSPECTIVES
- 9) KNOWLEDGE OF THE SURROUNDING ENVIRONMENT
- 10) KNOWLEDGE AND AWARENESS OF RIGHTS (and wrongs)

Risk and resilience are understood according to an ecological model. They interact at multiple levels and are accumulating: personal risk and resilience are closely intertwined with risk and resilience deriving from relationships, socio-political systems and the environment. Child vulnerability can be caused or exacerbated when the capability of the adults to implement child rights standards is weak and when they do not succeed to safeguard the human rights of the child in practice. This is understood as structural vulnerability. Structural vulnerability is related to state structures, action or inaction, and can result in the violation of the rights of the child.

The facilitator could introduce the ecological understanding of 'vulnerability' using the following graphic representations (see figure below).





## Session Eighth – Story, narration and active listening (45 minutes)

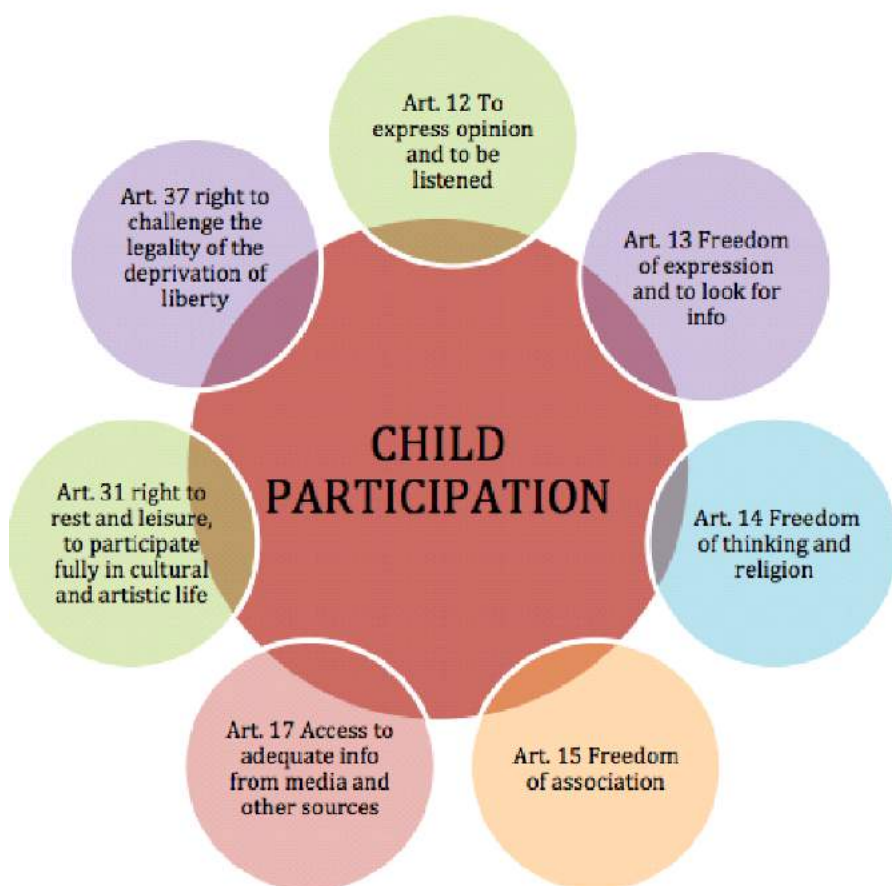
GATE GAME a partire da art.12 e GC 12 Attitudes, capacities, skills 45'



This session aims at underlying the importance for the guardian/tutor to have the capacity to listen as a basis for recognition and participation of the child.

The notion of participation should be understood as a principle that is expressed in many single rights through processes included in relevant international human rights tools. If an integral and holistic perspective is sought, child participation should be considered in connection with a set of interrelated rights of the CRC, including article 12, given the existing interrelation of rights, articles and instruments.

Article 12 of the CRC mentions:



It is worth highlighting also how article 12 is conceived as one of the four general principles of the Convention. As such, the right to be heard (article 12) is not only a right in itself, but should also be considered in the interpretation and implementation of all other rights including article 2 (the right to non-discrimination), article 6 (the right to life, survival and development) and, in particular, is interdependent with article 3 (primary consideration of the best interests of the child). Furthermore, article 12 is connected to all other articles of the



Convention, which cannot be fully implemented if the child is not respected as a subject with her or his own views on the rights enshrined in the respective articles and their implementation.

Participation and the right to be heard is connected with the possibility and capacity to express and narrate.

The Etymology of the word Narration from Latin *narrationem* (nominative *narratio*) "a relating, narrative," noun of action from past participle stem of *narrare* "to tell, relate, recount, explain," literally "to make acquainted with," ....

It is very likely the case that the most natural and the earliest way in which we organize our experience and our knowledge is in terms of the narrative form.

Jerome Bruner, *The Culture of Education*

Jerome Bruner proposed that the mind structures its sense of reality through "cultural products, like language and other symbolic systems," and he focuses on the idea of narrative as one of these cultural products

Introduction of the GATE GAME a device that DCI developed in order to facilitate the narration of the child. It is composed of 16 cards and each card reflects an important dimension of the child's story and individual experience.



Each card/dimension comes in a positive and in a negative end-point, allowing the child to choose which end-point (positive or negative) corresponds to his/her experiences. The stories thus collected provide important elements that can help us understand if and how the needs of the child are corresponded by appropriate responses in the context where they are living. The cards can be downloaded here

<http://www.gate-eu.org/the-gate-game.html>

The Gate Game can be used, also by a guardian/carer, to arouse narrations and establish relationships ..the etymological root of

narration is the latin word “gnarus” : skilful, wise, knowing, expert, acquainted with.

Together with the GATE GAME we developed some Practical Orientations that aim at providing guardians with operational indications for the qualification and the improvement of their overall approach, work methodology, level of competence as well as of their day-to-day work and case management. They represent a flexible and creative instrument specifically designed for the on-going planning, monitoring and review of the various activities that must be developed “around” the child and “with” the child.

The Orientations aim at setting a common “minimum threshold” with the objective of indicating what are the essential activities that guardians are asked to directly undertake or facilitate in order to effectively protect children. Moreover, they can also be considered as a starting point for further qualification or context-specific they are addressed to individual guardians, but can easily be adopted by guardianship organizations, foster carers, institutional and social actors, NGOs and civil society organizations.

The assumptions underlying their effective application derive from the definition and qualification of guardianship envisaged by the CRC, namely the recognition that the guardian has clearly defined responsibilities and duties in relation with the child, as well as primary responsibility for the assessment and promotion of the child’s best interests, well-being, development and active participation, based on the knowledge and respect of his/her personal history, aspirations and views. The guardian has to adopt an educational and relational approach sensitive to privacy, cultural and gender issues; sustain the development of a positive environment around the child; be willing to ask for specialist support, receive specialized training and be monitored and supervised.

The guardian has also clearly defined responsibilities and duties in relation with the other professionals involved in the care of the child. Therefore, he/ she has to facilitate networking and cooperation, needs to be adequately supported by the competent institutions and recognized by the other actors, but also to be ready to face and overcome possible difficulties and contrasts with other actors, always keeping in mind the best interest of the child.

In order to provide the guardian with a clear map for the effective performance of his/her role, the GATE Practical Orientations are listed through the use of each card of the GATE Game and integrated with the indication of the most relevant CRC provisions as well as of a group of keywords.

Moreover, for the sake of clarity and applicability the indications are grouped into three different categories, namely:

**KNOW:** orientations on the knowledge, theoretical competences, general information, as well as child-specific and context-specific information that the guardian has to have- knowing and staying



informed

**DO:** orientations on the direct/indirect activities that the guardian has to undertake and facilitate in order to adequately fulfil his/her duties by adopting a systemic and programmatic perspective– be proactive and consistent with your responsibility

**BE:** orientations on the relational skills and personal attitude needed to establish a relationship with a child, as well as on the behavioural, cultural and gender issues that may interfere with the relationship with the child and with the duty to identify, promote and protect the child's best interest – listening without prejudices

>>> Handout: GATE Practical Orientation for Guardians (available on the dropbox)

## Day 3

### Legislation and standards – supporting the best interest evaluation and determination in the child's life project

The first two days have been concentrating on sharing a solid conceptual map based on human rights that will represent the main cultural and operational reference for guardians/carers. The third and last day of the foundation course is devoted to develop the framework/contest of core standards and legislation at international and national level that have to be kept in consideration in guardianship and foster care. The day will reinforce the legitimacy of a rights based approach through international standards but will also provide a specific picture on the national legal framework and procedures with the purpose of underlying the concrete responsibilities of guardians and carers foreseen by national law, provisions and regulations. The proposal of national legislation together with international standards is proposed also with the intention of reiterating how important is the positioning (general objective 4) of the guardians and carers to emancipate children rights together with their level of protection and opportunities. Particular emphasis will be devoted to the core principle of the best interest of the child, its evaluation and determination.

#### Learning Objectives

By the end of this last day of training the participants should be able to:

- Understand the connection and the continuity of the guardians/carers functions with international standards and legislation
- Own some elements that will allow further exploration and study of international child rights standards
- Better understand national legislations and procedures together with the guardians/carers responsibilities foreseen by them
- Be actively aware of the possible lack of consistency between international legislation and standards with national legislations and practices
- Become more familiar with the principle of the “best interest of the child” as the core dimension to be considered by guardians and carers



- Evaluate the foundation training undergone, its relevance and its possible developments in terms of continuous education

**Session Zero** – Welcome 15’

**Session One** – Biographic exercise 15’

As in day 2 by asking the participants to remember a moment when they felt at risk and protected. It is very important in this exercise to demand concentration and to recall a very specific moment since adults tends to be very generic about their childhood.

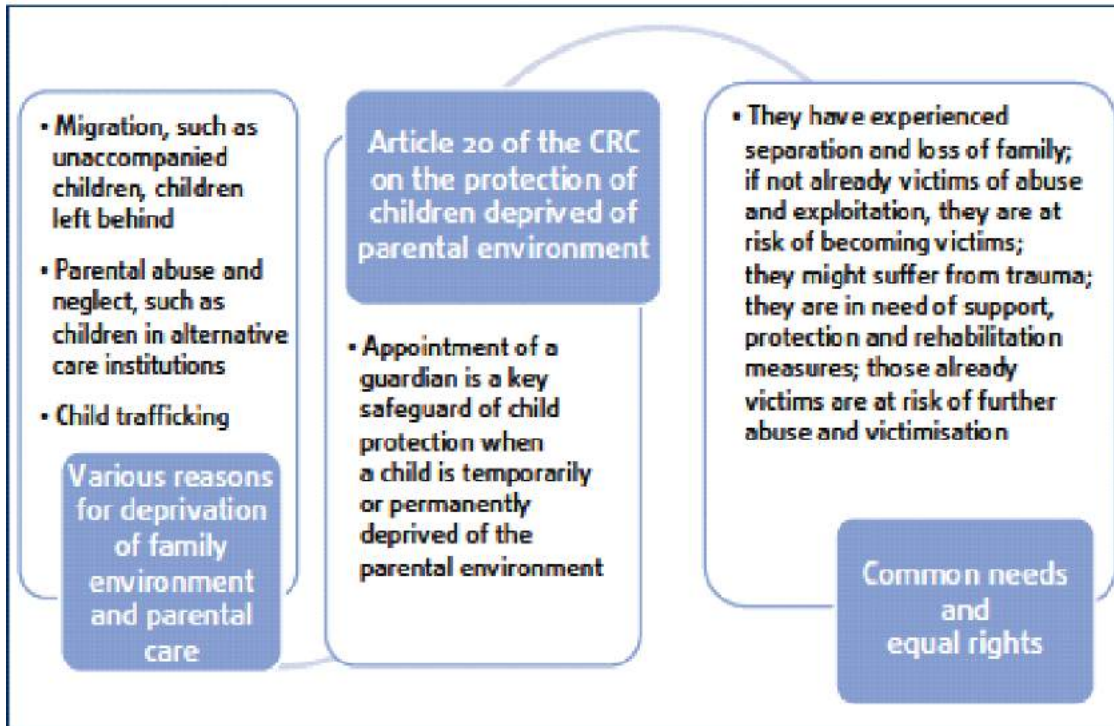
**Session Two** – Recap of previous sessions 30’

At the end of the session the participants will be asked to evaluate the training experience. It is therefore very important to present again the conceptual path that has been proposed during the first two days. The systemic nature of the training allow to process the information not just by recalling the single items but also to reconsider them in their interconnectedness. In other words single information could have different light when they are put in relation with other information. In this sense we could consider the training approach as “circuar” or “sinusoidal”. The participants should be also reassured on the possibility to deepen the knowledge on all elements that have been presented through the bibliography that will be shared by the trainer. During this session there will be also opportunity for participants to ask about things that should be better clarified. The trainer will provide short explanation or postpone possible answers to a later stage during the sessions or after in the follow-up phase.

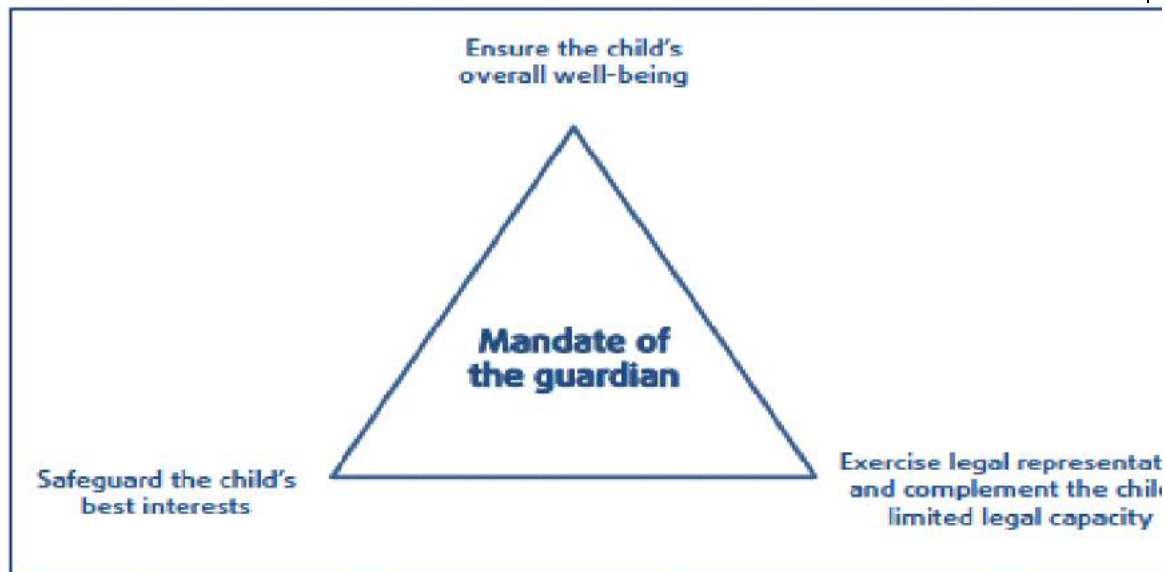


**Session Three – International Standards and references 60'**  
presentation

The trainer will propose an introduction to the **Guidelines for the Alternative Care of Children** that were endorsed by the United Nations (UN) General Assembly on the 20<sup>th</sup> November 2009 in honour of the 20th anniversary of the UN Convention on the Rights of the Child (CRC) with the aim of further supporting the implementation of the CRC, the Universal Declaration of Human Rights, and other regional child rights instruments.



>>> Handout: Summary of the Guidelines (available on the dropbox)



**Introduction of the FRA Agency publication: Guardianship for children deprived of parental care - A handbook to reinforce guardianship systems to cater for the specific needs of child victims of**



trafficking. For the first time an EU document that tries to explain who is the guardians and which is the role and mandate.

Introduction of the **10 Standards for Guardians of Separated Children** (which can be used not just in the framework of migration and can also be adapted for foster carer):

At this point the 10 standards on guardianship elaborated by DCI could be proposed and eventually expanded and specified also for foster carers. The 10 standards which are based on the UN Convention on the Rights of the Child could be used as a basis to explore assets and limitations of national legislation that will be presented in the following session. The standards should also be connected with the needs/rights map developed and shared during day 1. In order to keep the audience interactive the trainer could ask participants to share a possible example for each standard.

**The role and responsibilities of the guardian (a series of slides or flipchart with keywords):**

Standard 1: The guardian advocates for all decisions to be taken in the best interests of the child, aimed at the protection and development of the child.

The guardian is able to advocate, assess and adjust the best interest of the child on a regular basis, involves all relevant actors and ensures that the assessment of the best interest of the child is based on the views of the child and the individual circumstances.

Standard 2: The guardian ensures the child's participation in every decision which affects the child.

The guardian provides information in a child friendly way and checks if the child understands and recalls the information, listens carefully to the child and ensures plans are based on the views of the child and shared with the child, is open to feedback and manages expectations.

Standard 3: The guardian protects the safety of the child.

The guardian gives the highest possible priority to the child's safety, knows the signals of child abuse and trafficking, acts and reports upon signals of any harm or danger, ensures the child knows he is welcome to voice anything concerning his/her safety, only breaks the confidentiality norm when a child is at risk, ensures victims get appropriate treatment and is open to being monitored on own behaviour.

Standard 4: The guardian acts as an advocate for the rights of the child.

The guardian is an assertive, committed watchdog, dedicated to defending the rights of the child, shows emotional strength, opposes decisions which are not taken in the best interests of the child and pursues fair procedures concerning the child.

Standard 5: The guardian is a bridge between and focal point for the child and other actors involved.



The guardian keeps in contact with all relevant actors, ensures to be informed about all decisions which have an impact on the child and is where necessary present at meetings, assists in establishing links with the child's community and developing relationships that gives the child a sense of belonging to a family or group.

Standard 6: The guardian ensures the timely identification and implementation of a durable solution.

The guardian ensures the identification of a durable and safe solution and challenges others to prove that their proposed solutions take the best interest of the child as a primary consideration, supports the reunification of the child with his/her family and supports the integration of the child in the host country when this is in the best interest of the child, defends safety guarantees when a child is returned and prepares the child for all predictable changes which will occur after turning eighteen.

### **The guardian and the child:**

Standard 7: The guardian treats the child with respect and dignity.

The guardian demonstrates appropriate behaviour, treats the child unprejudiced with respect to the child's identity, privacy and cultural differences, supports the child in developing peer relationships and shows a flexible approach tailored to the individual needs of the child.

Standard 8: The guardian forms a relationship with the child built on mutual trust, openness & confidentiality.

The guardian is always honest with the child, keeps his/her promises and keeps all information confidential unless it is necessary to break confidentiality to keep a child safe, pays attention to verbal and nonverbal communication, is empathic towards the child and gives moral support and makes clear to the child that a child who disappears is always welcome to return.

Standard 9: The guardian is accessible.

The guardian can be reached easily, lives near enough of the child to be able to respond quickly to difficulties, sees the child as soon as possible after his/her appointment and pays visits to the child on a frequent basis and communicates in a way which fits the age and development of the child, making use of interpreters whenever necessary and contacts the child to keep in touch also when there is no specific need to do so.

### **The qualifications of the guardian (this is directly connected with the current training experience and referred to the notion of continuous education)**

Standard 10: The guardian is equipped with relevant professional knowledge and competences.

The guardian is proactive in identifying learning and development needs, manages his/her caseload and available resources, is accountable, works according to a set methodology, knows personal





and professional limits, seeks support and counselling whenever necessary and is open to supervision and monitoring.

>>> Handout: the Core Standards for Guardians of Separated Children

**Session Four – concrete experiences of guardians and foster carers/presentation/Q&A session – 90’**

It would be advisable during this last day of training to call a guardian and a foster carer in order for them to share their experience.

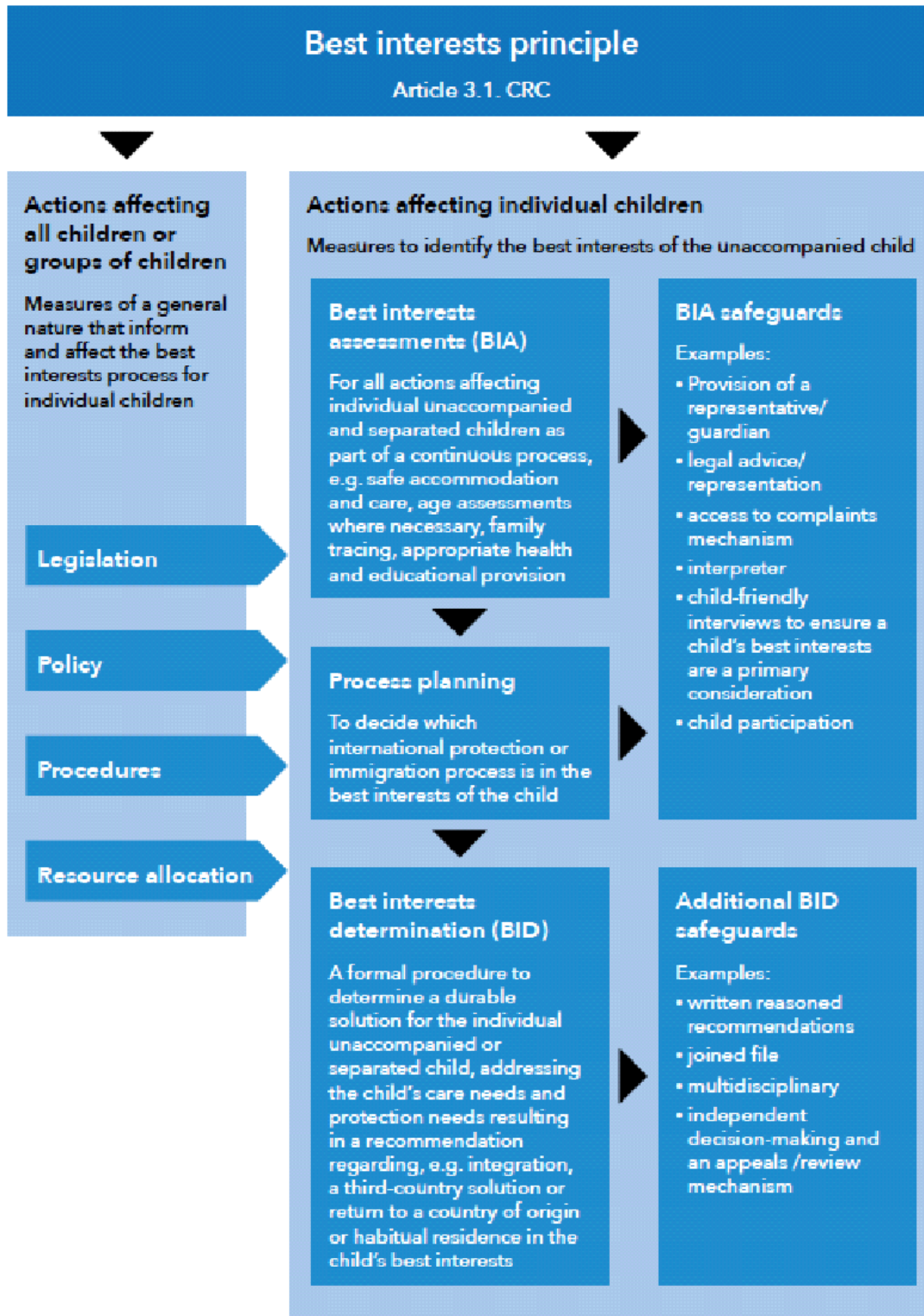
**Session Five- National Law, legislation, procedures and responsibilities of guardians/carers 60’**

**MAP OF MAIN STAKEHOLDER 30’**

Short presentation of the local/national map of the main stakeholders involved in the guardianship/foster care system. This presentation could be carried out by a member of the public institution which is supporting the Elfo Project.



## From theory to practice: applying the best interests principle



### Session Seven – Final Evaluation 45'

The foundation course ends up with the **Yarn Game**, a last activity that has the objective to share with the whole group last reflexions/comments coming from the training experience. The circle of participants come closer and the facilitator throw a ball of yarn to one of the participants keeping the string. He/she is invited to express one reflection on the course and then, keeping the string, pass the ball to another participant and so on. When all participants has shared their



thoughts, a big web will stand among all persons representing the quantity of relations that are possible to establish.



After this evaluation round made of narrations and relations, the facilitator distribute an **evaluation form** that all participants should fill and leave at the entrance of the room before going away.

>>> Handout: evaluation form

#### **Session Eighth** – Follow up process 15'

Before closing the session the facilitator thanks the participants and tell them about possible next steps to continue the experience of guardian-foster carer.

