

CITIZENSHIP

An answer to the need of methods and practises to maintain the link between families and fostered children
A method to help professionals to understand, analyze and improve their decision-making process and educative strategies

KEY-ISSUES

To strengthen competences, skills and expertise of the professionals from the social sector
To provide a better objective approach of educative acts and decisions

Author of the method

Robert MICHIT – Grenoble-Fr

The method comes from the clarification interview of the decision-making processes and is organized into 3 steps:

1. The clarification of the facts and acts of a sequence;
2. The clarification of decisions made during this sequence;
3. The clarification of the decision-making process during the actions (focusing on some decisions specific to the selected sequence).



Project consortium

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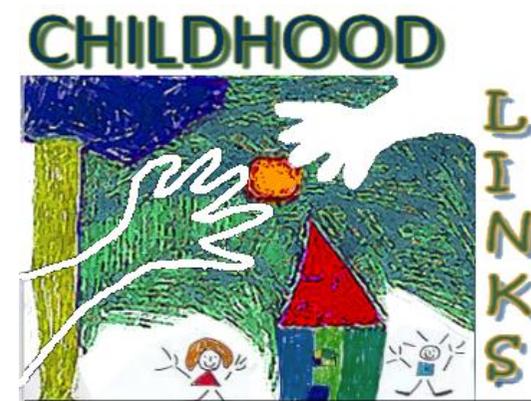
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This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



CHILDHOOD LINKS

Innovative method
to maintain the link
between families
and fostered children
in Europe

Leonardo Transfer of Innovation
(October 2011 – September 2013)



In the frame of the Stockholm declaration (2003 – European Commission) CHILDHOOD LINKS is a project dealing with minors temporary fostered to communities or families. In this scope, the professionals (managers, social workers, psychologists, animators) in charge to implement daily educative strategies in order to facilitate the relation between the minors and their parents. It is therefore necessary to provide them with tools and methods allowing the maintaining of the familial links.



CHILDHOOD LINKS proposes an innovative method, developed by Robert MICHIT (CEFERH - FR), to promote the maintenance of the relations between parents and fostered children, based on the identification of the decision making processes at the origins of given educational choices.

This method carefully avoids any judgment, advice or evaluation and is based on the trainee's personal discovery of his own decision-making process and choices through the description and analysis of daily concrete situations and sequences.

Final courses and training

After a consensus on a common terminology and adaptations to contextual issues, the French partners have transferred the method to the trainers from the partners' organizations. The consortium has then elaborated common contents, training tools (competence guide based on expected skills, trainer's guide, and cases studies) and evaluation method.

A pilot phase enabled to test the method in each country with targeted professionals (social workers, educators, animators, psychologists) all involved in the mediation between parents and fostered children. These tests has demonstrated good impacts in the trainees daily practices in terms of a better adjustment of educative acts, a better comfort in their work and good results with families.

The proposed course was carried out in a blended mode, alternating distance and face-to-face sessions with on-line activities, supported by a MOODLE platform. On-line activities included exercises with real cases, tutoring (collective sessions, individual tutoring and peer-to-peer activities) and self assessment.

In this project, the method was focused on the part-time hosting of children. A legal team including judges for children has completed the analysis of the positive effects and benefits of the method for the follow-up process.

Project results

-  The targeted professionals can implement a new method helping them to make an inventory of all the sequences of decisions enabling them to optimize the link between their objectives and means. This method can be used at individual or collective levels for educative strategies.
-  The pedagogical results, based on the ECVET approach, have defined suitable and adapted tools to help professionals to acquire skills to better understand and adjust their educative expertise. This personal and permanent process is directly linked to the lifelong learning strategy.
-  The collaborative platform was appreciated for its usability and user-friendliness. E-Learning was perceived as a modality facilitating peer interactions and learning.
-  Legal and administrative teams in charge of the follow-up can accede to objective elements shared with the educative actors

Conclusions

The course received a positive feedback from the trainees : the method was defined as a useful tool "to evaluate one's own actions from outside" and enabled to raise awareness about one's own expertise and educational strategies. The legal partners concluded that this tool can provide objective information to improve the follow-up. The potential transfer of the method to other contexts and targets is ready.