



LeaveCare-LiveLife (LC-LL)

Building the European Care Leavers Network for youngsters leaving foster and residential care and actively living and participating in life

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Joint professionals training on supporting Care Leavers' Participation

Programme of the joint training for professionals

Day 1

09:00 – 09:15: Opening - Welcome

09:15 - 10:00: Introduction round

10:00 – 11:30: Theoretical framework

10:00 - 10:10 Part One: Tell us what you know about participation

Large Group Discussion (Flip chart notes) Sharing information about, and understanding of, national participation processes involving care leavers.

10:10 - 10:30 Part Two: What is Participation? Major theories and country-specific contexts

An outline of major participation theories worldwide. This focusses on those that are young people specific and highlights any theories used in European countries. For example, we will be drawing on the work of Barry Percy-Smith, Rys Farthing and Nigel Thomas in a UK context and the European Commission's (2015) research summary, 'Evaluation of legislation, policy and practice on child participation in the European Union (EU)'.

10:30 - 11:00 Part Three: Participation of care leavers - research findings and outcomes

This highlights European research and project reports looking at the participation of care leavers. It examines the application of wider theoretical models to practice with care leavers in a range of European countries.

11:00 - 11:20 Part Five: Application of theories in our work

The CLA will share some theory case studies and get participants to explore how they could be used in their own work. For the CLA, care leaver participation:

- Produces improved services
- Promotes a democratic process
- Empowers care leavers so facilitating true partnership in working towards greater integration of care leaver involvement in activity development and planning.
- Produces better quality activities and services
- Helps achieve better outcomes for all care leavers
- Provides an effective mechanism to monitor service quality
- Helps develop and disseminate good practice
- Assists in the eradication of poor systems and performance
- Influences policy, planning and commissioning of care and care leaver services
- Enhances accountability and openness
- Helps to improve organisational learning

We will be exploring these benefits in practice contexts

11:20 - 11:30 Part Six: Whole-group discussion about application of theories in own work: sharing thoughts from small groups



Large group discussion

11:30 – 13:00: Legal framework

11.30-12.15 Legislation and policy for care leavers in Europe

Presentation of examples of different National legislations and policies (not only in the project Partner Countries) leading to different models.

Work in group: participants from each country will work together in order to discuss on this topics:

- what concept/idea of leaving care in my national legislation?
- who are the actors of leaving care process? Who is missing?

Presentation to the big group

12.30 - 13 Care leavers and participation

Presentation of the legal Framework at EU level

Work in pairs:

- when you personally experienced participation in your life? What pros and cons?
- when you experienced participation with care leavers on a personal level? What pros and cons?
- when you experienced participation with care leavers on a collective way? What pros and cons?

13:00 – 14:15: Lunch time

14:15 – 14:45: Legal framework: discussion

14.15 - 14.45 Participation in the child protection system

Presentation of literature on power relationship and promotion of participation in the child protection system

Bigger group discussion

14:45 – 17:15: Care Leavers situation

14.45 - 15.15 Secret Descriptions to determine how Careleavers are seen from the outside, how they look like for the other members of the society

Work in groups (20 minutes): Participants are splitted into 2 groups. Each group will take a paper and a writing marker. One group will describe a Careleaver writing down 10 adjectives, descriptive words or phrases, all viewed in a positive way and the other group will write down also 10 adjectives, but describing issues, behavioural problems, a critical view about CL. The 2 groups will be asked to choose a leader that will present later the group ideas.

Confronting the ideas of groups (10 minutes): a leader from each group will present their group description about a CL and the 10 adjectives they found. The argument will be discussed and then all participants will try to find for every issue or problem found an adjective from the other paper that can solve it. It will be also debated about the image of the CL and if all descriptive words are real or a false image made by society.

15.15 - 15.45 The "Suddenly" Story, a creative way of putting participants in playing the role of a Careleaver

Description (5 minutes) If you've ever told stories around a campfire, you might have told a variation of The "Suddenly" Story. This activity is the choose-your-own-adventure book of team building activities. You're not just telling a story -- you're piecing a story together using the imaginations of participants.

To tell The "Suddenly" Story, gather team members in a circle, and offer the opening three sentences to a story about anything. At the end of the three sentences, say "Suddenly ..." and pass the story onto the person next to you. It's their job to take your three sentences and build on the story with another three sentences, followed by "Suddenly ..." Each mention of "Suddenly" allows the story to take a turn. What that turn looks like is up to the next person in the circle.

The "Suddenly" Story helps people find ways of building on content that came before them, while also being creative when all ears are on them.

Group work (25 minutes): Building the Life Story of a Careleaver

15.45 - 16.30 CareLeavers Main Problems

Presenting the main problems a Careleaver have to face in his way to an independent life – a house to call home, need of support, empathy from the others, lack of self-esteem, access to personal data.

CareLeavers are more likely exposed to some specific issues – homeless, sex working, to be in criminal justice system, depression, mental health vulnerabilities, drugs addiction. If exist, will be presented percentages or studies from each country.

16.30 - 17.15 Solving issues through art to challenge professionals to think creatively to find solutions to Careleavers' problems.

Small group work: Participants will be asked if from anyone of them are Careleavers, even if now are professionals. Will be selected 5 persons that will play the role of a Careleaver otherwise. The other participants will form groups of 5 persons.

The person that will take the role of a CL and will express his problem and the other 5 will try to play the role of a specialist (doctor, psychologist, policeman) that will try to find solution, according to their job characteristics. They will try to help playing a little act of drama, 5 minutes maximum each group.

The participants who will play the role of Careleavers will be asked to choose one of these issues – depressive trying to suicide himself, drugs addict, prostitute, convict, homeless, beggar, robber, unemployed with credits. They will describe a situation and he will try to find help from one of the groups of professionals.

The members of the groups will choose to play the role of - a psychologist, a social worker, a policeman, a doctor, an educator, a mayor, a senator, a motivational speaker.

After all little acts of drama, answers and solutions found will be discussed with all participants.

17:15 – 17:30 : Summarizing the day

Day 2

09:00 – 09:15: Opening - Welcome

09:15 - 13:00: Participatory processes

09.15 - 10.15 Outputs from CLPGs

Presentation of the outputs of each the partners' CLPGs.

10.15 - 10.45 Group work

Participants will be split into groups to create 5 groups, and will disseminate the outputs from the focus groups. They will write on their flip chart paper using the stick-on notes and each group will disseminate and present back to the overall group one of the following key outcomes:

1. Key challenges to participation
2. What worked in the focus groups to increase participation
3. What didn't work in the focus groups to increase participation
4. What is best practice within participation?
5. Key solutions to increase participation

Trainers will summarise the feedback and compile a summary table of the key solutions to increase participation.

11.00 – 11.15 Coffee Break

11.15 - 11.30 Background to best practice models to increase participation

This presentation will look at best practice models to increase participation, based on other sectors and organisations working with challenged adults. It will be based on a self-empowerment model of increasing participation, and also a summary of the outcomes of the earlier part of the workshop.

11.30 - 12.00 Group discussion on best practice model

Make list of competencies that professionals need to have in line with the best practice model

Split the group into five groups to develop the capability maturity model within professionals to increase participation and work according to best practice

Develop a best practice model with corresponding skillset for professionals.

12.00 - 12.30 Case Study from Ireland

How we increased participation of care leavers, and also increased the competency of professionals at the same time

12.30 - 13.00 Case Study from Ireland

Questions and answers



13:00 – 14:30: Lunch time

14:30 – 17:30: Methodologies for youth participation

14.30 - 15 Community resource wall To understand the importance of recognizing the resources (skills, knowledge, experience) of care leavers in initiating their participation

Participants are writing on the stick-on notes their names and what skills or talents they bring to the group. One skill/talent per paper. Participants stick their notes on the flip chart paper on the wall.

Trainers summarize and introduce group with all skills and talents we have on the training and call participants to implement their written as much as possible (20 minutes).

Background (5 minutes) Traditionally, the focus of youth-serving programs has been on their risks and vulnerabilities. Major shift was made when focus is put on young peoples' strengths, assets, competences. Participation is built on someone's resources (so young person can feel confident to make contribution and build their capacities). To be able to choose adequate method it is important to know what young person likes, appreciate and in what she/he feels most confident to maximally participate.

Alternative ideas for reaching same objective with care leavers (5 minutes) Make list of competences from which CL can choose his/hers (to encourage the start of writing)

Make the questionnaire with few questions like for example: What skills do you enjoy using often, regardless of the types of task you must work on? What skills or strengths are repeatedly mentioned by people about you? Which strengths and skills are going to be the most helpful in your career? Simply add in any order your top 5 competences/skills

15 - 16.15 Spectrum of attitudes To get insight in personal attitudes about participation

Introduction (5 minutes) Our skills, knowledge and experience are important for initiating youth participation, but researches show that even more important are our attitudes.

Small group work: Building the perfect castle (15 minutes)

Large group is divided in 10 small groups (3 to 4 participants per group). They should divide within the group on the person A, B, C, (D). Roles: person A is the person who needs to build his/her perfect castle, person B is one who will guide him/her to that aim, person C (D) is observer. Participants have 5 minutes for this task. Person A puts blind-fold, and materials (Lego-bricks) are brought to each group. On the trainers mark all group start. After 5 minutes everybody stops and look at their work. Each group has 5 minutes to share their impressions within.

Discussion in the large group (30 minutes)

What are your impressions? Feedback of persons A (builders) –put an emphasis on

the thing how much they feel that the final product is their castle, in the line with their idea and how did they feel they participated? Feedback of persons B – how are they satisfied with result, with their guidance, with the space for participation they left for person A? Feedback of persons C (D) – what did you see, how the process looked like from your perspective, highlight the parts that encouraged participation, and which blocked it.

Connect with reality – things that encourage participation and which block it.

Power point presentation – Spectrum of Attitudes Theory by William Loftquist (15 minutes)

Youth as objects,
Youth as recipients
Youth as partners

16.15 - 17.30 Perception of influence to raise awareness about connection of participation and power (with connection to raising awareness about real possibility of the care leaver to bring decisions about his/her life)

Sculptures of power (15 minutes)

In the beginning call for the volunteer who will come in front and stand in some position of power. Then call for another one who will stand in relation to first to show that he is more powerful. Call one by around 6-7 participants. Make short discussion about different shapes and meaning of power.

Brainstorm – stakeholders in care leaving process (5 minutes)

Using the method of brainstorm make a list on the flip-chart of all stakeholders (persons) involved in care leaving process.

Small group work – frozen pictures of power (25 minutes)

Divide participants in country groups. Each group has task to write stakeholders who are important in the care leaving process in their country and write each person in one A4 paper. One person is narrator and all other will tape one A4 paper on them. After that they need to place themselves in space according the power which each role has regarding to power of bringing decision about CL's life and their relationship. One of the roles must be Care Leaver. Each group has 5' for agreement and preparation.

Group by group goes out in front of audience and make their frozen pictures of power and narrator presents it. Audience and trainers have possibility to ask questions about situation in each country they can also ask questions specific role in the picture for example: Care Leaver – how it is for him this situation?

17:00 – 17:15: Summarizing the day

Day 3



09:00 – 09:15: Opening - Welcome

09:15 - 11:00: Methodologies for youth participation – practical activities

09. 15 - 09.35 The pathway to participation to present the base of methodologies for participation – pathway to participation

Power point presentation on pathway to participation and what to have in mind when choosing methods for participation

09.35 - 10.00 Brick that is missing to empower professionals to think creatively in choosing methods for initiating care leavers' participation and to raise awareness about importance of care leavers' participation in decision making process

Introduction (5 minutes) The facilitator prepares scheme of ground plan and side view of the installation that he wants that participants make. Large group is divided in 7 smaller groups. Each group needs agree on order in which they will send their representative to see schemes which are put in another room or in the corner of the same room. Participants will have 5 minutes to replicate the model in 3D based on ground plan side view. There are only 2 rules: 1. The participants cannot take schemes. 2. Only one group representative can be at go and see the scheme. Every minute each group can change the group representative in order that they agreed.

Discussion (20 minutes)

How was it? How are you satisfied with results, your team work...? Could it be better? How come that you missed many things? What is parallel with practical work? Any ideas what would help (or make it easier) to you to archive better result? Professionals often assume that they know what the best for their client is based on information that they have. In that way they forget that many information is hidden and that whole picture is known only to our client.

People frequently assume that if there is something they can do, you will tell them; that allowed is only what is said and everything else is forbidden. In this game only 2 things were forbidden, everything else was allowed (meaning you could take a snapshot of the model and bring it to the group, ask questions or something else). By focusing on what we are not allowed to, we forget on whole spectrum of things we have and we are allowed to (like using creative way of solving the problem). Be free and creative in thinking about the methods that you will use to initiate youth participation in your organisation. Try something new, unexpected for you if you believe that that will lead you to better communication with youth and their greater participation. By showing your example to young people encourage them to ask questions, to search for new solutions, not to give up, to explore beyond the instructions or beyond the things that are given to them in life. Teach them how "to finish". They need to survive alone, encourage them to find their way.

10 - 10.45 Speed (methods) dates to initiate exchange of methods between trainees. To learn new methods for initiating youth participation.

The chairs are placed in two large circles (one within another) using the whole working space. It is important that we have space between each two chairs. Participants who sit in outside circle don't move, participants in inside circle move for one place left with the sign of bell. Each time participants have 2 minutes to present each other their method, ask questions, find out more (1 minute per each



participant).

After the activity short feedback about their impressions and sharing information about the materials they will get.

10.45 - 11 Warming up the module

11:00 – 13:00: Final discussion, summing up and evaluation round

13:00 – 13:15: Closure of the training

13:15: Press conference

LEARNING OUTPUTS

Topic: Participatory Processes

Learning outputs:

- Participants will have a clearer understanding of theories of participation and how they relate to working with care leavers;
- Participants will have an increased understanding of how they can use participation theories in their own work.

Topic: Legal framework – rights of the child

Learning outputs:

- Increased awareness about the legal framework both on Child protection (including CLs) and participation rights at an international level
- Basic knowledge of the other participants' legal framework for increasing their capacity of mutual understanding

✓ Before the training, all participants need to deepen own legislation on care leavers.

Topic: European CareLeavers Situation and vulnerabilities they confront with

Learning outputs:

- Shared situations of CL in European countries
- Issues and opportunities that can be used in changing the approach of a professional in relation with a CL
- Understanding vulnerabilities of a CL

Topic: Participatory Processes

Learning outputs:



- Participants will have a clearer understanding of the theories of participation and in particular how they relate to working with care leavers;
- Participants will have an increased understanding of how they can use participation theories in their own work.

Topic: Methodologies for youth participation – practical activities

Learning outputs:

- participants will have higher level of understanding how they as professionals influence the level of participation of their clients
- participants will get new ideas about different creative techniques and methods for initiating youth participation (examples will be given by trainers but also by participants themselves and practiced)

Before coming to the training

- ✓ Before the training, all participants need to send to the facilitator short description (4-5 sentences) of their favourite or one method they use for initiating youth participation, not later than a week before the training. Facilitator will prepare material in which all methods will be listed and explained with contact of the person who explained it. This will be sent to all trainees after the training.

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