

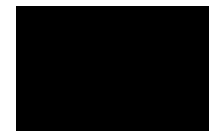


Social Inclusion of out-of-family children and young people in public childcare

Community Action Programme to Combat Social Exclusion 2002-2006

Institutionalisation as a factor of exclusion: life trajectories of out-of-family children in old and new Europe

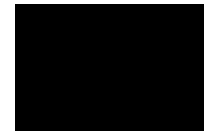
Rita Bichi





Social exclusion


is a process whereby certain individuals are pushed to the edge of society and prevented from participating fully by virtue of their poverty, or lack of basic competencies and lifelong learning opportunities, or as a result of discrimination. This distances them from job, income and education opportunities as well as social and community networks and activities. They have little access to power and decision-making bodies and thus often feeling powerless and unable to take control over the decisions that affect their day to day lives.





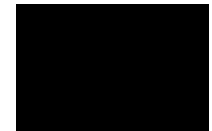
Social inclusion

Social inclusion is a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live. It ensures that they have greater participation in decision making which affects their lives and access to their fundamental rights



NAPs/incl: National Action Plans on Social Inclusion: shared factors

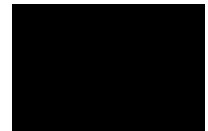
- Long term unemployment
- Low income
- Low-level jobs
- Homelessness
- Ill health
- Immigration
- Low professional level
- School dropout
- Gender inequality
- Discrimination and racism
- Disability
- Old age
- Critical situations of the family
- Drug abuse
- Alcoholism
- Life in a disadvantaged country





Social inclusion portfolio: one of 11
primary indicators (EC 2006)

**Child well-being
(to be developed)**

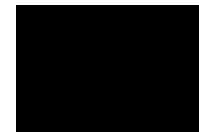




DRAFT JOINT REPORT ON SOCIAL PROTECTION AND SOCIAL INCLUSION 2007:

Deprived children are less likely than their peers to do well in school, stay out of the criminal justice system, enjoy good health, and integrate into the labour market and society

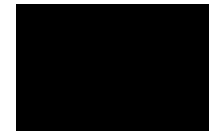
Breaking the transmission of poverty from one generation to the next





European Commission wants to involve young people better in society (sept. 2007)

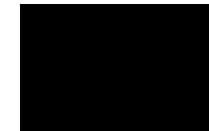
As Europe's population grows older faster and the pool of young workers shrinks, the EU will rely more and more on its younger generation. According to a Commission analysis presented today, young people are often insufficiently prepared to take on this responsibility. One in six young Europeans still leaves school early and 4.6 million 15-24 year-olds are unemployed. The document highlights the need, at EU and national level, to invest more and earlier in youth education and health and to improve transitions from education into work. It also stresses the importance of involving young people more in civic life, as well as in society as a whole.





Social exclusion as a process

In talking about social exclusion it is essential to point on its processual and subjective nature. It refers not only to multiple deprivation – as in the case of multidimensional poverty – but also to involuntary lack of integration and participation to the politic, economic, social life of a community. From this point of view, the individual perception of social ties assumes great importance





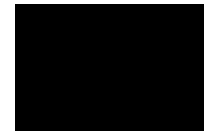
Institutionalisation as a factor of exclusion:

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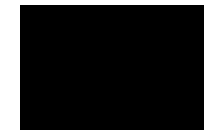
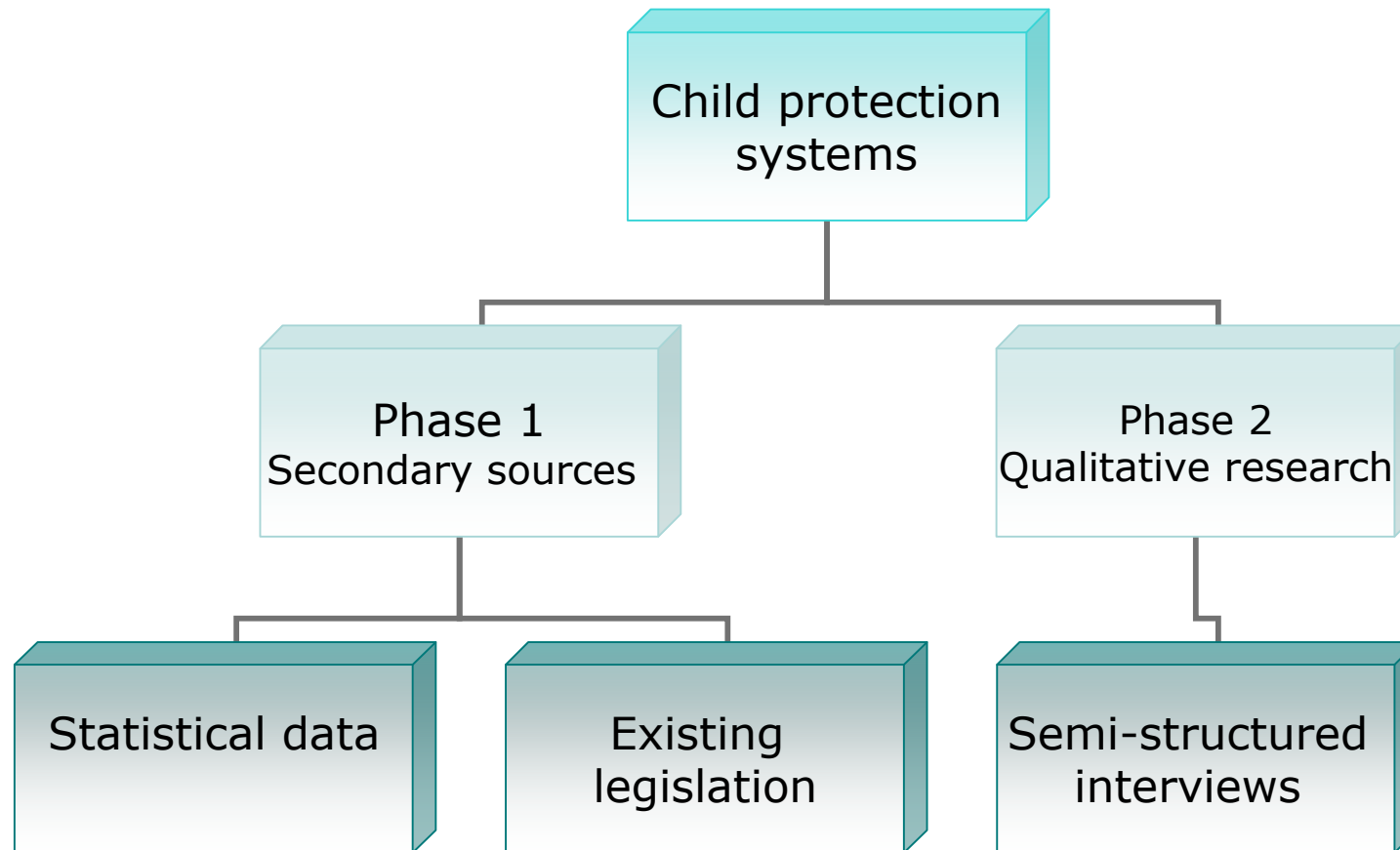


Countries involved in the research program

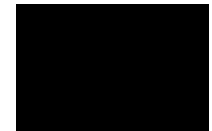
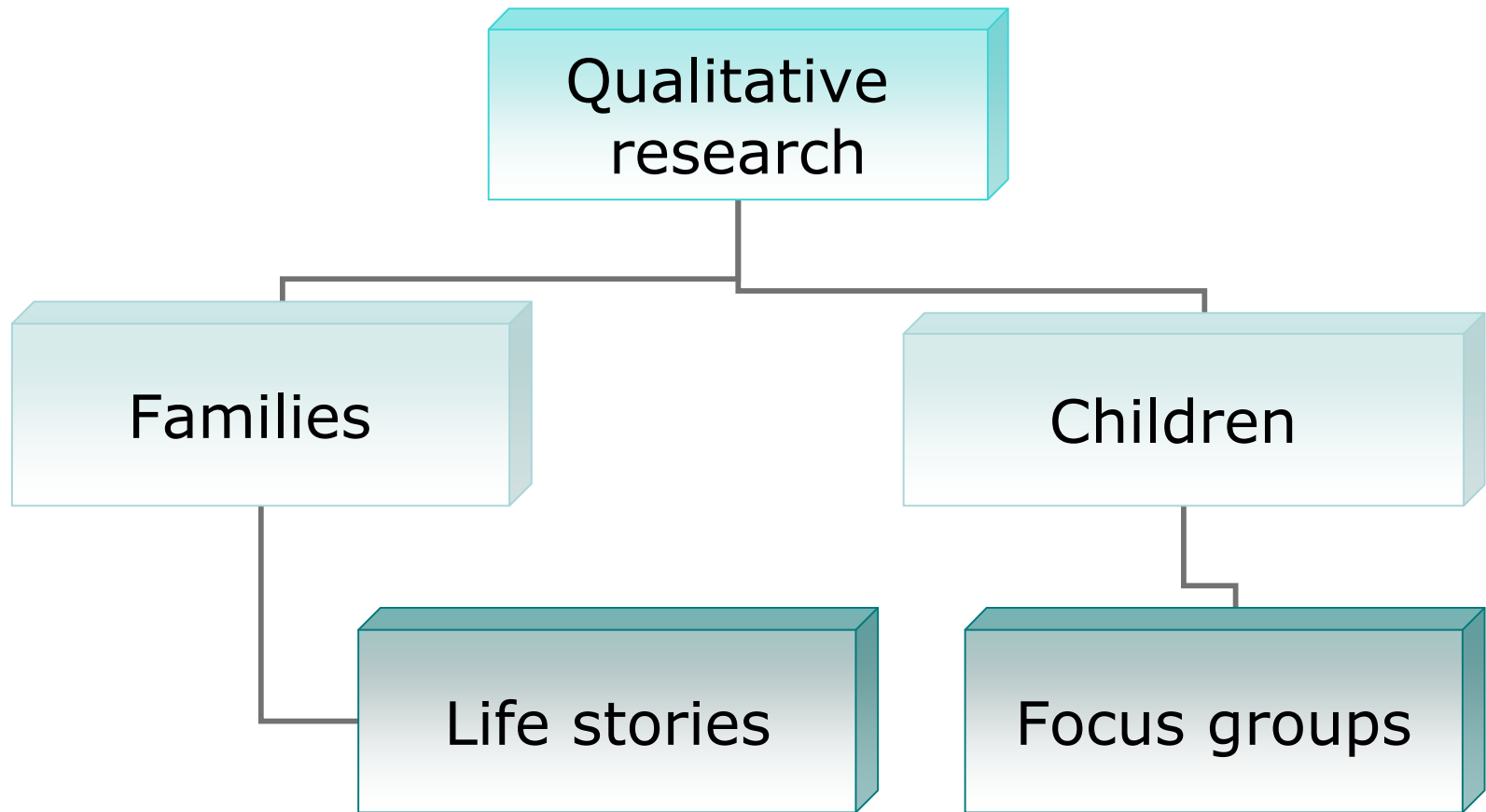
- France
- Italy
- Bulgaria
- Latvia
- Romania



First year: child protection systems



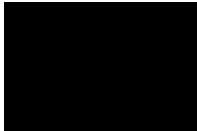
Second year: subjects involved





First year, phase 2: qualitative research

Semi-structured interviews to
20 key informants
for each Country involved,
in two different areas of that Country





Areas involved

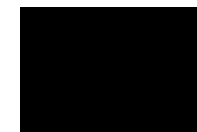
| Countries | Cities | Small towns |
|------------------|---------------|---------------------------------|
| Bulgaria | Sofia | Pleven |
| France | Nantes | Département de Loire Atlantique |
| Italy | Bologna | Province of Bologna |
| Latvia | Riga | Tukums |
| Romania | Bucarest | Region of Cluj - Napoca |





Key informants

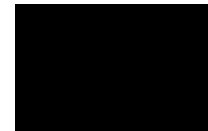
- social assistants and psychologists
- representatives of the Commissions for the Protection of the Rights of the Child
- representatives of emergency centres
- personnel in Maternity and Paediatric Wards
- professional maternal assistants
- directors of the Departments of Child Rights Protection
- foster families
- representatives from the Interdisciplinary Commission
- representatives from the regional and city Courts
- representatives from the departmental social services
- district coordinators of social services
- social operators from hotline
- representatives of placement centers
- representatives from the municipal social services
- representatives of educational communities
- NGO
-





Four thematic areas

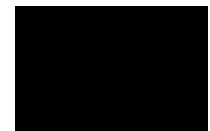
- existing legislation
- actual application of the legislation
- perceived problems in the system
- possible solutions to those problems





National legislations

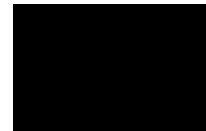
- Bulgaria 2000
- France 1989
- Italy 2000
- Latvia 1998
- Romania 2004





All the legislations at least formally:

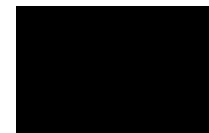
- Provide a plurality of ad hoc organizations
- Favour child placement in family (extended, foster care, adoption);
- Provide some mechanism for family reintegration





Implementation issues

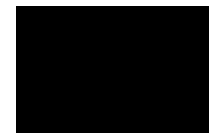
- Lack of human and financial resources
- Lack of social workers' training/skills
- Lack of coordination among the operators involved
- Two styles of application of the laws by the operators: based on a good knowledge, but mechanically applied vs based on a poor knowledge and intuitively applied





Issues from key informants' accounts

- Lack of prevention;
- Slowness of decisional processes;
- Predominance, in spite of the law, of placement in institutions
- Absence of “foster care culture”
- Lack of training for fostering families
- Lack of balance between biological family's and child's rights
- Lack of management of emotional factors

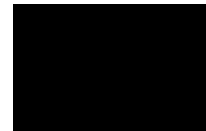




To detect the social exclusion factors

Children's life age in which is possible to obtain data about social exclusion factors:

- adolescence: development of social competences and individual identity
- age of access to the adulthood

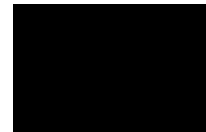




To study institutionalisation as a factor of social exclusion

We identify two processes:

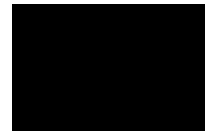
- Separation of the child from the family
- Access to the adulthood





Second year: two steps

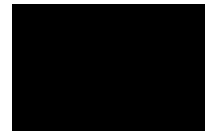
- Families' life-stories
- Focus groups with care leavers





Life-stories

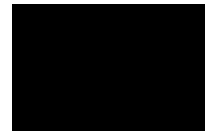
Families' experience of separation
and following reintegration





Main issues

- Prevention
- Informal network
- Follow up

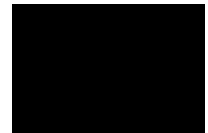




The focus groups

Care leavers, the access to the
adulthood:

their accounts





Main issues

- Different systems, different experiences
- Abandon/compulsory removal/voluntary removal from the family
- Care for primary needs/ care for the psychological and relational needs of the children
- Fracture and lack of recomposition of affective relationships: the instability of relations
- Social labeling
- Need for social revenge

