

LEVERAGING RESIDENTIAL YOUTH CARE GLOBAL LEARNING TO IMPROVE QUALITY

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OVERVIEW

WHY leverage residential care global learning ?

WHAT are some of the key developments in other counties?

HOW can your organisation learn and benefit from these?

INTRODUCTION

Child Welfare and
Youth Justice Systems



STATE CHILD MALTREATMENT ORIENTATIONS (GILBERT ET AL., 2011)

	CHILD FOCUS	FAMILY SERVICE	CHILD PROTECTION
Driver for Intervention	The Individual child's needs in a present and future perspective; societies need healthy and contributing citizens	The family unit needs assistance	Parents being neglectful towards children (maltreatment)
Role of the State	Paternalistic/Defamilialization - state assumes parent role; but seeks to refamilialize child by foster home/kinship care/adopt.	Parental support – state seeks to strengthen family relations	Sanctioning; state functions as 'nightwatchman' to ensure child's safety
Problem Frame	Child's development and unequal outcomes for children	Social/psychological (family systems, poverty, inequality)	Individual/moralistic
Mode of Intervention	Early Intervention and regulatory/need assessment	Therapeutic/needs assessment	Legalistic/investigative
Aim of Intervention	Promote well-being via social investment and/or Equal Opportunity	Prevention/social bonding	Protection/harm reduction
State-parent relationship	Substitutive/partnership	Partnership	Adversarial
Balance of rights	Children's rights/parents' responsibility	Parents' rights to family life mediated by professional social workers	Children's/parents' rights enforced through legal means

YOUTH JUSTICE SYSTEM APPROACHES (CAVADINO & DIGNAN, 2006)

MODEL	BASIC FEATURES	COUNTRY	THEORY
Welfare	Focus on needs of dependent child, unified care/criminal jurisdiction, diagnosis and treatment, informal procedures, indeterminate sentences	Norway, Sweden, France, Germany, Japan, USA (pre-1960s)	Positivism
Justice	Accountability, focus on deeds of responsible agent, just deserts, criminal jurisdiction, procedural formality, punishment	USA (post-1960s)	Classical
Minimal intervention	Avoidance of 'net-widening', diversion from criminal proceedings, decarceration, community alternatives	Scotland	Interactionist /Left Idealism
Restorative justice	Focus on accountability and reintegration, reparation and mediation for victims, diversion, decarceration	New Zealand	Left Realism
Neo- correctionalist	Responsibility of parents and children, early intervention and prevention, accountability to victim, reparation, systems management, focus on effectiveness	England and Wales	Right Realism

QUESTION FOR YOU

Which of these 3 (child protection) and/or 5 (youth justice) TYPES in the previous two tables, for you best describes your jurisdiction?

Reminder: Child Maltreatment (3) were: Child focus, family service or Child protection

Reminder: Youth Justice (5) were: Welfare, Justice, Minimal intervention, Restorative or Neo-correctionalist

WHY LEVERAGE RESIDENTIAL YOUTH CARE GLOBAL LEARNING?



QUESTION FOR YOU

Which one (or more) of those seven reasons for engaging with residential youth care global learning resonates with you the most?

Reminder: They were Community, Understand, Inspiration, Address Gaps, Experience, Save, and Quality

THREE COUNTRIES: DEVELOPMENTS AND CHARACTERISTICS

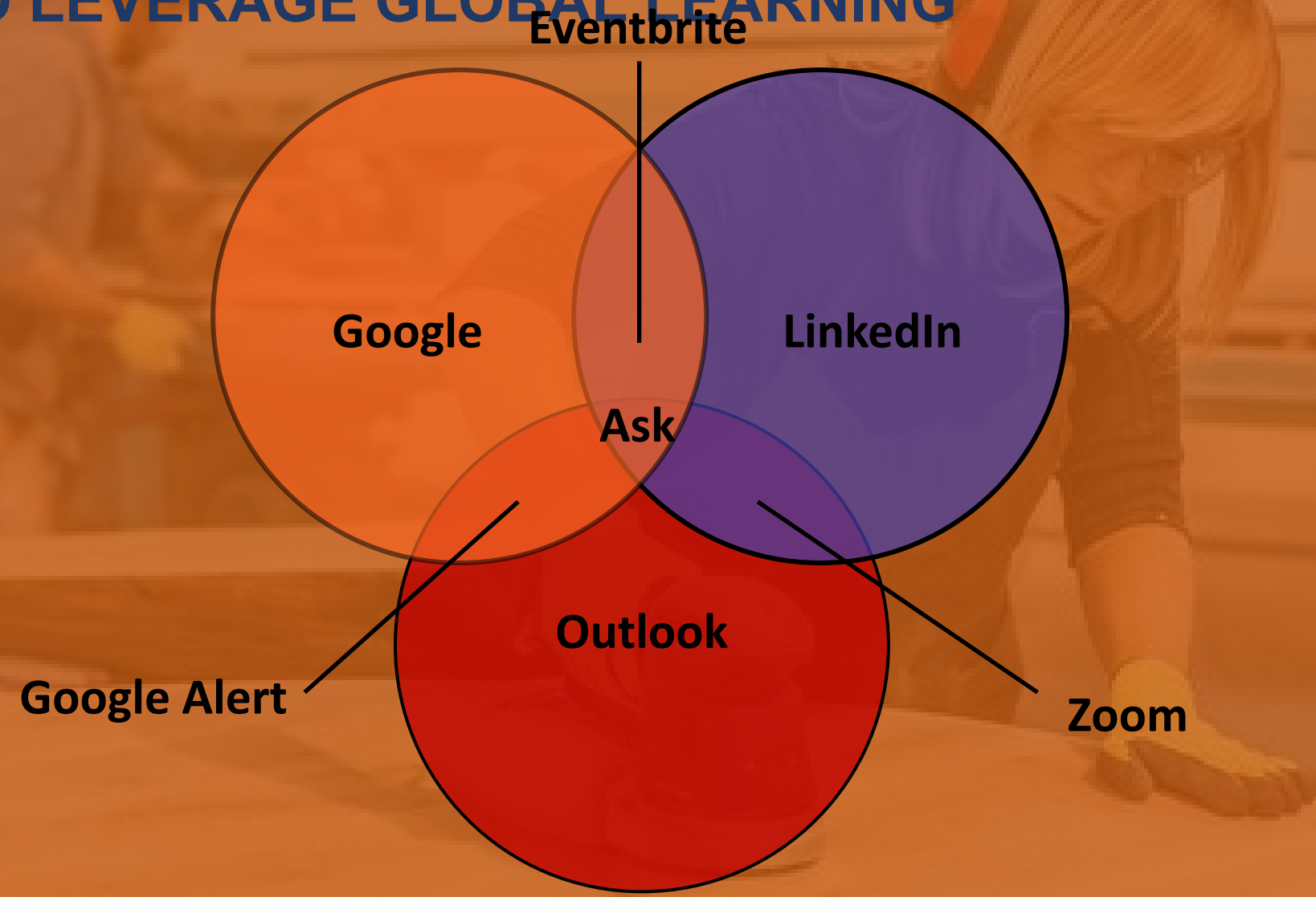
	SCOTLAND	NORWAY	NZ	Global
Racial equality			Biculturalism	
Innovation		Secure provision		
Uncompromised Access		Service continuum	Aging out of care	
Voice	The Promise			United Nations
Workforce Development	Worker Registration			

QUESTION FOR YOU

What in the previous table might you follow up, and why?

AND/OR was there something that surprised or reassured you?

HOW TO LEVERAGE GLOBAL LEARNING



AND HAVE A 'STRATEGY'

1. Have guiding question(s)
2. Start wherever suits you
3. Embrace 'difference'
4. Review and adjust
5. Share what you learn!



QUESTION FOR YOU

What one action can you take now to increase your residential youth care global learning?

QUESTIONS, FOLLOW UP AND CLOSE

For any questions or comments on this webinar please email me

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