

Working together for the promotion of the developmental needs of the child: Two examples from Québec sharing the same vision and consistent with the *International Convention on the Rights of the Child*

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Two examples from Québec

Inspired by the English *Integrated Children's System* model*

- *AIDES* initiative (*Action intersectorielle pour le développement des enfants et leur sécurité*):
 - stakeholders working in organizations at the same locality share the evaluation, planning of services, interventions, and follow-up for children in difficulty **living at home**.
- *SOCEN* initiative (*S'occuper des enfants*):
 - Québec version of the *Looking after Children* approach. Guides the improvement of the evaluation and the response for children in **out-of-home care**.

*Department of Health, Department for Education and Employment, and Home Office. (2000). *Framework for the Assessment of Children in Need and their Families*. London: The Stationery Office.

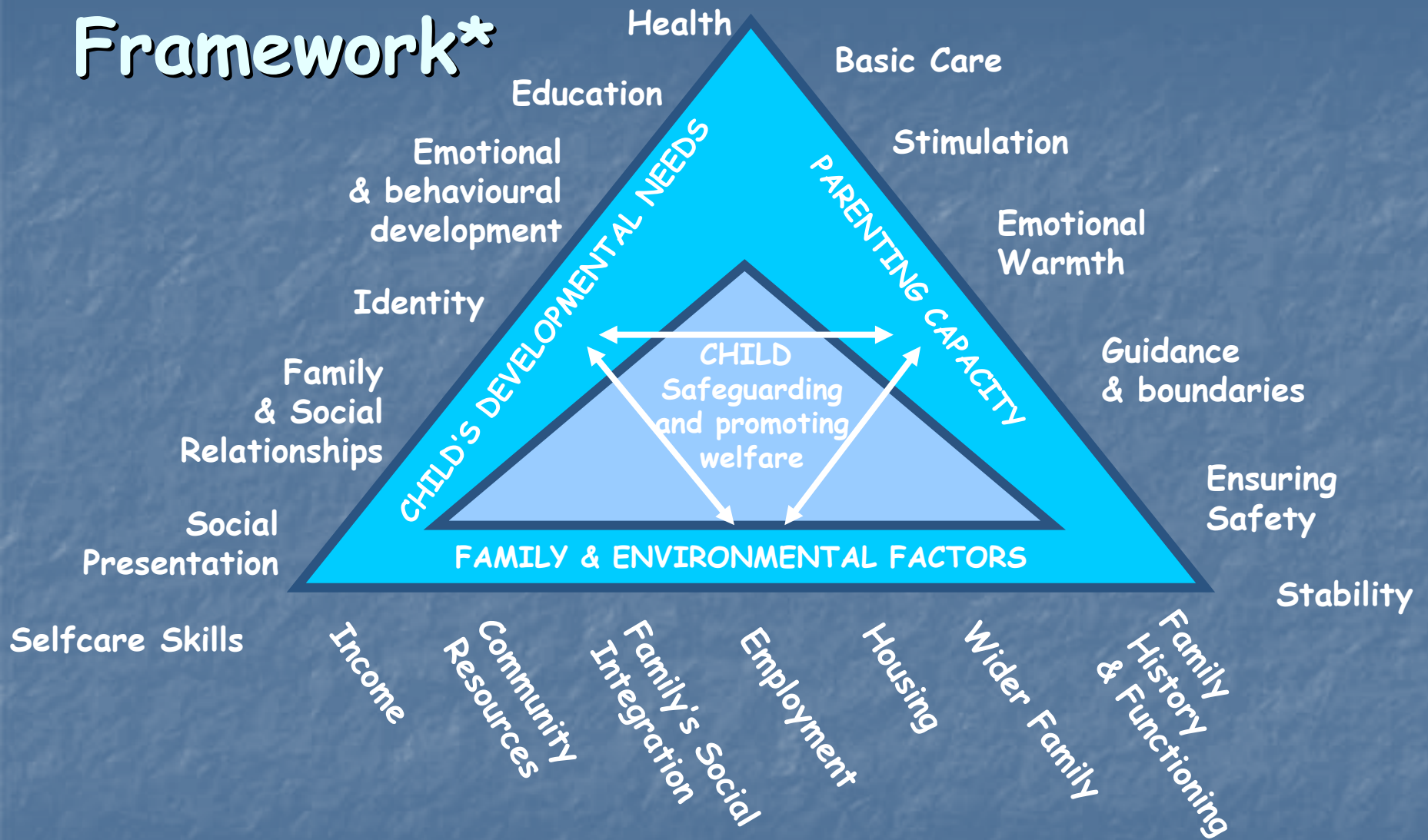
Principles underpinning the AIDES and SOCEN initiatives*

Assessment, planning, intervention and review:

- are child centred;
- are rooted in child development;
- are ecological in their approach;
- ensure equality of opportunity;
- involve working with children and their families;
- are built on strengths as well as identify difficulties;
- are inter-agency in their approach to assessment and the provision of services;
- are a continuing process, not a single event;
- are carried out in parallel with other action and providing services;
- are grounded in evidence based knowledge.

*Department of Health, Department for Education and Employment, and Home Office. (2000). *Framework for the Assessment of Children in Need and their Families*. London: The Stationery Office.

Framework*



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Methods

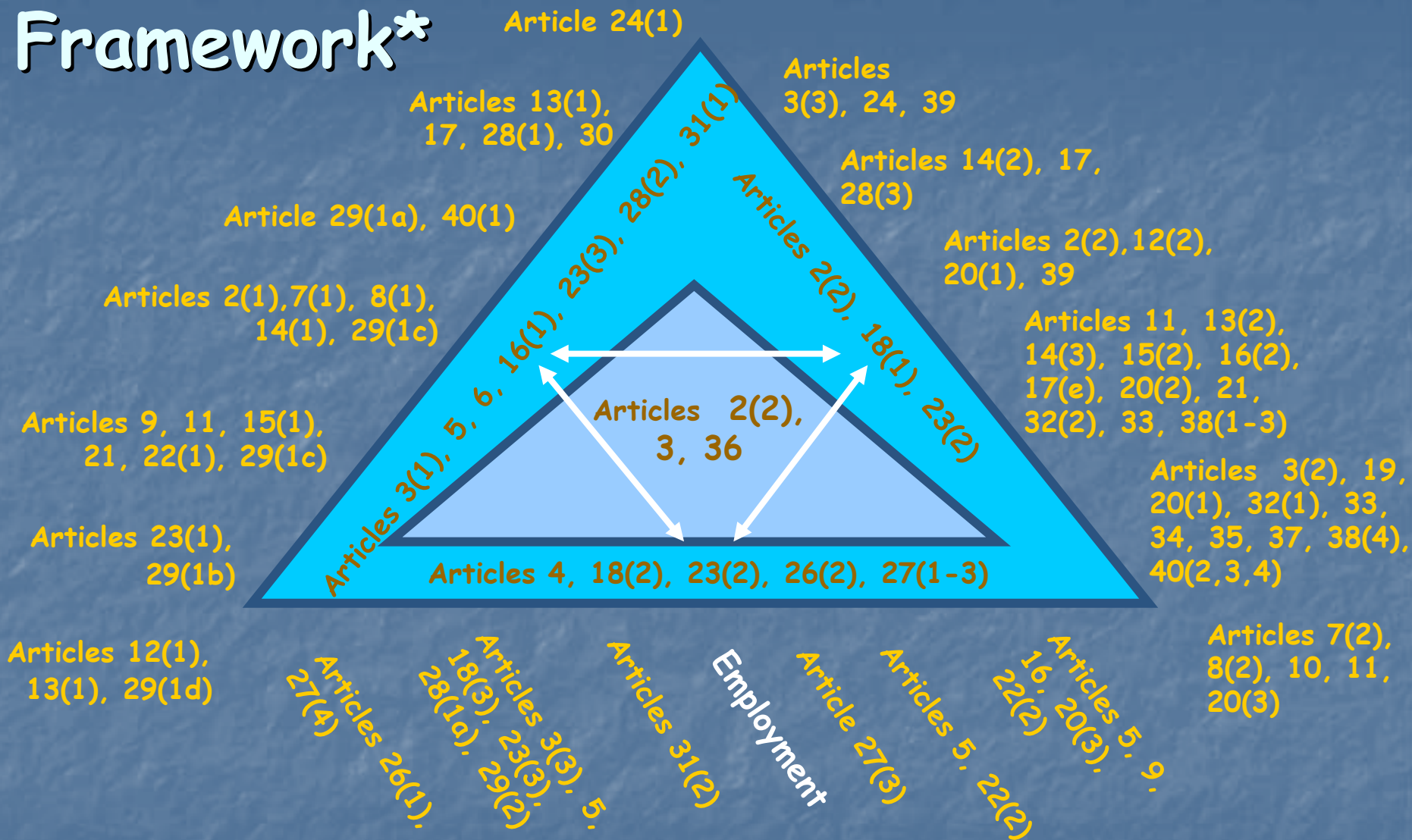
- Each CRC's article and paragraph is codified into the model's categories

Results and Conclusions

- 1) The APIR model underlying the AIDES and SOCEN initiatives **covers the 41 articles of the CRC**.
- 2) **It organizes them** into 20 categories, grouped into 3 dimensions, allowing them to be easily identified and monitored.
- 3) It also includes a category and principle **that are not covered by the CRC**: employability support for parents and the scientific basis of its components.
- 4) The model presented and the CRC are concerned with both the **developmental needs of children** and **how to address these needs**.
- 5) However, the model **gives more attention** than the CRC to supporting family and environmental conditions conducive to the welfare of children.

Appendixes

Framework*



*Department of Health, Department for Education and Employment, and Home Office. (2000). *Framework for the Assessment of Children in Need and their Families*. London: The Stationery Office.

Principles underpinning the *AIDES* and *SOCEN* initiatives*

Assessment, planning, intervention and review:

- Child centred: all articles, specially 2 and 3;
- Rooted in child development: see slide # 8
- Ecological approach: articles 3(3), 5, 14(2); 18, 26, 27, 32
- Equality of opportunity: articles 2(1) 23(1), 28, 30;
- Working with children and families: articles 9(2), 9(4), 12, 17;
- Building on strengths as well as identifying difficulties: no mention;
- Inter-agency approach: articles 4, 11, 17(b), 22, 23(4), 28(3);
- A continuing process: article 25;
- Actions and services provided in parallel: implicit;
- Grounded in evidence: no reference.

*Department of Health, Department for Education and Employment, and Home Office. (2000). *Framework for the Assessment of Children in Need and their Families*. London: The Stationery Office.