



Strategies and challenges for sustaining inter-organizational partnerships for children: case of the AIDES initiative in Canada

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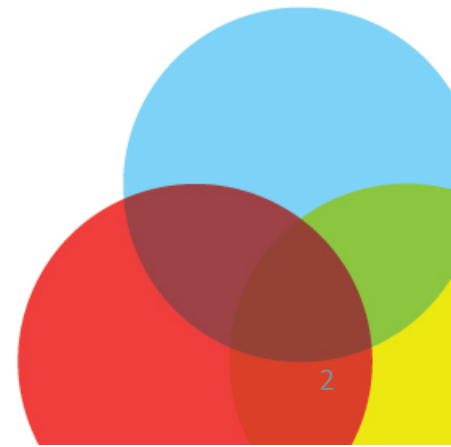
Quebec (Canada)



PRESENTATION OUTLINE

OBJECTIVE: describe the measures taken to ensure the sustainability of a social innovation focused on responding to the developmental needs of vulnerable children in Québec (Canada)

- 1. What is AIDES?**
- 2. Development phases**
- 3. Development of a sustainability plan**
- 4. Results obtained**
- 5. Some thoughts**





1- AIDES: WHAT IS IT?

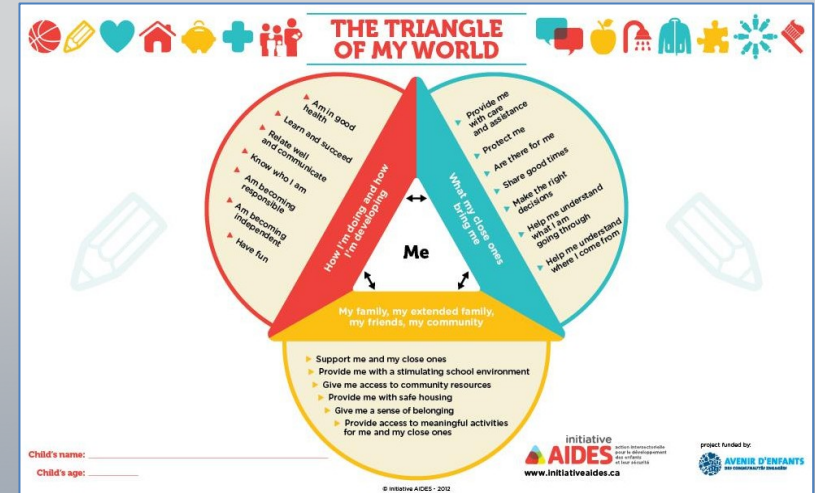
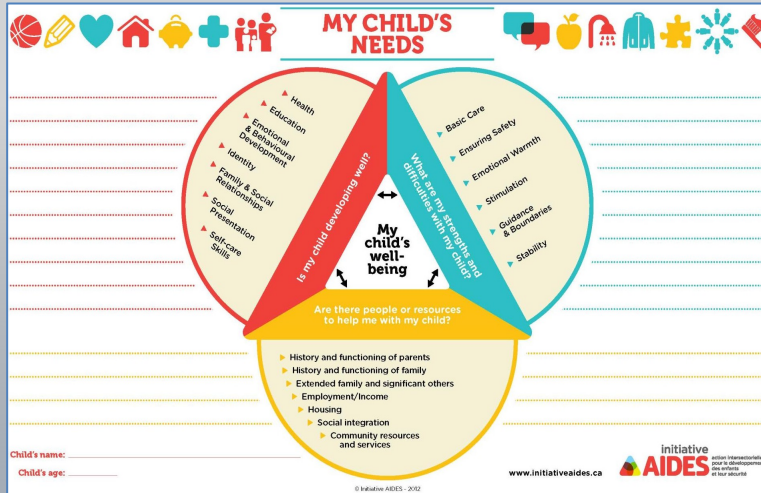
- **AIDES: Action intersectorielle pour le développement des enfants et leur sécurité (Intersectoral Action for Child Development and Welfare)**
- **Innovative intervention practice, NOT a turn-key program**
- **What it proposes:**
 - **systematic approach** for those concerned with the child's situation;
 - **practical tools** to discuss, exchange, and share with the child, parents, and partners
- **Aim:** coherent structuring of the actions of various sectors around the needs of the child
 - taking into account the perspective of the child and parents;
 - supporting their participation in analysing and responding to these needs.
- **Adapted from the British Common Assessment Framework model (Department of Health, 2000)**



APPROACH AND TOOLS

- **Use of an ecosystem analytical tool for children's developmental needs, with the child, parents, and partners;**
- **Use of a participatory and collaborative approach at all stages of the intervention process;**
- **Collection and analysis of information relating to elements of the analysis framework using the tools required and depending on the complexity of the child's needs;**
- **Involment of the partners concerned with the child's needs and development through a concerted action plan based on the analysis;**
- **Evaluation of achievement of expected results, and if required, revision of the service plan.**

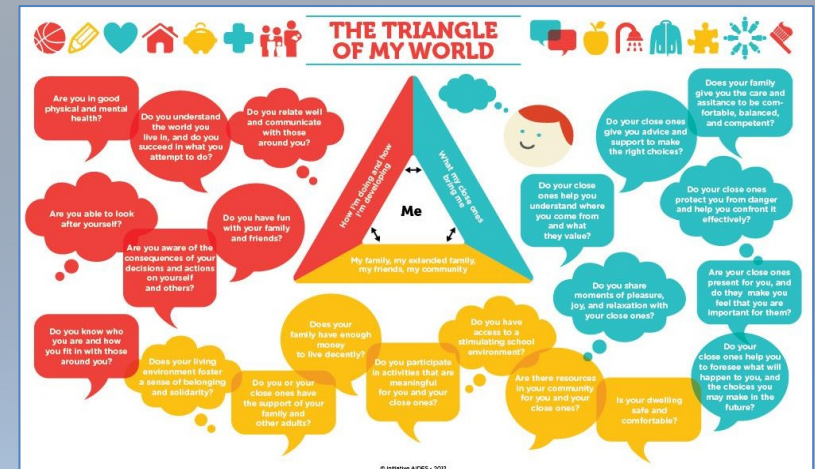
Ecosystem framework facilitation tools



IS MY CHILD DEVELOPING WELL?

HEALTH	EDUCATION	EMOTIONAL & BEHAVIOURAL DEVELOPMENT	IDENTITY	FAMILY & SOCIAL RELATIONSHIPS	SOCIAL PRESENTATION	SELF-CARE SKILLS
My child... ... is generally in good health ... has normal height and weight ... has access to preventive health measures (vaccinations, dental care, etc.) ... receives treatment in case of a health problem or disability ... is developing satisfactorily, given his or her particularities ... is protected from everyday accidents by a safe environment (people, places, things) ... has no risk behaviours (sex, drugs, alcohol, etc.)	My child... ... is interested in a variety of activities and has the opportunity to participate in them ... is developing his or her own skills and interests ... is generally happy to go to daycare or school ... has satisfactory grades, given his or her particularities ... likes to learn ... is able to focus on learning in a given time ... almost never misses daycare or school	My child... ... is generally cheerful and smiling ... is easy to console ... interacts well with others ... will seek help from an adult or another child (how, who, frequency) ... has satisfactory grades, given his or her particularities ... shares/takes turns when interacting with others ... knows his or her family's routines and traditions ... is comfortable with his or her sexual orientation ... has positive self-perception ... is aware of and comfortable with his or her culture	My child... ... responds when someone calls his or her name ... knows his or her name, age, gender ... knows the members of his or her family ... takes his or her place among siblings, friends, etc. ... knows his or her family's routines and traditions ... is comfortable with his or her sexual orientation ... has positive self-perception ... is aware of and comfortable with his or her culture	My child... ... enjoys receiving affection and being cuddled ... likes to be with his or her parents, siblings, and significant others ... likes to play alone, near a familiar adult or sibling ... prefers to play with other (siblings, friends) ... has a close friend ... has a strong and positive relationship with a parent or significant other	My child... ... interacts differently and appropriately with familiar people or strangers ... is confident and open with peers ... is able to make choices regarding his or her appearance ... likes to talk about his or her family and home ... has neither provocative nor disturbing behaviour or appearance ... can cook simple meals ... can manage money and buy food and clothes	My child... ... tries to do things by him or herself ... is developing the skills required for self-autonomy, given his or her particularities and age ... likes his or her routine (hygiene, diet, schedule) ... has a realistic understanding of potential dangers to his or her person ... can cook simple meals ... can manage money and buy food and clothes

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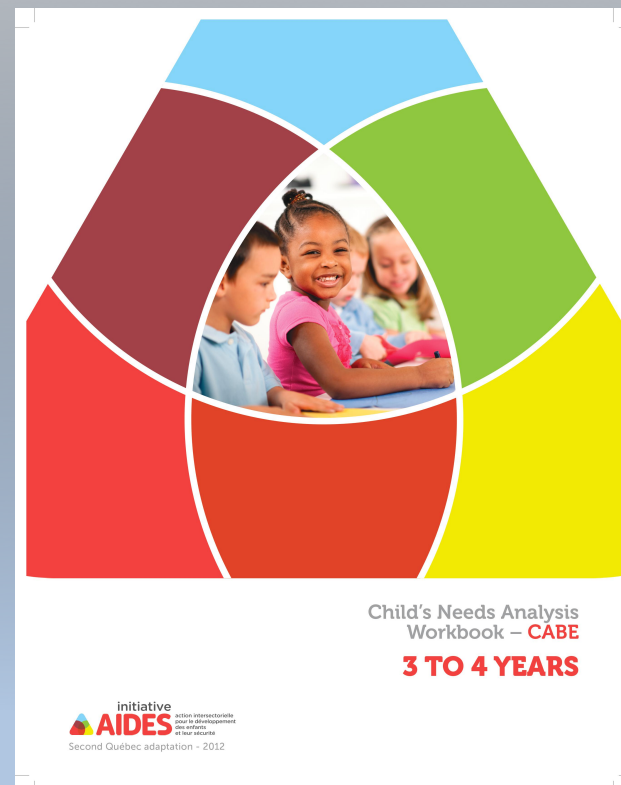


For parents and practitioners

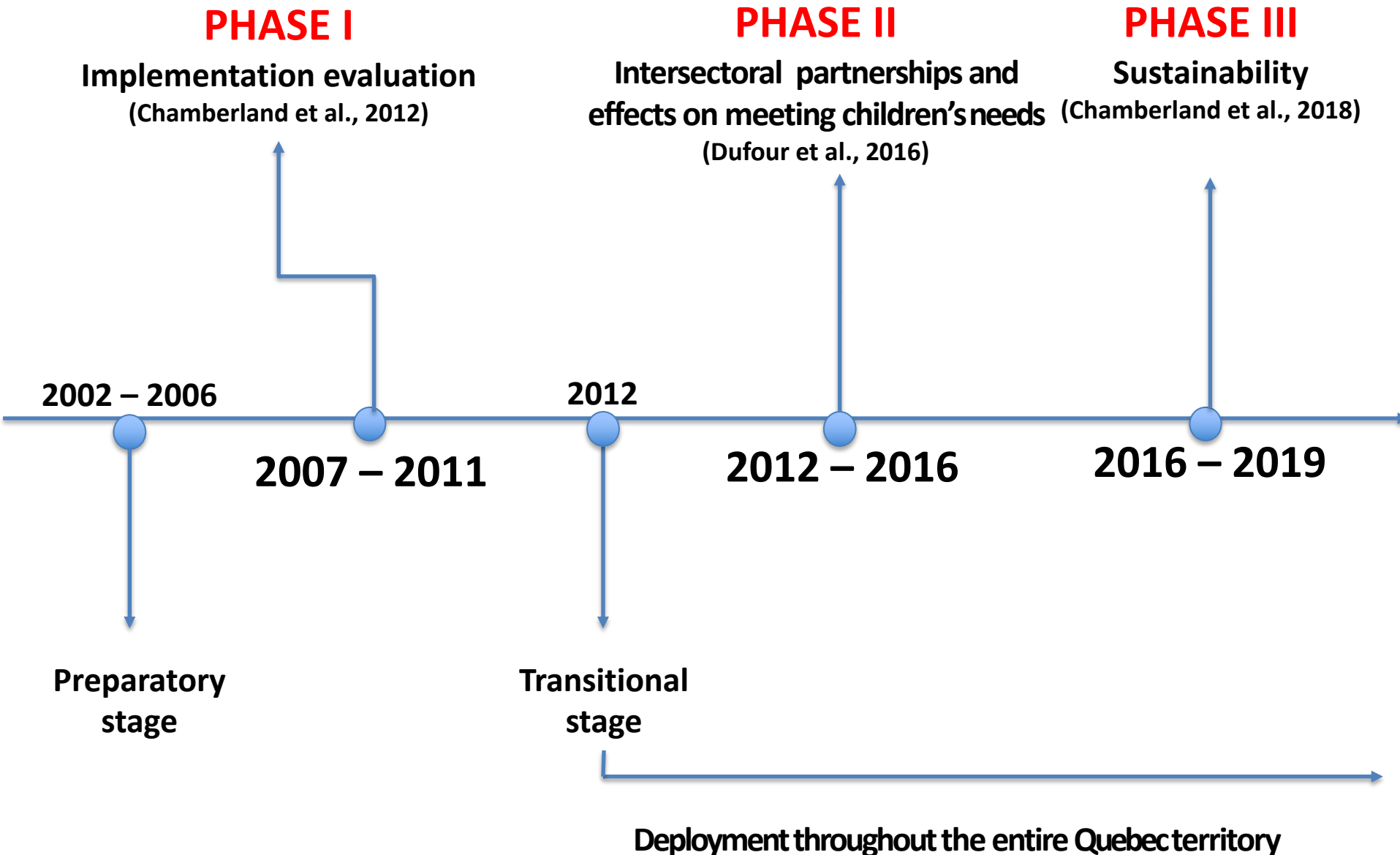
For children aged 8 and up

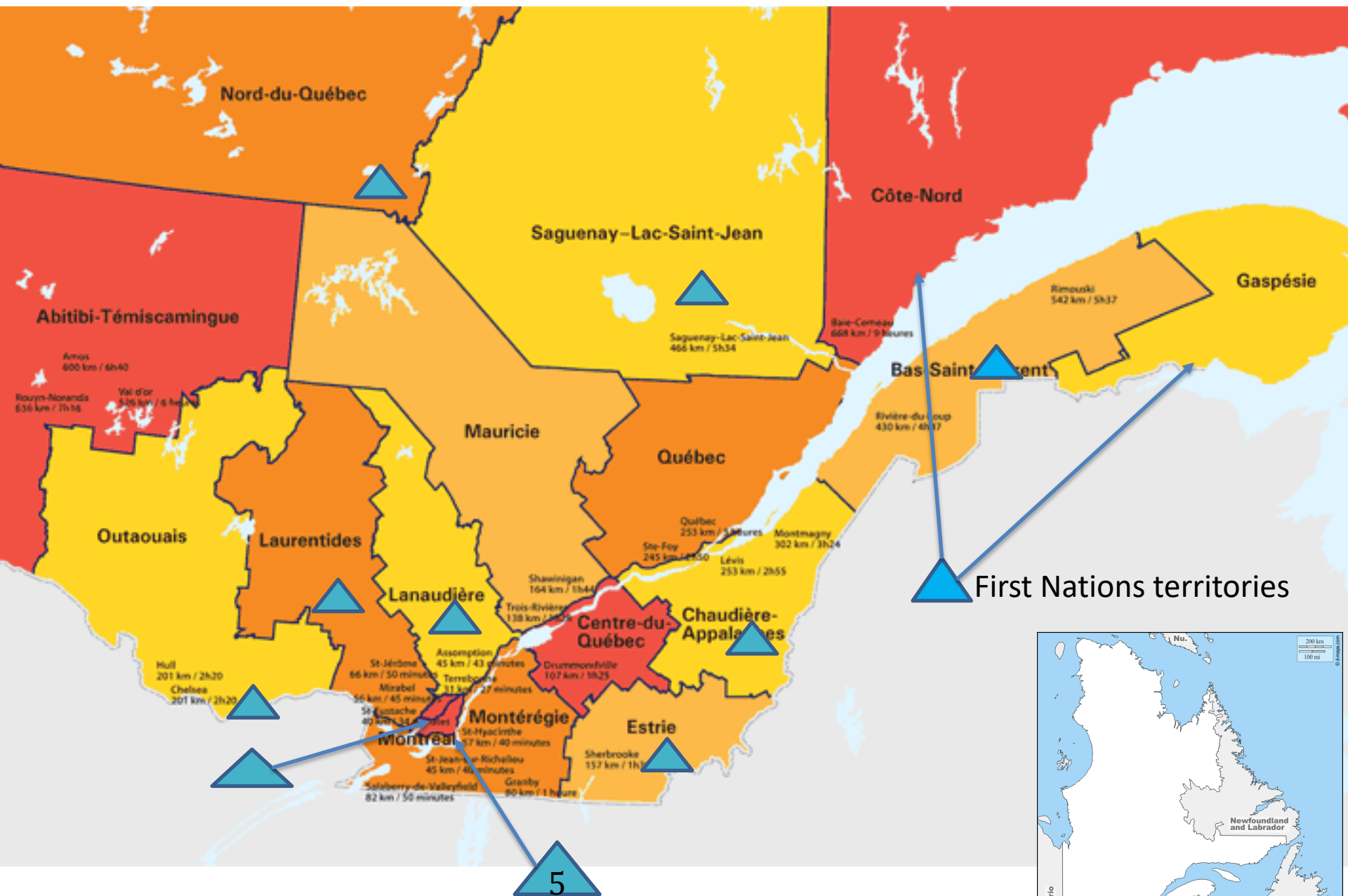
Adaptation of the Triangle of My World for children aged 3 to 8

Common Form, Initial Form, CABE



2- DEVELOPMENT PHASES







3. DEVELOPMENT OF A SUSTAINABILITY PLAN

A four-strategy approach (Wolff, 2010)

- AIDES training included in a Université de Montréal professional program
- Long-term agreement with a printing service (AIDES material)

Institutionalization and adoption of programs and changes

- Existence of an inter-departmental committee
- Recognition of the contribution of AIDES to intersectoral actions

Building community ownership, capacity, and norms

Sustainability

Policy change

- Promotion beyond the HSS network
- Ownership from the practice community via a digital platform

Finding resources to sustain the effort

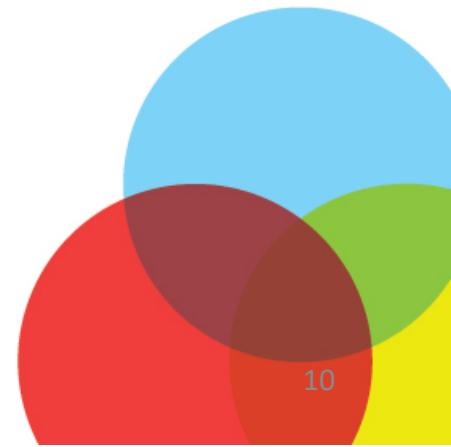
- Availability of low-cost training materials
- Accreditation of AIDES with the Order of Social Workers of Quebec
- Availability of an implementation and sustainability guide at the intersectoral level (forthcoming)



Findings of the AIDES team following the presentation of the plan to the sustainability committee

- AIDES is implemented in more than half of the administrative regions of the health and social services network, mainly in the neglect program, and in Quebec's most populous city;
- AIDES is autonomous in many of the provincial regions: implementation mechanisms, regular training in the region, availability of equipment;
- AIDES is not well established in three networks, however: daycares, community organisations, and schools
 - Important partners in the health and social services network
 - Living environments for children.

Another theoretical reference must be used to conceive and develop a plan





Developing a sustainability plan

sociology of translation and Actor Network Theory

(Latour, 2006)

Principles:

- *An innovative project relies on the strength of the network involved and its ability to form links between sometimes disparate actors;*
- *Building a strong network involves a series of continuous and structured exchanges between the partners so that actions have meaning for each person and collectively.*

Four moments or steps

Problematization – becoming indispensable, or how AIDES can contribute to your mission

Interessement – forging alliances

Enrolment – defining and stabilising actors' roles

Mobilization – actors get involved so that the innovation becomes relevant, useful, indispensable, and thus sustainable.



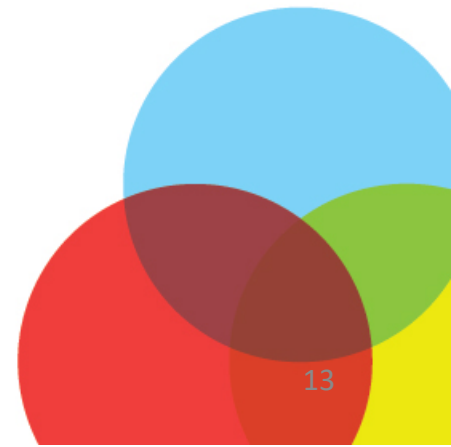
Sustainability plan adopted by the committee

- 1. Recognition of the contribution of AIDES regarding intersectoral actions in response to children's development needs, from the ministries and agencies concerned: family, education, health and social services**
- 2. Establishment of a steering committee for adopting and using components of AIDES within community family organisations**
- 3. Development of a project with a Quebec daycare association**
- 4. Examination of the accompaniment and support experiences of the organisations (other than those from the health and social services network) in implementing AIDES**
- 5. Accreditation of AIDES training with the Professional Order of Social Workers of Quebec.**
- 6. Availability: AIDES training, low cost of AIDES material, digital platform for the practice community**
- 7. Availability of an implementation and sustainability guide at the intersectoral level**
- 8. Promotion of research results beyond the HSS network**
- 9. Establishment of an interministerial committee to build bridges between the mandates of various ministries: family, education, and health and social services.**



4. RESULTS OBTAINED

- **Discussions with actors from the less involved networks during AIDES implementation took place in an open and non-prescriptive atmosphere in the best interests of the children. AIDES contributes in the following ways:**
 - **For community family organisations: supports the child component of their programming, as well as intersectoral action with partners, while respecting the principles of self-sufficient community action.**
 - **For daycares: helps develop a common vision, and counters working in silos, to facilitate integrated actions with partners.**

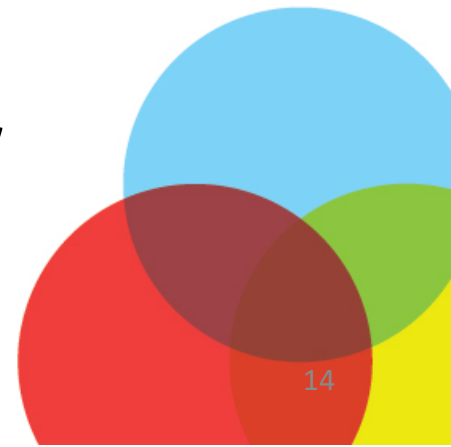




Results obtained

(forthcoming)

- **Continuation of the work of the interministerial committee beyond 2019**
- **Establishment of a project from civil society bringing together actors from various networks currently under development in order for the analytical framework to position itself supranationally.**
- **Other actors to contact: justice, housing, employment, municipalities, camps...**
- **Funding: preparation of an application in fall 2018 for a new sustainability cycle**





5. SOME THOUGHTS

- Sustainability of a social innovation is a major issue that must be considered throughout implementation;
- Theoretical models are necessary to understand and analyze the various stages of implementing an innovation;
- Promoters must remain involved while expanding the roles and actions of key actors.

