

Pedagogic demands of residential care

- Results of a user-evaluation -

1. Which demands have to be fulfilled by professionals in residential care?
2. What are the outcomes of residential care for young people?



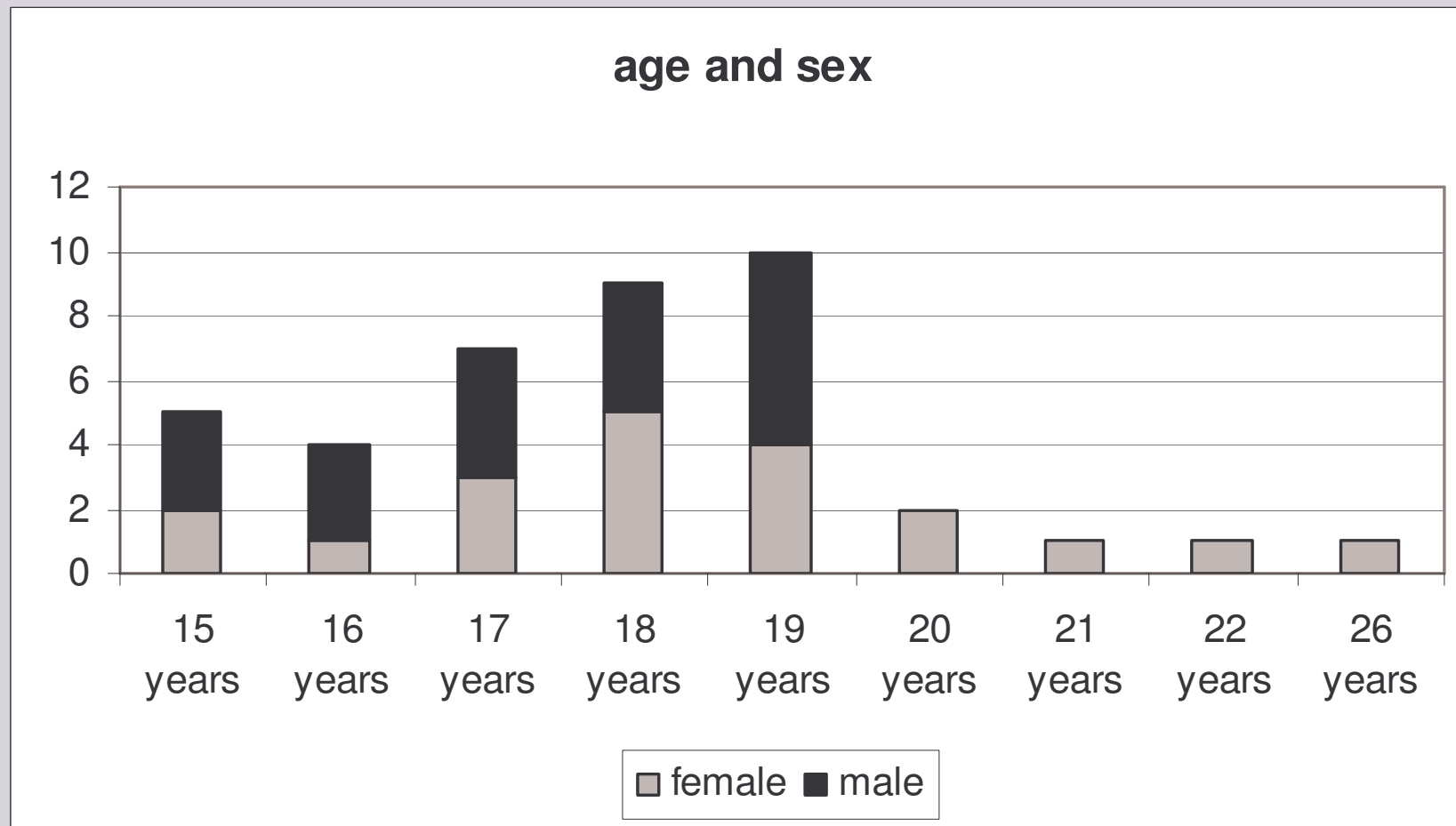
Do the results and effects of residential care justify the invested funds?



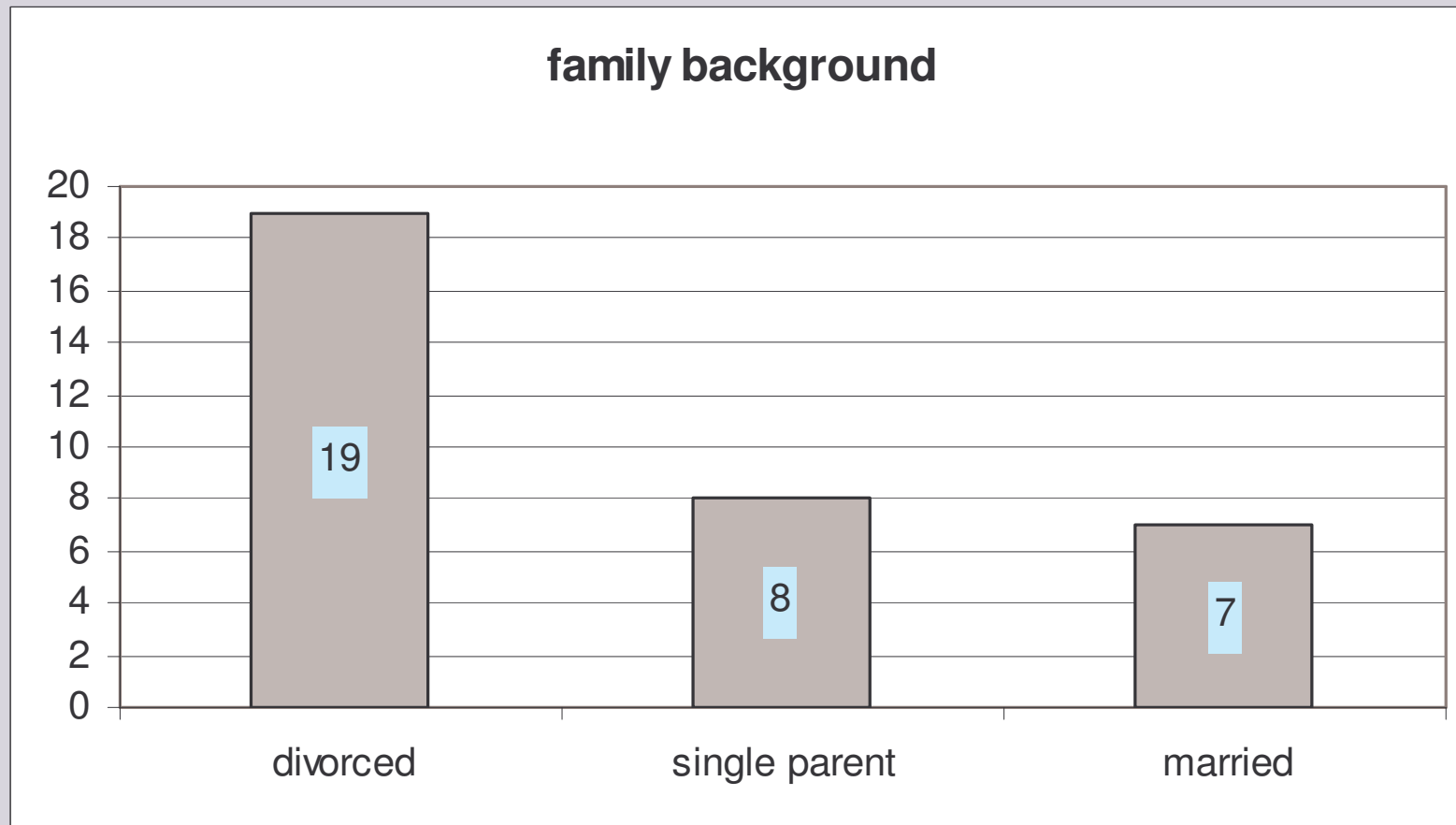
Research in four residential care institutions

These institutions offer a wide variety of social services: assisted living communities (partly with an orthopedagogic orientation and/or post psychiatric care), external living groups to learn skills for independent living, supervised living outside the institution and the like.

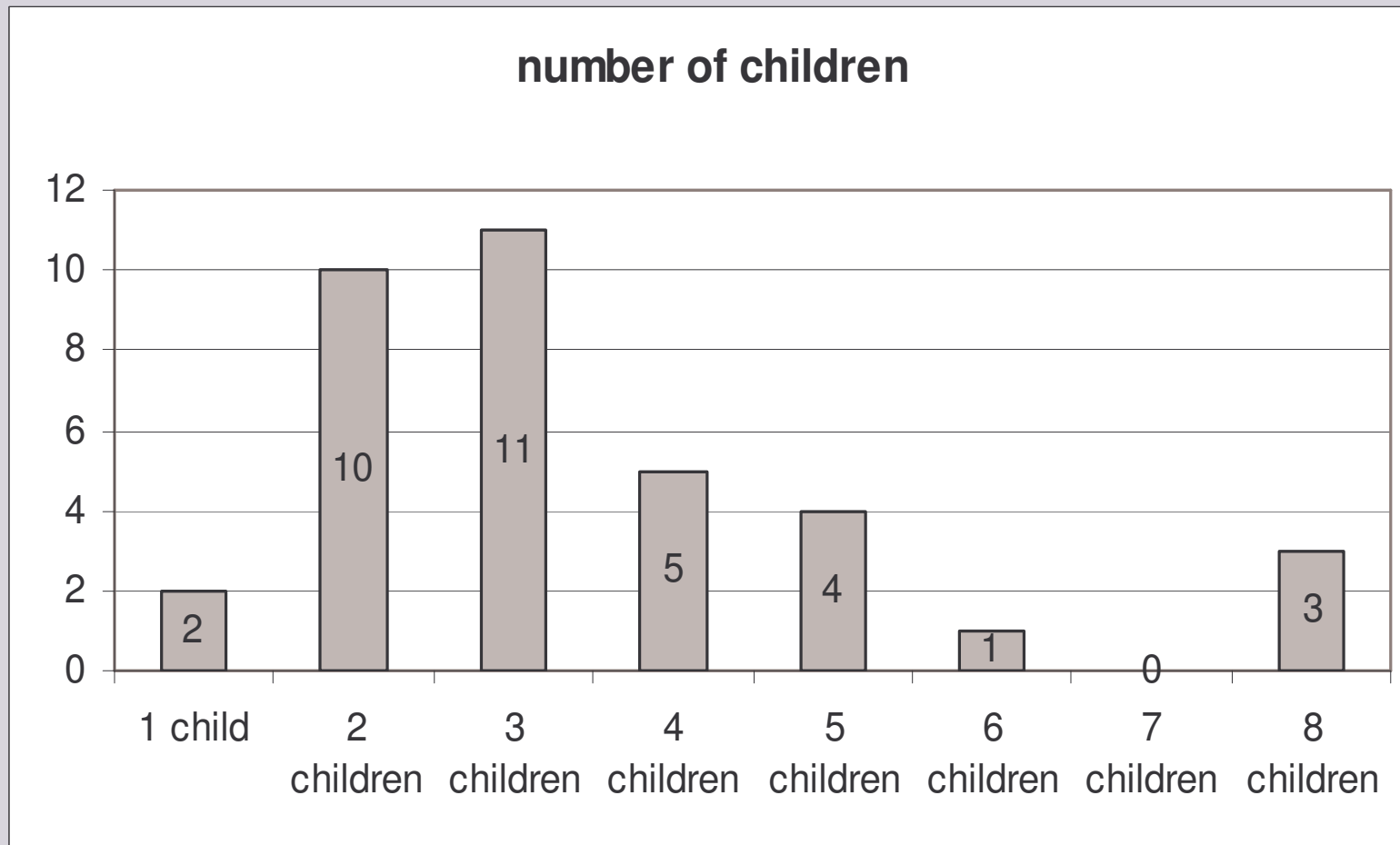
The interviewed young people



The parents



Number of children in the family of origin



Contact with the parents

“Mostly phone calls, if at all, anyhow, they are really quite rare. I’m done with my family, by and large.” (male, 17 years)

Feedback to the concept and the structure of the institution

1. rules and arrangements

Feedback to the concept and the structure of the institution

“... you have a lot of freedom here and you learn a lot. And I like that, with the rules, and all that. I like that it means that sometime in the future you will live on your own, that you will be independent, I like that.”

Feedback to the concept and the structure of the institution

- 1. rules and arrangements**
- 2. good equipment of the institution, as regards both material and staff**

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- 3. leisure time activities organised by the institution**

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- 3. leisure time activities organised**
- 4. key carer**

“It feels so good to have someone who is there for you, or who can help you, especially when things become really serious.” (female, 19 years)

“She is actually the only person whom I believe to really be interested in me and who is looking after me, and she puts people under pressure, if I ..., when something is important to me. That's why I think she really is interested in me.” (female, 20 years)

Feedback to the concept and the structure of the institution

- 1. rules and arrangements**
- 2. good equipment of the institution, as regards both material and staff**
- 3. leisure time activities organised**
- 4. key carer**
- 5. the atmosphere**

The professionals under criticism

- **Pedagogic gap:paternalism and insisting strictness**
- **Lacking commitment and insufficient trustworthiness**

Positive feedback to the professionals

Positive feedback to the professionals

1. Commitment and trustworthiness

Positive feedback to the professionals

1. Commitment and trustworthiness

***“I especially like it that they are available at any time. You can always contact them, no matter what time of the day. At night, by day, if they are on duty or not, you can always reach them.”
(male, 15 years)***

Positive feedback to the professionals

- 1. Commitment and trustworthiness**
- 2. Acceptance, empathy and trust**

Positive feedback to the professionals

2. Acceptance, empathy and trust

“... they are a sort of parent substitute..., they helped me to survive..., they sometimes also say: ‘Stop, this doesn’t work.’”

Positive feedback to the professionals

- 1. Commitment and trustworthiness**
- 2. Acceptance, empathy and trust**
- 3. Professional competence**

Positive feedback to the professionals

3. Professional competence

“Well, I’ve actually no idea about their job. But what they have done or how they have done it, it was always right.”

Wishes and plans for the future

- **school leaving certificate**
- **vocational education** (housekeeper, trained retail saleswoman, nursery nurse, cosmetician, florist, policewoman, dental technician. roofer, nursery nurse, gardener, trained retail salesman, mechatronics technician, road builder, policeman, carpenter, motorbike and bicycle mechanic.)
- **own flat**
- **seldom: Founding a family**

Thank you!

