



Workshop Report

**Learning from work with restorative justice
and youth in contact with the criminal
justice system**

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Executive Summary

Quakers Fostering Justice, a program under the Canadian Friends Service Committee (CFSC), consulted with people working on restorative justice and youth justice issues. During the consultations, there were repeated references to the need for more and better data and information about youth and justice issues. As so much work is carried out in a segmented manner, people and organizations are only accessing fragments of the bigger picture and there is no systematic linkage of research and bodies of practice that informs the bigger picture. This indicated the need for some form of “knowledge brokering.”

In October 2013, CFSC hosted a two-day workshop in Toronto with a wide range of representatives working on youth issues from across Canada (youth workers, corrections, social workers, agencies, justice system, etc.) to explore in detail what this “knowledge brokering” would look like. The workshop commenced with participants sharing what they knew and discussing information needs that would enhance their work. They then explored how they gathered information, “connected-the-dots” and translated the connected-dots into successful action. There were many insights, and one key finding was that “engaging the voices of youth” in all aspects of knowledge gathering and sharing was crucial to any systemic change or success.

Participants described how they needed more opportunities to network and dialogue, particularly at the national level, and came with incredible energy and momentum to try to get some kind of knowledge brokering off the ground as soon as possible. There was agreement that the knowledge brokering be anchored in a child’s rights framework. Participants also agreed to learn more about the UN Convention on the Rights of the Child (UNCRC) and incorporate it into their work and to share resources on youth justice issues with the Canadian Coalition for the Rights of Children (CCRC). Increased sharing of information will assist the work of CCRC, and many others, in ensuring compliance to the UNCRC’s recommendations for Canada.

As a result, CFSC was tasked with developing a “pilot knowledge brokering project” that would be evaluated in the spring of 2014 by workshop participants.

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Background

Canadian Friends Service Committee – who we are

Canadian Friends Service Committee (CFSC) is the peace and service agency of the Religious Society of Friends (Quakers) in Canada. It is a federally registered charity and not-for-profit corporation. The worldwide community of Quakers has worked on concerns related to justice issues for over 350 years and brings a wealth of experience that ranges from work within prisons and restorative justice processes to participating in the establishment of norms and standard setting at the United Nations. Quakers Fostering Justice (QFJ) is the program within CFSC that addresses justice concerns.

Workshop background

Canadian society has an enduring challenge in dealing with youth who come into contact with the criminal justice system. It is well documented that a significant number of incarcerated adolescents suffer from mental illness or some form cognitive or learning disability and a large percentage have experienced some form of neglect. The impacts of incarcerated parents on children are also becoming documented.

In 2012, QFJ consulted with a number of people working in restorative justice and youth justice issues to discern what it could do in this area. During the consultations, there were repeated references to the need for more and better data and information and for more education about youth and justice issues. As so much work is carried out in segmented and silo manner (e.g., street workers helping youth stay out of gangs, brain research in understanding adolescent development), many people and organizations only access certain fragments of the bigger picture. There is no systematic linkage of research and bodies of practice in the different areas that informs the bigger picture of "...a system that supports youth at risk." Everyone puts out information, but nobody takes on an information management role. Additionally, very little is done to understand how information can be translated into action. This indicated to QFJ the possible need for some kind of "knowledge brokering."

In 2012, the UN Committee on the Rights of Children (UNCRC) reviewed Canada's Third and Fourth Reports to the UNCRC and the concluding observations included recommendations for action on juvenile justice issues and the implementation of the rights of the child in Canada. Consultations also identified the need for a working group to be set up for follow-up on the recommendations in between the UNCRC reviews

A two-day workshop, held on October 28 and 29th, 2013, in Toronto, brought together representatives from across Canada from a range of perspectives (policy makers, youth workers, corrections, social workers, agencies, justice system, etc.) to explore in more detail what this "knowledge brokering" would look like and the feasibility of a national working group on children and youth justice issues with a child rights approach.

Session 1. Exploring what we know

Participants commenced with introducing themselves and describing: the kinds of information they know (from their body of work and tacit/practical experiences); and information they would like to know that would enhance their work. For a complete list of knowledge explored in this session see Appendix A.

Know (knowledge in the group)

Participants came with a broad depth and range knowledge stemming from work in areas such as:

- policy (e.g., human rights, child rights, Youth Criminal Justice Act);
- the provision of services (e.g., front-line work with youth at risk, reintegration, prevention, family counselling, restorative justice processes); and
- on specific issues (e.g., women in custody, needs of children whose parents are incarcerated, victims, child protection, mental health, children with disabilities, risk assessment factors for youth at risk).

Would like to know

Information needs ranged from:

- the desire to have more 'know how' in areas such as how to move into action, how to collaborate with other organization and communication (i.e., with the general public and messaging);
- more statistics (e.g., more demographic information on the 18-25 age group); to
- best practices in areas such as safe environments for children to report and disclose and integration back into the community (i.e., best practices in integration, not "reintegration" because often these people were never integrated to start with).

Session 2: Exploring how we inform ourselves ('connect-the-dots')

Participants broke out into small groups to discuss how they gathered information and what was most helpful in how they processed the information. For a complete list of points captured in this session see Appendix B.

How do we inform ourselves (finding information)?

Participants informed themselves in a number of ways that can be categorized as:

- having clarity of purpose in rich, complex situations and/or thinking outside of the box;
- information gathering processes such as interviews, generating own statistics, sharing, listserves, monitoring international processes, networks, use of academics/students, research agreements with government, e-learning courses, lived experience (e.g., "doing time"), and from specific sources (e.g., Children's Advocate Offices in Canada, Justice Departments, etc.);
- developing resources such as fact sheets and books; and
- engaging the voices of young people (e.g., youth as experts, model parliaments, etc).

Processes for "connecting-the-dots"

Participants described a number of processes for how they "connect-the-dots" such as:

- how research informed practice (e.g., research translated into fact sheets, publications, presentations and fed into networks and listserves);
- personal networking (formal, informal);

- working collectively;
- including youth and involving those directly affected;
- seeking support as available within governments, staying open and maintaining good relationships in spite of changing rules/shifting sands;
- being principled, balanced and positive in approach whether affirming or critiquing; storytelling what is going well and being careful with language (i.e., not personalizing);
- showing where needs/gaps exist and forging links for research on identified gaps;
- evaluating outcomes—involving youth in evaluations; and
- engaging in international processes.

General comments on data

The ability to access good information and data seems to be declining (e.g., loss of long form census, child incident study, malpractice). Academic research and statistics often provide information faster than government. Sometimes lack of data can also tell us about the limits of what data can do. Statistics are very important and how they are used is as equally important. Sometimes government statistics are incorrectly quoted. It's seldom the case that data is not available for no reason. Sometimes governments want data to justify decisions or to not collect data on decisions they don't want to make. A recent report on the financial costs of the criminal justice system by the Parliamentary Budget Office also mentions challenges with data and how the Office had to get assistance from researchers to come up with basic information. Because of these challenges, it will be important to fill the vacuum by continuing to retrieve good information and figuring out ways to connect the dots through research and sharing.

Suggestions for knowledge brokering

- It may be useful for the proposed network/knowledge brokering to have:
 - some affiliation with the Canadian Centre for Justistats at Statistics Canada
 - formal partnerships with some academic institutions, and
 - someone knowledgeable about criminal justice statistics on board.
- It will be useful to know who is doing strong research and to share this with each other.
- Research grants can get suddenly cancelled even after they've been approved. There is a need to be creative in our search for information (e.g., a lot of non-governmental organizations (NGOs) collect careful data for their reporting and this data might be more reliable than government numbers in some cases and offer another way of reflecting on the ground realities).
- Signed commitments (e.g., Memorandums of Understanding) on policy or practices can assist with ensuring that policy directions don't shift when there is new staff or direction.

Patience, persistence and clarity of the core goal are important (i.e., one can get easily diverted from this over the course of time and are less likely to be lost if they are aware of what the core goal is).

Session 3: The practice of translating knowledge into action

Once participants developed a sense of how they gathered information and “connected-the-dots,” they then broke into different groups to explore key processes in how their knowledge was turned into successful action.

Key processes for how knowledge was turned into successful action could be broadly categorized as:

Research

- **Trained staff to do what learned** which resulted in successful programs that met objectives.
- **Youth research in pilot project** on gang exit strategies resulted in successful outcomes (i.e., 62% exits in Rexdale).
- **Picked a gap/issue (e.g., youth in trouble) and solution (e.g., mentoring).** Found funding and partners (i.e., volunteers and organizations), did the research and developed program for youth. It was successful in that it met outcomes and had community sustainability.
- **Evidence-based research.** National database on child abuse (e.g., Canadian Incident Study of Reported Child Abuse and Neglect (CIS)). Developing the database was an inclusive process (i.e., provincial government, students, service providers were involved in interviews). Funding, good people and Memorandum of Understanding. The science quality of the data and rigour made it relevant to service providers and government. The successful outcome is that CIS information is being used in new services, legislation and programs. It was made accessible for different groups by using different formats and incorporated quotes from youth into reporting—kept the face of the child as the focus. This resulted in the successful outcome of data being made accessible to the public, students at the grade 9-10 level and media.
- **Research funded projects.** A three year European Union study on children (age 7+) of prisoners in four countries involved both researchers and NGOs. Got rigorous academic research but also had reality check by NGOs and children’s input (child-centred part of it). Came up with expected results but now had a study as a basis. In addition, they found out about: 1) the importance of school for these children; and 2) that having a father in prison is as important as having a mother in prison (all the children were in contact with the parent in prison). Kids were moving to single parent families and this changed many of the activities that they were previously involved with and families had less money. What made it a success is that NGOs have a vested interest in it and followed-up on information. There was also a policy level impact after presenting in Brussels (i.e., government buy-in).

Collaborative processes

- **Collaboration with government** (e.g., National Associations Active in Criminal Justice (NAACJ) protocol with government). Develop partnership agreements, conferences, bring in consumer, youth, etc. Are persistent, repetitive, keep focused yet flexible (e.g., Public Safety Canada). What makes it successful is keep getting people with the lived experience.
- **Collaboration with a range of stakeholders.** On a child protection issue had government onside and partners (churches, Church Council on Justice and Corrections). Conducting research, screen in system for volunteers and influencing policy. Success will be measured if there is new research, successful screening and policy change.

Action grants

- **Organization publicizes** (through newsletter and publications) **and offers “action grant” to use research** stemming from a completed program. Got policy consultations that led to change, implementation and training. The success was in communities implementing the knowledge.

Raising Awareness

- **Host forum/information session** where gain/share knowledge and develop action items. Success was in implementation.
- **Education.** Cyber bullying court case regarding an anonymous claim in which the Nova Scotia Supreme Court said that they needed to know the name. The lawyers representing the young person didn't know about the UN Convention on the Rights of the Child and nobody was looking at the case from the perspective of child rights. They were able to assist in the intervention by providing judicial and legal education on the rights of the child. This assisted with expanding the toolbox for those involved. The court reversed the decision and allowed the case to continue anonymously. The court referenced provisions of the UN Convention on the Rights of the Child. The success was in the child being supported, the court process to help children being supported and knowledge transfer on the rights of children in Canada.
- **Education and persistence** (e.g., composting within a school). “Go green” committee asked what was needed and what long term action involved (which was education on composting). People were resistant and wanted to follow tradition. Implementer was young and trying to innovate with an older group, but persisted. Success was in the continuation of the program after implementer had left the school—showing sustainability.

Community consultations

- **Participation of key people.** Held an event in the province of British Columbia and made sure all actors were present/represented (i.e., families, youth/children, facilities, policy makers, advocates). Utilized terms used by government on children and youth and as a basis for check list with policy makers. Simplified the language/readability to make it accessible to the public. Who is invited to events is important; at this event the invitation and presence of prison warden was key. Conversation was casual. Success was a letter from the provincial premier and an engaged public, but it took a criticism/intervening event for this to occur. Success was also the result of using common language, engaging with other professionals and using media.
- **Bringing knowledgeable people together** for safety surveys and safety plan in North Winnipeg. Community conversations were inclusive and engaged other partners in the learning. Held a community launch in which representatives from different sectors and community members were able to make the connections. Success was in tripling the number of partners and new players at the table, increased action, food and follow-up, and on the ground recruitment for project and community based research.

Session 4: Identifying key factors for the creation of a Canadian UNCRC recommendations working group

This discussion focused on the need for a working group to be set up that would work on recommendations for Canada from the UN Committee on the Rights of the Child (UNCRC)

Background: UNCRC Process

The Canadian Charter of Rights and Freedoms and the Constitution of Canada were written before the UN Convention on the Rights of the Child (UNCRC)¹ was drafted and are not adequate with regard to the needs of children. To address this inadequacy, Canada ratified the UNCRC in 1991. This means that Canada has to implement the convention and report to the UN Committee on the Rights of the Child (the Committee) every five years. There are also a number of other international rules and standards that are relevant to Canada (see Appendix C).

When Canada reported to the UNCRC in 2012 they rolled two reports (Third and Fourth Reports) into one. The previous report was in 2003. The UN Committee reviewed Canada's Third and Fourth Reports and the Committee's concluding observations² included recommendations for action on the implementation of the rights of the children in Canada. The Committee advances recommendations in good faith and expects that ratifying countries will make their best efforts, but that is the extent of the process. There is no enforcement. The question is what can be done between reporting periods to ensure action oriented compliance.

It was reported that the process of information collection when Canada reports to the Committee is secretive. Under the department of Canadian Heritage, information is collected from the provinces and the federal government. There is also an interdepartmental working group chaired by the departments of Health Canada and Justice Canada. The process for gathering information is generally governments speaking to governments (e.g., the work of provincial advocates for children and youth were cited in provincial reports, but the advocates were not consulted; young people were also not consulted). The reports tend to contain lots of information about activities, but not about outcomes that evidence progress in advancing the wellbeing of children and youth.

It was reported that no level of government in Canada is really taking any leadership. Provinces also have a responsibility and could enhance implementation and it would be good if different governments worked in complement. Champions are needed in different places.

The Committee may invite NGOs to come to Geneva to provide information through a pre-session to report on Canada prior to Canada's delivery of its reports. These meetings are in-camera and NGOs can report on their own observations, regardless of what the government reports.

It was reported that, currently, the Canadian federal government does not invite NGO participation. Instead, shadow reports are given. First Nations Child and Family Caring Society, UNICEF Canada, the

¹ For information on the convention see website: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

² For concluding observations and recommendations see: http://rightsofchildren.ca/wp-content/uploads/Canada_CRC-Concluding-Observations_61.2012.pdf

Canadian Coalition for the Rights of Children and Child Care BC were represented in Geneva when Canada reported to the UNCRC in 2012. In this process, a number of participants spoke about how important it was to be proactive and have a youth-centred approach. For example, there isn't a large history of young people going to Geneva and participating in the pre-sessional with the Committee. A delegation of Indigenous youth went last time, paid for by Indigenous groups, but the UN Committee asked where the other Canadian youth were. This could be really impactful in terms of getting messages out to the media. It was reported that the most difficult part in the shadow reporting was in pulling everything together and that more assistance with data gathering would greatly enhance the process and work.

In other countries, there is a lot of collaboration between NGOs and government as they look at concluding observations and recommendations from the UNCRC and measure progress year-by-year. In Canada, there is not a lot of direction given to NGOs and no mechanism to participate in the interim period. To address this, one proposal was for the set-up of a series of working groups with experts, young people and government that are formed around thematic elements stemming from the Committee's concluding observations (e.g., health care, immigration, justice) to advance recommendations that were made.

The UNCRC now has a complaints procedure (the Third Optional Protocol). At the moment it is not operable. Ten countries have to sign on before it becomes active. A number of Canadian organizations have encouraged the government to sign and there is a need to continue to raising awareness about this. Canada has expressed some concerns about signing related to the fear of collective complaints particularly from Indigenous communities.

A governmental process is required to bring a member of the UNCRC Committee or Special Rapporteur to Canada to meet with groups. A Special Rapporteur can't visit a country when it is directly under review, only during the intervening periods. Canada has issued a standing invitation to all Special Rapporteurs, however, they still need to test the dates with the government and the process could be stalled. There has been tension between the Canadian delegation and the Committee. There is the possibility that the proposed working groups could extend such an invitation.

Prior to receiving reports from governments, the Committee prepares a list of issues for governments to respond to. This process means that the Committee can now take NGO reports into account prior to receiving government reports.

What already exists?

It was reported that there are a number of youth networks in Canada. There is a group called Canadian Network for Youth Justice (CN4YJ) that meets at the Office of the Ontario Provincial Advocate for Children and Youth in Toronto. With the assistance of a communications specialist, they are trying to develop a communications strategy that would bring better understanding as to what's happening within the criminal justice system, impacts of the justice system on young people and how government money is being spent. There is a network called PLEA Community Services in British Columbia and there are youth justice networks in Ottawa and Waterloo. It was suggested that it would be good to find ways to link these networks together and to also cross-pollinate them with work around the UNCRC.

It was noted that currently there is no forum for a national youth dialogue on justice issues. At the 34th biennial national congress held by the Canadian Criminal Justice Association in 2013, PLEA Community Services (located in Vancouver) hosted a one day discussion on what a possible National Youth Justice Network might look like. At the preliminary discussion for the possible network, there was no discussion of international work (i.e., a child rights lens, being ready to go to Geneva, shadow reporting, etc.). The proposed network does not exist yet, but several participants are involved with the newly forming initiative. If the proposed network gets off the ground, it was suggested that it might be useful if one of the roles could be to plug into existing youth networks and foster them.

In the Adverse Childhood Experiences (ACE) study³, involving over 17,000 children to assess the associations between childhood maltreatment and later-life health and well-being, a useful tool was developed. A list of ten questions were developed and if one answers yes to four or more then one's trajectory in life is likely to be negative. When people are presented with this they realize "... it could be my kid!" Thinking about the questions assists with making the situation real. As it is a checklist, it is in some ways simpler to access than the UN Convention on the Rights of the Child. It was also noted that:

[r]igorous research has been conducted on risk factors contributing to antisocial behavior and the various trajectories (e.g., Howell, 2003; Lahey, Moffitt & Caspi, 2003) resulting in a comprehensive understanding that early risk factors, nested within family, individual child, neighbourhood, school and peers domains, place antisocial children at "risk" for engaging in future delinquency and offending (Loeber, Slot & Stouthamer-Loeber, 2008).⁴

The determinants are very clearly correlated and the UN World Health Organization now has an International Expert Advisory office on ACE.

UNICEF developed a report card on Canada's performance with regard to youth and well-being to assist with improving Canada's record. Through messaging, it was a useful way to raise awareness about child right standards and reach out to policy makers. They also received many media inquiries.

**UNICEF's Report Card 11 "Child Well-Being in Rich Countries: A Comparative Overview"
(Where Canada stands out of 29 countries)⁵**

- 11th – health and education
- 14th – education
- 15th – behaviour/risk
- 27th – health and safety (no progress last 10 years)
- 24th – young person's satisfaction with life and relationships
- 27th – high rate of obesity
- 21st – bullying

³ For more information see: <http://www.cdc.gov/ace/>

⁴ Augimeri, Leena, Margaret Walsh, Sarah Woods and Depeng Jiang. 2012. Risk Assessment and Clinical Risk Management for Young Antisocial Children: The Forgotten Group. *Universitas Psychologica*, Bogotá, Columbia, 11(4), 1147 -1156. (See also: deRuiter, C. and Augimeri, L.K. 2012. Making delinquency prevention work with children and adolescents: From risk assessment to effective interventions. In C. Logan and L. Johnstone (Eds.), *Managing Clinical Risk* (pp. 199-223). London: Routledge.)

⁵ For links to UNICEF's Report Card 11, the Canadian Companion to the Report Card, key facts, and media release see: <http://www.unicef.ca/en/discover/article/child-well-being-in-rich-countries-a-comparative-overview>

- 24th – education
- 29th – political conversation
- 27th – immunization

To improve the implementation of children’s rights and well-being a number of organizations were also involved in a national symposium on child rights impact assessments (CRIAs)⁶. CRIAs can be used as a tool for: educating; improving government and institutional policies; legislation; allocating resources, programs and services; and administrative decisions.

Exploring purpose of working group

Further clarity was sought by workshop participants on the purpose of the working group and the difference between the proposed working group and the proposed national network that is being initiated by PLEA Community Services in British Columbia. Several felt that a national network needed to encompass a broader concept/perspective of the justice system and youth—not just youth justice, but children of incarcerated parents, the international level, ACE tests, etc. The tough on crime approach, such as that in the federal legislation of Bill C-10, demonstrates the need to engage the audience differently. The tough on crime approach is also influencing other policies and legislation (e.g., cyber bullying in which it is increasingly being criminalized). The punitive approach of the current justice system leads to a wide range of impacts, thus why it is important to have a broad perspective.

Suggestions for focus, work and expected outcome of working group if it were to go ahead:

- One of the potential goals of a working group could be to try to change the discourse on youth justice and engage the public differently. An example was given of a group that is trying to do this. They meet in the Office of the Ontario Provincial Advocate for Children and Youth and are called Canadian Network for Youth Justice (CN4YJ). For the discussion on youth justice in Ontario, a professional media firm was hired to assist with the messaging because the group tended to be as seen as “bleeding hearts.”
- To be an independent group and work with coalitions.
- To not be restricted to UNCRC recommendations on juvenile justice so can bring in a broader community and as a result have some latitude. Also focus on prevention, good education restorative practices, suggest alternatives, cite best practices, pre-emptive work, etc.
- Work could also focus on one or two specific things (e.g., in the UNCRC’s concluding observations, work could be done on specific recommendations such as 86 b) around age 18 being tried as an adult).
- Work could also include monitoring UNCRC reports/recommendations and government responses (work to keep government honest), shadow reporting, suggesting tweaks, amendments to policies and laws, and identifying areas that are not dependent on policy change.
- Webinars
- Convening round tables on youth justice
- Help other organizations working on these issues to know about this process and encourage input/feedback

⁶ A report on the CRIA symposium can be found at: <http://www.unicef.ca/en/article/child-rights-impact-assessment-symposium>

It was raised that networks and working groups come together for different purposes and that no network can do it all. There are a number of ways to be complimentary rather than overlapping and any international work or knowledge brokering that comes out of this workshop might assist the newly proposed national network if it develops. It was also felt that the knowledge brokering piece and international obligations and legal instruments were different sets of tools that could be used.

There was a sense that participants were not ready to form a working group related to recommendations from the UNCRC. Instead, it was felt that there was enough energy around the table to move the knowledge brokering work forward. There was agreement to support and enhance the work that is being done by the youth justice committee under the Canadian Coalition on the Rights of the Child (CCRC). Various participants agreed to share educational resources and materials with CCRC and seek educational resources about child rights that could be used in their work. Resources from the information brokering could assist in this process.

A key challenge is that many organizations are very limited in terms of time, resources and financing. Questions were raised about who was willing to put time, energy and money to move this work forward. The idea of a pilot knowledge brokering project was suggested. The Quakers Fostering Justice program offered staff time and resources, and a number of participants kindly offered different tools, resources, skills and some staffing to move the work forward.

Session 5: Exploring knowledge brokering

The session began with a description of what knowledge brokering is and then participants broke into groups to synthesize work done in previous sessions (exploring what we know and would like to know, how we inform ourselves and translating knowledge into action). The synthesis of previous sessions was then used as a basis for exploring the best process for how to make knowledge brokering happen.

What is Knowledge Brokering?

To assist in realizing the rights and responding to needs of youth with hidden disabilities that come into contact with the law, the Society of Children and Youth in British Columbia put together a forty page document⁷ that connected the dots of who was doing what. They consulted with communities and came up with further reports. Everyone they consulted wanted more information and said there wasn't enough. This led to research on knowledge brokering which found that the Canadian Health Services Research Foundation (CHSRF) has spent years figuring out how best to do this. From a report based on a CHSRF national consultation and literature review in December 2003⁸ (also see Appendix D):

Knowledge brokering is about bringing people together, to help them build relationships, uncover needs, and share ideas and evidence that will let them do their jobs better. It is the human force that makes knowledge transfer (the movement of knowledge from one place or group of people to another) more effective.

Based on CHSRF's definition, a roundabout analogy for knowledge brokering was given (see **Figure 1**):

⁷ For more information see: <http://www.scyofbc.org/#!/ywdicwl/c1g7j>

⁸ The report can be found at: http://www.cfhi-fcass.ca/migrated/pdf/Theory_and_Practice_e.pdf



Figure 1. Knowledge Brokering Roundabout Analogy

Synthesis of Information Gathered in Sessions 1-3

Session 1: “What we know” and “what we would like to know”

1. Identify structure of group and focus: after looking at the wide range of knowledge and needs it became clear that it will be important to identify the structure and focus for the knowledge brokering.
2. Focus should be: Children’s rights and youth justice (including child justice); domestic legislation (Bill C-10, Youth Criminal Justice Act, etc.); international (UN Human Rights Universal Periodic Review, etc.)
3. How → Next tool

Session 2: “How we inform ourselves (‘connect-the-dots’)

1. Engaging the voice of youth.
2. Fostering networks: working collectively to break down silos (civil society, government, etc.).
3. Have a clear purpose for gathering or network.

Session 3: “Translating knowledge into action”

This group developed **Figure 2** (below) to best explain their synthesis.

1. Individual organizations offer research, publications, best practices, newsletters, etc. to knowledge brokering group.
2. As you develop research, reach out to the knowledge brokering group for expertise, research, methodology support.
3. As you use information from the knowledge brokering group, offer feedback on what you used, how you used it, what was successful or useful, any challenges, etc.
 - Each area of work and provincial jurisdiction may have different needs.
 - The feedback loop adds value and hopefully inspires other activity (i.e., people see it works and how it works and challenges are identified and hopefully addressed).
4. A key aspect in all of the identified processes is the lived experience of people themselves.

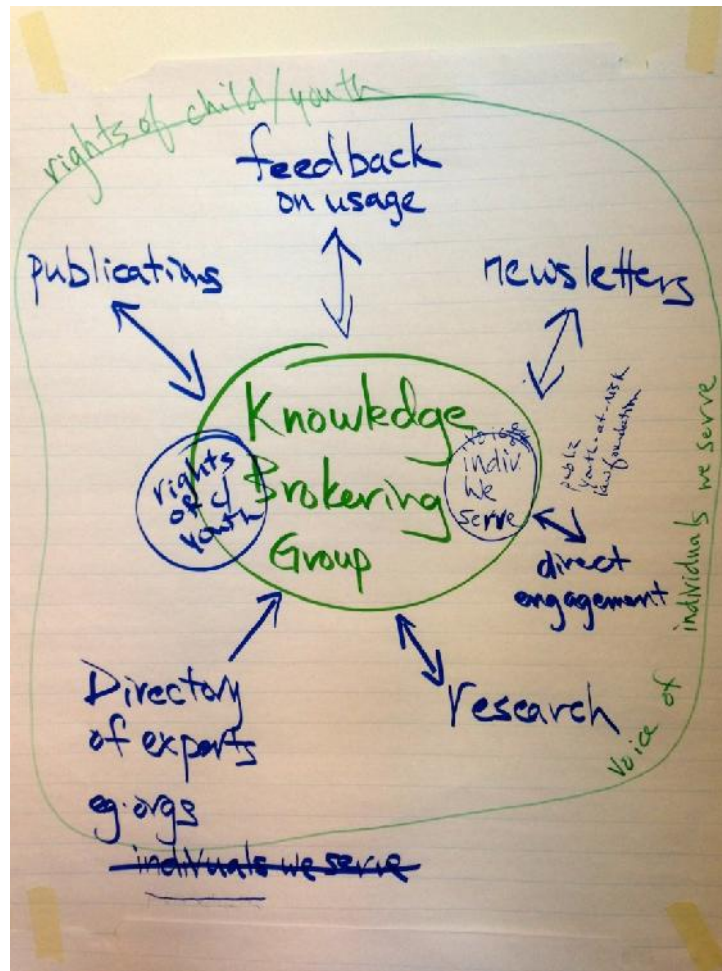


Figure 2. Translating knowledge to action

Exploring how knowledge brokering would work

It was felt that Figure 2, in essence, best described what the knowledge brokering group would look like. The green line around the outside is a visual representation that the voices of the individuals served must be a central part of the knowledge brokering process and any research, without which there would be no change; it is not just about doing for you, but with you.

Other comments included:

- Knowledge sharing is different than public education and the people we serve and the general public need to be able to understand the research.
- Should allow for inquiry.
- Be a community of practice.
- Have a philosophy of inclusion.
- A lot of research is in a form that is often not very useable for front line agencies. The knowledge brokering process will need to find ways to boil down things to the key points (e.g., fact sheets, infographics, index summary of information, key words that help searching, etc.) that are grounded in the research and can point one back to the research or further reading and resources if they are needed.

- Electronic interface should have: a useful search engine/process; be organized by folders or headings or key words; possibly weekly summaries; research statistics; a good ideas section; contact information; resources and tools (e.g., best practices, evaluation tools and research); inventory of contact information, skills and expertise and what can be offered so that we know who to draw on if assistance is needed with anything or who can be reached for specific knowledge and expertise, etc. (e.g., help was offered for anyone needing assistance in searching and accessing information through University libraries).
- Have a feedback loop process to assess what is useful and any learning.
- Commitment to use
- Someone tasked with administration.
- Outcomes of our work could be:
 - Fed into the proposed national on youth justice
 - Fed into other networks and dialogues (on what works or doesn't work, etc.)
- Each participant knows some of the problems and some of the research that lead to action (see **Figure 3**). **Figure 3** then inspired the sharing of **Figure 4**.

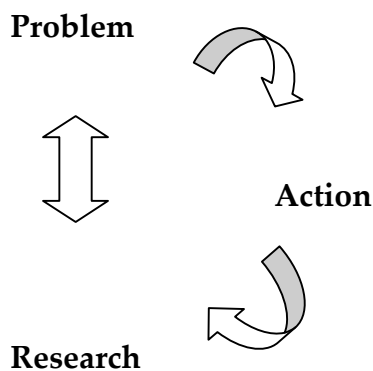


Figure 3. Cycle of how problems lead to research and action.

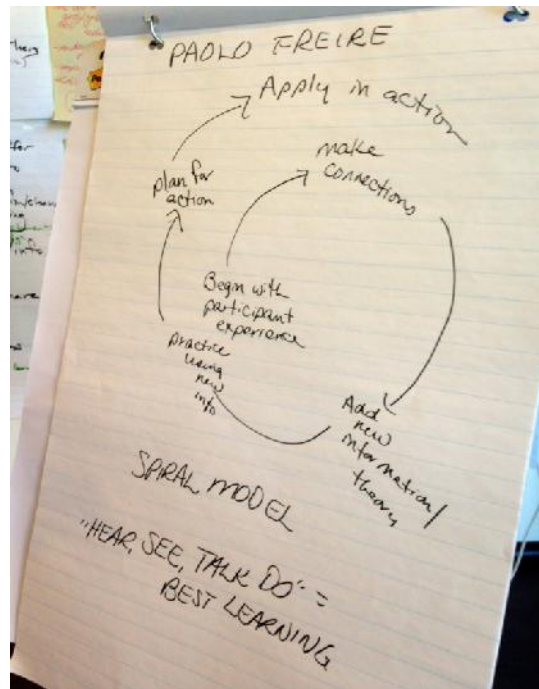


Figure 4. Spiral model inspired by Paolo Freire (a Brazilian educator and philosopher who is best known for his work “Pedagogy of the oppressed”)

Session 6: Moving Forward: Agreed Upon Action

a) Launching a Pilot Knowledge Brokering project

It was agreed that what was being proposed was a platform for sharing. It would be called a pilot project for now. Once up and running, a clearer idea of what structure may be needed for knowledge brokering/exchange will emerge. The focus of the knowledge brokering would be children/youth and justice from a broad perspective. Quakers Fostering Justice (QFJ) was tasked with taking the lead on moving the project forward and coordinating it for now.

For the initial set-up of the database everyone would send information to the QFJ coordinator (qfj@quakerservice.ca) with: name; organization; contact information; offers (skills, expertise, etc.); relevant resources and information; one idea that is helpful to move knowledge into action; and key words. There would be an evaluation which might then provide the foundation to apply for funding to take it further. The evaluation could look at:

- How it worked
- What's helpful
- What needs to change
- Which pieces are people using

Invited participants that couldn't attend and other organizations that could benefit should be informed of this initiative.

b) Send pertinent information on child and youth justice issues to the Canadian Coalition on the Rights of the Child and share educational materials

- Send any educational documents on child rights in Canada to the Canadian Coalition on the Rights of the Child (CCRC) to assist them with gathering these resources and any statistical information and research data (e.g., recent study across Canada of how many men are parents):
 - CCRC Chair: Cheryl Milne at cheryl.milne@utoronto.ca
 - CCRC Youth Justice Committee chair: Agnes Samler at agnes.samler@dci-canada.org
- Only send/share educational materials that are known to work.
- Disseminate information on the UNICEF report card in newsletters, etc. (For links to UNICEF's Report Card 11, the Canadian Companion to the Report Card, key facts, and media release visit: <http://www.unicef.ca/en/discover/article/child-well-being-in-rich-countries-a-comparative-overview>)

d) Understand the UNCRC observations and recommendations and raise awareness about them

- The Canadian Coalition on the Rights of the Child could assist with this.
- Have observations and recommendations translated into youth-friendly language that would assist with work on specific recommendations if there is capacity.

e) Neglected issues around children and youth of incarcerated parents.

- Quakers Fostering Justice agreed to also assist with work in this area.

Appendix A: What workshop participants know and would like to know

Know (knowledge in the group)

- Human rights such as child rights, rights of refugees, UN Rules for the Treatment of Women Prisoners and non-custodial measures (Bangkok Rules, child rights impact assessments). If child right impact assessments had this been used by the federal government in the development of Bill C-10, and used evidence-based research, it would have pointed strongly toward rehabilitation and reintegration programs.
- Child rights training and empowering girls with a speak out toolkits about their rights
- Legal aspects such as the Criminal Justice Act, Youth Criminal Justice Act, Bill C-10
- Restorative processes such as facilitating opportunities for restorative justice and non-violent crisis intervention.
- Situation of women in custody and of children whose parents are incarcerated (and at the international level of parents sentenced to death/executed), incarceration of war resisters who are also often parents.
- Provision of services: assist in people changing their lives, prevention and family counseling, front-line work with youth violence and youth in crisis, front-line work with youth and their extended families and in getting them off the street or out of gangs (about 40% with women), reintegration into community and reintegration tools, programming community justice/diversion, support resources for families and how to stay in contact with family members in the system, and support resources for children of incarcerated parents (e.g., storybook called *Jeffrey Goes to Jail* recognized by the UN)
- Child protection, foster care, youth mental health, children and youth with disabilities and hidden disabilities (cognitive, learning), risk assessment/risk factors – for youth at risk (e.g., Stop Now and Plan (SNAP Programming) and digital models (resources/programming for youth)
- Victim needs including seeing families as victims of crime, victimization of young and lack of reporting
- How, with help and support, people can change their lives
- Non-profit organizations, business development, piloting interventions
- 18-25 year olds in the federal system (increasing population); after 18 not always seen as youth, but adults and part of a different system. Significant number of 18-25 year olds in segregation.
- Promoting human rights norms, how to put unconsidered issues on the international agenda, intervening on proposed legislation
- Official dismissiveness and knee-jerk reactions to “lock away problems’ rather than dealing with things that contribute to those problems in the first place; deterrence and denunciation as sentencing principles don’t work (re: evidence-based research).
- Connections with other networks (e.g., National Association Active in Criminal Justice, Smart Justice Network, National Youth Serving Agencies) that are trying to build justice knowledge at the community level, and mainly comprised of organizations outside of corrections.

Would like to know

- How to move into an action context and how to look at long-term (not just short term responses to government positions, etc.)
- What is happening on the ground (i.e., research and evidence of what is working and what is not)
- Communication: with public (general messaging), with policy-makers (federal and provincial) and how to reduce unnecessary fear
- Best practices: restorative justice, within the youth justice system, in transition back to the community/reintegration (i.e., best practices in integration, not "reintegration" because often these people who were never integrated to start with)
- Evaluation of best practices within the youth justice system (e.g., will youth fill out measures? Organization may have great relationships with youth, but how to engage family members? Can it happen in the institutions or does it have to happen in the community?)
- More information on: 18-25 year old demographic and diversity issues (more youth were incarcerated prior to YCJA, however on rise again— would like to know how much of this is as a result of demographics and by sentencing patterns (i.e., judges have a lot of authority in different jurisdictions depending on diversion programs). Does it mean that they aren't accessing services either?); how integrated is the system for youth reintegrating, cost of provincial prison infrastructure, emerging neuroscience
- Collaborate/build capacity, learn more about partnering with other organizations (isolated), learn who is doing what and if it is permanent or project-based (re: funding), more opportunities for information sharing in a meaningful and timely manner, "go to " point person, opportunities to pilot interventions based on research that is out there
- How to facilitate mothers and children in prisons
- Safe environments for children to report and disclose (children/youth the largest victim group)
- Shadow reporting/alternative reports to government reports
- Restorative justice: where are the success and challenges (not enough time to network and share), different approaches in different provinces, different views of how restorative justice works—hard to navigate best practices/what works (e.g., sometimes doing without victim involvement because don't get information to be able to call them or bring them in time)
- Knowledge brokering: how to increase/share knowledge, and ways to access meaningful resources in a timely manner. Fair amount of information out there, no time to read and assimilate information; just need the nitty gritty, recommendations, etc. (prefer short form of information that can be scanned – will seek out more information if it is relevant)/simple info sheets.
- There is a need for a network like this; need simple information that members can distribute through their networks. Not having a personal or political agenda can have significant influence.
- How do we keep this dialogue going, even if it needs to be done electronically?

Appendix B: How information is found and the dots connected

How do we inform ourselves (finding information)?

- Get research agreement with Corrections Canada: difficulty doing research in institutions is getting permission. Important to have reliable data and evidence-based practice. Information in institutions is not the same as volunteers/NGOs experiences on ground.
- Keep statistics including using volunteers
- Use academic researchers/students
- Share the research/work
- Have clarity of purpose in rich, complex situations
- Share among silos
- Engage the voices of young people – youth as experts, model parliaments, social networking/reporting
- Child and Youth Advocates' offices
- Children's Aid Societies
- Scoping with youth
- Work with government
- Listserves (e.g., Corrections Canada restorative justice listserve)
- Fact sheets
- Academic research and statistics (often provide information faster than government)
- E-learning courses can be a good approach for some constituencies
- Justice Departments
- Juristats
- Inventories of existing research
- Social Sciences and Humanities Research Council (SSHRC) and networks within academia
- Thinking outside of the box (e.g., UN World Health Organization's European Union office works on women prisoners. Even though it is not part of their regular work, they went to health ministries in Europe and a network of health professionals).
- Lived experience (e.g., "doing time")
- Interviews
- Monitor UN developments and international processes
- Developing resources such as the forthcoming book *Arresting Hope*, which is by women who were affected by the loss of the mothers and babies in prison program.

Processes for "connecting-the-dots"

- Connecting the research with practice
- Personal networking (formal, informal)
- Share the task/connect workers
- Keep clarity of purpose in mind (can easily get diverted over the course of time; important to keep clarity and focus even if working incrementally)

- Look for discussion opportunities between/among silos. It is hard to have a national conversation across Canada because of provincial approaches to: health, justice, social work, prevention folks, drug courts/mental health courts, mental health, intervention folks (diversion, court-based support), youth agencies, reintegration, etc. The same words “youth justice” makes everyone think of their own sector of expertise and agendas, and perhaps forget some of the others, resulting in opportunities for all kinds of disconnects.
- Overcome territorial perceptions
- Bring agencies around the table—wrap around processes
- Central repository for statistics, information for people engaged in the work
- Include youth (i.e., engaging the voice of young people—sometimes more compelling than from adult perspective (e.g., the Canadian Network for Youth Justice (CN4YJ) through the Office of the Ontario Provincial Advocate for Children and Youth and the Ontario Association of Children's Aid Societies, recently convened their own hearings and had professionals come and deliver information. MPs dropped in and audited the hearings. Ontario provided funding to transcribe the dialogues and a working group was developed.) Stories from young people about why the system isn't working for young people get into the media. "Not about us without us.")
- Pick one or two aspects of youth criminal justice and ask youth of what they would like to see as an outcome and how can we work together collectively.
- Collectivity is common theme in collecting the dots: work collectively, networking collectively, Wikipedia collectively, engage youth collectively, inclusive collectively, etc.
- Take risks and partner
- Stay open and maintain good relationships in spite of changing rules/shifting sands
- Seek support as available within governments
- Praise governments for good initiatives; share with public (NGOs don't praise government success enough because being so critical); be balanced in approach - affirmation/critique (i.e., it is important to be careful with language, be principled, balanced, positive. Important not to say all or nothing and trying to find some form of consensus along the way).
- Use appropriate language, do not personalize, etc. in messaging
- Look for allies/points of agreement
- Research informed practice (e.g., research informs practice. Translate research into fact sheets, listserve and publish academically and feed it into networks and presentations).
- Networking/committees/presentations
- Know where you are trying to get to
- Storytelling what is going well
- Show where needs exist/identify gaps and fill (i.e., explore information at Canadian Centre for Justice for Statistics and how it connects to international trends around globe; research section of Justice Canada that researches various trends, however, they generally don't dissect beyond sector; what Juristats has done in the last 10 years).
- Forge links for research on identified gaps (e.g., several organizations partner with researchers to get funding for research through SSHRC or other options)

- Understand complex adaptive systems.
- Successful versus unsuccessful networks—know the difference
- Discernment with regard to what really works. Lots of information and examples, need to pick and choose ones that work, connect-the-dots and serve the focus.
- Creating peer support networks for the first 72 hrs. after release (highest risk time)
- Vitally important to involve those directly affected—it often provides information for the most useful programming and resources (matches the needs).
- There needs to be required participatory mechanisms of youth in programs that affect them (e.g., the Canadian International Development Agency requires this for programming for youth; at the UN level, child participation is standard and required, however, there is no enforcement).
- Evaluate outcomes—involve youth in evaluations
- Are there other parts of the international (e.g., UN World Health Organization) and regional systems that could be engaged? Sometimes international processes are a way to work with different connecting dots or departments (e.g., health, justice, etc.)
- Engage in international processes.
- E-learning courses and workshops are a good way to reach out to certain audience (e.g., women and violence, child rights)

Appendix C: United Nations Standards & Norms of Reference⁹

Universal Declaration of Human Rights (1948)

Legally binding instruments

- International Covenant on Civil and Political Rights (1966)
- International Covenant on Economic, Social and Cultural Rights (1966)
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984)
- Convention on the Rights of the Child (1989)

Juvenile justice

- UN Minimum Rules for the Administration of Juvenile Justice: the 'Beijing Rules' (1985)
- UN Guidelines on the Prevention of Juvenile Delinquency: the 'Riyadh Guidelines' (1990)
- UN Rules for the Protection of Juveniles Deprived of their Liberty: the 'Havana Rules' or 'JDLS' (1990)
- UN Guidelines on the Administration of Juvenile Justice: the 'Vienna Guidelines' (1997)
- UN Committee on the Rights of the Child General Comment No. 10 on "Children's rights in juvenile justice" (2007)

Treatment of prisoners

- Standard Minimum Rules for the Treatment of Prisoners (1955) & Procedures for the effective implementation (1984)
- Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment (1988)
- Basic Principles for the Treatment of Prisoners (1990)
- United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders: the "Bangkok Rules" (2010)

Alternatives to imprisonment & restorative justice

- UN Minimum Rules for Non-Custodial Measures: the Tokyo Rules (1990)
- Basic principles on the use of restorative justice programmes in criminal matters (2002)

Victims

- Declaration on Basic Principles of Justice for Victims of Crime and Abuse of Power (1985)
- UN Guidelines on Justice in Matters Involving Child Victims and Witnesses of Crimes (2005)

Other

- UN Office on Drugs & Crime "Handbook on Restorative Justice on Programmes" 2007
www.undoc.org

⁹ Source: United Nations Interagency Panel on Juvenile Justice (IPJJ) <http://www.ipjj.org/>

Appendix D: Excerpt from Canadian Health Services Research Foundation's 2003 Report on Knowledge Brokering¹⁰

Knowledge Brokering

Knowledge brokering is about bringing people together, to help them build relationships, uncover needs, and share ideas and evidence that will let them do their jobs better. It is the human force that makes knowledge transfer (the movement of knowledge from one place or group of people to another) more effective.

Knowledge brokering occurs even without individuals dedicated solely to brokering, so it's important to focus on the activities and processes, not the individuals.

Much of the brokering going on now is an unrecognized, largely unplanned activity; if we are to highlight and evaluate its role in knowledge transfer, there needs to be a concerted effort to recognize and formalize the work.

To thrive, brokering needs a supportive organization — one where there is a collaborative environment, sufficient resources for the job, processes to identify and capture knowledge generated by both employees and outside parties, and a desire to build intellectual capital.

The role of the broker depends on the organization, but there is a basic skill set:

- the ability to bring people together and facilitate their interaction;
- the ability to find research-based and other evidence to shape decisions;
- the ability to assess evidence, interpret it, and adapt it to circumstances;
- a knowledge of marketing, communication and Canadian healthcare; and
- the ability to identify emerging management and policy issues which research could help to resolve.

The tasks of a broker include:

- bringing people together to exchange information and work together;
- helping groups communicate and understand each other's needs and abilities;
- pushing for the use of research in planning and delivering healthcare;
- monitoring and evaluating practices, to identify successes or needed changes;
- transforming management issues into research questions;
- synthesizing and summarizing research and decision-maker priorities; and
- 'navigating' or guiding through sources of research.

People doing knowledge brokering need support; joint activities and a national network will build commitment to brokering and keep crucial energy from being wasted reinventing wheels.

¹⁰ Source: http://www.cfhi-fcass.ca/migrated/pdf/Theory_and_Practice_e.pdf