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Child Welfare System

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The child welfare system faces several challenges; first, the system is faced with a problem of staff turnover to supervisors and directors hence causing a challenge in executing a justifiable specific based approach. The welfare system does not have enough funds to motivate their employees and staff to perform their work based on children's strengths, hence causing the children to have a feeling of rejection. Similarly, the child welfare system is considered to have high employee turnover, which has effects on the staff due to increased workload and low morale to the employees who work in the welfare (Pecora et al., 2018). Secondly, the child welfare system is also faced with extreme challenges that are related to families of the children, hence making it hard for the welfare system to implement the personal or strength-based approach. The welfare system will have to maintain its pathology-based model to protect children from the increased challenges that children will face from their families such as addiction and sexual abuse. Similarly, many families that are associated with the roles of protecting children do not always pursue their services voluntarily and hence become resistant thus making it hard for the cooperation between the families and caseworkers to be achieved.

The policy solution to address the high rate of turn over to promote the personal, strengths-based approach is through performing training to staff, decision-makers and community (Landers et al., 2017). These people should be informed about the shared responsibility in fostering the child welfare as well as putting their commitment together in handling, overseeing and working with other colleagues towards a strength-based approach. When all these individuals work together and share responsibilities, they can be able to reduce the feeling of isolation and the excess work to the employees who are left hence decreasing the turnover rate of staff. Moreover, the problem of welfare system culture and family's

characteristics that hinder protective services can be corrected by realizing the more traditional services and support they could provide to families to understand their protecting roles to children.

The education sector faces an issue of evaluating, selecting and monitoring digital content in the district schools. The current era is full of technological advancement, and therefore the education sector is among the institutions that have been affected tremendously. Most district schools do not have evidence-based processes to aid in the monitoring of digital content for comprehensive formative evaluation. However, the policy solution for this problem is to create a database that will assist the instructors in recognizing and assessing the ownership of digital content (Landers et al., 2017). Furthermore, students also play a critical role in the digital content; for that reason, their educators need to involve them during the assessment of the digital content. Finally, there will need to recognize either districts or schools that will be used as a site where they can be testing digital content assessment and storage systems.

References

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