HANDBOOK FOR FOSTER CARE AGENCY

ACKNOWLEDGEMENTS

INTRODUCTION

This handbook was developed specifically to create a Foster Care Programme for unaccompanied and separated children (UASC) within the Rohingya community in Malaysia. Article 20 (Children deprived of family environment) and Article 22 (Refugee children) of the Convention on the Rights of the Child (CRC) require that special care arrangements and protection are provided for UASC while preserving their ethnicity, religion, culture and language. In the case of Rohingya UASC, this calls for a special Foster Care Programme where these children are placed under the care of families from the Rohingya refugee community.

Children from the Rohingya community account for the largest percentage of unaccompanied and separated children (UASC) among the refugees in Malaysia. In 2017, UNHCR reported a total of 764 UASC in Malaysia and out of these, 504 were Rohingya children. Refugee children in Malaysia lack the legal status to help protect them from a host of environmental and individual risk factors, which include the risk of abuse, exploitation and detention. For those who are in Malaysia without their parents or without any adult supervision, they are at an even greater risk. UASC need the care and protection of mature and responsible adults to ensure that other adults do not take advantage of their vulnerability and use them for illicit purposes.

The handbook recognises the significant challenges faced by the Rohingya community in Malaysia and therefore incorporates elements needed to help foster parents from the community meet the ideals of the programme. For instance, the programme requires elements such as training and development, foster parents support groups and assistance in providing resources or incentives to be put in place by the Foster Care Agency and other relevant stakeholders of the programme. The uniqueness in this approach means that, unlike usual foster care programmes where the foster parents are expected to demonstrate their capability and capacity to care for the foster child from the beginning, this programme provides the prospective Rohingya foster parents the necessary assistance to help them be suitably equipped to foster a child.

When implementing the programme, it is also important to provide adequate guidance and supervision to help foster parents adopt the standards of childcare that may not be the current cultural practices or skillsets within the Rohingya community. As cultural practices require time to change, necessary opportunities are needed and provided for the foster parents to develop and meet all the expectations of the role. Having experienced caseworkers who are reasonably aware of the childcare practices of the Rohingya community and are able to continuously engage with the community is critical for the success of the programme.

Finally, it is strongly recommended that the Foster Care Agency should approach the implementation of the programme by adopting the view that every community, when given the necessary tools, resources and opportunities, can reach all the ideals and standards of the programme. By adopting this position, the expectation is that the Foster Care Agency and other relevant stakeholders will be invested sufficiently over a reasonable period of time in order to meet the goals of the programme.

CONTENTS

ROHINGYA COMMUNITY ASSESSMENT:
KEY FINDINGS AND LESSONS LEARNT

As part of preliminary work in developing a foster care programme for the Rohingya community in Malaysia, a short community assessment was carried out through focus group discussions and individual interviews. Although views shared in this community assessment may not be representative of views from the entire community, it provides some context to develop processes for this Handbook.

Focus Group Discussions

Six focus group discussions were conducted with 34 participants representing different segments of the Rohingya community. From the 34 participants, 23 were adults (17 males, 6 females), and 11 were minors (9 males, 2 females). All participants, except one resided in the Klang Valley. All except three participants have been in Malaysia for more than two years.

Discussions were held separately with the following groups:

1. Married adult men, mainly religious leaders
2. Single adult men
3. Married and single adult women
4. Refugee unaccompanied and separated boys
5. Undocumented unaccompanied and separated boys
6. Minor girls who are married (either undocumented or documented).

Purpose: To identify the needs of unaccompanied and separated Rohingya children in the Klang Valley in relation to care arrangements and how viable a foster care programme should be in meeting those needs. The discussion also looked into the capacity and willingness of Rohingya families to provide such care.

Individual Interviews

Five individual Interviews were carried out with Rohingya community leaders and UNHCR staff members who work directly with the community.

Purpose: To understand the experience of working with the Rohingya community, particularly with regards to opportunities and potential threats in implementing a foster care programme for unaccompanied and separated Rohingya children in the Klang Valley.

A content analysis of the focus group discussion and interviews revealed key findings for a Foster Care Agency to consider for the successful implementation of a foster care programme for the Rohingya UASC in Malaysia.

Key Finding 1: The Definition of the Child

While the CRC regards a child as any person under the age of 18, the Rohingya community in practice has a more functional definition of a child. A Rohingya boy who already has the physique of a young adult and is fit for work may not be considered a child anymore and is expected to start supporting his family instead of being supported. A Rohingya girl who has gone through menarche may not be considered a child anymore and is deemed fit for marriage and ready to bear children.

It is important for the Rohingya foster parent to understand and accept the international and national standard definition of a child. Regardless of the child's physical build or sexual maturity, they must be guided to consider any person under the age of 18 as someone who needs care and supervision from adults. These children must be protected from harsh adult working conditions, being given for marriage, and other forms of abuse, neglect or exploitation.

Key Finding 2: The Child who is the Family Breadwinner

Most Rohingya boys who come to Malaysia see themselves as being responsible for providing financial support for their families who are usually in dire straits in Myanmar, or in some cases, in a refugee camp in another country. Some of their families have spent and borrowed money to pay for them to come to Malaysia, and these boys will need money to pay back the loan or compensate for the expense.

Taking into consideration that these children have no choice but to be engaged in some form of employment so as to be able to send some money back for their families, there is a need to manage how work may affect the child, such as depriving the child the opportunity to attend school or the child having to combine school attendance with unreasonably long hours at work and extremely heavy labour. Whenever possible, relevant agencies must work together to support the child faced with these challenges.

Key Finding 3: Practice of Child Marriage

Child marriage is a common occurrence in the Rohingya community. Religious leaders interpret Islamic law as allowing marriage of children once they have reached puberty. Justification for child marriages, particularly for girls, include ensuring that the married child is well-provided for by her husband and protecting the girl from being violated by other men. Some very young girls have also been paid to travel to Malaysia specifically for the purpose of marriage.

Rohingya foster parents need to be made aware of the effects of child marriage and pregnancy on the physical and mental health of the child. They also need to understand how this practice of child marriages has a damaging bearing on the fundamentals of child rights and child development, which emphasises health, education, protection, and non-discrimination.

Key Finding 4: Lack of Resources

Rohingya families who may be willing and capable of foster-ing may be reluctant to do so because of not having the financial capacity to adequately provide for the child. They usually are already struggling to feed their own family members and pay for the rental of their homes.

There is a definite need to provide incentives for the family to care for the foster child, either in monetary terms or in kind, so that providing care for another child will not be too financially taxing for the foster parents to the point that they are not able to meet the minimum standards of care.

Key Finding 5: Literacy Level of Foster Parents

A majority of Rohingya foster parents are illiterate and will have problems understanding written manuals and handbooks even if they are translated into the Burmese language.

The training materials will need to be presented verbally and visually to the foster parents in their own language with the help of interpreters, if necessary. Concepts and terminologies need to be simplified and explained in detail by providing examples and contexts in the form of case studies and applications. It would be best if manuals and handbooks are made available in audio format for the foster parents.

Key Finding 6: Children Regarded as Property

The Rohingya child has very little say in the family with the adults making almost all decisions for them. Children are expected to listen and just follow whatever the adults tell them to do.

Foster parents should be guided to value the opinions of their foster children. They will need to spend time talking and listening without judgment and prejudice to their foster children. Decisions to be made in the best interest of the child will need to take into consideration what the child thinks in terms of its impact on his/her own well-being.

Key Finding 7: Role of Women in the Community

The women's role in the Rohingya community is often limited to her responsibility as a wife to her husband and mother to her children. As such, Rohingya girls are not given much opportunity for education. Rohingya parents would want their daughters to marry as early as possible to protect their dignity and to gain respect within the community.

Although the role of Rohingya women is traditionally limited, the female UASC will need to have knowledge beyond these roles to be able to protect herself and to be equipped with sufficient skills to be able to live independently in the future. Therefore, the female child should have equal access to education and other training opportunities provided for her by relevant agencies.

Key Finding 8: Lack of Differentiation between Adoption and Fostering

The concept of adoption is more familiar among the Rohingya community compared to fostering. In the discussions and interviews, most assumed that fostering is the same as adoption, as commonly practised in the community where the adoptive parents care for their adopted child who is considered to be a permanent member of the family. The idea of providing temporary care for a child is rather new, even more so the idea of caring for an adolescent who is generally expected by the community to be either working to support himself or married and being supported by her husband.

The Foster Care Agency must clearly explain the differences between adoption and fostering during the community briefing and training. It must be emphasised that fostering is temporary care for a child and the foster parents cannot make life changing decision for the child without the child's consent, and biological parents consent where possible, and in consultation with the Foster Child Case Worker. The Foster Care Agency must also explain the role of the Foster Child Case Worker, who will be actively involved in monitoring the relationship between the foster parents and the child.

Key Finding 9: Role of Culture and Religion in the Decision Making Process

Culture and religion appear to affect how the Rohingya family live their lives and the decisions they make for themselves and their children.

The Foster Care Agency must be knowledgeable about the Rohingya culture and religion. When implementing the standards of care and rights of children, the Foster Care Agency must be sensitive and carefully find the balance between culture, religion and the minimum standards required of the parents. The Foster Care Agency should guide foster parents in understanding that the Manual for Foster Care for UASC is based on agreed minimum standards and universal rights of the child that serve to ensure that the child obtains the best care possible in his/her best interest. Discussions and trainings must be organized for foster parents to understand the impact of harmful cultural and religious practices on a child.

Key Finding 10: Access to Education

Rohingya children have very limited access to formal education in Malaysia. Rohingya boys in the focus group discussion expressed the desire to go to school or obtain some form of education but because they were required to work to send money back to their families, they chose to give up education. Similarly, the Rohingya girls believed that having some form of education could empower them and help them be less susceptible to being deceived because of illiteracy, and also enable them to educate their own children later on.

Foster parents need to understand the importance of education for UASC. Although they may lack formal education themselves, they will be expected to encourage and support their foster child in obtaining any form of education provided by relevant agencies whenever the opportunity is given.

Key Finding 11: Authority of the Agency

Authority figures are important in influencing the opinion and perception of members in the Rohingya community. Perceived authority figures have a larger role to play to encourage the community members to accept the Foster Care Programme.

The implementation of the Foster Care Programme needs to come from a position of authority, such as the UNHCR or community leaders. It is important for the Foster Care Programme to be seen as a UNHCR project in collaboration with the Foster Care Agency. Community leaders also play a role in initiating the programme and encouraging families from the community to participate.

Key Finding 12: Gender Constraints in Family Placement

*The placement of adolescents, whether male or female, in foster families may be viewed as a threat to the family environment especially when the foster mother is very young and almost the same age as the foster child. A teenage foster boy is considered a **non-mahram** since he does not have blood relation with the foster parents. Therefore, the teenage foster boy is not allowed to stay in the house with his foster mother without the presence of the foster father or any other **mahram**. Similarly, a teenage foster girl is not allowed to stay in the house with her foster father without the presence of the foster mother or any other **mahram**.*

Such gender considerations play an integral role in the matching of families with a foster child. The Foster Care Agency will need to seriously consider the composition of the foster family's household and the relevant cultural and religious beliefs to ensure that complications do not arise when placing a teenage child with a particular foster family.

Key Finding 13: Children's Views about Care Arrangements

Responses from minors in the focus group discussions about preferred care arrangements were mixed. Some children, who had never resided in a shelter before, said they would prefer staying in a shelter because they could meet other Rohingya children, be provided with education and medical assistance, and would feel safer because there is less risk of raids being conducted by authorities in shelters. The children also felt that there are many shelters in Malaysia which are better funded and in a better position to help them rather than Rohingya families who were struggling themselves. However, they identified one major drawback in staying in a shelter - which was the lack of freedom of movement and the ability to go out and work to send money home.

Some boys however said that they preferred staying with a family because they feel lonely being away from their own family and a foster family could give them a sense of belonging in the country of refuge. They also felt that foster parents can also be good role models for them when they first arrive in Malaysia. The girls said that if they had had a family to stay with when they first arrived in Malaysia, they may not have chosen to get married as they knew someone who could look after them. The main concerns raised about staying with a family was the financial difficulties and the lack of space in homes to be able to foster a child. Some children also thought that most Rohingya families will only be willing to allow them to stay for a few days, but not to look after them for a longer term and the willingness to care for them will also change over time. Some children find it difficult to trust people they do not know and were worried that the foster families may only be willing to help if there was some benefit for them.

The Foster Care Agency will need to help the foster child understand what can and cannot be expected from his/her foster family. Since every foster family is different in terms of their temperament, available resources, and location, the child will need to know what opportunities and limitations he/she may have when staying with the family. At the same time, the Foster Child Case Worker will be working together with the foster family to manage whatever concerns the foster child may have. It is also important for the Foster Care Agency to guide foster parents on understanding the desire of children to grow up in a safe and caring family environment. Some Rohingya UASC may choose not to be in the Foster Care Programme and the Foster Care Agency should undertake an assessment to determine what is in the best interest of the child.

HOW TO USE THIS HANDBOOK

This Handbook explains the processes of the Foster Care Programme based on the "Manual on Foster Care for UASC", which sets the minimum standards for providing foster care for children without parents or adults to care for them in Malaysia. You will need to know the procedures in this Handbook to help foster parents provide care for a foster child.

The Handbook covers the processes a Foster Care Agency has to facilitate in a Foster Care Programme. The procedures in the Handbook include processes for foster parents as well as the foster child. The Handbook also provides relevant tools and forms to assist the Foster Care Agency in implementing a Foster Care Programme.

The Handbook is divided into the following sections:

- Perspective section - mindset you should have when going through a process
- Procedure section - step-by-step instruction to help you know what to do
- Responsibility section - what you need to do to complete a process
- Support section - who can help you do what you need to do.

Perspective (my thinking)

Procedure (my action)

Responsibility (how much to do)

Support (who can help)

THE FOSTER CARE PROCESS

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│ Prospective Foster Parents  │
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│         Screening           │        │          The Child          │
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│          Intake             │        │    Referral and Screening   │
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│         Training            │        │           Intake            │
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│         Selection           │        │         Assessment          │
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                        │          Matching           │
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                        │        Care Planning        │
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                        │     Preparation for Exit    │
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                        │      Exit and Follow Up     │
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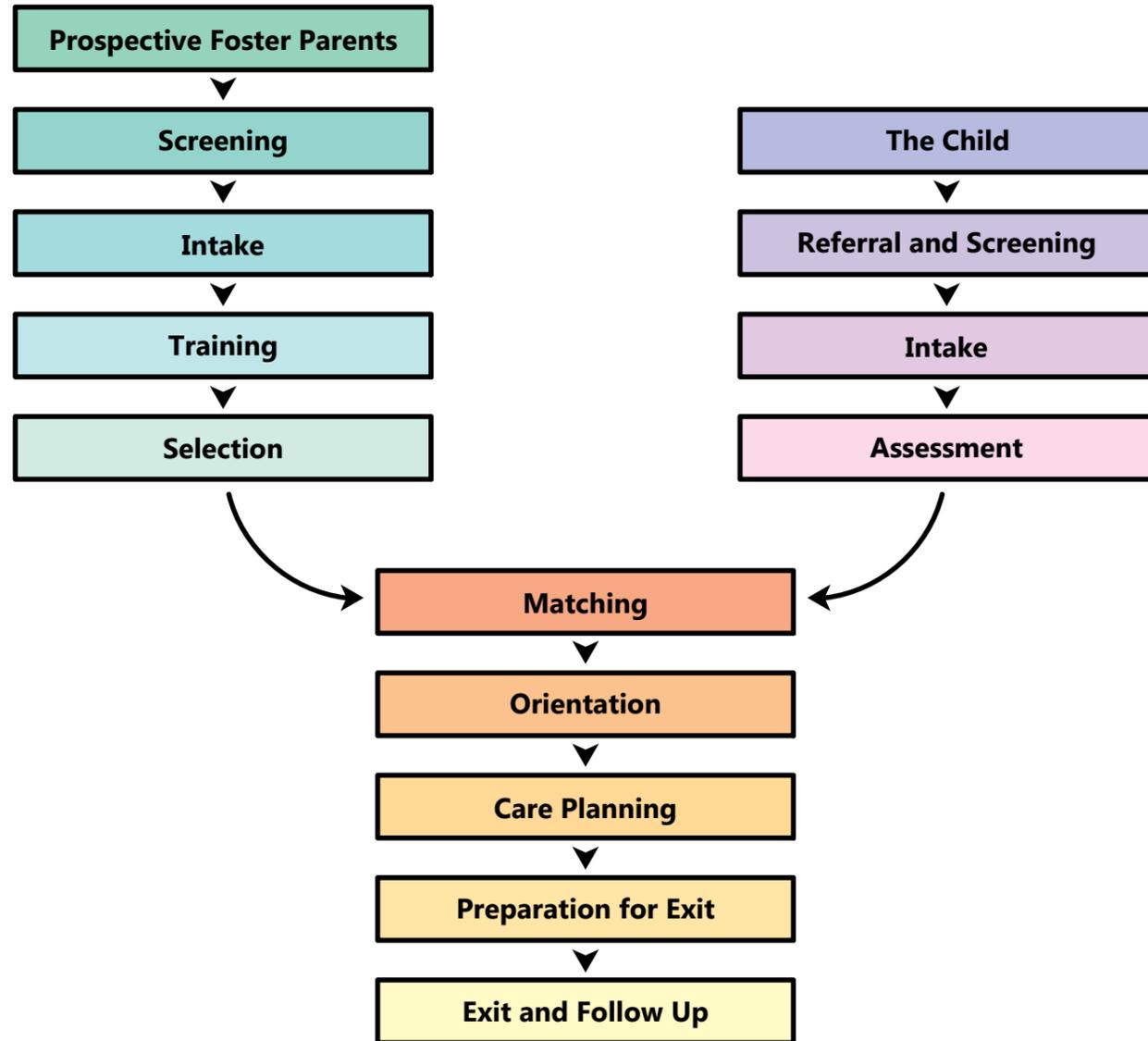
1.1 Perspective

The concept of foster care is rather new to the Rohingya community and could easily be confused with adoption or other similar care giving practices in the community. Some may have taken in children into their own homes and provided some care for them either here in Malaysia or back in their country of origin.

The Foster Care Agency needs to engage with the community to explain the organised process of the programme, which may be unfamiliar to the community. The Foster Care Agency should emphasise the idea that children who are unaccompanied or separated from their own family should not be left to fend for themselves but need the protection of adults within a family environment. The Foster Care Agency will need to assure the foster families that they will be supported and guided through the process by a community representative.

At this stage, the Foster Care Agency will conduct a preliminary screening of the applicants. The primary focus of this screening is safety, therefore eliminating those whom the agency cannot be reasonably confident will be able to provide a safe living arrangement for the foster child. As much as the Foster Care Agency would like to encourage people to sign up as potential foster care parents, it is important to ensure that the right persons are referred as potential foster parents.

1.2 Procedure

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│                    PFP completes Appendix A                        │
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┌──────────────────────────────────────────────────────────────────┐
│   PFP submits Appendix A to Community Representative or FCA         │
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┌──────────────────────────────────────────────────────────────────┐
│            FCA receives 2 recommendation letters                   │
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┌──────────────────────────────────────────────────────────────────┐
│          FCA reviews application based on Appendix B               │
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┌──────────────────────────────────────────────────────────────────┐
│          FCA arranges for intake interview with PFP               │
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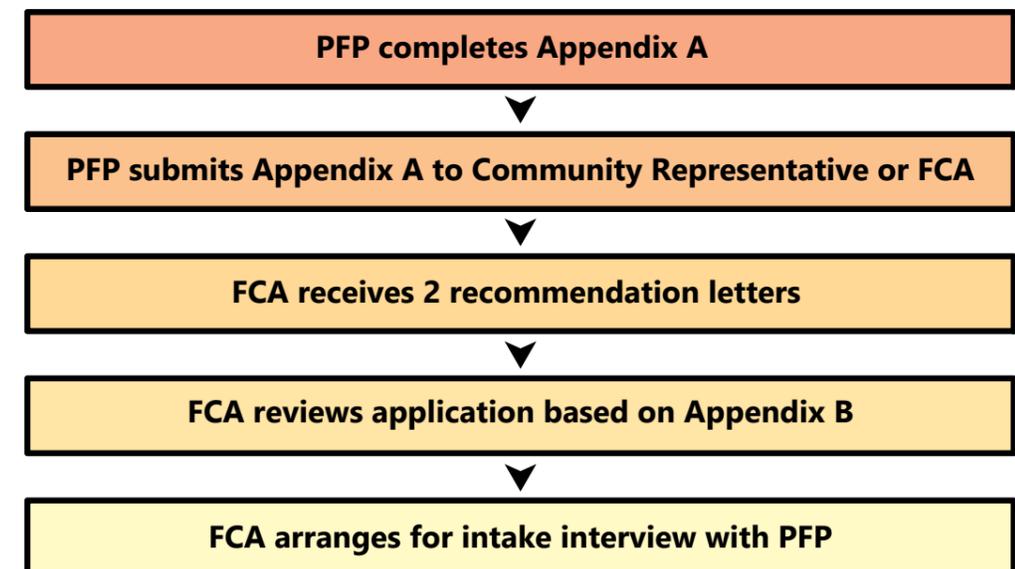
'FCA' Foster Care Agency; 'PFP' Potential Foster Parent

1.2.1 In order to recruit foster parents for the Foster Care Programme, the Foster Care Agency may organise briefings for potential foster parents on what foster care is about and the processes involved in becoming a foster parent. Other external partners/agencies may also refer potential foster parents to be considered by the Agency.

1.2.2 Potential foster parents who are interested will need to fill up a Foster Parents Application Form (refer to Appendix A) and submit it either directly to the Foster Care Agency or through a community representative appointed by the Foster Care Agency.

1.2.3 The community representative should help the potential foster parents in filling up the form or to understand the process.

1.2.4 In the Foster Parents Application Form, the potential foster parents will be asked to give details of two referees. The Foster Care Agency will need to contact the two referees and request them to fill up the Foster Parents Reference Form (refer to Appendix C). The referees should not be related to the potential foster parents but should have sufficient knowledge of them and willing to be honest and open in providing comments about them.

1.2.5 Once both referees have returned the Foster Parents Reference Form, the Foster Care Agency will determine if the potential foster parents fulfil the basic criteria and safety requirements to become foster parents (refer to Appendix B for the Basic Screening Criteria for Foster Parents in the Programme).

1.2.6 Potential foster parents, who fulfil the basic criteria and all the safety requirements at this stage, will be contacted by the Foster Care Agency to make arrangements for an intake interview at their home together with their family.

1.3 Responsibility

- Run community engagement programmes to explain the concept of Foster Care and to recruit potential foster parents.
- Ensure that the Foster Parents Application Form is available for interested parents.
- Appoint and train community representatives to further explain or clarify the concept of foster care to interested parents and to help them fill up and submit the Foster Parents Application Form on behalf of the Agency.

- Remind the potential foster parents that they will not be charged any fee for asking help to fill in or submit the form.
- Screen through the application forms and contact applicants who fulfil the initial requirements to be foster parents.
- Contact the two referees provided by the applicants and have them fill up the Foster Parents Reference Form.
- Contact the applicants who have passed the screening to arrange for an intake interview at their home. When confirming the time and date, ensure that both the potential foster parents and other family members are able to be present during the interview.

1.4 Support

- Community Based Organizations (CBOs) and Non-governmental Organizations (NGOs) to assist in running community engagement programmes.
- Community representatives to assist in filling up the application forms and submitting them to the Foster Care Agency.
- External partners, if possible and when necessary, to provide corroborative evidence for the suitability of the applicants.

2. INTAKE (FOSTER PARENTS)

2.1 Perspective

The intake process is important to ensure that the parents have the personal disposition and resources available to be foster parents and are aware of the heavy responsibility in being foster parents. The Foster Care Agency will need to gather information about the potential foster parents to determine if they are able to provide care for the child and if they are willing to play that role.

It is important for the foster care personnel to be sensitive during the intake interview and the home visit as potential foster parents may not be accustomed to such scrutiny and may feel that their ability to provide care and their competency as parents are being questioned. The main focus at this stage is to obtain as much information regarding the potential foster parents and also anyone else living in the same household.

It is important to recommend only those who are ready for training as the training process consumes a significant amount of resources and time for both the agency and the potential foster parents.

2.2 Procedure

FCA appoints FPSW

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FPSW conducts intake interview based on Appendix D

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FPSW conducts Home Assessment

▼

FPSW recommends PFP for Training
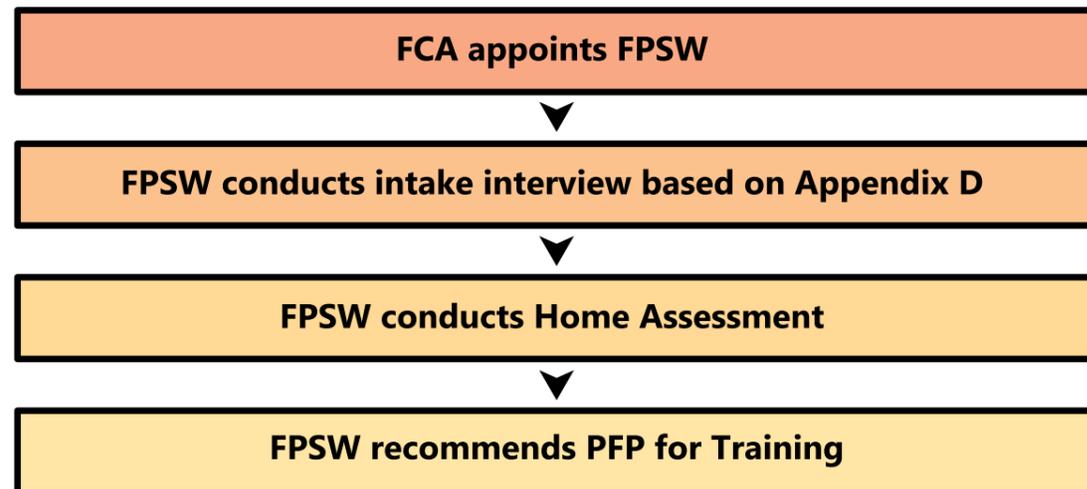
'FCA' Foster Care Agency; 'FPSW' Foster Parents Support Worker;'PFP' Potential Foster Parent

2.2.1 The Foster Care Agency will appoint a Foster Parents Support Worker to conduct an intake interview with the potential foster parents and their family members.

2.2.2 The Foster Parents Support Worker will then conduct a structured interview based on the Foster Parents Intake Form (refer to Appendix D).

2.2.3 The Foster Parents Support Worker will also conduct the first home assessment to ascertain if the home and the neighbouring area is suitable for a foster child to be placed there. The Foster Parents Support Worker should note if:

a) there is a suitable place in the home for the child, and there is enough lighting and ventilation.
b) there is basic sanitation, water, and electricity available in the home.
c) the cooking facilities in the home fulfil basic safety requirements.
d) the home is generally clean and suitable to live in
e) the foster parents are the legal tenants of the home they are renting.
f) the neighbourhood is generally safe.
g) there are any medical issues in the household.
h) the home is also used as a place of business.
i) there are a number of people who drop by or live temporarily in the home.

2.2.4 After the home has been assessed, the Foster Parents Support Worker will inform the foster parents the areas in which they have met the requirements, and advise them on which areas they would need to work on to achieve the required standards.

2.2.5 If the home has very low potential in meeting the expected standards (e.g. there are too many people living in the home; or the home is located in a dangerous area; or the home is very dirty and poorly maintained; etc.), there is sufficient reason to reject the application. The Foster Parents Support Worker will politely explain the reasons to the foster parents and recommend ways to improve, if the foster parents still want to continue with the application. Generally, it can be assumed that the higher the number of deficiencies in the home and neighbourhood that is assessed, the lower will be the potential of the home being used for foster care, especially as more effort and resources are needed to fulfil the required standards. However, if the foster parents are willing to take the effort and use their resources to make the changes, the Foster Parents Support Worker will continue to advise until they are able to meet the standards.

2.2.6 With the information obtained from the intake interview and if the foster parents are willing to comply with the housing recommendations, the Foster Parents Support Worker then completes the Foster Parents Intake Form (Appendix D) and approves the intake application.

2.2.7 Once the application is approved, the Foster Parents Support Worker will recommend that the potential foster parents attend a series of training sessions to further equip them for the role before being considered for the selection process.

2.3 Responsibility

- The Foster Parents Support Worker is to assess the suitability of applicants to provide foster care.
- The Foster Parents Support Worker is to help the foster parents identify areas for improvement in their home, provide advice, and continue supporting them until they are able to meet the required standards.

2.4 Support

- An interpreter to help communicate with the applicants, if necessary.

3. TRAINING (FOSTER PARENTS)

3.1 Perspective

Keep in mind the average literacy and education level of the Rohingya adults. Materials and information presented during the training sessions, particularly concepts that are abstract and philosophical, must be made tangible and practical for the parents to easily grasp. It must not be assumed that the Rohingya parents already know their roles, rights and responsibilities as foster parents to a foster child prior to attending the training.

Training modules must be comprehensive and placed within the context and challenges of the Rohingya community. The training sessions must be conducted in a language they understand (i.e. the Rohingya language or Malay language). During the training sessions, the potential foster parents should be provided a safe environment so that they can participate actively, ask questions, voice their needs, and share with other parents what their strengths and areas to improve are.

3.2 Procedure

3.2.1 The Foster Care Agency will plan the series of training sessions taking into consideration the time, length and location of the sessions so that the foster parents are able to attend. Take note of work schedules, risks and costs involved in travelling to the training venue, and the need for childcare.

3.2.2 The Foster Care Agency will inform the potential foster parents on the date, time and venue of the training sessions.

3.2.3 The Foster Care Agency will identify those with difficulties in attending or participating in the sessions and provide the necessary assistance accordingly.

3.2.4 Key topics which will be covered during the training sessions include:

- Minimum Standards of Care in the Manual for Foster Care for UASC
- Selected sections of the Handbook for Foster Parents
- Basic listening and communication skills
- First aid and guides to healthy living
- Keeping children safe
- Dealing with strong willed children
- Helping children with trauma
- Psychosocial development of a child, particularly teenagers
- Maintaining healthy parent-child relationships and developing positive parenting skills.

3.2.5 Throughout the training session, the Foster Care Agency will continue to assess if the participants have acquired the basic knowledge and necessary skills to provide the minimum level of foster care as specified by the Manual, and provide feedback where necessary to the participants.

3.2.6 The Foster Care Agency will keep a record of attendance of the participants. On completion of all the required training sessions, the Foster Care Agency will present the participants with a certificate of participation. The Foster Care Agency must inform participants that this certificate of participation is not an acknowledgement that the potential foster parents have been selected to be foster parents. All potential foster parents will undergo a final selection process by the Foster Care Agency.

3.2.7 The Foster Care Agency trainer will complete a Trainers Report on each potential foster parent (see Appendix E for a Trainers Report template).

3.3 Responsibility

- Organise all training sessions, which will include planning the logistics, finding qualified trainers or facilitators, developing the training materials and facilitating the actual implementation of the training programme.
- Ensure that the time and venue of the training session is convenient for the participants without putting them at risk of arrest and detention or interfering with their working time.
- Provide logistical assistance for participants who lack the resources to attend the training.
- Keep a record of attendance and progress of the participants and issue certificates on completion of the training.
- Inform participants that the certificate of participation upon completion of training does not mean they have been selected as foster parents.

3.4 Support

- External trainers to conduct the training sessions on specific topics according to their area of expertise.
- Translators to translate training materials.
- Interpreters to interpret during the training sessions.

4.   SELECTION (FOSTER PARENTS)

4.1 Perspective

This is when the Foster Care Agency will decide if a child can be entrusted into the care of potential foster parents, who not only should have adequate resources and the capacity to provide for the child holistically, but should also be well enough to look after the child. The Foster Care Selection Committee should evaluate each application objectively and fairly. The Foster Parents Support Worker should prepare an extensive and accurate Home Study Report to assist the Selection Committee with the decision making process.

4.2 Procedure

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│          FCA conducts final interview          │
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│      FPSW conducts second Home Assessment      │
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┌─────────────────────────────────────────────┐
│        FPSW compiles Home Study Report         │
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┌─────────────────────────────────────────────┐
│   Foster Care Selection Committee selects FP   │
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┌─────────────────────────────────────────────┐
│          FP undergoes Medical Check Up         │
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│        FP is put in pool of FP for matching    │
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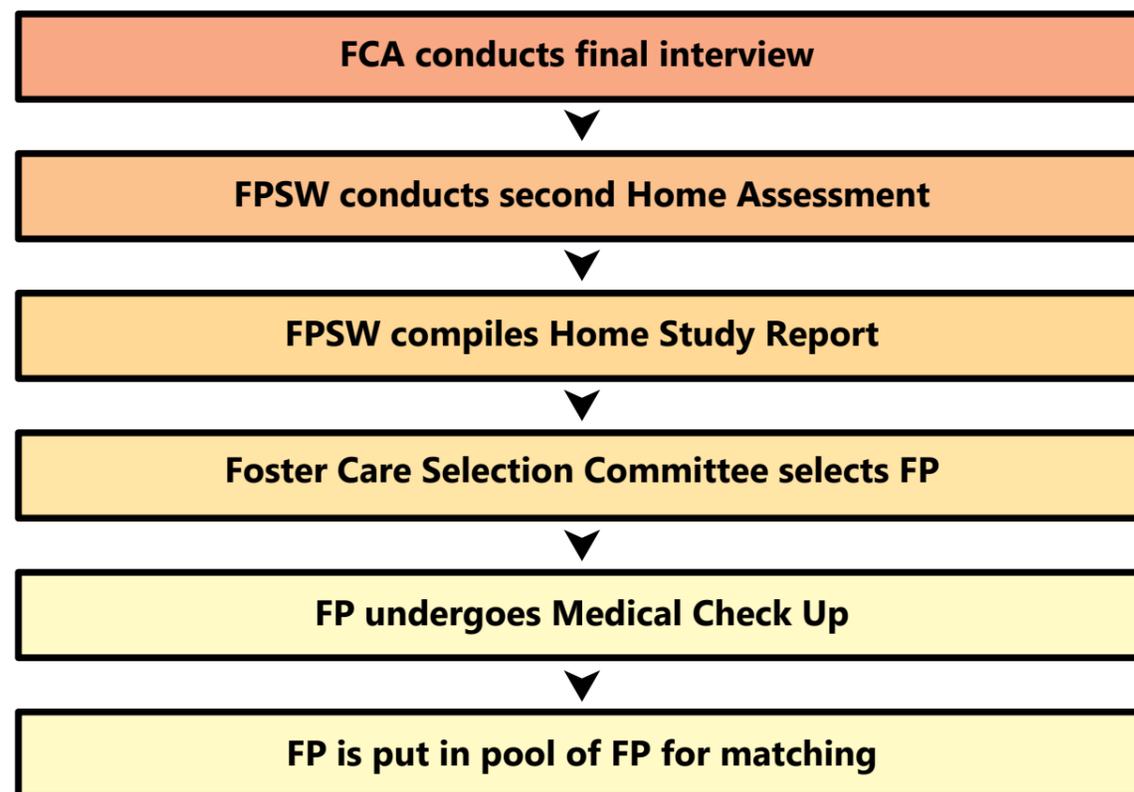
'FCA' Foster Care Agency;'FPSW' Foster Parents Support Worker; 'FP' Foster Parent

4.2.1   The Foster Care Agency will arrange and conduct a final interview with the potential foster parents and their family. The Foster Parents Support Worker will conduct a second visual assessment of the home to see if the house, living situation and family circumstances are still suitable for the programme and if changes suggested during the first visit have been carried out.

4.2.2   If there are more adjustments or improvements to be made, the Foster Parents Support Worker will explain what needs to be done and support the potential foster parents where needed to make the changes. They will be given as much time and support as needed to make those necessary changes.

4.2.3   The Foster Parents Support Worker will compile the information gathered, beginning from the screening process to the final interview, to develop a Home Study Report. For further information on how the Home Study Report is developed, see Appendix F and G.

4.2.4   The Home Study Report will be presented in a meeting convened by the Foster Care Selection Committee. The composition of this Committee is to be determined by the Foster Care Agency based on the availability of resource persons. The Committee is tasked with deciding whether the potential foster parents should be selected to be part of a pool of foster parents ready to foster a child. Decisions are made based on the minimum standards prescribed in the Manual for Foster Care for UASC and information contained in the Home Study Report.

4.2.5   Once the Foster Care Selection Committee has approved the selection, the Foster Care Agency will assist the potential foster parents to undergo a medical check-up to confirm that they are free from any communicable diseases that could affect the child. Communicable diseases to be tested are those transmittable by air and through food such as:

   • Tuberculosis
   • Hepatitis B & C

4.2.6   Once the foster parents have obtained the medical report to confirm that they are free of any communicable disease, they will be given a letter of acceptance. The foster family is now ready to be matched to a foster child.

4.2.7   If one or both of the foster parents is/are found to have a communicable disease, the Foster Care Agency will decide whether to withdraw their application from the selection or to continue with the process. If the foster family is withdrawn from the selection, the Foster Care Agency will refer the person with the communicable disease to relevant organisations that will assist with relevant medical care.

4.2.8 If the decision is made for the foster parents to continue with the process, the Foster Care Agency will support and assist in obtaining necessary treatment, or provide further training on guidelines to reduce the spread of the particular disease (when it cannot be treated).

4.2.9 Where the Foster Care Selection Committee has rejected the application, the potential foster parents will be given a letter stating the reasons for the decision. If necessary, the Foster Parents Support Worker will explain the letter to the foster parents. The potential foster parents may choose to appeal the decision by submitting a written request stating the reasons why they should be selected for the programme in response to the explanation provided. The decision of the Foster Care Selection Committee after the appeal is final.

4.3 Responsibility

- The Foster Parents Support Worker to continue to assist the potential foster family with any adjustments in the home following the final interview and visual assessment of the home.
- The Foster Parents Support Worker to prepare a Home Study Report and submit the report to the Foster Care Selection Committee.
- The Foster Care Selection Committee will review the Home Study Report and decide whether to approve or reject the application to be foster parents.
- If the application is rejected, the Foster Care Selection Committee will prepare a rejection letter for the foster parents.
- The Foster Care Agency will assist the foster parents to go for a medical check-up.
- The Foster Care Agency will provide additional training in managing communicable diseases for infected foster parents who have been selected as foster parents.

4.4 Support

- Hospitals or clinics to conduct the medical check-up to confirm foster parents are free from communicable diseases.
- Other agencies that can help provide medical services for parents with communicable diseases.
- Interpreters to interpret reasons for rejection, if needed.

5.1 Perspective

The Rohingya community needs to be aware of the availability of a Foster Care Programme for UASC. It is the responsibility of the Foster Care Agency to inform members of the Rohingya community on how to make a referral about an UASC. All referrals received by the Foster Care Agency must be given prompt attention. At this stage, referrals are screened based on the programme requirements only. If there are any doubts as to whether programme requirements are met for a referral, benefit of the doubt must be given to the referred child and the child scheduled for an intake interview for further assessment.

5.2 Procedure

FCA raises awareness on the Foster Care Programme
▼
Community/Partner Agency submits Appendix K
▼
FCA screens referrals to meet basic criteria
▼
FCA assigns FCCW to the referred child
▼
If child in immediate danger, FCCW makes referrals for placement
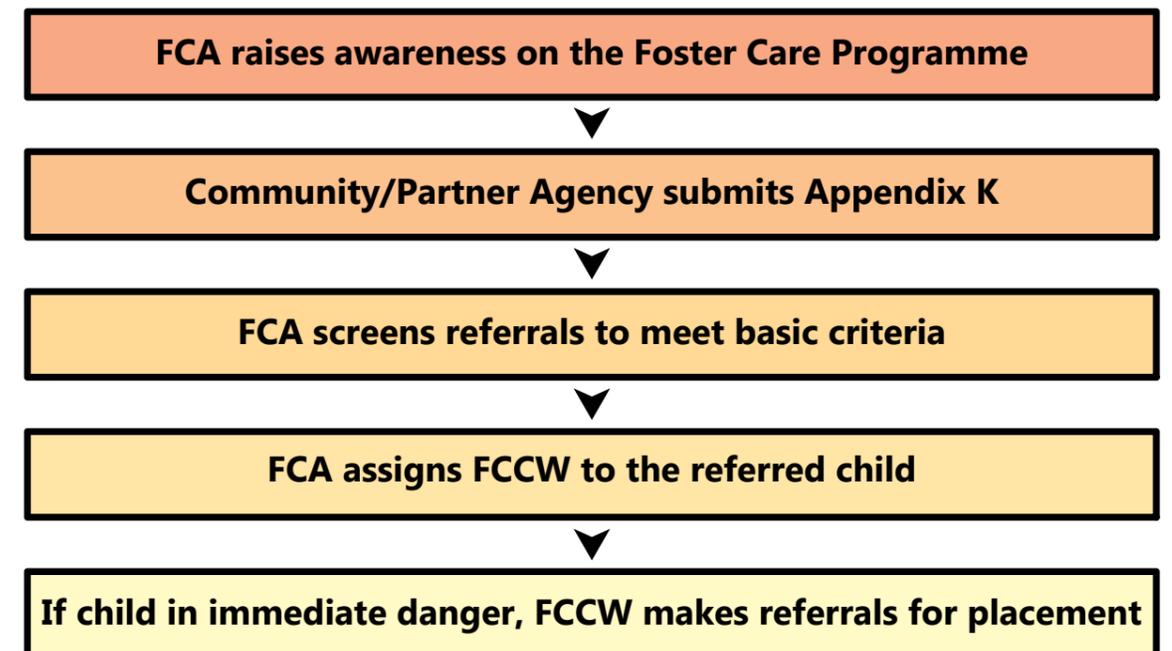
'FCA' Foster Care Agency; 'FCCW' Foster Child Case Worker

5.2.1 The community engagement programme organized by the Foster Care Agency will enable the community to be aware of foster care services provided for UASC. This may include organising sessions with members of the community and ensuring that the referral forms are available at the Rohingya community centres or appointed partner agencies.

5.2.2 Referrals can be made by calling the Foster Care Agency or by filling up the Client Referral Form (refer to Appendix H) at a Rohingya community centre or a partner agency. The referral form can be e-mailed to the Foster Care Agency.

5.2.3 Screening for the referrals will be based on the following programme requirements:
• The referred person is below 18 years old,
• The referred person is Rohingya ethnic, and
• The referred person is unaccompanied or separated from parents.

5.2.4 If the referred person is a Rohingya UASC, the Foster Care Agency will then assign a Foster Child Case Worker to conduct an intake interview to assess the vulnerability and the immediate needs of the child.

5.2.5 If the child's identity cannot be clearly identified (e.g., lack of documentation to determine age or ethnicity), the Foster Child Case Worker should simply proceed to the intake stage to obtain further information.

5.2.6 If the child is deemed to be in immediate danger, the Foster Child Case Worker must contact relevant agencies/organisations for the child to be placed in a temporary shelter, while waiting for the intake interview to be conducted.

5.3 Responsibility

• The Foster Care Agency to create awareness of the Foster Care Programme among the Rohingya community.
• The Foster Care Agency will work together with the Rohingya community centres and other partner agencies to refer UASC and, if necessary, provide training for their respective personnel on how to handle referrals.
• The Foster Care Agency to identify agencies/organisations that are able to provide immediate temporary shelter for children who are thought to be in imminent danger at the time of referral.

5.4 Support

• Rohingya community centres and partner agencies that serve as referral agencies for the Foster Care Agency.
• Agencies/organisations providing temporary shelter for children at risk.

6.	INTAKE (UASC)

6.1 Perspective

In order to assess the needs of the child, the Foster Child Case Worker must gather enough information about the background of the child and his/her current circumstances to present to the Case Conference Committee. However, the Foster Child Case Worker needs to be sensitive and mindful of how the information is obtained from the child, as he/she may have undergone significant trauma. It is important for the Foster Child Case Worker to establish rapport and build trust with the child before proceeding with the actual gathering of information.

6.2 Procedure

FCCW arranges for interview
▼
FCCW conducts interview after consent using Appendix G and H
▼
FCCW conducts further interviews with other collateral contacts
▼
FCCW makes necessary referrals for urgent matters
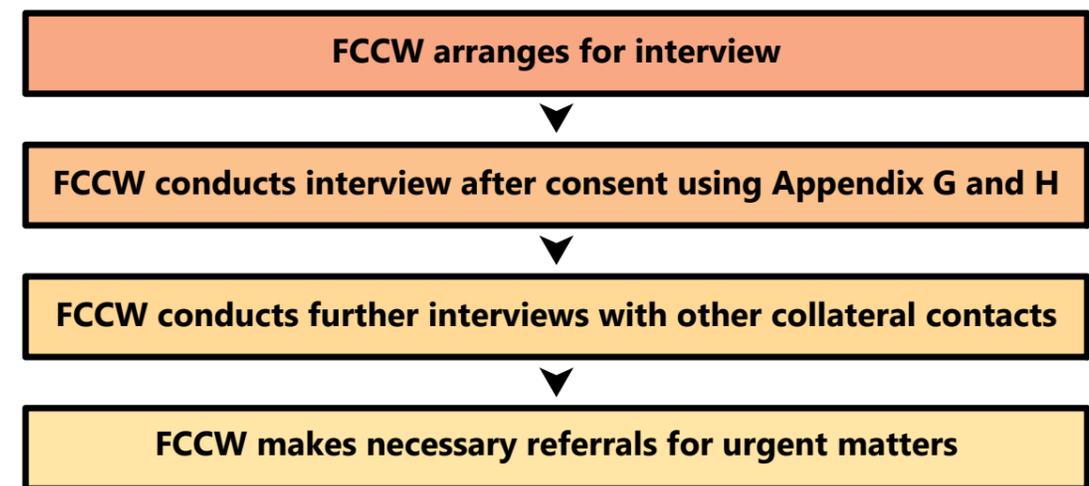
'FCCW' Foster Child Case Worker

6.2.1 Since all cases are deemed urgent at referral, the Foster Child Case Worker should arrange for an intake interview as soon as possible. Depending on the circumstances, the Foster Child Case Worker will contact the agency/person who made the referral, or the child, to decide on the date, time, and place for the intake interview. The Foster Child Case Worker must also make provisions for an interpreter to be present during the intake interview.

6.2.2 The Foster Child Case Worker will introduce himself/herself and the Foster Care Agency to the child. Explain to the child the purpose of the intake interview and what will happen during the interview. Explain the rules of confidentiality and the right for them not to answer questions they are not comfortable with. Allow the child to ask any questions he/she may have.

6.2.3 If the child seems nervous or uncomfortable, try to build rapport and help the child to feel relaxed by attending to his/her immediate needs, such as offering a drink or snack. Start by talking about positive or neutral topics such as the child's favourite things or interests.

6.2.4 Ask the child for consent before proceeding with the interview. If the child does not consent for whatever reason, the Foster Child Case Worker will have to end the interview and reschedule the interview until the child is ready to be interviewed.

6.2.5 Use the Client Risk and Needs Intake Form (refer to Appendix I) as a guide to conducting the interview. Fill up all the required information as you go along.

6.2.6 Use the Client Risk Assessment Form (refer to Appendix J) to determine the level of risk the child is in at the moment. Risk assessment should include both risk factors and protective factors surrounding the child. Areas of assessment include:

- Daily functioning and welfare needs
- Family functioning and caregiver arrangements
- Asylum claim and entry to Malaysia
- Documentation
- Health needs
- Social networks and support
- Education and employment
- Background experience: traumatic events
- Psychological symptoms seriously interfering with daily life
- Interest and goals.

6.2.7 Urgent issues that arise during the intake interview must be addressed by the end of the interview. For example, the Foster Child Case Worker may need to contact relevant agencies/organisations for a high-risk child to be placed in a temporary shelter, if necessary.

6.2.8 The Foster Child Case Worker may also schedule and conduct interviews with the referee or other collateral contacts to obtain additional or corroborative information to add to the Client Risk and Needs Intake Form.

6.3 Responsibility

- Where feasible, the preference is for a Foster Care Agency to assign a Foster Child Case Worker to work with the child throughout the duration of the child's placement in the Foster Care Programme (i.e. from Intake to Exit).
- The Foster Child Case Worker will ensure that the intake interview is conducted in a room which ensures privacy and confidentiality of information shared by the child. It should be quiet and free from distractions to allow communication between the child and the case worker to be clear and without disruption.
- The Foster Child Case Worker is to obtain as much information about the child from as many sources as possible.

6.4 Support

- Interpreter to help the Foster Child Case Worker communicate with the child and vice versa, if necessary.
- Collateral contacts including UNHCR and community leaders to verify and supplement information provided by the child.

7.1 Perspective

Once information has been collated, assessment decisions on admission will need to be made. Decisions must be made collectively in a clear objective manner by the Case Conference Committee and not just based on the recommendation of one Foster Child Case Worker. Members of the Case Conference Committee should consider the best interest of the child after deliberating the pros and cons of each recommendation made. The final decision must then be communicated to the child in a language and level in which he/she may understand.

7.2 Procedure

FCA appoints CCC

▼

FCCW schedules case conference

▼

FCCW presents case at case conference

▼

CCC decides on care arrangements

▼

CCC writes decisions in Appendix I

▼

Case Supervisor signs off on Appendix I

▼

FCCW informs child of decision

▼

Child can appeal decision by submitting Appendix J
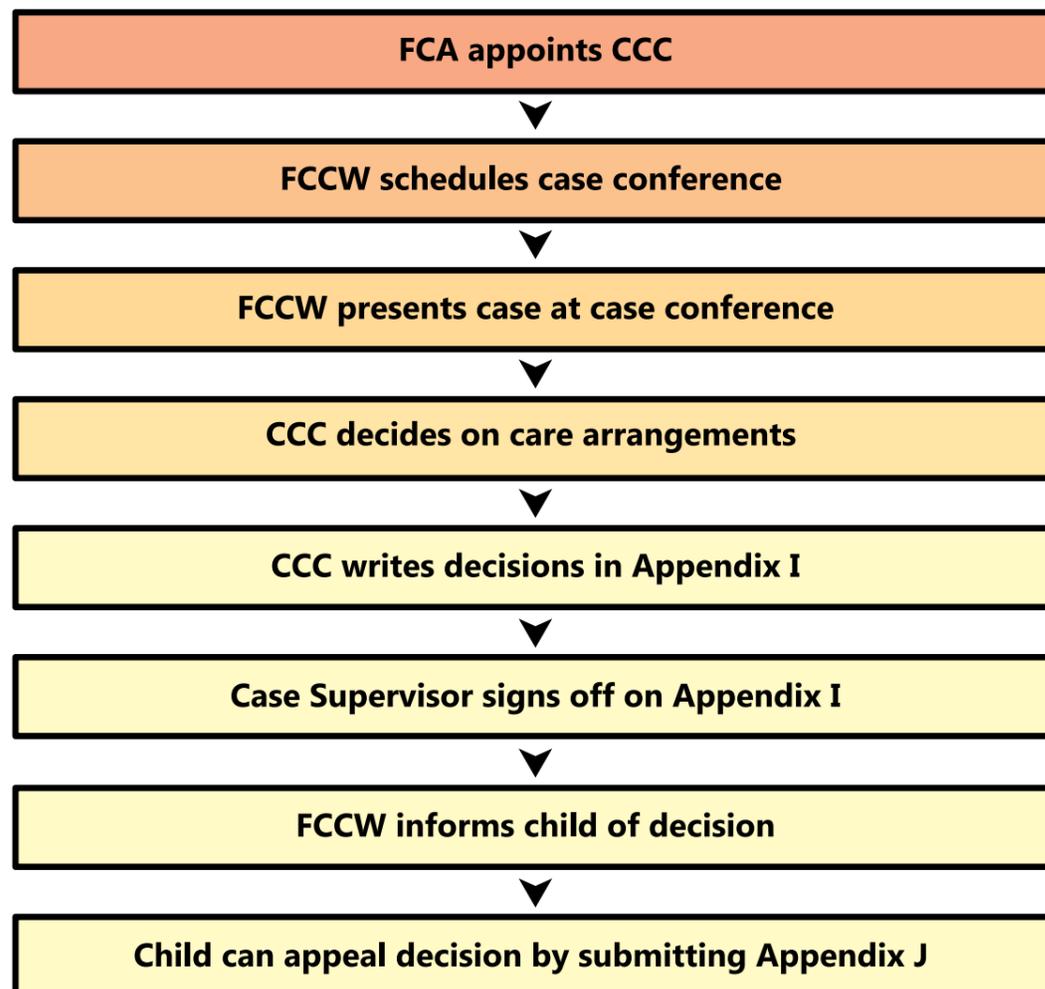
'FCA' Foster Care Agency; 'FCCW' Foster Child Case Worker; 'CCC' Case Conference Committee

7.2.1   The Foster Care Agency will appoint members to be in the Case Conference Committee, who will assess cases presented by the Foster Child Case Worker. Members of Case Conference Committee should, at the very least, include the Foster Child Case Worker, the Case Supervisor and an independent child care expert.

7.2.2   The Foster Child Case Worker will schedule for a case conference with the Case Conference Committee.

7.2.3   The completed Client Risk and Needs Intake Form and the Client Risk Assessment Form will be given to the members of Case Conference Committee before the scheduled case conference.

7.2.4   During the case conference, the Case Conference Committee decides on the care arrangements for the child (i.e. if he/she should be placed in foster care or provided with other forms of intervention). Decisions made will be written down in the Foster Care Admission Form (refer to Appendix K) and signed off by the Case Supervisor. Decisions must be made on a case by case basis after considering all the risks and protective measures needed for the child.

7.2.5   The child has the option of appealing any decisions by the Case Conference Committee by filling up the Foster Care Appeal Form (refer to Appendix L), which will be submitted to an independent assessor appointed by the Foster Care Agency. Decision made by the assessor is final.

7.2.6   If the decision is for a child to be placed with a foster family, the Foster Child Case Worker will explain the matching process and inform the child that he/she will be placed with a foster family as soon as a match is found.

7.3 Responsibility

• The Foster Child Case Worker to make a recommendation to the Case Conference Committee if the child should enter foster care or be provided other forms of intervention.
• The Case Conference Committee to make a collective and deliberate final decision without bias.
• The Foster Child Case Worker will make available the Foster Care Appeal Form if the child wants to appeal the decision made by the Case Conference Committee.

7.4 Support

- An external independent assessor who is experienced and knowledgeable about foster care and refugee issues, particularly of the Rohingya community, to decide if the child appeals.

8.	MATCHING

8.1 Perspective

Every child has a different set of needs and this may mostly be met by a particular foster family as compared to another. The Foster Care Agency will need to keep in mind that it is not always possible to find the perfect match for a child and delaying placement for the purpose of obtaining a better fit may mean that the child remains at risk in his/her current situation. Aspects to be considered include the child's age, gender, temperament, immediate and long-term needs, and personal circumstances; the foster family configuration, parenting and foster care experience, language and cultural compatibility with the child, location of the home, and availability at the time of placement. All these factors are to be considered and balanced against one another when matching decisions are made.

8.2 Procedure

8.2.1 The Foster Care Agency will form a Matching Committee to select a foster family that best fits the profile of the child. At the very least, the Matching Committee should consist of the Foster Child Case Worker, the Foster Parents Support Worker, and an independent expert on child care.

8.2.2 Prior to the Matching Committee meeting, the Foster Child Case Worker will prepare and send to the Matching Committee members a recommended list of criteria the child would need in a home environment, or the type of foster parents needed based on the intake information.

8.2.3 The Foster Parents Support Worker will review these criteria and come to the meeting with a shortlist of recommended foster parents who are deemed best suited to the needs of the child.

8.2.4 In the Matching Committee Meeting the concern is to identify the best foster parent that would fit the needs and best interest of the child so that the child can be fostered with this family.

FCA forms the MC

▼

FCCW submits list of criteria for child to MC

▼

FPSW shortlists recommended FP

▼

MC finds best FP match for child

▼

FCCW briefs FP on the recommended child

▼

FP agrees with the recommendation

▼

FCCW conducts a home visit with the child

▼

FP and child agrees with fostering agreement

▼

FPSW prepares fostering agreement using Appendix K

▼

FP signs Appendix K with FCA

▼

FCCW prepares child for the move

'FCA' Foster Care Agency; 'FCCW' Foster Child Case Worker; 'FPSW' Foster Parents Support Worker; 'FP' Foster Parent; 'MC' Matching Committee

8.2.5   The Foster Child Case Worker will then contact the chosen foster family and provide the foster parents with a brief verbal description of the foster child such as his/her bio data and other important background information. The Foster Child Case Worker may highlight the risks and challenges in looking after the particular child as well as the strengths the family has which can potentially be of help to the child. The Foster Child Case Worker will allow the foster parents to express any concerns they may have.

8.2.6   Once the chosen foster parents are ready to continue with the process, the Foster Child Case Worker will arrange for the child to meet the foster family at their home.

8.2.7   If the chosen foster parents are not ready to continue with the process, the Foster Care Agency will need to select the next foster family that best fits the profile of the child.

8.2.8   On the day of the child's visit to the foster family's home, the Foster Child Case Worker will introduce the child to the foster family and vice versa. Both the child and the foster family will try to get to know one another better. The child will look round the home and see where he/she will be sleeping. The Foster Child Case Worker will also monitor the interaction between the child and foster parents to generally assess if it is a suitable placement. There can be more than one visit organized, if needed.

8.2.9   After the meeting, the Foster Child Case Worker will give the foster parents time to discuss with the rest of their family members to decide if the child is a good fit for their family and if they wish to foster the child. At the same time, the child will also be given time to think if he/she feels it would be a good fit with that family.

8.2.10 Once decided, the foster parents will convey their decision to the Foster Care Agency through the Foster Parents Support Worker. The child will also convey his/her decision to the Foster Child Case Worker.

8.2.11 If both parties are agreeable to the foster care arrangement, the Foster Parents Support Worker will explain to the foster parents the terms and conditions, including the resources the Foster Care Agency is committed to provide, based on the foster family's available resources and the needs of the child.

8.2.12 The Foster Parents Support Worker will then prepare a Foster Parents Agreement Form which will state all the terms and conditions discussed before. The form will be translated into a language the foster parents understand. If the foster parents agree to the terms and conditions,

they will then enter into an agreement with the Foster Care Agency by signing the Foster Parents Agreement Form (refer to Appendix M for the form).

8.2.13 Once the agreement has been signed, the Foster Child Case Worker will prepare the child to move into the foster home.

8.3 Responsibility

• The Foster Care Agency to identify the family who will best meet the needs of the child.
• Foster Care Agency to disclose any information on the child that may require additional support from foster parents.
• The Foster Child Case Worker to arrange for the child to meet the foster family at their home and monitor the interaction that occurs between the child and the foster parents.
• The Foster Parents Support Worker to explain the terms and conditions of the foster care arrangement and ensure that they understand them clearly before signing the Agreement.

8.4 Support

• Interpreter to help the Foster Child Case Worker communicate with the child and the foster family whenever they make a home visit. The child and the family should be able to communicate without the need for interpretation, but the Foster Child Case Worker may need help of an interpreter to gauge the interaction between child and foster parents.

9.   PLACEMENT: ORIENTATION AND RAPPORT BUILDING

9.1 Perspective

Welcoming a new member into the foster family may be both exciting and nerve-wrecking for both the foster child and the members of the foster family. Creating a good first impression may be important in determining what happens in the next few days and weeks. The Foster Child Case Worker may need to create a conducive environment for the child and the foster family to build rapport and be more at ease with each other's company. The main objective of the orientation is to allow the child and the foster family to work out expectations, concerns and fears so that the fostering relationship starts on the right footing.

9.2 Procedure

9.2.1   Before the child moves in, the Foster Parents Support Worker will ensure that the foster family has everything they need for the child's living space - such as bedding and a cupboard to store the child's belongings.

9.2.2   The Foster Child Case Worker will provide the foster parents with additional information about the child which they will need to know to help meet the child's needs and achieve the care plan. At this point, the Foster Child Case Worker will need to clarify the roles and responsibilities of the foster parents.

9.2.3   The Foster Child Case Worker will plan an agenda for the orientation session which is to be conducted on the day the child moves to stay with the foster family. The orientation session is an informal event to welcome the child into the foster home and to help make the child feel comfortable and at ease with his/her new family. A sample agenda could be as follows:

- Foster family helps child move his/her belongings into the room.
- Everyone gathers in the living room for some light refreshments.
- The Foster Child Case Worker makes some introductory remarks and outlines the agenda for the orientation.
- Everyone to introduce themselves, how they want to be called, and, perhaps, to say some fun facts about themselves.
- Icebreakers to encourage everyone to communicate and interact with one another.
- The Foster Child Case Worker can invite the head of the house to say something to the child on behalf of the family.
- Depending on the age and personality, the foster child can also be invited to say something to the foster family.
- The Foster Child Case Worker may talk about hopes and expectations for the child through this programme while reinforcing the goals of foster care.
- Clarify roles within the family
  - Who does what in the family
  - Who to ask permission from, and for what purpose
  - How to introduce the foster child to people outside the family.
- Clarify house rules, especially unspoken rules (which should be made explicit) including:
  - Access to food
  - Bed time
  - Meal times
  - Television viewing
  - House chores
  - Curfew

- Establishing routines
  - Know family daily routines
  - Weekend schedules
  - Family rituals
- Health issues
  - Chronic health concerns or disability
  - Medication to be taken
  - Hospital appointments
- Clarify how the Foster Child Case Worker will be involved.
- Questions and answers.
- Closing remarks.

9.2.4   Before leaving, the Foster Child Case Worker will confirm the time and date for the next home visit.

9.3 Responsibility

- The Foster Parents Support Worker to ensure the foster family has sufficient resources to care for the child.
- The Foster Child Case Worker will plan the orientation session to initiate communication, building of rapport, and to manage expectations that the child and the foster family have.

9.4 Support

- Potential donors and other partner agencies who are willing to provide necessary resources to equip the foster family's home.

10.   PLACEMENT: CARE PLANNING

10.1 Perspective

The Foster Child Case Worker is responsible to ensure that the foster child's needs are met, including safety, permanency and well-being. Whilst meeting the child's basic needs, which is the general goal for all UASC under the Foster Care Programme, the Foster Child Case Worker should also be working on a long term solution for the child to be able to exit the programme. As such, the Foster Child Case Worker will need to draw up a care plan with specific goals tailored to meet the specific needs of the foster child but also to offer a long-term durable solution for the child as the foster family can only provide temporary care for the child. Care plans should be reviewed regularly to track the progress of care plan

goals, to record actions taken to meet goals, and to add new goals as the child's needs change.

The foster parents are responsible for ensuring the healthy development of their foster child by sufficiently attending to his/her:
- physical needs such as food, clothes and shelter
- emotional needs by giving the child attention, making the child feel valued, and helping the child fit within the refugee community
- behavioural needs by managing behaviour and providing structure in the child's life.

The Foster Child Case Worker is responsible for ensuring the foster child's
- safety needs
- permanency needs
- well-being needs

The Foster Child Case worker will need to evaluate and monitor the progress of the child to ensure that these needs are met and to ensure that the foster parents have the skills and resources to meet these needs.

10.2 Procedure

10.2.1   Once the child is placed in foster care, the Foster Child Case Worker will help the foster parents and the child plan and implement a care plan for the placement. A care plan specifies a list of goals that the child needs to achieve and the measures needed by all parties to help the child achieve these goals. Each goal and action will be specific to the child. Once the goals are agreed upon, they will be put in writing and a copy each will be given to the foster parents and the foster child.

> There are some key needs for which goals need to be developed during case planning. These often include physical and mental health care needs, education needs, risk and safety needs, family reunification, material needs, social support needs and case resolution, amongst others.
>
> Example: For a physical and mental health need, a short-term goal may include assisting the foster child with a medical assessment and any follow-up treatment. A longer term goal may be to assist the foster parent in ensuring the child lives in a healthy and supportive environment.
>
> Example: For educational needs, a short term goal may be sourcing and enrolling a child in a school or educational facility to obtain knowledge and skills for independent living. A longer term goal may be following up on the child's progress and attendance in school.

10.2.2   The Foster Child Case Worker will need to develop a good working relationship with the foster parents for their support in implementing some areas of the care plan.

10.2.3   The Foster Child Case Worker may refer to Part 2 of the Handbook for Foster Parents on key issues for guidance on what actions the foster parents are expected to take and how the Foster Child Case Worker is to be involved in some circumstances.

10.2.4   The Foster Child Case Worker will conduct monthly home visits and care plan reviews, and meet with the foster family to discuss any issues pertaining to the child's personal development and the foster care arrangement. He/she will get further updates on the child and any other information related to the care plan from the foster parents.

10.2.5   The Foster Child Case Worker will also meet with the foster child separately outside of the foster home to allow the child to discuss more personal and sensitive issues. The child's right to privacy will be respected by all parties. The Foster Child Case Worker will only discuss issues raised by the child if they are relevant and important for the foster parents to know, and with prior permission from the child.

10.2.6   Where matters discussed relate to the care plan, the Foster Child Case Worker will record the discussions and updates on the progress of the care plan goals in the Case Progress Notes document (refer to Appendix N for a template). If there are any changes to goals or if additional goals are set, the care plan will need to be revised together with the foster parents and the foster child.

10.2.7   The Foster Child Case Worker will also need to monitor the care arrangement to ensure that the placement is working well and to mitigate any issues at an early stage. The Foster Child Case Worker will need to complete the Home Visit Checklist after each visit (refer to Appendix O).

10.2.8   In the event that the foster parents have issues with the foster child which they are not able to resolve on their own, the Foster Child Case Worker may provide support, advice, or intervene, if necessary.

10.2.9   Continuous Training and Support Group Meetings:

- To further advance the foster parent's ability to care for the child and support the care plan, the Foster Care Agency will ensure that continuous training sessions are periodically made available for the foster parents as long as the foster child remains in their care.

- The continuous training programme is to allow foster parents the opportunity to update their current skills and gain new skills as foster parents. The programme should cover areas which were not covered during the initial training programme and focus on contemporary issues parents today face. The continuous training session is not to be made compulsory for the foster parents, but they will be strongly encouraged to attend the sessions.
- For foster parents who are caring for a disabled child, specific continuous training will be provided to aid the parents in caring for the child.
- The Foster Care Agency will also organise Foster Parents Support Group meetings for foster parents in the programme to meet regularly to encourage one another, share the challenges they faced, and to support one another with tips and advice. The support group meetings are compulsory and are facilitated by a person appointed by the Foster Care Agency. The meetings should be held once in three months and at a time that is suitable for all to attend.

10.2.10   Sometimes the foster parents may come to a point where they feel they are no longer able to provide foster care for the child and contact the Foster Care Agency to terminate the placement. In such cases, the following needs to be carried out by the Foster Care Agency:

- The Foster Parents Support Worker needs to determine the reasons why the foster parents are no longer able to provide foster care for the child.
- The Foster Parents Support Worker and the Foster Child Case Worker will need to work together with the foster parents to try to resolve those issues, if possible.
- During this process, the child must also be consulted.
- If all efforts have been made and it is determined that the placement should end, the Foster Parents Support Worker will contact the Foster Child Case Worker to prepare the child for alternative placement.

10.3 Responsibility

- The Foster Child Case Worker draws the care plan for the foster child and monitors its implementation.
- The Foster Child Case Worker needs to work closely with the foster parents so that he/she is constantly updated on the developmental progress of the child and to ensure that the goals of the placement are being achieved.

- The Foster Child Case Worker to assist the foster parents with any issues regarding the foster child.
- The Foster Care Agency will continue providing support in terms of resources, continuous training support groups to enable the foster parents to meet the minimum standards stated in the Manual for Foster Care for UASC. Through the Foster Parents Support Worker, the Agency will assist the foster parents with any issues regarding their role as foster parents.

10.4 Support

- Potential donors and other partner agencies willing to provide necessary resources to equip the foster family.
- Counsellors or other mental health care professionals to deal with the child's emotional and behavioural issues.
- Schools or other educational facilities to provide for the education needs of the child.
- Hospitals or other medical providers in case of illnesses or injury.

11.	PLACEMENT: PREPARATION FOR EXIT

11.1 Perspective

When it is time for the child to leave the foster home, the Foster Child Case Worker will have to prepare the foster family and the foster child by addressing the physical and emotional needs. The Foster Child Case Worker needs to be mindful that it can be a difficult process for everyone especially if a bond has developed between the foster child and the foster family. Nevertheless, it is not helpful for the child to be continuously dependent on the foster family as he/she will need to learn to live independently and be self-sufficient as an adult. There are many paths for a foster child to exit the Foster Care Programme and it is important for the Foster Child Case Worker to know which path best meets the child's needs.

It may not always be possible to achieve every goal in the care plan by the end of the foster care arrangement. The Foster Child Case Worker should reassure the foster family that they have done everything possible to the best of their abilities and they should feel proud in having played a significant part in the child's life no matter how small it might be.

11.2 Procedure

The foster child may exit the programme by these following paths:
1. Aging out
2. Resettlement/repatriation
3. Family reunification
4. Termination by the child
5. Termination by the foster parents
6. Termination by the Foster Care Agency.

The Foster Child Case Worker will decide on the relevant exit paths depending on the reason for termination, and follow the procedures accordingly.

Aging Out

11.2.1 The Foster Child Case Worker will start preparing the child to leave foster care at least 6 months (or any other duration deemed fit) before the child's 18th birthday (or any other age as decided). This includes making sure the child has developed skills for work, established community connections, obtained possible housing, has sufficient financial resources, and other requirements for him/her to live independently.

11.2.2 By the time the child leaves foster care, the Foster Child Case Worker should have already secured a place for the child to stay, ensured that the child is able to support himself/herself, and helped the child integrate successfully into his/her community.

11.2.3 The Foster Child Case Worker will inform the foster parents the date when the child is to leave the foster home.

Resettlement/Repatriation

11.2.4 The Foster Child Case Worker will inform the foster parents the date when the child is scheduled to leave the country.

11.2.5 The Foster Child Case Worker will be responsible for liaising with the relevant agencies involved, such as the relevant embassies, UNHCR and the International Organization for Migration (IOM).

11.2.6 The Foster Child Case Worker will assist the child to prepare for resettlement/repatriation, such as providing recommendation letters that may be helpful for the child to get a job or attend school in the new country, obtaining clothing for the child that is suitable for the climate, and travel luggage for them to pack their belongings. For children who are being resettled, enrolment in language classes may be needed if they do not yet speak the language of the country they are going to.

Family Reunification

11.2.7 In some situations, the child's immediate family members may have arrived in Malaysia after the child was placed in foster care.

11.2.8 The Foster Child Case Worker will be responsible for carrying out tracing activities, interviews and assessments to determine if it is in the best interest of the child to be placed with the immediate family members. The Foster Child Case Worker will also be responsible for facilitating the transfer and continuously monitoring the situation for a specified period.

Termination by the Child

11.2.9 In some situations, the child may decide to leave foster care before a case resolution is reached. The child may inform either the Foster Child Case Worker directly or the foster parents (who will then inform the Foster Child Case Worker) about his/her intention of leaving foster care.

11.2.10 The Foster Child Case Worker will organise a meeting with the child to better understand the situation. The Foster Child Case Worker can decide whether to include the foster parents in the meeting.

11.2.11 If it has been agreed for the child to leave foster care after considering all the facts and the best interest of the child, the Foster Child Case Worker will inform the foster parents of the decision and the plan to help the child's transition out of foster care. The Foster Child Case Worker may refer the foster child to a counsellor/psychologist where necessary to help with the transition or to address any concerns.

11.2.12 If the decision is that it is not in the best interest of the child to exit the foster care arrangement, the Foster Child Case Worker and the foster parents should advise the child accordingly. The Foster Child Case Worker should also make arrangements for the child to speak to a counsellor/psychologist to help him/her understand this decision and work through any underlying issues that may have resulted in the decision to leave the foster care arrangement.

11.2.13   Sometimes the child may prove to be beyond the capability of the foster family to manage and they may consider ending the placement prematurely. There may also be changes in their family situation that may make it difficult for them to care for the child.

11.2.14   The Foster Parents Support Worker will help the foster parents to work through the following issues before making the final decision whether to terminate the placement:

- Have they identified how the child's behaviour is causing harm or distress to the foster family?
- Have they identified what is about their situation that is making it hard for them to care for the child?
- If the challenge is the foster child's behaviour, have they tried to manage those behaviours with the suggested solutions they have learnt from experts during the training sessions and other parents from the Foster Parents Support Group meeting? Have they contacted the Foster Child Case Worker for help to understand the foster child background and to explore ways to manage the challenging behaviour?
- If the challenge is their family or life situation that is making it difficult for them to care for the child, have they discussed these challenges with the Foster Parents Support Worker who may be able to assist/support them in reducing these challenges?
- Have they involved all family members in setting up a plan to help mitigate the challenges they face?

11.2.15   If the foster family has done the above and still feel they want to end the placement, the Foster Parents Support Worker will inform the Foster Care Agency of their intention.

11.2.16   The Foster Care Agency will then assess the situation by taking into consideration the well-being of the foster family and also the best interest of the foster child. If termination is found to be the best solution, the Foster Care Agency will make arrangements to find other options for the foster child. The Foster Child Case Worker will then follow up on the new care arrangements.

11.2.17   If the Foster Care Agency finds that it is no longer in the best interest of the child to be placed with the foster family or to be placed in the Foster Care Programme, the Foster Care Agency will inform the foster parents of the intention to terminate the foster care arrangement.

11.2.18   The Foster Parents Support Worker will explain to the foster parents the reason for the decision and allow the foster parents to clarify or discuss any issues or concerns that they may have of the termination.

11.2.19   The Foster Parents Support Worker will inform the foster parents and the foster child that they can make an appeal to the Foster Care Agency in writing if they do not agree with the termination. A committee will then be formed to review the appeal in a fair and objective manner.

11.2.20   If the decision to terminate is upheld, the Foster Child Case Worker will make arrangements for the child to leave foster care.

11.3 Responsibility

- The Foster Child Case Worker will assist in ensuring that the child has adequate skills and resources for independent living.
- The Foster Parents Support Worker will assist and support the foster family throughout the termination process
- The Foster Care Agency will find alternative placements for the child if the current foster care arrangement is not achieving the objectives of the care plan.

11.4 Support

- The relevant embassies, UNHCR, and IOM will assist in the resettlement/repatriation process.

12.1 Perspective

Once the child leaves foster care, the Foster Child Case Worker will need to monitor the child for a period of time to ensure that the child is doing well in his/her new environment. The Quality Assurance Worker will evaluate the Foster Care Programme to see if improvements can be made in providing the best support for foster parents in the future.

12.2 Procedure

12.2.1   The Foster Child Case Worker will help prepare the child to move to his/her new living location by providing the child with luggage or boxes for packing and also planning the logistics prior to the moving day.

12.2.2   The Foster Child Case Worker will be present on the day the child leaves foster care to give the foster parents a Discharge Form to sign, which will officially end the foster care agreement between the Foster Care Agency and the Foster Parents (refer to Appendix P for the Foster Care Discharge Form).

12.2.3   The Quality Assurance Worker will conduct an exit interview with the foster parents at an appointed time and date to record their experience in providing foster care for the child and to note down if there are any improvements that can be made by the Foster Care Agency to provide better support in the future (see Appendix Q).

12.2.4   Similarly and for the same purpose, the Quality Assurance Worker will conduct an exit interview with the foster child at an appointed time and date to record his/her experience in foster care (see Appendix Q).

12.2.5   The following lists what actions the Foster Child Case Worker needs to take, based on the different paths for the foster child to exit the Foster Care Programme:

   a)   **The child ages out**

   • Carry out follow-up visits on the former foster child (who is now an adult) preferably one month, three months and six months after exiting from foster care.
   • If the former foster child seems to be functioning well on his/her own after six months, further follow-up visits can stop.

   • Even after the follow-up visits have stopped, the former foster child can still contact the Foster Care Agency if there is a need to do so. However, the Foster Care Agency may refer him/her to more relevant agencies depending on the presenting issue.
   • If the former foster child is still struggling to survive on his/her own even after a year, the Foster Child Case Worker should recommend some form of intervention with the help of other partner agencies.

   b)   **The child is resettled/ repatriated**

   • Assist the child up to the point the child leaves the host country.
   • The child may choose to still remain in contact to provide updates on his/her progress in the new/home country. The Foster Child Case Worker can decide whether to continue providing guidance and advice if he/she wishes to.

   c)   **The child is reunited with his/her family**

   • If the child and his/her family is still living in the host country, conduct follow-up visits with the child one month, three months, and six months after leaving foster care to ensure that the parents are able to sufficiently care for the child. This also functions as a safeguard measure in the event that identification errors were made somewhere along the tracing process.
   • If the former foster child seems to be functioning well with his/her own family after six months, follow-up visits can stop.
   • Even after the follow-up visits have stopped, the former foster child may still contact the Foster Care Agency if there is need to do so. However, the Foster Care Agency may refer him/her to more relevant agencies depending on the presenting issue.
   • If the former foster child is still struggling to survive with his/her own family after six months, the Foster Child Case Worker should recommend some form of intervention with the help of other partner agencies.
   • If the child and his/her family have moved to a different country, the Foster Care Agency may refer the family to a local agency in that country if necessary and if its available.

   d)   **The child chooses not to engage with the Foster Care Agency**

   • The Foster Care Agency will respect the wish of the child for non-intervention and will cease to conduct any form of follow-up.
   • The child should be informed that he/she may still contact the Foster Care Agency if he/she wishes to in the future.

12.3 Responsibility

- The Foster Child Case Worker to get feedback from the child and to continue monitoring his/her progress and well-being after leaving foster care.
- The Foster Parents Support Worker to obtain feedback from the foster parents.
- The Quality Assurance Worker to evaluate and improve on the Foster Care Programme after getting feedback from both the foster child and the foster family during the exit interviews.

12.4 Support

- Other local or international partner agencies who may provide further assistance to the foster child after leaving foster care, depending of the location and the needs of the former foster child.

GLOSSARY

Abuse	The act of causing harm to another. Forms of abuse can include physical, sexual, emotional, verbal and/or psychological violence imposed onto another. The World Health Organization defines child abuse and maltreatment as "all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power." *Also see Maltreatment; Neglect*
Adoption	Process of assuming the permanent care of and parental rights over a child from his/her biological parents. Under adoption, the responsibilities of the child's birth parents are legally terminated and transferred to the adoptive parents.
Aging out	The process whereby a person reaches an age where he/she is no longer eligible to obtain specialized services usually related to care. Within a foster care arrangement in Malaysia, a child, upon turning 18, will age out of a foster care programme and move into independent living. *See independent living*
Asylum seeker	A person who is seeking protection and whose claim has yet to be assessed. *Also see Refugee*
Best interest of the child	A child rights principle taken from Article 3 of the UN Convention on the Rights of the Child. The Article provides that all adults should do what is best for children. The principle guides decision making.
Biological parents	The birth parents of the child who share genetic similarities with the child.
Care plan	A written document that provides a list of goals that the foster child needs to achieve and actions on how all parties will help the foster child achieve these goals.
Care planning	The guided process to plan strategies to address a child's safety, permanency and well-being needs.
Caregiver	A person who provides direct care to another. Also called a carer
Case Conference Committee	A team that gathers to decide on the admission of a child into the foster care programme. The team also decides on suggested interventions or goals related to the child that should to be achieved throughout the case cycle. Members of the Case Conference Committee should include the Foster Child Case Worker, the Case Supervisor, a community representative and an independent child rights advisor. Decisions by the Committee must be objective, fair and in consideration of the best interest of the child.

Case Management	A process of identifying and coordinating services to address the holistic needs of a person. Case Management processes include the screening, assessment, planning, care coordination, facilitation, monitoring and evaluation of a person's risks, needs and related concerns. Case Management specifically related to children should look into the safety, permanency and well-being needs of a child.
Child Act 2001; Child Act (Amendment) 2016	The law in Malaysia that provides for the protection, care and rehabilitation of children residing in the country.
Child marriages	Formal or informal union of a person below the age of 18.
Child/Minor	A person below the age of 18 years old, unless if under the law in the country the legal age of adulthood for a child is younger.
Collateral contacts	A source of information that is knowledgeable about the persons situation and serves to support or corroborate information provided by that person.
Community Representative	A leader from a particular community that is identified as representing a significant segment of that community.
Community-based organisation (CBO)	A not-for-profit group that works from a society/community level and works to meet the needs of a particular community. Within the Malaysian context, CBOs are refugee community led and are typically differentiated based on ethnicity or nationality.
Corporal punishment	Physical punishment or punishment intended to cause pain. Examples of corporal punishment include smacking, slapping, hitting, or whipping. In recent times, corporal punishment has been extended to include any punishment that degrades, belittles or humiliates another.
Family reunification	The act of preserving a family unit. Family reunification is often needed when family members are separated within a migratory context. Within a foster care arrangement, reasonable efforts must be made to trace and reunite a foster child with his/her biological parents/guardian where appropriate and in the best interest of the child.
Formal foster care	Where the Court grants the State the right to take temporary custody of a child and to arrange for relevant foster care arrangements accordingly. The change of care and custody is legally authorized and regulated by the State or a foster care agency.
Foster care	Temporary care provided when a child's parents, legal guardian or customary care provider is unable to care for the child. Foster care can take many forms – formal foster care as well as informal foster care.

Foster Care Agency	Organisations that recruit, select, and train foster parents to care for children requiring temporary care.
Foster Care Selection Committee	A team that is tasked with assessing information presented and deciding on whether potential foster parents are suitable to be selected as part of a pool of foster parents. Composition of the team is to be determined by the Foster Care Agency.
Foster Child Case Worker	The personnel of the Foster Care Agency that looks into the needs of the child.
Foster Parent	A person who is not a parent or a relative of the child to whom care and control of the child has been given by the relevant authorities to be cared for in a home or family environment.
Foster Parents Support Worker	The personnel of the Foster Care Agency that looks into supporting the foster parents throughout the fostering process.
Guardian	A person who has the right and responsibility of taking care of someone who cannot take care of himself or herself.
Home Study	A review of the foster parents, the foster home and family environment. The Home Study is completed by the Foster Parents Support Worker and will be used during the foster parents selection process.
Home visit	A visit to a person's home made by a case worker.
Independent living	The preparation for a child to achieve self sufficiency prior to or upon exiting the foster care programme. An independent living programme assists a foster child to develop the skills they need for adulthood.
Informal foster care	A private and temporary arrangement between a child's parents and another party which is usually a family member, a relative or family friend. The transfer is not overseen by the State or a family court and there is no change in legal responsibility of the child.
Intake interview	The initial meeting with either the foster parents or the child, during which the case manager asks relevant questions to gather information to identify the client's needs and risks.
International Organization for Migration (IOM)	An intergovernmental organization that provides services and advice concerning migration to governments and migrants. Within the Malaysian context, IOM assists with the resettlement process for refugees and the repatriation process for migrants.
Intervention	The action carried out to address a particular need or fulfil a particular goal.
Mahram; Non-Mahram	Kin with whom a person is forbidden to get married to at any time in his/her life and sexual intercourse would be considered incestuous. A foster child is considered a non-mahram unless he/she has been nursed by the foster mother from birth. Upon reaching puberty, the foster child cannot travel or be in seclusion with the foster parent of the opposite gender without the presence of the foster parent's mahram.

Maltreatment	All forms of abuse and neglect. Child maltreatment relates to all forms of abuse and neglect towards a child
Matching Committee	A team formed by the Foster Care Agency to select a foster family that best fits the profile of the child. Composition of the Committee should, at the very least, include the Foster Child Case Worker, the Foster Parents Support Worker and an independent expert on child care.
Neglect	A form of abuse where a person's basic needs are not met. Child neglect will include a failure to provide for a child's safety needs, access to adequate healthcare, clothing and other material needs, emotional and social development needs, educational and housing needs.
Non-governmental organisation (NGO)	A not-for-profit organization that operates independently from the government and whose purpose is typically to address social or political concerns.
Quality Assurance Worker	A personnel of the Foster Care Agency that oversees case and programme evaluation under a foster care programme.
Refugee	A person who has been forced to flee his/her country because of persecution, war or violence. Such persons must have a well-founded fear of persecution based on race, religion, nationality, political opinion or membership in a particular social group. As a result of this fear, such persons are also unable to obtain protection from the State authorities.
Repatriation	The return of a person to his/her own country.
Resettlement	The process of moving people, usually refugees, from an asylum country to another country that has agreed to accept them.
Risk assessment	A systematic process of assessing the potential and actual risks involved in view of reducing the harm that results from these risks.
Safety goals	Goals that ensure children in out of home care are safe from abuse, neglect, and maltreatment.
Screening process	Preliminary assessment to determine suitability of an applicant. Foster parents are screened mainly for safety requirements whilst a child is screened only for programme requirements. Screening allows for the right persons to be referred into the programme.
Separated minor/ child	A person below the age of 18 who is separated from both parents/ guardian or primary care giver but is in the country with other adult relatives.
Sexual and Gender Based Violence (SGBV)	Any act - physical, emotional, psychological or sexual in nature - that is carried out against a person's will. The violence carried out is based on gender norms and unequal power relationships that can affect women, girls, men and boys.
Stability goals	Goals that look into reducing the number of disruptions in a child's life and to provide some form of stability that was lost through the migration process.

Support Groups	Groups of foster parents or potential foster parents coming together to share information and resources, offer support and tips for caring for a foster child. Support group meetings will be facilitated by the Foster Care Agency.
Trauma	A person's emotional and physical response to highly distressing experiences or events. Such events usually involve significant loss, emotional or physical harm or the threat thereof.
UN Convention on the Rights of the Child (UNCRC)	United Nations Convention on the Rights of the Child is a human rights treaty that sets out the civil, cultural, legal, health, political and social rights of children. Countries that have ratified the Convention are expected to advance the implementation of the Convention and the status of child rights in the country. Malaysia ratified the Convention in 1995.
Unaccompanied minor/child	A person below the age of 18 who is separated from both parents and is not being cared for by an adult who under law or custom has the responsibility to provide such care.
Undocumented persons	A person who does not have the appropriate documentation and/or legal right to reside in a country.
United Nation High Commissioner for Refugees (UNHCR)	The UN refugee agency mandated to protect refugees, asylum seekers, forcibly displaced persons and stateless persons.
Well-being goals	A holistic and broad way of describing how a person is doing. It is often related to the extent the basic rights of a person are being met. Child well-being goals will include goals related to physical and mental health, material needs, risk and safety, social support, education, housing, and child participation.

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APPENDICES

APPENDIX A: FOSTER PARENTS APPLICATION FORM

Name of applicant (Father)	
Age	
Legal status	☐ Refugee ☐ Asylum Seeker ☐ Undocumented
UNHCR Card No.; Community Card No	
Contact no.	
Ethnicity	
Religion	
Employment status	☐ Employed ☐ Self-Employed ☐ Unemployed ☐ Homemaker
Place of work (if applicable)	
Type of work (if applicable)	
Average monthly income	
Languages spoken	
Years in Malaysia	

Name of applicant (Mother)	
Age	
Legal status	☐ Refugee ☐ Asylum Seeker ☐ Undocumented
UNHCR Card No.; Community Card No	
Contact no.	
Ethnicity	
Religion	
Employment status	☐ Employed ☐ Self-Employed ☐ Unemployed ☐ Homemaker

Place of work (if applicable)	
Type of work (if applicable)	
Average monthly income	
Languages spoken	
Years in Malaysia	

Household Members (Please include every person living in the home.)

No.	Name	Age	Relationship	Legal Status	Employment Status*

* Employed/Self-Employed/Unemployed/Homemaker

House Details

Current address	
Type of house	
No.of years in the house	
Type of tenure	☐ Main tenant ☐ Subtenant ☐ Owner ☐ Rent free
Rental per month (if applicable)	
No. of bedrooms	
No. of bathrooms/toilets	
Kitchen facilities	☐ Yes ☐ No

Health Status

Do you or any person in your household suffer from any known physical or mental illness?

(Yes/No) If yes, please indicate in the table below:

No.	Name	Type of Illness	Duration (Years)	Treatment

Criminal Record Check

Have you or your spouse been investigated for a crime in any country?

(Yes/No) If yes, provide details: _____

_____

Have any members of your household been convicted or charged for a crime in any country?

(Yes/No/Not sure) If yes, provide details: _____

_____

Have you or your spouse been accused or investigated for any violence against a child (abuse, neglect, maltreatment, exploitation)?

(Yes/No) If yes, provide details: _____

_____

Have any members of your household been accused or investigated for any violence against a child (abuse, neglect, maltreatment, exploitation)?

(Yes/No/Not sure) If yes, provide details: _____

_____

Motivation

Please tell us why you would like to foster a child.

_____
_____
_____
_____
_____
_____
_____

References

Please list two referees who know you well enough to be able to recommend you for the programme. The referee must not be a family relation.

Contact information 1

Name	
Address	
Phone no.	
E-mail	
Occupation	
Organization affiliated with	

Contact information 2

Name	
Address	
Phone no.	
E-mail	
Occupation	
Organization affiliated with	

Declaration

1. I/We declare that the information given in this application is accurate and true to the best of my/our knowledge.
2. I/We understand that any incorrect or false information provided may disqualify this application from being considered.
3. I/We understand that information provided in this form will be kept confidential by the Foster Care Agency. However, I/we understand that the Foster Care Agency is unable to ensure confidentiality of information shared with the community representative that has assisted in the completion of this application.
4. I/We consent to the Foster Care Agency carrying out background checks and any other checks deemed necessary, based on the information provided in this application form.
5. I/We consent to the Foster Care Agency contacting the references named on this application form.

....

Signature of Applicant 1:   **Signature of Applicant 2:**

Date: **Date:**

Did you have assistance filling in this form:

(Yes/No) If yes, please provide following details:

Name:

Signature:

Contact no.:

Date:

For Office Use

Date received:

Received by:

Name of assigned Foster Parents Support Worker:

APPENDIX B: BASIC SCREENING CRITERIA FOR FOSTER PARENTS IN THE PROGRAMME

1. At least one of the parents must be a Rohingya
2. At least one of the parents must be registered with UNHCR
3. Both parents must agree to foster the child
4. Both parents must be above the age of 21 years
5. Parents must complete and submit the application form
6. Applicants must be recommended by a minimum of two referees
7. Parents should already have an income to partly support the foster child
8. Both parents and others in the household must declare any physical/mental health illness, particularly if they have any known communicable disease
9. The foster parents or any of the other family members should not have any criminal conviction, pending criminal charges, or current investigations related to violence against children
10. The foster parents must be of good character and reputation
11. The home to place the child must have adequate space and basic facilities

ADDITIONAL FACTORS TO BE CONSIDERED FOR SELECTION OF FOSTER PARENTS

A list of additional factors for becoming Foster Parents in terms of Personal Characteristics and Attitude that is to be identified during Intake, developed during Training, and assessed during Selection. These factors will be assessed on the ability of foster parents to demonstrate the needed personal characteristics and attitude to the foster child.

1. They must demonstrate motivation and have good reasons for wanting to foster a child.
2. They must demonstrate the ability to support the goals of safety, permanency, and well-being for children.
3. They must demonstrate maturity in terms of meeting the child's best interest.
4. They should demonstrate the ability to deal with challenges or stressors by the willingness to engage with people who can assist with these challenges/stressors.
5. They should demonstrate adequate parenting skills and abilities to provide the necessary nurturing, discipline, and guidance appropriate to the age and functioning abilities of the child.
6. They should have a reasonably positive and harmonious family environment.
7. They must be willing to attend foster care trainings and support group meetings organised by the Foster Care Agency.
8. They must be willing to work together with the Foster Parents Support Worker, the Foster Child Case Worker, other Foster Care Agency personnel, partner agencies, and be open to receiving feedback and guidance when appropriate and necessary.
9. They must be willing to work towards meeting the standards and procedures in the Manual and Handbook.
10. They should have supportive community ties with friends and neighbours, at least within the Rohingya community.

APPENDIX C: FOSTER PARENTS REFERENCE FORM

Request for personal character reference for foster family applicants

Name of Applicant (Father)	Name of Applicant (Mother)	Date of Application

The above applicants have applied to be foster parents for Rohingya unaccompanied and separated children living in Malaysia. They have given your name as a personal referee to the Foster Care Agency. Please complete the following questionnaire based on what you know about both of them. Your honest responses are important to determine the best interest of the applicants and any potential foster children who may be placed under their care.

Kindly return the completed questionnaire to the Foster Care Agency at _____ _____. If you have any queries or need more information, do not hesitate to contact _____ at _____. Thank you for taking time to assist us in this very important matter. We look forward to receiving your response.

Question	Name of Applicant (Father)	Name of Applicant (Mother)
How long have you known this person?	_____ years _____ months	_____ years _____ months
How did you come to know him/her?		
How well do you know this person?	☐ Extremely ☐ Moderately ☐ Somewhat ☐ Slightly ☐ Not at all	☐ Extremely ☐ Moderately ☐ Somewhat ☐ Slightly ☐ Not at all
How often do you meet/ contact him/her?	☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never	☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

How would you rate him/her on these aspects:		
Question	**Name of Applicant (Father)**	**Name of Applicant (Mother)**
Integrity (i.e. being honest and having strong moral principles)	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor
Empathy (i.e. able to understand and feel what others are experiencing)	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor
Ability to manage household (i.e. housekeeping, home maintenance, finance)	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor
Ability to care for children (i.e. providing nurture, guidance, protection, supervision, discipline, etc.)	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor
Physical health	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor
Emotional stability	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor

Question	Name of Applicant (Father)	Name of Applicant (Mother)
Supportive ties with people from the Rohingya community	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor	☐ Excellent ☐ Very good ☐ Good ☐ Fair ☐ Poor
To your knowledge, has he/ she ever been convicted or charged with a crime?	☐ Yes ☐ No	☐ Yes ☐ No
To your knowledge, has he/she been investigated or accused of abusing or neglecting a child?	☐ Yes ☐ No	☐ Yes ☐ No
Would you recommend a Rohingya unaccompanied or separated child to be placed with him/her in a foster care arrangement?	☐ Yes ☐ No	☐ Yes ☐ No
Any additional information or comments which will be helpful for the Foster Care Agency?		

....

Name of referee:

Date:

For Office Use

Date received:

Attention: Foster Parents Support Worker:

APPENDIX D: FOSTER PARENTS INTAKE FORM

Applicant 1 (Father) Name:	Applicant 2 (Mother) Name:

PART A: Interview

1. **Demographic information**
   Available in the application form

2. **History/Background information**

   a. Education
   - Did you go to school? If so where did you study and what was the highest level completed?
   - What was your experience of school?

   b. Employment
   - How long have you been working and what kind of work have you been doing?
   - Are you working now? If so, where are you working now?
   - What do you do on your job?
   - How is your relationship with your superior and/or co-workers?
   - If not working now, what was your last job? - description, where, relationship with boss and co-workers

   c. Family background
   - List immediate members of your family - including your relationship with these members, location, and names
   - Previous marriages and children from previous marriages
   - Describe the type of relationship with key members of your immediate family

   d. Reasons for leaving home country
   - Why did you leave your country?
   - How did you arrive in Malaysia?
   - How long have you been staying in Malaysia?
   - What did you have to do to survive in Malaysia?

e. Health
- Health concerns from country of origin (physical and mental health) - diagnosis, medication/treatment if any, period of illness
- Health concerns in Malaysia (physical and mental health) - diagnosis, medication/treatment if any, period of illness
- Have you had a health screening in Malaysia? Have you been to a hospital or clinic in Malaysia?
- Specific health concerns of any member of your household - diagnosis, medication/treatment if any, period of illness

3. Support system
- How well do you know your neighbours?
- Who can you call for help if you are in need?
- How often do you participate in community events?
- Are you involved in any community project?

The answers to the following questions are to be measured against the minimum standards expected of foster parents. The interviewer is expected to capture information/narrative from the potential foster parents and flag any concerns where the narration does not meet minimum standards prescribed under the Manual for Foster Care for UASC. The interviewer is expected to provide justification for the red flags raised.

Minimum Standards	Question(s)	Red Flags
4. Personal and emotional well-being		
	a. What makes you happy?	
	b. What makes you sad?	
	c. What makes you angry? Can you describe a time which made you particularly angry. How did you manage your own anger?	
	d. What/who influences you the most?	
	e. What incident impacted you the most?	
	f. What goals do you have in life? What do you need to do to achieve your goal?	
	g. What gives you hope?	

	h. Can you describe a difficult phase (or experience) in your life and how you went through it. What did you do? What did you learn about yourself as a result of this experience?	
	i. Have you experienced any traumatic event/sudden changes in your life? How did you feel about the event/change? How did you deal with the trauma/change? When going through a rough time, who can you call for help or support?	
5. Personal beliefs		
Standard 3: Preserving culture/religion	a. What cultural/religious practices do you follow in your family?	
Standard 3: Preserving culture/religion	b. How important are these cultural and religious practices to you?	
Standard 3: Preserving culture/religion	c. What does your culture/religion say about the role of the husband/wife/children?	
6. Family relationships: Family dynamics		
Definition of a child	a. In your opinion, what is the role and responsibilities of a child?	
Standard 1: Child participation	b. How do you communicate with your children? Can you describe with examples?	
Standard 7: Opportunities for fun/leisure	c. What fun/leisure activities do you have with your family? When was the last time you had this activity?	
Standard 10: Mitigating potential risk & threats	d. How do you handle conflicts in your family? Can you describe with examples?	

Minimum Standards	Question(s)	Red Flags
Standard 10: Mitigating potential risk & threats	e. If there is a crisis in the family, how does your family deal with it? How does your family make decisions?	
Standard 10: Mitigating potential risk & threats	f. If there is an emergency (for example, a medical emergency), how does your family deal with it?	
Standard 1: Child participation	g. How are decisions made in your family? Who makes it, how is it communicated to the family members?	
7. Family relationships: Marital dynamics		
Standard 5: Nurturing positive values	a. How would you describe your relationship with your spouse?	
Standard 5: Nurturing positive values	b. How do you communicate with your spouse? Can you describe with examples?	
Standard 5: Nurturing positive values	c. In your opinion, what is the role and responsibility of a husband and a wife?	
Standard 5: Nurturing positive values	d. How do you handle conflicts or disagreements with your spouse? Can you describe with examples?	
8. Parenting		
All relevant minimum standards	a. What does it mean to be a parent?	
Standard 2: Safeguarding children	b. What do you think is the role of a parent - what should a parent do and not do?	
Standard 5: Nurturing positive values	c. When your child does something wrong, how do you correct the behaviour? Please give examples.	
Standard 5: Nurturing positive values	d. When your child does something good, what do you do? Please give examples.	

Standard 2: Safeguarding children	e. What is most important to you when bringing up your child? What are some behaviours that you would consider unacceptable from your child?	
Standard 4: Promoting positive self identity	f. How is parenting a young child different from parenting a teenager? How is parenting a boy different from parenting a girl?	
Standard 2: Safeguarding children	g. Will parenting your own child be different from parenting a foster child? How so?	
Standard 4: Promoting positive self identity	h. What do you hope for your children?	
9. Understanding foster care and motivation for fostering		
	a. What do you understand about foster care?	
	b. How is foster care different from adoption?	
Minimum standards values statement	c. Why should a child be in foster care? Which child would you consider should be in foster care?	
	d. What prompted you decide to apply to be foster parents?	
Minimum standards values statement	e. Who have you discussed this with? What do the members of your household think about caring for a foster child in the family?	
	f. How will fostering affect you and your family?	
Minimum standards values statement	g. What concerns do you have about caring for a child who is not yours?	
	h. Do you prefer to care for a foster child from a certain age group or gender? Are you willing to care for a child with a disability?	

PART B: Home Inspection Checklist

No.	Question	Yes	No	N/A
1.	Is there a room with enough privacy and floor space for the child to sleep in?			
2.	Is there a separate bed for the child with clean bedding and a mattress in good condition?			
3.	Does the child need to share the room with someone else? Additional information: If yes: How many people will there be in the room? What are their ages and gender?			
4.	Does the home have electricity?			
5.	Are the electric outlets safe?			
6.	Does the home have adequate clean water?			
7.	Does the home have adequate ventilation?			
8.	Does the home have adequate lighting?			
9.	Is there a bathroom with adequate facilities which are in working order?			
10.	Are there safe cooking facilities in the kitchen?			
11.	Does the home have a refrigerator?			
12.	Are there enough exits in the home for emergency evacuation?			
13.	Is the house generally clean?			
14.	Is there any foul smell inside the home?			
15.	Are any toxic materials kept in the home?			
16.	If there are toxic materials, is it kept in a safe place away from food items?			
17.	Does the home have a well-stocked first aid kit?			
18.	Does the home have adequate laundry and drying facilities?			
19.	Is the home used for purposes other than residential, such as for business or as a storehouse?			
20.	Are there others besides the applicant's family members staying in the home, either permanently or temporarily?			
21.	Is the home located in a safe neighbourhood?			
22.	Is the home easily accessible using public transportation?			
23.	Are there any medical facilities near the home?			
24.	Are there any educational facilities near the home?			
25.	Are there any recreational facilities near the home?			

APPENDIX E: TRAINERS REPORT

Name (Father) Applicant 1: **No of training sessions completed:**

Name (Mother) Applicant 2: **No of training sessions completed:**

Topics	Rating	Remarks
Minimum Standards of Care in the Manual for Foster Care for UASC	☐ Able to understand content and apply knowledge acquired ☐ Able to understand content, however requires continuous training ☐ Keep in view pending assessment in other areas ☐ Unable to understand content or apply knowledge acquired	
Selected sections of the Handbook for Foster Parents	☐ Able to understand content and apply knowledge acquired ☐ Able to understand content, however requires continuous training ☐ Keep in view pending assessment in other areas ☐ Unable to understand content or apply knowledge acquired	
Basic listening and communication skills	☐ Able to understand content and apply knowledge acquired ☐ Able to understand content, however requires continuous training ☐ Keep in view pending assessment in other areas ☐ Unable to understand content or apply knowledge acquired	
First aid and guide to healthy living	☐ Able to understand content and apply knowledge acquired ☐ Able to understand content, however requires continuous training ☐ Keep in view pending assessment in other areas ☐ Unable to understand content or apply knowledge acquired	
Keeping children safe	☐ Able to understand content and apply knowledge acquired ☐ Able to understand content, however requires continuous training ☐ Keep in view pending assessment in other areas ☐ Unable to understand content or apply knowledge acquired	
Dealing with strong willed children	☐ Able to understand content and apply knowledge acquired ☐ Able to understand content, however requires continuous training ☐ Keep in view pending assessment in other areas ☐ Unable to understand content or apply knowledge acquired	

| Topics	Rating	Remarks
Helping children with trauma	☐ Able to understand content and apply knowledge acquired ☐ Able to understand content, however requires continuous training ☐ Keep in view pending assessment in other areas ☐ Unable to understand content or apply knowledge acquired	
Psychosocial development of a child, particularly related to teenagers	☐ Able to understand content and apply knowledge acquired ☐ Able to understand content, however requires continuous training ☐ Keep in view pending assessment in other areas ☐ Unable to understand content or apply knowledge acquired	
Maintaining healthy parent-child relationships and developing positive parenting skills	☐ Able to understand content and apply knowledge acquired ☐ Able to understand content, however requires continuous training ☐ Keep in view pending assessment in other areas ☐ Unable to understand content or apply knowledge acquired	
Any other comments:		

....

Name of Trainer:

Date:

APPENDIX F: HOME STUDY REPORT INFORMATION PROCESS

Screening ------>
Demographic information and referee details extracted for the Home Study Report

Intake ------>
- Based on the intake interview, responses that do not meet the Minimum Standards of Care are flagged in the Red Flag column by the Foster Parents Support Worker and forwarded to the Trainer.
- Responses in the intake interview that meet the Minimum Standards of Care are extracted for the Home Study Report.
- The results of the Home Assessment, after providing the necessary advice to potential foster parents, is compiled and reviewed during the second Home Assessment.

Training ------>
- The Trainer consolidates issues flagged from all potential foster parents. The issues are collectively addressed during training.
- The Trainer addresses specific red flags during training and considers them resolved if individual potential foster parents now have responses that meet the Minimum Standards of Care for those issues.
- New red flags can also be identified by the trainer and addressed accordingly.
- Responses red flagged but subsequently resolved during training are updated in the Home Study Report.
- Any unresolved red flags are identified and forwarded to the Foster Parents Support Worker to be addressed during the final interview.
- The Trainer also prepares and sends the trainer's evaluation and observation report (Trainers Report) on individual potential foster parents to the Foster Parents Support Worker who will conduct the final interview.

Selection ------>
- Unresolved red flags are addressed during the final interview with the potential foster parents.
- A second Home Assessment is conducted to review improvements made since the first Home Assessment. Results from the Home Assessment are extracted for the Home Study Report.
- The Home Study Report, consolidated by the Foster Parents Support Worker, contains information from the Foster Parents Application Form, information from the referees, the Foster Parents Intake Form and Home Assessment findings, Trainers Report, and findings from the final interview.
- The Foster Parents Support Worker writes his or her recommendation of the potential foster parents in the Home Study Report.
- The Home Study Report is used by the Selection Committee to select foster parents for matching.

APPENDIX G: HOME STUDY REPORT

Part A: Report

Date of Application:

Date of Intake Interview:

Date of Home Assessment:

1. Demographic information

Name of Applicant (Father)	
Age	
Legal status	☐ Refugee ☐ Asylum Seeker ☐ Undocumented
UNHCR Card No.; Community Card No	
Contact no.	
Ethnicity	
Religion	
Employment status	☐ Employed ☐ Self-Employed ☐ Unemployed ☐ Homemaker
Place of work (if applicable)	
Type of work (if applicable)	
Average monthly income	
Languages spoken	

Name of Applicant (Mother)	
Age	
Legal status	☐ Refugee ☐ Asylum Seeker ☐ Undocumented
UNHCR Card No.; Community Card No	
Contact no.	
Ethnicity	
Religion	

Employment status	☐ Employed ☐ Self-Employed ☐ Unemployed ☐ Homemaker
Place of work (if applicable)	
Type of work (if applicable)	
Average monthly income	
Languages spoken	

No. of children (including names and ages)	
No. of other members in household (including names and relationship)	
Current address	
Rental per month	
Brief description of the house	

Applicants have been assessed as meeting the basic criteria to be foster parents:

☐ Yes   ☐ No

2. History/Background information

Area	Brief Summary
Education	
Employment	
Family background	
Reasons for leaving home country	
Health	

3. Home Assessment Findings

Areas of concern (home inspection checklist)	Description	Any improvements made or in the process of completion

4. Support System

Description of support system identified by applicants

5. Personal and Emotional Well Being

Area and/or Red flags	Opinion/Observation	Justification (narrative examples)

6. Personal Beliefs

Area and/or Red flags	Opinion/Observation	Justification (narrative examples)

7. Family Relationships

Area and/or Red flags	Opinion/Observation	Justification (narrative examples)

8. Parenting Styles/Skills

Area and/or Red flags	Opinion/Observation	Justification (narrative examples)

9. Understanding Foster Care and Motivation for Fostering

Area and/or Red flags	Opinion/Observation	Justification (narrative examples)

10. Recommendation to be a Foster Parent:

- ☐ Yes, fit to be foster parents
- ☐ Can be recommended, but requires working on specified areas
- ☐ Keep in view pending further training/assessment
- ☐ No, not ready to be foster parents

11. Resources needed to Foster and Conditions to be Fulfilled:

☐ Resources: (please specify)

_____

_____

☐ Further training: (please specify)

_____

_____

☐ Others: (please specify)

_____

_____

……………………………………………

Name of Foster Parents Support Worker:

Date of Report:

SELECTION COMMITTEE APPROVAL

Approved for admission into pool of foster parents: ☐ Yes ☐ No	
Resources to be provided or conditions imposed:	

……………………………………………………

Name of Selection Committee Representative:

Date:

Part B: Information collation template (excel document)

Intake Interviews			Trainers Report		
Red Flags	Narrative/ Responses	Observations/ Opinions	Red Flags	Narrative/ Responses	Observations/ Opinions

Selection Interview			List of unresolved red flags after selection interview		
Red Flags	Narrative/ Responses	Observations/ Opinions			

APPENDIX H: CLIENT REFERRAL FORM

Name of referring person	
Address	
Contact no.	
E-mail:	
Occupation/Designation	
Relationship with child	
Reason for referral	
Case Reference No.	

Name of child	
Date of birth	
Age	
Gender	☐ Male ☐ Female
Country of origin	
Ethnicity	
Religion	
Legal status	☐ Refugee ☐ Undocumented
Date of arrival in Malaysia (dd/ mm/yyyy)	
Guardian in Malaysia	☐ Immediate Family ☐ Relative ☐ Unrelated Adult ☐ None

If there is a guardian present in Malaysia,

Name	
Legal status	☐ Refugee ☐ Undocumented
UNHCR No.	

Contact No.	
Location/ Address	
Age/Date of birth	
Gender	☐ Male ☐ Female
Case Reference No.	
Country of origin	
Ethnicity	
Religion	
Currently living with	
Relationship with the child	
Current house address	
Contact no.	
Main spoken language(s)	
Other spoken language(s)	

For Office Use
Date received:
Received by:
Name of assigned Foster Child Case Worker:
Assigned Case Reference No:

Follow up action:
☐ Intake interview scheduled – Date: _____
☐ Referral rejected – Reasons: _____
☐ Referral to another agency – Agency Name: _____
☐ Emergency intervention – Specify: _____
☐ Others: _____

APPENDIX I: CLIENT RISK AND NEEDS INTAKE FORM

Demographic details of the child (including contact information, child's history and background information)	
Case Reference No:	
Name of child	
Date of birth *(Year of birth if exact date is not known)*	
Gender	
UNHCR Card No./ Community/ ID No. *(include type of card, card number, ref. number, appointment dates, expiry date)*	
Nationality	
Ethnicity	
Religion	
Place of birth *(village, township, district/ state, country)*	
Language	
Address	
Contact no.	
Name of Foster Child Case Worker	
Date and time of interview	
Place of interview	
Referral by	

Area of Assessment	Guiding/Probing Questions

Daily functioning/ Welfare needs	• Describe where you live
	  • *Type of accommodation – house, apartment, hostel - and the location*
	  • *Describe the house/apartment – Which floor? How many rooms, bathrooms, kitchen, etc.? How many people per room?*
	  • *How many people stay with you? Who are they/what are their names? Are they registered/documented? What are their ages and gender?*
	  • *Describe your room - What is in your room? (bed, table, cupboard, fan, windows, etc.) How big is your room roughly?*
	  • *Describe the surroundings – Is there security? Is it clean? Is it safe? Is there a park? Who stays in the building generally? Are there police nearby?*
	• How do you feel where you are currently staying?
	  • *Do you feel safe?*
	  • *Do you feel comfortable?*
	  • *What makes you feel unsafe/ uncomfortable?*
	• Describe your daily activities
	  • *What do you do every day?*
	  • *What time do you wake up?*
	  • *What time do you go to bed, etc.?*
	• Describe your meals and dietary needs
	  • *How many meals do you typically have? - Describe what you eat for each meal*
	  • *Do you have any food allergies?*
	  • *What do you like to eat/not like to eat?*
	  • *Do you cook? What can you cook?*
	• Describe your meals and dietary needs
	  • *How do you provide for yourself financially?*
	  • *How much is your rental (inclusive of utilities)? How do you pay rent?*
	  • *How do you pay for your meals/food?*
	  • *How much money did you bring with you from your home country?*
	  • *How much money do you have left? What have you spent it on?*

Notes/Responses	

Family functioning/ Caregiver arrangements	Caregiver relationship
	  • *Who takes care of you? Is there anyone who cares for you in the home?*
	  • *Describe your relationship with your caregiver if they are not your parents.*
	  • *How do you feel about the person(s) who takes care of you?*
	Family relationships
	  • *Do you have any family members (siblings, uncles, aunts, cousins) in Malaysia? – Who are they? Where are they? Are you in contact with them? Are they registered with UNHCR? What support do they provide you?*
	  • *Do you have any other distant relatives here? – Who are they? Where are they? Are you in contact with them? Are they registered with UN-HCR? What support do they provide you?*
	  • *Do you know anyone else in Malaysia from your village or hometown? – Who are they? Where are they? Are you in contact with them? Are they registered with UNHCR? What support do they provide you?*
	  • *Do you have any relatives/family members in countries other than Malaysia and in your country of origin? – Who are they, etc.?*
	Obtain contact numbers of persons where possible/relevant.

Notes/Responses

Area of Assessment	Guiding/Probing Questions
Asylum claim/ entry to Malaysia	• Parents information • *Do you know who your parents are and where your parents are cur-rently residing? Obtain parents names, ages and legal status.* • *If yes, where? When was the last time you contacted them? Do you have a working number to contact them?* • *If no, what happened to them? (ask questions where relevant but without traumatising the child)* • Siblings information • *Do you have any siblings? - Obtain siblings names, ages and legal status* • *If yes, please elaborate – how many? Their ages? Their gender?* • *Where are they now? (ask questions where relevant but without trau-matising the child)* • Entry into Malaysia • *When did you enter Malaysia? – Date? (check passport to verify accuracy if possible)* • *How did you enter Malaysia? Describe your journey – including all transit points.* • *With whom did you enter the country?* • *When you landed at the airport, what happened?* Note any trauma/violence experienced and probe further only where necessary without traumatising the child. • Place of stay prior to departure • *Where were you staying before you left for Malaysia?* • *Is this the same place where you were born? How long were you staying in this place?* • *How old were you when you left this place?* • Asylum claim/reasons for migration • *In as much detail as you feel comfortable sharing, why did you leave this place to come to Malaysia?* Note any trauma/violence experienced and probe further only where necessary without traumatising the child.
Notes/Responses	
Documentation	• Legal Documentation • *What legal documentation do you have? For each, please describe what they are.* • *Do you have this documentation with you now?* • *Are these documents genuine/real?* • *Who prepared the documents?* • *What documentation did you use to enter the country?*

Area of Assessment	Guiding/Probing Questions
Documentation (continued)	• Does your caregiver/parents have any form of legal documentation? Please describe what they are. • Have you been interviewed/ registered by UNHCR? What happened during the interview, what documents did you obtain? • If you haven't been registered by UNHCR, have you tried approaching UNHCR? What happened during these times? • Have you tried approaching any other organization to get documents in Malaysia? What happened during these instances?
Notes/Responses	
Health Needs	• Do you have any current health issue? Please describe – probe further where necessary. • Do you know if you have any pre-existing illness? • *If yes, what is it? – details, report where possible.* • Have you seen a doctor or been to the hospital since entering Malaysia? What happened during this visit to the doctor? • Have you seen a doctor or been to a hospital in your home country? What happened during this visit to the doctor? • Are you on any medication? Are you supposed to be on any medication? • Do you have any pain/discomfort currently? – if yes, where, what kind? • Do you have a cough, fever? – if yes, how long? • Do you have issues with your sight, hearing, teeth? • Have you had any fall in your country of origin or in Malaysia? – if yes, probe further • Do you have any skin issues? • Any known disability? – if not visible
Notes/Responses	
Social networks and support	• Do you have any friends in Malaysia? Who are they? – Names? Ages? • What do you do with these friends? How often do you meet them? • What about community members? Do you go to your community events? • Where is your place of worship? How often do you go?
Notes/Responses	

Area of Assessment	Guiding/Probing Questions

Education & employment	Education:
	• Did you go to school in your country of origin?
	  • *If yes, what grade did you complete?*
	  • *If no, why not?*
	• Are you currently attending school?
	  • *If yes, please describe your school.*
	  • *Do you like going to school? What is the best part about going to school? And what is the worst part?*
	  • *If no, why not?*
	  • *If no, would you like to go to school?*
	
	Employment:
	• If you are not in school are you working? – if yes:
	  • *What work do you do?*
	  • *How long do you work?*
	  • *Do you get paid? If yes, how much?*
	  • *Do you like your work?*
	  • *What are some good things about your work?*
	  • *What are some not so good things about your work?*
	  • *Do you have any problems with your boss, co-workers? Please describe. Do they treat you well?*
	  • *Do you like working? Do you want to continue working?*
	
	• Did you work in your country of origin?
	  • *If yes, see questions about work above and repeat.*
	
	• Are you keen to attend school or work here in Malaysia?
	• Are you expected to send money home to your family? How much do you send a month?

Notes/Responses	

Background experience: traumatic events
 	
Extent of exposure to violence and displacement
	• Have you been arrested or detained by immigration in Malaysia?
	  • *If yes, please describe your experience.*
	  • *How long? Where were you detained? For what reasons? How were you released?*
	• Have you had encounters with the police in Malaysia?
	  • *If yes, please describe instances – when, where, what happened, how were you released.*
	• Have you experienced any violence during your journey to reach Malaysia? (physical, sexual, verbal, emotional)
	• During your stay here, has anybody treated you badly, hurt you or made you feel uncomfortable?
	  • *If yes, who are these persons?*
	  • *What did they do to you?*
	
	For minors who are less verbose – yes or no answers are encouraged without details for e.g. During your journey to Malaysia did anyone
	1. physically abuse you? 2. sexually abuse you? 3. verbally abuse you?
	4. emotionally abuse you?

Area of Assessment	Guiding/Probing Questions

Psychological symptoms seriously interfering with daily life	• Anxiety
	  • *Do you worry all the time? (may be expressed as head hurting) What do you worry about?*
	  • *Are you able to sleep at night? How much sleep do you get?*
	  • *Are you able to concentrate at work/in school? Do you have any difficulties remembering things?*
	• Depression –
	  • *How do you feel right now?*
	  • *How do you feel about yourself?*
	  • *How is your appetite? How is your energy level?*
	  • *Do you feel like hurting yourself sometimes? Have you hurt yourself in the past?*
	• Anger –
	  • *Do you find yourself getting angry very easily? Describe instances.*
	  • *What makes you angry?*
	  • *What do you do when you are angry?*
	• Trauma –
	  • *Do you have nightmares or flashbacks of a particularly traumatic event? If yes, please describe.*
	• Have you gone for, or are you going for counselling/seeking mental health treatment?
	  • *If yes, where?*
	  • *If no, would you like to speak to a professional? (Explain what counselling is in very simple terms)*
	• Are you currently using any substances? – Do you smoke? Drink alcohol? Use drugs?
	• Have you used any substances? – Have you smoked, drank alcohol or used drugs in your country of origin?

Notes/Responses	
Interests and goals	• What do you like to do? – What are enjoyable activities, hobbies, interests? • What are your immediate and longer-term goals? • What do you hope for in the future?
Notes/Responses	

Has any other organization interviewed you like this before?
☐ Yes ☐ No
Are you receiving/have you received any support from any other organization?
☐ Yes ☐ No

Note if client is receiving any services from any other service provider. (Please list service provider and type of services)

Need Area	Service Provider (Org Name)	Type of Service
Welfare support		
Physical health		
Mental health		
Education		
Employment		
Legal status/ Documentation		
Housing		
Other(s)		
Other(s)		

APPENDIX J: CLIENT RISK ASSESSMENT FORM

Case Reference No.:

A rating assessment is to be carried out following the completion of the Client Risk and Needs Intake Form. Information gathered from the intake form may be evaluated using the following risk ratings. Please note that the accuracy of the rating is merely based upon the information gathered in the intake interview and therefore, in some instances, a home visit is necessary for an accurate assessment.

Criteria		✓
Item 1		
HR	Unaccompanied child living in the community	
MR	Separated child below the age of 15 living in the community	
LR	Separated child above the age of 15 living in the community	
Item 2		
HR	Single female child	
MR	Single male child or female separated child	
LR	Male separated child	
Item 3		
HR	Has no legal documentation – at risk of arrest and detention	
MR	Has some legal documentation but still at risk of arrest and detention	
LR	Has legal documentation and no clear risk of arrest or detention	
Item 4		
HR	Unsafe living arrangements – child in present danger [1]	
MR	Unsafe living arrangements – child in imminent danger [2]	
LR	Safe living arrangements/caregiver arrangements	

[1] A child is in present danger when there is immediate, significant, and clearly observable threat actively occurring in the present. Danger/safety threats include any real/risk of physical, sexual, verbal maltreatment/abuse or neglect.

[2] A child is in imminent danger when there are conditions that are not immediately obvious or currently actively occurring but are out of control and likely to cause serious harm to a child in the near future. For imminent danger, the harm is likely in the near future (i.e., not exceeding 60 days) if no intervention is carried out.

HR - High Risk Rating   **MR** - Moderate Risk Rating   **LR** - Low Risk Rating

Criteria	✓
Item 5	
HR — Trafficked, abducted, kidnapped or harboured by means of threat or force for the purpose of exploitation (e.g. prostitution, other forms of sexual exploitation, slavery, work exploitation or the removal of organs)	
MR — At risk of being trafficked, abducted, kidnapped or harboured by means of threat or force for the purpose of exploitation (e.g. prostitution, other forms of sexual exploitation, slavery, work exploitation or the removal of organs)	
LR — Not at risk of being trafficked, abducted, kidnapped or harboured by means of threat or force for the purpose of exploitation (e.g. prostitution, other forms of sexual exploitation, slavery, work exploitation or the removal of organs)	
Item 6	
HR — Engaging in survival sex	
MR — At risk of engaging in survival sex	
LR — Not engaging in survival sex	
Item 7	
HR — Forced labour, begging, and unsafe work conditions	
MR — Voluntarily working but under moderately safe work conditions	
LR — Not working or working under safe conditions	
Item 8	
HR — Prior incidences of actual sexual and gender-based violence by state or non-state actors	
MR — Prior incidences of being at risk or receiving threats of sexual and gender-based violence by state or non-state actors	
LR — No incidences of actual sexual and gender-based violence by state or non-state actors	
Item 9	
HR — Clear risk/threats of deportation/*refoulement*	
MR — Moderate threat of deportation/*refoulement*	
LR — No threat of deportation/*refoulement*	
Item 10	
HR — Severe psychological concerns affecting daily functioning and significant health concerns (excluding physical and mental disabilities) requiring immediate/emergency intervention	
MR — Moderate psychological or physical health concerns affecting daily functioning and requiring urgent intervention	
LR — No psychological or physical health concerns requiring intervention	

Rating	Number of ✓
High Risk (HR)	
Moderate Risk (MR)	
Low Risk (LR)	

Final Rating: ☐ High Risk   ☐ High-Mod Risk   ☐ Mod Risk   ☐ Mod-Low Risk   ☐ Low Risk

Remarks:

Name of Foster Child Case Worker:

Date:

Intervention based on Rating Classification:

- *A high-risk classification requires immediate intervention and admission into the Foster Care Programme within three days following a risk classification. In the meantime, temporary alternative care arrangements must be made while waiting for the child to be matched to a suitable foster family.*
- *A moderate-risk classification requires urgent intervention and admission into the programme within 30 days following a risk classification. Temporary alternative care arrangements may not be necessary pending the availability of a suitable foster family to be matched to the child.*
- *A low risk classification may only require some minor intervention and, typically, will not be admitted into the Foster Care Programme.*

Rating Description

HIGH RISK RATING	
No.	**Item**
1.	Unaccompanied child living in the community
2.	Single girl at risk
3.	Has no legal documentation – at risk of arrest and detention
4.	Unsafe living arrangements – child in present danger
5.	Trafficked, abducted, kidnapped or harboured by means of threat or force for the purpose of exploitation (e.g. prostitution, other forms of sexual exploitation, slavery, work exploitation or the removal of organs)
6.	Engaging in survival sex
7.	Forced labour, begging, and unsafe work conditions
8.	Prior incidences of actual sexual and gender-based violence by state or non-state actors
9.	Clear risk/threats of deportation/refoulement
10.	Severe psychological concerns affecting daily functioning and significant health concerns (excluding physical and mental disabilities) requiring immediate/emergency intervention

**MODERATE RISK RATING**
No.	**Item**
1.	Separated child below the age of 15 living in the community
2.	Single male child/Female separated child
3.	Has some legal documentation but still at risk of arrest and detention
4.	Unsafe living arrangements – child in imminent danger
5.	At risk of being trafficked, abducted, kidnapped or harboured by means of threat or force for the purpose of exploitation (e.g. prostitution, other forms of sexual exploitation, slavery, work exploitation or the removal of organs)
6.	At risk of engaging in survival sex
7.	Voluntarily working but under moderately safe work conditions
8.	Prior incidences of being at risk or receiving threats of sexual and gender based violence by state or non-state actors
9.	Moderate threat of deportation/refoulement
10.	Moderate psychological or physical health concerns affecting daily functioning and requiring urgent intervention

**LOW RISK RATING**
No.	**Item**
1.	Separated child above the age of 15 living in the community
2.	Male separated child
3.	Has legal documentation and no clear risk of arrest or detention
4.	Safe living arrangements/ caregiver arrangements
5.	Not at risk of being trafficked, abducted, kidnapped or harboured by means of threat or force for the purpose of exploitation (e.g. prostitution, other forms of sexual exploitation, slavery, work exploitation or the removal of organs)
6.	Not engaging in survival sex
7.	Not working or working under safe conditions
8.	No prior incidences of actual sexual and gender-based violence by state or non-state actors
9.	No threat of deportation/refoulement
10.	No psychological or physical health concerns requiring intervention

APPENDIX K: FOSTER CARE ADMISSION FORM

Case Reference No.: _____   Name of Child: _____

Name of Foster Child Case Worker: _____

Full intake interview conducted?   ☐ Yes ☐ No

Date of Intake Interview: _____

House visit conducted to the child's current place of residence?   ☐ Yes ☐ No

Date of House Visit: _____

Brief summary of case

Client Risk Assessment Form completed?   ☐ Yes ☐ No

Risk Rating Assessment: ☐ High Risk ☐ High-Mod Risk ☐ Mod Risk ☐ Mod-Low Risk ☐ Low Risk

Recommendation under the Foster Care Programme criteria:

Is the child below 18 years of age?   ☐ Yes ☐ No

Is the child a Rohingya ethnic?   ☐ Yes ☐ No

Is the child unaccompanied or separated?   ☐ Yes ☐ No

Child's opinion - Does the child agree to be placed in a foster care arrangement?   ☐ Yes ☐ No

Are the child's current lifestyle/habits in contrast from the culture and norms of the community which would then put the child in danger? (e.g. child is of a different religion from the foster parents)   ☐ Yes ☐ No

Has safe family reunification happened?   ☐ Yes ☐ No

Does the child have an external security risks that would be a threat to life if placed in the community?   ☐ Yes ☐ No

Is the child already in a safe and stable care arrangement?   ☐ Yes ☐ No

Is there an imminent durable solution for the child - resettlement, repatriation, aging out?   ☐ Yes ☐ No

Final recommendation:

☐ Placement with foster parents under the Foster Care Programme

☐ Maintained in current care arrangement

☐ Other care arrangement. Please specify: _____

Additional resources required for child:　　　　　　☐ Yes　☐ No

Specify:

_____

CASE CONFERENCE COMMITTEE APPROVAL

(To be completed by the Case Supervisor heading the Case Conference Committee)

Accurate assessment of risk criteria? ☐ Yes　☐ No	**Accurate assessment of recommendations?** ☐ Yes　☐ No
Accurate assessment of additional resources? ☐ Yes　☐ No	**Adequate capacity for Foster Child Case Worker to carry out recommendation?** ☐ Yes　☐ No
Approved for admission to Foster Care Programme? ☐ Yes　☐ No	
Additional decisions made by the Committee 	

…………………………

Name of Case Supervisor:

Date:

APPENDIX L: FOSTER CARE APPEAL FORM

Name of Appellant:

Address:

Contact No.:

E-mail:

_____

Complete this section if someone is assisting the appellant in making the appeal.

Name of Person:

Organisation (if applicable):

Address:

Contact No.:

E-mail:

Relationship to Appellant:

_____

Type of Application:

☐ To provide foster care (Foster Parents)

☐ To be placed in foster care

Date of notice of decision:

_____

What are you appealing for? What is your desired outcome from the request for decision review?

_____

What is the justification for your appeal? On what basis do you think the decision should be changed?

……………………………

Signature of Appellant

Date:

For Office Use

Date received:
Decision to be reviewed by:

_____

DECISION REVIEW

Outcome of appeal:

Justification for final decision:

....
Signature of Reviewer
Date:

APPENDIX M: FOSTER PARENTS AGREEMENT FORM

This Foster Parents Agreement is to be negotiated between the Foster Care Agency and the Foster Parents prior to the initial placement and whenever there are changes in the terms and conditions of the placement after subsequent reviews.

Foster Child Placement Agreement between:

The 'Foster Care Agency'   AND   The 'Foster Parents'

Name of Representative: **Name of Foster Parent 1:**

……………………………………………….   ………………………………………………….
Designation: ID. No.:
ID. No.:   Type of ID:
Type of ID:

                                                         Name of Foster Parent 2:

                                                         ………………………………………………
                                                         ID. No.:
                                                         Type of ID

We, the Foster Parents (as per the above named parties) agree to foster and provide temporary placement for the following child at the agreed on timeframe determined by all parties:

Name of Child:
Case Referral No.:

Placement period: From _____ to _____

This Agreement is effective from _____ and will be in force until the end of the agreed on placement period or until a new Agreement is signed.

General conditions of this Agreement

1. Foster care is a temporary arrangement between the Foster Care Agency and the Foster Parents to provide a safe and nurturing home environment for the Foster Child.
2. This Agreement does not provide any legal relationship or interest between the Foster Parents and the Foster Child.
3. This Agreement is not an employment contract. The Foster Care Agency is not employing the Foster Parents to care for the Foster Child although it may assist them by providing resources for the purpose.
4. This Agreement is the entire agreement between the Foster Care Agency and the Foster Parents concerning the placement of the Foster Child. It supersedes all previous verbal or written agreements, promises, or statements. This Agreement can only be amended by writing a new Agreement, which must then be signed by the Foster Care Agency Representative and both the Foster Parents.

The Foster Care Agency agrees to:

1. Provide the following resources:
   a. Rental : _____
   b. Food : _____
   c. Clothing : _____
   d. Transportation : _____
   e. Hygiene items : _____
   f. School items : _____
   g. Others : _____

2. Adhere to the standards prescribed by the Manual for Foster Care for UASC.
3. Guide and brief the Foster Parents and the Foster Child throughout the foster care process, and provide regular updates as and when necessary.
4. Develop a care plan for the child and work together with the Foster Parents to achieve the placement goals.
5. Allow the Foster Parents to directly contact the Foster Child Case Worker in case of an emergency.
6. Conduct a home visit at least once a month to maintain contact with the Foster Parents and the Foster Child.
7. Keep the Foster Parents informed on the child's school progress, refugee status determination, medical treatment, and other issues that may help the Foster Parents provide better care and protection for the child.

8. Assist the Foster Parents with getting medical or mental health treatment for the child when necessary.
9. Provide the Foster Parents with continuous training and support services.
10. Attend to the Foster Parents' needs and grievances related to foster care throughout the placement period.
11. Monitor and supervise all Foster Care Agency personnel to ensure the fulfilling of agency processes and ethical standards.
12. Give the Foster Parents at least _____ days of prior notice before terminating the foster care arrangement.

The Foster Parents agree to:

1. Accept the child for foster care placement and to provide care for the child in terms of food, housing, clothing, personal care items, recreation, and any additional needs based on the care plan, and in the best interest of the child.
2. Provide care for the child based on the Manual for Foster Care for UASC and the Handbook for Foster Parents.
3. Report or provide an update of the child to the Foster Child Case Worker as required.
4. Allow the Foster Child Case Worker to inspect your home during Home Visits.
5. Inform the Foster Parents Support Worker whenever there are changes in the family circumstances that may affect the foster care arrangement.
6. Consult the Foster Child Case Worker before making life changing decisions for the child.
7. Attend continuous training sessions and the Foster Parents Support Group meetings to increase knowledge and skills to care for the child.
8. Assist the Foster Child Case Worker in the implementation of child's care plan to meet the holistic needs of the child.
9. Keep the confidentiality of information about the child and to refer to the Foster Child Case Worker before disclosing any information required. No information about the child should be disclosed to unauthorised persons.
10. Give at least _____ days of written notice, except in an emergency, to request the Foster Care Agency to terminate the foster care arrangement.

I/We have read the terms and conditions above and agree to meet these requirements. I/We understand that this Agreement shall remain in force until amended by all parties signing a new Agreement or the end of the foster care placement.

Signing this Agreement signifies that the Foster Care Agency agrees to temporarily place this child in this home with this foster family and that the Foster Parents agree to provide care and protection for this child during the placement period.

....
Name of Foster Care Agency Representative:
Date:

....
Name of Foster Parent 1:   Name of Foster Parent 2:

Date: Date:

List of personal belongings and items (for cash, note down the amount and for medications, state the type and amount of medicine) with the child on admission into the foster care home:

No.	Item Description	Amount/Quantity
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

....
Name of Foster Child:
Date:

....
Name of Foster Child Case Worker: Name of Foster Parent Representative:

Date: Date:

APPENDIX N: CASE PROGRESS NOTES

Name of Foster Child: **Case Reference No:**

Name of Foster Parents:

Start Date of Initial Placement:

Start Date of Current Placement:

Date of Meeting/Follow up appointment on Progress:

Care Planning (completed on:					
No.	**Areas of Need**	**Risk Identified**	**Goals Identified**	**Strategies Identified**	**Timeline**
1.	Housing/Family Placement				
2.	Physical Health				
3.	Mental Health				
4.	Risks and Safety				
5.	Legal Status Process				
6.	Material Needs				
7.	Durable Solution				
8.	Education				
9.	Social Support				
10.	Tracing/Family Reunification				
11.	Any other areas				

Progress Update on:					Further Action/ Remarks
No.	Areas of Need	Action Undertaken	Time Taken	Outcome	
1.	Housing/Family Placement				
2.	Physical Health				
3.	Mental Health				
4.	Risks and Safety				
5.	Legal Status Process				
6.	Material Needs				
7.	Durable Solution				
8.	Education				
9.	Social Support				
10.	Tracing/Family Reunification				
11.	Any other areas				

Notes/ Further Remarks:

………………………………………………………
Name of Foster Child:
Date:

………………………………………………………
Name of Foster Child Case Worker:
Date:

APPENDIX O: HOME VISIT CHECKLIST

Name of child	
Case referral no.	
Address of home visited	
Date of visit	
Time of visit	From _____to _____
Name of Foster Child Case Worker making the visit	
Name of interpreter (if applicable)	
Was the child present during the visit?	☐ Yes ☐ No If no, why:
Were the foster family members present during the visit?	

Home environment

A. Facilities in the Home

Facilities Provision	
1. Is everything that was agreed on still maintained?	☐ Yes ☐ No
2. If no, what specifically has changed?	
3. Why has it changed?	
4. How does this affect the child negatively?	
5. What mitigating steps are to be taken?	

Facilities Access

1. Is everything that was agreed on still maintained?	☐ Yes ☐ No
2. If no, what specifically has changed?	
3. Why has it changed?	
4. How does this affect the child negatively?	
5. What mitigating steps are to be taken?	

B. Basic Needs

Needs Provision

1. Is everything that was agreed on still maintained?	☐ Yes ☐ No
2. If no, what specifically has changed?	
3. Why has it changed?	
4. How does this affect the child negatively?	
5. What mitigating steps are to be taken?	

Needs Access

1. Is everything that was agreed on still maintained?	☐ Yes ☐ No
2. If no, what specifically has changed?	
3. Why has it changed?	

4. How does this affect the child negatively?	
5. What mitigating steps are to be taken?	

C. Cleanliness and Maintenance in the Home

1. Is it well maintained?	☐ Yes ☐ No
2. Is it clean?	☐ Yes ☐ No
3. If no, what are the recommendations to fix the problem?	
4. If unable to fix/comply with recommendations, why?	
5. What mitigating steps are to be taken to resolve the issue?	

D. Safety Concerns in the Home

1. Are there any new safety concerns related to the facilities?	☐ Yes ☐ No
2. If yes, what are these concerns?	
3. What mitigating steps are to be taken to resolve the issue?	

E. Household Members

1. Are there any changes to the family composition?	☐ Yes ☐ No
2. If yes, who are they and what is the relationship?	

3. Does the presence or absence of new or existing persons affect the placement?	
4. What mitigating steps are to be taken to address the issue?	

External Environment

A. Facilities outside the Home

Facilities Provision	
1. Is everything that was agreed on still maintained?	☐ Yes ☐ No
2. If no, what specifically has changed?	
3. Why has it changed?	
4. How does this affect the child negatively?	
5. What mitigating steps are to be taken?	
Facilities Access	
1. Is everything that was agreed on still maintained?	☐ Yes ☐ No
2. If no, what specifically has changed?	
3. Why has it changed?	
4. How does this affect the child negatively?	
5. What mitigating steps are to be taken?	

B. Cleanliness and Maintenance outside the Home

1. Is it well maintained?	☐ Yes ☐ No
2. Is it clean?	☐ Yes ☐ No
3. If no, what are the recommendations to fix the problem?	
4. If unable to fix/comply with recommendations, why?	
5. What mitigating steps are to be taken to resolve the issue?	

C. Safety Concerns outside the Home

1. Are there any new safety concerns related to the facilities?	☐ Yes ☐ No
2. If yes, what are these concerns?	
3. What mitigating steps are to be taken to resolve the issue?	

Placement Relationship (Group and individual interviews with parents and child)

Group interview:
1. Communication - updating on progress and needs
2. Strength of the relationship
3. Meeting of expectations and needs from the placement
4. Challenges and conflicts
5. Activities carried out together
6. Challenges in meeting case plan goals
7. Concerns or questions about the foster care placement
8. Positive highlights about the placement
9. Recommendations for improving the foster care process

Individual interview:
1. Any other expectations
2. Conflicts and challenges
3. Additional support needed - resources for parent and child, and training for the parents
4. Changes in circumstances that affects the placement

Monitoring Checklist for Foster Child Case Worker

1. Date of previous visit	
2. Have issues from previous visit been resolved?	☐ Yes ☐ No
3. If no, what issues are pending?	
3. What mitigating steps are to be taken to resolve the issues? a. b. c.	Timeline to resolve the issues

Prepared by:

....
Name of Foster Child Case Worker:
Date:

APPENDIX P: FOSTER CARE DISCHARGE FORM

Name of Foster Child Case Worker	
Name of Child	
Case Referral No.	
Name of Foster Parent 1	
Name of Foster Parent 2	
Address	
Contact No.	
Child's contact information	
Child's new address	
Date admitted into programme	
Date of discharge	
Length of stay in programme	
Age at discharge	

Reason(s) for discharge:
☐ Aged out - turned 18 years old
☐ Resettled
☐ Returned to home country
☐ Family reunification
☐ Voluntary exit
☐ Foster Care Agency termination
☐ Others _____

Living arrangements on discharge:
☐ To be reunited with parent(s)
☐ To live with other refugee youths or community members
☐ To live on his/her own
☐ To continue to live with foster parents
☐ Resettled in another country
☐ Back to home country
☐ Other arrangements: _____

Employment Status: ☐ Unemployed   ☐ Employed

List of personal belongings and items (for cash, note down the amount and for medications, state the type and amount of medicine) removed by the child on discharge from the foster care placement. This list is to be matched with the list of belongings on admission:

No.	Item with Description	Amount/Quantity
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

I/We understand that this form marks the end of the Foster Child Placement Agreement between the Foster Care Agency and the Foster Parents to place the above named Foster Child under the care of the above named Foster Parents.

Signing this form releases the Foster Parents from the previous Agreement dated _____ and the Foster Child is formally discharged from the foster care placement. While roles and responsibilities under this foster care placement clearly end following the signing of this form, we recommend that the Foster Parents and the Foster Child continue to engage and maintain a relationship.

....
Name of Foster Care Agency Representative:

Date:

....
Name of Foster Child:

Date:

....
Name of Foster Parent 1:

Date:

....
Name of Foster Parent 2:

Date:

APPENDIX Q: EXIT INTERVIEW

Name of Foster Child	
Case Reference No	
Name of Foster Parent 1	
Name of Foster Parent 2	
Date of admission into Programme	
Date of placement termination	
Reasons for placement termination	

Overall Experience of Parties

1. From your experience, please share the highlights of the programme.

2. From your experience, please share the low points of the programme.

3. Please share some benefits of the programme (particularly with regards to the placement and the Foster Care Agency).

4. Please share some drawbacks of the programme (particularly with regards to the placement and the Foster Care Agency).

5. What can we improve or how can we make this programme better?

6. For the Foster Parents, please share what could you have done better in the programme.

7. For the Foster Child, please share what could you have done better in the programme.

8. For both parties, how did you feel about the services/assistance from the following:
   a. External partners

   b. Foster Care Agency Personnel (Foster Child Case Worker, Foster Parents Support Worker)

9. For both parties, how do you think the following persons/agency can improve services/assistance:
   a. External partners

   b. Foster Care Agency Personnel (Foster Child Case Worker, Foster Parents Support Worker)

Feedback on Care Plan

For the Foster Child:

1. Goals achieved from your care plan (please list briefly):

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. Goals not achieved from your care plan

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

3. What do you feel about these goals that you have achieved and those that you have not achieved?

4. What helped you in achieving some of your goals?

5. What could have been done better to help you reach the goals?

6. What goals will you continue to work on after exiting the programme?

7. What support do you need to continue to achieve these goals after you have exited the programme?

For the Foster Parent:

8. How have you helped your foster child achieve some of these goals?

9. What do you think you could have done better?

10. What improvements can the programme make to assist a foster child in achieving these care goals?

Final feedback

For the Foster Parent

1. Do you want to continue to participate in future placement of foster children in your home?
   ☐ Yes. Why?: _____
   ☐ No. Why?: _____

2. Would you recommend the programme to other parents?
   ☐ Yes   ☐ No

For the Foster Child

3. Would you recommend the programme to other unaccompanied and separated children?
   ☐ Yes. Why?: _____
   ☐ No. Why?: _____

Any other comments/feedback from all parties?

_____

For Office Use

Exit interview completed by:

Date:

Method of completion:
☐ Verbal (written) ☐ Self-completion ☐ Recording (voice/video)