IFCO-Proposed Training Outline

The following outline is to be used as a foundation for the development of curriculum. It is not intended to stand alone but to provide a sequential process for the development of curricula to assure that the IFCO values and ethics of practice are amplified in all training

IFCO Training Outline

➢ *IFCO believes that it is best when representatives of different stakeholders in the foster care process are trained together. (These include social workers, foster carers, youth, managers, policy makers, and other groups involved in child care).*
➢ *IFCO training is interactive and based on active participation of participants.*
➢ *IFCO training is delivered with a view to further use for local capacity building. The training material, once translated in the local language may be used within the restrictions given.*
➢ *All IFCO training is inclusive and programmes will be developed in cooperation with the commissioning clients to adapt the modules and training material to reflect local circumstances, local knowledge and materials (e.g. legislation, procedure, culture, exercises)*

Module: UN Convention on The Rights of the Child (UNCRC) and a Child Rights approach
Learning objectives
   ➢ To introduce the history and key principles of the UNCRC
   ➢ To identify the provisions and the responsibilities towards children and families at risk
   ➢ To develop a good understanding of why children rights and a child rights approach is important
   ➢ Teach how to deliver a child rights based care and translate the UNCRC into daily practice
   ➢ To learn why and how the voice of children and young people is heard.
Trainers
This Module will be delivered by two trainers (one UNCRC specialist and a young person).

Module: Professional Standards and Ethics
Learning objectives
   ➢ To introduce participants to professional standards and ethics
   ➢ To identify and understand key ethical concepts
   ➢ To understand how values and ethics relate to, and effect, children services
   ➢ To assist participants to understand global values guiding children services

Module: Understanding child development
Learning objectives

- ➢ To develop a basic understanding of normal child development
- ➢ To understand what are the primary requisites for healthy child development
- ➢ To learn the key dimensions of development and how these should be attended to.
- ➢ To understand loss and separation and the effect on attachment and healthy child development

Module: Preventing of out-of-home care
Learning objectives
- ➢ To understand that children have a basic right to grow up with their own parents
- ➢ To understand that governments and child care organizations should strive to support parents to provide good parental care
- ➢ To understand effective measures to prevent abandonment and separation.
- ➢ To consider how to build support structures and develop services around families to safeguard children's development and the roles and responsibilities of different professional groups.
- ➢ To understand the importance of good cooperation
- ➢ To explore community based support structures and services in the own situation.

Module: Children in State Care
Learning objectives
- ➢ Make baby homes history
- ➢ To assist participants to understand global values guiding child care and child protection
- ➢ To become aware of why children need care from the state.
- ➢ To recognize common behaviors and needs of children in state care
- ➢ To learn techniques to help children in out of home care.
- ➢ To learn to understand values and ethics in working with children

Module: Parenting children in State Care
Learning objectives
- ➢ To understand the varying roles of institutional and residential care, foster care, kinship care, adoption and family support like respite care and day care, IFCO's make baby homes history policy and advocacy
- ➢ To enable participants to explore risks and opportunities inherent in various forms of care, particularly to under 3s in institutional care
- ➢ To enable participants to compare and contrast the various forms of care

Module: Planning for Children in State Care
Learning objectives
- ➢ To understand the importance of permanency in the child's upbringing

➢ To understand what concept of permanency means in decisions making.

➢ To explore different models of planning making and legal implications.

➢ To understand the importance of including all parties around the child, the birth family and the child in the planning process and how to do that.

➢ To explore ways to communicate with parents and children involving them in planning and decision making and preparation for transition.

➢ To understand the importance of including maintaining history and transition arrangements.

Module: Foster Care Practice

Learning objectives

➢ To assist participants to become aware of foster care as a service to vulnerable children

➢ To understand the difference between foster care, ordinary families and adoption

➢ To develop an understanding of the elements needed to support the essential dimensions of child development in foster care

➢ To understand the importance of recruitment, assessment, training, matching, support and retention as a service to foster carers.

➢ To explore how foster care services can be developed and improved

➢ To understand equal cooperation with foster families in reaching the objectives of the care plan of children

➢ Understand and explore the roles and rights of all parties involved in foster care (children, foster carers, birth parents, placing and support agency staff).

➢ To understand the child's right to participate fully in the decision making process.

Module: Working together

Learning objectives

➢ To assimilate the concept of "corporate parenting" and thus the importance of partnership in the care of children

➢ To understand the responsibilities and roles of corporate parents

➢ To understand what is meant by inclusive care

➢ To be able to practice inclusive care

➢ To understand the scope and limitations of caring for children in state care.

➢ To understand the local legislation regarding the above

Module: Transition from Care

Learning objectives

➢ To understand the importance of early preparation for adulthood and good transition planning

➢ To understand the importance of maintaining and recording the child's care history both for and with the child (life book) and in the agency.

➢ To understand the legal framework surrounding transition from care.

➢ To understand the importance of leaving care and life skills training
➢ To understand the need for long term support for young people leaving care
➢ To explore the skills young people need to fully participate in the local society and to develop the contents of a programs for life skills training.

Module: Legal and Administrative Issues
Learning objectives
➢ To understand the national child protection law
➢ To be able to identify services for vulnerable families and children
➢ To understand the administrative structure in the delivery of services
➢ To be aware of the scope and limitations of working within local legal and administrative systems.
➢ To be aware of international instruments governing the protection of children without parental care. Esp. Council of Europe's rec. children in institutional care, UNCRC recommendation's for the protection children without parental care. The Paris rules, and the Beijing rules

Module: Management and administration of child protection
Learning objectives
➢ To understand the importance of developing standards for practice
➢ To develop protocols for safety when working in the community
➢ To understand the importance and value of good record keeping
➢ To learn the elements of good record keeping
➢ To understand the importance of having and complying with personnel standards such as attendance at work, coming to work on time, and use of agency property.

Module: Facilitation of communication between stakeholders
Learning objectives
➢ To understand the importance of team work between all involved in the care around a specific family and/or child
➢ To understand the importance of peer support: social workers- social workers; foster carers-foster carers; youth- youth. Families who have children in care- Families who have children in care
➢ To practice cooperation in a team or meeting
➢ To understand the different roles in communication in a team
➢ To appreciate the importance of communication in the development of good practice and in the improvement of own fostering skills
➢ To facilitate the problem solving abilities of the participants in working out advocacy for their peers.