

Venue	Tampere Hall														University	
	A1	A2	B	200	201	VIP	301	306	307	308	Studio	Small Auditorium	C6	C8		
FRIDAY	1	2 <i>Mini</i>	3	4	5	6	7	8	9	10	11	12	13	14		
	17	2 <i>Mini</i>	18	19	20	21	22	23	29	25	26	24	28	15		
SATURDAY	32	33	34	35	37	36	38	39	40	55	42* 43 44	45				
	46	47 <i>Mini</i>	48	49	50	51	52	53	54	41	56* 57 58	59 <i>Mini</i>				
	60	47 <i>Mini</i>	61	62	64	63	65	66	67	68	69* 70	59 <i>Mini</i>				
Room size/Max number of people	100	100	150	40	30	30	25	25	25	30	170	460	54	54		

**1-70** = Number of presentation, see the list of presentations in numerical order.

**Mini** = Minicourse (2 x 1,5 hours)

= Interpreted into Finnish

\* = 30 min. each

\* = 45 min. each



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## Conference Organization

**The IFCO 2002 European Conference is hosted by the Finnish Federation of Foster Care Association together with its partners**

Association of Professional Foster Parents  
 Central Union for Child Welfare in Finland  
 Save the Children Finland  
 Pesäpuu ry, Center of Expertise in Child Welfare  
 SOS Children's Village Association, Finland  
 City of Tampere  
 City of Helsinki

## Organizing Committee

**Leea Markkanen**, The Finnish Federation of Foster Care Associations, Chairperson  
**Leena Sulonen**, Tampere Conference Service Ltd., Conference Secretariat  
**Johanna Tarpila**, Viestintäpalvelu Sovimar, Co-ordinator of the IFCO conference communications  
**Raili Bäck-Kiianmaa**, Pesäpuu ry, the Center of Expertise in Child Welfare  
**Hannele Danet**, City of Helsinki  
**Bodil Grön**, The Finnish Children's Welfare Association  
**Riitta Haaramäki**, City of Tampere  
**Veli-Pekka Isomäki**, The Finnish Federation of Foster Care Associations  
**Jari Ketola**, The Finnish Federation of Foster Care Associations  
**Anna-Liisa Koisti-Auer**, SOS Childrens's Village Association  
**Risto Korpinen**, City of Tampere  
**Matti Kosonen**, The Association of Professional Foster Parents  
**Maarit Kuikka**, The Central Union for Child Welfare, Finland  
**Katja Pöri**, City of Tampere  
**Kaisa Rautio**, Perhehoito -magazine  
**Anneli Rikala**, Save the Children Finland  
**Petri Salonen**, The Association of Foster Parents in Pirkanmaa  
**Jaakko Vaismaa**, The Finnish Federation of Foster Care Associations

## Advisory Board

**Leea Markkanen**, The Finnish Federation of Foster Care Associations, Chairperson  
**Jari Ketola**, The Finnish Federation of Foster Care Associations, Secretary  
**Tarja Pösö**, University of Tampere  
**Mirja Satka**, University of Jyväskylä  
**Anne Hujala**, The Ministry of Social Affairs and Health, Finland  
**Marjatta Bardy**, National Research and Development Centre for Welfare and Health, Stakes  
**Hege Sundt**, Norsk Fosterhjemsforening, Norway  
**Kristian Kjellberg**, Familjehemsverksamheten, Sweden  
**Rob van Pagée**, OKS, the Netherlands (IFCO conference liaison officer)  
**Maria Herczog**, Family, Child and Youth Association, Hungary

## Conference Secretariat

**Tampere Conference Service Ltd.**  
**Leena Sulonen**, Managing Director  
**Anne Saarinen**, Project Manager  
**Piia Kouame**, Conference Secretary

## Preface from the Conference Chair

### **Dear Friends in Fostering,**

*We are very happy to have this opportunity to warmly welcome you to Tampere, Finland. I am very proud, excited, and happy that Finland is currently hosting the IFCO European Conference. I know that many Finnish foster care workers have thoroughly enjoyed and benefited from several IFCO conferences in other countries in the past. I am pleased we have the opportunity to give something back to all of you in this field.*

*Conferences provide us with knowledge and information about the newest resources. It is a chance for everyone to communicate and talk about our foster care experiences. We are encouraged to grow and develop our own foster care skills. I am convinced this Tampere Conference will not disappoint any of you. This particular IFCO Conference has fascinating themes and there will be something to interest everyone. We are looking for the answers to these questions, one “What are the basic elements to really make children feel safe and comfortable”, secondly “are children’s needs different from adults” and finally “ why are the needs of children so important to respond to”?*

*We are very eager to discuss the new models and ideas for foster care with our colleagues from many different countries. I am indeed certain that we will all gain great benefits from this Conference. We have experienced speakers and several workshops to encourage a lot of communication on social programs from all of you. Let’s listen and talk to our peers, let’s feel safe and comfortable.*

*We extend our heart-felt thanks for your attendance at this Conference. Again welcome to Tampere, Finland.*

**Leea Markkanen**

*Chair of the Organizing Committee*



Leea Markkanen  
Chair of the Organizing Committee

**Greetings from the Minister of Health and Social Services**

*Living in a home and feeling at home is a basic need that should be fulfilled for every child. A home is not just a physical place with roof and walls, a home is also built by secure human relationships and a real family. Children need a stable environment where they can grow up. Especially for foster children, a safe home is not always self-evident. Foster children have a difficult past, which means that they have a heightened need for security and safety. Many children can find that security in foster care, and foster parents therefore often have a crucial role for the development of a child.*

*The Convention on the Rights of the Child clearly spells out that the best interests of the child shall be a primary consideration in all actions regarding children. Authorities taking decisions on foster care have a particular responsibility in this respect. In the case of foster care, the child's perspective should always be put in first place. Children are too often reunited too soon and therefore re-separated again, with their bio-parents. More support is needed to give every fosterchild the possibility to maintain contacts with her biological parents, but at the same time, she needs to grow up with adults who are able to meet her physical and psychological need of lasting love and care. The fewer rearrangements, the better the prognosis for the child's healthy development.*

*The best interest of the child is a solid platform for better cooperation between foster parents, biological parents and authorities. Successful cooperation, however small, encourages positive identity building and provides a more harmonious and balanced growing environment.*

*Discussing issues relating to foster care also links up more generally with our perceptions of home and a good environment for children as a whole. Secure human relationships and a safe home environment for our children is a crucial question for all of our societies. The themes which will be covered here are difficult and extremely challenging, but they have a bearing for us all. I wish the conference participants very stimulating and interesting discussions.*

***Eva Biaudet***

*Minister of Health and Social Services*



Eva Biaudet  
Minister of Health and Social Services

**Greetings from the President of IFCO**

*It seems that it was only a short time ago that the Finnish group did their welcome presentation at the International Conference in Veldhoven, Holland. I know that many people in Finland have worked many long, hard hours to ensure that they would have an extremely interesting Conference to furnish everyone. There has been excellent co-operation among the many people from all the various institutions and disciplines and this should guarantee that the conference will certainly have a great deal to offer all the delegates from the many distinct fields of foster care. The conference's theme and programmes will demonstrate that it is possible to introduce new and different approaches to Foster care at each conference. As the President of IFCO, I am proud and happy to have this opportunity to welcome you all to this Conference. This is a great chance to discuss the wonderful achievements to date in Foster care; it is also an opportunity to learn about the challenges we face in the future.*

**Anjo van Hout**  
*President of IFCO*



**The patron of the conference is Mrs. Tarja Halonen,  
President of the Republic of Finland.**

## About International Foster Care Organisation (IFCO)

IFCO is a voluntary organisation committed to the improvement of the quality of service given to children and young people in care and the development of standards for organisations and individual carers. IFCO strives to achieve its objectives by bringing together Foster Carers and other professionals, through international and regional conferences, the IFCO Youth In Care Project, a newsletter, a web site and a mailing list on interesting topics chosen by the members. All of these aim to empower all parties actively involved within the care system by providing opportunities for exploration of existing services and the development of new ones.

IFCO was first proposed in 1979, the “International Year of the Child” in Oxford, England. It was founded by a group of people dedicated to the needs of foster carers and youth in foster care. Since then, every biannual year IFCO had an international conference in many different countries the world. The other year was open to regional conferences.

IFCO’s mission is to promote and strengthen the services of family foster care for children, youth and adults by enabling the exchange of information among persons and organisations of different nations. This is achieved by: International Conferences and Seminars; Consultation; Networking; Publication; Information.

IFCO believes that foster care must be an inclusive teamwork effort between foster carers, social workers, the placing agency, the birth parent, the child/young person and others who contribute to the child’s welfare. Respect for diversity is essential; Experience must be valued and individual and organisational strengths should be capitalised upon; The organisation should be open to new ideas; The IFCO Board has a collective responsibility for stewardship; Care should be child-centered and family focused.

IFCO’s membership is comprised of individuals and organisations from all over the world, specifically those who are involved in foster care. IFCO’s main purpose is to support and stimulate the international exchange of foster care experience, research and ideas.

IFCO’s twinning program is aimed at solidarity between members from developed countries to twin with a prospective member from a developing country. This can be organizations or individuals.

Not a member yet? Join IFCO at this conference, go to the IFCO information booth, or go to **[www.ifco.info](http://www.ifco.info)**

## Silent Auction

The Silent Auction is a fundraising event that will support the International Foster Care Organisation. Participants have been asked to bring items from their home country to the conference and these are displayed on a table next to their corresponding bidding sheets. Throughout the conference everyone will have an opportunity to bid on the items they wish to purchase. In the end the highest bid is awarded the item.

Please, contact the Silent Auction desk for details in the Exhibition Hall!

## Conference Theme

### LIVING IN A HOME - FEELING AT HOME?

#### Feeling at home during childhood

*“Can I really love all my parents?  
What does attachment mean?  
Do adults really listen to me?  
Do they know how I feel?  
Do you want to know what we really think?”*

The possibility to be loved and heard enables a better childhood. We focus on that topic on our first conference day. In foster care we meet children whose safe and normal development has been disturbed. We cannot change the difficulties in their past, but we can improve their chances to have a better future and a better life with good relationships. What factors in childhood are most protective? How can we enable a normal, stable childhood for a foster child? Do we really listen to our children so that we know what they think? When does a child feel comfortable, “at home”, during his/her childhood?

#### Feeling at home within a family

*“What does family really mean?  
Is my foster family a good family?  
What can I do when things change in my family?  
Do I have to feel close to my foster siblings?  
How long does it take before I feel at home in my new family?”*

On the second day we focus on the family. We'll figure out what kind of support systems a family is for a foster child. We will hear how changes in a family affect its foster child. What does it mean to be a married couple and at the same time parents of both foster and biological children?

How does a foster child see his/her role in the new family? Are there differences for biological children and foster children? What is it like for a sibling? We will also hear how men and women differ from each other in their everyday family life. And is family something that children in other forms of care miss most?

#### Feeling at home with your own life

*“I would like to have a good job and a family.  
I want to be happy!  
I want to learn to live my own life.  
I want to be in my own home”.*

On the last day of the conference we will hear about how a foster child grows up and becomes an adult who is able to build his/her own good, independent life. What kind of roots and feelings must a child possess to be able to successfully be an active member of society, form his/her own family, to be a parent and feel secure within his/her own life.

## Programme at a Glance

### Thursday 8 August

14.00 - 22.00	Registration and Information desk open
19.00 - 22.30	Opening Ceremony and Get-Together Party at Tampere Hall

### Friday 9 August

#### Feeling at home during childhood

08.30 - 16.30	Registration and Information desk
09.00 - 10.30	Plenaries (Small Auditorium) <b>Mirjam Kalland:</b> Risk and protective factors for children in foster care: a systemic approach <b>Toril Havik:</b> A child's voyage into foster-care - needs, thoughts and feelings
10.30 - 11.00	Coffee/refreshments and Exhibition
11.00 - 12.30	Workshops
12.30 - 14.00	Lunch and Exhibition
13.30 - 16.00	Site visits
14.00 - 15.30	Workshops
15.30 - 16.00	Coffee/refreshments and Exhibition
15.45 - 17.00	IFCO General Assembly (Room A1)
18.00 - 19.30	City Reception at the Old City Hall
19.30 - 23.30	Finnish Evening in the Viikinsaari Island

### Saturday 10 August

#### Feeling at home within a family

08.30 - 17.00	Registration and Information desk
09.00 - 10.30	Plenaries (Small Auditorium) <b>Ingrid Höjer:</b> What happens in the foster family? Mitä tapahtuu sijaisperheessä? <b>Olga Zviaguina:</b> The meaning of a family for children from care institutions Perheen merkitys laitoksessa kasvaneille lapsille  <i>Both plenaries will be interpreted from English to Finnish. Molemmat esitykset tulkataan englannista suomeksi.</i>
10.30 - 11.00	Coffee/refreshments and Exhibition
11.00 - 12.30	Workshops
12.30 - 13.30	Lunch and Exhibition
13.30 - 15.00	Workshops
15.00 - 15.30	Coffee/refreshments and Exhibition
15.30 - 17.00	Workshops
19.00 - 23.30	Conference Dinner at the Särkänniemi Dolphinarium and Näsinneula Restaurant (Observation Tower)

## Sunday 11 August

### Feeling at home with your own life

09.30 - 15.00	Registration and Information desk
10.00 - 11.30	Plenaries (Small Auditorium) <b>Malcolm Hill:</b> Young people in foster care: Laying the foundations for adulthood <b>Melina Voipio:</b> How to become a subject in your own life/ Oman elämänsä muukalaisesta oman elämänsä asukkaaksi – kasvu objektista subjektiksi ( <i>interpreted from Finnish into English</i> )
11.30 - 12.00	Coffee in the Exhibition Hall
12.00 - 13.00	Closing of the Conference (Small Auditorium)
13.00 - 14.00	Closing Lunch

## HOW TO FIND THE RIGHT ROOM?

All plenary presentations will take place in the Small Auditorium. Presentations, workshops and mini courses will be held either in Tampere Hall or at the University's Main Building (opposite to Tampere Hall). Each session has a code. The first number indicates the number of the abstract. They run in order of presentation which you can find at the end of this book. The 2nd character - letter with numbers - indicates the room where the presentation will be held.

**Example:** 1-A1 means that the presentation no. 1 (and abstract no.1) will be held in the room Hall A1.

You will find a map of the conference facilities in this book. Tampere Hall will also be very well signposted. And you can always ask the registration desk, assistants and Tampere Hall staff for help.

### Symbols of the rooms at Tampere Hall

<b>A1</b>	Hall A1	<b>308</b>	Room 308
<b>A2</b>	Hall A2	<b>S</b>	Studio
<b>B</b>	Hall B	<b>SA</b>	Small Auditorium
<b>200</b>	Room 200	<b>VIP</b>	Vip Room
<b>201</b>	Room 201		
<b>301</b>	Room 301		
<b>306</b>	Room 306		
<b>307</b>	Room 307		

### Symbols of the rooms at the University's Main Building

<b>C6</b>	C6
<b>C8</b>	C8

## CONFERENCE PROGRAMME

### Plenary speakers on Friday 9 August Small Auditorium

#### 9.00 - 9.45

*Mirjam Kalland*, Ph.D., Researcher, Save the Children, Finland

Title: Risk and protective factors for children in foster care: a systemic approach

Mirjam Kalland has a long experience from working clinically with families at risk. Her current research focuses on risk and protective factors for children in foster care from a systemic perspective and on intergenerational transmissions of parenting and attachment representations among both biological and foster parents to children in care.

#### 9.45 - 10.30

*Toril Havik*, Chief Psychologist of Center of Child Welfare Research, University of Bergen, Norway

Title: A child's voyage into foster-care - needs, thoughts and feelings

Toril Havik is a clinical child psychologist and senior researcher at the Center of Child Welfare Research, University of Bergen, Norway. She has a broad experience as therapist for foster-children, and advisor for foster parents and child protection workers. She has done research on different aspects of foster-care.

### Plenary speakers on Saturday 10 August Small Auditorium

#### 9.00 - 9.45

*Ingrid Höjer*, Researcher, Department of Social Work, Göteborg University, Sweden

Title: What happens in the foster family?

Ingrid Höjer is a lecturer and researcher in social work at the Department of Social Work, Göteborg University, Sweden. She has many years' experience from social work, both with young people with social problems and with foster children and foster families. Her dissertation deals with family relations within a foster family. She is now engaged in a new study focused on the impact of foster care on biological children in foster families.

## 9.45 - 10.30

*Olga Zviaguina*, Dean, State Pedagogical University of Karelia, Russia

Title: The meaning of a family for children from care institutions

Olga Zviaguina is a teacher in State Pedagogical University of Karelia and since 1997 has been researching values and moral development of deprived teenagers. Her special concern are children from orphanages, their moral values, interests, life perspectives and their adjustment to the society. Olga Zviaguina has published several articles about this topic, mostly in Russian.

## Plenary speakers Sunday 11 August Small Auditorium

## 10.00 - 10.45

*Malcolm Hill*, Professor, Director of the Center for the Child & Society, University of Glasgow, UK

Title: Young people in foster care: Laying the foundations for adulthood

Malcolm Hill was a children's social worker in London for ten years. For the last 20 years he has been working as a lecturer and researcher at Edinburgh and Glasgow Universities in Scotland. His particular research interests have included children in foster and residential care and who are adopted. He is currently the Director of the Center for the Child & Society, which carries out research and consultancy related to children's rights, child welfare and children and crime. He is the Commissioning Editor of the journal, *Adoption & Fostering*.

## 10.45 - 11.30

*Melina Voipio*, Dramaturgic, Finland

Title: How to grow up to be a subject in your own life

In Finnish: Oman elämänsä muukalaisesta oman elämänsä asukkaaksi - kasvu objektista subjektiksi

The presentation is presented in Finnish and interpreted into English.

Melina Voipio is a dramaturgic who has a Master's degree in Theatre and Drama. She knows child welfare closely from her own experiences.

## Presentations, Workshops and mini Courses

**Friday 9 August  
at 11.00 - 12.30**

**Tampere Hall**

- 1-A1** DIMENSIONS OF CHILDHOOD: RISK AND PROTECTIVE MECHANISMS IN THE LIFE SITUATION OF CHILDREN WITH FAS  
**Viittala Kaisu**, Finland
  
- 2-A2** REALITY THERAPY/CHOICE THEORY  
**Eberwein Carolyn A**, USA
  
- 3-B** PROCESSING LOSS  
**McNitt Myrna**, USA
  
- 4-200** EVALUATION OF A SPECIALIST FOSTER CARE PROJECT  
**Hill Malcolm**, UK
  
- 5-201** THE DYNAMICS OF FOSTERING IN PÄRNU 1995-2002  
**Siplane Andres**, Estonia
  
- 6-VIP** THE NEW WINDS OF SUPPORT FAMILY WORK  
**Keränen Saara** and **Opari Päivi**, Finland
  
- 7-301** THE RELATIONSHIP BETWEEN PARENTS AND THEIR CHILDREN, WHILE THE CHILDREN STAY IN FOSTERCARE  
**Greibe Kirsten**, Denmark
  
- 8-306** POST ADOPTION COUNSELLING FOR ADOPTIVE FAMILIES IN FINLAND  
**Rauma Kerstin**, Finland
  
- 9-307** FOSTERING FOR CHILDREN WITH SPECIAL NEEDS - A ROMANIAN EXPERIENCE  
**Serban Elena**, **Secareanu Carmen**, **Munteanu Eugenia** and **Tenovici Dinu**, Romania
  
- 10-308** CHOICES FOR CHILDREN - ESPECIALLY IN NORTH-EASTERN RUSSIA - EXPERIENCES OF SAVE THE CHILDREN FINLAND  
**Eskelinen Juha**, Finland
  
- 11-S** REAL LIFE AT STAKE ON STAGE  
**Pörhölä Juha**, Villa Artes, Finland
  
- 12-SA** CHILDREN BECOMING MASTERS OF THEIR OWN LIVES  
**Salomäki Tapio** and **Janhunen Lari**, Finland

**Friday 9 August  
at 11.00 - 12.30**

**University**

- 13-C6** IT IS ALL IN THE FAMILY  
**van Pagée Robert** and **van der Horst Hannie**, The Netherlands
- 14-C8** PITY TOWARDS FOSTER CHILDREN AND WHY TO AVOID IT  
**Kulevtsova Tatyana**, Kyrgyz Republic

**Friday 9 August  
at 14.00 - 15.30**

**Tampere Hall**

- 17-A1** CHILDHOOD HISTORY AND ATTACHMENT REPRESENTATIONS AMONG  
BIRTHPARENTS OF CHILDREN IN FOSTER CARE  
**Kalland Mirjam**, Finland
- 18-B** INFANCY, CHILDHOOD, ADOLESCENCE AND BEYOND  
**McNitt Myrna**, USA
- 19-200** TWO SETS OF PARENTS: CONTACT AND COOPERATION  
**Havik Toril and Moldestad Bentem**, Norway
- 20-201** CORRECTIVE EXPERIENCES – HEALING RELATIONSHIPS  
**Tuovila Pirjo**, Finland
- 21-VIP** FOSTERING ABROAD - A GERMAN EXPERIENCE  
**Pereira Brian**, Germany
- 22-301** SEARCHING FOR THE BIRTH PARENTS' ROLE  
**Koisti-Auer Anna-Liisa** and **Möller Sointu**, Finland
- 23-306** LET'S LISTEN TO THE VOICE OF CHILDREN WHO FOSTER  
**Hakkarainen Pirjo** and **Patanen Taru**, Finland
- 24-SA** MEDICAL FOSTER CARE: RECRUITMENT, RETENTION, RIGORS AND REWARDS  
**Broady Pamela** and **Fike Regina**, USA
- 25-308** JOIN TO JOY FOR PARENTHOOD  
**Wennermark Pirjo-Liisa** and **Wallenius Tuula**, Finland
- 26-S** LISTENING TO THE FOSTER CHILDREN'S VOICES THROUGH CHILD-FRIENDLY  
METHOD AND EQUIPMENT  
**Holmberg Tiina**, Finland

- 29-307** CHALLENGING TIME FOR BULGARIAN CHILDREN  
**Dimova Nina**, Bulgaria

**Friday 9 August  
at 14.00 - 15.30**

**University**

- 28-C6** A FRAMEWORK FOR THE REGULATION OF FOSTER CARE – THE SCOTTISH PROPOSALS  
**Kosonen Marjut**, Scotland, UK
- 15-C8** THE HOLLYGROVE VALUES PROGRAM: STRENGTHENING THE ETHICAL FOUNDATIONS OF FAMILY LIFE  
**Nelson Judith**, USA

**Saturday 10 August  
at 11.00 - 12.30**

**Tampere Hall**

- 32-A1** SIJAIKASVATTAJAN JAKSAMINEN – KOULUTUKSEN JA TYÖNOHJAUKSEN MERKITYS  
*(To be presented in Finnish.)*  
**Tuovila Pirjo**, Finland
- 33-A2** JAETTU VANHEMMUUS?  
*(To be presented in Finnish.)*  
**Weckström Marjatta** and **Henrik**, Finland
- 34-B** RECORD KEEPING -THE PARTNERSHIP OF CARE FOR THE CHILD  
**McNitt Myrna**, USA
- 35-200** BIOLOGISTEN VANHEMPIEN ROOLI LASTENSUOJELUSSA  
*(To be presented in Finnish.)*  
**Koisti-Auer Anna-Liisa** and **Möller Sointu**, Finland
- 36-VIP** FAMILY AS COMMUNITY – COMMUNITY AS FAMILY  
**Walton Pat**, UK
- 37-201** FOSTER MOTHERS AS ACTORS IN MANY SCENES -psychodrama as a method of supervision  
**Rantamäki Kirsi** and **Eklund Katja**, Finland
- 38-301** COLLABORATION BETWEEN FOSTER CARERS AND SOCIAL WORKERS  
**White Cora E.** and **Weatherby Robert**, USA

- 39-306** THE PRIDE PROGRAM  
**Wadenbo AnnMarie**, Sweden and **van der Horst Hannie**, The Netherlands
- 40-307** FOSTER-DAY-CARE  
**de Wit Nicolet** and **Bouman Lenie**, The Netherlands
- 41-308** FAMILY GROUP CONFERENCES – TO PUT THE CHILD IN FOCUS  
**Näslund Ewa**, Sweden
- 42-S** ON BECOMING INDEPENDENT  
**Kallioniemi Minna**, Finland
- 43-S** PART OF THE FAMILY- ATTACHMENT, RESILIENCE AND FOSTER CARE ACROSS THE LIFESPAN  
**Schofield Gillian**, UK
- 44-S** OUR FOSTER CHILD IS FEELING SAFE AT OUR HOME - WHAT IS THE DANGER FOR US?  
**Ottes Fenno** and **Huisman Rijk**, The Netherlands
- 45-SA** ATTACHMENT AND TRAUMA: interventions helping families promote recovery and resilience  
*(interpreted into Finnish)*  
**Cairns Kate**, UK

**Saturday 10 August  
at 13.30 - 15.00**

**Tampere Hall**

- 46-A1** GROWING UP WITH FOSTER SIBLINGS  
**Höjer Ingrid**, Sweden and **Nordenfors Monica**, Sweden
- 47-A2** FOSTER CARE MAKES THE INVISIBLE CHILD VISIBLE, BUT IT TAKES MOTIVATION, TIME, RESOURCES AND INNOVATION  
*(To be interpreted into Russian)*  
**Kjellberg Kristian**, Sweden and **Sundt Hege**, Norway
- 48-B** LOVE AND LOGIC: PARENTING TECHNIQUES FOR INFANTS, CHILDREN AND TEENS  
**McNitt Myrna**, USA
- 49-200** ESITTELY TILAPÄISISTÄ SIJAISPERHEISTÄ TUKHOLMASSA  
*(To be presented in Finnish)*  
**Nilsson Pirkko**, **Eriksson Leila**, **Jansén Christina** and **Degerlund Sinikka**, Sweden
- 50-201** QUALITY SYSTEM AS A METHOD TO BECOME BETTER FOSTER FAMILIES  
HOW TO USE QUALITYSYSTEM ENSURING BEST QUALITY IN LIVING IN A HOME  
**Kindgren Gretel**, Sweden

- 51-VIP** EVIDENCE BASED FOSTER CARER ASSESSMENTS  
**Asquith Jane**, UK
- 52-301** DON'T BECOME ATTACHED – FEEL AT HOME - LIVING IN A SHORT-TERM FOSTER HOME  
**Särkkinen Outi** and **Karvinen Mikko**, Finland
- 53-306** THE ROAD LESS TRAVELLED BY OR FOSTER CARE IN KOSOVO  
**Dashi Feride**, FRY/Kosovo and **Mikkonen Eppu**, Finland
- 54-307** HOW TO FIND A PLACE UNDER THE SUN FOR YOURSELF AND YOUR CHILDREN  
**Müllender-Tater Darina**, Slovakia
- 55-308** DELAT FÖRÄLDRASKAP?  
*(To be presented in Swedish)*  
**Weckström Marjatta** and **Henrik**, Finland
- 56-S** FOSTER CHILDREN'S SIBLING RELATIONSHIPS  
**Kosonen Marjut**, Scotland, UK
- 57-S** FLOURISHING IN FOSTER CARE An exploration of the factors that are contributing to successful outcomes in a group of long term foster placements  
**Beek Mary** and **Schofield Gillian**, UK
- 58-S** MAKING SENSE: HOW THEORY AND RESEARCH CAN HELP IN THE CARE OF TRAUMATIZED CHILDREN  
**Cairns Kate**, UK
- 59-SA** "THE STORY OF EMIL'S JOURNEY THROUGH FOSTERCARE"  
*(interpreted into Finnish)*  
**Holmgren Pia**, **Johnsson Ingrid**, **Lidberg Stefan** and **Temte Annica**, Sweden

**Saturday 10 August**  
**at 15.30 - 17.00**

**Tampere Hall**

- 60-A1** FATHERS – WHAT ARE THEY NEEDED FOR?  
**Sinkkonen Jari**, Finland
- 61-B** DEALING WITH WRONGDOING  
**van Pagée Robert**, The Netherlands
- 62-200** MOTIVATION OF FOSTER/ADOPTIVE PARENTING  
**Levina Marina**, Russia
- 63-VIP** DEVELOPING A PROFESSIONAL FOSTER CARE SERVICE  
**Asquith Jane**, UK

- 64-201** OUT OF HOME CARE IN AUSTRALIA  
**Coleen Clare**, Australia
- 65-301** ÄLÄ KIINNY- OLE KUIN KOTONASI!- elämää päivystyskodissa  
*(To be presented in Finnish)*  
**Särkinen Outi** and **Karvinen Mikko**, Finland
- 66-306** THE CO-OPERATION MODEL IN PRODUCING AND PROMOTING FOSTER CARE SERVICES  
**Siekkinen Riitta** and **Pollari-Urrio Paula**, Finland
- 67-307** FOSTER CARE IN SLOVAKIA FINDS ITS PLACE IN THE SOCIETY  
**Müllender-Tater Darina**, Slovakia
- 68-308** SATUTETTU KEHO - MITEN RAKENTAA EHEÄMPI SUHDE ITSEEN  
*(To be presented in Finnish)*  
**Voipio Melina**, Finland
- 69-S** THE HOME CONCEPT OF ABANDONED CHILDREN  
**Muntean Ana**, Romania
- 70-S** FOSTER CARE: A PANACEA FOR INSTITUTIONALIZED CARE?  
A Case Study of Romania's Implementation of Fostering  
**Kelso Michelle**, USA

## SITE VISITS

Instead of attending Friday afternoon workshops, you may choose to visit Tampere City Family Support Centers or the district office of the Save the Children Finland.

Bus transportation from Tampere Hall at 13.30, buses are back in Tampere Hall by 16.00. Coffee and refreshments are included in the programme.

### HOW TO SIGN UP?

There is a SITE VISIT desk in the main lobby, near the registration desk. Please go and make your reservation soonest. Hosts can take only 12-20 visitors. Sign up early to help us to arrange transportation. And...First come, first served!

## Friday 13.30-16.00

### 1. Save the Children District Office

Save the Children District Office is a small unit of 7 social workers in Tampere. It serves foster families for children that are taken into care by municipal social services. It provides professional adoption counselling services and offers families considering fostering or adoption also the opportunity to participate in PRIDE training. Post-adoption services are included in our work. We also have children's holiday homes and support family services which are currently in high demand.

### 2. Kaleva Family Support Centre and Päiväperho

The Kaleva Family Support Centre offers community-based child protection services to children, young people and their families.

The Kaleva Centre's personnel consists of a senior counsellor, a community work team, a social worker, a psychologist and a ward assistant. The activity is divided into family work and aftercare and supported accommodation work. Family work involves the therapeutic helping and supporting of families, provision of various practical services and monitoring the family situation with a view to safeguarding the child's circumstances. The aftercare and supported accommodation activity with young people also focuses on supporting the growth towards independence and learning to manage one's life and affairs. The activity takes place in a resource-oriented framework. The support provided for the clients is based on the child protection legislation.

Päiväperho is a home-like meeting point for pregnant mothers or families of small children with addiction problems. No referral is needed and the services are free of charge. In Päiväperho one can meet other families, read the daily papers, talk to people or participate in various group sessions. During the afternoon a meal is served. If needed, Päiväperho's worker can accompany a visitor to maternity clinic or the like. Päiväperho serves as a link between the intoxicant services, health care services, day care, social work and many other types of services. Päiväperho acts as a link between maternity and child clinics, child protection and intoxicant services, and if needed, can be represented in joint meetings.

### **3. Kissanmaa Family Support Centre**

The Centre provides community services, family rehabilitation and institutional care. In community work, the client may be a family with children or a young person in need of guidance and counselling in matters related to parenting and child-rearing. Appointments with the clients are primarily made in the family home and take the form of family meeting or discussion. The modes of activity also include various projects. In family rehabilitation, the family stays a period of agreed duration in the family rehabilitation ward. Before moving back to their own home, they may move to one of two types of intermediate accommodation. The family rehabilitation team helps the family to find their own resources for coping with daily life. The emergency unit provides safe circumstances for children below 12 years of age until they may return to their own home or are fostered. A team of two caregivers plans the child's care and upbringing together with the parents and other bodies involved in the care. The circumstances of the child are made as secure as possible. Work is also carried out with the family. If a return to the family is not possible, the child and the family are supported through the foster placement process. The juvenile unit is envisaged for young people in school age needing temporary care. The young people are supported and assisted in learning to cope with daily tasks. Secure limits are placed for the life and behaviour of the young. During the fostering, the parents are assisted and encouraged to assume a responsibility for bringing up their children. If the child cannot return to his or her own family, efforts are made to find the best possible placement outside the home.

### **4. Metsola Family Support Centre**

The services include outreach work, community work, family rehabilitation and institutional care. Outreach work attempts to find young people at risk of social exclusion who are unable or unwilling to make use of existing services. The counsellors work in pairs in residential estates. The work consists in building trust, discussions, guidance and counselling for service use. Community services are offered for families with children and for young people in welfare issues. The work is planned together with the client and a social worker. The forms of work include family meetings, individual meetings, group sessions, excursions and camps. The family rehabilitation team helps families with children below school age or young people to find their own resources for coping with independent life. The client comes in to the family rehabilitation accommodation for a brief stay. The aim is that after the stay the person is capable of living independently. The ward is an emergency ward for up to six 12–17-year-olds. It is capable of providing care for periods of about three months. The young person and their family are supported towards a solution of their crisis. The care is planned together with the young person, the family and a social worker. The young person and the family are designated a team of two counsellors. Family work is an important element of the care.

## YOUTH PROGRAMME

### Thursday 8 August

- 14.00 Registration opens, you are all VERY welcome to Tampere!  
 18.00 WELCOMING RECEPTION FOR YOUTH PARTICIPANTS  
 Location: Exhibition Hall  
 - Listening to drum rhythms  
 - Getting to know each other and splitting into multinational groups  
 - Getting to know your OWN group  
 - Preparing to present ourselves at the OPENING CEREMONY  
 19.00 OPENING CEREMONY AND GET-TOGETHER PARTY (Small Auditorium)

### Friday 9 August

- 9.00 FRIDAY SOURCE  
 Location: Studio  
 - Warm up and information over today's activities  
 - Music: Alex street band J  
 - The theater group Villa Artes performs  
 - Videos  
 - Message from the IFCO board  
 10.30 BREAK  
 11.00 VILLA ARTES musical performance (about 1h)  
 - Finnish foster home presents its theatrical skills  
 12.30-14.00 LUNCH  
 14.00 ADVENTURE TRIP TO AN ISLAND OF VIKING (VIIKINSAARI!)  
 - All hop on a boat, departure from the Laukontori harbour, ask details from youth programme staff  
 ISLAND PROGRAMME:  
 - Games and playful competitions  
 - Go out in search of adventure in international groups  
 - A chance to find out what does "löyly" for the heat in Finnish Saunas...  
 - Swimming in the lake (with or without sauna!)  
 - Barbecue: "sausage a' la grill"  
 - Music, music, music  
 17.30 "Kick off for La Murca Festival!"  
 - An exciting kick off for Friday's workshop to all of you interested in bringing forth the voice of young people in care through music and drama in the closing ceremony  
 - Includes e.g., drumming and drama in Latin American rhythm and spirits  
 19.30 Reunion with adults: FINNISH EVENING ON THE ISLAND CONTINUES  
 - Dancing  
 - Mingling and socialising  
 - Barbecue dinner  
 23.30 Last chance to return by boat to the city from the island  
 - Earlier options also exist for those you want to hit the pillow earlier (= go to bed in decent time)

## Saturday 10 August

- 9.00 SATURDAY SOURCE  
Location: studio  
- Dance performance  
- "Youth in Action" – a video showing from the previous evening in the Island of Viikinsaari  
Main speakers:  
• Marjatta Bardy  
• Jari Sinkkonen  
- A chance to voice out opinions, comments, feelings and such with the lead of main speakers
- 10.30 BREAK
- 11.00 LA MURCA WORKSHOPS  
Focus: To bring out "the voice of young people in care" through versatile channels of expressions such as art, speech, music and drama  
1) Art La Murca – for those of you who love to express oneself through art  
2) La Murca – for those who prefer music and drama
- 12.30-13.30 LUNCH
- 14.30 TIME FOR AWESOME FUN AT SÄRKÄNNIEMI AMUSEMENT PARK  
- Get on the buses at the railway station, ask details from the youth programme leaders
- 19.00 EVENING CONTINUES IN THE SÄRKÄNNIEMI GROUNDS  
- Come and see the playful and curious ambassadors of the sea: the Bottlenose Dolphins AT THE DOLPHINARIUM  
- Get prepared for an exciting evening with old and new friends from all over the Europe  
- Evening programme includes a good meal, games and other fun and of course, a great DISCO with DJ who plays all your favourite tunes!

## Sunday 11 August

- 09.30 REHEARSAL FOR LA MURCA AND ART WORK SHOPPERS  
- Meeting for those who participate in the youth performance "The voice of young people in care" at the closing ceremonies
- 10.00 PLENARY  
Location: Small Auditorium, together with the adults  
- A young person in foster care tells her story
- 11.30 BREAK
- 12.00 CLOSING CEREMONY  
- "the voice of young people in care"  
- La Murca Festival will be a part of the closing ceremonies (more information during the conference)  
- What was created at the kick-off on the Island of Viikinsaari and in the workshops will be performed through music, art and drama  
- The clips of the video filmed during the youth conference will be shown (!)

Good bye - Au revoir - Auf wiedersehen - Näkemiin - Adjö!

## SOCIAL PROGRAMME

All conference participants and accompanying persons are warmly invited to take part in the social events. Please note that you must have pre-booked a place in all events even if they are included in the registration fee. We will NOT book a place for you automatically. Always wear your conference badge at these events. The social programme is not included for exhibitor fee but tickets can be purchased at the registration desk.

### Thursday 8 August

#### **Opening Ceremony**

at 19.00-20.30

Place: Tampere Hall, Small auditorium

#### **Get-Together Party**

at 20.30-22.30

Place: Tampere Hall foyers

The Opening Ceremony and the Get-Together party will take place at Tampere Hall. At the opening of the conference we will hear, for example, an address from the Minister of Health and Social Affairs, Ms. Eva Biaudet. The children of the English speaking kindergarten will sing songs, as well as a local choir. A Finnish buffet will be served after the opening ceremonies in the foyers of the Tampere Hall.

### Friday 9 August

#### **City Reception**

at 18.00-19.30

Place: the Old City Hall at the Central Square (# 28 in the city map)

The City of Tampere welcomes all participants, accompanying persons and exhibitors to a cocktail reception which will take place at the Old City Hall in the city centre. Dress can be informal. After the reception we will walk a few blocks down to the Laukontori Quay to take the boat to Viikinsaari Island.

#### **Open-air Dance and Finnish Evening**

at 19.30-23.30

Place: Viikinsaari Island

Departure at 19.30 by boat from the Laukontori Quay (# 26 in the city map)

From the city reception we walk to Laukontori Quay where we will get on board the boat. A boat takes us to the Viikinsaari Island just 20 minutes off the Tampere city centre. You can spend a typical Finnish summer evening on a traditional dance floor, in the bosom of nature. A barbeque dinner with delicious Finnish food will be served. This is also a perfect chance to experience a traditional sauna bath and a swim in the lake! Finnish colleagues will make sure that your evening will be a pleasant one. Different kind of games and plays are also arranged. Please wear good shoes for dancing and walking outdoors. As this is an outdoor event bring along a warm sweater or light coat.

Please note, that there is NO transportation from the boat to hotels. You can use a taxi, or walk. The distances are short... and the night is long... The boat will make a stop at the Hotel Rosendahl Quay on the way back (please tell the personel onboard).

## Saturday 10 August

### Conference Dinner

at 19.00-23.30

Place: the Särkänniemi Adventure Park

We invite you to join us for the Conference Dinner at the Särkänniemi Adventure Park. We will be greeted welcome by the bottlenose dolphins at the dolphinarium. After the dolphin show and official speeches, we will have the dinner at the top of the Näsinneula Observation Tower. The Observation tower, 168 meters high, is situated near downtown Tampere with a magnificent view of the city and Lake Näsijärvi. Enjoy the company of fellow delegates, delicious food and drinks, music and dancing. Youngsters will have their own disco/dinner downstairs.

#### Departure by bus from the following bus stops:

Bus 1: 18.30 Tampere Hall (Hotel Villa), 18.35 Hotel Victoria, 18.40 Hotel Cumulus Koskikatu

Bus 2: 18.30 Hotel Kauppi, 18.40 Ramada Hotel

Bus 3: 18.30 Scandic Hotel Tampere, 18.35 Sokos Hotel Ilves (in the street area)

Bus 4: 18.30 Hotel Rosendahl, 18.35 Hostel Uimahallin Maja

If you are staying at Hostel Iltatähti or Hostel YWCA, please walk to the nearest hotel mentioned above.

Return transportation to the city center at 23.00 and 23.30 and 24.00.

Return transportation to Hotel Rosendahl and Hostel Uimahallin Maja at 23.30.

## Sunday 11 June

### Closing Ceremony

at 12.00-13.00

Place: Small Auditorium

The Closing Ceremony will take place at Tampere Hall's Small Auditorium. We shall put together what we have learned and experienced during our conference days. We shall feel and hear for the last time in this conference what is the journey through childhood and what makes child feel at home. A well known Finnish tenor Pentti Hietanen will sing songs from famous musicals and other internationally known romantic songs. Closing ceremony is followed by the closing lunch.

## TOUR PROGRAMME

All registered delegates and accompanying persons are welcome to take part in the tours. All tours will be led by an English-speaking tour guide. Ticket sales and more information at the registration desk. Please be prompt - the buses won't wait for late comers! Children 4-12 years 50% discount.

### Tampere - a beautiful city between the lakes

**Thursday 8 August**

at 15.00-17.30

and

**Friday 9 August**

at 13.30-16.00

Included in the accompanying person's and children's fee (prior booking is needed, however), for others EUR 20

Departure by bus in front of Tampere Hall.

This guided sightseeing tour will introduce you to the main attractions of the city of Tampere. You will learn about its history and see how things are done today. You will discover that Tampere is a vibrant industrial centre with beautiful scenery - lakes and forests, parks and open-air markets. Some major sights: Central Square and the Cathedral, picturesque Pispala village, Pyynikki Ridge and Park. The tour starts and ends at Tampere Hall.

### A Short Cruise on Lake Pyhäjärvi

**Friday 9 August**

at 12.00-13.30

Price: EUR 12

See your conference town from the lake perspective. Step aboard and let the boat take you for a 90-minute cruise on the lake. Departure and arrival at Laukontori Quay in the city centre (#26 in the city map). Commentary on tape in English, no tour guide along on this cruise. A fully licensed restaurant onboard. You can join the city sightseeing tour after the cruise if you wish (see above). Please contact the registration desk in advance!

### A Full Day Tour to Rauma

**Friday 9 August**

at 8.00-17.15

Price: EUR 75

Departure by bus in front of Tampere Hall.

Rauma, Finland's third oldest town was founded in 1441. It is a good five centuries old. It is often called "the Pearl of Finland's west coast". The Old Rauma district shows you Finland's wooden architecture in its well preserved condition. Old Rauma was the first site in Finland to be placed on the UNESCO World Heritage List. People still live, work and trade, and shop in Old Rauma. You can also visit the Franciscan monastery church, various museums and charming little shops. The tradition of lace making in Rauma dates back to the 1700's. Elegant lace is still today the best known article of Rauma. A delicious lunch at a wooden villa from the 18th century and coffees with Finnish pastries will complete your wonderful day on the West Coast Finland.

## A Lunch Cruise on Lake Pyhäjärvi

**Saturday 10 August**

at 13.30-16.50

Price: EUR 45

Departure and arrival at Laukontori Quay in the city centre (#26 in the city map).

A relaxing cruise on Lake Pyhäjärvi - see the beautiful scenery and surroundings of Tampere. Delicious lunch will be served on board. Commentary on tape in English, no tour guide along on this cruise. A fully licensed restaurant onboard.

## POST-CONGRESS TOUR TO ST. PETERSBURG BRIEFING

A briefing for all participants who have registered for the St. Petersburg tour will be in the Studio on the 1st level of the Tampere Hall on Friday, 9 August at 13.15. The tour guide will give you practical information about the tour and participants will have the possibility to ask questions. You will also be told how and where to get Russian ruples. The tour itself starts from Tampere Hall on Sunday, 11 August at 14.00 and ends in Helsinki on Thursday, 15 August, in the morning.



## GENERAL INFORMATION

**CONFERENCE SECRETARIAT AND ASSISTANTS** The conference secretariat will be located at the registration desk in the entrance of the Tampere Hall. We will be happy to help you, if you have questions concerning, for example, registration, hotel bookings, the accompanying persons' programme, social events or transportation.

Volunteer conference assistants will be dressed in red T-shirts and will be happy to help you with all kinds of practical matters. They will also help the speakers and chair persons in the lecture rooms and will be at your service at the registration desk and speakers' service desks, too. The Tampere Hall personnel (green jackets) will also be at your service. Do not hesitate bother us!

### REGISTRATION HOURS AT TAMPERE HALL

Thursday	8 August	14.00-22.00
Friday	9 August	08.30-16.30
Saturday	10 August	08.30-17.00
Sunday	11 August	09.30-15.00

**INCOMING MESSAGES AND MESSAGE BOARD** The registration desk's international telephone number is +358-3-243 4122. When calling in Tampere, dial only 243... During conference registration hours this number can also take incoming messages for conference participants.

Messages received by the service desk will be posted on the message board located in the entrance hall in front of the registration and service desk. Participants may also use the board to leave messages for other delegates.

**E-MAIL SERVICE** There are two Internet connections with www- and e-mail services for the delegates to use free of charge. These are located in the main entrance hall in the glass booths. There is also a printer for urgent and small printing demands.

**PHOTOCOPYING** Photocopying service is available at Tampere Hall at your own cost. For details and prices, please contact the registration desk.

**SLIDES AND POWER POINT PRESENTATIONS** If you are going to show slides or use PowerPoint during your presentation, please contact the speakers' service desk in the main entrance hall of the conference venue (level 1). The assistants will help you with all practical matters AND THEY take the slides to the lecture room. Speakers are asked to bring their slides to the Speakers Service Desk for preview at least 3 hours before the time of their presentation; preferably the day before. After the session, speakers can collect their slides from the registration desk or directly from the assistant.

**EXHIBITION** Exhibition's opening hours: Friday-Saturday 8.30-16.30, Sunday 10.30-14.30. Place: Exhibition Hall.

The following exhibitors have a table at the exhibition:

The Finnish Federation of Foster Care Associations

Save the Children Finland

City of Tampere

NOFCA, Nordic Foster Care Association

IFCO 2003, Fundacion Emmanuel, Argentina

SOS Children's Village Association, Finland

Pesäpuu ry, Center of Expertise in Child Welfare, Finland

In addition Metro-Auto Oy exhibits family cars in the wintergarden.

**BADGES AND TICKETS** Please wear your name badge at all times; it is your entrance ticket to all sessions, coffees and exhibition area. No badge, no entry! Accompanying guests may not enter the lecture rooms. If you have lost your badge or left it at your hotel, please contact the registration desk and ask for a new badge (at a cost of EUR 5).

**Badge colours:**

Delegates - white  
 Accompanying guests - light green  
 Organizing Committee and IFCO Board - light blue  
 Assistants - yellow  
 Press - red

Tickets to evening events can be purchased from the registration desk.

**Registration Fee Late and On-site Rate**

Participants	EUR 500
Youngsters (12-21 years)	EUR 350
Accompanying guests and children under 12 yrs.	EUR 200

**EXCHANGE RATE** USD 1 ≈ 1 EUR

**Registration fee for participants, IFCO members and youngsters includes:**

- Admission to all plenary sessions and workshop seminars
- Conference bag and documentation
- Lunches Friday-Sunday
- Tea/Coffee Friday-Sunday
- Entrance to the exhibition
- Opening Ceremony and Get-Together Party on Thursday
- City Reception and Finnish Evening on Friday
- Conference Dinner on Saturday
- Closing Ceremony on Sunday

**Registration fee for accompanying guests and children includes:**

- Opening Ceremony and Get-Together Party on Thursday
- City Reception and Finnish Evening on Friday
- Conference Dinner on Saturday
- Closing Ceremony on Sunday
- City sightseeing tour on Thursday or Friday (Tampere - a beautiful city between the lakes)

Pre-booking is necessary for all events even if included in the fee!

**LUNCHES** are included in the registration fee for delegates, not to accompanying persons. Lunch is served during lunch time in the Exhibition Hall. Please show your white delegate badge, which is your lunch ticket.

**COFFEE/TEA** is also included in the conference fee every day as stated in the programme, starting on Friday. Coffee will be served in the 2nd floor foyer. Please show your delegate badge, which is your coffee ticket. Lunch and coffee is available for accompanying persons at extra cost. Please ask the registration desk for prices.

**CAFÉ SOOLO** in Tampere Hall, level 1, is open on Thursday at 11.00 -23.00, Friday 8.30-18.00, Saturday 8.00-18.00 and Sunday 8.00-20.00. Coffee, refreshments, sandwiches, snacks, beer, drinks, and ice cream will be available.

**INTERNATIONAL NEWSPAPERS** Newspapers in English are available for reading at Café Soolo.

**CONFERENCE LANGUAGE** The language of the conference is English. Some workshops will be only in Finnish or Swedish. Plenary lectures on Saturday will be translated from English to Finnish and one plenary on Sunday from Finnish to English. Please see the programme for details.

**SMOKING** Smoking in Tampere Hall is allowed only in Café Soolo or in the balcony of the Restaurant Fuuga or outside the building. Smoking in Finland is heavily restricted in all public places and even in certain areas of bars and restaurants. Please ask the waiter for smoking facilities.

**PRESS** There is a special press area in Tampere Hall with information bulletins and refreshments. In addition, you can contact a press assistant on duty by mobile phone +358-40-550 0017, if you want to interview speakers, listen some of the speeches, or need other information about the conference. Please, remember that you have to use your red press badge in the conference area.

**TOURIST INFO** During the first three conference day there will be a service desk of the Tampere City Tourist Information Office near the main entrance of the Tampere Hall. The opening hours of the desk are: Thursday 14.00-19.30, Friday 10.00-17.00 and Saturday 10.30-17.30, Sunday closed. The City Tourist Office, located at Verkatehtaankatu 1 (#43 in the city map), is open Mon-Fri at 8.30-20, Sat-Sun at 10-17.

**FOREIGN CURRENCY EXCHANGE** Forex Exchange located at Hämeenkatu 1, opposite to the Stockmann's department store. Opening hours: Monday-Friday 9-19, Saturday 9-15, Sunday closed. Foreign currency exchange also at Sokos and Stockmann department stores and at banks. Banking hours Mon-Fri 10.00-16.00, closed on Saturdays and Sundays. Department stores are open Mon-Fri 10-21, Saturday 9-18, Sunday 12-18.

**MOBILE PHONES** Mobile phones must be switched off during the sessions.

**TAXI** There are several taxi points around Tampere, one just near the Entrance of Tampere Hall. Should you need to call a taxi just dial 100 41 (from a normal phone) or 0100-41 31 (from a mobile phone). Tampere Hall staff will call you a taxi free of charge when needed. Please go to their desk at the main entrance.

**TIPPING** is not expected in Finland.

**LOST AND FOUND** Please contact the registration desk.

**VEGETARIAN FOOD** If you have requested for vegetarian food or any other special menu, we have ordered it to all occasions, but you must ask for it from the waiter as it is not available for all participants.

**FIRST AID AND PHARMACY** There is a first aid room in Tampere Hall for urgent matters. If you need help, please contact any of the conference assistants or Tampere Hall personnel. In case a need of doctor consult the registration to contact local health care services and hospitals. The nearest pharmacy (in Finnish 'APTEEKKI') is located at Itsenäisyydenkatu 17, only a few minutes' walk from Tampere Hall, or at Tullintori Shopping Centre. Open on weekdays at 8.30-19, Saturday 9-15, closed on Sundays.

**INSURANCE** We wish that you have the necessary insurance to cover yourself for the time of the conference.

#### **CONFIRMATION OF FLIGHTS**

Please call 0203 140160 if you need to confirm your overseas return flight by Finnair or OneWorld Airlines. SAS and StarAlliance airlines' service number is tel. 020-386000, Mon-Fri 8-20, Sat 9-15. The service is available 24 hours a day in English. There is no need to confirm flights within Europe.

**HOW TO GET TO HELSINKI AIRPORT?** Road and rail connections between Tampere and Helsinki are excellent. The distance between these two cities is only 175 kms. Trains to Helsinki leave every hour, the journey lasts for two hours. However, the easiest way to travel to Helsinki Airport from Tampere are frequent and comfortable coach connections. The bus leaves from the Tampere bus station and goes all the way in front of the departures' hall at the airport. A one-way ticket costs EUR 18. Timetable is available at the registration desk.

**HOW TO GET TO TAMPERE-PIRKKALA AIRPORT?** Tampere-Pirkkala Airport is situated 15 kms from Tampere city centre. The easiest and fastest way to the airport is to take an Airport Taxi. The one-way fare is EUR 10. You need to book the Airport Taxi one day in advance. Please, contact your hotel desk for details and reservations. The cost of a normal taxi will be about EUR 20-30. Buses between the airport and the city run very seldom.

#### **PUBLIC TRANSPORTATION IN TAMPERE**

The public transportation system of Tampere includes bus and taxi services. The blue and white buses of Tampere City Transport offer an extensive service network of 26 routes covering almost the entire city. A single ticket of EUR 2 is valid for one hour inside the Tampere city border. A tourist card provides a simple and convenient way of paying the fare. This smart card is valid either for a day or two, as required. Taxis have meters indicating the fare and tips are unnecessary. You can also get a receipt for your fare.

#### **SHOPPING**

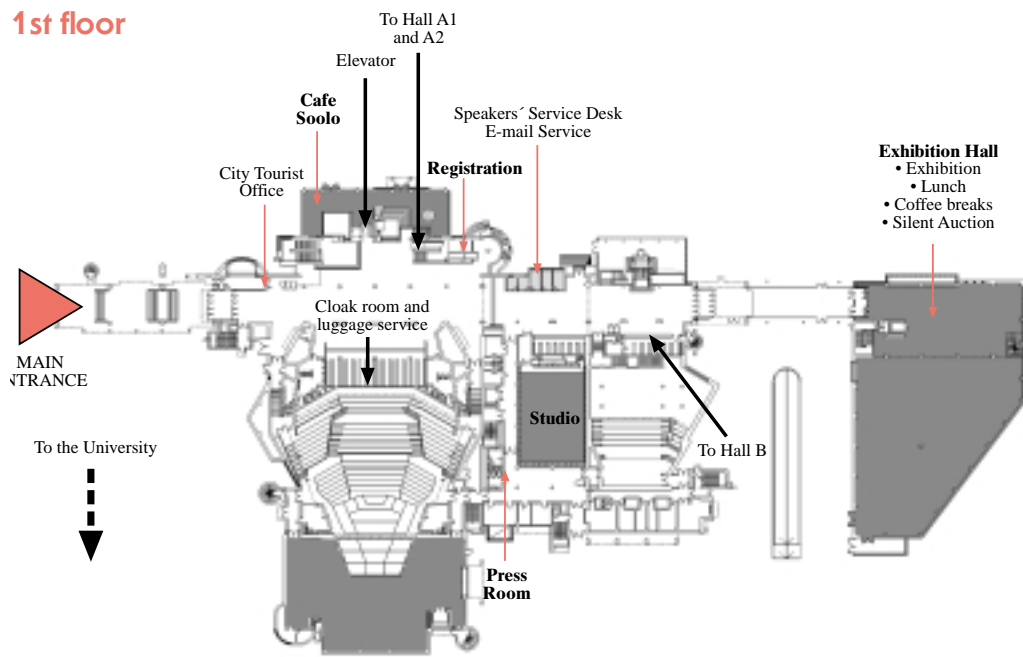
There are numerous department stores, shops and boutiques in Tampere. The town is known for its factory outlets. For example, Finlayson textiles and Palmroth shoes and leather. Most shops are open Mon-Fri at 9 am-6 pm, department stores close at 9 pm. On Saturdays the shopping hours are from 9 am to 2-6 pm. In the summer department stores are open also on Sundays.

#### **FOOD AND BEVERAGES**

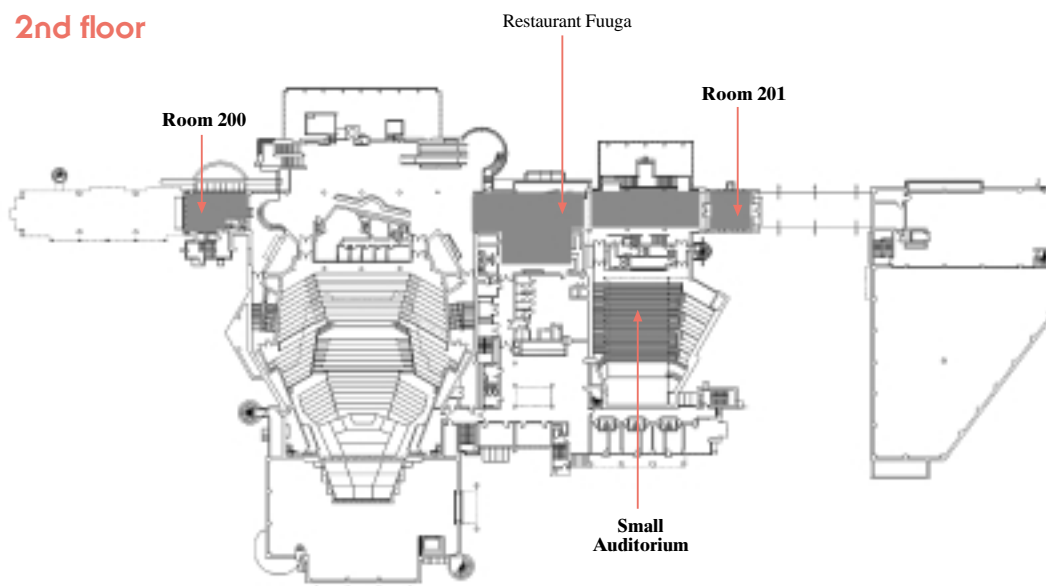
In general Finns have their breakfast 7 am-10 am, lunch 11 am-2 pm and dinner 5 pm-8 pm. Breakfast contains usually porridge, bread with cheese and ham, boiled eggs, coffee or tea and juice. The finest Finnish cuisine consists of fish and vegetables. Salmon, whitefish and Baltic herring as well as mushrooms are popular. Wild berries are often served for dessert. Restaurant menus reflect a strong international influence, French and Italian in particular. In Finland tap water is safe to drink. Wines and spirits are sold by state-owned ALKO shops. Grocery stores sell beer and other drinks with no more than 4.7% alcohol.

## Maps / Tampere Hall

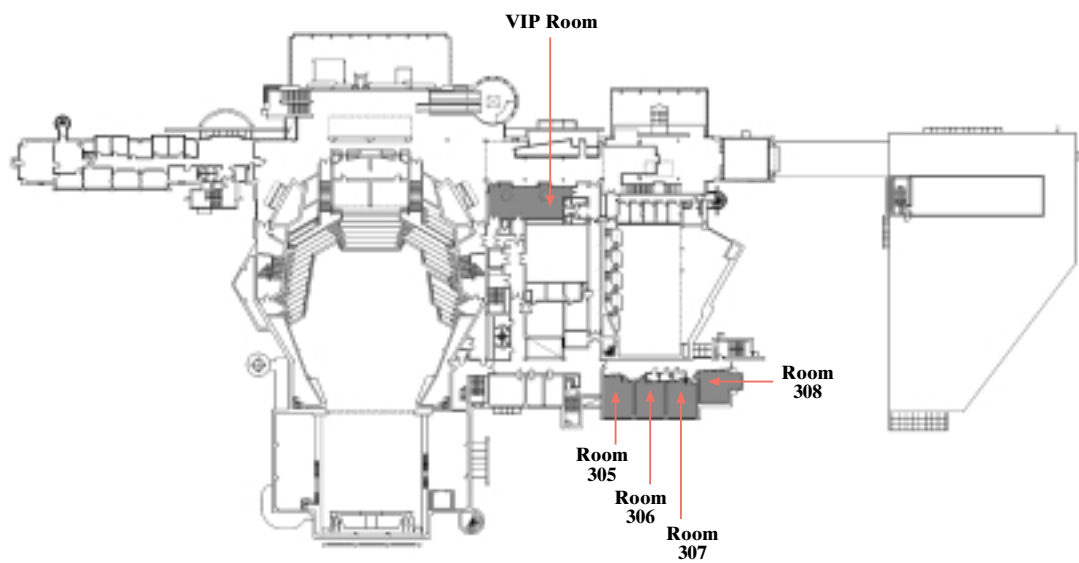
### 1st floor



### 2nd floor



3rd floor





IFCO 2002

# ABSTRACTS

## PLENARY PRESENTATIONS

FRIDAY 9 August

### **RISK AND PROTECTIVE FACTORS FOR CHILDREN IN FOSTER CARE: A SYSTEMIC APPROACH**

**Kalland Mirjam**, Save the Children, Finland

Children living in dangerous conditions may enter a cycle of poor educational achievement, drug misuse, teenage pregnancy, unemployment and crime. One of the most vulnerable groups of children are children that have been neglected or maltreated by their own parents. One attempt to break the cycle is to place children in foster care, with an attempt to provide safer conditions for the child. Several studies have found that children in foster care have problems with health, developmental delays and emotional adjustment. Adolescents and young people leaving care have higher rates of delinquency and mortality compared to population ratios. Questions important to address are to what extent observed problems with health and development are caused by the care provided to the child by the birth parents, to what extent the child's health is inferior from the beginning, and under what conditions foster care will help to break the cycle. This presentation will offer a model to identify risk and protective factors for children in foster care. Risk and protective factors are conceptualised within a systemic and transactional framework. This framework recognises the dynamic interplay between distal (including the macrosystem of social and political values and the exosystem which involves aspects of the community in which families reside) and proximal factors (the microsystem a child lives in, typically the family) affecting child development. Finally, the transactional model implies that not only the child is influenced by his environment, but the environment is affected by the characteristics of the child (ontogenic factors).

### **A CHILD'S VOYAGE INTO FOSTER-CARE - NEEDS THOUGHTS AND FEELINGS**

**Havik Toril**, University of Bergen, Norway

Coming into foster-care is the starting point of a very important voyage. Sometimes the child welcomes the voyage, but more often has neither wanted nor asked for it. This speech will follow the child from the point of embarking into the foster-home, through their experiences and challenges during the voyage as a new member in a new family. The speech will look into fosterchildren's thoughts and feelings about their situation. It will also look into how the grown-ups travelling with the child can help foster the child's sense of well-being and self-worth. The speech will draw on research on foster-care, as well as on the presenter's clinical work.

SATURDAY 10 August

### **WHAT HAPPENS IN THE FOSTER FAMILY?**

**Höjer Ingrid**, Göteborg University, Sweden

What impact has fostering on family relations in the foster family? This was the main research question in a recent study at the Göteborg University. 366 foster carers (192 women and 174 men) answered a questionnaire, and 34 foster carers were interviewed (17 couples).

Most foster families have a traditional way of organising their everyday life. It is mainly women who have the responsibility for children and home work. Even though fostering more often is initiated by women, men eventually become more engaged as foster carers. This commitment can make men more involved in the “inner life” of the family, which is highly appreciated by their partners. Through fostering men and women become engaged in a kind of teamwork where both partners are working towards a mutual goal. This partnership increases the closeness between the couple, and can be said to be one of the rewarding parts of fostering. Less rewarding aspects are that fostering makes carers tired, and drains them of energy. Most foster carers report a warm relationship to foster children, but sometimes they find themselves frustrated by the fact that they do not have the power to influence placement circumstances in an adequate way. Fostering can be demanding and time-consuming, and it can make carers less observant of the situation of their own children. Sometimes fostering can be said to have a negative impact on biological children, but it is hard for carers to recognise such difficulties. However, carers mainly report fostering to increase their own children’s emphatic abilities.

### **MITÄ TAPAHTUU SIJAISPERHEESSÄ?**

Millä tavalla sijoitus vaikuttaa sijaisperheen sisäisiin ihmissuhteisiin? Tämä oli keskeisin tutkimuskysymys Göteborgin yliopistossa äskettäin tehdyssä tutkimuksessa. 366 sijaiskasvattajaa (192 naista ja 174 miestä) vastasi kyselylomakkeella ja 34:ää sijaiskasvattajaa haastateltiin (17 paria).

Useimmissa sijaisperheissä arki on järjestetty perinteisesti. Pääasiallinen vastuu lapsista ja kotitöistä on naisilla. Vaikka aloitteen sijaisperheeksi ryhtymisestä useimmiten tekevät naiset, ajan mittaan miehet sitoutuvat enemmän toimimaan sijaishoitajana. Tämän sitoutumisen kautta miehet voivat ruveta ottamaan enemmän osaa perheen “sisäiseen elämään”, ja heidän kumppaninsa arvostavat tätä suuresti. Sijaiskasvattajina toimimisen kautta miehet ja naiset alkavat tehdä tietynlaista ryhmätöitä, jossa kumppaneilla on yhteinen tavoite. Tämä kumppanuus lähentää paria toisiinsa, ja sitä voidaan pitää yhtenä sijaiskasvattajuuden palkintona. Vähemmän palkitsevia puolia ovat ne, että sijaiskasvattajuus lisää väsymystä ja vie energiaa. Useimmat sijaiskasvattajat kertovat, että heillä on lämmin suhde sijoitettuihin lapsiin, mutta toisinaan he kokevat turhautuvansa siitä, että heillä ei ole mahdollisuuksia vaikuttaa sijoitukseen riittävällä tavalla. Sijaiskasvattajuus voi ajoittain olla vaativaa ja aikaa vievää, ja sen johdosta kasvattajilla saattaa olla vähemmän mahdollisuuksia seurata omien lastensa tilannetta. Toisinaan sijaiskasvattajuuden voi sanoa vaikuttavan kielteisesti biologisiin lapsiin, mutta kasvattajien on vaikea havaita tällaisia vaikeuksia. Useimmiten sijaiskasvattajat kuitenkin kertovat, että sijaislapsien läsnäolo perheessä on parantanut perheen omien lasten empatiakykyä.

### **THE MEANING OF A FAMILY FOR CHILDREN FROM CARE INSTITUTIONS**

**Zviaguina Olga**, State Pedagogical University of Karelia, Russia

This paper is a presentation of a research on the children from child-care institutions and their view over the family and life within the family. The increasing number of large child-care institutions is a dangerous sign in modern Russia. Traditionally Russia is a country of closed institutions for the upbringing of those children whose families can’t provide the least “normal” environment for them or children who lost parents. Now there are debates about what is better for a child - to live in a biological family though not very good, to be replaced into a foster family or into a care institution. Foster families are still far and few in Russia though this idea is gaining its popularity. But so far the large care institution is the only alternative for children from at-risk families. What do children themselves think about it? Do they prefer to be well-treated and protected in the institutions or the family is something they miss most? So the focus in this study is how children and teenagers from care institutions look upon the family and life within the family. Two groups of children from care institutions have been taken - the first one 50 children from 7 to 9 years of age, the second one - the same number of teenagers from 13 to 15. It was settled also to compare their opinions on the issue with their peers from “normal” families’ opinions. That’s why the same number of children of the same age from the

families have been included into the research. The questionnaire and the associative methods have been used. The results will be presented and their theoretical and practical implications discussed at the conference.

## **PERHEEN MERKITYS LAITOKSESSA KASVANEILLE LAPSILLE**

**Zviaguina Olga**, Karjalan valtion kasvatustieteellinen yliopisto, Venäjä

Esitelmässä raportoidaan tutkimuksesta, joka koskee lastenhuoltolaitoksiin sijoitettuja lapsia sekä heidän käsityksiään perheestä ja perhe-elämästä. Tämän päivän Venäjällä suurten lastenhuoltolaitosten kasvava määrä on vaarallinen merkki. Perinteisesti Venäjällä on ollut suljettuja laitoksia niille lapsille, joiden perheet eivät kykene tarjoamaan mitään "normaalia" ympäristöä lapsilleen tai jotka ovat jääneet orvoiksi. Nykyään keskustellaan siitä, mikä on lapselle parempi – eläminen biologisessa, vaikka ei kovin hyvässä perheessä, sijoittaminen perheeseen vai sijoittaminen laitokseen. Sijaisperheitä ei Venäjällä toistaiseksi ole paljoa, vaikka niiden suosio on lisääntymässä. Toistaiseksi kuitenkin suuret lastenhuoltolaitokset ovat riskiperheiden lapsille ainoa vaihtoehto. Mitä mieltä lapset itse ovat asiasta? Ovatko he mieluummin laitoksissa, joissa heitä kohdellaan hyvin ja suojellaan, vai kaipaavatko he eniten perhettä? Tutkimuksessa keskitytään siihen, miten laitoksiin sijoitetut lapset ja teini-ikäiset suhtautuvat perheeseen ja perhe-elämään. Tutkimuskohteena oli kaksi ryhmää laitoksiin sijoitettuja lapsia: viisikymmentä 7–9-vuotiasta lasta ja yhtä monta 13–15-vuotiasta teini-ikäistä. Lisäksi päätettiin vertailla heidän käsityksiään "normaaliperheissä" kasvavien vastaavan ikäisten lasten käsityksiin. Sen vuoksi tutkimuksessa on mukana myös vastaava määrä perheissä kasvaneita lapsia. Tutkimuksessa käytettiin kyselylomaketta ja assosiativista menetelmää. Konferenssissa esitellään tutkimuksen tulokset sekä tarkastellaan niiden seurauksia teorian ja käytännön kannalta.

## **SUNDAY 11 August**

### **YOUNG PEOPLE IN FOSTER CARE: LAYING THE FOUNDATIONS FOR ADULTHOOD**

**Hill Malcolm**, University of Glasgow, Scotland, UK

This talk will examine the issues faced by young people in foster care as they move towards adulthood and explore the factors and supports that assist with the transition to adulthood. Like all young people, those who are in foster care are growing up in a rapidly changing world in which 'globalisation' plays a part. Opportunities and choices are diversifying, but so too are risks and uncertainties. People with disadvantaged backgrounds are more likely to be economically and socially marginalised. The transition to adulthood is also much affected by the economic, cultural and social characteristics of the countries in which people live, as well as by the specific child welfare policies and practices. The presentation will draw on ideas concerned with risk, resilience, support and social capital to identify the personal strengths, interpersonal processes and formal arrangements that assist young people in foster care to make successful transitions to adulthood. The necessity to take effective account of young people's views is a central consideration, in keeping with Article 12 of the UN Convention on the Rights of the Child.

Illustrations will be made from research on children and young people in foster care, including studies conducted by the presenter and colleagues on fostering services in Scotland and specialist fostering schemes for young people with severe difficulties. Also important are research and practice developments with respect to preparations for leaving care and the notion of 'through care', referring to support arrangements throughout the transition to adulthood. These can be linked to the developmental dimensions of the Looking After Children programme, first developed in England and Wales but now used in a range of countries across the world.

## **OMAN ELÄMÄNSÄ MUUKALAISESTA OMAN ELÄMÄNSÄ ASUKKAAKSI – KASVU OBJEKTISTA SUBJEKTIKSI**

**Voipio, Melina**, Dramaturgi

Miten vaikeat perheolot vaikuttavat lapsen kasvuun ja selviytymiseen myöhemmin omassa elämässä? Mikä tukee selviämistä ja omien voimavarojen käyttöönottoa? Mikä haittaa selviytymistä ja uskoa tulevaan? Miten tukea konkreettisesti lasta, jonka luottamus omiin mahdollisuuksiin on vaurioitunut?

Jatkuvaa väkivaltaa ja pelkoa kokenut lapsi ajautuu helposti ikään kuin irralleen omasta itsestään – oma keho ei ole kyennyt suojaamaan lasta väkivallalta – kehoon ja itseen ei voi luottaa – miten tukea lapsen vaurioitunutta kehonkaavaa ja minäkuvaa? Jatkuvan pelon kokemisen vaikutukset selviytymisessä – ylitarkkaavuus, miten tukea lasta kokemaan turvallisuudentunnetta suhteessa ympäristöön Onko keinoja myöhemmin saavuttaa itseluottamus ja usko oman kehon ja sen asukkaan, oman itsen mahdollisuuksiin elämässä? Millaisia nämä keinot voisivat olla? Miten saattaa lapsi “takaisin” oman elämänsä asukkaaksi ja toimijaksi, joka uskaltaa kasvaa aikuiseksi

Millä korvata sisäistetty pelko?

Lapsena jatkuvaa fyysistä väkivaltaa kokeneen aikuisen suhde omiin lapsiin – voiko kierteen katkaista?

### **HOW TO BECOME A SUBJECT IN YOUR OWN LIFE**

**Voipio, Melina**, Dramaturgic, Finland

How do difficult circumstances affect a child's life and the process of growing up? What things support the child's coping and own strength? What makes survival difficult? What are the things that prevent the child from believing in the future? Are there ways of finding self-confidence during one's later life even if there has been violence in one's past? How can we help a child to be a subject in his/her own life instead of feeling like an alien who does not have courage to grow up? Are there ways to stop the circle of violence in family life?

## **PLENARISTS AT THE YOUTH PROGRAMME**

**Sinkkonen Jari**, M.D, Save the Children, Finland

### **MUSIC – A WAY OF BEING IN CONTACT WITH YOUR DEEPEST FEELINGS**

The earliest roots of music stem from the beginning of our life. In the womb we listened to the thumping, rhythmical noise of the mothers' heart. As infants, we were calmed by gentle rocking. We heard different sounds and noises, some of which were frightening, others delightful.

Music creates order in the chaotic world of sounds; it is a way of mastering it. Music has the power to guide us to high spiritual and intellectual spheres, but it also has the capacity of enhancing regression. Music is a necessary part of various tribal rites as well as national celebrations everywhere in the world.

Music is “true” both in affective and cognitive way. Thus, it has a healing potential. Through music, one can be in contact with deep personal feelings and share them with others. One does not need, however, to put everything in words. Listening to music or making music together is a most important way of feeling connected to others, especially in adolescence.

**Bardy Marjatta**

No abstract given.

## ABSTRACTS OF PRESENTATIONS, WORKSHOPS AND MINI COURSES

### 1. DIMENSIONS OF CHILDHOOD: RISK AND PROTECTIVE MECHANISMS IN THE LIFE SITUATION OF CHILDREN WITH FAS

**Viittala Kaisu**

University of Tampere, Finland

What do we know about the unique child with special needs when meeting him as a educators? Usually we know his name, year of birth, and the diagnosis and most of all the problems this entails. Our tradition in special education is medically biased. In Finland multidisciplinary cooperation seldom works; mostly it is only a dream. The empowerment of parents is taking the first steps. By investigating the individual FAS child with an ecological assessment in their own environments it was possible to gain broader knowledge than with traditional medical instruments (intelligence tests). The life situation of the FAS child must be taken into consideration when we meet him. The FAS child has many other risk factors such as the social background of the parents, they have been taken into care and that's why they have been experiencing a hard life. These have been found not only risk factors, but also negatively affecting development. Because the risk factor does not work alone, it is interaction with other factors causes risk or protective processes. When rehabilitating an FAS child in the field of education one should build on protective factors because conventional education to remedy deficiencies has no lasting effect. In my investigation FAS children had many protective factors in their own personalities but also in their interaction with foster parents, friends some teachers and hobbies, too. Rehabilitating FAS children with these protective factors will strengthen the protective process and help the child to cope. It will also be re my study of eight FAS - children in Finland.

### 2. REALITY THERAPY/CHOICE THEORY

**Eberwein Carolyn A.**

Choice Services International, USA

Dr. William Glasser developed the principles of Reality Therapy in an attempt to present practitioners a no-nonsense method of helping people that could be used by counselors, therapists, teachers, parents and others. This theory began in the 1960's. Choice Theory provides a basis for Reality Therapy that explains the theory of brain functioning and why we as humans behave as we do. The eight-step process asks questions of the client to ascertain what it is that the client desires and plans, a productive and constructive way for the client to reach his/her goals. The therapist/counselor is therefore only the impetus for this questions seeking modality of counseling, not passing personal judgments. This therapy modality enables the client to take control of his or her future and provides a sense of accomplishment for the completion of the plan. Handouts will help participants to leave the mini-course with a helping tool, which is immediately useful.

### 3. PROCESSING LOSS

**McNitt Myrna, USA**

Michigan Foster & Adoptive Parent Association & Grand Valley State University, School of Social Work

All children coming into foster care have experienced one or more losses. Foster care systems focus attention and services on the foster child and their family; and the needs of the foster care and the staff serving the child and family are often overlooked. It is essential for foster carers and child welfare workers to have a clear understanding of their own experiences if they are to be effective change agents for children in care. In a supportive environment foster carers and child welfare workers should be encouraged to evaluate the impact of loss and vicarious traumatization on their lives. Foster parents need to be encouraged to examine the impact of their culture with respect to how loss is managed. Activities such as genograms, journaling and experiential story telling can assist foster parents in processing loss. Having information about cognitive models concerning loss and grief can also assist foster parents. The debriefing method associated with crisis response is another useful model. Thus, through the use of a variety of activities and processes intended to nurture the experiential learning the foster carer and child welfare worker will come to a greater understanding of how to process loss and the meaning of vicarious traumatization.

#### **4. EVALUATION OF A SPECIALIST FOSTER CARE PROJECT**

##### **Hill Malcolm**

Professor, Director of the Center for the Child & Society, University of Glasgow, UK

The workshop will briefly describe the development of specialist fostering (also known as treatment or professional fostering) in the UK and North America. Then it will outline the work of a specialist project set up in Scotland to provide family homes for young people who would otherwise be placed in secure accommodation (closed residential institutions). The results of a longitudinal evaluation of this scheme will be presented.

##### Details contents

Information will be provided about the information gathering methods and sampling. The main emphasis will be on the results of the study, which was funded by the Scottish Executive, and the lessons learned about the capacity of foster families to deal with extremely challenging young people. Consideration will be given to ways of managing risk and the implications for the role of foster carers. Members of the audience who have experience of similar schemes will be invited to share their knowledge, but people without that experience are equally welcome to attend.

#### **5. THE DYNAMICS OF FOSTERING IN PÄRNU 1995-2002**

##### **Siplane Andres, (MSW)**

Pärnu Family Aid Centre, Estonia

Since I started to work with foster care in 1995 I have placed altogether 49 children into foster families. I was payed by town-government and had to take care only for the children of our town (population of 46 000). In my presentation I will give an overview of the main characteristics of foster families – their age, housing, household etc. I will also name the main characteristics of foster children - their story, their age at the time of placement, the term of the placements, the number of cancelled placements, the fate of their siblings, their situation at the present time etc. I will also point out some most important correlations between different characteristics of foster children and parents. My presentation will be very practical and might be interesting for comparison for practicians, foster parents and researchers as well.

## 6. THE NEW WINDS OF SUPPORT FAMILY WORK

**Keränen Saara, Maijanen Tuija and Opari Päivi**

Project-Coordiators, The PELAKUU –project

Support family work is help from family to family. The work is based on voluntary commitment of trained families, who act in close co-operation with the social workers in child care. The task of support families is to assist and support families and children in a planned manner through methods of non-institutional care. A child may, for example, spend one weekend a month or a longer period in a support family according to the needs. The need for support families has grown dramatically. The reasons for this are increased emphasis on non-institutional care for child protection and the growing needs for parental support. The clientele of community-based child protection has risen from 20.000 to almost 50.000 children during the years 1990-2000. In the background of the children in need can be found single-parenthood, exhausted parents, alcohol abuse and mental problems etc.

The following items will be presented and discussed in the workshop:

- The support family work of Save the Children Finland and our support family project called PELAKUU from the year 2000 to the year 2004. Especially we present our working methods and training system developed by the project. The project aims to get new support families, to develop and arrange training and support for the families involved in the activities. Furthermore, the project will promote the planning of child protection work as support means of non-institutional child care and experimenting of new forms and methods of support family work.
- Children's experiences of weekend visits and the children participation in decision making processes in child care. The main aspects of the Pelakuu-project are consideration of views and expectations of children as well as providing of the own resources of the family.
- In the workshop there will possibly be a mother, whose children are involved in support family work and, on the other hand support family telling their own stories.

## 7. THE RELATIONSHIP BETWEEN PARENTS AND THEIR CHILDREN, WHILE THE CHILDREN STAY IN FOSTERCARE.

**Greibe Kristen, Denmark**

Familie Plejen, Denmark

Made by The danish Foster Care Organisation in Vejle and Ribe Counties by Greibe Kirsten Familieplejen Vejle/Ribe Denmark. The Danish Foster Care Organisation in Vejle and Ribe counties is a private organisation, who finds and educate fosterparents for the authorities.

It is our experience, that it is very important that the involved parts (the child, the parents, the fosterparents, the authorities and the Foster Care Organisation) work together in a constructive way to make sure, that the child develops in a good way while it stays in foster care.

One of the important things is to make sure, that the child still have contact with the parents, while it stays in foster care. Therefore we have made two houses, where it is possible for parents and children, who are not allowed to be together alone, to be together with well educated staff. The staff make sure that it is a good situation for both parts. We also have well educated staff who support the parents before and while the child stays in foster care. They work in the parents home and come with them to meetings and so on. We try to look at all the aspects of the childhood and family, and we try to support both child and parents in the difficult situation. Our workshop is about our work with the relationship between parents and children during the childrens stay in foster care.

## 8. POST ADOPTION COUNSELLING FOR ADOPTIVE FAMILIES IN FINLAND

**Rauma Kerstin**, Adoption counsellor at the adoption counselling project, Finland

In my presentation I will deal with the support that is available for families in Finland after they have adopted a child from abroad. It is based on my experiences as an adoption counsellor and as mother of three adopted children. Together with me at the workshop will be a young student Anu Mylläri, adopted from abroad. When talking about support for families after the child has been placed with them, we should examine:

- what the adoption service agency can give them
- what the society can give them
- and what we can give them in the adoption counselling project

In addition to the activities organised by the adoption service agencies, we have two societies in Finland that arrange various types of activities for adoptive families. These societies are independent of the actual adoption service agencies. In the presentation about the adoption counselling project I will deal with: the purpose of the project, who is the activity geared to, problems that the counsellor is contacted for, what are the needs we have come across, how has the adoption counselling project been able to meet these needs. I will also deal with how we have succeeded with the purpose of the project and how with reaching the target groups. There are not so many adoptive children in Finland compared with many other countries, but their number is growing and we want to be able to give the families the support they need.

## 9. FOSTERING FOR CHILDREN WITH SPECIAL NEEDS - A ROMANIAN EXPERIENCE

**Serban Elena**, Sirois Foundation, Romania

**Secareanu Carmen**, Ratiu Foundation Romania

**Munteanu Eugenia**, Department for Child Protection Constanta County, Romania

**Tenovici Dinu**, Ratiu Foundation, Romania

In Romania fostering became an important component of the reform in child protection and beginning with 1997 it is a priority in social policies in child welfare system. Within the framework of the reorganization of the traditional, huge residential homes more and more children benefit of family based alternatives. It is very difficult for children with special needs to find an appropriate family who can provide a special, individualized care. Ratiu Foundation, Sirois Foundation and Department for Child Protection Constanta County have initiated a pilot project aiming at providing foster care for institutionalized children with special needs. After one year and a half all the children included in the pilot project, affected by severe disabilities, AIDS or abused in the biological family made real progress in their development. Important achievements have been registered: improvement in health, education, school and community integration. Special attention has been given to the family profile and special criteria have been established. The families have been special trained in order to respond to child's special needs. Support groups have been organized and some of the foster parents, more experienced became resource persons for other new foster families dealing with similar situations. An efficient partnership between NGOs and local authorities created a favorable framework, put together the needed financial, human resources and knowledge developing a flexible and original model, adapted to the local conditions.

## 10. CHOICES FOR CHILDREN - ESPECIALLY IN NORTH-EASTERN RUSSIA

- experiences of Save the Children Finland

**Eskelinen Juha**, Secretary General, Save the Children Finland

**Saukkonen Tiina**, Save the Children, Finland

General Aspects of the conditions of Children. The rapid change-over to a market economy has caused social and economic upheavals in Russian society and decreased the ability of many families to take care of their children. The needs and inadequate public resources are being recognized and there is potential for adapting new methods and forms of work. Save the Children Finland has been working in Russia from 1992. With three short presentations we would like to share our experiences of this work and how we have try to develop our approach to better support children and their families in the changes of the society. The work is being steered from the humanitarian relief work into more substantial child welfare work where the needs and possibilities of the society have to be recognized. Children in institutions and the preconditions for institutions to function The number of children left without parents or adequate care has increased dramatically during the transition period. The number of institutions, a place for many children to grow, will not rapidly decrease. Therefore attention must be payed to their conditions, how the institutions and their staff can better meet the needs of children. Support and assistance is needed to create conditions which help children adapt after they leave the institutions, for example schooling, housing and adolescent employment services. Russia and adoptions The number of registered orphans and children left without parental care continues to grow. The general principal is first to try to find a placement for the child in his home country. One of the priority ways is adoption. The drop of the living standards among Russians, for example, is limiting the possibilities of many families to adopt a child. New forms of family placements have still not been widely used. While working to increase the capacity and resources of the communities in the neighbouring areas of Finland to take care of their children, Save the Children Finland is offering orphans and children left in institutions a possibility to get an adoptive family in Finland. The work is being done in cooperation with authorities, under different political pressures, across different cultures. What are the issues and concerns this brings up? Alternative methods and projects for child welfare The common way of tackling the problems for authorities is to interfere after the problems have occurred. Introducing preventive child welfare work can however offer new, more effective ways to help families to deal with their problems and to avoid more severe measures. Civil society which is still young and weak, can however, in the future be an active participant in reforming and completing social support network. In the town of Sortavala, in Carelia, Save the Children Finland has been supporting the establishment of the local NGO working in the field of child welfare. The start of NGO and its work has been very positive. The work with the NGO continues by deloping it to be an active, sustanaible actor in promoting children's rights and in introducing new preventive child welfare methods.

## 11. REAL LIFE AT STAKE ON STAGE

**Koponen Taina, Pallaskari Leena, Pitkonen Joni and Pörhölä Juha**, Villa Artes, Finland

Villa Artes is a residential- and family-care unit in Toivakka, which uses art as a method to help young people to deal with their problems. They have a "barn theatre" at the premises where they give some public performances every year. The students and staff together create and perform the whole play, music, lyrics, choreography, costumes and setting. The idea is that each and every individual has some talent that is useful for achieving a common goal. This year "barn theatre" has prepared a swinging teen-musical which deals with the problems of children in care.

## 12. CHILDREN BECOMING MASTERS OF THEIR OWN LIVES

**Salomäki Tapio** and **Janhunen Lari**, PIRAMK, Vyborg Project Group, Finland

We are living in uncertain times. The quick changes in the societies have increased insecurity and put obstacles for people to take part to create their own lives in many countries. In social pedagogical orientation there is activities to wake up rouse hopes, to encourage people to act and to strengthen participation. It is very important for these people who have lost the support and care., have to suffer violence and abuse. Many of them live in conditions ,where they have no own place, the home. “Children becoming Masters of their lives”-project is an attempt to realize social pedagogical principles in Russia in Vyborg and St. Petersburg.. There are many smaller projects: 1) In “There is place for everyone”-project children in shelters and schools have photographed their own favorite places. 2) The Developing of adventure-tourism for children and their parents in Russia and Finland. 3) In environmental education- project we try to realize with children their ideas to make something in near enviroment. 4) In STOP 2 (Minors in sex trade)- project we made observations in Vyborg 1999-2001 (The project has stopped).5) We take part ILO’s IPEC-project in St.Petersburg. 6) In video-project children (Shelterhouse Spasatelney Krug in Vyborg) have planned and used videocamera. We have edited. In this workshop we present two videos:  
I “Moi Dom- My Home” (9min) (Shooting: Kostia V.)  
II “My real Life” (12min.) (Shooting: Pavel A. and Denis Z.)

## 13. IT IS ALL IN THE FAMILY

**van Pagée Robert**, Stichting Op Kleine Schaal, The Netherlands  
**van der Horst Hannie**, The Netherlands

Every family has problems at some time or another and could often benefit from other people’s help during such difficult times. Family or friends are there to help. It is not always easy to involve family when people are in a vulnerable position. Family Group Conference (FGC) is a model to help families to make those plans. In short, the FGC is a meeting to make plans and decisions about a child. It is convened and run by an independent coordinator. ‘Family’ is defined broadly, to include the child, parents, extended family and other adults and friends who are concerned and care for the child. The role of the professional is to provide information and consultation rather than to influence or make decisions. The idea of FGC is closely associated with the desire to enhance the autonomy of parents and family in caring for their children. It stresses their responsibility and capability for solving there own problems. In the Netherlands as in many other countries the introduction and implementation of FGC started at `grass roots’ level. It caught the imagination of practitioners, as it provides a practical approach emphasising family responsibility. It offers a format for partnership, culturally sensitive practice and building on family and community strengths. The aim is to improve outcomes for children through a more inclusive and collaborative approach with families and communities. This workshop focus on the application of FGC in child welfare. Implications for family foster care are discussed. Key topic include issues of power and empowerment in practice, children’s participation and improving outcomes and safety for children.

## 14. PITY TOWARDS FOSTER CHILDREN AND WHY TO AVOID IT

**Kulevtsova Tatyana**, Expert of the Secretariat of the State Programme on Implementing the Convention on the Rights of the Child in Kyrgyzstan “New Generation” Member of the Association of Family Orphan Homes Parent-carer of the Family Orphan’s Home (7 foster children, 5 biological children), Kyrgyz Republic

'Pity' and 'care' are notions that are often confused. Pity humiliates and corrupts. The child's perception of life, who is spoiled by pity, is broken. The child starts to have a feeling that everyone; parents, school and society as a whole, owes it something. How does one walk "on the blade of the razor"? How to work with children who are conditioned by the great pity of surrounding people to a dependant life style? How to introduce into social life, the teenager, who has no wish to study and work, who is used to put "Me" or "I" in front of everything? How should an adult behave in a foster family to prevent the child's anxiety in it's soul resulting in a feeling of self-pity? Foster-parents (often by intuition) usually choose the right way of behavior, but there appears a danger from showing pity by the social workers that supervise the family. This means that the issue of monitoring the foster family should be solved individually, considering the psychology of not only foster but also biological children, not letting a feeling of offence with life to be developed by losing some of the attention of their parents. Many of such issues have no general solution and require a creative approach to the child considering its previous lifestyle and character. The main thing here is to ensure that the child has not the feeling that he has only rights regarding in the family, but also responsibilities, and implementation of these responsibilities should be strictly regulated.

## **15. THE HOLLYGROVE VALUES PROGRAM: STRENGTHENING THE ETHICAL FOUNDATIONS OF FAMILY LIFE**

**Nelson J.A.** Los Angeles Orphans Home Society (Hollygrove), USA

This workshop explores the tools, methods, and preliminary results of the Hollygrove Values Program. The program seeks to improve the social adaptation of severely abused and emotionally disturbed children in residential treatment and aftercare placement, as well as that of their birth families, foster families, and adoptive families. It does so through intensive modeling of noncontroversial ethical behavior. Children and their family members often suffer from distorted ethics resulting in destructive family systems. Such systems defeat efforts to ensure safe, loving, responsive social interactions which foster optimal child development. Current methods of intervention, such as level/point systems, result in only temporary behavioral and attitudinal change in children and are rarely applied the family system as a whole. Based on the character education protocols developed by the Josephson Institute of Ethics, the Values Program has succeeded in: a) replacing a level/point system with one emphasizing daily practice of commonly accepted core values, such as trustworthiness, on the part of all children in residential treatment, volunteers, and agency staff; b) the development and early implementation of curricula and intervention protocols for foster, birth and adoptive parents. After fifteen months of operation, the program appears to have had a positive impact on individual behavior and family dynamics. Workshop participants will come away with clear guidelines for program replication including an evaluation tool.

## **17. CHILDHOOD HISTORY AND ATTACHMENT REPRESENTATIONS AMONG BIRTHPARENTS OF CHILDREN IN FOSTER CARE**

**Kalland Mirjam,** Save the Children, Finland

Parents most likely to maltreat their children are those whose childhoods include major losses of or frequent separations from their attachment figures, rejection, emotional cruelty and physical abuse. The AAI-interview permits the classification of an adults state of mind with respect to attachment. The aim of the study was to assess attachment representations and detect traumas and losses among birth parents of children in foster care. We found that many of the individuals had experienced traumatic losses. In some cases the parents had themselves been raised in institutional foster care or by other adults than their own parents. The parents had often witnessed family violence. However, many of the parents denied own experiences of physical abuse, sometimes despite the fact that

abuse was mentioned in their childhood records. Many of the individuals had also a history of early substance abuse and criminality. Some of them had current mental health problems. They repeated their own childhood history with their own children, but failed to see the connection between their current situation and their childhood experiences. Some of them saw themselves as victims while others compulsively denied any impact of their childhood on their capacity to parent their own children.

## 18. INFANCY, CHILDHOOD, ADOLESCENCE AND BEYOND

**McNitt Myrna L**, MSW-CSW, Grand Valley State University-School of Social Work

Michigan Foster and Adoptive Parent Association

**Villet Wanda**, ACSW, Bonding and Attachment Center

Michigan Foster and Adoptive Parent Association

Children under the age of three years are entering foster care in America at an increasingly rate. Thus, it has become very important to address the protection of the infant and very young child as well as to develop a clear understanding of how to meet the unique needs of this population. In Michigan the state agency (Family Independence Agency) that is responsible for child welfare services convened an early infant brain development task force. The charge of the task force was to develop a joint curriculum to train child welfare workers and caregiving parents-kinship providers, foster carers, and birth parents. For children the first three years of life are very important for brain development. Michigan in developing this important training curriculum was mindful of the importance of early infant brain development as it relates to the future of the child. The brain develops and refines itself through stimulation and use. The research work of Perry et al. has drawn attention to the use dependent state of the brain and has highlighted the vulnerability of the infant, toddler, and young child. Children are open to all aspects of positive nurturance as well as they are vulnerable to all forms of abuse, neglect, and violence. Perry, a child psychiatrist, states: "We are time-bound creatures. We have a beginning and an end. Within these boundaries time passes at a constant rate-the hour of our birth is as long as the hour of our death. Yet while time is constant, we are not. Hours in infancy have more power to shape us than months in middle age. The relative impact of time-time lost or time invested-is greatest early in life. Indeed, humanity was created in childhood." Armed with this new learning about the importance of early infant brain development child welfare specialists in Michigan are becoming better prepared to meet the developmental needs of the very young child and how to better work with their care providers. The strengths and importance of the birth family for child in placement has a special place in the learning about early child development. Thus, the work of Dr. T. Berry Brazelton has been accepted as one positive model of working with families and all the while better understanding the typical development of the very young child. "Touchpoints" by Dr. Brazelton provides a framework for professionals to apply the necessary skills needed to reach into families at times when they are both open to learning about the needs of the child and concerned about how to do it. As all concerned learn more about the needs of this population and develop new skills in collaboration, child welfare specialists and caregivers will come to understand the relationship between early childhood development and later life course adjustment for the young child as they become an adolescent and adult.

## 19. TWO SETS OF PARENTS: CONTACT AND COOPERATION

**Havik Toril** and **Moldestad Bente**, University of Bergen, Norway

In Norway, as in many other countries, there is a strong supposition that fosterchildren and their parents should meet one another on a regular basis. There is also a strong supposition that the fostercarers and parents should work together in partnership, for the best interests of the child. The

themes for this workshop is how the two sets of parents view their relationships, and what they feel about it. Do they feel like a team – and if not, do they wish to be one? The workshop draws on interviews with thirty parents, fosterparents, children and child care workers.

## 20. CORRECTIVE EXPERIENCES – HEALING RELATIONSHIPS

**Tuovila Pirjo**, Special Psychologist in Developmental and Educational Psychology, PsL Finland

Children under care have been wounded in many ways by living years in traumatizing conditions, having been abused, suffering from broken and changing relationships. This has effected very firmly on their emotional, behavioural and cognitive development. The impact can be seen in their way of relating to their inner and outer world. Their sense of self is very often distorted and their ability to be in contact is deviant. My presentation deals with these behavioural and emotional problems and some methods to help children to acquire more integrated personality and sense of self. I will examine some of the basic processes and elements which are necessary to healthy development of a child. To be able to help these children with severe problems we have to understand very deeply the etiological issues, why do they behave like they do. Are there ways to help them to form trusting relationships inside which the corrective experiences and healing processes can happen. What are the meanings of touch and regression? What are the elements of facilitating environment? Some case studies will be presented. I will examine these themes from my background as a special psychologist in developmental and educational psychology, therapist, supervisor and trainer. For last five years I have mainly been working with people who take care of these. It is very important to increase the knowledge and ability of these people. Supervising and training are necessary to help them to carry on their difficult but rewarding task.

## 21. FOSTERING ABROAD - A GERMAN EXPERIENCE

**Pereira Brian** -The Algarve Project, Cologne Germany

On any given day there are thousands of children living in families other than their own. Most of these children will, as far as possible, be kept as close to their own localities as possible, in order for them to retain links that are important (such as school and friends). At the same time, in many countries where there is a German speaking community, there are young people from German cities who are placed with foster carers, sometimes many thousands of miles from their homes. The Algarve Project set up its first such project in the south of Portugal in 1993 and now has other projects in Spain and Estonia. The purpose of this workshop will be to examine the whole process from the criteria for selection of young people, to the support for carers and young people in their location. Some of the young people stay abroad for as long as 4 or 5 years and this has an implications for their return and reintegration into German society. Outside of Germany the concept may be controversial but the presentation will demonstrate what steps can be taken to safeguard the well being of young people in its care in a variety of settings. Brian Pereira, an independent consultant, who has been working with the Project in the Algarve for the past 7 years, will lead the workshop.

## 22. SEARCHING FOR THE BIRTH PARENTS' ROLE

**Koisti-Auer Anna-Liisa**, SOS Children's Village Association, Finland  
**Möller Sointu**, PESÄPUU ry, Centre of expertise in child welfare, Finland

The aim of this workshop is to present experiences and results from two different projects both of which attempted to find methods and tools for improving the co-operation between birth parents,

social workers and foster carers. The workshop will deal more with practical than with theoretical matters. Pesäpuu's project: Strengthen mutual assessment It is often a challenge for social workers and birth parents to find an open and equal way to work together. The better we manage to do that before placement the better the co-operation proceeds after it. In this project lasting two years social workers and birth parents sought together ways to reduce the threat and the fear that many parents experience when collaboration between them and child welfare begins. Four important competences that parents need to have in addition to tools for assessing them were also found. Many of the concrete tools developed are based on the PRIDE programme. Custody crisis project of SOS Children's Village Association There are four SOS Children's Villages in Finland. They provide homes for children taken into care and needing long term placement out of their homes. How do birth parents feel about their children's being taken into care? What are their expectations and hopes with regard to working together with SOS Children's Villages? What kind of role can birth parents have in the life of their child when the key purpose of the placement is not to return the child back home? What might help birth parents to adjust to or even to accept their children's being taken into care and into placement? Answers to these questions have been sought in this project.

### **23. LET'S LISTEN TO THE VOICE OF CHILDREN WHO FOSTER**

#### **- Understanding the biological sisters and brothers in a foster family: a voice of the foster sister**

**Patanen Taru**, biological child of a foster family

**Hakkarainen Pirjo**, Pesäpuu ry. - Centre of expertise in child welfare, Finland

"Hi, I'm your new sister." What do foster sisters and brothers of adopted or fostered children think? How do they react when a new brother or sister joins the family? Through which feelings and emotions do they grow up in a family with children from different backgrounds? In this presentation a young woman, who has lived with four brothers, of whom three were fostered to her family, deals these issues. She shares a few moments and experiences of living with special kind of children.

"Mom, I want to bring a teddy-bear to my new little brother." Taru Patanen describes how she has grown up with being the big sister to fostered brothers and what it feels like to share her mother and father with them. How she felt when she was twelve years old when her first new brother moved in, how later she met her second foster brother and how now she has got to know her third foster brother this very summer of 2002. Pesäpuu ry, Centre of Expertise on Child Welfare, has developed tools for working with children of foster families. Two books have been published. A storybook "When it is raining from the earth" shares a fox cub's feelings when moving into a foster home. Pirjo Hakkarainen shows how this storybook and a task book for older children have been created to help children to adjust and understand changes if a family became a foster family. These tools will be presented in the workshop. Furthermore, we will discuss the significance of working with children of foster families and what kinds of methods there exist to help the children who foster.

### **24. MEDICAL FOSTER CARE: RECRUITMENT, RETENTION, RIGORS AND REWARDS**

**Broady Pamela D.** and **Fike Regina**, Children's Choice, Inc, USA

This presentation will identify the types of medical needs that can be addressed in a foster home setting and show examples of why this is preferable to institutionalization in most cases. We will identify the necessary qualities in families that care for medically needy children successfully and discuss how agencies can recruit these families. Using successful models, we will identify the components of a good support network that promotes retention of these families, and

enhances the opportunities for permanence for the child. We will discuss the challenges and joys of caring for medically needy children. This presentation will be augmented by the use of slide and real life examples.

## **25. JOIN TO JOY FOR PARENTHOOD**

**Wennermark Pirjo-Liisa**, Finland

The Ilona project is a part of the Toivo ja Ilona project funded as the domestic project of Kirkon yhteisvastuukeräys in Finland in 2000. Kirkon yhteisvastuukeräys is an annual campaign of the Finnish Lutheran Church called Joint Responsibility Fundraising Campaign. The purpose of the Ilona project is to find new methods for supporting parenthood and for both preventive and remedial child protection work. Parenthood is realized on the biological, social and psychological level. A challenge typical for our time is the union of these into a common parenthood. The Ilona project enables and supports the growth of biological and foster parents towards a joint parenthood. The process actualises in the form of family camps, and the principles of the Pride programme for training foster parents are used as its contents. The participants are selected in co-operation with social workers. The participants include foster children, their biological parents, siblings, and foster families with their children. The first group started in December 2000 with a weekend camp. About 40 people from six families participated, together with ten workers from three different fields: social work, foster care and church children's work. During the spring 2001 the group met for one Saturday afternoon a month, and again in May for a weekend. The programme included adventures, sports and games. Different feelings related to child placement such as the feeling of loss, affection, building trust, and the significance of family relationships were discussed in peer groups. The group met for one more Saturday afternoon in September to bring back shared memories. The group had very positive experiences. The biological and foster parents had the courage to encounter in a genuine joint parenthood. The contact between foster and biological parents improved significantly during the process. Joy and relief were observed in the children, when adults important to them met together doing nice things with them. A clear strengthening of sibling relationships was one very important result. During the autumn 2001 a new group was formed, together with whom a similar process was begun in December 2001. The process will be conducted during the spring 2002. More of its results will be presented in the IFCO seminar workshop.

## **26. LISTENING TO THE FOSTER CHILDREN'S VOICES THROUGH CHILD-FRIENDLY METHOD AND EQUIPMENT**

**Holmberg Tiina**, Pesäpuu ry, Centre of Expertise in Child Welfare, Finland

"I'm angry today because my mom didn't show up for a visit on Sunday", said a 7-year old foster child when explaining why she had chosen a "thunder-card" in the feeling weather chart. "I was scared when I still lived at the other home and mommy's boyfriend hit her" expressed another one when jumping to the "scared" section in the feeling wheel. Furthermore, "I can and am brave enough to love", was stated in the Strength card chosen by 5 year-old after asking what will help the child to cope in difficult situations. In this presentation we will tell you about our foster children's peer group model (that includes interviews of children, foster parents, biological parents and social workers, 10 meetings for foster children and foster parents in separate places, and a feedback meeting for all involved), and about special equipment developed and used in listening to the voices of children in foster care. We believe that children should be heard and helped in child-friendly, playful means which allows more free, creative expression but still guide children to share feelings, and learn feeling vocabulary, coping skills, self protection and increase their self-esteem. In this workshop we give you the possibility to become familiar with the group method itself, but especially with

equipment such as Feeling Wheel, Feeling Weather Chart, Strength Cards, Feeling Pantomime cards, Projective Pictures, Apple/Lemon-trees (my special people), LOVE balloons, Body pictures, Healing Stories etc. Groups have been held since 1999, and therefore we will also bring you the feedback from the foster children who have had the group experience: “It was great to notice that I’m not the only foster child...that there are many others like me“

## **28. A FRAMEWORK FOR THE REGULATION OF FOSTER CARE – THE SCOTTISH PROPOSALS**

**Kosonen Marjut**, CQSW, Ph.D. Freelance consultant and trainer, Scotland, UK

### **Regulatory framework**

The Scottish Parliament passed The Regulation of Care (Scotland) Act 2001 in July 2001, with an aim of modernising the way care services are delivered and regulated. While residential childcare services have been regulated for some time, this legislation will bring also agencies providing foster care, both in the public and independent sectors, within the scope of state regulation ([www.scotland.gov.uk/government/rcp](http://www.scotland.gov.uk/government/rcp)). Similar developments affect foster care services in England and Wales. A new national body, The Scottish Commission for the Regulation of Care, has been established to register and inspect foster care agencies. Agencies will be inspected against statutory requirements and national standards relating to the recruitment, selection and training of foster carers, matching of children in placement, and monitoring of the quality of care provided by individual foster carers. The outcome of inspections, including details of any enforcement action, will be made publicly available. The Care Commission will also investigate complaints ([www.carecommission.com](http://www.carecommission.com)).

### **National foster care standards**

National care standards, developed by the National Care Standards Commission, are intended for foster carers and fostering agencies, although they also help children, their parents and others who have a stake in fostering to know what they can expect. The standards, covering agency management and activities, apply to services provided by fostering agencies to both foster carers and children as users of foster care services. The national foster care standards will be issued in their final form later this spring ([www.scotland.gov.uk/government/publications](http://www.scotland.gov.uk/government/publications)).

### **Issues for discussion**

The new framework for regulation of foster care agencies is a welcome development. Once fully implemented, it should increase looked after children’s rights in the care processes and improve their protection from any potential abuse. It should improve agency services to foster carers. However, it is not apparent how regulation of foster care relates to the wider context of statutory children’s services. At the macro level, foster care is delivered in the context of, and is influenced by, national and local strategic priorities, such as the national outcome targets for looked after children, a drive towards increased integration of services, a regime for ongoing review of the effectiveness, efficiency and economy of local government services (best value reviews), and a mismatch between the demand and supply of foster carers. At the micro level, the focus of the new regulatory framework is on the outcomes for individual children, in terms of their safety, welfare, health, education and development. The quality of services provided by children’s social workers, and agencies providing educational, health and psychological services also contribute to positive outcomes for individual children. These services are not subject to regulation by the Care Commission.

## 29. CHALLENGING TIME FOR BULGARIAN CHILDREN

**Dimova Nina**, Orphan Foundation, Bulgaria

- The country is undergoing a period of democratic reform and transition from a state-centralized economy to the open market. The standard of living in the country is low and poverty is widespread due to a high level of unemployment and lack of national production and investment. \*Thousands of disadvantaged families in the country face difficult social and financial problems. Unfortunately, the local social care structures are unable to address these problems adequately and people receive little or no external support. Poverty particularly affects children who often live in an unsafe family environment and who may be malnourished, poorly clothed and lack opportunities for personal development. Unable to provide adequately for their children at home, many parents feel that they have no other option but to send their children to a state institution in the hope that they may be better looked after there.
- There is a large network of institutions in the country, built during the communist era. This system has been sustained for more than 50 years and still houses 35 000 children in 330 institutions throughout the country. Institutions for children are divided into different types according to the age of the child and health/behavioural status. Most of the institutions, especially those caring for children with disabilities and learning difficulties, are situated in remote towns and villages where children often suffer from social isolation, lack of adequate educational facilities and a poor standard of care. Experience shows that children who have lived in institutions very often suffer from serious emotional, psychological and health problems. They sometimes experience difficulties with self-identity and with starting an independent life as older teenagers.
- For many years in the country, institutional care has been the only alternative to the natural family. Only a few other projects promoting alternatives to institutional care exist, all of which are run by non-governmental organizations/NGOs/.
- The Parliament Ratified the UN Convention on the Rights of the Child/CRC/ in 1991 and passed a new child protection law in June 2000 which strongly encouraged family based care and other suitable alternatives to institutional care such as foster care, extended family placements, adoption, and family-style group homes. The Government is increasingly directing its efforts towards fundamental reform in the child welfare sector.
- Challenging time for Bulgaria-International support for the changes and Resource Mobilization
- II. Existing foster care projects in the country
- The Bulgarian Orphan Foundation/BOF/ established in 1990 works to improve the living conditions, education and personal development of children deprived of parental care throughout the country. BOF initiated a foster care project in 1993 in partnership with one of the ministries responsible for children and with an international NGO based in the country. The foster care project has aimed to establish fostering services as a viable alternative to the existing system of institutional care and influence positive changes in national child protection legislation. With new improved legislation now in place, the project plays a significant role in helping local child protection departments to adopt and carry out family placement procedures.
- Project Description
- Foster care provided by other NGOs in the country
- III. Description and discussion of a particular case of a child placed in a foster family
- Main problems and questions

### 32. SIIJAISKASVATTAJAN JAKSAMINEN – KOULUTUKSEN JA TYÖNOHJAUKSEN MERKITYS

(To be presented in Finnish.)

**Tuovila Pirjo**, Kehityksen ja kasvatuksen erikoispsykologi, PsL, Finland

Esityksessäni tarkastelen koulutuksen ja työhönuhjouksen merkitystä sijaishoidossa kahteen eri projektiin osallistuneiden sijaiskasvattajien kokemusten kautta. Toinen oli kolmivuotinen yhdistetty työhönuhjouk-koulutusprojekti, jossa toimin työhönuhjouk-koolluttajana. Toinen oli runsaan vuoden kestänyt koulutus, jossa toimin sekä koulutuksen johtajana että yhtenä kouluttajista. Kummassakin projektissa oli pyrkimyksenä lisätä sijaiskasvattajien ymmärtämystä sijoitettujen lasten ja nuorten problematiikasta ja tavasta olla vuorovaikutussuhteessa sekä etsiä uusia keinoja lasten kuntouttamiseksi. Hoidollisten elementtien saaminen osaksi arkea oli keskeinen tavoite. Jotta kuntoutumista voi tapahtua, on oleellista että sijaishoidossa voidaan toteuttaa ”hoitavan arjen ja ympäristön periaatetta”. Koska sijoitetut lapset ja nuoret ovat psyykkiseltä kehitykseltään ja kokemustalustaan monin tavoin vaurioituneita, joutuvat heitä hoitavat aikuiset jatkuvasti monenlaisen tunteensiirron, projektioiden ja tunnemyrskyjen kohteeksi, jotka pahimmillaan ovat luonteeltaan hyvin tuhoavia. Tämän vuoksi on oleellista, mistä ja miten sijaiskasvattajat itse saavat tukea ja voimia vaatimaan työhönsä. Työhönuhjouksella ja koulutuksella on tässä merkittävä asema – parhaimmillaan se turvaa sekä kasvattajan kykyä ja jaksamista että sijoitetun lapsen kehitysmahdollisuuksia. Tapausesimerkkien avulla valotan työhönuhjouksen mahdollisuuksia auttaa sijaiskasvattajaa luomaan lapselle ns. korjaavia kokemuksia emotionaalisessa vuorovaikutussuhteessa.

### 33. JAETTU VANHEMMUUS?

(To be presented in Finnish.)

**Weckström Marjatta**, erityisopetuksen rehtori, perhehoitaja

**Weckström Henrik**, sairaalapastori, perhehoitaja

- Keskustelemme jaetun vanhemmuuden mahdollisuuksista ja edellytyksistä.
- Uusia välineitä perheiden väliseen yhteistyöhön. Kokemuksia Ilona-projektista.
- Keskustelua osanottajien kokemuksista.

### 34. RECORD KEEPING -THE PARTNERSHIP OF CARE FOR THE CHILD

**McNitt Myrna L**, MSW-CSW, Grand Valley State University-School of Social Work Michigan Foster and Adoptive Parent Association

**Villet Wanda**, ACSW, Bonding and Attachment Center, Michigan Foster and Adoptive Parent Association

The role of the foster carer as a member of the professional team or a full partner in the system delivering services to the child in care has long been discussed. One of the barriers concerning role enhancement experienced by foster carer is related to the lack of a clearly defined process and a way for the foster carer to capture information about the child’s progress in care and then report that information to the child’s worker, the family, or the other systems such as education, mental health, and justice. All too often, foster carer work from an emotional base lacking the data that other professionals need to develop the plan for the child and the family. The Michigan Foster and Adoptive Parent Association in an effort to address these concerns and desiring that the foster carer been seen as a full partner in planning for the child have developed a “Record Keeping Portfolio.”

The Record Keeping Portfolio is a process of providing a comprehensive view of the progress and needs of the child in placement. The Portfolio provides a series of prompts that ask the foster carer to consider: "What Information Is Important? And Who Should I Share the Information with or obtain information from? The Record Keeping Portfolio stresses the importance of role clarification: What is the Agency's Role and What is the Foster Carer's Role? As the foster carer works through the information that they have learned about the child, the context of the information and what it means to the future plans and needs for the child, the foster care will be better positioned to be a member of the child welfare team. The It is the contention of the Michigan Foster and Adoptive Parent Association that this tool will be an important step for foster carers in claiming an enhanced position on the child welfare team.

### 35. BIOLOGISTEN VANHEMPIEN ROOLI LASTENSUOJELUSSA

(To be presented in Finnish.)

**Koisti-Auer Anna-Liisa**, SOS-Lapsikylä ry

**Möller Sointu**, Pesäpuu ry, Finland

Työpajan tarkoituksena on esitellä käytännönläheisesti kahden eri projektin kokemuksia ja tuloksia. Molemmissa projekteissa on pyritty kehittämään uusia menetelmiä ja välineitä parantamaan vanhempien, sijaisvanhempien ja sosiaalityöntekijöiden välistä yhteistyötä. Työpajassa kuullaan myös biologisten vanhempien näkemyksiä ja kokemuksia yhteistyöstä.

#### **Pesäpuun projekti: PRIDE ja lastensuojelun avohuolto**

Lastensuojelussa avoimen ja tasa-arvoisen yhteistyösuhteen muodostuminen asiakkaan ja sosiaalityöntekijän välille on usein haasteellista. Mitä paremmin sen saavuttamisessa onnistutaan jo avohuollon työskentelyvaiheessa sitä paremmin yhteistyö todennäköisesti sujuu myös sijoituksen jälkeen. Pesäpuun projektissa on ollut mukana kaksi yhteistyökuntaa, Hämeenlinna ja Kuopio, joihin perustetuissa työryhmissä lastensuojelun työntekijät ovat yhdessä asiakkaiden kanssa etsineet ja kehittäneet uusia tapoja tehdä yhteistyötä. Työryhmissä on ideoitu lastensuojelun avohuoltoon ns. kartoitusvaihtoehtoja, joka tarjoaa mallin ja välineitä lapsen tilanteen kokonaisvaltaiseen kartoittamiseen asiakassuhteen alussa niin vanhempien kuin lapsen itsensäkin kanssa. PRIDE-ohjelma on toiminut hankkeessa monien ajatusten synnyttäjänä, innoittajana ja lähdemateriaalina.

#### **Huostaanottokriisin selvittely –projekti, SOS-Lapsikylä ry**

Suomessa on neljä SOS-lapsikylää. SOS-lapsikylät on tarkoitettu huostaanotetuille lapsille, joiden arvioidaan tarvitsevan pidempiaikaista sijoitusta kodin ulkopuolelle. Millaisena vanhemmat kokevat lastensa huostaanoton? Millaisia ovat heidän odotuksensa ja toiveensa yhteistyöstä huostaanoton jälkeen? Millainen vanhempien rooli voi olla silloin, kun sijoituksen ensisijaisena päämääränä ei ole lapsen palaaminen takaisin kotiin vaan pysyvyyden ja jatkuvuuden turvaaminen lapselle? Mikä auttaa vanhempia sopeutumaan jopa hyväksymään lapsensa huostaanotto ja sijoitus? Projektissa etsittiin vastauksia muun muassa näihin kysymyksiin.

### 36. FAMILY AS COMMUNITY – COMMUNITY AS FAMILY

**Walton Pat**, Boys and Girls Welfare Society, UK

This paper for a workshop will focus on the recruitment methods and ideas utilised by a successful foster care service – which in 2000 was short-listed by the UK Government for its Social Care Award in family placement. The service was established to meet the needs of children and young people who were remaining for long periods in our own children's residential homes because local authorities could not find carers for them. Recruitment methods stressed that anybody and everybody who was interested in caring for children could apply. Positive images of carers of diverse backgrounds were used. A proper salary was offered so that people could afford not to work if this

enabled them to foster. Obviously, along with a salary go other benefits like pensions and National Insurance payments. In particular we welcomed older carers based on evidence that people are living longer, people in the 'third age' are fitter, have energy and enthusiasm, financial stability, etc. Young people were involved in the recruitment and selection in a meaningful way. In addition innovative forms of support were provided which have improved and developed since the Services inception in 1997. The overall aim has been to extend our organisation as a caring family model – with the aim to enable and empower the children and families to succeed by providing support and a sense of community.

This presentation would be particularly useful to those wishing to establish a fostering service, or wanting to extend the support systems that they currently offer.

### **37. FOSTER MOTHERS AS ACTORS IN MANY SCENES -psychodrama as a method of supervision**

**Rantamäki Kirsi**, Child psychiatrist, Action methods group leader  
**Eklund Katja**, MD, Psychodrama director, Finland

During September 2001- May 2002 a group of 8 foster mothers met with us for supervision. During these 10 whole days we concentrated on viewing everyday life and its challenges in families with foster children. As a method of exploring interaction and life situations with foster children we used psychodrama and other action methods. Psychodrama is a method where scenes of life can be looked at and changed in a safe environment on stage. Sometimes children bring their past ways of interaction into today's relationships. Also, when words fail to reach the experiences of previous life psychodrama can give a new tool for understanding. With this group we have started developing new methods in order to help foster children with traumatic pasts by giving their foster parents a possibility to try various ways of acting in puzzling situations. In our workshop we give you a chance to take a look at our work. We also invite you to join us to try these methods in action and to be part of creating more. No skills are required! Just bring in an open mind.

### **38. COLLABORATION BETWEEN FOSTER CARERS AND SOCIAL WORKERS**

**White Cora E.**, Foster Care Children and Family Fund, USA  
**Weatherby Robert**, Social Worker, Dane County Department of Human Services, USA

Foster carers and social workers must work together for the benefit of all children placed in the home. This workshop will teach foster carers how to maintain conflicts that are not in the best interest of the child, how to be a team player and get the respect they deserve from the social worker yet maintaining their own integrity. Foster carers will also learn to be more professional in their job.

### **39. THE PRIDE PROGRAM**

- A comprehensive, competency based program for the preservice training and assessment of prospective foster parents and adoptive parents, and for foster parent inservice training

**Wadenbo AnnMarie**  
 Foster care consultant and trainer Familjehemsverksamheten Älvsborg, Gryning Vård AB, Sweden  
**van der Horst Hannie**  
 Foster carer, trainer and educator Stichting Op Kleine Schaal, Voorhout, The Netherlands

PRIDE is a model for the development and support of resource families. It is designed to strengthen the quality of family foster care and adoption services by providing a standardized, consistent, structured framework for recruiting, preparing and selecting foster parents and adoptive parents. It also provides foster parent inservice training and ongoing professional development. PRIDE is the result of an American cooperative effort and is implemented in many states of the USA and in different Western, Central and Eastern European countries. The program is based upon the philosophy that the value of family life for children, however family is defined, is compelling. Because of this, knowledgeable and skilled foster parents and adoptive parents are integral to providing quality services. They, like social workers, should be qualified, prepared, developed, selected and certified to work as members of a professional team equipped to protect and nurture children and strengthen families. PRIDE is based upon specific competencies (knowledge and skills) needed to perform successfully the tasks of foster and adoptive care. This approach begins with an analysis of those tasks. After describing the tasks, the agency must ensure that foster parents and adoptive parents perform them. The PRIDE program offers agencies an approach to training that build necessary competencies. In the PRIDE program, these competencies have been compiled into statements and grouped into categories and they "drive" the entire mutual assessment, selection, preparation, support and development process of resource families.

The PRIDE program has established the following five essential competency categories:

1. Protecting and nurturing children;
2. Meeting children's developmental need and addressing their developmental delays;
3. Supporting relationships between children and their families;
4. Connecting children to safe, nurturing relationships intended to last a lifetime;
5. Working as a member of a professional team.

#### 40. FOSTER-DAY-CARE

**de Wit Nicolet and Bouman Lenie**, Centrum voor Pleegzorg DH/ZHN, The Netherlands

The principal of foster-day-care is: The child lives in his own family. It goes to foster-day-care after school. The child stays there until after dinner in the evening, than it goes back home. This kind of foster-care is meant for children with a problematical background or for children with major developmental problems. It is also meant to support the parents. It is very important that parents, foster-day-parents and social worker work together closely and are trying to have a good relationship with each other. Thus, the child has the chance to FEEL AT HOME in the foster-family and his own family. We wonder if this kind of foster-care also exist in other countries. We like to tell about our experiences and the method of foster-day-care. We also want to use some video pictures. The work-shop will be given by a social worker and an experienced foster-day-mother.

#### 41. DELAT FÖRÄLDRASKAP?

(To be presented in Swedish)

**Weckström Marjatta**, rektor för specialskola, familjevårdare

**Weckström Henrik**, sjukhuspräst, familjevårdare, Finland

- Vi diskuterar det delade föräldraskapets styrkor och behov.
- Nya metoder för familjearbete behövs! Presentation av ett projekt i Finland.
- Delgivning av idéer och erfarenheter från de olika deltagarländerna.

## 42. ON BECOMING INDEPENDENT

**Kallioniemi Minna**, Save the Children, Finland

### INTRODUCTION

When youngsters live with adoption family or in children's home, they feel themselves secure (if everything is going well), but at the same time they would like to become independent. Of course there is a big difference, depending on how you live with adoption family or in children's house, because in both cases your problems are different. In case that you live with adoption family, you probably know how to cook, keep house by knowing how much everything costs etc., of course it depend on also your parents. And in case you live in children's home, your knowledge about those mentioned above can be different.

### POSSIBLE DIFFICULTIES

If you don't have to take care of housekeeping at all, you probably have some problems to get through about cooking and cleaning. One very important thing is how you handle the money you get. It is not so obvious that you can budget for bills, rent, and food and so on, if you can't estimate how much money you need during one month. And one quite common problem what I have noticed by following my friends is how to complete some formal forms or finding information when it is needed.

### FINALLY

Of course the best thing is freedom of choice what to do and when. Of course sometimes your things are going very badly and you have a lot of problems. Then you can turn to your friend or somebody else and ask for help, or you can try to manage all by yourself. In my opinion there should be one person, who could advise you when it is needed.

## 43. PART OF THE FAMILY- ATTACHMENT, RESILIENCE AND FOSTER CARE ACROSS THE LIFESPAN

**Schofield Gillian**, Deputy Director of the Centre for Research on the Child and the Family, University of East Anglia, UK

Although foster care is often seen officially as for childhood rather than for life, many foster children benefit from continuing to be part of their foster family into adulthood. They become attached to their foster family emotionally, but they also become family members, who feel that this is where they belong. As attachment theory would suggest, finding a secure base in this way can help children through adolescence and into the adult challenges of work and family lives of their own.

### The research

This paper will describe the pathways of 40 adults aged 18-30 who grew up in foster care and were interviewed about their experiences. All of them had suffered some kind of abuse, neglect or abandonment by their birth families. In foster care most of these young adults had found a family who was able to repair some of that emotional damage and help them to become more resilient.

### Lessons for practice

These young adults' stories are moving and inspiring. They remind us that in spite of the absence of blood ties or legal family membership, it is possible to be at home in foster families, in childhood and in adult life.

#### **44. OUR FOSTER CHILD IS FEELING SAFE AT OUR HOME - WHAT IS THE DANGER FOR US?**

**Ottes Fenno, Huisman Rijk, Prins José and Wolff Attie**, foster parents,  
Foster Parents Council, Dutch Foster Family Association, The Hague, The Netherlands

##### **Attachment between natural parent and child**

Virtually all parents attach to their child. This strong parental love causes altruism, parents do everything to protect, care and raise their child. This parental instinct also causes parents not to abandon their child. In the rare situation that a child dies, its parents get a psychological trauma. For us – as foster parents – the same holds true. We will strongly attach to our foster child. The success of foster care is based on that parental instinct: we altruistically do everything for our foster child. Also we deeply feel that we must continue to care for our child. The dangers of foster parenthood Foster parent hood, although governed by the same parental instinct, is not the same as natural parenthood. Foster parenthood often does not continue until the child reaches maturity. After all, the aim of foster care is to care for the child .... until their natural parents are able to do that. So, it happens that the foster child – well before maturity – leaves our home. But, we developed a deep attachment. We strongly feel, that we must continue to care for our child. We can not accept that our child (would) leave. When our foster child does leave, we get a serious detachment trauma. Our traumas lead to problems: personal problems, problems with our partner, problems with the remaining children, problems with the foster care organization, problems in our professional lives, and so on. We often stop with foster care.

##### **The protection of foster parents**

This paper presents suggestions to protect us against these traumas: how to avoid them, and how to ease the pain, and reduce the damages. It discusses what we and others can do about it.

#### **45. ATTACHMENT AND TRAUMA: interventions helping families promote recovery and resilience** (to be interpreted into Finnish, tulkataan suomeksi)

**Cairns Kate**, BAAF, UK

Drawing on thirty years experience in caring for children, this workshop will enable carers to explore a model for creating useful interventions to help children recover from unmet attachment needs and traumatic experiences and promote resilience.

##### **ENVIRONMENT**

Physical space, time and people all contribute to the environment within which children recover. This model helps families to think about the environment they provide for children in terms of promoting recovery from unmet attachment needs and trauma and encouraging resilience. Issues of stress, trust, impulse, rage and shame will be considered, as well as traumatic stress, vulnerability and resilience. Participants will be able to think specifically about the links between their home and the needs of the particular children in their care, and how the environment they create can help the child's recovery.

##### **ACTIVITIES FOR CARERS**

Participants will share in exercises to encourage creativity in devising responses and activities to promote recovery and resilience for children who have experienced early adversity. These activities will relate to children across a range of ages and developmental stages, and will be related directly to children in their care.

##### **AGENCY INTERVENTIONS**

Discussions will illuminate the common ground and differences between different agencies in the support and supervision provided for foster families. Participants will be encouraged to think about the needs of their family in terms of the challenges and delights in looking after traumatized children, and to reflect on the service provided by their childcare agencies.

These themes are developed in 'Attachment, Trauma and Resilience: therapeutic caring for children' (Cairns, 2002, BAAF), copies of which can be available to the conference.

#### **46. GROWING UP WITH FOSTER SIBLINGS**

**Höjer Ingrid**, Ph.d., Department of Social Work, University of Göteborg, Sweden

Foster care has a great impact on children of foster carers. Their lives are affected in many ways by their parent's commitment as foster carers. At the University of Göteborg, Department of Social Work, a recent study focuses on the situation of these children and young people. New knowledge has there been achieved through focus groups and interview groups with children and young people aged 9-25. A questionnaire has also been sent out, and in-depth interviews are planned. So far, results show that children of foster carers are much involved in the task of fostering. Relations to foster children are in many cases warm and strong, but also complicated. The key word can be said to be sharing. Children and young people have to share parental time and attention, but also attention from relatives and friends. This seems to be more difficult when foster siblings are close in age. One problem biological children have to face is also keeping secrets. They get information about foster siblings, and also from foster siblings, which they have to keep secret from friends and sometimes even for their own parents. Children of foster carers often take a great responsibility and are often troubled and worried about the situation of foster siblings. Their efforts are not recognised to the extent they should be, and it is important for all parts – foster children, foster carers and their children – to focus more on the situation of foster carer's own children and the relations between them and their foster siblings.

#### **47. FOSTER CARE MAKES THE INVISIBLE CHILD VISIBLE, BUT IT TAKES MOTIVATION, TIME, RESOURCES AND INNOVATION**

(to be interpreted into Russian)

**Kjellberg Kristian**, member of the NOFCA-board, FSF, the professional association of graduated in social science that work with children in foster care in Sweden.

**Sundt Hege**, member of the NOFCA-board, Norwegian Foster Care Association

One aim of NOFCA (Nordic foster care association) is to exchange experience and information between the member countries and with countries representing Eastern Europe. In discussions with foster care workers from Eastern European countries we have seen a need for a seminar in the fundamentals of foster care. Why is foster care a good option for children that can't live with their own parents? What are the benefits of foster care compared to residential care? (Children's perspective to foster care) We want to give a basic theme in foster care and some tools of foster care, which include the following aspects: How to find the right families? We will focus on describing different ways of recruitment. How can you prepare the families so that they will fulfil their task? Different ways of training and supporting of foster carers will be presented. (Foster care from the social workers per-spective) What is important in foster care for foster families, foster children, social workers, birth par-ents and others involved in foster care? We will talk about matching of children in foster families. We will give examples of how to work with consulting and support to foster families making them a part of the team around the placed child. Self-support groups for foster families and the foster care associations' importance, as a link between foster families and authorities will be dealt with.

#### **48. LOVE AND LOGIC: PARENTING TECHNIQUES FOR INFANTS, CHILDREN AND TEENS**

**McNitt Myrna L**, MSW-CSW, Grand Valley State University-School of Social Work  
Michigan Foster and Adoptive Parent Association  
**Villet Wanda**, ACSW, Bonding and Attachment Center  
Michigan Foster and Adoptive Parent Association  
**Broekhoven Resy**, Amstelstad-Regional Manager

Love and Logic is a comprehensive program to assist parents, educators and child care workers to effectively work with the child in a respectful manner. Children are taught to treat the adults in their lives with respect. The Love and Logic program uses a problem-solving model using logical consequences designed in such a way that children feel more in control of their lives as a result of the experience. By teaching positive choices problems are not caused for others and the choices are always consistent with the value system of the adult. Love and Logic was developed in America as a program to work with resistant children and youth. It has been used widely in the United States to train persons working in foster care, adoption, and residential care. It is a program that works with all caregivers and thus birth families would benefit from learning the techniques of the program. The Love and Logic Institute has agreed to allow the presenters of this workshop to look to ways that the transfer of technology of the program. Part of the process of transferring the technology of Love and Logic will be to translate the curriculum into Dutch and to develop a pilot project in the Netherlands.

#### **49. ESITTELY TILAPÄISISTÄ SIJAISPERHEISTÄ TUKHOLMASSA**

(To be presented in Finnish)

**Nilsson Pirkko**, sosiaalityöntekijä, ABC Jourhem, Sweden  
**Eriksson Leila**, sijaisperhe  
**Jansén Christina**, sijaisperhe  
**Degerlund Sinikka**, sijaisperhe

Olemme ryhmä sosiaalityöntekijöitä ja välitämme tilapäisiä sijaisperheitä kunnille. Toimimme yksityisenä yrityksenä vuodesta 2001 lähtien. Yritykseemme kuuluu 5 sosiaalityöntekijää ja yksi toimihenkilö. 35 sijaisperhettä tekee työtä kanssamme. Palvelemme Tukholman kaupunginosia ja ympärillä sijaitsevia kuntia, kun heillä on tarve sijoittaa lapsia tai lapsiperheitä tilapäisesti. Sijoitukset voivat kestää yhdestä päivästä noin neljään kuukauteen. Perheitten on oltava valmiita ottamaan vastaan lapsia monista eri syistä. Haluaisimme kertoa toiminnastamme ja työnmenetelmistämme sekä sosiaalityöntekijän että sijaisperheen kannalta ja myös keskustella workshopin osallistujien kanssa heidän kokemuksistaan. Olemme kehittäneet työmenetelmiä joista haluaisimme kertoa. Esimerkiksi miten löytää uusia perheitä. Miten tukea sijaisperheitä, työnohjausta ryhmässä ja haastattelumenetelmiä.

#### **50. QUALITY SYSTEM AS A METHOD TO BECOME BETTER FOSTER FAMILIES**

**HOW TO USE QUALITYSYSTEM ENSURING BEST QUALITY IN LIVING IN A HOME**

**Kindgren Gretel**, JOURHEM Kvalitet i Södertälje AB, Sweden

JourhemKvalitet AB is firm for Short-Time Quality Foster-Home Care (QC) in Södertälje Ltd, a newly started activity, aiming at assisting municipals to find competent families for placing children

and teenagers for a time ranging from 1 day up to 4 month. Competent families mean good quality for children, especially these children. Good quality in living and caring. With good quality in caring I mean to focus on the needs of the child. The children have the right to get the very best of caring according to their need Good quality is also good quality in management. Doing the right thing. Quality must be measurable. If it is not measurable it is not comparable and could not be the ground for improvements. My company "QC" is therefore implementing a quality system according to ISO 9001:2000. I regard it as extremely important that being a Short Time Quality Foster-Home must be an attractive mission and that these families must have credit for their contributions to the society. Short-time quality foster home ltd would like to present our model of quality care under a workshop. How adopting a model to work with foster home to fulfil the quality standard iso 9001:2000

The following will be discussed:

- What to do and how to do it? Presentations of ISO 9001:2000 and keywords
- Is feeling at home one of the keywords for success?

## 51. EVIDENCE BASED FOSTER CARER ASSESSMENTS

**Asquith Jane**, Consultant & Trainer, British Association For Adoption And Fostering, UK

The workshop will explore the assessment of the skills and competence foster carers need to carry out the task of providing the professional service to children in need and their families.

A skills based assessment framework has been developed in the U.K by NFCA and BAAF in a direct attempt to improve the quality of assessments and the service for children in foster care. For some time it has been recognised that there is a need to help Foster Carers develop their skills, abilities and knowledge to enable them to undertake the complex task of caring for today's children and young people.

The skills base framework provides a clear and explicit level of competence that all Foster Carers are expected to demonstrate they can perform, supported through pre approval and post approval training and preparation. These competences are linked to the UK National Standards and Code of Practice in Foster Care published in 1999 and the NVQ qualification for Foster Carers.

The presentation will include an introduction to the Skills Based Assessment criteria. It will outline the types of evidence required and the process of assessment. The inclusion of a case study will provide the opportunity for the participants to develop a greater understanding of the framework.

## 52. DON'T BECOME ATTACHED – FEEL AT HOME - LIVING IN A SHORT-TERM FOSTER HOME

**Särkkinen Outi** and **Karvinen Mikko**, City of Helsinki, Finland

### Who are we?

We are Outi and Mikko, parents of a short-term foster home operating on stand-by basis. We are on call every third week for one week at a time. A child can be placed in our home within a very short notice. The placement can last six months at most. During that period the social worker clears up the acute crisis of the child's family and creates the care plan. Our duty is to offer a peaceful environment for the child.

### From chaos towards clarity

Often the child is brought to us from confused, even frightening conditions without a safe structure built by parents. Their life has been a chaos which they have tried to control themselves one way or another. At our home the everyday life means training the newcomer to live under the normal family circumstances and routines. This is not always easy but most children quite soon start to derive benefit from regularity and even demand us to keep up the daily structure. Firmly but gently supported by this structure the child can live as a child.

**Don't become attached!**

It has been said that a child becomes attached to us in three months. Because their placement in our care seldom is shorter than three months, we have a problem. Or do we?

According to our experience there isn't any attachment which develops automatically. The practical care and responding to the needs of the child gradually build a bridge of trust between them and us. But this is not attachment; in most cases the child is still very attached to his or her own parent(s), no matter what they are like. We support this relationship if, according to the care plan, the child is returning home. If and when the child is moving towards a more permanent substitute care, the best way of supporting them is to stay those sensitive, clear and consistent adults as they have learnt to know us.

Our professionalism means being aware of what we are doing and how - that we don't feed attachment ourselves.

**53. THE ROAD LESS TRAVELLED BY OR FOSTER CARE IN KOSOVO**

**Dashi Feride and Mikkonen Eppu**, The European Children's Trust, FRY/Kosovo & UK

The purpose of this workshop is to map the existing practises of Foster Care in Kosovo as well as to highlight the needs for development of such services within the specific post-conflict socio-economic context. Child abandonment is an enduring problem in the region of Central and Southeast Europe. Excessive institutionalisation prior to 1990 reflected the communist philosophy of collective upbringing and support schemes that failed to offer other options for families struggling to raise a child at home. Within this context Kosovo is a remarkable exception. Kosovo, with 2 million people and with one of the highest birth rates in Europe, currently has less than 100 children in institutional care. In comparison, in Bulgaria, with population of 8 million, the number of children permanently in institutions is over 35,000. Kosovo has a rare opportunity in a situation where the number of children needing placement is, in relative terms, so small that effective prevention work and promotion of family-based alternatives can be very competent methods of intervention. The road of permanent institutions can be left to grow grass. As the number of children deprived of parental care in Kosovo is relatively small, dismissing the problem can be easy. It is therefore vital to bring the strategy for family-based care to the forefront of policy development in the field of social welfare and to strengthen relevant Foster Care practises.

**54. HOW TO FIND A PLACE UNDER THE SUN FOR YOURSELF AND YOUR CHILDREN**

**Müllender-Tater Darina and Rohacek Marek**, NAVRAT (RETURN), Slovakia

**A foster care parent needs to undertake three steps in looking for his place under the Sun:**

1. To get to know the real face of foster care and to gather as much information as possible about the child that he wants to bring up. In Slovakia this is not evident and a lot of effort needs to be put into such a search.
2. To accept the reality as it is. Sometimes foster care parents would like to wash away the fact that their parenthood is a substitute for something and would simply like to be seen as parents by their environment. Only when they really accept that their form of being a parent is special and that the child has been born to somebody else, only then, in a paradoxical way they cease to be different, in the eyes of themselves and the eyes of other people.
3. To forgive himself, his child, his biological parents and the world as such ( judge, social worker, neighbour, ...) Very important and very difficult!

**And there are also three steps that help the child to find his place under the Sun:**

1. To convey the child the information about his origin, siblings, biological parents and everything

else in his past. It is important to transfer this information in a positive way inspite of unpleasant and negative facts and to do it step by step, in a right dosage and in time.

2. To help the child to accept the facts from his past.
3. To help the child to forgive the people that have influenced his past.

## 55. FAMILY GROUP CONFERENCES – TO PUT THE CHILD IN FOCUS

Näslund Ewa, ENaS (Ewa Näslund i Sätöfta), Sweden

The Family Group Conference has its origins in New Zealand and traditional Maori family decision making. The leading principle is that the family network both have the capacity and the right to reach their own considered agreements whenever the safety and welfare of the children are seen to be at risk. The task of professionals is to give all information in relation to the care and protection issues and to guarantee the safety of the child according to legislation.

### **Why use Family Group Conferences in foster care?**

To separate a child from its parents is the biggest and most powerful intervention social services can do to a child and family. We know from research and own experience that it is not an easy task to give a child a new family. Although we, as professionals, have a lot of knowledge we can't fulfil this task without cooperation with those who know the child and have important information to share. This is what a Family Group Conference is all about. The focus of the Family Group Conference is the child, always the child. All important people, both family and professionals, gather around the child. This workshop starts with a brief introduction to the model. The aim is to discuss how Family Group Conferences can be used in foster care. After that the participants will be invited to discuss if and how the Family Group Conference model can be used in foster care in different countries and surroundings.

## 56. FOSTER CHILDREN'S SIBLING RELATIONSHIPS

Kosonen Marjut, CQSW, Ph.D. Freelance consultant and trainer, Scotland, UK

Research strategy. The research strategy included two consecutive studies; a questionnaire survey of a sample of 64 school children, and the main study of a sample of 21 children (aged 8-12) in short-term foster care, incorporating a questionnaire, Family Relations Test (Bene and Anthony, 1985) and interviews with the children, social worker interviews, and foster carer questionnaires.

Foster children's current relationship qualities and processes were considered in the context of their past family experiences and environments, their sibling relationship history, and their expectations of their siblings in the future. The findings are intended to assist foster carers, social workers and others in assessing children's needs and making decisions about their welfare. Findings. Foster children's perceptions of their sibling relationships had two intertwined threads running through: a relationship dimension focusing on the quality of the current sibling relationship, and a family and kinship dimension focusing on siblings as life-long key family and kin. In comparison with the community sample, foster children's sibling relationships were more extreme, reflecting children's disrupted close relationships. Siblings retained an importance to the foster children, at the level of family and kinship, regardless of the quality of their relationships. For some foster children, their siblings were their only family

**Implications.** This paper argues that when assessing children's needs and making any decisions, which can lead to the severance of sibling ties, consideration should be given to children's right to siblings in the long term as 'key family and kin'. Decisions, which are based solely on the quality of the current relationships, may lead to separation from siblings, and deprive individuals of sibling support in adulthood and old age. A framework, based on the findings, for understanding sibling relationships will be presented.

## **57. FLOURISHING IN FOSTER CARE - AN EXPLORATION OF THE FACTORS THAT ARE CONTRIBUTING TO SUCCESSFUL OUTCOMES IN A GROUP OF LONG TERM FOSTER PLACEMENTS**

**Beek Mary.** Senior Research Associate. Centre for Research on the Child and Family. University of East Anglia, UK

**Schofield Gillian.** Deputy Director of the Centre for Research on the Child and Family. University of East Anglia, UK

The challenge for long term foster carers is to enable children to reach their full potential and feel truly 'at home' within their family, while, at the same time, acknowledging the significance of the birth family and working within the requirements of the statutory agency. To what extent can carers achieve this complex task and what helps them to do so?

The Growing up in Foster Care project is a longitudinal study of 58 children placed for long-term fostering from 1997-1998 (aged 4-12 years). Most have experienced significant harm in early childhood. Attachment theory has been used as a framework for data gathering, making sense of the children's behaviours and understanding the development of relationships within the foster home. The placements were studied in 1997 and again in 2001. Some of the children are progressing remarkably well, despite significant emotional and behavioural problems.

This paper will focus on these 'flourishing' placements and examine:

- The areas of progress in the lives of the children
- The nature of the parenting associated with these successful outcomes.
- The extent to which the children feel 'at home' and the process by which this has been achieved.
- The role of the birth families and the ways in which the children are managing the reality of belonging to two families.
- The services and networks that have been helpful.
- Implications for foster carers, practitioners and policy makers.

These placements underline the capacity for foster care to heal and enrich the lives of troubled children.

## **58. MAKING SENSE: HOW THEORY AND RESEARCH CAN HELP IN THE CARE OF TRAUMATIZED CHILDREN**

**Cairns Kate,** BAAF, UK

Based on thirty years experience in caring for children, this paper will explore a range of organizing ideas drawn from theory and research on attachment, trauma and resilience. Taking themes familiar to carers, it will show how these ideas can help families to make sense of the life they share with foster children.

### **ATTACHMENT**

Attachment theory and research on neurological development provide ideas on developmental themes often problematic for foster children. These are outlined using the STIRS mnemonic:

Stress

Trust

Impulse

Rage

Shame

Illustrations from experience illuminate how life with children who have survived early adversity can become more explicable, and can therefore be more readily endured and enjoyed.

**TRAUMA**

Research and theory provide a sound base for carers to unravel the distress of children who have experienced trauma. Recognizing the nature of the injuries sustained through traumatic stress, and the key phases of recovery can help carers to create meaning and structure despite the chaos. The paper will discuss the three phases of recovery children will need to pass through and incorporate in their development: stabilization, integration, and adaptation. Again illustrations from life will show how the family environment can be the setting for further trauma or the setting that promotes recovery.

**RESILIENCE**

Finally, the concepts of vulnerability and resilience will be considered. Carers will gain an appreciation of the personal, social and spiritual resources children can develop to carry them through adversity and trauma.

These themes are developed in 'Attachment, Trauma and Resilience: therapeutic caring for children' (Cairns, 2002, BAAF), copies of which can be available to the conference.

**59. "THE STORY OF EMIL'S JOURNEY THROUGH FOSTERCARE "**

(To be interpreted into Finnish)

**Holmgren Pia, Johnsson Ingrid, Lidberg Stefan and Temte Annica**

Landskrona Social Welfare, Child, Youth & Family Care Division, Sweden

We are four socialworkers working at the Child, Youth & Family Care Division. We are working with about 100 children placed in 75 different fosterhomes. We are fortunate to be able to follow the child from the day when the child is entering fostercare to the day the child leaves. This has made us develop our own method to work with fostercare. This minicourse is going to be very direct and includes a number of examples in how to keep the focus on the child's needs. We invite you to follow Emil's, a boy of five, journey through fostercare. You meet him for the first time when his caseworker has placed him in one of our short term placements. We will describe different tools how to provide for Emil's needs, e.g. strength cards. You will then accompany Emil in his moving to long term placement. We will describe how to find a good home for Emil, his acclimatization, tools for attachment / bonding, e.g. Marte Meo. If Emil is going to stay in long term placement it will be necessary to consider a transfer of custody. Here we like to discuss Why, When and How we use custody transference. During the minicourse we will describe our vision, goals and methods and how our work is permeated by guarantee of quality. In our minicourse we will use video and overhead to illustrate our tools.

**60. FATHERS – WHAT ARE THEY NEEDED FOR?**

**Sinkkonen Jari, M.D.,** Save the Children, Helsinki, Finland

In today's society, more and more children live without their biological fathers. Often they also have little contact with other males who show genuine interest and understanding of their thoughts and feelings. Whether this is harmful for children, is a controversial question. It has been said that old-fashioned patriarchal structures have been destroyed for good. Women and children are now free from the suffocating male dominance. On the other hand, the number of antisocial and violent children and youth has increased alarmingly. This trend has been connected to a lack of paternal authority. Modern fatherhood is about how to be caring, loving, authoritative, and male at the same time. Recent studies have shown that men are able to build an attachment relationship with the child independently from the mother. The child needs his or her father throughout the different developmental phases. Fathers are important for the child's sexual identity, for cognitive development, as well as for their control of aggression. For men themselves, fatherhood provides an

opportunity to participate in a mutual developmental process. Being a father certainly changes the man, too, and usually for the better. Today's fathers should remember that they do not know their children well enough if they only spend rare moments of the so-called "quality time" with them.

## 61. DEALING WITH WRONGDOING

**van Pagée Robert**, Stichting Op Kleine Schaal, The Netherlands

Punishment in response to wrongdoing is the prevailing practice in most layers of society, including schools, workplaces, family life and criminal justice system. Punishment is many times seen as an appropriate approach to discipline children and youngsters also in family foster care. Children who are separated from their families have intense feelings about the reasons of the separation and the loss connected to this. The ways they express these feelings may be harmful to themselves, others and property. For foster carers the behavior is sometimes confusing since it is hard to know what is appropriate child behavior, particularly if the child is developmentally delayed or has emotional or behavioral difficulties. Many people, including relatives, friends, teachers, and many times social workers and the agency have strong ideas about how children should be disciplined. Foster carers and other members of the team around the child and family should examine their own views and disciplinary practices to consider their positive and possible negative effects on children. In this workshop we will focus on the possibility of repairing and restoring wrongdoing by children and youngsters in foster care. In responding in a restorative manner we involve children directly in the process. A critical element in the restorative approach is that whenever possible, we also include everyone who is affected by the wrongdoing. There is a lot of evidence that all involved in a restorative approach find this satisfying and just. In this workshop we will discuss and experience the formal restorative justice approach and also practice informal restorative interventions.

## 62. MOTIVATION OF FOSTER/ADOPTIVE PARENTING

**Levina Marina**, President of Fund "Parent bridge", Russia

The goals of the seminar: To show the importance of positive motivation for successful placement of the child in the foster/adoptive family.

**The steps of realization of a seminar:**

1. Meeting of the participants of training group. Creation of a friendly atmosphere.
2. Discussion of motivation of foster/adoptive parenting.
3. Talking about the ways of revealing of motivation during selection and preparation of the prospective foster/adoptive parents by using arttherapy training elements.
4. Discussion about similarity and difference in motivation of foster/adoptive parents.
5. Discussion about selection criteria for prospective foster/adoptive parents (in view of motivation as one of major factor).
6. Summarizing a seminar.

## 63. DEVELOPING A PROFESSIONAL FOSTER CARE SERVICE

**Asquith Jane**, Consultant & Trainer, British Association For Adoption And Fostering, UK

The development of a skills based career structure for foster carers. The workshop will consider the task, and skill requirements, the expectations, the processes, the fees and the link to a recognised qualification. The workshop will explore the changes that are being made by some Agencies in the UK to enable them to provide truly professional fostering services for children and their families.

Many Agencies are experiencing difficulties in recruiting new Foster Carers and retaining those Carers with the necessary levels of skill and experience to provide the desired level of service to the children many of who are currently experiencing frequent moves and instability. As a result many Agencies are reviewing their Services and introducing 'Payment for skills' schemes based on a clear criteria for approval in line with the UK National Standards and Code of Practice in Foster Care and further criteria for progression through 1-4 career levels. Each level requires evidence of ability or 'competence' and is linked to a fee payment over and above the normal fostering allowances. The workshop will consider some of the thinking behind this type of development and explore some of the challenges that Agencies, Social workers, and Foster Carers have had to confront in developing their own individual scheme. It will provide some examples and using case studies participants will be able to explore the different skill level requirements, the fees paid, the role of professional Foster Carers, and the link to a National Vocational Qualification. The presenter has been involved in the development of the UK Skills Based Competence Assessment framework and the NVQ qualification for Foster Carers. She is currently working with a number of Agencies to help them develop their Payment For Skills Scheme.

#### 64. OUT OF HOME CARE IN AUSTRALIA

**Coleen Clare**, Chief Executive Officer, Children's Welfare Association of Victoria, Australia

This workshop will present an overview of the Australian model of family support and out of home care provided by the community service organisations that deliver family support and welfare services in Victoria, Australia. Victoria is a state of Australia with the second highest population. The presentation will describe the continuum of care that is provided for children, young people and families in need of support or at risk of being notified to the Victorian State Child Protection System. It will outline the range of universal services, family support services, foster care, adolescent community placements and residential care available for families to access for help and support. The paper will outline some of the strengths and difficulties of the various aspects of the Victorian system of support and care. For example as a strength it will showcase a centralised statewide system of recruitment, training and support for fostercarers. It will also look at some of the challenges presented by the complex and multi-faceted needs of some of the young people in care e.g. non-school attendance and substance abuse. The workshop will allow for discussion on the various methods of family support and out of home care familiar to participants and facilitate discussion on how different countries and systems are using innovative approaches to improve outcomes for children and young people in care and their carers and families.

#### 65. ÄLÄ KIINNY- OLE KUIN KOTONASI! - ELÄMÄÄ PÄIVYSTYSKODISSA

(To be presented in Finnish)

**Särkkinen Outi**, Foster Care Office of Jyväskylä

**Karvinen Mikko**, City of Helsinki, Finland

##### **Keitä me olemme?**

Olemme Outi ja Mikko, päivystyskodin vanhemmat. Kotimme päivystää viikon kerrallaan joka kolmas viikko. Päivystysviikon aikana lapsi voidaan sijoittaa kotiimme puolen tunnin varoitusajalla. Sijoitus voi kestää enintään kuusi kuukautta, poikkeuksia lukuun ottamatta. Sijoituksen aikana sosiaalityöntekijä selvittää lapsen perheen akuuttia kriisiä ja tekee jatkosuunnitelman, meidän pääasiallinen tehtävämme on turvata lapselle täksi ajaksi rauhallinen ympäristö.

##### **Kaoksesta kohti selkeyttä**

Lapsi tulee kotiimme usein sekavasta, jopa pelottavasta tilanteesta, jossa hänen elämässään ei ole

vanhempien luomaa turvallista rakennetta. Hän on elänyt kaaoksessa, jota hän on itse yrittänyt tavalla tai toisella hallita. Arki kodissamme on lapselle totuttelemista säännölliseen päivärutmiin. Se ei ole aina helppoa, mutta useimmat lapset alkavat nopeasti hyötyä ja nauttia siitä ja jopa vaatia rytmisiä pysymistä. Aikuisten luoma rakenne luo turvallisen ympäristön, jossa lapsi saa elää lapsena.

**Älä kiinny!**

Väitetään, että lapsi muodostaa kiintymyssuhteen kolmessa kuukaudessa. Kun hänen sijoituksensa kuitenkin harvoin on lyhyempi kuin kolme kuukautta olemme ongelman edessä. Vai olemmeko? Kokemuksemme mukaan mitään kiintymisautomaattia ei ole olemassa. Käytännön hoiva ja välittäminen sekä arjen strukturoiminen rakentavat, vähitellen, lapsen ja meidän välillemme luottamussuhteen, ei automaattisesti kiintymyssuhdetta. Lapsi on useimmiten koko sijoitusajan vielä hyvin kiintynyt omaan vanhempansa/vanhempiinsa, olivatpa he millaisia tahansa. Me tuemme tätä suhdetta, jos/kun lapsi on palaamassa takaisin kotiin. Jos lapsi siirtyy pitkäaikaiseen sijaishuoltoon, olemme todenneet voivamme auttaa lasta parhaiten eteenpäin olemalla tunneherkkiä, selkeitä ja johdonmukaisia ja lapsen reaktiot huomioivia aikuisia, jollaisina hän on meidät oppinut tuntemaan! Ammatillisuutemme on sitä, että olemme ja pysymme tietoisina siitä, mitä teemme: ettemme itse ruoki kiintymyssuhteen muodostumista!

## 66. THE CO-OPERATION MODEL IN PRODUCING AND PROMOTING FOSTER CARE SERVICES

**Siekkinen Riitta**, social worker and **Pollari-Urrio Paula**, senior social worker, the Foster Care Office of Jyväskylä, Finland

In this workshop we want to describe how the co-operation between municipalities in the field of child welfare and especially in foster care has developed into a functional model in producing the foster care services. In Finland the municipalities are responsible for taking care of child welfare. They produce the services by themselves, or they can, as well, purchase the services from private organisations. Small municipalities do not often have enough resources to produce their own services, for example to train prospective foster families. In the area of Central Finland, municipalities have made a service contract with the Centre of Social and Health Services of Jyväskylä. Today the Foster Care Office of Jyväskylä gives its services to 28 municipalities. This model of co-operation guarantees, for example that there will be a trained foster family available for each child who needs foster care. The Foster Care Office also assists in placing the child into the foster home, gives support and offers support services for foster families and children in foster care. In Foster Care Office we believe that the co-operation between municipalities has made it possible to produce and maintain qualified services for social welfare officers, foster families and for children in foster care.

## 67. FOSTER CARE IN SLOVAKIA FINDS ITS PLACE IN THE SOCIETY

**Müllender-Tater Darina** and **Rohacek Marek**, Slovakia

The preparation of would be foster parents and their acknowledgement is not any more carried out by state institutions. Navrat, an organisation I come from, meaning Navrat has started to play an equal part in the process. The legal framework of foster care and adoption has changed in order to respect more the needs and interests of the children. In this respect the rights and duties of biological parents have been more precisely defined. In spite of massive media campaign carried out by Navrat and other institutions involved in searching for family type of care for abandoned children the children's homes of Slovakia are full of children waiting for their families. Adoption and foster care are still something rare in Slovakia. For many children their Roma origin is an obstacle for those interested in adoption of foster care due to the tensions growing between the white and the Roma

population. New is also the attitude of the Slovak institutions to the international adoption and foster care. Slovakia has recently signed the Hague declaration and thus said that a family solution for an abandoned child means more than to stay in his home country and not to find a family.

## 68. SATUTETTU KEHO - MITEN RAKENTAA EHEÄMPI SUHDE ITSEEN

(To be presented in Finnish)

**Voipio Melina**, Finland

Miten vaikeat perheolot vaikuttavat lapsen kasvuun ja selviytymiseen myöhemmin omassa elämässä? Mikä tukee selviämistä ja omien voimavarojen käyttöönottoa? Mikä haittaa selviytymistä ja uskoa tulevaan? Miten tukea konkreettisesti lasta, jonka luottamus omiin mahdollisuuksiin on vaurioitunut? Jatkuva väkivaltaa ja pelkoa kokenut lapsi ajautuu helposti ikään kuin irralleen omasta itsestään – oma keho ei ole kyennyt suojaamaan lasta väkivallalta – kehoon ja itseen ei voi luottaa – miten tukea lapsen vaurioitunutta kehonkaavaa ja minäkuvaa? Jatkuvan pelon kokemisen vaikutukset selviytymisessä – ylitarkkaavuus, miten tukea lasta kokemaan turvallisuudentunnetta suhteessa ympäristöön. Onko keinoja myöhemmin saavuttaa itseluottamus ja usko oman kehon ja sen asukkaan, oman itsen mahdollisuuksiin elämässä? Millaisia nämä keinot voisivat olla? Miten saattaa lapsi “takaisin” oman elämänsä asukkaaksi ja toimijaksi, joka uskaltaa kasvaa aikuiseksi. Millä korvata sisäistetty pelko? Lapsena jatkuvaa fyysistä väkivaltaa kokeneen aikuisen suhde omiin lapsiin – voiko kierteen katkaista? Lapsi, joka on kokenut pahoinpitelyä, kärsii usein univaikeuksista ja levottomuudesta. Pahoinpidellyksi joutunut lapsi tai nuori voi kärsiä myös tuskaisuudesta ja ahdistuneisuudesta. Tyypillistä on myös ylivirittynyt valppaus suhteessa ympäristöön - pahoinpidelty lapsi käyttää suunnattomia määriä energiaa arkkaillessaan ympäristöään ollakseen aina valmiina suojaautumaan mahdolliselta hyökkäykseltä. Tämä vie voimia kasvulta. Minäkokemus ja tunne oman kehon voimavaroista kulkevat käsi kädessä. Tutkimme uhattuna olemisen tunnetta, pelkoa ja häpeää. Pohdimme tällaisten tunteiden vaikutusta itsetuntoon ja ennen kaikkea kehokokemukseen - miten koen oman kehoni. Etsimme konkreettisia keinoja, joilla auttaa satutettua lasta eheytyämään kehon tasolla. Workshopissa tarvitset rennon asun. Teemme ryhmä- ja parityötä. Työvälineenä käytämme eläytymistä ja keskustelua.  
HUOM! max 8 henkilöä.

## 69. THE HOME CONCEPT OF ABANDONED CHILDREN

**Muntean Ana**, Psychologist, SCOP/University of West Timisoara, Romania

All mammals have their own space, environment well delimited by different means were there are invincible and were they fell relief. Homes are for human being the specific environment for his/her bio-psycho-socio-cultural development and a deep archetypes in the mind. Homes are physical environment and in the same time are a spiritual place where we are born for a happiness or for a disaster. Homes means house and family in an holistic way. The family is set-up by its members and the relationship among them. The most important relationship for the child, from the moment when the child is only a project of his parents, is with his/her mother. Street children, in different ages, running away from houses, institutions and families which felled to become a real homes, do not have a clear concept of houses. Our research is aimed to identify the abnormal elements of home concept to 38 children who did not have the opportunity to grow/up in a home. We used the drawing test of house set/up by Corinne Ribot. The test was created by its author on the purpose to compare the abandoned children with a children living within their home. The out/comes of our research could be used as a very important element in a therapeutically intervention aimed to facilitate the social integration of children without families. These elements are giving the explanation for the failure of some programs aimed to assist the children.

## **70. FOSTER CARE: A PANACEA FOR INSTITUTIONALIZED CARE?**

A Case Study of Romania's Implementation of Fostering

**Kelso Michelle**, University of Michigan, USA

Since 1989, Romania's child welfare policy has been plagued by controversy. After the revolution, startling images of emaciated, dark-eyed children abandoned by their families flashed across television screens. Tens of thousands of children languished in decrepit state-run orphanages. Alerted to the crisis, international aid poured into the country that alleviated much of the horror. The number of children in institutions decreased, physical amenities at care facilities improved, and the ratio of caretakers per children increased. By 1997, Romania added to fostering as a method of resolving child abandonment. Despite advances, Romania's most vulnerable children made international headlines once again in May 2001, when a rapporteur from the European Union wrote that Romanian admission to the bloc was in peril unless it drastically revised its child welfare policy.<sup>1</sup> Romania's policies were failing according to the rapporteur who discovered "persistent abandonment of children, child abuse and neglect, [and] international adoption and child trafficking."<sup>2</sup> In response, Bucharest placed a moratorium on international adoptions, accelerated the closing of institutions, and pledged more funds for foster programs - envisioned as the panacea for institutionalization. By December 2001, officials announced that 10,000 children would leave institutions for foster homes.<sup>3</sup> But can Romania convert its system quickly and still ensure quality placement and care for the children? This paper examines the history and implementation of Romania's foster care policy, and possible implications for the children in placement. Research includes survey data, interviews, and participant observation.

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