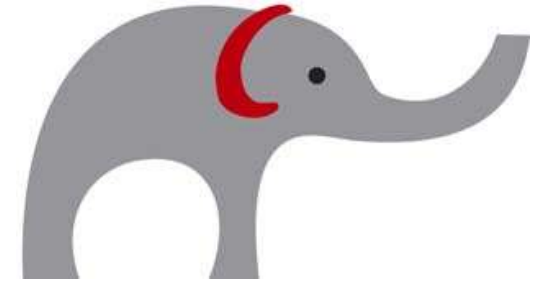




VALTAKUNNALLINEN  
LASTENSUOJELUJÄRJESTÖ



# PRIDE Conference

Prague 7-9 September 2017

Jaana Pynnönen

Development Manager, Socialworker,  
senior PRIDE-trainer,

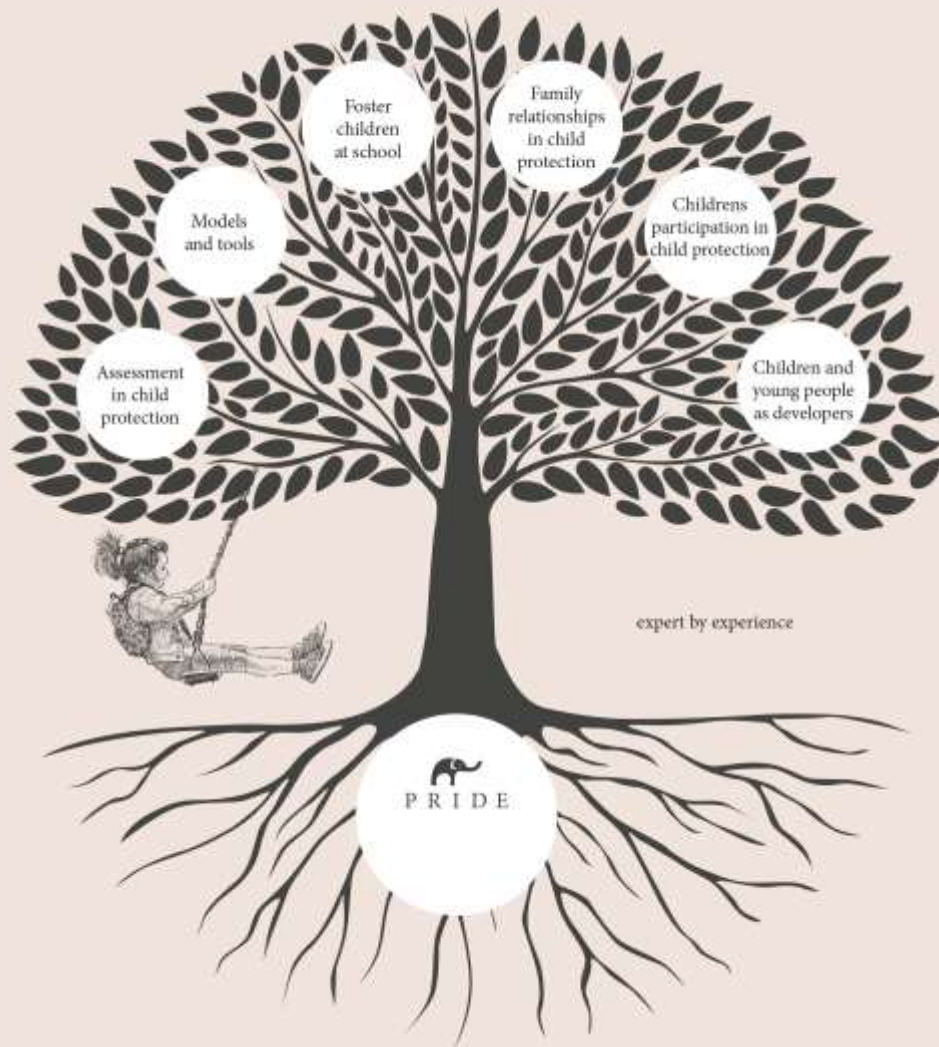
Pesäpuu ry

# Pesäpuu ry

## National centre of expertise in Child welfare

- It develops high-quality and well-planned work on child welfare
- It emphasizes child-centered practice and participation in child welfare

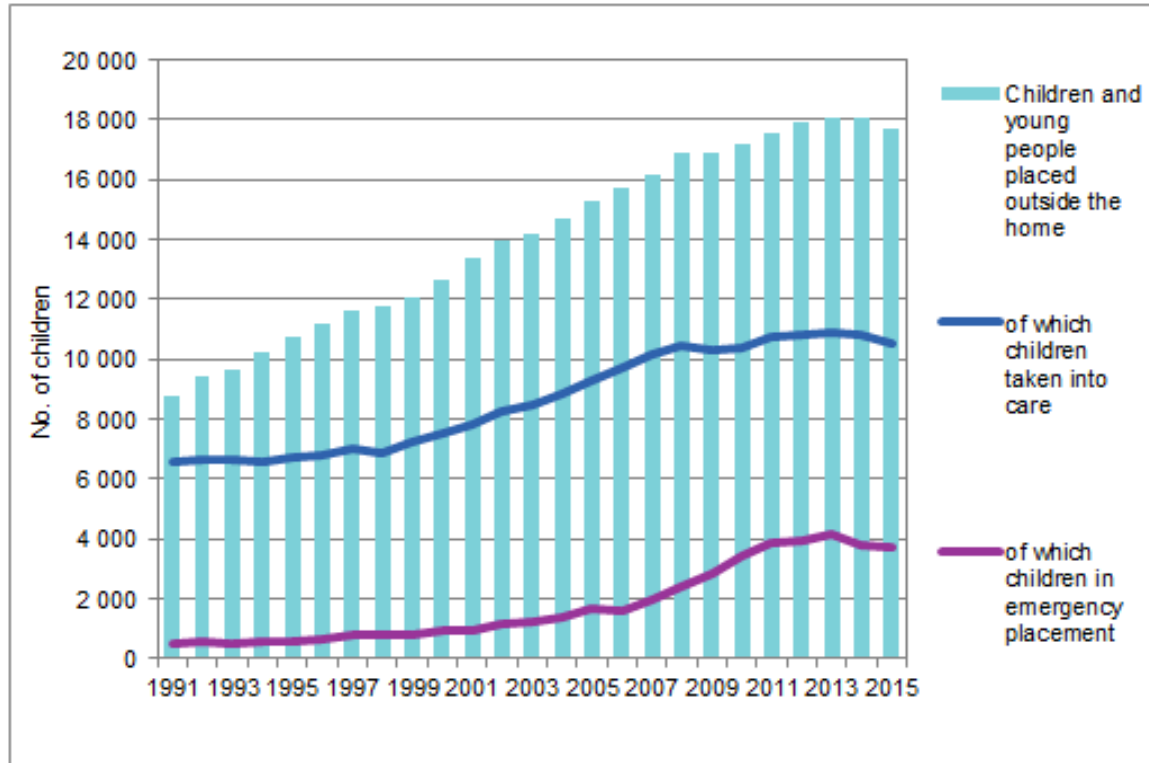
# Pesäpuu ry



# Decrease in the number of children and young people placed outside the home in 2015

- A total of 1.4 per cent of children and young persons were placed outside the home either on a short- or long-term basis.
- 17,664 children and young persons were placed outside the home. Boys accounted for 53 per cent of all children placed in care.
- A total of 3,733 children were the subject of emergency placement
- A total of 10,501 children were taken into custody.
- More than half of the children in care at the end of 2015 were placed in foster families. Out of these children, 13 per cent (646 children) were placed with relatives or other kin.

# Children and young people placed outside the home (1991-2015)



# Foster care system in Finland

- Foster care may be offered to a child (or a family)
  - As a support measure in open care
  - For children in need of emergency placement
  - For children taken into care
- Foster care placement is always carried out by the municipality and the social worker in charge.
- The measures and forms of support in foster care are always included in the child's client plan, and a separate plan is drafted for the parents.
- The goal is always the reunification of the family.

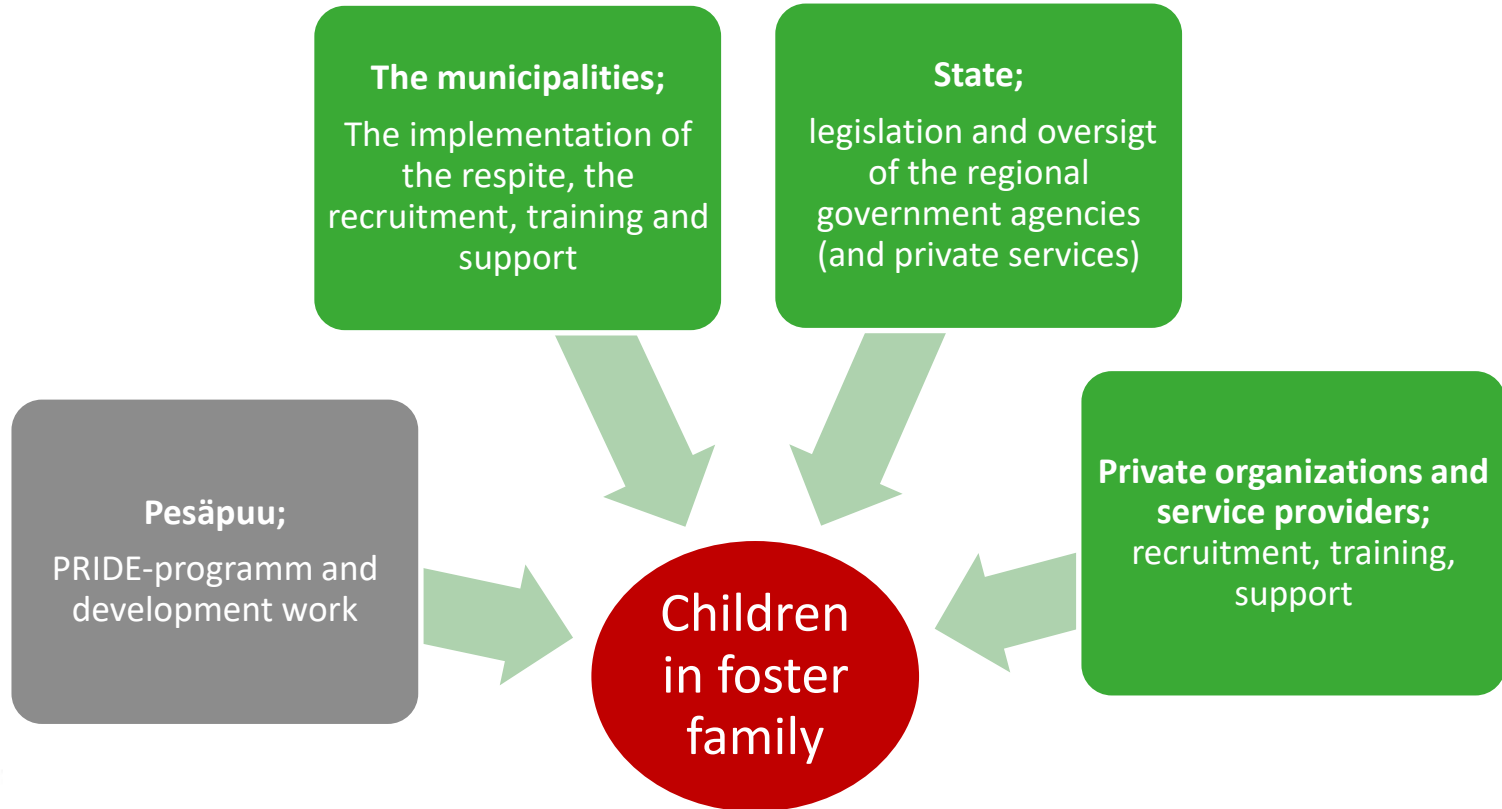
# Law and roles

- Prioritising family care was in a 2012 Child Welfare Act in Finland
- Municipalities are primarily responsible for the recruitment of foster carers.
- Social work has a key role in the supervision of foster care; national supervisory bodies (regional state administrative agencies) do not have the resources to supervise foster care.
- Aim is, that we would have provincial child care system (2020?)



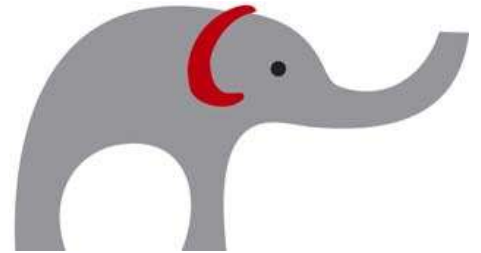
# RECRUITMENT and TRAINING of FOSTER CARE in Finland

## Organization and distribution of responsibility



# PRIDE in Finland 1995 - 2017

- Since 1995 has been held 33 PRIDE-trainers training
- 547 persons are participated in the training courses
- PRIDE pre-training has included 10 564 according to Pesäpuu`s statistics
- A total of 821 PRIDE pre-training groups have been held



# Developing work based on PRIDE-program

## *PRIDE-PRESERVICE*

- *Training for multicultural foster families, fam. with disabled children, short term foster care, kinship care, fam. with young people*
- *How to work with children in foster care - New tools and methods*
- *A group model for foster children and children who foster*
- *Experts by experience – children and young people developing foster care*

# Examples of our developing tools/materials: "GUIDEBOOKS"

- A FOSTER CHILD IN THE SCHOOL
- •A GUIDE TO FOSTER FAMILY'S RELATIVES AND OTHER PEOPLE LIVING CLOSE TO THEM ( GRANDPARENTS, RELATIVES, FRIENDS)
- •A GUIDE FOR LOVED ONES IN CHILD'S LIFE



# Kinship care

## What kind of challenges we have in Finland?

- Effective pre-training: family-specific or group?
- Assessment?
- Child focused
- Support for kinships carers, birth parents
- **Family coaching model for training and assessment:**
  - 1.Preparatory
  - 2.Every day life and networking
  - 3.Life events
  - 4.Education and care
  - 5.Co-operation – team-work
  - 6.Mutual assessment and decision-making

# The process of revising PRIDE

- A letter to PRIDE-trainers: asking ideas/feedback
- Working group of PRIDE-trainers
- Written feedback from some big organisations
- Gathering of the material and deciding of the principals
- Writing and layout
- Sending the written material to the commentators
- Proofreading, the final layout, printing the material
- Development work is continuous

# The main principals of the Revision

- **Supporting the own assessment of participants**
  - Only the main two competencies/meeting
  - Starting always with participants own experiences
- **Finding methods to support learning**
  - Starting with an activity 📎 discussion
  - Trainers are more making summaries and adding knowledge if needed than keeping long lessons
  - PRIDE-book includes more information/knowledge

# How we make assessment on pre-training?

Lisenciate study, Jaana Pynnönen (2016)

- A Survey (N = 153) (28%)  
people who had taken part on PRIDE-pre-training
- Questionnaire contained 43 questions:
  - Trainers attitude
  - 5 competencies
  - Mutual assessment
  - Self aktivitet
  - Process



# Main results

- Trainers attitude is very important – how they tell their own notices to participants and how respectfull and encouraging they are
- Self aktiviness
- Group
- Information of competensies
- To hear and share experiences

# How can we improve pre-training?

- It's important
  - Consider whole family
  - Encourage to own assessment
  - Trainers attitude
  - Both trainers (foster parent and socialworker) working together and support to participants
  - Share experiences in group
  - Information
  - Give enough time to process



Pesäpuu ry

VALTAKUNNALLINEN  
LASTENSUOJELUJÄRJESTÖ

