

## Training programme training of trainers Working with families in family based care

**Central themes:** Building Trust, working with families, safeguarding and monitoring in family based care

### Learning outcomes

By the end of the course, participants will:

- Have an improved understanding of unaccompanied and separated children’s (UAC) needs in family based care.
- Have an improved understanding of the needs of the families caring for UAC.
- Have a better understanding of the different phases in family based care and what is important during these phases.
- Have enhanced skills to meet the needs of both the families caring for UAC and the children themselves.
- Recognize self-care needs by having the knowledge of tools to meet them (‘caring for the carer’).

Time	Agenda item	Details	Tools/resources
<b>Day 1</b> <b>Introduction</b> <b>Screening and Matching</b> <b>Settling in, developing and integrating part I</b>			
09:00 - 09:05	<b>Welcome and introduction programme</b>	Overview of the IMPACT Project, introductions by trainers, global programme	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 2</b></li> <li>• Introduction IMPACT project (ppt sheet 2)</li> <li>• Framework training</li> </ul>



09:05 - 09:15	<b>Introduction participants</b>	<p>Exercise (10 minutes)</p> <p>In groups of three:</p> <ul style="list-style-type: none"> <li>- Introduce yourself: organisation, function, experience with family based care for UAC</li> <li>- What are you curious about? What would you like to learn more about?</li> <li>- What experience do you bring to the table with regard to alternative family based care?</li> </ul>	<ul style="list-style-type: none"> <li>• All participants wear cards with name, organisation, country</li> <li>• Make notes for the plenary recap in key words: Curious about? Experience to share?</li> </ul>
09:20 - 09:40	<b>Types of alternative family based care I</b>	<p>Knowledge building</p> <p>Explanation on living in families</p> <p>Introduction of phases:</p> <ul style="list-style-type: none"> <li>-In this training the phases of the UAC are leading: guiding the family by settling in, developing and integration and preparing for 18+</li> <li>-Introduction on types of family based care: regular (foster) families, network families, parttime fostering and families with / without migration background</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 3: Training framework</b></li> <li>• <b>Ppt sheet 4,5,6 ,7, 8: Background information unaccompanied children</b></li> <li>• <b>Ppt sheet 9: Tasks of reception families</b></li> <li>• <b>Ppt sheet 10: Professional context</b></li> </ul>
09:40- 10:00	<b>Types of alternative family based care II</b>	<p>Plenary discussion</p> <ul style="list-style-type: none"> <li>-Intro types of family based care</li> <li>-Benefits and disadvantages of the different types of family based care for UAC</li> <li>-Characteristics of the reception families</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ppt sheets 11-12: Examples of family based care</b></li> <li>• <b>Ppt sheet 13: Characteristics of the reception families</b></li> </ul>
<b>Screening</b>			



10:00-10:05	<b>Introduction family Khaled</b>	-Amina, a Syrian woman fled to the Netherlands from Syria in 2016 -She married Abdel Khaled, they own a Syrian restaurant since 2019 -The couple have one child of their own, the seven year old Alecia. -They are asked to provide a home for Junaid, the 16 <sup>th</sup> year old son of Amina's eldest sister.	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 14: Case family Khaled</b></li> </ul>
10:05-10:15	<b>Screening from the perspective of the family</b>	Exercise (5 minutes)  -Exchange with your neighbour: Step in the shoes: of Amina and Abdel : What might be their worries, wishes and expectations? -What are tips for the social worker to address their specific situation -Plenary recap	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 15: Exercise 'Step in the shoes of Amina and Abdel'</b></li> </ul>
10:15-10:25	<b>Screening from the perspective of the professional</b>	Knowledge building: -What challenges do you see for the professional ?	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 16: Motivation</b></li> <li>• <b>Ppt sheet 17: Screening in general</b></li> <li>• <b>Ppt sheet 18: Risk factors</b></li> <li>• <b>Ppt sheet 19: Start building trust</b></li> <li>• <b>Ppt sheet 20: Building trust with a focus on safety</b></li> </ul>
10:25-10:40	<b>Coffee break 15 minutes</b>		
<b>Matching</b>			



10:40-10:50	<b>Introduction</b>	<p>Knowledge building:</p> <p>General information on matching</p> <p>Question for the group: What's important in matching?</p> <p>-Needs of the child: age, cultural background, language, relationship family, degree of integration, access to service for the child (activities, sport, religious needs), special needs?</p> <p>-Possibilities of the families to answer these needs?</p>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 21: Exercise</b></li> </ul>
10:50-11:10	<b>Matching the child's needs &amp; matching from the perspective of the family I</b>	<p>Exercise: (15 minutes)</p> <p>Discuss in groups of four the case of family Khaled 'Welcoming Junaid':</p> <ul style="list-style-type: none"> <li>• What are the needs of Junaid?</li> <li>• What are the strength and vulnerabilities in the family to answer to these needs?</li> <li>• What is important in the professional support of the family in this?</li> </ul> <p>(Step in the shoes of the family with an eye on the needs of Junaid)</p>	<ul style="list-style-type: none"> <li>• <b>Ppt 22 sheet: Matching</b></li> <li>• Share handout case family Khaled</li> </ul>
11:10-11:20	<b>Matching the child's needs &amp; matching from the perspective of the family II</b>	<p>Plenary group session</p> <p>Putting focus on:</p> <p>-What's most Important in the professional support a family receives?</p> <p>-Which issues needs extra attention?</p>	<ul style="list-style-type: none"> <li>• <b>Ppt 23 sheet: perspective of Amina and Abdel</b></li> </ul>
11:20-11:30	<b>Tasks for the professional in preparing family and child</b>	<p>Knowledge building</p> <p>Preparation of the child and family:</p> <p>-Emphasis on the importance of agency : always keep this in mind</p>	<ul style="list-style-type: none"> <li>• <b>Ppt sheets 24, 25 : professional tasks, towards the child &amp; the family</b></li> <li>• Focus on interactive sharing and adding</li> <li>-What are tasks for the professional?</li> </ul>



		<p>-Providing overview of tasks a professional has with regard of the perspectives of child and family</p> <p>Optional: 'Tasks of for the professional' Make a note for yourself: What works in supporting the professional in these tasks?</p>	<p>-If you step in the shoes of the professional, what are the challenges?</p>
11:30-11:45	<b>Tools and skills I</b>	<p><b>Explanation tools</b></p> <p>-Peer consultation when you have a Gut-feeling</p> <p>-Family friendly risk assessment</p> <p>Aim:</p> <p>-Consulting colleagues on gut feeling / safety assessment</p> <p>-Talking about risk factors/issues (risk assessment) in a family friendly way</p>	<ul style="list-style-type: none"> <li>• <b>Ppt Sheet 26 : Pick-an-exercise</b></li> <li>• Handout 'Peer consultation'</li> <li>• Handout 'Risk assessment in a family friendly way'</li> </ul>
11:45-12:30	<b>Tools and skills II</b>	<p>exercise (45 minutes)</p> <p>exchange in two smaller groups on one of the two tools:</p> <ol style="list-style-type: none"> <li>1. <b>reflect together on the tool, is it clear or do you need clarification (10 minutes)</b></li> <li>2. <b>exchange opinions in duo's on the theme on the table (10 minutes):</b></li> <li>3. <b>discuss ways you can use it in your professional practice (15 minutes):</b></li> </ol>	<ul style="list-style-type: none"> <li>• <b>Two separate tables with one of the tools on them (handouts)</b></li> </ul>



		<p>4. how do you discuss a gut-feeling with regard to safety with colleagues: situation from your own practice or case of Junaid (handout)</p> <p>-risk assessment in a family friendly way: when you've just met a family and are starting to build trust, how do you introduce and discuss difficult issues like: mental health, experiences with violence, abuse in childhood, how do you introduce and discuss these issues? (handout)</p> <p>5. <b>bringing back results in a plenary session (10 minutes)</b></p>	
12:30-13:30	<b>Lunch break 60 minutes</b>		
<b>Settling in, developing and integrating</b>			
13:30-13:35	<b>Family Khaled: Welcoming Junaid</b>	Junaid is with the family. It is his fourth day in the Netherlands. He's tired, misses his family and confused by the cultural differences, all the different professionals he met, the complexity of the asylum procedure.	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 28: What are Junaid's needs?</b></li> </ul>
13:35-13:40	<b>Placement from the child's perspective</b>	Plenary session Step into the shoes of Junaid	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 29: Needs UAC first stage of reception</b></li> <li>• <b>Ppt sheet 30: Two perspectives</b></li> </ul>
13:40-13:50	<b>Placement from the families perspective</b>	Plenary session What are the worries of Amina or Abdel?	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 31: Perspective family</b></li> <li>• Step in the shoes of Amina and Abdel</li> </ul>



13:50-14:00	<b>Tasks &amp; challenges for professional in the first phase of placement</b>	<p>Exercise (10 minutes)</p> <p>What can the social worker do in support of the family?</p> <p>Emphasis on building trust; monitoring and offering continuous support ( be aware of resistance to monitoring) having faith, managing expectations. Give attention to the things that go well.</p>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 32: Exercise</b></li> </ul>
14:00-14:10	<b>Tools &amp; Skills I</b>	<p>Introduction Tools</p> <p>-Do &amp; don'ts trauma &amp; mental aid</p> <p>-Mind map to understand a child's behaviour</p>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 33: Do's and don'ts</b></li> <li>• <b>Ppt sheets 34,35,36: background info on trauma</b></li> <li>• <b>Ppt sheet 37: Mind map</b></li> </ul>
14:10-14:30	<b>Tools &amp; Skills II</b>	<p>Exercise (20 minutes)</p> <p>Exchange in two separate groups</p>	<ul style="list-style-type: none"> <li>• Handout mind map</li> <li>• Handout psycho-education trauma</li> </ul>



		<p>Group 1: Discuss psycho education for family based care families on how to deal with mental health issues, highly traumatised child</p> <p>Group 2: Mind map: information for family based parents to help them understand the behaviour of the child?</p> <p>Case Junaid or an own case: which misunderstanding of behaviour happens? Which information helps the parent to understand the behaviour. Write it down on the mind map and reflect on how the meeting with the parent could go.</p>	
14:30-14:40	<b>Tools &amp; Skills III</b>	<p>Plenary recapping</p> <p>Most important insights to share?</p>	<ul style="list-style-type: none"> <li>• 10 minutes most important insights</li> </ul>
14:40-14:55	<b>Coffee break 15 minutes</b>		
14:55-15:20	<b>Development from the family's perspective</b>	<p>Knowledge building</p> <p>Challenge for the family: development phase?</p> <ul style="list-style-type: none"> <li>• Parenting issues</li> <li>• Balancing care for own child and UASC</li> <li>• Dealing with stress trauma loss UASC</li> <li>• Types of guidance needed</li> <li>• Dealing with missing biological family <ul style="list-style-type: none"> <li>• Finding information on basic questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 38: Development phase</b></li> <li>• <b>Ppt sheet 39 :Risks for breakdown</b></li> <li>• Asking participants to share own experiences in a plenary reflection</li> </ul>



		<ul style="list-style-type: none"> <li>• Misunderstandings and time to adjust to the family routine</li> <li>• Dealing with child services and school</li> </ul>	
15:20-15:50	<b>Tools &amp; skills I</b>	<p>Exercise (30 minutes)</p> <p>In groups of three do a 'good practice interview': share good practices on one of these issues: what works</p> <p>Looking at the challenges for the family (see above) and the social worker when building trust, having faith, monitoring and managing expectations:</p> <ul style="list-style-type: none"> <li>-On what themes you have good practice to share?</li> <li>-What are you most proud of and why</li> <li>-What exactly did you do what worked?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 40: Good practice interview</b></li> <li>• Flip-over needed</li> <li>• Handout good practice interview</li> </ul>
15:50-16:00	<b>Tools &amp; skills II</b>	<p>Plenary recapping</p> <p>Additional: the trainer can use the sheet about risks for breakdown and tips to prevent</p>	<ul style="list-style-type: none"> <li>• Flip-over needed</li> <li>• 10 minutes plenary recap and gathering additional insights</li> </ul>
16:00-16:15	<b>Wrapping up day 1</b>	<p>Plenary</p> <p>Looking back on today and forward to tomorrow</p> <p>Write down for yourself: what do I take with me and want to bring further?</p>	



<b>Day 2</b> <b>Settling, developing and integrating part II</b> <b>Preparing for autonomy</b>			
09:00-09:05	<b>Introduction day 2</b>	Goodmorning Case Junaid	<ul style="list-style-type: none"> <li>• Appetizer: Participants are asked to sit in a different spot as yesterday.</li> <li>• <b>Ppt sheet 41: Programme day 2</b></li> <li>• <b>Ppt sheet 42: Junaid</b></li> </ul>
09:05-09:15	<b>Tasks &amp; challenges for professional in the development phase I</b>	Knowledge building -Bridge function -What's the importance? -The perspective of multilaterally based position	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 43: Importance building bridges</b></li> <li>• <b>Ppt sheet 44: Multi perspective based approach</b></li> </ul>
09:15-09:30	<b>Tasks &amp; challenges for professional in the development phase II</b>	Exercise (15 minutes) -Prepare a bridging conversation in 4 smaller groups -Plenary recap	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 45: Exercise</b></li> </ul>
09:30-09:40	<b>Integration- Stepping into the shoes of</b>	Exercise (10 minutes)  Case Junaid Case Marah Discuss with neighbour and write down the issues first for foster mother/parents and then for Marah How do you understand her ? What issues is she dealing with? What might be the good reason for her behaviour?	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 46: Case Junaid &amp; Case Marah</b></li> <li>• <b>Ppt sheet 47: Stepping into the shoes of.</b></li> </ul>



		What do you think she needs?	
9:40-9:50	<b>Perspectives on integration</b>	Plenary discussion Definition of integration Reflection	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 48: Integration</b></li> </ul>
09:50-10:05	<b>Integration from the different perspectives</b>	Knowledge building -Challenges for the child -Challenges for the reception family	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 49: Challenges during integration phase for families &amp; UAC</b></li> </ul>
10:05-10:20	<b>Tasks &amp; challenges for professional in the integration phase I</b>	Knowledge building - Task & challenges for the professional in the integration phase	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 50: Tasks &amp; challenges for the professional in the integration phase</b></li> <li>• <b>Ppt sheet 51: Intercultural parenting</b></li> </ul>
10:20-10:45	<b>Tasks &amp; challenges for professional in the integration phase II</b>	Exercise (25 minutes) -Tool intercultural interview intro 5 minutes -Intercultural interview	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 52: Introduction tool and exercise</b></li> <li>• Handout tool Intercultural interview</li> </ul>
10:45-11:00	<b>Coffee break 15 minutes</b>		
11:00-11:15	<b>Skills &amp; Tools I</b>	Plenary discussion  Plenary question on plan of action: -What's your experience with working with a plan of action? -In which way did you find this beneficial?  Reflect on <ul style="list-style-type: none"> <li>• When to introduce it?</li> <li>• Who's responsible (ownership)?</li> <li>• Role of the youngster?</li> <li>• Role of the family?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 53: Working with a plan of action</b></li> <li>• Flipover</li> <li>• Handout plan of action Sweden</li> <li>• Handout plan of action Netherlands</li> </ul>



11:15 11:45	<b>Professional wellbeing</b>	<p>Knowledge building</p> <ul style="list-style-type: none"> <li>-Wellbeing</li> <li>-Selfcare</li> </ul> <p>Exercise</p> <p>Reflect on the following questions and write down for yourself</p> <p>How well do you know yourself ?</p> <ul style="list-style-type: none"> <li>• What works to unstress, reload, to let go,</li> <li>• What do you need (from others)</li> <li>• What are you going to do different?</li> </ul> <p>Plenary: what do you want to share? What works?</p> <p>How is multidisciplinary teamwork organised? What are strenghts and vulnerabilities?</p>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 54: Introduction wellbeing</b></li> <li>• <b>Ppt sheet 55: Exercise selfcare</b></li> <li>• <b>Ppt sheet 56: Plenary reflection</b></li> </ul>
11:45- 12:15	<b>Skills &amp; Tools II</b>	<p>Intervision tool</p> <p>Exercise in groups of 4: explore the tool on a question of the participants</p>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 57: Intervision</b></li> </ul>
12:15- 13:15	<b>Lunchbreak 60 minutes</b>		
<b>Preparing for autonomy</b>			



13:15-13:25	<b>Case Marah: preparing for autonomy</b>	Case Marah	<ul style="list-style-type: none"> <li>• Ppt sheet 59: Case Marah</li> </ul>
13:25-13:40	<b>Preparing for autonomy from the child's perspective</b>	<p>Exercise part 1 (15 minutes)</p> <p>-3 groups, 3 flip-overs, 3 steps</p> <p><b>-Step 1:</b> List what is important for the UAC to know, do, organise, when becoming 18/ self-reliant?</p>	<ul style="list-style-type: none"> <li>• Ppt sheet 60: Preparing for autonomy</li> <li>• Ppt sheet 61: Exercise</li> <li>• Flip-overs</li> </ul>
13:40-14:00	<b>Preparing for autonomy from the child's perspective II</b>	<p>Plenary recap and plenary discussion</p> <p>From the child's perspective, what does he need?</p> <p>-Dealing with insecurity,</p> <p>-Getting support, reassurance, space from family</p> <p>-Building trust</p> <p>-Agency, being informed and involved</p> <p>-Supportive contacts</p> <p>-Skills to find information, make contact, ask help</p> <p>-Continuity in supportive adult/professional</p>	<ul style="list-style-type: none"> <li>• Ppt sheet 62: Perspective youngsters</li> </ul>
14:00-14:15	<b>Preparing for autonomy from the family's perspective I</b>	<p>Exercise part 2 (15 minutes)</p> <p><b>-Step 2:</b> Move to the flip-over of one of the other groups and write down what the challenges for the reception families are? (15 min)</p>	<ul style="list-style-type: none"> <li>• Ppt sheet 61: Exercise</li> </ul>
14:15-14:25	<b>Preparing for autonomy from the family's perspective II</b>	<p>Plenary recap</p> <p>-From family's perspective: what do they need?</p>	<ul style="list-style-type: none"> <li>• Ppt sheet 60: Exercise</li> </ul>
14:20-14:30	<b>Preparing for autonomy from the</b>	<p>Knowledge building</p> <p>-Need for acknowledgement</p> <p>-Need for practical and emotional support</p>	<ul style="list-style-type: none"> <li>• Ppt sheet 63: Family perspective</li> </ul>



	<b>family's perspective III</b>	<ul style="list-style-type: none"> <li>-Stepping back and relying on professionals supportive network</li> <li>-Sharing experiences with other reception families in support groups</li> <li>-Continue to provide a friendly space for the youngster 'smooth passage'</li> </ul>	
14:30-15:00	<b>Tasks and challenges for the professional in this phase I</b>	<p>Exercise part 3 (15 minutes)</p> <p><b>-Step 3:</b> Move to the flip-over of one of the other groups and write: what are the tasks and challenge of the social worker in this phase?</p> <p>Plenary recap from the perspective of the social worker</p> <ul style="list-style-type: none"> <li>-Creating overview &amp; giving practical info</li> <li>-Reinforcing 'soft skills' -&gt; asking for support, knowing where to find information, how to build a supportive network</li> <li>-Giving trust -&gt;support the child's own autonomy</li> <li>-Taking care of family reunification</li> <li>-Setting up support groups</li> <li>-Don't forget resilience and agency!</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 64: Professional tasks</b></li> </ul>
15:00-15:20	<b>Coffee break 15 minutes</b>		
15:20-15:40	<b>Skills &amp; Tools</b>	<p>Knowledge building &amp; plenary reflection</p> <ul style="list-style-type: none"> <li>-Soft skills</li> <li>-Building network</li> <li>-Agency</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 65: Focus</b></li> <li>• <b>Ppt sheet 66: Supporting a child..supporting a family</b></li> </ul>
15:45-16:15	<b>Professional challenges</b>	Plenary recap	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 66: Supporting a child..supporting a family -&gt; recap</b></li> </ul>



		<p>-Supporting a child &lt;-&gt; supporting a family (dealing with different emotions and needs of family &amp; youngster)</p> <p>-Focus on the successes, little achievable steps, make it specific</p> <p>Exercise Conversation in pairs reflecting on today</p> <p><i>What did you hear today you want to use in your professional practice?</i></p> <p><i>Which obstacles do you see to succeed in this? Explain your situation and all the obstacles to solve to be able to implement what you want?</i></p> <p>Your conversation partner is asked to use the solution focussed interventions to explore the possibilities to overcome the obstacles and implement what you learned in your professional practice.</p> <p>Change roles after 10 minutes</p>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 67: Solution focussed interventions</b></li> <li>• <b>Handout solution based interventions</b></li> <li>• <b>Ppt sheet 68: Reflection in pairs</b></li> </ul>
16.15-16.30	<b>Wrapping up</b>	<p>Plenary</p> <p>-Looking back on today and forward to tomorrow</p> <p>-Write down for yourself: what do I take with me and want to bring further?</p>	
<p><b>DAY 3</b>  <b>Sharing good practices</b>  <b>First steps implementing skills</b></p>			



9:30-9:45	<b>Recap day 2 &amp; looking forward day 3</b>	<p>Appetizer:</p> <ul style="list-style-type: none"> <li>-Ask the participants how many years of experience they have and line them up from most-least experienced.</li> <li>-Then you add up all the years of experience: This is the total amount of experience present in this group.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appetizer: Ranking experience in working with families</b></li> <li>• <b>Ppt sheet 69: Programme of the day</b></li> </ul>
09:45-10:30	<b>Sharing good practices</b>	<p>'World café sharing good practices' (45 minutes)</p> <p>Plenary (10 minutes)</p> <ul style="list-style-type: none"> <li>- Four social workers from Nidos that work with families will be present. They give a plenary introduction on who they are &amp; what they do at Nidos</li> </ul> <p>Smaller groups (25 minutes)</p> <ul style="list-style-type: none"> <li>- Participants give a brief introduction about themselves and their experience with family based care and their professional contexts</li> <li>- Exchange good practices in four smaller groups (each group containing one social worker from Nios) on shared topics. These topics are written down on a sheet of paper, lying on the table.</li> </ul> <p>Eg:</p> <ul style="list-style-type: none"> <li>• Differences and similarities in working with reception families in each organisation/context/country</li> <li>• How does the screening of families take place in each organisation/context/country</li> <li>• Who is responsible for keeping an eye on safety ?</li> </ul> <p>Plenary recap (10 minutes)</p>	<ul style="list-style-type: none"> <li>• <b>4 smaller groups world café setting (4 separate tables)</b></li> <li>• <b>Ppt sheet 70: Sharing good practices</b></li> </ul>
10:30-10:45	<b>Coffee break 15 minutes</b>		
10:45-11:30	<b>First steps implementing knowledge and skills</b>	<p>'Creating an image'- (45 minutes)</p> <p>This exercise is meant to set an intention towards implementing knowledge and skills gained the last two days and to create a strong (creative) image to support your</p>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 71: Setting a strong intention</b></li> </ul>



		<p>intention. This can be done through, drawing, scrapbooking, mindmapping, writing a haiku.</p> <p><b>Individual (10 minutes)</b> Each participant is asked to reflect on the following 2 questions: -What will you take with you from the training? -Why is this important for your work?</p> <p><b>Smaller groups (35 minutes)</b> -Each participant chooses one of the tables to express the main insights from the training in a creative image: Draw a picture, a mindmap, write a poem, a song etc.</p>	<ul style="list-style-type: none"> <li>• <b>Sheets of paper (white and coloured), scissors, glue, magazines, pencils, markers etc.</b></li> </ul>
11.30-12:15	<b>Bringing it back to your own context</b>	<p><b>Bringing it back (45 minutes)</b></p> <p><b>In pairs (30 minutes)</b> reflect the following questions -What do you want to achieve with regard to family based care? -Who do you need to achieve this? -What will your first step be? -What will help you in holding on to this good idea?</p> <p><b>Plenary (15 minutes)</b> -Each participant shows his image/art/poem, framing it in words in one sentence.</p>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 72: Bringing it back</b></li> </ul>
12:15-12:30	<b>Wrapping up &amp; filling in evaluation form</b>	<p>-Wrapping up &amp; thanking participants -Participants fill in the evaluation form</p>	<ul style="list-style-type: none"> <li>• <b>Ppt sheet 73: Thank you</b></li> <li>• Sending link evaluation form through email</li> </ul>

