

FairstartGlobal

Quality care for children without parents





FairstartGlobal Foundation

FairstartGlobal Foundation is an organisation that offers research-based education in quality care to caregivers and leaders at children's homes, in foster families and other care systems.

The training of caregivers is a practice that combines on-the-spot/local training with research based online training programmes.

FairstartGlobal offers training in local languages and provide initial support until a local care education system is sustainable. Our mission is to set research-based standards to improve the professional skills and knowledge of caregivers for children and adolescents without parental contact.

Additionally, we offer a certified instructor education, both online and as a customised and on-the-spot education.

We cooperate with governments, local NGO's, children's homes and foster care organisations globally. We do this to enhance local caregiving systems and competences and to ensure lasting local capacity to care for children without parental contact. We offer a high-quality tool and our experience and the programmes are applied by local systems.

Facts and figures

Currently, our training programmes are available in 16 language versions:

German	Vietnamese
Japanese	Danish
Latvian	Greek
Polish	Italian
English	Russian
Catalonian	Turkish
Bulgarian	Spanish
Romanian	Indonesian



FairstartGlobal's training programmes

Together with on-the-spot training we offer free online education for caregivers at children's homes and foster homes.

This unique feature allows participants and instructors to learn from the programmes in training and between trainings, for both group and individual study. This ensures long term implementation.

The training programmes are available at our website in 16 language versions. The programmes have been developed with the assistance of a global network of child-at-risk researchers and experts. They are continuously updated according to recent research and global demands.

The programmes consist of fifteen staff- and daily-leader training sessions, which include all basic aspects of quality care for children illustrated by texts and videos. Our three group-training curriculums teach caregivers how to improve children's

development and train the collaborative competences between leaders and employees.

The versions have been developed for three target groups:

- Foster care systems
- Staff in children's homes
- Care for infants and toddlers aged 0-6 years

The need to improve the professional competences of caregivers for children without parental contact is huge. More than 100 million children and adolescents grow up without their parents in children's homes and in foster care.



Certificate of Participation
This certificate is presented to
Panti Asuhan "WIDYA ASIH 3"
for participation of your activity against the
Indonesia's Sustainable Tourism Decade. It is awarded
due to their involvement in the ReAct program.
We hope that in addition, the members of your
organization will be involved in other
ReAct activities.

ReAct
2019-2030

The certified instructor education

To meet the demands for our training and education, we continuously educate more instructors to train more caregivers. Either the course can be taken online or we can supply with customised on-the-spot training.

The on-the-spot education is where we assist the instructors during the implementation process and their training of caregivers. Instructors can also take the education on the online platform EdX and learn by discussion, training sessions, reflections, group work and peer reviews. A team of instructor students will typically be signed up by an NGO or a government.

The on-the-spot education and the online education can also be combined, which means that the instructors will take the education online, but will also learn together in groups and thereby benefit from reviews, discussions, reflections and our assistance.

Either way, the participants become capable of training and educating caregivers in high quality caregiving for at-risk children.

We rate our certified instructor education to be level 5 in the European Qualifications Framework. It is installed on the Harvard and MIT education platform EdX.

The Certified Instructor education is offered in three package deals. Please contact FairstartGlobal for more information about the package options.

Facts and figures

- numbers per 2015

Number of educated instructors:

- **40** leaders of children's homes in EU countries
- **350** leaders of children's homes in Indonesia

Number of caregivers educated in FairstartGlobal's training programmes worldwide: **4,500**

Estimated number of children in educated care systems: **25,000**



5. Global



4. National



3. Local care systems



2. Relations



1. Child development

The five levels

To ensure the quality of implementation, FairstartGlobal works at five different levels. Any aid project is at risk of breaking the chain between theory, research and local child policies. We believe that successful implementation depends on connecting all levels and performing follow-up activities until the local system is self-sustaining.

1. Child development

The main focus of FairstartGlobal's work is to ensure the positive development of children without parental contact. With a good start in life, there is a greater chance for the child to exploit its full potential in school.

Here are some examples from caregivers about how the implementation of FairstartGlobal's training programmes has changed the children's daily lives. The comments are from the EU evaluation report: Improvement of the existing sessions:

"Our children are either too naughty or too silent at school. However, after the application of the programme, they began to ask for their rights without any argument. They can comfortably express their feelings to their teachers.

The prejudice that the children from the institutions are problematic has started to change.

However, we know that some of the families of the other students are prejudiced but we hope that this will change, too. In fact, with this training we learned how to overcome the prejudice against the children at the institutions:"

"The changes in my children have mostly been noticed by their teachers. The teachers told me that my children were more participating in the classroom. They were only 4 years old when I applied the techniques from the session, but the effect seemed to last longer. One day, their teacher told me that she would have thought that the children at the institutions would have problems in communicating with others, but these students were like the other students who lived with their parents. I was very proud of that and told her that she were right, we were a family."



2. Relations

So far, we have only seen great effects from our work. Per 2015, approximately 4500 caregivers have participated in the training programmes. All of those who have participated in evaluation of the training are optimistic about their own accomplishments and newfound relations with both children and colleagues.

Comments from caregivers printed in the 2013 EU evaluation report: Improvement of existing sessions:

- “This made us much more professional. We became a big family with our kids. The staff was like invisible before. Now, we have become the most and foremost part of the caregiving process. Our houses are like our own houses. They are cosy and warm. Also, our children are like the other children, they are naughty, playful and cheerful. I have problems, sometimes many, sometime few, but I am not afraid of them anymore.”
- “This training improved my relationships with my colleagues, the children and the director. Our children’s relationships were also improved. There are big differences between the starting point and the 2 years’ of experience after the application.”
- “In our culture, there are already techniques like swinging on the legs, hugging and kissing. But, in our institutions, we avoided these behaviours thinking that children would be dependent on us. After this session, I found out that I have made a big mistake. It turns out that all forms of contact affect the intelligence of infants and children. Now I take every opportunity to embrace or touch the children.”



3. Local care systems

FairstartGlobal creates local care systems where governments, Danish embassies, local NGO's, children's homes and foster homes are able to collaborate in a joint development project.

By implementing our training programmes, leaders and caregivers are given professional skills to act as parental figures and build long-term relationships with the children.

Furthermore they learn how to cope with traumatised children as well as children with severe social disorders.

The entire child or foster care system benefits from our programmes; the development and well being of the children is significantly enhanced, and the cooperation between caregivers and their relationship with management is heightened.

In a long-term perspective, the local care systems gain greater standards of expertise and the children's opportunities for a successful life will improve.

To ensure successful implementation, we offer our assistance and experience. Local training is extremely flexible, as an educational course only requires a few technical tools to be carried out: Internet connection and staff meetings to go through the curriculum.

FairstartGlobal educates local certified instructors who are specialised in providing quality care training for caregivers and leaders.

The instructors are of great importance in ensuring the implementation process and transforming low-status caregivers into skilled and active professionals who design their own programme versions and practices.



4. The national level

In order to give children without parental contact a brighter future, the change needs to happen at a national level. However, research (Rygaard, McCall, Groark 2014) documents that even developed countries often lack caregiver management and education systems. This is a major cause of poor lifespan development for children.

We want to empower and create local care systems for children at risk, where we provide governments, professionals and NGOs with a powerful and thoroughly tested instrument that will lead to better-functioning children and caregivers. What we do when establishing FairstartGlobal in your country:

- We operate in close cooperation with local and national partners.
- We engage in intense local programme design, networking and local language versions respecting cultural circumstances.
- We engage in collaboration where the local partner becomes an active participant in the implementation and design of the education and training to ensure a high degree of ownership.
- We do not leave until we have ensured that the system meets international standards and enables long-lasting local capacity of care for children without parental contact.



5. The Global challenge

Families all over the world move into cities and try to cope with work and stress, while struggling to provide for their children. Because of these circumstances, more and more parents are forced to give up and send their children to children's homes or place them in foster care.

Today, more than 100 million children grow up without parental care and protection in children's homes or foster care or end up in the streets.

These children rely entirely on caregivers in foster care and residential care, who are often over-worked, the government does not support them, and they have no access to quality care education or to knowledge about the importance of relations-based care. They lack knowledge about care for traumatised children and how to cope with disturbing behaviours.

As a result, many of these children never get an education or a job, and instead they end up in prostitution, drug abuse, early pregnancy, criminal behaviour and increased suicide risk. These circumstances represent a threat to the society of the next generation.

Since 2008, we have experienced that FairstartGlobal's training leads to improved organisation, improved caregiver skills, improved cooperation skills and, most importantly, improvements in the country's ability to care for these children.



FairstartGlobal's current situation

Here is an overview of our work per 2015.

Asia:

- We are working with institutional care in Indonesia in close cooperation with a local partner; ReAct Indonesia. With ReAct, we have already educated instructors and we are in the process of training more.
- As a first phase of our cooperation with SOS Children Villages, we will begin the work of implementing the training programmes in Cambodia in the spring of 2016.
- We are in dialogue with a Vietnamese organisation, which represents 30,000 children. Here we plan to implement the training programmes and the instructor education.
- Our training programmes are available in Vietnamese, Japanese and Indonesian, and have been translated into Thai, Burmese, Chinese, Arab and Farsi.

Europe:

- Our programmes have been implemented and tested in childcare institutions and foster care development systems in Denmark, Spain, Greece, Turkey, Russia, Romania, Latvia, Poland, Bulgaria and Estonia.
- FairstartGlobal's programmes have been implemented in Estonia, where the leaders of Estonian foster care and the educational institutions have translated the training programmes and used them.
- We have raised foundation grants to develop a Danish instructor education.
- We have compiled a FairstartGlobal evaluation- and documentation report where several recommendations, evaluations and implementation results are gathered.

The demand for our instructor education and our online language versions is increasing day by day, meaning that our work is continuously expanding: professionals, organisations and NGO's from all over the world contact us frequently about cooperation.



Supporters and partners of FairstartGlobal

Holkegård Fonden

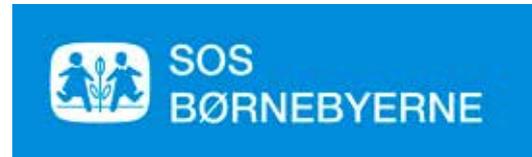
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And several others.



The founders of FairstartGlobal

FairstartGlobal was founded in Denmark by expert child psychologist Niels Peter Rygaard, and communications specialist Morten Jac in 2012.

Niels Peter Rygaard is a researcher and developer for special needs institutions, schools, foster families, social workers and clinicians.

As a member of the Danish Psychologist Association, World Association of Infant Mental Health and the International Society for the Study of Personality Disorders, he inspires debate and research in high risk children. Niels manages the international research in Fairstart and programme development.

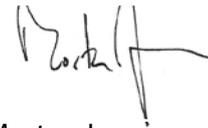
Morten Jac started out as a teacher. He holds a degree in rhetoric and communication from the University of Aarhus. His areas are communication, visual design, photography/video and overall project management.

We thank you for your interest

On behalf of FairstartGlobal Foundation,



Niels Peter Rygaard
Child psychologist
CEO



Morten Jac
Project management
CEO

FairstartGlobal

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www.fairstartglobal.com

If you are interested in receiving more information about FairstartGlobal implementation, training programmes, research, certified instructor education, packages deals and results from various partnerships, please contact us.

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