# **Annex 33: Key Foster Care Stakeholder Roles and Responsibilities**

### **Foster Parents**

Though not exhaustive, the list below provides some key roles and tasks expected of foster parents:

| 1.  | Provide day to day care of the child in the foster parents' home.  |
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| 2.  | Ensure that the child's basic needs for food, clothing, health and shelter is met.                                     |
| 3.  | Ensure that the home is warm, comfortable and welcoming for children.  |
| 4.  | Ensure that the child is safe and they know that their overall well-being is cared for.                                |
| 5.  | Ensure that the child is welcomed as part of the family and household and that appropriate                             |
|     | relationships are built with the child.  |
| 6.  | Ensure that there is fair and equal treatment for all children in the home and that the UASC                           |
|     | understands the family dynamics in the household.  |
| 7.  | Ensure that the child's privacy and confidentiality is respected.  |
| 8.  | Ensure that there is open and respectful communication with the child.   |
| 9.  | Ensure that the child knows that the foster parents regard the child as an individual, will listen                     |
|     | to his/her opinions and speak for his/her benefit as and when necessary.   |
| 10. | Advocate for the best interest of the child and speak on behalf of the child placed under their                        |
|     | care, especially for a child who is unable to communicate due to limitations in maturity and                           |
| 11. | capacity.  Support the UASC to reach his or her potential whilst helping the child understand that there               |
| 11. | are challenges in opportunities and resources.   |
| 12. | Support the child's holistic development including social skills, relationships with others and                        |
|     | self-care.   |
| 13. | Ensure that the child's needs including health, leisure, social activities and education are                           |
|     | adequately met when needed as how any reasonable parent would do so.   |
| 14. | Ensure that the child knows that the foster parents respect and encourage him/her to express                           |
|     | his/her own individuality, personality and character.  |
| 15. | Ensure that the child knows that the foster parents respect and encourage him/her to develop                           |
|     | a sense of identity and healthy acceptance of his/her own culture, tradition and religious                             |
| 16. | background.  Provide consistent discipline and guidance that is age appropriate and focused on behaviour               |
| 10. | and attitude change rather than punitive punishments.  |
| 17. | Ensure that foster parents prepare the UASC for independent living and adulthood.                                      |
| 18. | Understand and act in accordance with the standards, policies and procedures listed the in the                         |
| 10. | Manual for Foster Care, Handbook, and relevant national laws and regulations.  |
| 19. | Observe and respond as how any reasonable parent would do in cases of medical emergencies                              |
|     | or accidents. In all emergencies, the foster parents should notify the Foster Care Agency,                             |
|     | Foster Parents Support Worker or Case Manager as soon as it is possible.   |
| 20. | Inform the Foster Care Agency or the Foster Parents Support Worker of any significant changes                          |
|     | in their own life that may impact the care of the child.   |
| 21. | Contribute, put into practice, and work together with the child and the Case Manager to                                |
|     | implement the child's care plan.   |
| 22. | Ensure an open and positive working relationship with the relevant foster care personnel and                           |
| 23. | the Foster Care Agency.  Provide necessary feedback during monitoring and evaluation of the care plan, individual case |
| 25. | evaluation and the overall foster care programme evaluation.   |
| 24. | Attend all training and development programmes organised by the Foster Care Agency and                                 |
|     | work towards putting the lessons learnt during training into practice.   |
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The roles of a foster care personnel may differ based on the foster care model, programme and country context. Listed below are some key roles and responsibilities expected of each personnel within the foster care placement process:

### **Foster Parents Support Worker**

| 1. | Conducts interviews and home visits of the prospective foster parents during the intake and selection process.   |
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| 2. | Completes the comprehensive profile of the prospective foster parents (known as a Home Study) and convenes a meeting with relevant stakeholders to conduct the selection of the foster parents.  |
| 3. | Performs all necessary duties according to the standards and timelines required by the Foster Care Agency in recruiting prospective foster parents, selecting foster parents, organising the training for the foster parents, and supporting the foster parents through continuous training programmes and support groups. |
| 4. | Works with the foster parents to identify and plug gaps with resources and tools that help them carry out their roles effectively.   |
| 5. | Encourages the foster parents to develop and maintain a healthy and positive relationship with their foster child.   |
| 6. | Conducts scheduled and unscheduled visits to monitor the effectiveness of the foster parents in carrying out their roles and responsibilities.   |
| 7. | Advises, guides and counsels foster parents to help them meet the Minimum Standards of Care.   |

### **Case Manager**

| 1. | Ensures that the child's referral, assessment, matching, placement, exit and follow up are carried out according to the agency's standards.   |
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| 2. | Conducts regularly scheduled and unscheduled visits to the foster home and checks with the child to ensure that the child is safe and that the Minimum Standards of Care are met.   |
| 3. | Works closely with the foster parents and the UASC in developing the care plan and putting it into practice.  |
| 4. | Encourages the child to develop and maintain a healthy and positive relationship with his or her foster parents and other family members in the household.  |
| 5. | Keeps the foster parents updated regarding the implementation of the care plan, the child's status in the programme, the progress of case resolution, and any other issues raised during the Case Manager's contact with the child. |
| 6. | Works with the foster parents when unable to work directly with the child because of the child's limited maturity or diminished capacity.   |
| 7. | Works with the Foster Parents Support Worker by providing necessary feedback from the child's perspective in plugging gaps in care delivery by the foster parents.  |
| 8. | Regularly conducts care plan reviews with the child and foster parents.   |

## **Quality Assurance Worker**

| 1. | Performs all necessary duties according to the standards and timelines required by the Foster Care Agency in carrying out individual case evaluation and overall programme evaluation. |
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| 2. | Develops and implements an appropriate individual case evaluation and overall programme evaluation tool  |
|    | that meets the needs of the programme and the Foster Care Agency.  |
| 3. | Works collaboratively with the other foster care personnel, foster parents and the child to obtain the   |
|    | necessary feedback on the individual placements and overall programme.   |
| 4. | Analyses the data collected and develops necessary reports for all relevant stakeholders on the effectiveness  |
|    | of the individual placements and the overall foster care programme.  |
| 5. | Uses evaluation reports to help the programme to better meet individual case goals and to improve delivery of  |
|    | services.  |

9. Supports foster parents during emergencies or whenever the child is ill and requires medical intervention.