

**– SAFE PLACES, THRIVING CHILDREN – EMBEDDING TRAUMA-INFORMED PRACTICES INTO ALTERNATIVE CARE SETTINGS–**

<b><u>Organisation(s):</u></b>	SOS Children's Villages International	
<b><u>Country:</u></b>	Austria (project lead), implemented in Belgium, Bulgaria, Croatia, Greece, Hungary, and Serbia.	
<b><u>Contact Person:</u></b>	<a href="mailto:policy@esn-eu.org">policy@esn-eu.org</a>	
<b><u>Theme:</u></b>	<input type="checkbox"/> Ageing & Care <input type="checkbox"/> Asylum & Migration <input type="checkbox"/> Young People <input checked="" type="checkbox"/> Children & Families <input type="checkbox"/> Community Care <input type="checkbox"/> Co-Production <input type="checkbox"/> Disability <input type="checkbox"/> Housing & Homelessness	<input type="checkbox"/> Active Inclusion & Employment <input type="checkbox"/> Integrated Services <input checked="" type="checkbox"/> Mental Health <input checked="" type="checkbox"/> Service Quality & Management <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Workforce Support <input type="checkbox"/> Minimum Income <input type="checkbox"/> Other, please specify:
<b><u>Principles of European Pillar of Social Rights:</u></b> <i>Check the 20 principles <a href="#">here</a>.</i>	Chapter I. Equal opportunities and access to the labour market Principle 1. Education, training, and life-long learning Chapter III. Social protection and inclusion Principle 11. Childcare and support to children	
<b><u>Current status of the practice:</u></b>	<input type="checkbox"/> Concept and design phase <input type="checkbox"/> Execution & monitoring phase <input type="checkbox"/> Consolidation phase <input checked="" type="checkbox"/> Scaling Up and Transformation Phase <input type="checkbox"/> Other (please specify)	
<b><u>Social issues addressed</u></b> <i>Please explain the problem you attempt to solve</i>	<p>Evidence from SOS Children's Villages projects show that trauma and the psychosocial and mental health needs of children are not well understood by those who work with or care for children in alternative care settings.</p> <p>Children in alternative care are one of the most vulnerable groups to Adverse Childhood Experiences (ACE)s, and research shows that 75 per cent of children in alternative care have experienced trauma prior to their alternative care placement. At the start of the project, a scoping exercise was conducted in each project country to identify the challenges and gaps facing children and young adults in alternative care and those who care for and work with them. 89 young adults with care experience and 143 care professionals were surveyed. Of the 89</p>	

	<p>young adults, more than 1 in 5 did not feel at home in their care placement, and more than 1 in 3 did not feel supported by their caregivers in understanding and managing emotional issues.</p>
<p><b><u>Objectives:</u></b> Please provide <b>a maximum of three</b> objectives in bullet points.</p>	<ul style="list-style-type: none"> <li>• To embed a trauma-informed care approach into child protection services.</li> <li>• To better support children and young people affected by Adverse Childhood Experiences (ACEs).</li> <li>• To increase children's chances of developing to their fullest potential.</li> </ul>

<p><b><u>Activities:</u></b> Please summarise the activities put in place to achieve the objectives (maximum 200 words).</p>	<p><b>To embed trauma-informed practices at all levels, the project focuses on three lines of direct intervention:</b></p> <ul style="list-style-type: none"> <li>- <b>Face-to-face training</b> to equip child and youth care professionals to implement a trauma-informed approach in their work with children and young people in alternative care who are affected by ACEs, providing them with a safer environment and aiding their recovery. The Master Trainers deliver training, and some or all training sessions also include a young expert with lived experience of alternative care – the presence of a service user during training sessions aims at increasing the impact of the training (methodology used with success in previous projects).</li> <li>- A set of <b>e-learning modules</b> for professionals from the social, educational, health and justice sectors, which aims to enable them to better understand and identify ACEs and their impact on the development of children.</li> <li>- <b>Organisational Development workshops</b> to engage programmes and organisations providing alternative care to embed trauma-informed care in their structures.</li> </ul>
<p><b><u>Evaluation of practice:</u></b> Please explain how you evaluate the practice, and what the results were/are so far</p>	<p>The evaluation of the project activities included pre- and post-training questionnaires, which were completed by all participants of the national training. Then a smaller group of training participants (10 per project country) participated in semi-structured interviews 3 months after completing the training, which provided more qualitative information on the quality and outcomes of the training. The e-learning course has been evaluated using a post-course evaluation form, and the Organisational Development workshops were evaluated with a post-workshop evaluation form.</p> <p>Following the project implementation, all activities were then evaluated by a team of external evaluators.</p> <p><b>The results of the evaluation showed:</b></p> <ul style="list-style-type: none"> <li>• 94% of the participants responding to training evaluation questionnaires gave as overall rating to the training either “high” or “very high”.</li> <li>• 91,5 % of national trainees evaluated the training as relevant or very relevant for their work.</li> </ul>

	<ul style="list-style-type: none"> <li>• 93% of trained child protection professionals feel their capacity to embed trauma-informed practice in their daily work has improved.</li> <li>• 99% of professionals who have taken the online awareness-raising programme evaluate it as relevant or very relevant for their work.</li> <li>• 97% of professionals who have taken the online awareness-raising programme consider it to have improved their knowledge and skills in the field of trauma and its impact on development either “a lot” or “somewhat”.</li> <li>• 98% of co-workers involved in the organizational development line of intervention who rate the quality of the process as high or very high.</li> <li>• 100% of organizations and facilities who participated in the organizational development line of intervention that have developed an action plan for the integration of trauma-informed care into their organizational culture and daily work of professionals.</li> </ul> <p><b>The key outputs of the project are:</b></p> <ul style="list-style-type: none"> <li>• A <a href="#">Practice Guidance</a> as well as a set of training components that focus on how child and youth care practitioners, as well as other professionals, can best work and support children and young people who might have been affected by trauma.</li> <li>• An <a href="#">e-learning programme</a> for a range of professionals who care for and work with children and young people that aims to enable them to better understand and identify ACEs and their impact on the development of children.</li> <li>• The <a href="#">Organisational Development Guidance Document</a> which provides guidance on how to run the Organisational Development workshops and become a trauma-informed organisation.</li> <li>• “<a href="#">A Culturally Sensitive Approach</a>” Annex to the Practice Guidance which provides guidance for social workers working with unaccompanied refugee and migrant children on how to use trauma-informed practices in a culturally sensitive way.</li> <li>• A series of policy recommendations (available within the <a href="#">final project publication</a>) on the commitment needed from public authorities to support and implement trauma-informed care practices on a national level.</li> </ul>
<p><b><u>List three key elements for successful implementation</u></b></p>	<ol style="list-style-type: none"> <li>1. Professionals who care for and work with children and young people are trained on how to implement a trauma-informed approach in their work.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Trauma-informed care practices are embedded in programmes/organisations that provide alternative care to children without parental care.</li> <li>3. Public authorities commit to supporting and implementing trauma-informed care practices on a national level.</li> </ol>
<b><u>Sources of Funding</u></b>	<p>This 28-month project was co-funded by the Rights, Equality and Citizenship (REC) Programme of the European Union, and SOS Children's Villages.</p> <p>Following the project implementation, SOS Children's Villages will embed the training material and tools developed, piloted and evaluated by the project in its regular programmatic work and will seek to disseminate its use throughout its Federation of 137 countries in the world.</p>
<b><u>Links to supporting documents:</u></b> <i>e.g. website or report of the practice</i>	<p>Project <a href="#">website</a>  <a href="#">LinkedIn</a>  <a href="#">Final project publication</a></p>