

Evaluation report

The Fairstart education of 16 SOS Children's Villages employees
- A part of *Community Action for Quality Alternative Care*



Main results

- A 20% overall increase in positive child development
- A significant increase in caregivers' self respect, confidence, awareness, tolerance, patience and understanding of their children
- Instructors have obtained invaluable knowledge about group training and attachment-based childcare making them confident and competent to continue training foster and kinsnhip parents in their local communities
- SOS Children's Villages has gained a solid basis for expanding the education package

By Fairstart Foundation

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1. Background

This report describes and evaluates the education process of 16 SOS Children's Villages employees from Kenya, Rwanda, Tanzania, Zanzibar, Ethiopia and Somaliland. They have completed Fairstart Foundation's online instructor education from September 2017 to January 2018. Their education is a part of a large transnational project aiming to build strong foster and kinship care systems as part of the global de-institutionalization process.

In 2016, SOS Children's Villages Denmark required The Fairstart Foundation to take part in the project called *Community Action for Quality Alternative Care – in Rwanda, Kenya, Tanzania and Zanzibar*. Fairstart's role has been to develop an education package consisting of an instructor education specifically adjusted to the needs and circumstances of SOS Children's Villages as organisation and a training programme in Kinyarwanda and Swahili targeted SOS Mothers as well as foster and kinship care parents from the local communities.

As a first step in designing the education package, Fairstart travelled to Rwanda and Zanzibar together with SOS CV Denmark to conduct an analysis of cultural and organisational circumstances in local SOS CV's and community networks responsible for kinship and foster care. Also to prepare material that are relevant and useful for local care systems, to interview key stakeholders, to produce media material such as photos and videos demonstrating good local care practices, and to identify the needs of local caregivers and professionals for quality childcare training.

The research trip resulted in a detailed report, which laid the foundation for designing an instructor education and a training programme adjusted to the East African project.

In August 2017, Fairstart and SOS CV Denmark hosted a three-day introduction seminar on Zanzibar for the 16 SOS CV employees that were going to be instructor students. This seminar created a very strong foundation for their future cooperation with each other and for Fairstart and SOS CV's cooperation in general.

The following week, in the beginning of September, the instructor students started their online education and in January 2018, they completed the course and became certified SOS Fairstart instructors. They have all trained a group of foster or kinship parents or SOS Mothers in attachment-based childcare, which has benefitted more than 600 placed children in their local communities.

This report starts by describing the quantitative results of the education based on the Scorecard interviews that instructors have conducted with their caregiver groups before and after the training process. Next, a qualitative evaluation is presented based on the instructors' online reflections assignments from each of the seven online modules.

2. Scorecards indicating child development

The most important success criterion for the Quality in Alternative Care project is of course whether instructor education and caregiver training has an impact on the well-being and development of the children and teenagers in care. Is the high degree of implementation and instructors' satisfaction reflected in the development of those in care?

From international research, a scorecard was developed concerning five indicators of long-term positive development and resilience in placed children. If these indicators are negative, the statistic likelihood of successful school performance, education, and ability to form a peer network and to raise children later in life will be equivalently low. Many other factors affect life development, such as the general resources of a country. Recognising the influence of the relative quality of the environment, these five indicators have a predictive value for the long-term success of the children in care.

Each participating caregiver was asked to fill out identical scorecards before and after the six training sessions. The instructor assisted them in understanding and scoring the items.

2.1 Group size and children's social-emotional state before and after training

Out of more than 600 children whose caregivers were trained, valid scorecards from pre and post training for 380 children are available.

Foster parents scored each of the 380 children and teenagers' development on five behavioural items before and after training (Scorecards I and II). There were approximately four months between scorecard registrations, and foster parents didn't see their first time answers when answering scorecard II. The answers were registered electronically in the instructors' online education.

2.2 Sources of inaccuracy

1. Not all instructors were able to complete Scorecard II. Only valid scorecards are included here. For 380 children, scorecards are valid.
2. Instructors reported that participants tended to score child behaviour unrealistically high at first meeting because they didn't know each other and the instructor, and because some were afraid that they were being tested on their caregiver skills and could risk getting fired if exposed as incompetent caregivers (in spite of instructors clarifying this before scoring).
3. The same tendency goes for foster parents who during training changed their view from local standards of child behaviour to attachment-based understanding of the same. This change in mind-sets caused them to revise their views and insight into children's challenges. For example, children being stone-faced and emotionally inexpressive were

common in many families and thus scored first as being average. Or their traditional understanding of troublesome behaviours as a lack of obedience or rejecting or angry behaviour towards caregivers was after training interpreted as natural reactions to loss and separation. This probably gave them an insight into unattended problems affecting their scores.

2.3 Results: A 20% overall increase in positive child developments

Caregivers were asked to select a positive smiley, a neutral smiley or a sad smiley for each item (some foster and kinship parents were unable to read and write). Table 1 shows the increase in number of positive smileys scored.

A considerable number of scores also moved from negative to neutral smileys, which can be seen in appendix 1.

Completed scorecards I and II: 380 CHILDREN AND YOUTH IN FOSTER/KINSHIP CARE	POSITIVE SCORES I and II	INCREASE %
A: EMOTIONS Expression of positive feelings	255/306	20
B: SOCIAL BEHAVIOUR Having or seeking for peer friendship	281/319	13,5
C: EXPLORATION Experiment, explore, play and learn	280/332	18,6
D: CAREGIVER TRUST Seeking for protection/ care/ help	278/302	28
E: ENDURANCE Frustration tolerance in tasks	223/265	19
AVERAGE INCREASE A-E:		20

Table 1: The increase in positive scores in percentages.

Emotional state: How often does the child express its feelings, smile and laugh?

Social behaviour: Does the child have or tries to make friendships with peers?

Exploration behaviour: How often does the child experiment, play and learn?

Caregiver trust: How often does the child seek for care, protection and guidance?

Endurance: How long can a child concentrate on a task even if it's frustrating?

This progress is astounding. However, it's important to bear in mind that it is based on the foster parents' evaluation of children. There is little reason to believe that they were able to remember their first scores the second time four months later. The positive evaluations may partly be due to their experience of getting guidance and forming a strong network with other caregivers. Apart from their trained skills in attachment-based care, this may have affected the self-confidence and have improved their emotional state when caring for the children. It will be interesting in a later project to include scientific assessment tools to compare with caregiver assessments.

50% of the instructors trained SOS Mothers. To view scorecard results from only foster and kinship families, see appendix 2.

2.4 Examples from Kenya and Somaliland

An instructor from Eldoret in Kenya provides an example reflecting the general picture of change in children. She trained a group of seven kinship parents, caring for a total of 38 children.

Her first interview revealed that most of the children were thriving, but there was ample room for improvements. For example 21 out of 38 scored positive smileys on "Emotions", 12 were neutral, and five were negative. At second scorecard, 28 scored positive, only 7 were now neutral, and 3 were negative.

The most important progress was on Endurance, which was the most troublesome item at the start of training. This went from 16 to 24 happy smileys, and the number of negative scores decreased by half.

Another instructor from Kenya reports a similar development after training SOS Mothers caring for 64 children. On all items, caregivers experienced a remarkable improvement – at least ten children have moved up one smiley on all dimensions. On the scale for "Exploration Behaviour", the scores have changed from 42 positive smileys at the first interview to 58 by the end of training.

An instructor from Somaliland trained 9 foster parents hosting approximately 30 children. The first time "Social Behaviour" (21 positive, 12 neutral, 6 negative) and "Endurance" Scores (21/10/8) changed remarkably since all children scored positively at the end of training.

2.5 Discussion and Conclusion

In our interpretation of the results, we find two general and valid causes that seem to have affected the development. The first one being the overall training process, the new professional knowledge and the group dynamics during sessions, which has contributed to increasing caregivers' self respect, confidence, awareness, tolerance, patience and understanding of their children. Also, the training has opened new doors for reflection, dialogue and support between group members (some caregiver groups have created networks on What's App). Thus the process

in itself may have given them new hope and a more optimistic attitude, affecting their scores during scorecard interview II.

Second, the scores reflect a genuine change in the well-being of children and teenagers, as a result of improved caregiving. The caregivers' feeling of improvement has without a doubt affected their general attitude towards and interactions with the children and most children will eventually react positively to this behaviour change. So even though the caregivers might not master all the new care practices at once, they already give better care.

A general tendency in instructor reports is that after the third training session, which demonstrates secure caregiver behaviour, a circle of positive interactions between caregivers and children replaces many conflicts, scolding, controlling behaviour, and depressed states of mind.

This shift to more meaningful daily interactions and positive responses seems to have a self-perpetuating effect, building more and more meaning into communications and co-operation.

The positive outcome in the children's emotional states and social skills may be caused by a general new dynamic in the interplay between instructors, caregivers and children. This is in accordance with the Fairstart Learning Theory defining all participants in social systems as actively involved in a joint process of affecting and taking responsibility for their own learning, secure relations and opportunities for attachment.

Even with the sources of error in mind, it is obvious that the training has benefitted the development and well-being among the children involved in the project. This is supported in the following chapter containing qualitative results gathered from the instructors' reflection and exam assignments. Selected representative quotes about child development and caregiver outcomes will be presented.

3. Instructors' reflections on the training process

3.1 Module 1

In Module 1, the instructor students were presented to attachment theory, organizational theory, learning theory and motivation theory and they prepared and performed the first session with caregivers. Session 1 included an interview about personal experiences with separation and loss that the caregivers performed in groups of two. The instructors' assignments show that they all understood the importance of sharing own life experiences and they all managed to give the same understanding to the caregivers. This is how this exercise affected the caregivers:

"Most of them learned that they need to show more love and closeness to the children, also there is a need to have more information of the background of the children their raising. They thought knowing children's back ground or connection to their biological families will manage them to provide good support to the children."

"It made them aware that some of the behaviours portrayed by children in their care especially rudeness and rejection of the caregiver does not mean that the child is bad but is as a result of separation the child felt when he/she was moved from the primary caregiver."

"They said the interview was like a mirror to them reflecting the children in side them. They discover that what the children do in one way or another is more less the same with what they did some times when they suffered the loss, during childhood separation from the parent or separated from their spouse during adulthood."

"The caregivers enjoyed the session and felt very included in the training session since it was very interactive. They enjoyed that they were learning from their experiences and drawing reflection and learning based on their different cultures."

"The caregivers were interested with training and want more of it. With that I find worthwhile to include session two and three in the training. We have agreed to meet more often to be able to cover the three sessions. They also suggested we use more of experience sharing so that they can draw much from experience of others."

Hence, this first session was an eye opener to both instructors and caregivers. They suddenly remembered that they were also children once with difficult behaviours and they became aware that there were good reasons behind them. They started to look at their foster children from another perspective.

3.2 Module 2

The theme for Module 2 was “*Understanding basic attachment theory*”. The instructor students were presented to a deeper understanding of Attachment Theory and Secure Base Theory and they performed training session 4 with their caregiver groups. In general the instructors reported that many caregivers were challenged in regards to performing the work plans at home, due to different reasons. For example, they were not used to it and they are often under a lot of time pressure. However, most instructors report that the caregivers’ understanding of their children is still increasing, they understand the training and the importance of secure base. Also, they are good at reflecting upon their own and the children’s behaviour.

From the caregivers’ first reports of their work with children between sessions, instructors write:

“They (the caregivers) learned a lot concerning individual foster child, and from there they increase their attach to them. They learned that some are behaving the way they are bare because of past traumatized separation. Due to increased attachment there is improvement to their foster kids. From their work plan of recording their daily activities and situations with their foster kids and applying the training they receive, now those who showed sad faces in various have changed, though the changes are in a very small progress. They said that they are expecting for the total change as they now received the new skills from the training, which is adding more skills in their work hence improving their professionals.”

“One caregiver reported that when she leaves the children, they will be enquire about when she would return and once she assured them of the time she would come back, they would go back to playing games and she will find them in the house waiting for her return which the group thought was normal attachment behaviour. Another caregiver reported that the children would constantly ask her if they would find her when they returned from school and they would even leave the school at break times to confirm that she was still at home. This caregiver has since started practicing giving the children a secure base by assuring them of her presence in the home.”

“Caregivers reported that observation task has helped them to understand their children. Learn what pleases the child. Learn what makes the child cry. Understand the reason the child cries. Understand the child's reaction and support him/her.”

“A good instance was shared by Vicky's Mother, a foster parent at SOS CV Dar es Salaam. She shared on how the observation task has helped to deeper understand the difference between the two children among the others who are under her care.

From observation, she was able to go further in identifying root-course of the characters demonstrated by a quite and reserved child between those two. These characters were developed due to fear of separation as a result of attachment to her diseased parents.”

“They were able to understand their role in children's life how much they contribute to the their relation to the society and emotional by being there and understand them. They can to realize if they provide a secure base at early stage they will have less trouble dealing with the children in old age.”

“Most of caregivers confirm to now understand why foster children behave in a certain way and what they can do to reverse the situation. The training and observation exercise motivated them to engage more on childcare especially be available for the children.”

“The caregivers understood that they should give their children more time to play with their peers since it will develop the children's social skills, and when they play with the children the children may develop trust in them.”

These reports suggest that the caregivers understand the connection between happy and secure children and well-mannered children. So it is not only for the sake of the children that they should give them more love and understanding, it will also benefit the caregivers' work.

3.3 Module 3

The theme of Module 3 was how to practice secure caregiver behaviour. Hence, instructor students learned about the five dimensions of secure caregiver behaviour and how to balance task and relations work. They taught the caregivers how to apply the five behaviour types in practice. Here, instructors report that they themselves have developed a lot, their relations to the caregivers improve and the caregivers make continuous progress.

The instructors write:

“Caregivers have reported that a secure base helps children in a new family to develop their behaviours according to family values. Children feel secure and learn new behaviours and start to explore new things to develop their thinking.”

“The foster parents who previously assume that feeding and keeping the child is enough have understood the benefits of attachment and secure base in the holistic development of the child particularly in his/her brain development, social relationship and trusting people including his/her caregivers.”

“It was also shared to the group that the five dimensions on secure care behaviour are like magic in caring for children.”

“The caregivers appreciated very much the training and said although they once been trained on child care but this training is very different as it gives them the tools to improve their care. Some

admitted that they had a wrong understanding of attachment and its importance but now they are enlightened on the subject. Some said they did not know the importance of contact in caregiving and how it can provide the child the secure base.”

“As an instructor, my behaviour has changed a lot. First, I have become a listener person, since I have to listen from them during the discussion. Also I have learned to be able to provide decisions and sorting out some disputes when arises. Not only that but also, my ability of understanding the behaviours of my group members and how to deal politely on each one has increased.”

“When asked if they feel the course is important, the caregivers said they wish they are given more of the course as it is very important in their caregiving role. It improves their relation to children and now they know that it does not only improve relation but it open bright avenue for children learning. The course also helps them to be close to their foster children.”

“Love between caregivers and children have increased. Caregivers don’t use much energy to instruct children to perform their daily tasks.”

In this module, instructors were asked to reflect upon their role as trainers. They all report that they develop, mature, and learn from this job.

3.4 Module 4

In Module 4 instructor students learned about the insecure attachment patterns that children may develop to cope with their fear of separations. Instructors explained these behaviours to caregivers and discussed with them which of these behaviours they recognize in their foster children and how they should react to and handle each type of insecure attachment behaviour. The understanding of these insecure behaviours once again gave the caregivers a revelation. They learned why not all their children react positively and immediately to their secure caregiving.

Instructors report:

“Some of the caregivers reported that as much as possible they tried to be responsive to their children. Some who were trying to hide themselves when they leave to work started to make sure that they don’t leave before saying bye or hugging a child.”

“Caregivers have developed skills of patience when children come up with difficult behaviours, they are now listening to the ideas of children, now they know how to recognize happy children and sad children, working with children has ensured task sharing unlike before when they were working alone, caregivers are able to give children free spaces to express themselves.”

Joyce: *“The caregivers commented that at least now they have a clear understanding why some of the children under their care portray negative behaviours. It is not because they are bad children, rude or ill mannered but it is because of separation and loss. Therefore this knowledge of the 3 insecure attachment behaviours will enable them handle the children in a professional way and help them come out of these behaviours. What came out strongly for them was to be a caregiver who is calm, kind and firm when working with children portraying the insecure attachment behaviours. In addition they discussed of forming a support group among themselves to be meeting and discussing how best to handle the children who exhibits insecure attachment behaviours.”*

“Many have improved their relationship with children with negative behaviours and they know when to talk to children with difficult behaviours and how to help them.”

“The issue of misunderstanding between caregivers and children has to a large extent reduced.”

“The children talked freely with the caregiver. One caregiver reported that she took one of her child to go shopping and the child was able to share a lot of issues affecting her which were unknown to the caregiver.”

The caregivers started to get to know their children in new ways. They understood that dialogue with children is important to their development and trust in caregivers. And they like spending time and thoughts with each other. Relations continually improve and make caregivers' and children's every day lives easier and more comfortable.

3.5 Module 5

The theme of Module 5 was “Turning Pain into Resilience” and the instructors learned about how babies can be helped to overcome their separation anxiety and how open dialogues with children and teenagers can help them overcome the traumas of difficult losses. The instructors report:

“According to the caregivers the children were more aggressive, some were showing suspicion and slowly they started to improve. They started to accept the response given by the caregivers. Caregivers say that spending time with children, doing different activities together and letting children talk while doing things benefits both children and caregivers. Children are enjoying doing things with adults.”

“The children are becoming more comfortable and calm to the situation. This is through given more time and room for expressing and demonstrating their feelings. For instance a child who was able to share with her foster mother on the trauma experienced during his father passed away.”

“The children were at first not sure about what was happening since they were not used to the caregivers speaking to them about their feelings. They were very shy at first but some of them trust their caregivers enough and have started opening up. One of the children told the caregiver that she used to misbehave at home and in school just to see what the caregiver would do to her since her own mother used to beat her whenever she made mistakes. By cultivating a close relationship with the children where the children were able to open up and talk to their kinship carers in an open way, the children are able to deal with their feelings of separation and loss, and not feel very lonely or that no one cares about them.

I think that the children's behaviour changed with the new activities because they felt included in the family and that their feelings were validated as being normal reactions to loss and separation... By the caregivers demonstrating an interest in their feelings, they could feel more accepted and that they are genuinely cared for. This could have made them change their behaviour. By caregivers sharing their own feelings of loss and separation and how they dealt with them, the children may perhaps feel that this storm in their life will someday pass. They will thus become more accepting of care as they look forward to a better future.”

The skill to talk openly with foster children about their losses is extremely important. Good and caring conversations with a trusted adult can release children's pain and traumas.

3.6 Module 6

The theme for Module 6 was teenagers and leaving care so instructors were presented to research on teenage brains and behaviour. Instructors were also encouraged to include the topic about sexual behaviour and contraception. This was a delicate topic but a few managed to include it in their training and caregivers actually welcomed it even though many found it difficult to talk about. Instructors write:

“The caregivers understood the teenagers under their care since they also reflected on their own journey through puberty and the challenges they faced as young teenagers. They realised how unsure they were of themselves at that age and how this affected their self-esteem and the decisions they made such as sexual debut and drug use. They discussed ways in which they could help the children in their care and agreed that arguing with the teens would only create a rift between them. They said they would practice negotiating with the teenagers and guiding their life choices.”

“The caregivers reported that it was not easy for them to deal with teenagers but the skills they acquired from the training helped them to focus on how to help teenagers living in the house and also how to prepare those who are about to leave care. Some reported to have talked to youth who are always hard to deal with and managed to make them calm and share with their mothers their opinions without causing any disruption of peace in the family. Those who have youth who

were about to be reunited to their families of origin prepared a farewell event and it was very enjoyable to all the children in the family and made the youth feel valued."

"The caregivers have reported that the teenagers have totally changed their mind-sets in terms of behaviour change. This has been largely contributed by dialogues based on foster carers life experiences and some moral topics like absconding teenagers from immoral behaviours like peer-to-peer love relationship which can result to unwanted pregnancies, abuse and sexual transmitted diseases. These lessons, according to the foster parents, have enlightened teenagers and care leavers' vision to think outside the box and become self esteemed.

The teenagers reacted positively to the new way of care from their foster parents as they appreciated their parents' teachings, as they were all inclusive with sound reasons. Example: teenagers now have self-esteem as they can distinguish from right to wrong doing and have become mirrors to their brothers and sisters. Also they preach obedience to their foster parents."

"One foster parent also shared how she supported the family living next door. She informed that there was conflict between the parents and the teenage boy. She shared the mother the lesson she has gained on how to deal with the teenagers and has also spent an hour with the boy. She said she is spending fifteen minutes with the mother to share her what she has learned. She said there is willingness by both the mother and the child and believes that there will be improvement."

Almost all caregivers said that they find it much more difficult to work with teenagers than younger children. However, they conducted two-by-two interviews where they reflected upon their own teenage life and again they opened their eyes to the fact that they have once been through the same struggles. This makes them more tolerant towards their teenagers and hopefully, they will be persistent in working with them using their new competences and knowledge.

3.7 Module 7

Module 7 contained the exam assignments where participants had to reflect on the whole training process after having conducted scorecard interview 2. Here are extracts from the instructors' exam papers.

"Caregivers witnessed that there is a significant change on the behaviour of children. I myself am a witness. One of the caregivers brought one of her children who usually fight with children. He was reserved and shy at that time and when he comes on the final day he was smiling and willing to shake hands and I believe that this is the result of the hard work of the mother who practiced the secure caregiver behaviour to help this child change the insecure attachment behaviour to secure."

“The children were not keen to spend a lot of time with the caregivers since they were always being given tasks to do. Since the caregivers reported that they were taking time to interact with the children through singing, dancing and story telling, the children look forward to spending time with the caregivers and they want to be close to the caregiver when she gets home.”

“In a very short period of time, child behaviour towards caregivers and other children has been change for high degree. In the second scorecard interview, I have only five unsmiling faces in all behaviour compared to the first scorecards. During submitting the scorecard, I was also talking to mothers about the changes, they agreed that what they filled in is very true and they seen big changes from those children hey claimed to be greedy and cruel. Mothers were very happy with the changes and development of their children.”

“The caregivers are more conscious of how they relate with their children and how they speak to them. Since they have also experienced loss, they can imagine how these children are feeling and so they are more patient with the children and are not so quick to label them as difficult. They know the importance of including the children in their own daily lives to participate with them in different activities since it shows the children that you care about them and you value them and above all, that you want to spend your time with them. Through this they have discovered different talents and abilities the children have. One caregiver found that her young nephew knew all there was to know about poultry keeping and she has since started a small poultry unit that they manage together.”

“Fair start training helped them in many ways, they are now happy, working and collaborating with their children and helping their children to move from pain to resilience. They are also using various stories and activities to start conversation with their kids. They thanking fair start training for the training which brought about new hope in their families.”

“Through time the foster families have become close friends and they start sharing lots of information among each other. They start to visit the sick family member of the foster parent in the group; come and tell to one of the foster parent who is working at the police office in child protection unit to let them know if there is a child who needs care and protection. These foster parents are encouraging others to take care of children who need care. This shows the strong relationship among the foster families.”

In sum, all participants have developed tremendously. Instructors acknowledge their value as facilitators of positive changes in the lives of vulnerable caregivers and children. Caregivers have gained a new perspective on life and much more understanding of their children as well as practical knowledge about attachment-based childcare. And foster children are benefitting a lot from these changes. For more quotes, see appendices 3a, 3b and 3c.

In the following chapter, instructors' feedback on the online education is presented.

4. Feedback results from questionnaires

By the end of their four-month education (including their training of foster and kinship caregiver groups), instructors completed an online questionnaire. Instructors evaluated on a one to five point scale, ranging from 1: *"I disagree/negative"* to 5: *"I agree/positive"*.

16 questions covered these main topics:

- The value of the education for their organisation
- The value for developing their professional skills, knowledge and competences
- Adaptability of the training programme to local culture
- Relevance for instructors' future work in training caregiver groups
- Whether or not their online education was relevant and easy to use

The average score on all questions was 4.4, indicating a very positive overall evaluation.

For all item scores, see appendix 4.

Instructors also provided written comments on some items. The following examples give a general impression of the instructors' opinions.

4.1 Instructors' comments

Two comments on educational value for the instructor, and the organisation's future work in the field of alternative care:

"As the organization embraces different forms of alternative care we will be able to support the caregivers providing a loving and stable environment for the children."

(Average score: 4.8)

Another points to the versatility of the training programme to more target groups:

"I am planning to include all the modules in the training of SOS mothers, Youth Care Co-workers".

Instructors were also asked if they felt involved in the educational process (average score 4.6), and their experience of being educated in a virtual online class, giving peer feedback and mutual support (average score 4.4):

"The team (online instructor class) was SUPER supportive. This was an excellent arrangement in allowing more support and learning to the group".

Another mentions the online exchange between instructors from six countries:

“It was exciting to learn the same thing but in different locations/countries”.

Overall, the instructors’ feedback indicates a high degree of satisfaction with their participation in the online course as well as the structure and usability of the online platform. This is confirmed by their average rating of 4.4 out of five for all items.

5. Future perspectives

For the next year, the newly educated SOS-Fairstart Instructors will continue training local groups of caregivers as a very important step in the de-institutionalization process. In order to maintain the great momentum in the instructor team, we will continue to provide them with relevant material on the online platform. This will give them reason to sign in regularly and continue their communication with each other, and restudy the theory and their own reflection assignments.

On the basis of this report, SOS CV Denmark and Fairstart Foundation are already discussing how to continue our fruitful cooperation. And there are many opportunities. First of all, we expect that many more instructors and caregivers will be educated in the SOS-Fairstart programme in order to expand the positive results and great progress. We are also examining the possibility of creating a project similar to this in Ethiopia and Somaliland, where only two instructors have been educated so far. Furthermore, we are planning to develop customised training programmes for educating parents of refugee children in camps and for staff working with short-term unaccompanied refugee children at reception centres.

It has been a pleasure for Fairstart to contribute with online instructor education and caregiver training for SOS Children’s Villages and we are looking forward to future joint projects.

Appendix 1: Examples of 10 valid scorecard results

79 children and youth	Positive	Neutral	Negative
A: Feelings BEFORE	54	25	0
A: Feelings AFTER	63	16	0
B: Social behaviour BEFORE	66	13	0
B: Social behaviour AFTER	71	4	0
C: Exploration behaviour BEFORE	63	16	0
C: Exploration behaviour AFTER	76	3	0
D: Caregiver trust BEFORE	58	20	1
D: Caregiver trust AFTER	64	15	0
E: Endurance BEFORE	42	32	5
E: Endurance AFTER	46	29	4

Table 1

64 children and youth	Positive	Neutral	Negative
A: Feelings BEFORE	40	24	0
A: Feelings AFTER	52	12	0
B: Social behaviour BEFORE	49	14	1
B: Social behaviour AFTER	59	4	1
C: Exploration behaviour BEFORE	42	22	0
C: Exploration behaviour AFTER	58	6	0
D: Caregiver trust BEFORE	36	28	0
D: Caregiver trust AFTER	51	13	3
E: Endurance BEFORE	31	30	3
E: Endurance AFTER	41	20	4

Table 2

38 children and youth	Positive	Neutral	Negative
A: Feelings BEFORE	21	12	5
A: Feelings AFTER	28	7	3
B: Social behaviour BEFORE	19	12	7
B: Social behaviour AFTER	24	12	2
C: Exploration behaviour BEFORE	23	9	6
C: Exploration behaviour AFTER	28	6	4
D: Caregiver trust BEFORE	22	8	8
D: Caregiver trust AFTER	29	6	3
E: Endurance BEFORE	16	10	12
E: Endurance AFTER	24	8	6

Table 3

30 children and youth	Positive	Neutral	Negative
A: Feelings BEFORE	22	6	2
A: Feelings AFTER	26	6	0
B: Social behaviour BEFORE	16	11	3
B: Social behaviour AFTER	22	7	1
C: Exploration behaviour BEFORE	20	9	1
C: Exploration behaviour AFTER	25	4	1
D: Caregiver trust BEFORE	22	6	2
D: Caregiver trust AFTER	26	4	0
E: Endurance BEFORE	17	7	4
E: Endurance AFTER	24	6	1

Table 4

Before: 30 After: 17 children and youth (*)	Positive	Neutral	Negative
A: Feelings BEFORE	15	15	0
A: Feelings AFTER	15	1	1
B: Social behaviour BEFORE	19	11	0
B: Social behaviour AFTER	17	0	0
C: Exploration behaviour BEFORE	17	13	0
C: Exploration behaviour AFTER	15	2	0
D: Caregiver trust BEFORE	17	13	0
D: Caregiver trust AFTER	16	0	1
E: Endurance BEFORE	12	14	4
E: Endurance AFTER	10	6	1

Table 5

38 children and youth	Positive	Neutral	Negative
A: Feelings BEFORE	26	11	1
A: Feelings AFTER	36	2	0
B: Social behaviour BEFORE	32	5	1
B: Social behaviour AFTER	38	0	0
C: Exploration behaviour BEFORE	28	9	1
C: Exploration behaviour AFTER	38	0	0
D: Caregiver trust BEFORE	31	6	1
D: Caregiver trust AFTER	35	2	1
E: Endurance BEFORE	24	12	1
E: Endurance AFTER	28	9	1

Table 6

Before: 19 After: 20 children and youth (*)	Positive	Neutral	Negative
A: Feelings BEFORE	15	4	0
A: Feelings AFTER	14	4	2
B: Social behaviour BEFORE	16	3	0
B: Social behaviour AFTER	13	4	3
C: Exploration behaviour BEFORE	15	3	1
C: Exploration behaviour AFTER	16	3	1
D: Caregiver trust BEFORE	19	0	0
D: Caregiver trust AFTER	15	5	0
E: Endurance BEFORE	18	1	0
E: Endurance AFTER	17	2	1

Table 7

30 children and youth	Positive	Neutral	Negative
A: Feelings BEFORE	25	2	1
A: Feelings AFTER	30	0	0
B: Social behaviour BEFORE	29	0	1
B: Social behaviour AFTER	30	0	0
C: Exploration behaviour BEFORE	28	1	1
C: Exploration behaviour AFTER	30	0	0
D: Caregiver trust BEFORE	28	1	1
D: Caregiver trust AFTER	30	0	0
E: Endurance BEFORE	27	2	1
E: Endurance AFTER	30	0	0

Table 8

Before: 18 After: 15 children and youth (*)	Positive	Neutral	Negative
A: Feelings BEFORE	14	4	0
A: Feelings AFTER	13	2	0
B: Social behaviour BEFORE	14	4	0
B: Social behaviour AFTER	14	1	0
C: Exploration behaviour BEFORE	16	2	0
C: Exploration behaviour AFTER	15	0	0
D: Caregiver trust BEFORE	17	1	0
D: Caregiver trust AFTER	15	0	0
E: Endurance BEFORE	15	3	0
E: Endurance AFTER	14	1	0

Table 9

Before: 39 After: 31 children and youth (*)	Positive	Neutral	Negative
A: Feelings BEFORE	23	13	3
A: Feelings AFTER	29	2	0
B: Social behaviour BEFORE	21	12	6
B: Social behaviour AFTER	31	0	0
C: Exploration behaviour BEFORE	28	10	1
C: Exploration behaviour AFTER	31	0	0
D: Caregiver trust BEFORE	28	10	1
D: Caregiver trust AFTER	28	3	0
E: Endurance BEFORE	21	10	8
E: Endurance AFTER	31	0	0

Table 10

(*) Be aware that total number of children changes from before to after.

Appendix 2: Scorecard results from foster and kinship families

Completed scorecards 1 and 2: CHILDREN AND YOUTH IN FOSTER/KINSHIP CARE	POSITIVE SCORES 1 and 2	INCREASE IN %
A: FEELINGS Expression of positive feelings	64 %/84 %	20
B: SOCIAL BEHAVIOUR Having or seeking peer friendships	56 %/80 %	24
C: EXPLORATION BEHAVIOR Experiment, explore, play and learn	70 %/87 %	17
D: CAREGIVER TRUST Seeking for protection/care/help	71 %/86 %	15
E: ENDURANCE Frustration tolerance in tasks	55 %/82 %	27
AVERAGE INCREASE A-E:		21

Appendix 3a: Instructors' reflections on the development of the children

Module 2

What did caregivers report from their observations?

"They reported some kids are positive while others are negative in the sense that they don't show any feeling for example if caregiver left to go out or if they try to play with them they don't pay attention."

"They (the caregivers) learned a lot concerning individual foster child, and from there they increase their attach to them. They learned that some are behaving the way they are bare because of past traumatized separation and because. Due to increased attachment there is improvement to their foster kids. ... from their work plan of recording their daily activities and situations with their foster kids and applying the training they receive , now those who showed sad faces in various have changed, though the changes are in a very small progress. They said that they are expecting for the total change as they now received the new skills from the training, which is adding more skills in their work hence improving their professionals."

How did the observation task affect the caregiver's understanding of children's behaviour?

"One caregiver reported that when she leaves the children, they will be enquire about when she would return and once she assured them of the time she would come back, they would go back to playing games and she will find them in the house waiting for her return which the group thought was normal attachment behaviour. Another caregiver reported that the children would constantly ask her if they would find her when they returned from school and they would even leave the school at break times to confirm that she was still at home. This caregiver has since started practicing giving the children a secure base by assuring them of her presence in the home."

Module 3

What did caregivers report from their observations between session 4 and 6?

“They (the caregivers) said they tried to understand the children and let them feel secured spending time with them and there is improvement on the children even if the clinging and avoidance is still there.”

“Caregivers have reported that a secure base helps children in a new family to develop their behaviours according to family values. Children feel secure and learn new behaviours and start to explore new things to develop their thinking.”

“On implementing their working plans they notice some changes, their foster kids are more attached to them especially those young kids in such away that it become difficult for them to leave for far away while the kid saw them, because the kids cries when they see them leaving.”

Module 4

Did they succeed in performing the five dimensions of secure care?

“Parents are now able to help children avoid misbehaving unlike before the training sessions, parents are helping children to do their work happy and willingly, parents are able provide a secure base to children and this has helped children to trust them without fear.”

“The issue of misunderstanding between caregivers and children has to a large extent reduced.”

Did they succeed in combining task and relations work with their foster children?

“The children talked freely with the caregiver. One caregiver reported that she took one of her child to go shopping and the child was able to share a lot of issues affecting her, which were unknown to the caregiver.”

What developments can you see in the caregivers’ abilities to perform their work plan activities?

“Children started feeling secured because their parents are always around them. Parents have now skills to have dialogues with children and thus achieving their trust. Children started feeling secure, trusting parents and working with parents according to their age.”

Module 5

What tasks and activities did the caregivers do between sessions 9 and 7? What did the foster parents report from their work?

“The caregivers have been trying to identify different attachment patterns that the children have and also addressing loss and separation as a kinship family. Some reported that since they have never talked about the loss the children have faced, they introduced the topic to the children so that the children can talk about their feelings openly.

The caregivers reported that to have a conducive and safe environment for the children to discuss their feelings, they talked to them while involved in simple household chores such as preparing dinner together.

The caregivers reported that at first the children were not very open, but after the caregivers also gave their own life experiences of dealing with separation, some of the children have started opening up. The caregivers reported that they will continue to encourage the children to speak to them by being available for the children at all times, and encouraging open conversations with the children.”

“Other mother said that, when she was trying to identify the patterns, she observed an insecure attachment to her teenage girl. When she is in her menstrual period, she didn't even want to share it with anyone, so smother after receiving the training, she bought some pads and gave it to her girl. The girl was happy and she reported that at least the action brought them a little bit closer.”

How did the children react to the new ways of doing things?

“According to the caregivers the children were more aggressive, some were showing suspicion and slowly they started to improve. They started to accept the response given by the caregivers. ... Caregivers say that spending time with children, doing different activities together and letting children talk while doing things benefits both children and caregivers. Children are enjoying doing things with adults”

“The children are becoming more comfortable and calm to the situation. This is through given more time and room for expressing and demonstrating their feelings. For instance a child who was able to share with her foster mother/ parent on the trauma experienced during the time his father passed away.”

“The children were at first not sure about what was happening since they were not used to the caregivers speaking to them about their feelings. They were very shy at first but some of them trust their caregivers enough and have started opening up. One of the children told the caregiver that she used to misbehave at home and in school just to see what the caregiver would do to her since her own mother used to beat her whenever she made mistakes. By

cultivating a close relationship with the children where the children were able to open up and talk to their kinship carers in an open way, the children are able to deal with their feelings of separation and loss, and not feel very lonely or that no one cares about them."

"According to the caregivers at the beginning, the children show mistrust but after some times they started to respond trust the caregivers something which help the care give act as the secure base for them"

"Children reacted positively especially during story telling sessions and hiding games. They demonstrated high degree of integrity and trust to their foster parents. They built self-confidence and improve their social behaviours."

Why do you think the children's behaviour changed/not changed when the caregivers tried the new activities?

"I think that the children's behaviour changed with the new activities because they felt included in the family and that their feelings were validated as being normal reactions to loss and separation... By the caregivers demonstrating an interest in their feelings, they could feel more accepted and that they are genuinely cared for. This could have made them change their behaviour. By caregivers sharing their own feelings of loss and separation and how they dealt with them, the children may perhaps feel that this storm in their life will someday pass. They will thus become more accepting of care as they look forward to a better future."

Module 6

How did the foster parents practice dialogues about loss and separations with the children – how did children respond?

"They (caregivers) spoke about their own feelings and experiences with loss and invited the children to also share how they felt. This created a sense of security with the children who discussed their feelings openly and the memories they still had of their loved ones"

"Actually it was an interesting exercise to both of them, the foster parents and the children. Most of the children responded positively by understanding that loss and separation is natural in the real life as every person can be in one way or another affected by loss and separation. However, some of the children poured tears during the debate sessions figuring what their parents experienced with theirs but at the end of the day they realised that this is life."

The parents shared the stories effectively and some of the children said that 'mom it is like me, I faced the same challenges', so this situation encouraged the children by feeling that loss and separation make someone stronger enough to face the life effectively."

Module 7/exam

How did the teenagers react to the new ways of care from their foster parents? Please give some examples.

"The caregivers reported that the teenagers were hesitant to have confidence on the new approach of the parents but as they see the consistency on the parents they start to come to terms with the parents."

"Feedback from mothers and aunts as foster parents shared on how the teenagers under their care are reacting very positive basing on the orientation and learning from previous session. The foster parents were able to start reducing too much of control over the teenagers including the teens whom to leave the care.

For instance; One of the mothered shared on how she has managed to control her controlling behaviour which was demonstrated by a scorning attitude to her teenager daughters and son who tend to late enter the house at night hours. The application of dialogue and discussions with her teenagers in creating more warmth and sensitiveness of the mater, helped the teenager to feel more free in sharing own issues including the after care worries."

"The teenagers were very suspicious at first at the change in the caregivers' way of parenting by trying to listen to their point of view. One caregiver reported that when she had learnt the session, she went to practice at home with her niece and when she told her niece that they would prepare supper together, her niece was very mistrustful of why her caregiver wanted to be in the kitchen with her since she normally prepared supper for the family by herself since she turned 15 yrs. The first 3 days, the girl would keep her distance and was very quiet and not respond even when spoken to. The caregiver was patient and kept on sharing stories of the activities she would do with her late grandmother and all the lessons she learnt as a young girl. The younger children were soon joining in the conversations as they told stories about her life as a young girl and the experiences she had growing up in the village. Eventually the niece approached her Aunt and told her that at first she thought her aunt wanted to trap her into disclosing secrets that she shared with her close friends but she now felt close to her after hearing her stories and asked if she could ask for advice when she needed it. They now share a much closer relationship with her niece since she was able to relate with her own experiences as a teenager and to show her niece that she too was once a young girl who went through similar challenges."

“The caregivers reported that it was not easy for them to deal with teenagers but the skills they acquired from the training helped them to focus on how to help teenagers living in the house and also how to prepare those who are about to leave care. Some reported to have talked to youth who are always hard to deal with and managed to make them calm and share with their mothers their opinions without causing any disruption of peace in the family. Those who have youth who were about to be reunited to their families of origin prepared a farewell event and it was very enjoyable to all the children in the family and made the youth feel valued”

“The caregivers have reported that the teenagers have totally changed their mind-sets in terms of behaviour change. This has been largely contributed by dialogues based on foster carers life experiences and some moral topics like absconding teenagers from immoral behaviours like peer to peer love relationship which can result to unwanted pregnancies, abuse and sexual transmitted diseases. These lessons, according to the foster parents, have enlighten teenager's and care -liver's vision to think outside the box and become self esteemed.

The teenagers reacted positively to the new way of care from their foster parents as they appreciated their parents' teachings, as they were all inclusive with sound reasons. Example, teenagers now have self-esteem as they can distinguish from right to wrongdoing and have become mirrors to their brothers and sisters. Also they preach obedience to their foster parents.”

How has child behaviour towards caregivers and other children changed?

“Caregivers witnessed that there is a significant change on the behaviour of children. I myself am a witness. One of the caregivers brought one of her children who usually fight with children. He was reserved and shy at that time and when he comes on the final day of he was smiling and willing to shake hands and I believe that this is the result of the hard work of the mother who practiced the secure caregiver behaviour to help this child change the insecure attachment behaviour to secure.”

“The children were not keen to spend a lot of time with the caregivers since they were always being given tasks to do. Since the caregivers reported that they were taking time to interact with the children through singing, dancing and story telling, the children look forward to spending time with the caregivers and they want to be close to the caregiver when she gets home.”

“There has been an increased trust toward the caregiver and other this is through incorporating the children in the caregivers tasks, creation of a secure base for the children and having open dialogues”

“The child is able to trust others and improvement in interaction with the peers. The child is able to participate in group-activities. The child has become closer to the caregiver and is able to share stories.”

“Children used to show disrespectful and withdrawal behaviours towards the caregivers. With these children undergoing secure bases, and constant involvement joined activities with the caregivers. The trust and bold grew strongly”

“At the starting of the sessions, foster parents helped their children to start trusting them through work relations. Through secure base, interactions with parents developed positively.”

“In a very short period of time, child behaviour towards caregivers and other children have been change for high degree. In the second scorecard interview, I have only five unsmiling faces in all behaviour compared to the first scorecards. During submitting the scorecard, I was also talking to mothers about the changes, they agreed that what they filled in is very true and they seen big changes from those children hey claimed to be greedy and cruel. Mothers were very happy with the changes and development of their children.”

Appendix 3b: Instructors' reflections on the development of the caregivers

Module 1

What attitudes did the caregivers meet you with?

"From our first meeting on evaluating child's emotional development through the score cards; the caregivers admired on how the score card exercise has become an eye opener to most of routine roles that had been applied by caregivers to the children. This includes minimum recognition to child's emotional development."

What would you like to highlight from the caregiver's evaluation?

"The training was very interactive and reflective to their roles on childcare."

"Caregivers seemed to feel relief as some had some questions holding within themselves hence they were able to ask for support from one another. The task of raising children in need of alternative care requires more exposure and updating information that create room to deal with situation in a calm manner."

"The caregivers enjoyed the session and felt very included in the training session since it was very interactive, They enjoyed that they were learning from their experiences and drawing reflection and learning based on their different cultures. They also appreciated the videos on attachment since they have different literacy levels and so the videos were able to pass visual messages very accurately and they all understood"

"The caregivers were interested with training and want more of it. With that I find worthwhile to include session two and three in the training. We have agreed to meet more often to be able to cover the three sessions. They also suggested we use more of experience sharing so that they can draw much from experience of others."

"The attachment theory is very important as they have understood it well, and it will help them to handle their foster children with love and care without get tired. From the separation discussion, they now realized that other children are sad /are not happy with he new placement areas due to the previous separation and traumatized. Therefore they need care, love and time to accept the new placement area."

Why is the sharing of early experiences of separations important for creating professional openness and dialogue in the group?

“From that task caregivers were able to feel and reflect on their own past experience as the result they learn to understand their children behavior and emotional support. Some caregivers confessed that the love they experienced during their childhood from their alternative caregivers in kinship care supported them a lot to be there. Their relative showed them much love that they were able to cope with various life situations. Some also confessed that themselves somehow behaved somehow similar to some of the children they raise in alternative children.”

“Some are grandmothers who were able to advice the younger kinship mothers and encourage them through the challenges they are experiencing in their homes. This is helping in creating a network of support that the caregivers can draw on as they provide care in their families. This sharing of experiences is also important because the caregivers realized that they have also felt the same emotions of separation that some of their kinship children have faced and they were better able to connect with those feeling and understand the children better. This will allow them to provide better care for the children in their care”

What did the caregivers say in general about their own experience concerning loss and separation when they grew up?

“They realised that they had suppressed many negative feelings since the family expected them to cope naturally with the deaths of their own parents and especially most realised they were still affected by the loss of their mothers whom they were so close to. It made them to realise that the children are also probably having the same negative feelings since they have lost their close family members whom they loved and they have to start attaching to a new family, even though it is a kin family, one caregiver commented that "its not like a real mothers love" which many caregivers understood and agreed with.”

“They also discover that most of the persistent behaviour of the children they were experiencing are the result of unresolved separation and loss experienced by the children”

“There first separation was very painful and it led them to become who they are today. Also they said that through their past separation, they will ensure that they will raise their foster children's with love and care and be close to them to allow them to grow well physically, mentally, and spiritually.”

How did the interview process affect their understanding of the behaviour of the children in their care?

“It helps them to see what they did and understand that children have also similar feeling and challenge. The process helped them the need to support their children. It helps them to look at children and help them besides fulfilling the basic physical needs. It helps them to understand the challenges they face particular the emotional and psychological aspects.”

“Most of them learned that they need to show more love and closeness to the children, also they is a need to have more information of the background of the children their raising. They thought knowing children's back ground or connection of the to their biological families will manage them to provide good support to the children.”

“It made them aware that some of the behaviours portrayed by children in their care especially rudeness and rejection of the caregiver does not mean that the child is bad but is as a result of separation the child felt when he/she was moved from the primary caregiver.”

“They said the interview was like a mirror to them reflecting the children in side them. They discover that what the children do in one way or another is more less the same with what they did some times when they suffered the loss, being during childhood separation from the parent or separated from their spouse during adulthood.”

Module 2

What did caregivers report from their observations?

“Caregivers reported that observation task has helped them to understand their children. Learn what pleases the child. Learn what makes the child cry. Understand the reason the child cries. Understand the child's reaction and support him/her”

“They reported that children in their care have different behaviours, some are happy children and some are moody. Also, they said that now they can know what makes children happy, sad or even when they need something from the caregivers. The observations made them notice some behaviours that they didn't observe before.”

“It was as if they were being enlightened on their daily life and how to deal with the situation. Most of caregivers were having trouble on understating some behaviour of their children. The course provided them with clue on best way to cope and support their children.”

How did the observation task affect the caregiver's understanding of children's behaviour?

“A good instance was shared by a mother, a foster parent at SOS CV. She shared on how the observation task has helped to deeper understand the difference between the two children

among the others who are under her care.

From observation, she was able to go further in identifying root-course of the characters demonstrated by a quite and reserved child between those two. These characters were developed due to fear of separation as a result of attachment to her diseased parents."

"They were able to understand their role in children's life how much they contribute to the their relation to the society and emotional by being there and understand them. They can to realize if they provide a secure base at early stage they will have less trouble dealing with the children in old age."

"Through the observation task, caregivers became more aware of what motivates their children's behaviour and how the children express themselves."

"They observed that children were attached to them so when they were leaving some children cried and were soothed by their caregivers. Other children asked a lot of questions as to when the caregiver will be back. Others escorted the caregiver out of the house/compound before saying goodbye."

"Most of caregivers confirm to now understand why foster children behave in a certain way and what they can do to reverse the situation. The training and observation exercise motivated them to engage more on child care especially be available for the children."

"Caregiver's understanding of children's behaviour have now developed and increased. They are now understanding that, some of the child behave the way they are because of their past traumatized separation experiences. They (mothers) realized the importance of attachment and also they are ready to show cooperation even for the new placement of foster kids. They have removed the mentality that the children are angry and stubborn because they don't want to live in a new placement."

How did the foster parents respond and comment after watching the secure base video and hearing your explanation of separation anxiety, attachment behaviour, and exploration behaviour during training session 4?

"Most of them were moved by it. They worried on what they used to do previously. They understood the benefits of secure base in the development of each individual child. They have understood that they can do it with out spending much time with the child. They have understood how to help the child while doing the household chores. They have understood how to let the child feel confident. i.e. engaging the child in the household work they work."

"They were amazed to know that when the children cling to them or cry when the caregiver is leaving is due to fear of separation/ separation anxiety and this behaviour is due to the

attachment the child has toward the caregiver. Therefore they is a need to slowly by slowly to make that child feel safe in spite of your absence by creating a secure base."

"They were impressed with the two theories (attachment and exploration). They wished the session could continue"

How did your work in this session change their understanding of how they can make children feel secure, and encourage play and learning?

"The lessons they have learned helped them to give time to their children. Some of them witnessed that it is by fatter better to try to understand the child in order to help him/her. They also suggested that such training should be given for the larger community to let many children and caregivers benefit"

"The caregivers understood that they should give their children more time to play with their peers since it will develop the children's social skills, and when they play with the children the children may develop trust in them."

"They realized the importance of attachment in developing the exploration system of their foster kids. And also they learned that a placed child needs to have a focal person so as to develop and build his/her trust to a new placement. Furthermore, they understood that even the performance of their kid at schools depends on the secure base, which it has to be developed from a very beginning of placement."

Module 3

What did caregivers report from their observations between session 4 and 6?

"When the caregiver acted as a secure base the children were able to play on their own however some of the young ones clinged to the caregiver."

How did the observation task affect the foster parents' understanding of children's behaviour?

"The foster parents who previously assume that feeding and keeping the child is enough have understood the benefits of attachment and secure base in the holistic development of the child particularly in his/her brain development, social relationship and trusting people including his/her caregivers."

“They were able to realize that their absence from the children creates fear, anxiety and anger in the children especially the smaller ones.”

What were the caregiver responses when learning about relations work, and the five dimensions of secure care behaviour?

“It was also shared to the group that the five dimensions on secure care behavior are like magic in caring for children how ever the group wanted more discussion and more time to work on the five secure care behavior dimensions.”

“Mothers feel more comfortable to their children and do not take the task as employment only but have love in how they raise the children.”

“They saw the importance of motivating children to perform tasks, being available for your children when they need your help, being able to give meaningful responses when giving feelings to a given action for the child to understand and responding to an angry or irritated child by being calm, firm and kind.”

“Knowledge on relation work help caregivers to plan how to practice the new knowledge by working with children with the aim of helping them develop new thoughts and feelings towards others.”

“The care givers appreciated very much the training and said although they once been trained on child care but this training is very different as it gives them the tools to improve their care. Some admitted that they had a wrong understanding of attachment and its importance but now they are enlightened on the subject. Some said they did not know the importance of contact in caregiving and how it can provide the child the secure base”

How did this new knowledge change their understanding of how caregivers should behave to improve relations with children, and improve their own caregiver behaviour?

“They admitted that they have changed on how they now look at their job as professional caregivers/parents”

“Most of them realized raising a child is more than a profession or employment rather than honest passion and love of doing so. When you raise children with passion and love you will support them to develop well and pay attention to their reaction at different stage.”

“When asked if they feel the course is important, the caregivers said they wish they are given more of the course as it is very important in their care giving role. It improves their relation to

children and now they know that it does not only improve relation but it open bright avenue for children learning. The course also helps them to be close to their foster children."

"Absolutely, the knowledge has changed caregivers understanding of how they should behave to improve relations with and their own care behaviour as they have increase the spirit of involving children in performing home tasks like sweeping, cleaning, cooking, washing etc. They have narrowed the gap in terms of relationship as they discuss sensitive issues together and even make jokes. ... Love between caregivers and children have increased. Caregivers don't use much energy to instruct children to perform their daily tasks."

What has happened in your relation with the caregiver group?

"The experience is very good and interested despite the fact that the mothers have many years of taking care of children they seemed to be enthusiastic to learn more things and refresh more. They were very calm and open during all the sessions and as time goes by they seem to be very open and enjoy the learning."

Module 4

What did caregivers report from their work between session 6 and 9?

"Some of the caregivers reported that as much as possible they tried to be responsive to their children. Some who were trying to hide themselves when they leave to work started to make sure that they don't leave before saying bye or hugging a child."

Did they succeed in combining task and relations work with their foster children?

"Some of them succeeded. Some of them are on process and some are trying to figure it out particularly men who have infants. But the female caregivers have reported that they are trying their best and witnessed that the value of combining task and relations particularly with those having children above the age of 4 is good even if it needs lots of patience."

What developments can you see in the caregivers' abilities to perform their work plan activities?

"Caregivers have developed skills of patience when children come up with difficult behaviors, they are now listening to the ideas of children, now they know how to recognize happy children and sad children, working with children has ensured task sharing unlike before when they were working alone, caregivers are able to give children free spaces to express themselves."

“The care givers are enjoying the lessons saying it help them with their day to day activities and giving them the answers to many questions they sometimes ask themselves on why foster children some times act in a certain way.

I see them embracing the lesson and doing any homework given, the spirit which if cultivated will help them improve the situation of child under them”

“There are noticed developments in the caregiver's abilities to perform their work plan as per the following:

- They become more inquisitive and creative*
- They understand the concepts easily and clearly*
- They perform tasks effectively*
- They enjoy learning*
- They become focused on what they are doing”*

What are your thoughts about the caregivers' abilities to recognize avoidant, ambivalent, and disorganized attachment behaviours in their foster children?

“As we watched the videos and they went through characteristics of each category of insecure attachment behavior you could hear them exclaim " Oh that describes one of my child in the house". In fact they wanted more details and took keen interest when we were discussing how to handle the children with avoidant, ambivalent and disorganized attachment behaviors. Case studies were presented by the caregivers and as a group we discussed how best can you be able to handle a child in each given category. They asked questions and needed clarification where they missed a point.”

How did this new knowledge affect the foster parent's view and understanding of their foster children's negative behaviours?

“The caregivers commented that at least now they have a clear understanding why some of the children under their care portray negative behaviors. It is not because they are bad children, rude or ill mannered but it is because of separation and loss. Therefore this knowledge of the 3 insecure attachment behaviors will enable them handle the children in a professional way and help them come out of these behaviors. What came out strongly for them to be a caregiver who is calm, kind and firm when working with children portraying the insecure attachment behaviors. In addition they discussed of forming a support group among themselves to be meeting and discussing how best to handle the children who exhibits insecure attachment behaviors.”

“Many have improved their relationship with children with negative behaviors and they know when to talk to children with difficult behaviors and how to help them.”

“This new knowledge affected the foster parents' view and understanding of their foster children's negative behaviours by making them thoroughly understand categories of children with negative behaviour and adapted themselves with the best measures to deal with negative behaviours without affecting children's well-being. This situation has contributed largely on the issues of safeguarding children from physical abuse. Now caregivers have made strong bond and attachment with children with negative behaviour as they are aware that the only way to change negative behaviour for their children is to befriend them (be closer with them)”

Module 5

What tasks and activities did the caregivers do between sessions 9 and 7? What did the foster parents report from their work?

“The caregivers reported that they have been mindful to their own response toward the behavior exhibited by the children. Though they found it a bit challenging they informed that they tried hard not to act like their children. Caregivers who have children who show avoidant attachment behaviour tried to show their children how to express their feelings talk openly. Similarly for the children who show ambivalent attachment behavior they informed that they tried hard to practice to be kind and at the same time firm but they said it is not easy to be like that in a short time. They believe that knowing how to help these children needs hard work on the caregiver first and help the child”

“After understanding the importance of basic attachment, caregivers are improving their practice to create a secure environment. They have also improved on the social and emotional development of children. They have also improved on child protection, care and hygiene of children. They develop a stimulating environment to improve on their attachment with the children.”

How did the knowledge about how caregivers can respond to insecure attachment affect the way the foster parents work with their foster children?

“Out of their practices, they have confessed that they are like they have been rejuvenated in their work of taking care of children and they look forward on the course to give them more skills for better improvement of the children.”

“The caregivers had always thought that it was the child who needed to change their behaviour since they were always "misbehaving and acting strange". But since they have learnt about insecure attachment and how to identify it in their children, they have learnt how their own positive responses will encourage the children to change their behaviour. They

have learnt to be more patient and to provide the appropriate support that the children need.”

What are your thoughts about foster parents’ abilities to understand how dialogues can help children reflect, accept and learn from loss, and start engaging in their lives again?

“The caregivers have understood that especially children from the age of 8 years need to be talked to about what they are feeling and enable them express themselves openly. They feel that dialogues with children is sometimes not a natural practice in kinship families, but they were willing to try it out to assist the children in their care since they realised that they themselves sometimes did not talk to anyone about their own feelings of loss and it is still affecting them in adulthood so lack of dialogue can really impact their lives.”

How did your interactions during session 7 change your relation with the caregivers? Was it possible to create an open and trustful environment necessary for the session topic?

“Relationship with caregivers is improving as the training continues. Caregivers enjoy to discuss and find solutions on matters that affects their lives. They enjoy learning on skills improvement for better relationship with their foster children. Their attendance and participation is very pleasing.”

“Through sharing personal stories, there is trust among the group of kinship cares and myself as a facilitator of the group. This has allowed the caregivers to reflect honestly on their own actions that they can change, such as being harsh and moody when around the children, which contributes to enhancing feelings of rejection, grief and loss all of which contribute to insecure attachment in the children. The caregivers shared how they felt growing up with step mothers and other families who mistreated them and made them feel like a burden and related with why some of the children did not trust them.”

Module 6

What tasks and activities did the foster parents conduct between session 9 and 7? What did they report from their work?

“They reported that they told their foster children about their experience. Since they are taking care of children who were once abandoned, they told their children the different reasons, which force children to be separated from their parents. Even if it is difficult to tell the children that they were once abandoned somewhere, the foster parents agreed to have a strong attachment to help children rely on them. Still they are convinced to help children have a proper understanding of loss and separation and are part of life. They said they can

cite examples of loss from the neighbourhood. They also agreed to get the support of a psychologist when the children begin to ask about themselves”

“They introduced the concept of creating memory books with the children where they can share the memories they have of their loved ones and talk about their feelings. They are still in the process of creating the memory books but they reported that the children were open to talk about their feelings of loss”

How did the foster parents practice dialogues about loss and separations with the children – how did children respond?

“The foster parents practice dialogue with their children by using different examples and stories about loss and separation. The dialogue was for the teenagers only as per organization rules and regulation. The response of the children were not much open as they were filling shame and others were not even want to say anything concerned their loss. Caregivers therefore commits themselves that they will continue practicing the work plan for more days so as to help the children to be safe from too much traumatic pains.”

Why do you think it can be a challenge for caregivers to practice these dialogues?

“It is challenging for the foster parents for different reasons. Talking about loss is difficult. It has pain. The adults can talk about their loss and can tell the child how painful it was. I feel that the case of these children is more painful and challenging for the foster parents. Talking about the wound is not something easy. Unless the child talks about it openly, it is difficult to know that the child feels when he/she remembers about the loss of a parent.

However, the most challenging thing for these parents is that they have no information about the biological parents of these children for the children were abandoned. They have no clue. When the foster parents think about the effects of telling the truth, I think it would be the most challenging issue for them. They don't want to tell the children that they were once abandoned for they know that it affects the child's self esteem and the relationship they have with the child.”

“If the children are more than 10years old, the caregivers reported that it was more difficult to speak with the children about their feelings since the children would close up and not want to discuss their feelings. The group discussed and felt that patience would eventually help these children open up.”

What were the reactions and comments from your foster parents group during this training session?

“The caregivers understood the teenagers under their care since they also reflected on their own journey through puberty and the challenges they faced as young teenagers. They realised how unsure they were of themselves at that age and how this affected their self-esteem and the decisions they made such as sexual debut and drug use. They discussed ways in which they could help the children in their care and agreed that arguing with the teens would only create a rift between them. They said they would practice negotiating with the teenagers and guiding their life choices.”

Module 7

What did the foster parents report from their work with teenagers and care-leavers?

“The mothers report that they were happy to receive such training so far they are in process of reunifying their foster children with their family of origin.

They reported that together with other training they received on leaving care processes and procedures, the ideas from session 14 helped them much since they adds some spices on how to start a discussion with their teenagers and how to enable leaving care to be of benefit to the foster children even through reunification.

Another thing, which they did, was conducting an open dialogue with their teenagers and children based on their age on their biological changes and how they should go about it. One mother reports that, she experienced some significant changes to one of her teenager boy during his adolescence time, of which one among the problem he encountered is enters in bad companies. Therefore, after training he realizes that in most cases, during adolescence period is where friends become of more important than anyone in teenagers. Therefore, she talked with her teenagers and youth on their changes especially on behavior and advised them about friends to be accompanied with. Their children are now aware of what should happen and what they will do especially girls during their menstrual periods.

How did the teenagers react to the new ways of care from their foster parents? Please give some examples.”

“One foster parent also shared how she supported the family living next door. She informed that there was conflict between the parents and the teenage boy. She shared the mother the lesson she has gained on how to deal with the teenagers and has also spent an hour with the boy. She said she is spending fifteen minutes with the mother to share her what she has learned. She said there is willingness by both the mother and the child and believes that there will be improvement.”

“They reacted in a positive way, for example, some have changed their behaviours and also their performance in school has gone up.”

“When talking about issues of sexual behavior and teenagers, it was an area of hot debate to caregivers on how these things can be discussed openly with the teenagers. But during training and after training on techniques of conducting and handling talks with the teens on sexual education and how to deal with the behaviors. They have managed to be open and the shyness among them has declined giving positive sessions.”

Exam

How did your relations change during the training?

“As the days passed and started to explore more things which interested them, the relation started to change and frequent calls were made to help them remotely on issues concerned with the children and teenagers and it is a good way to have people to turn to when ever they have challenges. They have said that they will willingly be ambassadors of positive parenting to bring changes among members of community.”

What is the most important event where you managed to overcome/handle participants’ reservations, resistance, shyness or the like?

“During dialogue sessions when foster parents narrated their experiences on separation caused by loss of their parents. This situation sometimes resulted to crying sharing between the parent and the child. At this juncture I was forced to pause ad sympathies with both the parents and the children. The issue of shyness and reservation rose when we discussed about sexual behaviour. Some parents were so shy and reserved but I managed to convince the parents to teach the children thoroughly as I converted the lesson into religious teachings.”

How did the relations and trust between parents in the group change during the training? Is the group a secure base for all participants by now?

“Through time the foster families have become close friends and they start sharing lots of information among each other. They start to visit the sick family member of the foster parent in the group; come and tell to one of the foster parent who is working at the police office in child protection unit to let them know if there is a child who needs care and protection. These foster parents are encouraging others to take care of children who need care. This shows the strong relationship among the foster families.”

“At the end of the program the mothers actually asked the instructor to continue the training next year as the training has helped them not only how to solve the problem with their fostered children but also made them friends”

“The relationship, which was good from the beginning, continue the same, they shared some information on their Whats app group. They were having fun and jokes and sometimes they support each other to understand well in the way that they can.”

“When the caregivers did the two by two interviews, they started interacting well and when they shared their experiences in the group, they were soon supportive of each other. The younger caregivers would call the grandmothers in the group for advice and support while the younger mothers provided insight into what the teenagers were feeling and how to support them in the home. The group is a secure base since the participants feel free to share and call each other even when the training is not in sessions to support each other.”

What were the foster parents’ mind-sets about how they should relate to children at the start of training? What has changed?

“Prior to the training, the foster parents were bringing up children following the way they were brought up. They had no clue about attachment and its impact on the life and behavior of the child under their care. Their focus was on feeding and clothing of infants and sending the school age children. They were thinking the Amhraic proverbs which belittle children were right and used to consider children as if they know nothing and their needs are food and clothing only. Particularly in a community where fathers are considered as men to be "frightened" inhibited them from expressing their love fearing that the children would be "spoiled". Such wrong understanding about children affected the relationship between caregivers and children under their care. Caregivers have got the opportunity to see their childhood and understand how they developed the attachment behaviour they had and the reasons that made them to be so and the impact in their lives. Now they have understood how secure attachment behavior helps the child in his/her behavior, learning and exploring. They have also understood that they can help children who pass through loss and separation can, change the insecure attachment behavior to secure attachment behavior. As they are practicing the lessons they have learned their interaction with the children there is improvement in their interaction with the children.”

“The foster parents have reported that they have to greater extent changed their understanding and responses to behavior of their children and teenagers and they have confessed that the trainings in different sessions on parenting has helped them a lot in their work of child care and they have changed the lives of their children for good.”

“They had their own way of relating to the children, the new thing that they had to learn was the attachment theory which they have been practising it a lot. The interaction with the children now is getting better”

“The children were to be seen but not to be heard. Taking care of orphans is difficult since

they misbehave and don't listen to new caregivers. This has changed since the caregivers have realized that sometimes it's not only the children's behaviour that needs to change. That if they change how they relate to the children, this can also encourage the children to be happier and have good relations within the home and also with their peers."

"The caregivers thinking that the children were ill behaved made them be hostile to the children and used to act tough and controlling but after going this training they were able to understand their children's behaviours well and they can now help the children through being available and accessible to their children being sensitive and practicing secure caregiving."

"In the beginning of training kinship parents thought that taking care of children is very difficult and children from other parents are very stubborn. Also I observed that caregivers' faces were unhappy. They seem to be in a sad mood however, after several training sessions things were different they started to have smiling faces and became very charming."

How did the caregiver mind-sets affect the way they interacted with children? How did their mind-sets change, and how do they interact with children now?

"Their mind-sets were dominated by the beliefs they had and the relation was normal based on the cultural settings. What has been an interest is how they have changed as time passed and trainings go deeper trying to expose them to children and teens scientifically as what they have called once. They completely changed when it comes to the question of child care and now they see it positive to interact with children and discuss issues openly and find solutions that are to both parties positive."

"Some session made caregivers to understand the children more especial the effect of separation. During the session some caregivers shared their experience and were able to understand how the children they are taking care of are affected. This helps them to reduce anger or hurt on their negative reaction. They felt the need to support them to overcome the situation instead of judging them."

"The caregivers are more conscious of how they relate with their children and how they speak to them. Since they have also experienced loss, they can imagine how these children are feeling and so they are more patient with the children and are not so quick to label them as difficult. They know the importance of including the children in their own daily lives to participate with them in different activities since it shows the children that you care about them and you value them and above all, that you want to spend your time with them. Through this they have discovered different talents and abilities the children have. One caregiver found that her young nephew knew all there was to know about poultry keeping and she has since started a small poultry unit that they manage together."

“At first parents were not interacting with children that much. But after the training, foster parents learn to be patient to children with for instance negative attitudes and how to help them develop positive behaviors.”

“Some belief for example that as the foster parent they should not establish closeness with the younger children, as they may be hurt when they leave even for a short while. They now learn that this damaged the relationship and emotions of the child. Instead of avoiding closeness, they have to learn how to separate without hurting the child emotionally”

“The caregiver mindset affected the children as some times the children were innocently punished and thus created antagonistic tendency among them. This resulted to children to hate the caregiver and vice versa, something which leads to stagnation of children's development and also caregiver's work to be very complicated. Their mindset changed completely following the trainings and now they take their childrens great friends. Love has prospered following strong interaction among children and caregivers as each child participate fully in all domestic activities as per his age and level of understanding”

“Caregivers’ mind-set changed a lot and that affected the care they gave to their children. Before training they did not know how to speak and interact with children and even how to manage consequences of loss and separation to children. But after the training they became aware of how to live with children who experience loss and separation”

“Fairstart training helped them in many ways, they are now happy, working and collaborating with their children and helping their children to move from pain to resilience. They are also using various stories and activities to start conversation with their kids. They thanking Fairstart training for the training, which brought about new hope in their families.

Why do you think these mind-sets and interactions have changed?

“I think this change in mindset is because of understanding the attachment theory. We always take it for granted that children will bond with whomever they are living with but we forget to appreciate the former connections they may have had especially since they are in alternative care. The caregivers have understood why some of the children are overly attached to them, while some of them seem more distant and have got the skills to become secure bases for the children. This has led to happier relations between the caregivers and the children.”

“These mindsets and interactions have changed due to proper trainings the foster parents have undergone and also the training activities, which fully involved the children. This situation resulted to the foster parents realise their rights and responsibilities towards their children and also the children realise their rights and responsibilities towards their parents.”

“On my side, I think mothers’ mindset has changed because of the obtained knowledge from the training sessions. The package was full and satisfactory. For instance, on issues of first separation mothers understood now why some children act the way they do. Through sharing of their first separation and how it affects them, they agree that they have to change their attitude on those children who come in the family at first time. They agreed to help them and others who seem to be unhappy and with fear all the time.

Also, on attachment theory, they understood the important of strong attachment as well as secure base for the development of their foster children.

Also they learned on how to include children in the many practical activities such as cooking, backing and cleaning without interference with Child protection policy that is not to work as adults.”

Why do you think these changes (changes in child behaviour towards caregivers and other children) have happened?

“The most useful and helpful module was on how to help a child to turn experienced pains to resilience. The caregivers ability to open-up and encourage open discussion with their foster children was among the important technique deployed in helping the children.”

Appendix 3a: Instructors' reflections on their own development

Module 3

What has happened in your relation with the caregiver group?

"As we are staying together, we discuss more openly. Some are sharing their challenges. I can say I came to know more deeply each caregiver and their children"

"The caregivers are becoming more free, interactive and engaging to the training session. This is due to the sharing which demonstrated by themselves on the realities daily practices."

"The relationship has progressed on well. The learning atmosphere has been good where thoughts, feelings, responses and suggestions have been freely shared. Their reception of new ideas relating to childcare has been good and even some are eager to know when the next session will be and what will be covering in the session."

"My relationship with caregivers has increased as they praise me for the good support, which make their work to be easier. They feel that the course has showed them the best ways to deal with children without harming them. Therefore, they have shown good interest in learning the courses."

"My relationship with the caregivers has improved much compared to the first day of training. This is because I was new to them and vice versa. Now we are living as mothers and daughter.

When it comes to discussion everyone is free to contribute her ideas concerning the issues. Though it brought about misunderstanding for sometimes but at the end we agree on the important things and continuing. They also share their challenges very openly and we seek answers together and having a common understanding at the end."

How has your behaviour as an instructor changed from your first training till now?

"First of all I want to tell that I have learned a lot. As a person who works with children and young persons, I can say I have learned a lot on how to build relationship particularly accessibility."

"I have learnt a lot about childcare, attachment and I have understood the relationship between caregiver and children"

“It has much changed because as we proceed I am becoming a facilitator and they are the drivers, which is very good. They have learned that they have some skills and potentials that are worthy and can be used to teach others in the community and also the facilitator. The training has improved my relation with the children that I am raising at home who are not my biological children as well.”

“I am able to understand the uniqueness of each caregiver, their leaning styles and how to ensure that each caregiver leaves the session with a concept learned.”

“Training in fact is not only very important to caregivers but to all of us. I personally did not knew the importance of secure base for children learn and did not knew that poor progress of children at school might have been caused by their early upbringing. Now I know that we are not only giving the childcare but we are providing the base for his or her entire life. In that case we have to make sure we are giving the best.”

“The trainings have improved my performance capacity towards my profession. They have given me wide scope of constructing strong teamwork with mothers (caregivers)”

Why do you think it is important to develop your understanding of your role as an instructor?

“So as an instructor I have understood that my role is to facilitate learning so that it becomes effective. If I properly understand my role and act, I know that the learning process will be effective and both the parents and children will benefit out of it and it would be fruitful.”

“It is very important so as to improve the caregivers skills and understanding that I am there to support them to improve their parenting skills and not to correct them. That I am learning from them the good things and skills that they have in order to share with others who have less or limited skills on that area so that we can improve the well being of children who are ta risk or who have lost care of their biological parents.”

“For me I am not only training as an instructor but in actual I still be with many care givers (SOS mothers) in providing care to children. Having a good understanding of care I will be in a good position to instruct and coach the mothers to give appropriate care to children. The care, which will provide the secure base for the children.”

Module 5

How did your interactions during session 7 change your relation with the caregivers? Was it possible to create an open and trustful environment necessary for the session topic?

“As we are spending more time, there is more openness. We are having good relationship. Caregivers are openly speaking their challenges. Some even reflect their feeling openly.”

Module 7

How did your relations change during the training?

“My relationship with foster parents especially the senior SOS CV Mothers was positively changed with time. This is after the intimate interaction throughout the training whereby a room for sharing personal life experience as parents was encouraged during our training sessions. Shared feedback and work-plans as well as support to way forward after training was also contributed in improving my relationship with trained caregivers.”

Additional comments

“Thank you for the training. I have gained a lot. Particularly the secure attachment behavior. I have clearly understood the changes we need to do in SOS Children's Villages to help children develop secure attachment behavior.”

“Thank you Fairstart for the skills and knowledge that you have impacted to my life and career.”

“The course was a very good course and one of the things i appreciate about it is that it allows the caregiver to reflect back on their own experiences that they had buried deep within them and understand why they parent the way that the do. It allows the caregiver to understand that it is not the child who is bad, but if we change how we parent the child, the child has a better chance of forming healthy attachments that influence positive behaviour and healthy brain development meaning the children will be better parents as adults.”

“I highly appreciate this training as I have learned a lot from the chis course and the participants in the group I was training.”

“I also appreciate this training and I am grateful for the skills and knowledge I have gained.”

“Thank you very much for working with me throughout the course supporting us. It has been a pleasure having worked with you in this course.”

“Generally the training was very meaningful I would like to request for another training sessions so as to boost our works”

“I should first want to acknowledge that the training comes in an important period in SOS transformation period. It comes when the re reunification of families is taking place among SOS families.”

Appendix 4: Average answers to questionnaire

Questions	Average score on 1-5 scale
1. Is the language and instructions in each instructor module comprehensible?	4,8
2. Is the interplay between online learning and practical training of caregivers logical?	4,4
3. Did you feel well guided through the education process?	4,5
4. Was the structure and content of the peer assessments useful for your own learning and development process?	4,2
5. Was it easy for you to find the relevant training sessions?	4,9
6. Did you feel well-prepared before performing the training sessions?	4,1
7. How was it to be part of an online class with students from other SOS CV departments?	4,4
8. How well did the peer assessments work?	3,7
9. To what degree did you benefit from the other students' feedback?	4,0
10. How will you rate your own professional development in this education?	4,7
11. How will you rate the value of professional development for your organization?	4,8
12. To what extend do you feel you can use this education in your future work?	4,8
13. Did you feel involved in the education process?	4,6
14. Was it easy to adjust your training to the local culture and circumstances of your caregiver group?	3,9
15. How was it to balance your different roles as an instructor? (educator, facilitator, dialogue partner, observer)	3,9
16. To what degree did you benefit from the 3-day introduction seminar?	4,5
AVERAGE	4,39