



Save the Children

ONE YEAR OF TRANSFORMING CARE

An annual report about Save the Children's trauma-informed care programme in Sweden in 2017

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AN INTRODUCTION TO TRANSFORMING CARE IN SWEDEN

HOW CAN WE MAKE A REAL DIFFERENCE FOR CHILDREN AND ADOLESCENTS FACING SEVERE CHALLENGES IN LIFE? This is the question Save the Children's Transforming Care team has asked itself during 2017. Since we started our work in 2015, we have aimed to disseminate our approach to trauma-informed care to a wide audience in Sweden and have watched as it has become established across the whole country. There is still a large thirst for knowledge and a need for influential adults to be able to reach out to children who have suffered trauma and severe distress. So in 2017, Save the Children's Transforming Care team has continued to concentrate on giving training and seminars. However, we have also taken careful consideration of what is needed in order for the Transforming Care approach to remain in focus at workplaces long after we have carried out training there.

"I will never forget what you said about me making a difference to the lives of my students. When things are difficult, I will think about the important role I play despite all the difficulties." To hear these words from a participant warms the heart of a course leader. As an instructor in Transforming Care, this is exactly the message we want to get across. "Important adults" is what we call those people who are around children and young people in their everyday lives. We use this term to underline just what an influential person they are; someone who is able to make a real difference. During the year, Save the Children's Transforming Care team has met teachers, staff at residential homes, social workers, coaches, care-giving parents in family homes, staff working in school-age childcare, teachers, day nursery staff and many other people whose work is dedicated to making vulnerable minors feel safe and supported in a positive way.

So that these important adults have the chance to make an even more lasting difference in the lives of vulnerable minors, in 2017 we have focused on the implementation of Transforming Care. An evaluation of our work shows that there is a need for tools and refresher courses to really enable Transforming Care to become established throughout an entire organisation. What happens when all the staff in the same team at a school or at a residential home have the same frame of reference for how to work with trauma in an informed way? What influence does it have on children and young people if the approach is sustained over a long period? In order to explore this, Save the Children has prepared a programme for developing competence in trauma-informed care. Apart from basic training in Transforming Care, Save the Children carries out consultations and trains special Transforming Care ambassadors. There is a certain status attached to becoming an ambassador. It means that you take responsibility for reminding people at work about the approach and you liaise with management to make sure that Transforming Care is implemented throughout the organisation. The results are already apparent and we have heard about participating schools who have noticed that there is a calmer and more supportive atmosphere for the pupils while the staff have gained access to a common set of terms they can use to tackle difficult situations.

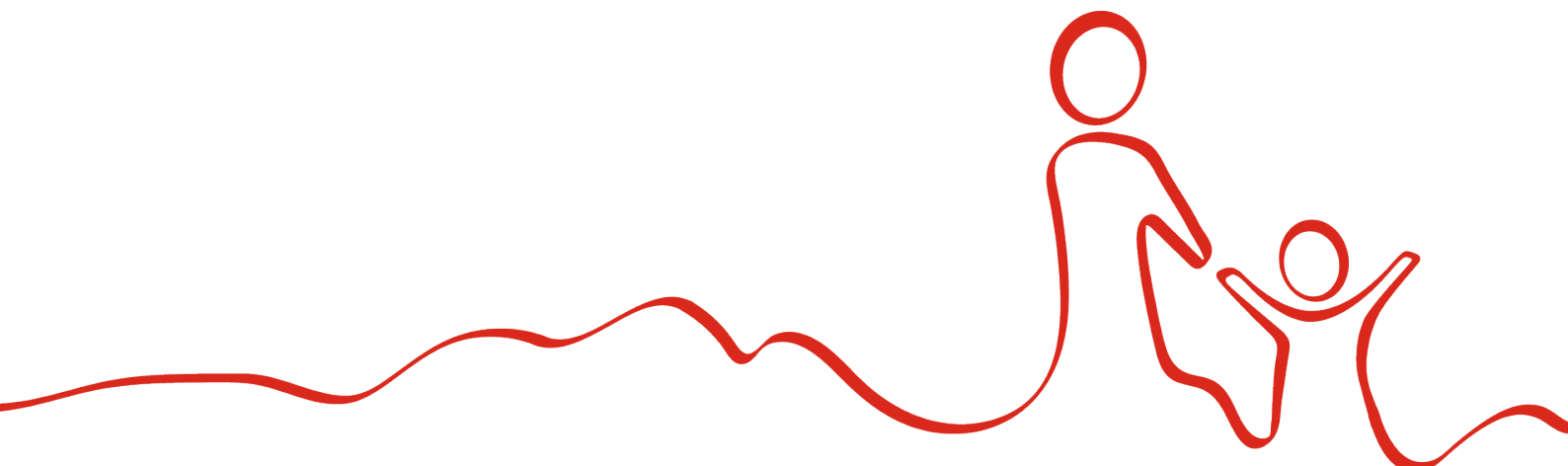
We are struck by the dedication we meet no matter where we go in Sweden. From Jokkmokk in the north to Ystad in the south, there are amazing people who have the energy to fight for the rights of children despite all the challenges in their way. We want to thank you for being there for children and young people. Helping you to keep hope alive by providing you with tools and a common frame of reference is the least we can do.

Transforming Care

TRANSFORMING CARE is a research-based approach that Save the Children uses to help and guide adults to understand and meet the basic needs of children and young people who have suffered serious and traumatic events. The specific name for this approach is Transforming Care (Bath & Boswell 2015) developed by the Australian psychologists Howard Bath and Diana Boswell who have 40 years' experience of working with children and young people who have been exposed to trauma. They find that those who have had to deal with severe distress or have been exposed to traumatic situations need a healing and social setting in order to recover. Based on current research, there are three basic needs that should be met in a child's environment in order for the healing of trauma to take place:

- Safety
- Connections (the need for positive relationships with caring and interested adults)
- Coping (support to create good coping strategies that make it easier to manage thoughts, feelings and behaviour).

Transforming Care is based on the knowledge that a large part of the healing process for a traumatised child or adolescent takes place in their everyday environment and in contact with the influential adults around them. These important adults are those who have a connection with the child or young person on a day-to-day basis. They could be teachers at school, staff at after-school childcare, care-givers in family homes, social workers and coaches. Transforming Care does not cover everything that a vulnerable child needs but should be seen as a complement to therapy and treatment.



Background to Transforming Care

The need for expertise on trauma-informed care was first brought to the attention of Save the Children at their treatment centre called Centrum for children and young people who have been exposed to serious distress in their lives. The staff working at Centrum observed that there was a big need for expertise among the professionals who deal on a daily basis with children and young people who are facing severe challenges in their lives. There was a clear need to learn more about how traumatic events can affect minors.

The staff at Save the Children noticed that this need was particularly large among adults dealing with child refugees. Many of the children and adolescents who arrived in Sweden unaccompanied expressed their loneliness and anxiety to Save the Children representatives. They also expressed a need for relationships built on trust and caring. In 2015, Save the Children began a collaboration with Howard Bath and Diana Boswell to train themselves in Transforming Care and to develop the Swedish version called Traumamedveten omsorg or TMO for short.

The Transforming Care team

Save the Children's Transforming Care team consisted of 15 people in 2017. Most of them were course leaders but some worked with administration. The course leaders are all psychotherapists or social workers with a great deal of experience of trauma treatment.

Today, Save the Children continues to work closely with Bath and Boswell to keep up to date with any changes needed to the Transforming Care training material based on the latest research in the field of trauma. Bath and Boswell's training material has been translated from English into Swedish and adapted to the situation in Sweden in keeping with the values of Save the Children.

The Transforming Care team has also developed its own follow-up courses where the focus is on the implementation of the Transforming Care approach in practice. Initially, most of the participants on our courses worked with child refugees but now we train the important adults who meet children in all the areas prioritised by Save the Children: child refugees, children who are marginalised either socially or economically and children who are the victims of violence.



She didn't ask anything. She just knew.

AN IMPORTANT ADULT IS a person who always fights for what is best for children and young people. As part of our courses, the course leader talks about what this means and asks the participants to describe an adult who has been important in their lives. This is a way of getting the participants to apply what they have just learnt by thinking and feeling what it is like to have such a person in their lives.

After the course is over, it is quite common for participants to send us stories about an important adult for them who they remember with great love and affection. One such story came from Mona* who attended one of our two-day courses during spring 2017. This is her story.

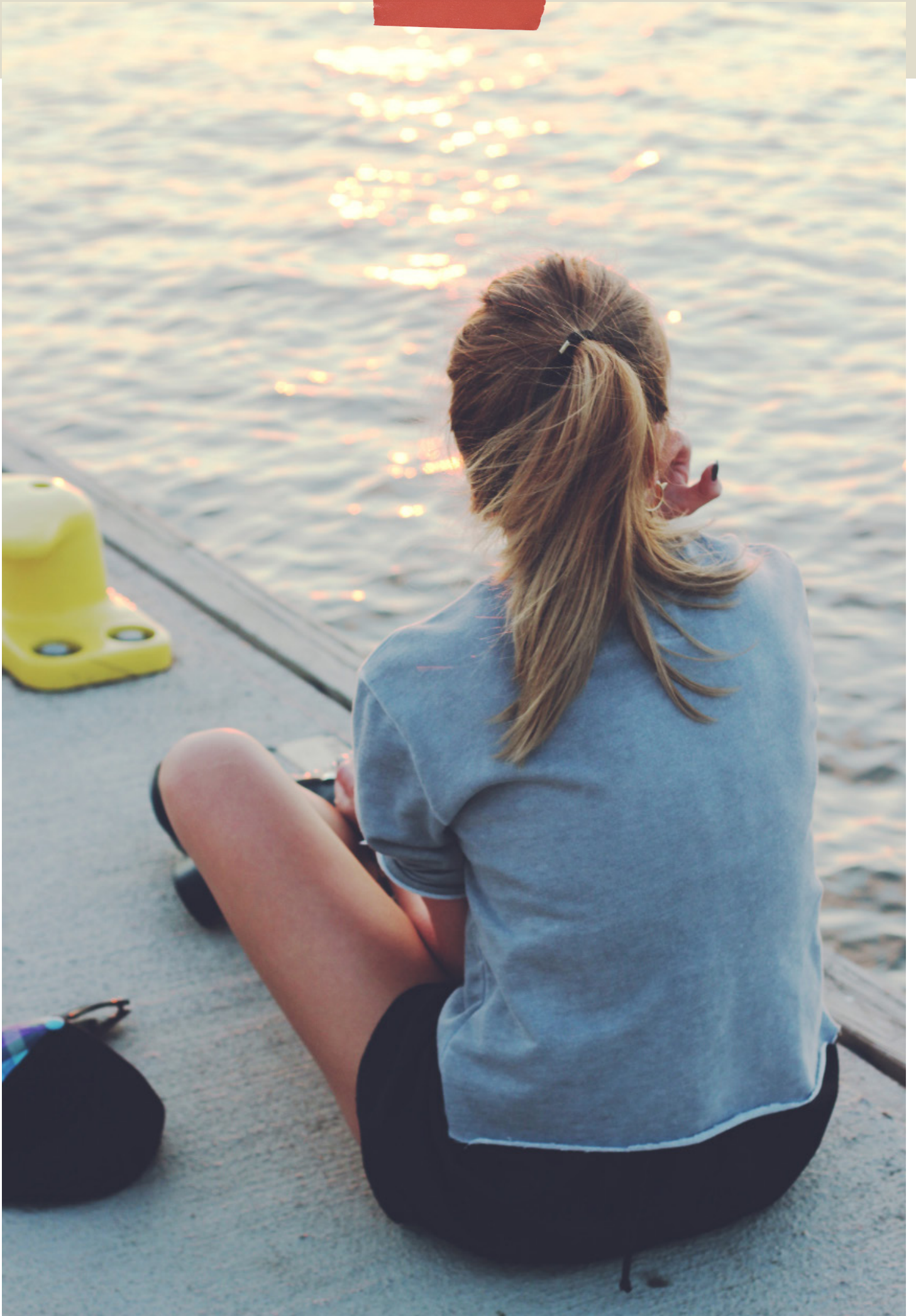
“You made me realise that the special person was my teacher at secondary school. She never asked anything. She just knew. She never told me off for anything despite the fact that I behaved badly and badmouthed others – in particular all grown-ups. She just patiently stood by my side.

She never asked why I didn't go to gym lessons. She never put me into a situation which would make me feel awkward. She helped me to sew my dress for the school ball in the evenings because she knew I would not go to the ball otherwise. She sent Christmas cards to me and not to anyone else. She made me feel worthy. She believed in me.

I wish that a grown-up had told me that my behaviour did not depend on me but on what had happened to me and my situation at home. I would like us to tell young people that they are no different. Their reactions are 'normal'. What happens is that their mind is just acting out certain issues because of the baggage they are carrying around.

Tonight I am going to sit down and write a letter to my old teacher and tell her what an incredible influence she has had on my life. I want to thank her for everything she did for me.”

*The name has been changed and the character in the picture is a model in order to keep the person's identity confidential.





How have we worked with Transforming Care in 2017?

DURING 2017, SAVE THE CHILDREN'S TRANSFORMING CARE TEAM team has primarily worked with two-day training courses. We have also held shorter seminars, one-day training courses and supplementary training. In addition, we have trained course leaders in Transforming Care as well as discussion circle leaders in Snacka Loss! (Speak Freely in English). The team has collaborated with several national and regional organisations and authorities during 2017. This includes the National Agency for Education, the Swedish Agency for Youth and Civil Society and the Swedish National Board of Institutional Care's unit called IVO (responsible for inspections). We have also continued our close cooperation with Bath and Boswell, which enables us to keep our high quality training material up to date with the latest findings in research. In conjunction with the Psychology Faculty of the University of Gothenburg, we have gathered feedback by handing out questionnaires to participants at all of our training courses. Based on the findings from questionnaires, we realised the need to develop a supplementary training programme for staff at schools as well as a consultancy service on trauma-informed care.

Collaboration with the National Agency for Education

In early 2017, we began a collaboration with the National Agency for Education. Their department responsible for the education of new arrivals to Sweden had been alerted by school teachers around the country that they saw a need to learn more about how young people are affected by severe distress. It was recognised that greater expertise was needed about how school teachers and other school staff could reach out to children who had suffered trauma. The National Agency for Education began a tendering process in spring 2017 to procure the necessary expertise. Save the Children sent in a tender that was accepted and after that a collaboration was started between the Transforming Care team and the National Agency for Education.

The team made a proposal for supplementary training tailor-made for schools. The programme was developed with the aim of giving every participating school the opportunity to adopt a trauma-informed approach. The proposal was based on Howard Bath's and Diana Boswell's recommendations and experience. Evaluation work was done by the Psychology Faculty of the University of Gothenburg and input about implementation was received from the National Board of Health and Welfare.

The competence development programme in 2017 for school personnel consisted of four modules running over the period of one term. Starting with a basic two-day training course, this was followed by the training of specific ambassadors in trauma-informed care, a course in secondary traumatic stress and empathy fatigue as well as consultancy work. The course leaders had regular contact with the head teacher, ambassadors and other participants. During autumn 2017, seven competence development programmes were carried out as a pilot project.



HI MALIN!

TELL US WHAT A CONSULTATION IS ALL ABOUT?

– Consultation work is a way to making Transforming Care into a more practical tool. When we are out lecturing, the participants often ask us for tools they can use. During a consultation, they select one child they are working with and we try to apply the knowledge gained from Transforming Care to that particular child.

WHAT KIND OF DIFFERENCE CAN A CONSULTATION MAKE?

– When a group of co-workers put their heads together to discuss a particular child and think about what else they could try, it has a bigger effect on the mental wellbeing of the child. The consultation results in the co-workers looking at what the child needs from their different perspectives. You don't need to do much but if all of you do a little, you can increase the child's wellbeing and heal trauma in the long run.

Secondary traumatic stress and empathy fatigue

In 2017, Save the Children's Transforming Care team developed a training course in secondary traumatic stress and empathy fatigue. Special questionnaires that were handed out at the training courses showed that there was a risk of secondary traumatic stress and empathy fatigue in professionals who work with children and young people seeking asylum. During the year, the team has conducted training courses on this subject as part of the competence development programme.

Transforming Care consultations

The idea behind Transforming Care consultations is to give participants an opportunity to put into practice the three pillars (Safety, Connections and Coping) by applying them in their work with children and young people. There are three consultations with one of Save the Children's course leaders who trains a group of up to ten people at their workplace. The goal is to equip staff with tools in the form of frames of reference that can be used in their day-to-day work to help children and young people develop their ability to manage feelings and emotional states. Another goal is to allow the staff to discuss how to create safe environments and good connections with the children and young people they meet. During the consultation, the staff select one child that they are particularly worried about and then use their knowledge of Transforming Care to provide a trauma-informed approach to the care of this child.

The development of consultations as a training forum is based on the analysis done by the University of Gothenburg during 2016 and 2017. Care-givers at residential homes for minors who took part in the evaluation process were in agreement that they lacked tools for putting the knowledge about Transforming Care into practice after completing their basic training. After the Transforming Care team at Save the Children had seen the findings on implementation from the National Board of Health and Welfare, the consultations were developed.

“The benefit of the consultations was that the knowledge I had gained finally sunk in and I was able to practise what I had learnt directly with the kids at school. There was one boy who had been absent from school 80% of the time. We decided during the consultations how we were going to reach out to him. As the weeks went by, we were able to show him how his attendance record at school was improving steadily. It was incredible. We all agree that it was the Transforming Care approach that made the difference.”

- Teacher

Training for discussion circle leaders

Snacka Loss! in Swedish, which means Speak Freely in English, is a method of conducting a structured discussion for a group of children and adolescents who have come to Sweden as unaccompanied refugees. Group discussions like these should take place at the residential home for refugees and are usually led by the staff at the home or by active members of the local chapter of Save the Children. We have developed the Speak Freely material ourselves and worked with it since 2015. The goal is to support the mental wellbeing of minors who came to Sweden as unaccompanied refugees. One of the ways of doing this is by creating a safer environment and better connections at the home and in school. Young people develop their own strategies for coping with anxiety and stress. The discussion circle leader training is a supplementary course for those who have already taken the basic training course in Transforming Care. During 2017, four of these discussion circle leader training courses were held and the training material was also evaluated.

Collaboration with the Swedish National Board of Institutional Care

Through our collaboration with Howard Bath, we were able to introduce the Swedish National Board of Institutional Care to Transforming Care. During November 2017, Bath held a four-day training course in trauma-informed care for a group of counsellors employed by the Swedish National Board of Institutional Care. These counsellors are now qualified to teach Transforming Care within their organisation. Representatives from Save the Children also attended the training course and followed up by going through our material in Swedish for our trauma-informed care programme. The collaboration between Save the Children and the Swedish National Board of Institutional Care is planned to continue with the focus on the Transforming Care training material.

Collaboration with the Swedish Agency for Youth and Civil Society

Save the Children's Transforming Care team had a collaboration during autumn 2017 with the Swedish Agency for Youth and Civil Society. Transforming Care now forms a part of this agency's guidance on the website youmo.se which gives advice on talking to young people who have recently arrived in Sweden on such subjects as health, sexuality and equality. Save the Children gave lectures on the Transforming Care programme as part of 10 one-day courses held to launch the new guidelines. The one-day courses were aimed at professionals who work with new arrivals in Sweden. The courses were arranged by the Swedish Agency for Youth and Civil Society in conjunction with regional authorities and county councils all over Sweden.

Funding from the Public Health Agency of Sweden

In autumn 2017, Save the Children's Transforming Care programme received funding from the Public Health Agency of Sweden with the aim of promoting mental health and preventing suicides among children and adolescents who are refugees. Thanks to the funding, we were able to conduct several training courses in Transforming Care, primarily aimed at voluntary organisations and officials in civil society.

Four-day training course

During 2017, Save the Children offered a four-day training course in Transforming Care for professional counsellors and social workers. The aim of the course was to give people the opportunity to train in Transforming Care within their own organisation or unit. During May 2017, a four-day course was held for a group of 20 participants. In 2017, the work continued on developing a digital network of professionals who are trained as course leaders in Transforming Care.

MEDIA AND COMMUNICATION

DURING 2017 our course leaders and the Transforming Care approach have received some media coverage and other forms of publicity. Transforming Care has been written about in local newspapers and on opinion pages. Our course leaders have featured in several different publications such as the magazine ETC, the Borås local newspaper and the trade publication for school-age childcare, Fritidspedagogik. Local municipalities and other authorities as well as the national ombudsman for children's welfare and the National Agency for Education have also written about Transforming Care on their websites in connection with breakfast seminars and lectures.

*"...And it (editor's note: Transforming Care) is a medicine that Save the Children wants to give to all children who have suffered from trauma. Rebecca Dahl and her colleagues teach Transforming Care. This is not a form of treatment designed for counsellors to have in their repertoire but an approach for everyday work that everyone who works close to children can adopt."**

- Participant

*"My meetings with those who work at residential homes with unaccompanied child refugees have inspired me and given me hope that there are people out there who do their utmost to fight for these children and young people. The residents are minors who have difficulty in making their voices heard... Working with child refugees who arrived unaccompanied entails many challenges, but everyday life in a residential home also includes room for laughter, longing, hope and a sense of community."***

- Course leader in Transforming Care

*"I read about the course in advance and knew approximately what to expect but I was not prepared that it would be such an emotional journey. The course really did move me and sometimes there wasn't a dry eye in the room. But it was a supportive and open atmosphere so if someone got really upset, it was perfectly fine to take a break."****

- Deltagare

*Sten, A (2017), Adhd-diagnos i onödan, Fritidspedagogik Nr 4, s 26

** Hosseini, M (2017, 22 juni) Tack för att ni väljer att stå kvar när det är så lätt gå, ETC, s 5 lätt gå, ETC, s 5

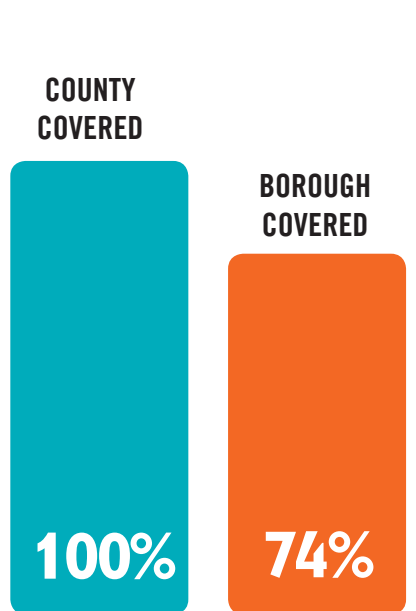
*** Hydén, J (2018, 26 februari), TMO-utbildning gav bättre hantering av traumatiserade elever, Skolverket

IN 2017, TWO FILMS WERE PRODUCED AND FINALISED.

Lasting 3 minutes and 20 minutes respectively, two films were produced where Howard Bath talks about Transforming Care. The films contain animations and were created in cooperation with Länge Leve Kommunikation. During 2018, the films will be shown at Transforming Care training courses and in Save the Children's marketing channels. The films can be viewed on YouTube and on Save the Children's Swedish website.

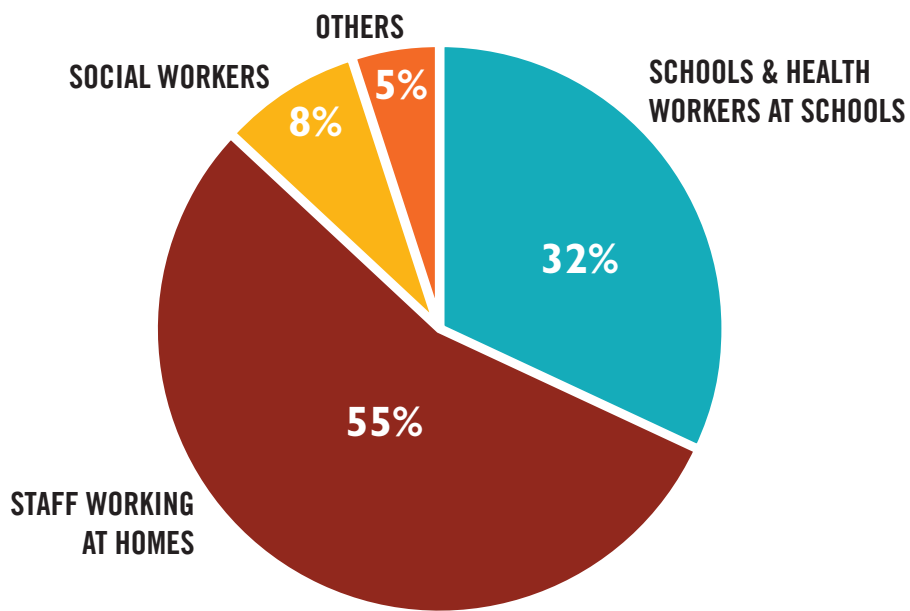


We have given training



KEY PERCENTAGES

Number of Transforming Care training courses and seminars carried out in 2017 as a percentage of the 290 borough councils and 21 county councils in Sweden.



KEY PERCENTAGES

The target groups who have participated in Save the Children's training courses and seminars on Transforming Care in 2017 have been divided into four main categories.

166,020*

NO. OF CHILDREN AND YOUNG PEOPLE

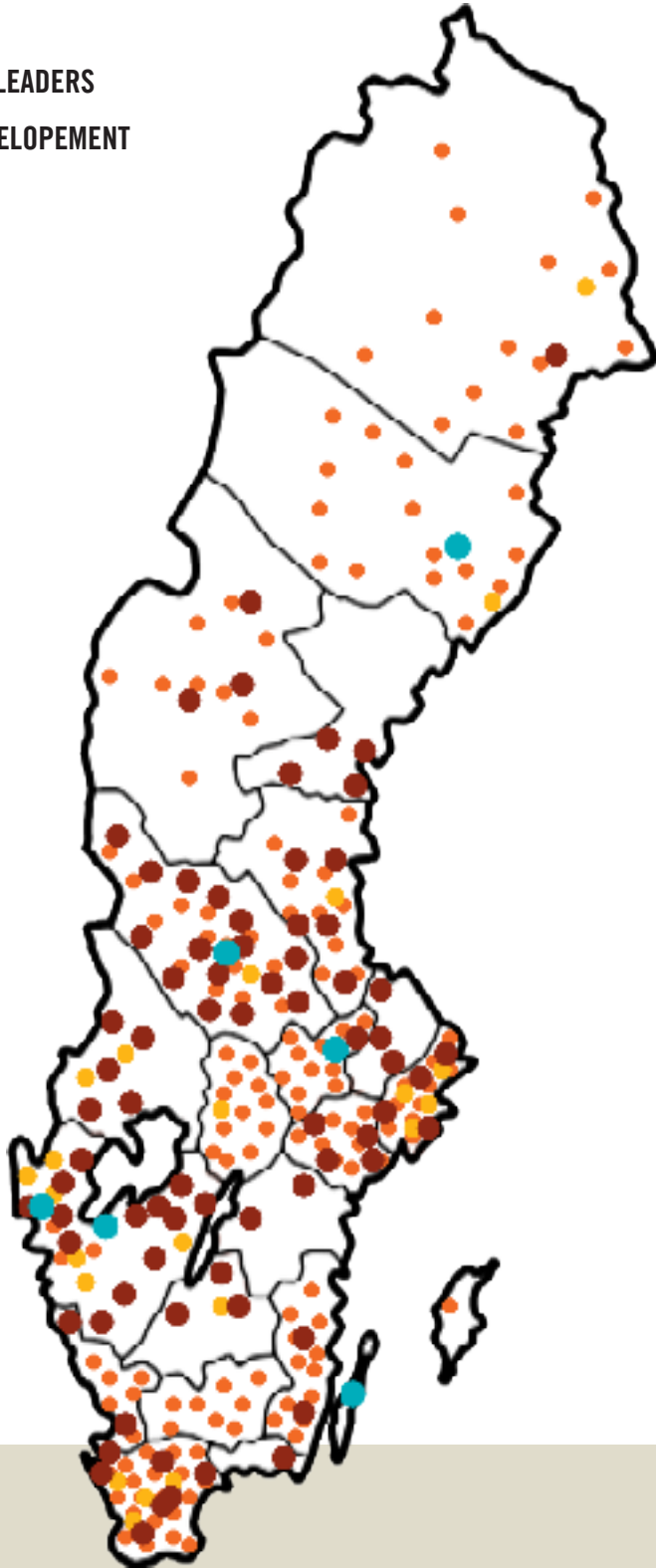
*Based on the number of participants multiplied by an estimate of the number of children and adolescents each participant meets in his or her work during 2017. (An average of 20 children and adolescents per participant.)

ANNUAL STATISTICS

NUMBER OF...

Participants	8301	One-day training courses	19
Borough covered	216	Seminars	55
Two-day training courses	74	Competence development programmes	11

- TRAINING COURSES
- SEMINARS
- TRAINED COURSE LEADERS
- COMPETENCE DEVELOPEMENT PROGRAMMES



13 Astrid
 Lovisa
 8 tribes horisonterna -
 section 8 (inulata
 + i det senare
 via etc.)
 Viktoria
 Grey
 Sofia
 Magdalena
 Kristina
 Margareta
 Astrippina
 Regina
 Silvia
 Luise
 Kristina



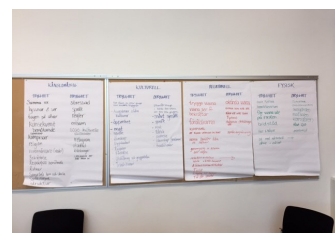
Working as a course leader in

WORKING AS A TRANSFORMING CARE COURSE LEADER offers plenty of variety and involves a lot of preparation work. Before running a course, there are several things that need to be fixed and booked:

– You need to plan a few weeks in advance. You need to contact people, send training material and book travel and accommodation. As the day of the course gets nearer, I need to check where I am going to stay to see how far away it is from the venue and how I am going to get to the venue, says Theresia Forsberg, course leader at Save the Children in Sweden.

The structure of the course is always the same but there are different types of people and workplaces that take part.

– As a course leader in Transforming Care, I adapt according to what type of group I am meeting. I could be teaching school personnel, care-givers at residential homes, social workers or a voluntary organisation. It is important to put myself in the shoes of the group who are attending the course so I know what their job is and what their organisation does.



Out and about training people in the real world

Theresia believes that the best thing about being a Transforming Care course leader is getting to meet people and helping them in their work with children and adolescents.

– The training makes a real difference. We are out and about training people in the real world. The Transforming Care approach should be applicable from day one after the course, she says.

Travelling to new places is something Theresia appreciates about her job. On the way home, she usually winds down by reflecting on how the course went and how the training was received by the participants.



Late trains and pleasant encounters

A course leader is often out travelling and one has to be prepared that anything can happen. Theresia comments that trains often run late:

– The good thing about delays is that people suddenly start talking to each other and this leads to pleasant encounters. On one occasion when I was travelling, the conductor announced on the loudspeakers: ‘We are going to arrive a few minutes late but if you make a run for it, you might just catch the Stockholm train!’ Everybody who wanted to make that connection started to get themselves ready. One of the passengers was a single mother with a baby and everybody started helping her with the pram. As the train pulled into the station, we were all prepared to run and agreed that the one who came first would stop the next train. We all managed to catch the train!

Is there something that you always pack when you are going away to give a course?

– First and foremost, I make sure that I have all the material I need for the course. Then I always pack a pair of woollen slippers. This makes me feel at home when I get to the hotel. At home, I always walk around in my woollen slippers so it has become of vital importance to take them with me when I am away. Even though it is not cold, I always put on my woollen slippers and then I feel good.



We have measured

Why have we measured the results?

We want to improve children's rights and achieve long-term changes for children in Sweden. That's why we want to know if our training programmes are making a difference. By evaluating the programmes, we can see what results our training courses are giving. The evaluations also give participants the chance to give us valuable feedback which enables us to check and improve the quality of the courses offered.

How have we measured the results?

During 2017, we have continued to evaluate our training programmes in a number of ways. As in 2016, both the participants and the course leaders have been asked to fill in questionnaires after every course. During 2017, we continued to cooperate on evaluation with the Psychology Faculty of the University of Gothenburg and a report was prepared at the end of the year.

What do the participants say?

The results of the questionnaires that the participants filled in during 2017 show that they are satisfied with the training programmes. The majority say that Transforming Care is very useful in their work with children and youths. None of the participants in 2017 replied that Transforming Care was of no use to them in their work.

The majority of participants also replied that the training resulted in increased knowhow about trauma, which is another indication that the participants are receptive to adopting the trauma-informed approach that we teach.

Many participants gain knowhow about coping strategies and a better understanding about the behaviour of the children and young people in their care. This will enable them to think more in future about what may lie behind this behaviour. Many participants report that they have received confirmation that they have the right approach to their work while the course has given a common platform for the staff at their workplace.

What have we learnt from the evaluations from course leaders?

The course leaders make an evaluation every time they hold a course in Transforming Care. Thanks to this feedback, we have been able to learn about important aspects of children's rights that can contribute to a more complete overview of the current situation in the world today. During the breaks, many participants tell about the challenges they face at work and how the children they meet are feeling. During 2017, the course leaders have given feedback that staff at residential children's homes are worried about cuts. They are also concerned that young people have difficulty getting support from their local medical surgery or social services, for example. For children or youths who are seeking asylum, the current legislation that came into force on 20 July, 2016 has had a noticeable effect.

Evaluations in collaboration with the University of Gothenburg

During spring 2016, Johan Melander Hagborg, a psychologist and research student who was part of the Transforming Care team, was given the assignment of evaluating Transforming Care. The evaluation work was done in collaboration with students from the Psychology Faculty of the University of Gothenburg. At the end of 2017, the results were compiled into a report that was divided into two parts.

“Transforming Care – the approach in practice and how it has been implemented.”

This part of the report examines how Transforming Care was perceived by staff who have taken the basic training six months earlier. The respondents said that Transforming Care has been very helpful and resulted in concrete changes in the way the staff work with children and young people. Transforming Care was also seen as a model and frame of reference based on a set of values that are aligned with the staff’s existing values. In summary, Transforming Care was seen as useful but follow-up and guidance were desirable in order to implement the approach properly.

“Ethical and practical challenges of carrying out a questionnaire among minors who are unaccompanied refugees.”

This part of the report studied how managers at residential homes for unaccompanied child refugees felt about carrying out a questionnaire on mental health and trauma symptoms among the minors living at their homes. The study showed that most managers were favourable towards a questionnaire. They also expressed clear wishes for help to implement and follow up on the training.

Based on the wish for help with implementing Transforming Care expressed by both staff and managers, during 2017 the course leaders at Save the Children began to look into implementation. Among other things, this resulted in a competence development programme for schools and the introduction of Transforming Care consultations.

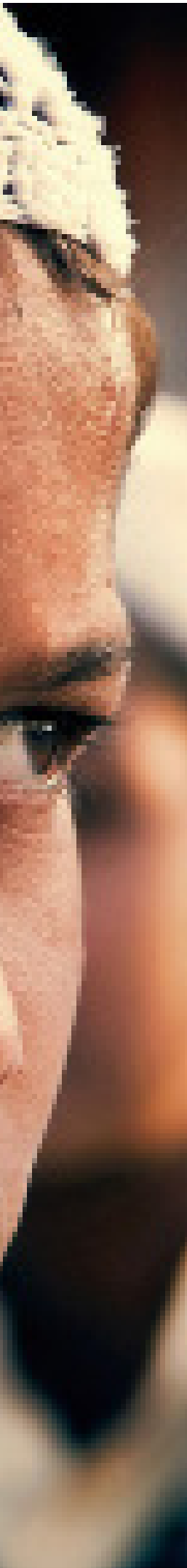
Apart from the above-mentioned evaluation work, the psychology students at the University of Gothenburg have written reports on subjects such as secondary traumatic stress and empathy fatigue on the request of Save the Children’s Transforming Care team. They have also been involved in evaluating the Speak Freely programme.



”I will try to keep the training in mind all the time. My colleagues and I have been given a common platform from which to work”

- Participant





We have been listening

SAVE THE CHILDREN FOCUSES ON improving the conditions for children and adolescents in Sweden and the rest of the world. So we are interested in finding out their current status. During 2017, our Transforming Care team has been working actively to capture the stories told by participants about the situation for children and how they are feeling. One way we do this is by using questionnaires at the training courses. The findings have been used for the analysis of children's rights, for opinion-building by Save the Children at national level and in lobby work aimed at politicians. Respondents to the questionnaires report that they experience an overall increase in mental health problems for all children and adolescents while those who are seeking asylum are reported to be particularly vulnerable.

FOCUS ON CHILDREN AND ADOLESCENTS SEEKING ASYLUM

Increased mental health problems

During 2017, participants on our training courses have reported an increase in mental health problems for young children and adolescents seeking asylum. The staff have noticed a marked difference since the new legislation came into force in June 2016 making it more difficult to get a residence permit. 2017 has been a year of rejections and appeals for many young people. It's the same story all over the country wherever we go. Staff at residential homes and teachers tell about rising anxiety, disturbed sleep, self-harming, suicidal thoughts and attempted suicides, anguish, depression and trauma symptoms among children and adolescents. Worrying about the outcome of an application for asylum and the long wait for a decision also contribute over time to difficulties in getting established and attending school. Important adults who are working with these children and adolescents say that it is difficult to get access to treatments for mental health issues and trauma-related problems. There is also a general feeling that children and adolescents who came to Sweden as unaccompanied refugees "fall between two stools" because of the lack of coordination between different parts of society's support system.

Lack of security and lack of predictability

Participants on the training courses report a lack of security and lack of predictability with regard to both deportation orders and age assessments. A young person who has built up a network and a functional attendance at school in one area can be moved at short notice to a new residence in another part of the country. The staff express a wish for the young people to be able to stay in the same place throughout the asylum-seeking process. They stated that it was important for a young person to be able to stay in the same local area after a deportation order has been issued or when they have reached 18 years of age.

Children who disappear

Some of the stories we have heard from participants tell of children or adolescents who have disappeared or said that they intend to go underground if they are told they will be deported. They tell staff and teachers that they would rather live without citizenship in Sweden than be sent back to their home country, for example Afghanistan. They have a great fear that returning to their home country will put them at risk for both physical danger and sexual exploitation. But at the same time, the staff suspect that those who have disappeared from a residential home pending deportation end up facing addiction, prostitution and homelessness in Sweden.



HI ANNA!

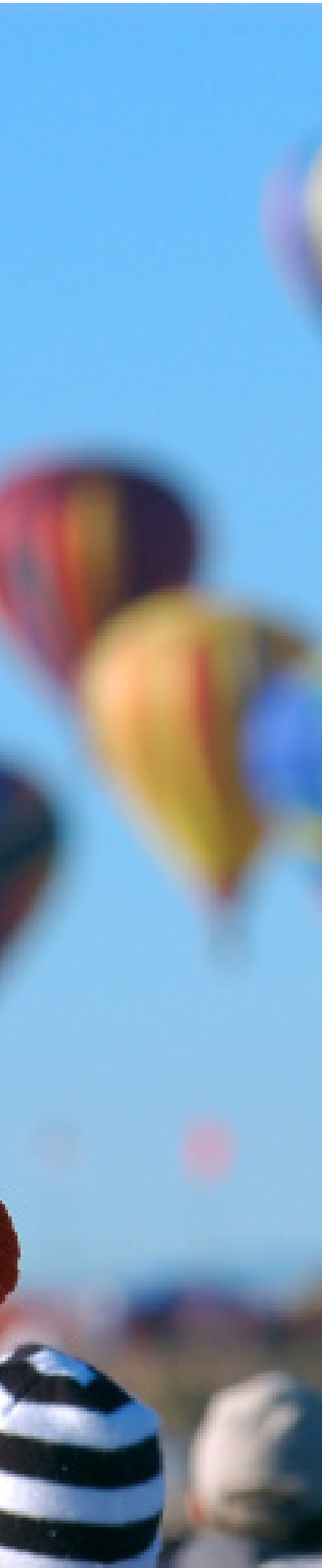
WHY HAVE WE DECIDED TO FOCUS ON SOCIAL SERVICES DURING 2018?

– Social services are part of the services offered by the National Board of Health and Welfare. This authority covers care in family homes and therefore deals with children and adolescents who are in highly critical situations. They are responsible for guiding and coaching the family homes where these young people are placed. We want to increase the understanding about how trauma affects the development of children and adolescents as well as what are their primary needs in order to support personal development and wellbeing.

WHAT ARE YOUR EXPECTATIONS?

– My expectations are that the care given in family homes through social services will adopt a common approach so that the care-givers receive a boost in their work and confirmation that they are important adults who can make a difference. This will hopefully lead to fewer conflicts in relations and fewer children having to be moved elsewhere.





Looking ahead

IN 2018, THE TRANSFORMING CARE TEAM AT SAVE THE CHILDREN will primarily carry out competence development programmes for school personnel on behalf of the National Agency for Education. In comparison to previous years, only a few two-day training courses and seminars will be held. We will also be focusing on the development and quality assurance of the material and training as well as adapting the Transforming Care competence development programme for new target groups.

Development and quality assurance

The evaluations showed that Save the Children's Transforming Care training material is of a high standard. In order to maintain standards, the material needs to be updated regularly in line with new insights from Bath and Boswell and the latest research findings. In 2018, as mentioned above, we will be focusing on the development and quality assurance of the material and training courses. Apart from the two-day training courses in Transforming Care, we will also be developing our consultation work on Transforming Care.

Continued collaboration

Through establishing greater collaboration, Save the Children can ensure that Transforming Care is put into practice to a greater extent. During 2018, we will therefore continue to collaborate with the National Agency for Education and the National Board of Institutional Care. During 2018, we plan to carry out 33 competence development programmes for school personnel around Sweden on behalf of the National Agency for Education.

Focus on social services

Social service providers and care-givers in family homes are groups where there is a recognised need for more knowhow about Transforming Care. During 2018, Save the Children's Transforming Care team will therefore adapt the training courses and competence development programme for these target groups. In parallel, we will be making a test-run of the programme in two borough council areas during 2018.

Primary target groups during 2018

During 2018, we will continue to train important adults who are in contact with children and adolescents from all the areas prioritised by Save the Children, namely: child refugees, children who are marginalised either socially or economically and children who are the victims of violence. In particular, we will conduct training courses for school personnel, social services and care-givers both in family homes and residential homes.

THE TRANSFORMING CARE TEAM



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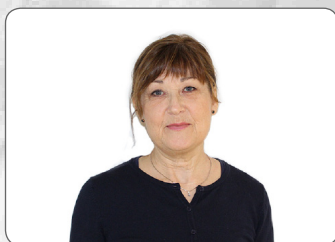
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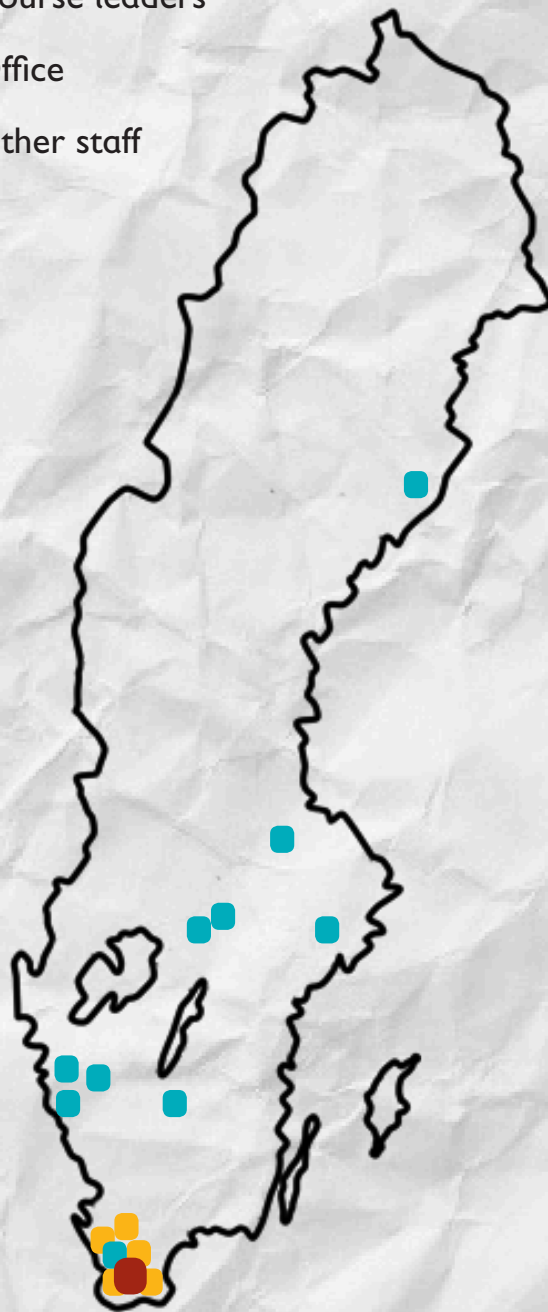
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