



PIE4shelters project Valorisation Short Summary SAFE Ireland

Safe Ireland used a mixed method valorisation process to evaluate the delivery and ongoing design of the pilot training programme.

This included initial planning meetings with the key champions in both pilot training sites. An initial organisational assessment was carried out in pilot site A with the second site using the survey and staff consultations to complete get a baseline of staff and organisational training needs. Pre and post training consultations with each champion and other staff. Agreement of learning outcomes with the larger pilot site, completion of evaluation forms after every session by most participants. Follow up calls with each champion to identify any feedback from staff post the delivery of training. The findings were fed back to the trainer and coordinator and where possible changes were made to the repeat trainings and informed the final design of the later modules.

In total 4 different modules were delivered. Module 1 was delivered to all staff including management in both sites and some board members. Module 2 and 3 was delivered to staff and management with a frontline function. Module 4 was delivered to management and board members. In order to facilitate the participation of all staff and maintain a sufficient level of service cover we ran module one twice, module 2 three times and module 3 three times.

Pre and post all training events there was a review of the evaluation forms In total 147 participant's completed evaluation forms over the course of 9 training sessions. This represented X% of all training participants.

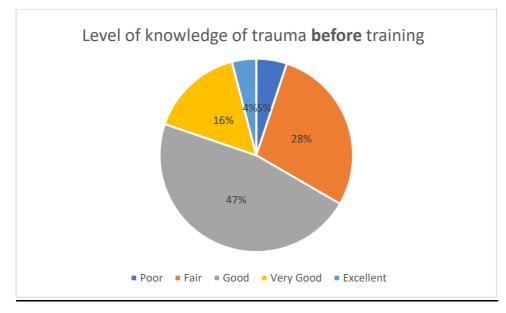
Overall, participants gave the training an average rating of 4.4 out of 5.

Participants were asked to rate their knowledge of trauma before the training and after to determine if training had positive impact. All evaluation sheets contained this question.

Results show that all participant's knowledge increased after taking part in the training sessions, with the largest majority of people moving from having a good understanding of trauma before the training to a very good level of understanding after.







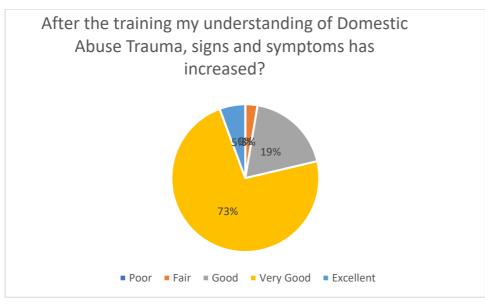


As the training session's progressed, so did the evaluation forms to ascertain whether participant's had deepened their understanding on specific topics.

Evaluation forms after three particular training sessions asked participants to rate their level of knowledge and understanding on the following topics:



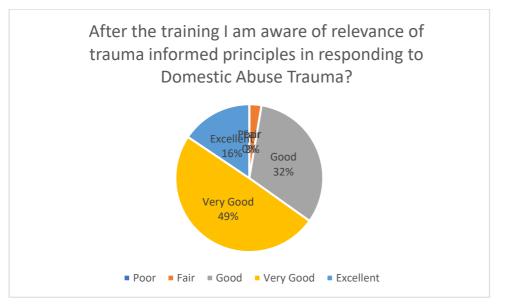






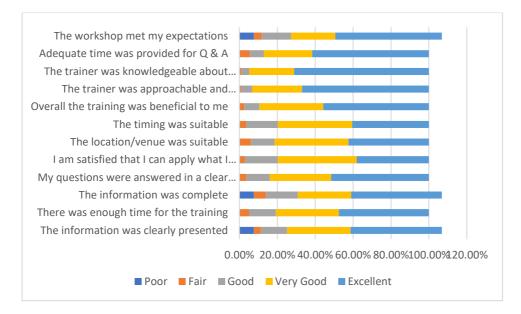






Participants from all training sessions were asked to rate certain aspects of the training such as the venue, timing, training content and the ways in which the content was delivered. Results are presented in the graph below. The majority of participant's rated most parts of the training as either excellent or very good.

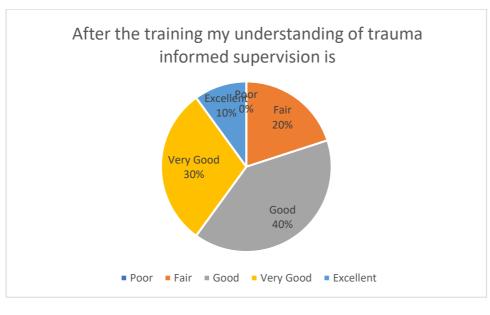
The only aspects of the training rated by between as poor by between 5 and 7% of participants related to the clarity in the information was presented, the information not being complete enough and the workshop not meeting their expectations.



Evaluation forms for managers and board members included the following questions in relation to their understanding of trauma informed supervision:







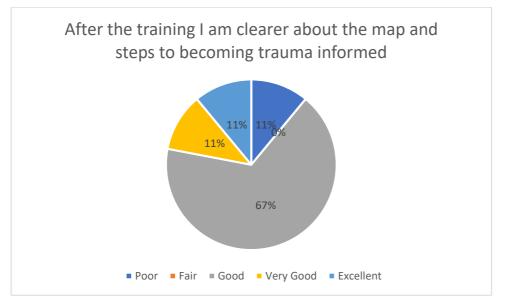




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Participants were also asked to describe if they found anything particularly useful in the training.

- The most common response was the information on the brain and the impact of trauma on it and the body.
- Participants found the practical examples useful to understand better
- The diagrams of the brain and the window of tolerance were also found to be beneficial
- People also found the discussions in the room to be valuable as they learned from other viewpoints

Suggestions for improvement included:

- More practical examples and case studies
- More information on applying the theory in practice and in the context of domestic abuse
- More group work and feeding back to the wider group
- Some training sessions were long and participants found them intense, suggestions to break them into two shorter days
- If possible training should take place off site as participant's felt distracted while trying to learn in the workplace (As a result of this feedback the training was moved off site for