



# BETTER MENTAL WELLBEING FOR THE REFUGEES IN THEIR NEW FUTURE

2023-1-DE02-KA220-VET-000157237

## TRAINING KIT FOR VET PROFESSIONALS – MODULE 1



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# MODULE 1 – UNDERSTANDING TRAUMA AND RESILIENCE

## Learning objectives:

- | Define what refugee trauma is and identify its various causes and triggers
- | Identify the psychological consequences of refugee trauma
- | Understand the concept of resilience and how refugees cope with their trauma
- | Acquire practical strategies and techniques to strengthen refugees resilience

# MODULE 1 – UNDERSTANDING TRAUMA AND RESILIENCE

Topics of the module:

- | Understanding refugee trauma, its causes and triggers
- | How do refugees cope with their difficult experiences? – Introducing resilience
- | Key strategies and techniques to strengthen refugees' resilience

# MODULE 1 – UNDERSTANDING TRAUMA AND RESILIENCE

## Key contents:

- | **Refugee trauma:** definition, causes and triggers (e.g., conflict-related trauma, displacement and loss, separation from family, etc.)
- | The complexity of **psychological traumas** experienced by refugees (e.g., PTSD, depression, anxiety, etc.)
- | **Resilience** and how refugees cope with trauma (e.g., social support, mental health services, cultural and spiritual practices, etc.)
- | **Active listening** and **empathetic response** as practical methods for supporting refugees' resilience
- | Diverse **strategies and techniques to strengthen refugees' resilience** towards trauma, how to develop and implement them in a VET setting

# MODULE 1 – UNDERSTANDING TRAUMA AND RESILIENCE

## Activities

- | Presentations on key concepts
- | Case study analysis
- | Group discussions and reflection
- | Invitation of experts with experience in the module's topic
- | Role-playing scenarios (including the use of scenario cards)
- | Group art mini projects, i.e., collective art piece
- | Storytelling activities for the expression of experiences
- | Creation of personalised action plans



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## MODULE 2 - CULTURALLY SENSITIVE AND CULTURAL COMPETENCE



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# INTRODUCTION

- | Cultural sensitivity and competence are essential in today's diverse educational environments, particularly in vocational education and training (VET).
- | This presentation will explore strategies to enhance understanding and support among VET professionals for refugee populations, aiming to improve both educational outcomes and integration.

# CULTURAL IDENTITY AND INTEGRATION

- | Cultural identity plays a significant role in how refugees perceive and adapt to new environments.
- | Challenges include balancing the preservation of one's cultural identity with the adaptation to new cultural norms, which can impact psychological well-being and social integration

# COMMUNICATION STYLES ACROSS CULTURES

- | Eastern versus Western cultures often exhibit differing communication styles: direct versus indirect.
- | Understanding these differences is key to preventing misunderstandings and improving interactions between educators and refugee students.

# VALUES, BELIEFS, AND DECISION MAKING

- | Cultural values can significantly influence refugees' participation in education and their decision-making processes.
- | Educators can improve engagement by incorporating diverse cultural values into their teaching approaches and classroom management strategies.

# DEVELOPING CROSS-CULTURAL COMMUNICATION SKILLS

- | Effective communication is essential in multicultural educational settings.
- | Strategies include active listening, cultural empathy, and adapting teaching methods to meet diverse needs.

# ADDRESSING COMMUNICATION CHALLENGES

- | Language barriers are a significant challenge in refugee education.
- | Utilizing visual aids, bilingual resources, and facilitating language learning within the curriculum are effective strategies to enhance communication

# STRATEGIES FOR CULTURAL INTEGRATION

- | Integrating cultural competence into the curriculum and school policies helps create a more inclusive and supportive educational environment.
- | Regular training in cultural competence for all staff enhances overall institutional adaptiveness and responsiveness.

# SUPPORTING MENTAL WELLBEING

- | Refugees often face unique mental health challenges due to their backgrounds and experiences.
- | VET professionals should adopt culturally sensitive approaches to support the mental health of refugees, considering their specific needs and cultural contexts.

# CASE STUDIES AND EXAMPLES

- | Discuss real-world examples where cultural competence initiatives have successfully improved educational outcomes and integration for refugees.
- | Highlight the strategies used and the impact on both the educational community and the refugees themselves.

# CONCLUSION AND KEY TAKEAWAYS

- | Cultural sensitivity and competence are not just beneficial but essential for fostering effective learning environments.
- | By adopting these practices, VET professionals can significantly enhance the educational experience and societal integration of refugee students.



NEW FUTURE

# BETTER MENTAL WELLBEING FOR THE REFUGEES IN THEIR NEW FUTURE

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## MODULE 3: UNDERSTANDING THE REFUGEE EXPERIENCE



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# INTRODUCTION

- | This presentation explores the diverse and complex challenges that refugees face from the moment of displacement through to their integration into new communities.'
- | We aim to enhance the capacity of VET professionals to provide empathetic and effective support by understanding these challenges deeply and applying informed strategies.

# UNDERSTANDING DISPLACEMENT

- | Displacement is not just a physical relocation but a profound life-altering event that brings about significant loss and trauma.
- | Emotional turmoil includes loss of home, separation from family, and often exposure to violence. Immediate support focusing on safety and stability is crucial upon arrival.
- | Understanding these initial challenges is essential for providing relevant support and services.

# COMMUNICATION AND LANGUAGE BARRIERS

- | Effective communication is fundamental for refugees to integrate, access services, and establish connections within their new environments.
- | Language barriers can lead to isolation, hinder access to medical care, education, and employment, increasing the difficulties of navigating everyday life.
- | Language education programs and the provision of translators and multilingual resources facilitate better communication and service access.

# ACCULTURATION STRESS

- | Refugees face the dual challenge of preserving their cultural identity while adapting to new cultural norms.
- | Cultural fusion theory suggests that integrating aspects of both cultures can reduce stress and promote psychological well-being.
- | Encouraging a balance between maintaining one's cultural roots and embracing new cultural practices can help smooth the transition and foster inclusion.

# PSYCHOLOGICAL AND EMOTIONAL NEEDS

- | The psychological impact of migration includes dealing with past traumas and the stresses of adaptation in a new country.
- | Essential services include culturally sensitive counseling and mental health support tailored to refugees' experiences and backgrounds.
- | Advocating for the integration of mental health services within primary care and community settings to make these services more accessible to refugees.

# HEALTH ISSUES AND ACCESS TO CARE

- | Beyond mental health, refugees often encounter physical health issues, exacerbated by the journey and poor conditions before and during resettlement.
- | The need for health services that are not only accessible but also culturally and linguistically appropriate to ensure effective treatment and care.
- | Training for healthcare providers on the specific health issues and cultural contexts of refugee populations is also vital.

# SOCIAL INTEGRATION AND DISCRIMINATION

- | Refugees often experience difficulties in social integration due to cultural differences, prejudice, and discrimination.
- | The role of community programs in promoting inclusivity and understanding through cultural competence training for locals and support structures that encourage interaction between communities.
- | Programs that facilitate cultural exchange and mutual learning can significantly improve the social integration of refugees

# ECONOMIC CHALLENGES AND EMPLOYMENT

- | Economic independence through employment is one of the most significant factors in the successful integration of refugees.
- | Challenges include recognition of foreign qualifications, lack of local work experience, and limited language proficiency.
- | Detailing support services like vocational training, certification programs, and job placement initiatives that cater specifically to the needs of refugees.

# LEGAL AND BUREAUCRATIC CHALLENGES

- | Refugees must often navigate complex legal landscapes involving asylum applications, residency documentation, and securing work permits.
- | Legal assistance is crucial for helping refugees understand their rights and obligations within the host country's legal framework. Programs that simplify and demystify legal processes and provide ongoing support can make a substantial difference in refugees' lives.

# CULTURAL LITERACY AND COMMUNICATION

- | Cultural literacy involves understanding and appreciating the cultural backgrounds of refugees to enhance communication and facilitate smoother integration.
- | Educational initiatives aimed at both refugees and host communities can foster a deeper understanding and acceptance of cultural differences.
- | Programs should focus on mutual respect and learning, promoting an environment where both refugees and host community members benefit from shared cultural insights.

# CASE STUDY: INTEGRATION EFFORTS IN BONN

- | Bonn has seen successful integration initiatives, such as community-sponsored housing projects and local employment programs tailored to refugee needs.
- | These initiatives provide practical examples of how targeted programs can effectively support refugee integration.
- | The outcomes include improved community relations, better employment rates among refugees, and enhanced cultural cohesion.



# BETTER MENTAL WELLBEING FOR THE REFUGEES IN THEIR NEW FUTURE

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## MODULE 4 - PSYCHOLOGICAL FIRST AID



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# INTRODUCTION

This module on Psychological First Aid (PFA) is designed for VET professionals working with refugees in VET-settings

## Objectives

- | Understand the principles of providing immediate psychological support in crises.
- | Promote mental health during emergencies.
- | Build strategies to help participants manage stress during emergencies.

## Topics:

- | How to provide immediate psychological support
- | Recognizing signs of distress and trauma reaction
- | Practical strategies for psychological first aid and trauma-informed stabilisation
- | How to teach techniques to manage stress
- | How to teach basic intervention techniques for participants to be able help each other in stress situation

# UNDERSTANDING PSYCHOLOGICAL FIRST AID (PFA)

Key elements:

- | Listening Carefully
- | Ensuring Safety
- | Stabilization
- | Information on Coping
- | Connection to Services

# RECOGNIZING SIGNS OF DISTRESS AND TRAUMA

- | Emotional, physical, cognitive, and behavioral signs
- | Cultural Expressions of Distress and Language Barriers and Distress
- | Importance of early recognition in effective intervention

# PRACTICAL STRATEGIES FOR PFA AND STABILIZATION

- | Creating a calm environment
- | Empowering individuals by focusing on strengths
- | Importance of non-verbal communication in multi-lingual and multi-cultural settings
- | Linking individuals with community and psychological resources

# TECHNIQUES TO MANAGE STRESS

- | Breathing exercises and their benefits
- | Progressive muscle relaxation (PMR)
- | Introduction to mindfulness practices
- | Effective utilization in training and everyday stress management

# TEACHING BASIC INTERVENTION TECHNIQUES

- | Active Listening Skills
- | Effective Questioning Techniques
- | Recognizing Non-verbal Cues
- | Emotional Support Techniques
- | Stress Reduction Methods: Practical exercises



**Empathetic Listening Scenario:** You work with a refugee who is hesitant to speak about their experiences. They pause often and search for the right words. How do you proceed?

- | Prompt them to continue with questions about their experiences.
- | Sit quietly, maintain eye contact, and wait for them to continue when they're ready.
- | Change the subject to something less sensitive.



**Cultural Sensitivity Scenario:** A refugee from a culture that values indirect communication is showing signs of distress but minimizes their feelings when asked directly. What approach respects their cultural background while addressing their distress?

- | Continue asking direct questions about their feelings.
- | Use indirect questions and observe non-verbal cues for signs of distress.
- | Avoid discussing feelings to prevent discomfort.



**Non-Verbal Communication Scenario:** You notice a refugee making minimal eye contact and folding their arms tightly across chest. How might you interpret and respond?

- | They are disinterested in the session. Continue without addressing it.
- | They may be feeling defensive/uncomfortable. Use open body language to convey safety.
- | They are simply cold. Offer to adjust the room temperature.

# SCENARIO BUILDING FOR PFA APPLICATION

Engage participants in creating their own PFA scenarios through a collaborative storytelling approach where one participant starts a scenario, and others add elements or challenges related to language and cultural diversity. Start with a basic scenario, such as a refugee feeling anxious about an upcoming exam. Participants take turns adding details that complicate the scenario (e.g., language barriers, cultural misunderstandings), then discuss possible PFA approaches.

# REFLECTION THROUGH ART

Facilitate an art-based reflection activity where participants express their feelings, learnings, or plans for applying PFA through singing, drawing, painting, or collage-making. This method allows for non-verbal processing of the material and encourages creative expression. Offer creative materials (art supplies, music, clay, digital art apps) to express their feelings through art. They can also use visual aids for non-verbal communication

# ANIMATED VIDEOS EXPERIENCE

| Incorporate the animated videos developed in the frame of the NewFuture simulating the perspectives of refugees in distress. Following the video experience, set a discussion where participants share their reflections and their approach to supporting refugees.

# ANIMAL-ASSISTED STRESS RELIEF

- | Include animals to support emotional well-being.
- | Incorporate short, calming videos featuring animals, such as cats purring or wildlife in nature. Watching them can reduce stress and serve as a conversation starter on the calming effect of animals and the importance of taking mental health breaks.
- | Participants can bring their pets or share pictures and stories about their pets.
- | As part of the activity, participants can create toys for shelter animals



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# TRAUMA-INFORMED CARE AND TEACHING TECHNIQUES

| Approaches for VET professionals working with refugees.

# MODULE OBJECTIVES

- Implement trauma-informed teaching practices.
- Create a trauma-sensitive learning environment.
- Learn cognitive-behavioral techniques.
- Support refugees in achieving their goals.

# UNDERSTANDING TRAUMA AND ITS IMPORTANCE

- Trauma: a 'wound' or 'injury' (physical/emotional).
- Aim: Understand refugees' experiences and context.
- Improve engagement and learning outcomes.

# CORE PRINCIPLES OF TRAUMA-INFORMED CARE

- Understanding trauma.
- Ensuring safety.
- Building trust.
- Respecting personal choices.
- Considering cultural contexts.

# USING TRAUMA KNOWLEDGE IN TEACHING

- Impact on cognitive functions.
- Understanding neurobiological effects.
- Recognizing symptoms and adapting.

# CREATING A SUPPORTIVE LEARNING ENVIRONMENT

- Safe physical and emotional spaces.
- Consistent rules and routines.
- Respect for choices and inclusivity.

# ART THERAPY AS A TEACHING METHOD

- Methods for expression and integration.
- Techniques: drawing, collages, sculpture, photography.
- Benefits: social skills, confidence, stress management.

# TRAUMA-SENSITIVE TRAINING ROOM DESIGN

- Ensuring safety and visibility.
- Calming colors and soft lighting.
- Flexible furniture arrangements.
- Minimizing noise and stress factors.

# CONCLUSION

- Importance of trauma-informed approaches.
- Role of VET professionals in supporting learning and integration.



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## TRAINING KIT FOR VET PROFESSIONALS – MODULE 6



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# MODULE 6 – INTEGRATION AND SOCIAL INCLUSION OF REFUGEES IN TRAINING SESSIONS

## Learning objectives:

- | Promote social integration and inclusion of refugees
- | Support refugees in building community connections

# MODULE 6 – INTEGRATION AND SOCIAL INCLUSION OF REFUGEES IN TRAINING SESSIONS

## Topics of the module:

- | Meaning of **being refugee** in training context and its consideration for trainers
- | Strategies for **promoting social integration and inclusion** of refugees in training sessions
- | Creating a **supportive and welcoming environment** for refugees in training sessions
- | Addressing **cultural differences and diversity** in integration efforts
- | Building **community connections** through networking and collaboration

# MODULE 6 – INTEGRATION AND SOCIAL INCLUSION OF REFUGEES IN TRAINING SESSIONS

Refugee – what does it really mean?

Importance of recognition:

- | building trust and rapport
- | effective group dynamics
- | focus on goals
- | professional identity

## MODULE 6 – INTEGRATION AND SOCIAL INCLUSION OF REFUGEES IN TRAINING SESSIONS

Practical considerations in the context of the empathy of trainers

- | Positive aspects: empathy and compassion, tailored support, advocacy, empowerment
- | Negative aspects: paternalism, low expectations, stigmatization, treating as a hero

Balancing empathy and professionalism

# MODULE 6 – INTEGRATION AND SOCIAL INCLUSION OF REFUGEES IN TRAINING SESSIONS

## Strategies for integration:

|                   |          |                                   |                       |
|-------------------|----------|-----------------------------------|-----------------------|
| models & speakers | Direct:  | group rules, norms, agreements    |                       |
|                   |          | language inclusivity              | active participation, |
|                   |          | collaborative learning activities | diverse role guest    |
|                   | indirect | cooperative learning              |                       |
|                   |          | social-emotional learning         |                       |

## MODULE 6 – INTEGRATION AND SOCIAL INCLUSION OF REFUGEES IN TRAINING SESSIONS

Creating a supportive and welcoming environment for refugees in training sessions

Strategies to create a welcoming environment:

- | Physical space
- | Behaviour and attitude
- | Language and communication
- | Cultural competencies
- | Community building
- | Trauma-informed practice

## MODULE 6 – INTEGRATION AND SOCIAL INCLUSION OF REFUGEES IN TRAINING SESSIONS

Address cultural differences and diversity in integration efforts

- | Inclusive curriculum design
- | Cultural awareness sessions
- | Effective communication

## MODULE 6 – INTEGRATION AND SOCIAL INCLUSION OF REFUGEES IN TRAINING SESSIONS

Building community connections through networking and collaboration

- | Key concepts: social capital, reciprocity

- | Methods and techniques: networking events, language clubs, collaborative projects and actions, organisation of refugees, peers support groups, mentorship programs

# MODULE 6 – INTEGRATION AND SOCIAL INCLUSION OF REFUGEES IN TRAINING SESSIONS

## Activities

For trainers (self-reflection):

My feelings & attitudes

Self-experiences & inner power in the favour of inclusion

process

Welcoming environment checklist

For trainees, groups:

Biography working in groups – sources of strength on timeline

map

Collaboration exercise – collection ideas and provide

feedback

My path – my role model



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## TRAINING KIT FOR VET PROFESSIONALS – MODULE 1



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## MODULE 7 – COMMUNITY BASED INTERVENTIONS

### Learning objectives:

- | Define what community-based interventions are and understand their significance
- | Explore several community-based interventions
- | Identify key components of successful community-based interventions
- | Design and implement community-based interventions tailored to refugees' needs

Topics of the module:

## MODULE 7 – COMMUNITY BASED INTERVENTIONS

- | Understanding community-based interventions as a way of supporting refugees

- | Challenges and benefits and the role of VET-community organisations engagement

- | Key components of successful community-based interventions

- | How to design, implement and evaluate a detailed community-based intervention plan

- | The significance of participatory approaches – involving refugees in design-making

# MODULE 7 – COMMUNITY BASED INTERVENTIONS

Key contents:

- | **Community-based interventions:** definition and role as a supporting mechanism for refugees' mental well-being

- | **Key services** provided by community-based interventions (e.g., counselling and therapy, social support networks, peer support groups, etc.)

- | **Successful community-based interventions** in supporting refugees' mental health: challenges, benefits, and the role of VET

- | **Key components** of successful community-based interventions (e.g., stakeholder collaboration, needs assessment, cultural sensitivity, etc.)

- | **Strategies for mapping community resources** and VET-community organisations engagement to leverage community-based interventions

- | Hands-on approaches to **design, implement, and evaluate community-based interventions** led by VET that support the mental recovery of refugees

- | The importance of refugees' engagement in community-based interventions design – introducing the role of **participatory approaches**

## MODULE 7 – COMMUNITY BASED INTERVENTIONS

### Activities

- | Presentations on key concepts
- | Collaboration scenarios
- | Group discussions and reflection
- | Real-life stories about the module's topic
- | Individual analysis and reflection
- | Community resources mapping
- | Creation of personalised intervention plans



THANK YOU!



# BETTER MENTAL WELLBEING FOR THE REFUGEES IN THEIR NEW FUTURE

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## TRAINING KIT FOR VET PROFESSIONALS – MODULE 8



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# MODULE 8 – SELF CARE FOR PROFESSIONALS

## Learning objectives:

- | Develop strategies for self-care
- | Promote self-care practices
- | Prevent burnout and compassion fatigue
- | Enhance mental wellbeing of professionals

## MODULE 8 – SELF CARE FOR PROFESSIONALS

Topics of the module:

- | Importance of self-care in **preventing burn-out**
- | Strategies for **maintaining for well-being** (for individuals and for working groups)
- | Implement self-care practices **in daily work routines**
- | Self-supporting strategies and interventions of professionals **within the work-community**
- | Art therapy techniques for **supporting self-care** of professionals

## MODULE 8 – SELF CARE FOR PROFESSIONALS

Key contents:

- | **Understanding burnout:** the signs and symptoms of burnout among professionals working with refugees, how to recognize them
- | **Daily self-care rituals:** establishing daily routines that incorporate mindfulness, exercise, and healthy eating to support overall well-being
- | **Emotional resilience:** reflective practices and stress management techniques to widen the tolerance window
- | **Work-Life balance:** techniques for setting boundaries between work and personal life to prevent overextension

## MODULE 8 – SELF CARE FOR PROFESSIONALS

Key contents:

- | **Art therapy fundamentals:** introducing basic art therapy activities that can be self-administered to relieve stress and express emotions non-verbally
- | **Cultural competence:** how cultural competence impact self-care practices and professional interactions
- | **Peer support systems:** how to create and utilize peer support systems within the workplace for shared experiences and coping strategies
- | **Professional help:** importance of using of professional counselling services when needed and how to access them

## MODULE 8 – SELF CARE FOR PROFESSIONALS

### Characteristics of trainers profession

- | **Challenges of the trainer profession and its relativity to the self-care** (professional identity, empathy, self-care is not selfish, support)
- | **Importance of self-care in preventing burn-out:** (risk, compassion of fatigue, self-care as prevention)

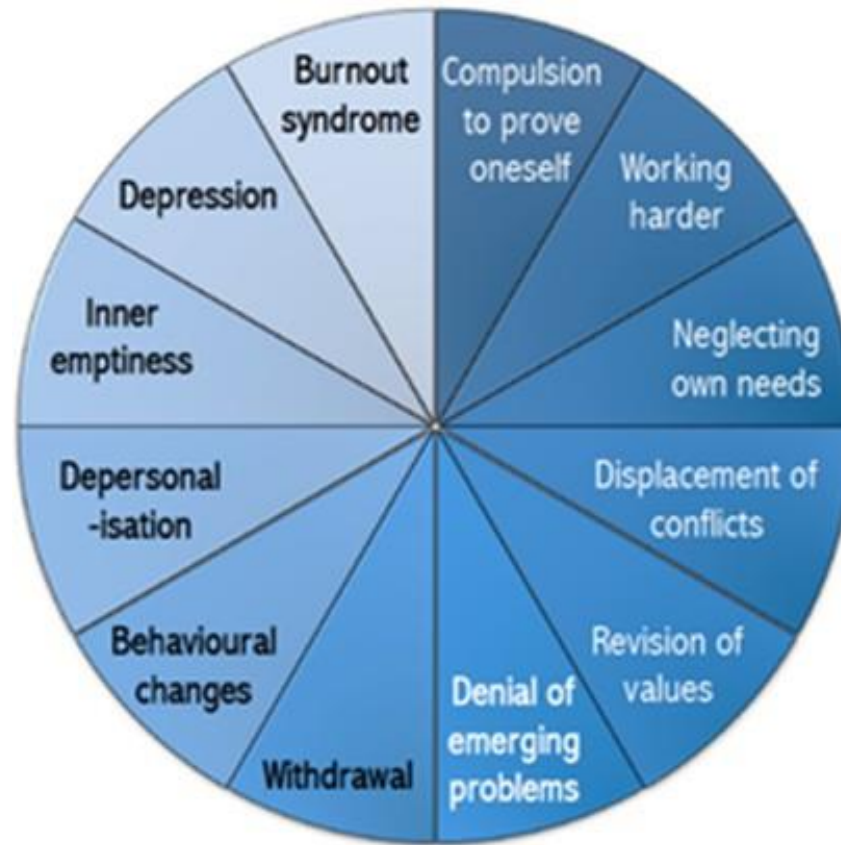
# MODULE 8 – SELF CARE FOR PROFESSIONALS

## Burn-out

- | **Role of empathy** (mirror neurons)
- | **Factors influencing burn-out:** workplace stress and demands, lack of resources and support, compassion fatigue and emotional exhaustion, cultural competence challenges, role of ambiguity and role conflict, personal factors and coping styles
- | Signs and symptoms of burn-out:
  - | Physical and emotional exhaustion
  - | Cognitive and behavioural changes
  - | Lost of interests and detachment

# MODULE 8 – SELF CARE FOR PROFESSIONALS

## Stages of burn-out



# MODULE 8 – SELF CARE FOR PROFESSIONALS

Self-care as a preventive measure

Strategies for maintaining well-being

Window of tolerance

Aspects of individual well-being strategies

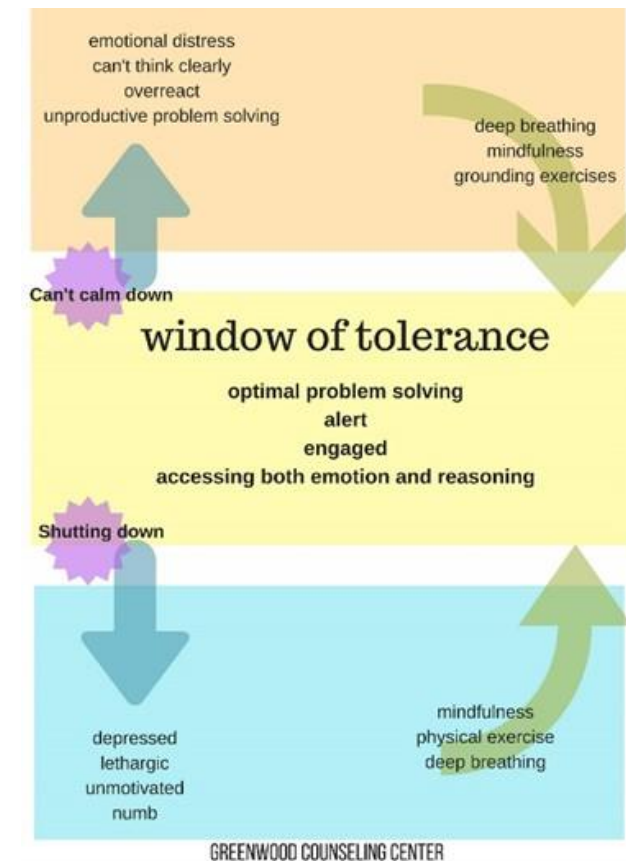
Monitor stress-level

Go back to basics (self-care practices)

Set boundaries

Seek supervision and support

Consider culturally sensitive self-care practices



# MODULE 8 – SELF CARE FOR PROFESSIONALS

## Aspects of group well-being strategies

- | **Creating a supportive work-environment**
- | **Encouraging peer support and collaboration**
- | **Addressing overextension and the need for balance**

## **MODULE 8 – SELF CARE FOR PROFESSIONALS**

**Interventions for supporting self-care of professionals within the work-community**

- | Create a culture of well-being within the team**
- | Create and use supportive environment for well-being**
- | Dialogue between employers and employees**

# MODULE 8 – SELF CARE FOR PROFESSIONALS

## Activities

- | Personal-professional motivation - with vision board
- | Identifying Personal Stressors: Collage Activity
- | Personal self-care and wellness planning
- | Creating a well-being blueprint



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# BETTER MENTAL WELLBEING FOR THE REFUGEES IN THEIR NEW FUTURE

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## MODULE 9 - LEGAL AND ETHICAL CONSIDERATIONS



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# INTRODUCTION

This module on Legal and Ethical Considerations (LEC) is designed for VET professionals working with refugees in VET-settings. It aims to equip trainers with the essential skills and knowledge about the legislation and ethical issues of supporting refugees' mental health.

## Objectives

- | Understand legal and ethical aspects of supporting refugees' mental health
- | Understand legal and ethical responsibilities related to mental health support
- | Adhere to professional standards
- | Protect refugee rights

## Topics:

- | Legal rights of refugees
- | Ethical guidelines for mental health support
- | Confidentiality and privacy issues

# LEGAL RIGHTS OF REFUGEES: INTERNATIONAL LEGAL FRAMEWORK:

The UN Convention relating to the Status of Refugees of 28 July 1951

The Protocol relating to the Status of Refugees, which entered into force on 4 October 1967 made the provisions of the 1951 Refugee Convention applicable to a broader range of refugee situations.

Principles:

The principle of non-refoulement, which means that refugees should not be returned to a country where their life or freedom would be threatened.

Refugees can only be expelled from a country of asylum if their presence is a serious threat to national security or public order.

There should be no discrimination in the protection offered to refugees because of their race, religion, nationality or gender.

Refugees should not be penalised for entering or being present in a country as long as they make their presence known to the authorities without delay.

Refugees are required to conform to the laws and regulations in the country of asylum.

The 1951 Refugee Convention also addresses the issues of refugees' right to documentation, access to work, public education, access to the courts, freedom of movement, freedom to practice their religion and others.

Articles 14 and 25 of the Universal Declaration of Human Rights (UDHR) emphasize the right to seek asylum and access healthcare, respectively.

International Covenant on Economic, Social and Cultural Rights (ICESCR): Article 12 recognizes the right to the highest attainable standard of physical and mental health.

# LEGAL RIGHTS OF REFUGEES: EUROPEAN UNION LAW

- | The Common European Asylum System sets out common standards and co-operation to ensure that asylum seekers are treated equally in an open and fair system – wherever they apply.
- | Directive 2013/32/EU of the European Parliament and of the Council of 26 June 2013 on common procedures for granting and withdrawing international protection (recast) (Asylum Procedures Directive)
- | Directive 2013/33/EU of the European Parliament and of the Council of 26 June 2013 laying down standards for the reception of applicants for international protection (recast) (Reception Conditions Directive)
- | Directive 2011/95/EU of the European Parliament and of the Council of 13 December 2011 on standards for the qualification of third-country nationals or stateless persons as beneficiaries of international protection, for a uniform status for refugees or for persons eligible for subsidiary protection, and for the content of the protection granted (recast) (Qualification Directive)

## LEGAL RIGHTS OF REFUGEES: NATIONAL LAWS

Countries may have specific legislation governing the rights and protections afforded to refugees, which often include provisions for healthcare access. Compliance with local laws is necessary, and these laws vary significantly between countries.

# ETHICAL GUIDELINES FOR MENTAL HEALTH SUPPORT

- Voluntary Participation

- Informed Consent

- Fair Access

- Non-discrimination

- Act in the Best Interest

- Avoid Harm

# ETHICAL GUIDELINES FOR MENTAL HEALTH SUPPORT

- ↑ **Understand Cultural Context**

- ↑ **Culturally Appropriate Care**

- ↑ **Recognize Trauma**

- ↑ **Sensitive Approach**

- ↑ **Ongoing Education**

- ↑ **Supervision and Support**

- ↑ **Build Resilience**

# ETHICAL GUIDELINES FOR MENTAL HEALTH SUPPORT

- Collaborative Care

- Holistic Care

- Coordinated Efforts

- Accurate Records

- Ethical Reporting

- Raise Awareness

- Educate the Public

- Advocate for Rights

# CONFIDENTIALITY AND PRIVACY ISSUES

Confidentiality and privacy issues are connected with rights, promulgated in numerous **international treaties**, such as **Universal Declaration of Human Rights and European Convention on Human Rights, European Union law, including General Data Protection Regulation (GDPR) and national legislations** about data protection and patient confidentiality.

to explain confidentiality policies in a language and manner that the refugee can understand

ensuring that refugees are aware of their rights concerning privacy and the limits of confidentiality

to obtain explicit consent for sharing any personal information, ensuring that the refugees understand the implications of their consent

to use secure systems for storing personal and health information, including physical files and electronic records, using strong password protections and encryption for digital records

# CONFIDENTIALITY AND PRIVACY ISSUES

the access to personal data have to be limited to authorized personnel only

ensuring that all staff handling sensitive information are trained on confidentiality protocols

informing the refugees about how their data will be used, stored, and shared

informing about the rights to access their records, request corrections, and lodge complaints if their privacy is breached

privacy and confidentiality have cultural dimensions which have to be understood and considered

past experiences of trauma or persecution may heighten concerns about privacy and confidentiality so the service provider has to reassure refugees that their information will not be shared without their consent, except in legally mandated situations

there might be sensitive information which cannot be shared with other agencies or individuals without explicit consent from the refugee. In such cases the service providers have to be particularly cautious about sharing information that could jeopardize the refugee's safety or legal status

# CONFIDENTIALITY AND PRIVACY ISSUES

- | for reporting and research where it is preferable (if possible) to use anonymized data to protect individual identities
- | there is certain information, such as threats of harm to self or others, child abuse, or other serious concerns for which there is a legal obligations to be reported. This exceptions to confidentiality have to be explained to refugees at the outset of care
- | there might be cases in which the service provides would face ethical dilemmas regarding confidentiality. In such cases it is recommended to seek guidance from supervisors, legal advisors, or ethics committees.

## CONFIDENTIALITY AND PRIVACY ISSUES

- | while keeping personal records it is recommended to maintain detailed and accurate records of all interactions, ensuring that entries are factual and objective and avoiding including unnecessary personal details that could compromise privacy. The old records must be disposed of securely, following legal and organizational guidelines
- | It is required to provide regular training for all staff on confidentiality and privacy issues, emphasizing the specific needs and vulnerabilities of refugee populations. The training have to reflect changes in laws and best practices.



# BETTER MENTAL WELLBEING FOR THE REFUGEES IN THEIR NEW FUTURE

2023-1-DE02-KA220-VET-000157237

## TRAINING KIT FOR VET PROFESSIONALS – MODULE 10



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# INTRODUCTION

This module on Referral to Health Professionals is designed for VET professionals working with refugees in VET-settings.

## **Objectives:**

- | Identify when to refer refugees with mental health issues to certified health professionals
- | Collaborate with mental health experts
- | Develop culturally sensitive referral guidelines.

## **Topics:**

- | Understanding the importance of collaboration with mental health experts
- | Building a strong referral network for refugees
- | Developing culturally sensitive referral guidelines for mental health issues of refugees
- | Country-specific Organizations and Institutions for Referral

# THE REFERRAL PROCESS TO HEALTH PROFESSIONALS

Key elements:

- | Ensuring that refugees receive the appropriate care and support they need
- | Recognizing the need for further assistance
- | Dealing with difficult and challenging individual stories

# CULTURALLY SENSITIVE REFERRAL GUIDELINES

Key elements:

- | Understanding Cultural Sensitivity
- | Key Principles for Culturally Sensitive Referrals
- | Developing Culturally Sensitive Referral Guidelines
- | Example: Implementing Culturally Sensitive Referrals

# COLLABORATION WITH HEALTH PROFESSIONALS

Key elements:

- | Key aspects, benefits and challenges of collaboration
- | Signs, symptoms and referral thresholds
- | Guidelines for immediate actions in case of acute psychic problems of participants

# COUNTRY-SPECIFIC REFERRAL NETWORKS

Country-specific organizations and institutions (organisation, contact data)

| Austria

| Bulgaria

| Germany

| Portugal

# AUSTRIAN ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## Mental Health Services

- **Hemayat** provides psychological counselling and psychotherapy for survivors of torture and war. Website: [Hemayat](#)
- **Zebra** offers psychological and social support for refugees, including trauma therapy and legal assistance. Website: [Zebra](#)
- **Pro Mente Austria** focuses on mental health services, providing support and counselling for refugees with mental health issues. Website: [Pro Mente Austria](#)

# AUSTRIAN ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## Non-Profit Organizations

- **Caritas Austria** provides extensive support for refugees, including accommodation, legal advice, language courses, and mental health services. Website: [Caritas Austria](#)
- **Diakonie Österreich** offers various services for refugees such as legal assistance, social integration programs, and psychological support. Website: [Diakonie Österreich](#)
- **Volkshilfe** focuses on social services for refugees, including housing, job integration programs, and psychosocial support. Website: [Volkshilfe](#)

# AUSTRIAN ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## Community Groups

- **Asylkoordination Österreich** coordinates as an umbrella coordination the efforts of various NGOs working with refugees, providing advocacy, information, and support. Website: [Asylkoordination Österreich](#)
- **Flüchtlingsprojekt Ute Bock** is a community-based project offering emergency accommodation, legal support, and integration services for refugees. Website: [Flüchtlingsprojekt Ute Bock](#)

## Integration and Social Support Programs

- **Red Cross Austria** provides emergency relief, health services, and integration programs for refugees. Website: [Red Cross Austria](#)
- **SOS Mitmensch** advocates for the rights of refugees and migrants, offering social support and integration initiatives. Website: [SOS Mitmensch](#)

# AUSTRIAN ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## In case of a severe psycho-social crisis:

- **Emergency Services (144)** for immediate medical help (If the situation is critical and requires immediate medical or psychological intervention)
- **Crisis Intervention Center** offers immediate help for people in acute psychological crises. Contact Vienna: +43 1 4069595.
- **Hemayat and Zebra** offer also immediate psychological assistance for trauma-specific crises, contact: Hemayat (+43 1 408 38 89) and Zebra (+43 316 83 14 14).

# BULGARIAN ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## Refugee Support Framework in Bulgaria

### Government Agencies:

#### **State Agency for Refugees (SAR)**

Legal aid, temporary accommodation, healthcare, education

Contact:

Address: 5, G. S. Rakovski Str. Sofia 1000, Bulgaria

Phone: +359 2 981 87 14

Email: [sar@government.bg](mailto:sar@government.bg)

Website: [www.aref.government.bg](http://www.aref.government.bg)

#### **Bulgarian National Commission for Combating Human Trafficking**

Policy development, victim support, public awareness

Website: [www.antitraffic.government.bg](http://www.antitraffic.government.bg)

# BULGARIAN ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## International Organizations Supporting Refugees

### **UNHCR Bulgaria**

Support and advocacy for refugees and asylum seekers

Website: <https://www.unhcr.org/bg/>

### **Bulgarian Red Cross**

Humanitarian aid and support for vulnerable populations

Website: [www.redcross.bg](http://www.redcross.bg)

# BULGARIAN ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## Key NGOs and Their Services - International Organizations Supporting Refugees

NGOs Providing Counselling, Legal Help, and Integration

### **Bulgarian Council on Refugees and Migrants (BCRM)**

**Migrant Woman** Legal assistance, social support, educational programs

Website: <https://bcrm-bg.org/>  
program

### **Bulgarian Council on Refugees and (BCRM)**

Legal aid, psychosocial assistance, educational

Website: [www.craw-bg.org](http://www.craw-bg.org)

### **Bulgarian Helsinki Committee (BHC)**

Legal support, advocacy, public awareness

Website: [www.bghelsinki.org](http://www.bghelsinki.org)

### **Foundation for Access to Rights (FAR)**

Legal assistance, advocacy, public education

Website: [www.farbg.eu](http://www.farbg.eu)

# BULGARIAN ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## Specialized Support Services

Specialized NGOs Providing Psychosocial and Integration Support

### **Caritas Bulgaria**

- Humanitarian aid, social support, vocational training
- Website: [www.caritas-bg.org](http://www.caritas-bg.org)

### **Nadja Centre Foundation**

- Psychological support, counselling, public education
- Website: [www.centrenadja.com](http://www.centrenadja.com)

### **"Right to Childhood" Foundation**

- Psychological assistance, social support, educational programs
- Website: [www.childhood.bg](http://www.childhood.bg)

# GERMAN ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## Refugee Support Network in Germany - Mental Health Services

**Berlin Centre for the Treatment of Torture Victims**

[bzfo.de](http://bzfo.de)

**Refugio Munich**

[refugio-muenchen.de](http://refugio-muenchen.de)

**Centre for the Treatment of Torture Victims = Ulm**

[bzfo-ulm.de](http://bzfo-ulm.de)

**Refugio Stuttgart**

[refugio-stuttgart.de](http://refugio-stuttgart.de)

**Centre for Refugees and Victims of Torture = Freiburg**

[psz-freiburg.de](http://psz-freiburg.de)

**NOTE: For emergency services and more details, refer to the trainer's handbook.**

# GERMAN ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## Non-Profit Organizations Supporting Refugees

### **Caritas Germany**

Accommodation, legal advice, language courses, mental health services

[Caritas Germany \(caritas.de\)](https://www.caritas.de)

### **Diakonie Germany**

Legal assistance, social integration programs, psychological support

[Diakonie Germany \(diakonie.de\)](https://www.diakonie.de)

### **Pro Asyl**

Advocates for refugee rights, legal advice and support

[Pro Asyl \(proasyl.de\)](https://www.proasyl.de)

### **AWO (Arbeiterwohlfahrt)**

Housing, integration programs, mental health services

[AWO Germany \(awo.org\)](https://www.awo.org)

# GERMAN ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## Non-Profit Organizations Supporting Refugees

### **Malteser Hilfsdienst**

Emergency aid, social services, mental health care

[Malteser Germany \(malteser.de\)](https://www.malteser.de)

### **Johanniter-Unfall-Hilfe**

Offers medical and psychological services for refugees and displaced persons.

[Johanniter Germany \(johanniter.de\)](https://www.johanniter.de)

### **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH**

Provides support for refugee integration and mental health care projects.

[GIZ \(giz.de\)](https://www.giz.de)

**NOTE:** For non-profit organisations and more details, refer to the trainer's handbook.

# GERMAN ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## Community Groups & their contribution

### **Refugees Welcome Germany**

Connects refugees with host families, integration support

[Refugees Welcome Germany \(refugees-welcome.net\)](https://refugees-welcome.net)

### **Start with a Friend e.V.**

Matches refugees with local volunteers for integration support

[Start with a Friend \(start-with-a-friend.de\)](https://start-with-a-friend.de)

### **NeMO (Network of Migrant Organizations)**

Advocacy and support for migrant communities

[NeMO Germany \(ne-mo.de\)](https://ne-mo.de)

### **Welcome Alliance**

Network providing support and integration services

[Welcome Alliance \(welcomealliance.de\)](https://welcomealliance.de)

### **Kiron Open Higher Education**

Access to higher education and support services for refugees

[Kiron \(kiron.ngo\)](https://kiron.ngo)

# PORTUGUESE ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

Refugee Support Framework in Portugal - Mental Health Services

## **Serviço Jesuíta aos Refugiados (JRS)**

Social, psychological, medical, legal support, language learning, training

Website: <https://www.jrsportugal.pt/en/home-2/>

## **Cruz Vermelha Portuguesa (Portuguese Red Cross)**

Psychological trauma support, legal aid, education, labour market integration

Website: <https://www.cruzvermelha.pt/acolhimento-de-refugiados.html> (only available in Portuguese)

## **Fundação Portugal com ACNUR**

Support for UNHCR's humanitarian aid programmes, mental health priority

Website: <https://pacnur.org/pt/onde-estamos/areas-de-trabalho/saude-mental>

## **Ordem dos Psicólogos (Portuguese Psychologists Association)**

Mental health kit for migrants, 24-hour psychological counselling

Website: <https://www.ordemdospsicologos.pt/pt/noticia/5040>

# PORTUGUESE ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

| Key Mental Health Services – Integration and social support

## **CPR – Conselho Português para os Refugiados**

Legal aid, social integration, psychological support

Webseite: <https://cpr.pt/> (only available in Portuguese)

## **PAR – Plataforma de Apoio aos Refugiados**

Cooperation of 350 Portuguese organisations for refugee support

Website: <https://www.refugiados.pt/> (only available in Portuguese)

## **APIRP - Associação de apoio a Imigrantes e Refugiados em Portugal**

Integration support regardless of origin, language, gender

Website: <https://apirp.pt/> (only available in Portuguese)

## **ACM, I.P. – Alto Comissariado para as Migrações**

National and local support centres, refugee integration services

Website: <https://www.jrsportugal.pt/catr-centro-lisboa/> (only available in Portuguese)

## **CATR – Centro de Acolhimento Temporário para Refugiados**

Specialized support, integration activities, legal and psychological support

Website: <https://www.jrsportugal.pt/catr-centro-lisboa/> (only available in Portuguese)

# PORTUGUESE ORGANIZATIONS AND INSTITUTIONS FOR REFERRAL

## Community Support Initiatives

### **Refugees Welcome Portugal**

Integration of migrants and refugees into host communities, resource network

Website: <https://refugees-welcome.pt/>

### **Emergency Services:**

In case of immediate medical or psychological emergencies, dial 112 for emergency services.

# RECOMMENDATIONS FOR TRAINERS

**Awareness of Trauma Signs:** anxiety, withdrawal, hypervigilance, concentration issues

**Safe and Predictable Environment:** minimize triggers, be mindful of emotional states

**Understanding Impact of Trauma:** patience, flexibility in deadlines and participation

**Empowering Participants:** provide choices, support autonomy

**Cultural Sensitivity:** respect diverse backgrounds, understand cultural influences

**Encourage Self-Care:** promote stress management routines

**Foster Resilience:** positive outlook, achievable goals, recognize strengths

**Professional Boundaries:** protect well-being, support participants

**Know Your Limits:** identify need for professional intervention

**Culturally Sensitive Referrals:** use established referral guidelines

**Reflect on Practices:** seek feedback, assess impact on participants

# MODULE 10 – REFERRAL TO HEALTH PROFESSIONALS

## Exercises

- | Referral guideline development
- | Referral network mapping
- | Referral role-play scenarios