



NEEDS ANALYSES REPORT

Deliverable: WP2/A1



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1. Introduction

1.1. The NewFuture Erasmus+ Project

The **NewFuture** project is aimed at VET staff working with course participants entitled to asylum and aims to equip these professionals with skills to correctly interpret certain emergency situations, provide appropriate support, improve cultural competences and better understand and respect specific refugee cultures.

The project is also dedicated to sensitising refugees themselves to their mental health, promoting self-presentation and self-reflection, training and empowering potential volunteers and community leaders.

The objectives of **NewFuture** are mainly pursued and achieved through the development of our "Training Kit for Trainers", the implementation of our "Train the Trainers" training, national workshops and pilot projects as well as the development of a framework concept for a guide for volunteers and community leaders.

1.2. The importance of addressing mental wellbeing of refugees in vocational-educational trainings in the European Union

Addressing the mental wellbeing of refugees in vocational-educational trainings in the European Union is of crucial importance for several reasons:

- Firstly, refugees often face significant mental health challenges due to the trauma they have experienced in their home countries and during their journeys to the EU. These challenges can greatly affect their ability to successfully participate in vocational-educational trainings and ultimately integrate into the host society.
- Secondly, mental wellbeing is not solely the absence of mental illness, but also the presence of positive qualities that contribute to resilience and overall well-being. By addressing mental wellbeing, vocational-educational trainings can provide a supportive and inclusive learning environment that promotes the participants' engagement, motivation, and sense of purpose.

Moreover, attending to the mental wellbeing of refugees can also enhance the overall effectiveness of vocational-educational trainings by improving participants' ability to manage stress and adapt to new environments. Ultimately, prioritizing mental wellbeing in vocational-educational trainings for refugees can contribute to their successful integration, improved mental wellbeing and mental health outcomes, and overall well-being in the European Union.



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For a better understanding of the terms in the questionnaire, we offered the following two definitions to fill in the report more accurately:

- Mental Health refers to the state of someone's mental functions, involving the absence of mental disorders or illnesses such as depression, anxiety, schizophrenia, etc. It is about the way people think, feel, and behave, and how they cope with the demands of life.
- Mental Wellbeing is more about the positive aspects of a person's mental state. It's not just the absence of mental illness, but also the presence of positive qualities, such as the ability to manage stress, feeling engaged and purposeful, and having good relationships.

1.3. Overview of the report and its purpose

The needs analysis questionnaire is an essential tool for gathering information from trainers working with refugees in vocational-educational trainings in the partner countries of the project. The questionnaire aims to assess the trainers' level of familiarity with mental health and mental wellbeing challenges faced by refugees, their confidence in identifying and addressing these issues, awareness of available resources, knowledge of trauma-informed teaching practices, and strategies used to create a supportive learning environment.

By collecting data from trainers across the partner countries through this questionnaire, the report will provide a comprehensive understanding of the needs, gaps, and areas for improvement in supporting the mental wellbeing of refugees in vocational-educational trainings.

Essential for determining the detailed content of the Training Kit for Trainers is for the project partnership to evaluate the results of the questionnaires accordingly in order to implement a real needs based and the identified shortcomings addressed Train the Trainer training.

2. Description of the sample

2.1. Information about participants who completed the questionnaire (e.g. trainers working in course institutes with experience in working with refugee participants)

The survey data collected from the four partners, Gewerkstatt, RCF, Mindshift, and BEST Institute, provides valuable insights into the perspectives of professionals working with refugees and migrants:

- job coaches,
- trainers and VET trainers,
- social workers,
- social pedagogues,
- labour office representatives,
- other professionals working with refugees (e.g. Red Cross staff, colleagues of organisations for supporting refugees, colleagues of adult education organisations)
- lawyers,
- psychologists, and
- project coordinators from various organizations

completed the questionnaire. The diverse range of expertise within the groups ensures a comprehensive understanding of the challenges and opportunities faced in facilitating the integration of refugees into the labour market.

2.2. Mention the number of participants from each partner organisation

A total of 196 professionals from various organizations completed the questionnaire. This data will be instrumental in identifying effective strategies to improve the mental wellbeing of refugees in their new future.



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3. Methodology

The needs analysis questionnaire aims to gather information from vocational-educational trainers working with refugees in the partner countries of the [NewFuture](#) project in the European Union. The questionnaire will assess the trainers' specific training and guidance on working with refugees, their familiarity with mental health and mental wellbeing challenges faced by refugees, their confidence in identifying and assessing mental health and wellbeing issues, their awareness of available resources, their knowledge about trauma-informed teaching practices, and the strategies or techniques they currently use to create a supportive learning environment for refugees.

The approach used in the questionnaire is to ask trainers to select their answers from multiple-choice options provided for each question. Trainers are also given the option to provide additional information or specify their own aspects in certain questions. This structured approach allows for consistency in data collection and analysis.

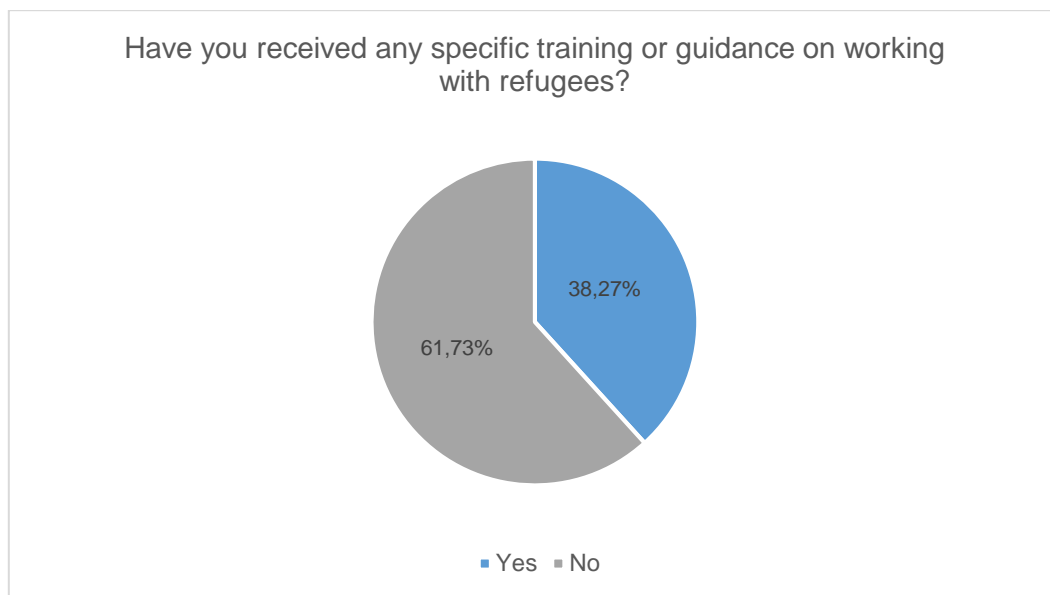
The questionnaire also includes open-ended questions, allowing trainers to provide detailed descriptions and explanations where necessary.

Overall, the needs analysis questionnaire aims to gather comprehensive information about the needs, challenges, and resources of vocational-educational trainers working with refugees in order to guide the development of future training initiatives focused on the mental wellbeing of refugees.

4. Main Findings

The main findings section discusses the results obtained from each question asked in the questionnaire. The responses are analysed and organized based on the thematic areas explored in the survey.

4.1. Training and guidance received



The results indicate a significant lack of comprehensive training programs tailored to effectively support refugees, with more than 60 % of respondents across all partners reporting that they have not received any specialized training.

Of the respondents who did receive training or guidance, the types of programs varied workshops, seminars, and training sessions were the most common forms of training, with around 70 % of respondents attending such sessions.

The respondents of the questionnaire received the following type of training/guidance on working with refugees:

- seminars and/or in-person training sessions (e.g. at workplace or in a project)
- online courses or training (intervention with refugees and asylum seekers)
- supervision session to support their work with refugees
- training or several further training courses, conferences
- workshops and seminars
- workshop on dealing with traumatised refugees
- training within the context of a DaF/DaZ (German as a foreign language/German as a second language) course or training



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- introductory trainings and trainings at work in context working in integration of migrants
- buddy-System introduction
- internal documents, guidelines of stakeholders
- Psychotraumatology Qualification Course, self-payed (1)
- master's degree in migrations (1)

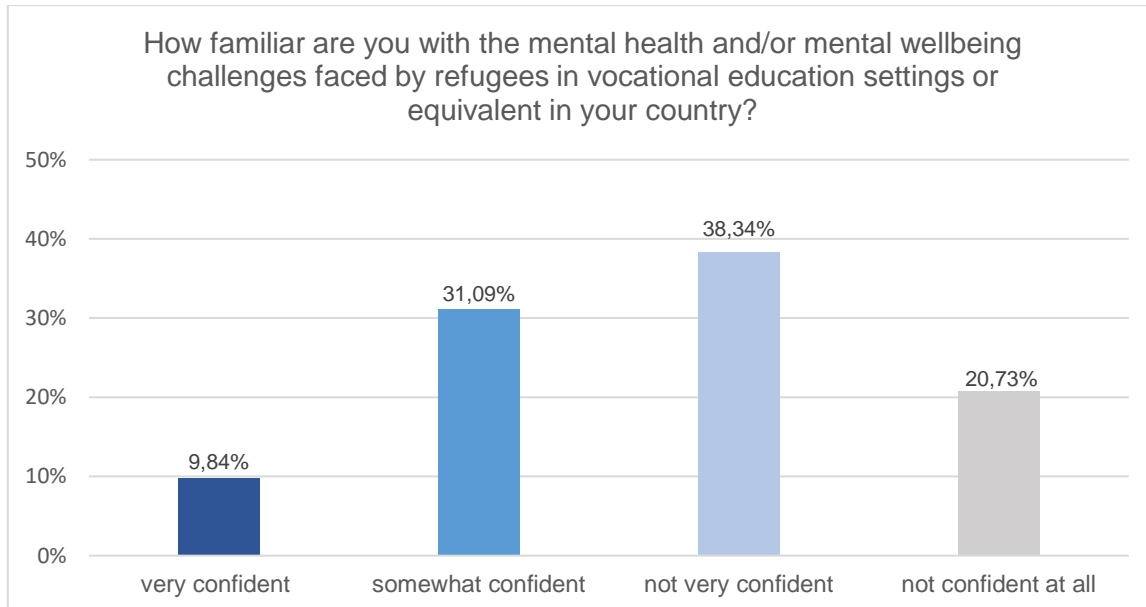
Online courses were mentioned by numerous responders of those who received training, indicating a growing trend towards digital learning in this area.

Two participants have indicated that they have a higher level of qualification that is directly related to the topic of working with refugees.

Additionally, training in workplace, enrolment or brief introduction and supervision sessions were reported by a relative high number of respondents, suggesting the importance of ongoing support and guidance in working with refugees.

Overall, the findings highlight the need for more structured and comprehensive training programs tailored to the complexities of supporting refugees in their new future. Workshops, seminars, online courses, and supervision sessions emerged as significant forms of training received by respondents, suggesting that a combination of theoretical and practical training is necessary to effectively work with refugees.

4.2. Familiarity with mental health and wellbeing challenges



The results of the question show that less than 10 % of the respondents are very confident in their familiarity with the mental health and/or mental wellbeing challenges faced by refugees, while hardly more than 30 % of the respondents indicated feeling “somewhat confident”. With almost 38,34 % of responses, the “not very confident” category represents the majority of responses, while another 20,73 % admitted to being “not confident at all”.

Based on the responses from the project partners, it is evident that there is a significant lack of confidence and knowledge among respondents regarding the mental health and/or mental wellbeing challenges faced by refugees in vocational education settings or equivalent in their countries. This highlights a clear need for training sessions and capacity-building activities to enhance the understanding and awareness of these challenges among professionals working with refugees.

The challenges faced by refugees in vocational-educational settings, as reported by the project partners, can be categorized as trauma and mental health issues, integration and cultural differences, practical challenges, and behavioural and psychological issues.

1. Trauma and mental health issues: refugees are often dealing with post-traumatic stress disorder, trauma from war and persecution, depression, and high levels of stress and anxiety.

These issues can manifest in various ways, such as outbursts of aggression, passivity due to fear, and re-traumatization from exposure to propaganda.

The signs and symptoms of trauma, including PTSD, depression, and anxiety, can impact learning and behaviour and hinder the ability to absorb new information and concentrate.



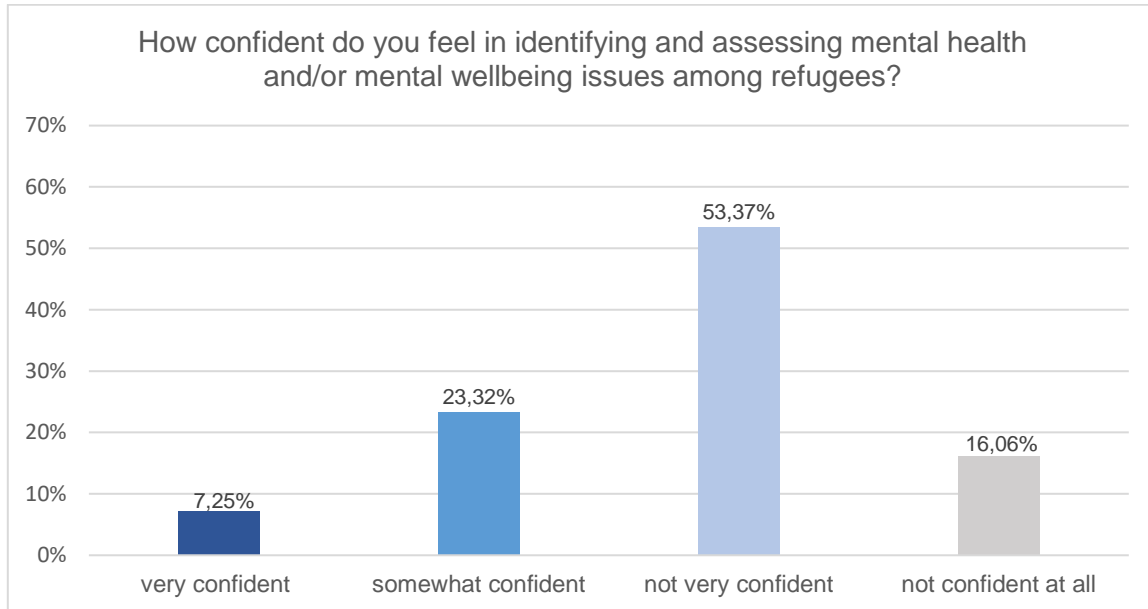
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- 2. Integration and cultural differences** present another set of challenges for refugees: language barriers, difficulties adapting to a new culture, and the search for a sense of belonging are common issues. Cultural differences, discrimination, and exaggerated expectations due to misinformation can further complicate the integration process.
- 3. Integrational and practical challenges** faced by refugees include finding employment, accessing support and therapy services, and concerns about family members in their home countries.
Issues such as time-consuming qualification recognition processes, limited therapy services, worries about family members, and difficulties in navigating the new society and culture (e.g. language acquisition, adapting to new cultural norms) without support can exacerbate the challenges refugees.
- 4. Behavioural and psychological issues**, such as demotivation, impulsive aggression, cognitive impairments, and the impact of past experiences on behaviour and attitudes, also contribute to the challenges refugees encounter.

Staff should be equipped with strategies to address unstable behaviour, mistrust, concentration problems, insecurity, and the need for a sense of belonging. Support and understanding are crucial in helping refugees navigate these challenges and succeed in vocational-educational settings.

Overall, the responses highlight the multifaceted nature of the challenges refugees face in their new future, underscoring the importance of targeted training, cultural sensitivity, and support services to address their mental well-being and integration needs comprehensively.

4.3. Confidence in identifying and assessing mental health and/or mental wellbeing issues among refugees



Overall, only less than 10 % of respondents feel confident in identifying and assessing mental health or wellbeing issues, while almost a quarter of the professionals have felt “somewhat confident” regarding the related topic. The majority of respondents have indicated, that they are “not very confident” – 53,37 % , and “not confident at all” – 16,06 % to identify and assess the mental health and mental wellbeing among refugees.

On one side we can state that the last number is more than two times higher than the number of those who considered themselves “very confident”, on the other side we can conclude that the significant majority, 69,43 % of the respondents, are those who considered themselves “not very confident” or “not confident” at all.

This indicates a very moderate level of confidence among a very small proportion of staff, while a significant percentage of respondents are strangely unsure in identifying and assessing mental health and/or mental wellbeing issues among refugees.

Despite of the answers, the respondents reported numerous mental health/mental wellbeing issues that they can recognise themselves. The results received can be categorised into the following groups:

1. Trauma and stress-related issues: respondents mentioned a range of trauma and stress-related issues such as

- signs of PTSD: overreaction, sleep disorders, anxiety states up to panic attacks, mental confusion and imbalance, disorientation, difficulties in communication, depression,



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- existential fears,
- high level of worries about family/children,
- "culture shock", adjustment problems
- flight trauma, shock trauma,
- experiences of violence and coping with war trauma,
- lack of self-reflection,
- high distrust, insecurity,
- lack of social wellbeing associated with discriminatory behaviour.

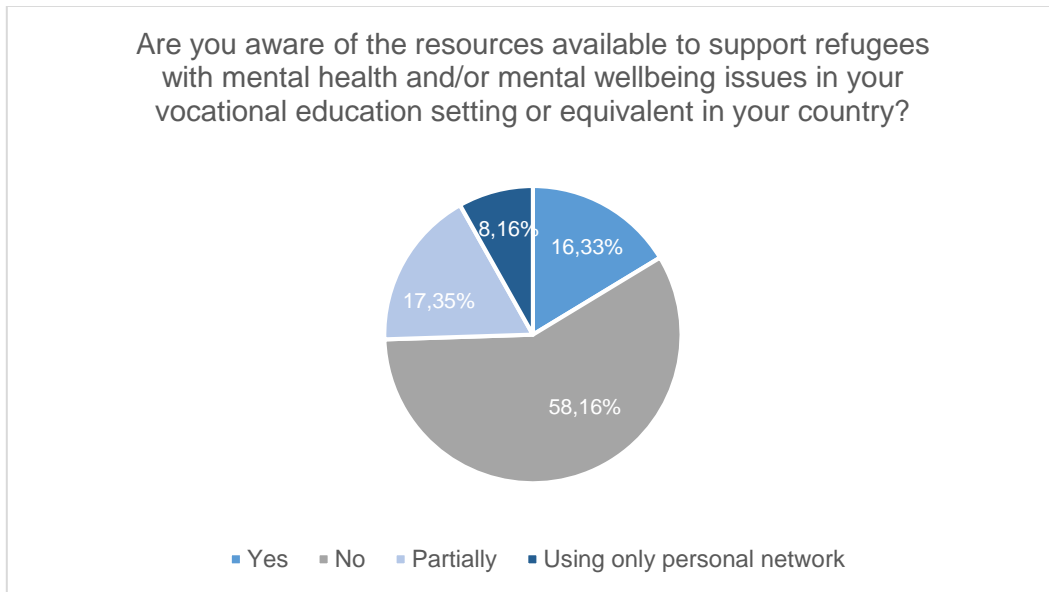
2. Psychiatric and cognitive issues: respondents identified

- problems with concentration on a very high level to cognitive disorders,
- cognitive performance disorders that would require clinical psychological testing procedures,
- mental illnesses, disorders or disabilities: depression, schizophrenia, bipolar disorder, autism spectrum disorder, etc.

3. Integration and cultural challenges: respondents highlighted the following issues faced by refugees:

- uncertainty about the future,
- less contact with local peoples, issues of belonging
- challenges with local language, job market, and culture,
- experiences during flight,
- separation from familiar environment and/or pressure from relatives,
- isolation,
- negative/violent spiral,
- problems with balance and self-esteem, adjustment disorders.

4.4. Awareness of available resources



According to the responses, we received the result that about 58 % of the respondents have no available resources to support refugees with mental health/mental wellbeing issues. The number of respondents who are aware of available resources and those who are at least partially aware only reaches one third of all responses.

It can be observed that the number of professionals who can use a personal network remains below 10 % and it is noticeable that twice as many professionals from Austria use the personal channels than from the other partners overall.

The most trainers who responded "partially" and "using only personal network" provided specific details about the resources available to support refugees with mental health and/or mental wellbeing issues in Portugal and in Austria. The following results have been indicated:

1. Internal training and support, feedback rounds, small group sessions, cultural activities, therapy activities
2. Government and Non-Governmental Organizations:
 - organisation of the local government (e.g. magistrates in Austria)
 - various migrant organisations and refugee services, crisis intervention centres
 - contact points, aid organizations, integration services
 - organisation for women's
 - health centres, hospitals
3. Educational and Professional Support:
 - materials from various resources, e.g. Refugees Welcome Portugal including further different supporting services, Social Security, Public Police Forces, The High



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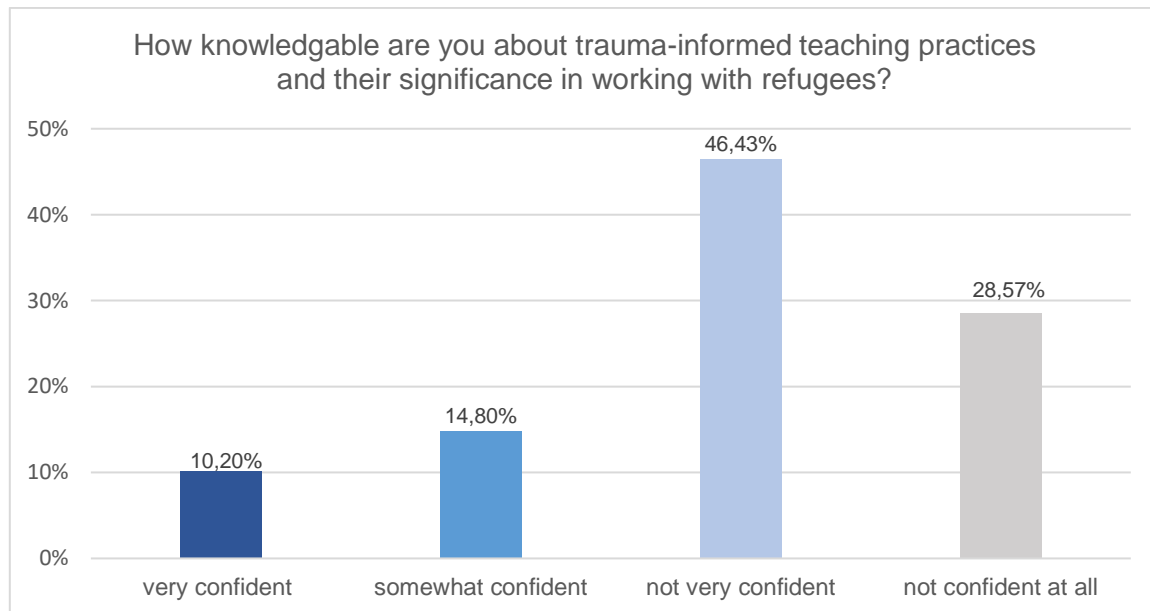
Comission for Migration in Portugal and the resources different migrant organisations in Austria

- university programme/course and further training courses (e.g. social pedagogy)

Respondents usually use their personal network on the field of:

- colleagues and friends who work with refugees
- training providers & education
- psychology
- social affairs
- social media
- various supporting organisation and their cooperation partners

4.5. Knowledge of Trauma-Informed Teaching Practices



We can summarise that overall only 10,20 % of respondents rated themselves as "very knowledgeable" in the area of Trauma-Informed Teaching Practices, and only slightly less than 15 % "somewhat knowledgeable". Accordingly, we can conclude that three quarters (75 %) of the professionals consider themselves "not very" (with 46,43 %) or "not at all" (with 28,57 %) knowledgeable.

Both this last proportion - more than a quarter of respondents have zero knowledge of trauma-informed teaching practices - as well as the overall proportion - barely 25 % - of professionals who are at least somewhat confident with the related topic suggest critical need for professional development concerning trauma-informed teaching practices and their significance for working with refugees.

Overall, the professionals expressed a strong interest in trauma-informed teaching practices and highlighted their need for specific support and training in this area. The following key points summarize their main concerns and needs:

1. Comprehensive Training Programs:

There is a high demand for comprehensive training programs covering a wide range of trauma-informed practices, from basic principles to advanced applications in educational settings, including the following topics:

- Mental wellbeing first aid, intervention in acute situations
- How to empower people and rebuild to sense of control
- How to raise awareness of trauma both in our society and among refugees



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- How to incorporate role play and practical exercises into the training sessions
- Continuous learning opportunities (workshops, seminars) to keep trainers update on the latest trauma-informed practices
- Cultural competence training – how to work with individuals from diverse cultures, religions

2. Access to Resources and Support Networks:

Professionals are seeking access to resources, tools, case studies, and contacts for immediate assistance or consultation when dealing with trauma-related issues.

3. Practical Implementation Strategies:

Professionals are eager to learn practical implementation strategies for applying trauma-informed methods in day-to-day teaching and support scenarios. It is recommended to develop strategies and training materials tailored to professionals without a psychological or medical background.

4. Enhanced Awareness on Trauma Effects:

Educating staff on the psychological impact of trauma on learning and behaviour is crucial for enhancing awareness and understanding of trauma effects.

5. Self-Care Techniques for Educators:

Professionals expressed a need for workshops on managing secondary trauma and maintaining personal well-being while supporting traumatized individuals. It is highly recommended to encourage self-care and self-organisation among trainers, e.g. self-support & sharing groups can provide an environment for professionals where professional mental health promotion can be realised.

6. Collaborative Learning Opportunities:

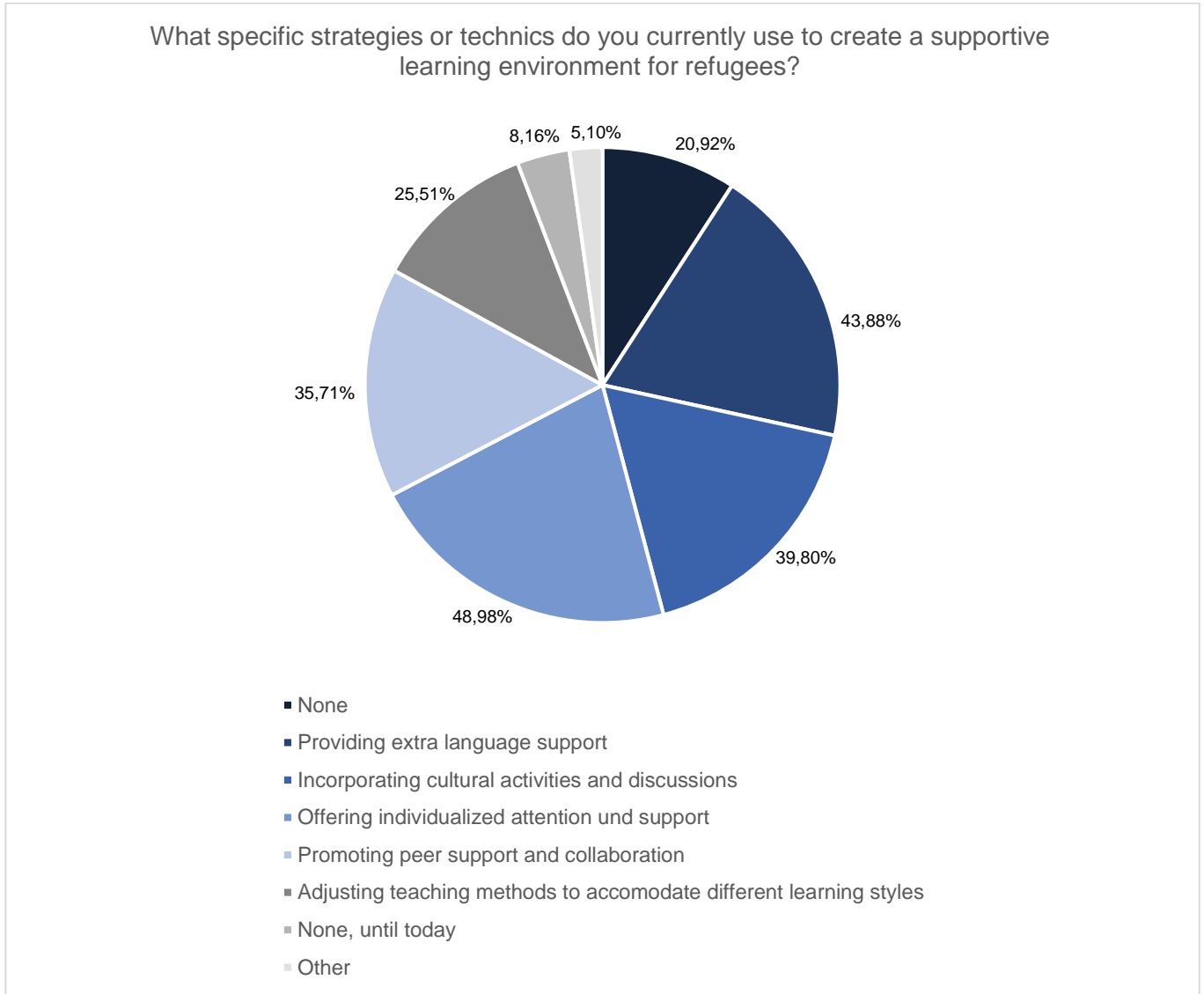
Peer-to-peer learning and sharing of best practices, discussion of “hot topics” within and across institutions can provide a supportive environment for sharing experiences, tips and insights and is seen as valuable for collaborative learning and professional development.

7. Feedback and Continuous Improvement Processes:

Establishing mechanisms for evaluating the effectiveness of trauma-informed practices and gather input their experiences and areas where professionals feel less confident. This ensure continuous improvements which is essential for guarantee positive outcomes in educational settings.

In summary, by addressing these key concerns and needs, educators and professionals can enhance their skills in trauma-informed teaching practices and better support refugees in their mental well-being and integration processes.

4.6. Strategies and techniques used to create a supportive learning environment



The 4 most commonly used methods to create a supportive learning environment for refugees are

- offering individualized attention and support (48,98 %),
- providing extra language support (43,88 %), and
- incorporating cultural activities and discussions (39,80 %)
- promoting peer support and collaboration (35,71 %).



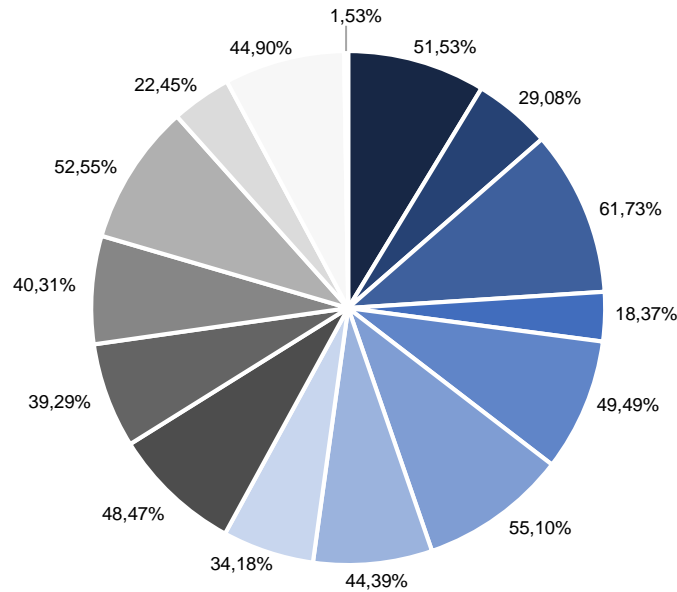
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Trainers under “other” option highlighted additional strategies or activities, such as

- art activities
- spirit activities
- activities related ecology
- working with history of the family
- individual mentoring
- workshops organised by volunteers for the family of refugees (e.g. drum workshops for children, dancing, sport, music) or referral to organisations that promote such kind of activities
- outdoor activities to visit essential community places (e.g. Health Center, Bank, Supermarket)
- reference to adequate training programs, personal development plans

4.7. Additional Information or Training Helpful in Fostering Compassion and Understanding

What additional information or training would you find helpful in fostering compassion and understanding of the impact of trauma and displacement among VET trainers?



- Specific cultural factors
- Historical knowledge
- Strategies and approaches for support refugees
- Online articles
- Case studies about successful mental health programs for refugees/marginalized groups/people with specific challenges
- Symptoms of trauma in everyday life
- Symptoms of trauma in training groups
- How can I inform affected people and professionals/colleagues about trauma?
- How to normalize traumatisation among refugees
- Trauma-informed stabilisation of groups and individuals during training sessions
- Specific methods for support mental health among refugees
- How to support mental health of trainers, trainers groups working with traumatized people
- Guidelines or manuals
- Access to mental health professionals for consultation
- Other



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Ranking of mostly needed information and trainings are:

Strategies and approaches for support refugees	121 respondents	61,73 %
Symptoms of trauma in everyday life	108 respondents	55,10 %
How to support mental health of trainers, trainers groups working with traumatized people	103 respondents	52,55 %
Specific cultural factors	101 respondents	51,53 %
Cases studies about successful mental health programs for refugees	97 respondents	49,49 %
How to normalize traumatization among refugees	95 respondents	48,47 %

The results show a relative balanced picture among the first six options with the results between near 50 % and 60 %.

The least stated need was for online articles (18,37 %), manuals and guidelines (22,45 %), historical knowledge (29,08 %).



5. Summary of findings, conclusion and recommendation

5.1. Summary of the survey's findings

The research findings, based on survey data collected from four project partners - Gewerkstatt, RCF, Mindshift, and BEST Institute - provide valuable perspectives from professionals engaged in supporting refugees and migrants.

The survey participants represent a wide range of roles, including job coaches, trainers, VET trainers, social workers, social pedagogues, and legal experts. Additionally, colleagues from organizations supporting refugees and adult education institutions are part of this cohort. Their diverse expertise ensures a comprehensive understanding of the challenges and opportunities related to refugee integration into the labour market and allows for a holistic understanding of the complexities involved in facilitating refugee integration. Their perspectives cover various aspects, including legal, psychological, and practical considerations.

The insights gathered from these professionals will serve as a foundation for developing the Training Kit for Trainers. By leveraging their expertise, we can create effective strategies to enhance the mental wellbeing of refugees as they embark on their new future. The participation of 196 professionals across partner organizations underscores the importance of this endeavour and highlights the collective commitment to supporting refugees in their journey toward better mental health and successful integration into society.

Training and guidance received

The survey results highlight a significant gap in comprehensive training programs specifically designed to support refugees. Over 60 % of respondents from all partner organizations reported that they have not received any specialized training in this area. For those who did receive training or guidance, the following types of programs were most common:

Approximately **70 %** of respondents attended workshops, seminars, and in-person training sessions. Respondents also participated in online courses or training sessions focused on interventions with refugees. This reflects a growing trend toward digital learning in this field.

Some trainers benefited from supervision sessions, additional training courses and conferences related to refugee integration. Trainers received also training within the context of train the trainer training for language courses (DaF/DaZ). Introductory trainings within workplace settings, buddy-system introductions and accessed internal documents and guidelines from stakeholders were also mentioned. Two respondents held specialized





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qualifications directly related to working with refugees and a workshop specifically addressing trauma in refugees were mentioned.

The lack of comprehensive training programs underscores the need for targeted efforts to enhance trainers' competence in supporting refugees' mental wellbeing.

The survey results highlight the importance of investing in training and guidance for professionals in this field to ensure the mental wellbeing and successful integration of refugees in their new communities.

Familiarity with Mental Health and Wellbeing Challenges

Less than 10 % of respondents expressed being “very confident” in their familiarity with mental health and wellbeing challenges. Approximately 30 % felt “somewhat confident.” The majority of responses (almost 38,34 %) fell into the “not very confident” category, with an additional 20,73 % admitting to being “not confident at all.” This indicates a significant lack of confidence and knowledge among trainers.

The challenges faced by refugees in vocational-educational settings can be categorized as trauma and mental health issues, integration and cultural differences, practical challenges, and behavioural and psychological issues.

The findings underscore the need for targeted training sessions and capacity-building activities. Trainers should be equipped with strategies to address unstable behaviour, mistrust, concentration problems, insecurity, and the need for a sense of belonging. Support and understanding are crucial in helping refugees navigate these challenges and succeed in vocational-educational settings.

The multifaceted challenges refugees encounter in their new future demand targeted training, cultural sensitivity, and comprehensive support services.

Confidence in identifying and assessing mental health/mental wellbeing issues

The number of respondents who lack confidence (“not very confident” and “not confident at all”) is significantly higher (69,43 %) than those who feel “very confident.” Interestingly, the proportion of those who lack confidence is more than two times greater than those who express high confidence. Trainers exhibit a moderate level of confidence overall, just a small minority feel very confident, while a significant percentage remains unsure about identifying and assessing mental health issues in refugees.

The responses provided by the project partners highlight a diverse range of mental health and wellbeing issues faced by refugees, including trauma, stress, psychiatric and cognitive disorders, integration challenges, and cultural issues. Professionals working with refugees play a crucial role in identifying and assessing these issues, emphasizing the importance of cultural understanding and experience in the field. Addressing these issues requires a comprehensive approach that considers the unique experiences and backgrounds of refugees to promote mental wellbeing and facilitate successful integration in their new future.

Awareness of Available Resources

Approximately 58 % of respondents reported having no available resources. Only about one-third of respondents were either fully or partially aware of available resources. The number of professionals relying solely on their personal network remains below 10 %.

Specific Resources Mentioned:

- internal training and support (feedback rounds, small group sessions, cultural activities, and therapy activities);
- government and NGOs (local government organizations, migrant organizations, crisis intervention centres, aid organizations, and women's organizations);
- health centres and hospitals;
- educational and professional support: (materials from various resources, university programs, and further training courses);
- personal networks (colleagues, friends, training providers, psychology professionals, and social affairs experts).

The findings emphasize the need for increased awareness and access to resources for trainers working with refugees. The Training Kit for Trainers, based on these insights, will play a pivotal role in equipping professionals with the necessary tools to address mental health challenges effectively. By leveraging available resources and fostering collaboration, we can enhance the mental wellbeing of refugees during their integration journey.

Knowledge of Trauma-Informed Teaching Practices

The survey findings reveal that only 10,20 % of respondents consider themselves “very knowledgeable” about trauma-informed teaching practices, while nearly 15 % feel “somewhat knowledgeable.” However, a significant majority (75 %) lack confidence, with 46,43 % feeling “not very” and 28,57 % “not at all” knowledgeable. These results underscore the urgent need for professional development in trauma-informed teaching practices for professionals working with refugees. Their strong interest in this area emphasizes the importance of tailored support and training.

The survey findings underscore critical needs for trainers working with refugees:

- **Comprehensive Training Programs:**
Demand for trauma-informed practices training, including mental wellbeing first aid and intervention;
Awareness-raising about trauma in society and among refugees;
Incorporating role play and practical exercises into training;
Continuous learning opportunities and cultural competence training.
- **Access to Resources and Support Networks:** Immediate access to tools, case studies, and contacts for trauma-related issues



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- **Practical Implementation Strategies:** Tailored strategies for non-psychological or medical professionals; Application of trauma-informed methods in teaching and support.
- **Enhanced Awareness of Trauma Effects:** Educating staff on trauma's psychological impact on learning and behaviour.
- **Self-Care Techniques for Educators:** Workshops on managing secondary trauma and maintaining personal wellbeing; Encouraging self-care and self-organization among trainers.
- **Collaborative Learning Opportunities:** Peer-to-peer sharing of best practices and discussions
- **Feedback and Continuous Improvement:** Mechanisms for evaluating trauma-informed practices and addressing areas of low confidence

These insights will inform the Training Kit for Trainers, promoting better mental wellbeing and successful refugee integration.

Strategies and techniques used to create a supportive learning environment

The survey findings reveal key strategies employed by trainers to foster a supportive learning environment for refugees. The most commonly used methods include individualized attention and support, extra language assistance, cultural activities, and promoting peer support and collaboration. Additionally, trainers highlighted diverse approaches such as art and spirit activities, ecological engagement, and family history exploration. Collaborative workshops organized by volunteers and outdoor community visits also play a role. Reference to adequate training programs and personal development plans further enriches the strategies.

Trainers' commitment to creating an inclusive and supportive learning environment is evident. However, ongoing professional development and cultural sensitivity are essential.



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Additional Information or Training Helpful in Fostering Compassion and Understanding

The survey findings reveal critical insights into the training needs of professionals working with refugees.

While strategies for supporting refugees and understanding trauma symptoms are essential, specific cultural factors and successful case studies also play a crucial role. While the top six needs exhibit relative balance, the demand for online articles, manuals, and historical knowledge remains comparatively lower.

To effectively address refugee mental wellbeing and integration, tailored training programs must encompass these diverse areas. While the top six needs exhibit relative balance, the demand for online articles, manuals, and historical knowledge is comparatively lower.

5.2. Conclusion

The survey findings highlight the **critical gaps** in comprehensive training programs and the **lack of confidence** among professionals in supporting refugees' mental wellbeing. These challenges underscore the urgent need for targeted capacity-building activities to equip trainers with the necessary tools and knowledge to **address the multifaceted needs** of refugees in their new future. The diverse expertise and perspectives of professionals engaged in supporting refugees underscore the collective commitment to enhancing mental health and successful integration.

5.3. Recommendations

Based on the survey findings, the following recommendations are proposed to guide the development of the Training Kit for Trainers:

- 1. Develop comprehensive training programs:** create targeted training sessions that focus on trauma-informed teaching practices, mental wellbeing first aid, and interventions. Incorporate continuous learning opportunities and cultural competence training to enhance trainers' skills in working with refugees.
- 2. Increase awareness and access to resources:** provide trainers with information about available resources and support networks to assist refugees in their integration journey. Encourage collaboration and foster partnerships with government and NGOs, health centers, educational institutions, and personal networks.
- 3. Enhance knowledge of trauma-informed practices:** offer professional development opportunities in trauma-informed teaching practices, including access to tools, case studies, and contacts for trauma-related issues. Incorporate practical implementation strategies and self-care techniques for educators to promote mental wellbeing.
- 4. Promote strategies for creating supportive learning environments:** encourage trainers to utilize individualized support, extra language assistance, and cultural activities to create an inclusive learning environment for refugees. Provide ongoing professional development and cultural sensitivity training to further enrich their strategies.
- 5. Address training needs for fostering compassion and understanding:** develop tailored training programs that encompass cultural factors, successful case studies, and historical knowledge to enhance trainers' understanding and compassion for refugees. Offer a balance of resources, including articles, manuals, and online materials to support their professional development.

By implementing these recommendations, the Erasmus+ project [NewFuture](#) - For the better mental well-being for refugees in their new future can further its mission of supporting refugees in achieving better mental health/mental wellbeing and successful integration into society.

The Training Kit for Trainers based on this survey will serve as a valuable resource for professionals working with refugees, promoting holistic approaches to mental wellbeing and facilitating refugees' successful transition into their new communities.

6. Appendix

WP2 – NEEDS ANALYSES QUESTIONNAIRE

For a better understanding of the terms in this questionnaire, we offer the following two definitions to fill in the report more accurately:

Mental Health refers to the state of someone's mental functions, involving the absence of mental disorders or illnesses such as depression, anxiety, schizophrenia, etc. It is about the way people think, feel, and behave, and how they cope with the demands of life.

Mental Wellbeing is more about the positive aspects of a person's mental state. It's not just the absence of mental illness, but also the presence of positive qualities, such as the ability to manage stress, feeling engaged and purposeful, and having good relationships.

1. **Have you received any specific training or guidance on working with refugees?**
 - a. Yes
 - b. No
 - c. If yes, please specify the type of training/guidance you have received (e.g., workshops, seminars, online courses, supervision, etc.): ...

2. **How familiar are you with the mental health and/or mental wellbeing challenges faced by refugees in vocational education settings or equivalent in your country?**
 - a. Very confident
 - b. Somewhat confident
 - c. Not very confident
 - d. Not confident at all
 - e. If a or b, please describe briefly the challenges that you have faced by refugees in vocational educational settings: ...

3. **How confident do you feel in identifying and assessing mental health and/or mental wellbeing issues among refugees?**
 - a. Very confident
 - b. Somewhat confident
 - c. Not very confident
 - d. Not confident at all
 - e. If a or b, please describe briefly the mental health issues you can identify: ...

4. **Are you aware of the resources available to support refugees with mental health and/or mental wellbeing issues in your vocational education setting or equivalent in your country?**
 - a) Yes
 - b) No
 - c) Partially – please specify: ...
 - d) I can use only my personal network, on the field of (please specify): ...



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- 5. How knowledgeable are you about trauma-informed teaching practices and their significance in working with refugees?**
- Very knowledgeable
 - Somewhat knowledgeable
 - Not very knowledgeable
 - Not knowledgeable at all
 - if b, c or d, would you like to acquire more special skills/competencies about trauma-informed teaching practices in training/working with refugees? *Please answer with yes or no. You can also specify what you need first of all in this area: ...*
- 6. What specific strategies or techniques do you currently use to create a supportive learning environment for refugees? (Please select all that apply)**
- None
 - Providing extra language support
 - Incorporating cultural activities and discussions
 - Offering individualized attention and support
 - Promoting peer support and collaboration
 - Adjusting teaching methods to accommodate different learning styles
 - None until today, because... *(please provide your own aspects):*
 - Other *(please specify):*
- 7. What additional information or training would you find helpful in fostering compassion and understanding of the impact of trauma and displacement among VET trainers?**
- Specific cultural factors
 - Historical knowledge
 - Strategies and approaches for support refugees
 - Online articles
 - Case studies about successful mental health programs for refugees/marginalized groups/people with specific challenges
 - Symptoms of trauma in everyday life
 - Symptoms of trauma in training groups
 - How can I inform affected people and professionals/colleagues about trauma?
 - How to normalize traumatisation among refugees
 - Trauma-informed stabilisation of groups and individuals during training sessions
 - Specific methods for support mental health among refugees
 - How to support mental health of trainers, trainers groups working with traumatized people
 - Guidelines or manuals
 - Access to mental health professionals for consultation
 - Other *(please specify):*

Thank you for participating in this questionnaire. Your responses will help us better understand your needs as a vocational-educational trainer (or equivalent in your country) working with refugees and guide the development of future training initiatives.