

災害・SDGs

2026年7月18日(土) 16:50 ~ 18:20 | 口演会場2(保健学科302)

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座長:Dorkasi Mwakawanga

17:35 ~ 17:50

[w5gNzYeC-04] Responding to Trauma in Non-Formal Education: A Quantitative Needs Assessment of Trauma-Informed Informal Educators within the COPE Project

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キーワード : trauma-informed care、 non-formal education、 informal educators、 traumatized learners、 Europe

[Purpose] Conducted within the COPE Project “Preparing Non-formal Education in Europe for Traumatized Learners” (ERASMUS+ KA220-ADV, project 2023-1-DE02-KA220-ADU-000155022), this study quantitatively assessed preparedness, knowledge gaps and psychosocial needs of non-formal educators working with trauma-affected learners across Europe, especially those from war-stricken contexts. It aimed to identify predictors of perceived competence, professional strain and training demands to inform development of a trauma-informed training program.

[Method] A multilingual online questionnaire yielded 321 complete responses. It captured sociodemographic data, professional context, prior trauma-related training, self-assessed knowledge of trauma-informed principles (including person-centred care and empathy), perceived competence in managing trauma and indicators of work-related stress, depression and anxiety. We analysed distributions and associations between training exposure, institutional context, stress indicators and perceived preparedness.

[Results] Participants were predominantly female (90.7%), highly educated and mainly employed in social work, education and NGO settings. Insufficient trauma-specific training was the most frequent challenge (61.1%). The analyses showed statistically significant associations between prior trauma-related training and higher perceived preparedness, greater confidence in managing trauma-related behaviours and lower reported difficulty in practice. Professional context influenced perceived institutional support, and higher work-related stress was associated with stronger requests for psychological support and supervision. Age and gender were not consistent predictors.

[Consideration] Findings indicate systemic and modifiable gaps in training and institutional support.

[Conclusion] Structured, culturally adaptable trauma-informed training combined with supervision and psychological support is essential to strengthen educator resilience and improve non-formal educational responses to trauma across Europe.