

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

17:50 ~ 18:05

[w5gNzYeC-05] A Mixed-Methods Approach to Advancing Trauma-Informed Practice in Informal Education through the COPE Project

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キーワード : trauma、trauma-informed practice、traumatized learners、mixed-methods、policy coordination

[Purpose] We aimed to identify systemic gaps and priority needs in trauma-informed care among informal educators working with refugees, displaced persons and other trauma-affected learners within the framework of the COPE Project "Preparing Non-formal Education in Europe for Traumatized Learners" (ERASMUS+ KA220-ADV Cooperation Partnership in Adult Education, project 2023-1-DE02-KA220-ADU-000155022). The aim was to provide an evidence-based foundation for non-formal education contexts.

[Method] A mixed-methods needs assessment combined literature review, non-directive interviews, qualitative questionnaires with educators across Europe and an expert survey. Best practices and international trauma-informed guidelines were reviewed to situate findings within broader European and global frameworks.

[Results] The assessment revealed fragmented knowledge of emotional trauma, limited trauma-specific training and challenges in recognizing and responding to trauma-related behaviours without re-traumatization. Educators strongly requested practical, experiential learning methods – including case studies, simulations and culturally sensitive strategies. The creation of safe and trust-based environments was widely acknowledged as essential; however, many reported a lack of consistent tools to achieve this. Ongoing supervision, peer networks, accessible resources and training in self-care and/or burnout prevention were identified as critical needs. Cultural diversity significantly shaped perceptions of trauma and required adaptable training design.

[Consideration] Findings point to structural shortcomings in preparation and institutional support rather than isolated individual deficits, emphasizing the need for integrated and context-sensitive capacity building.

[Conclusion] Experiential and culturally responsive trauma-informed training, embedded within sustained supervision and policy coordination, is essential to strengthen resilience and practice in non-formal education.