Welcome to the EU-MiCare Introductory Webinars

June 10, 2025

15:00-16:30h (CEST)

Agenda

- **The EU-MiCare Project** *(EMZ, Germany)*

- **The EU-MiCare Platform** *(Zadig, Italy)*

- **Overview of the EU-MiCare Educational Content**

  - **Course Objectives and Outcomes** *(Syn-Eirmos – Babel Day Centre; Greece)*

  - **Learning Tools and Resources** *(Syn-Eirmos – Babel Day Centre; Greece)*

  - **WEBINAR 1** - Module 1: Foundations of Psychosocial Care in Migration Contexts *(Syn-Eirmos – Babel Day Centre; Greece)*

  - **WEBINAR 2** - Module 2: Improving Skills in Recognizing & Assessing Migrants' Mental Health Needs *(EMZ, Germany)*

  - **WEBINAR 3 -** Module 3: Improving Skills in Managing Migrants' Mental Health Needs *(Prolepsis, Greece)*

  - **WEBINAR 4 -** Module 4: Self Care & Staff Wellbeing *(CUT, Cyprus)*

- **What's next?** *(EMZ, Germany)*

  - **The Pilot**

  - **EU- Conference in Berlin (hybrid): 16.09.2025**

Key Facts on the EU-MiCare project

- *EU-MiCare: Training the EU Health Workforce to Improve Migrant and Refugee Mental Health Care*

- Duration: October 2022 to September 2025, Funded by Erasmus+

- Aim: to develop an innovative and comprehensive training program for (health) professionals and volunteers working with migrants/refugees

      improve mental health service delivery to vulnerable migrant and refugee populations.

The EU-MiCare Consortium

Coordinator

Ethno-Medical Centre (EMZ), **Germany**

Partners

Prolepsis Institute, **Greece**

Technologiko Panepistimio Kyprou (CUT), **Cyprus**

Zadig SRL, **Italy**

Polibienestar Research Institute, **Spain**

Syn-Eirmos NGO, **Greece**

Target Groups

- **Health professionals** (e.g., psychologists, social workers, physicians, nurses),

  other practitioners (e.g., cultural mediators, interpreters, counselors, caregivers of unaccompanied minors), and

  volunteers working with migrants and refugees across Europe.

- **Vocational Education and Training** (VET) providers, VET developers, and academic institutions, who will further use and promote the training.

- Relevant professional associations, public sector bodies, and civil society organizations involved in migrant and refugee health.
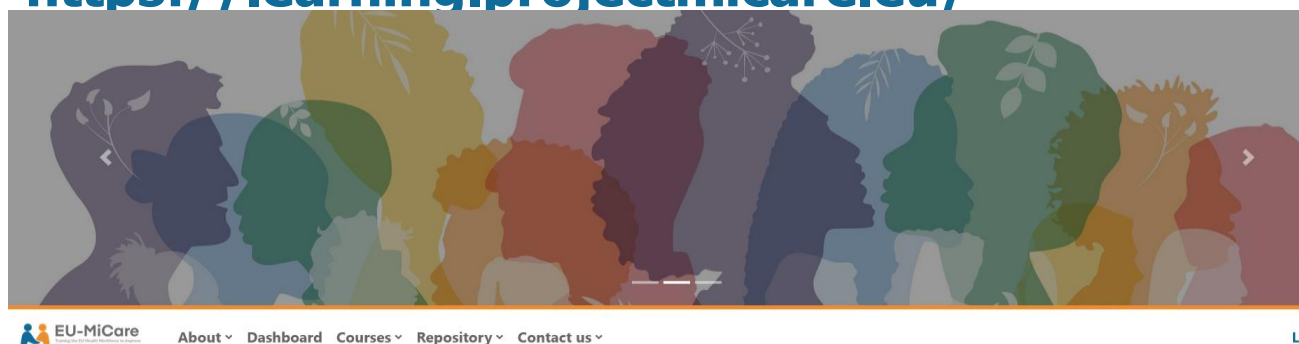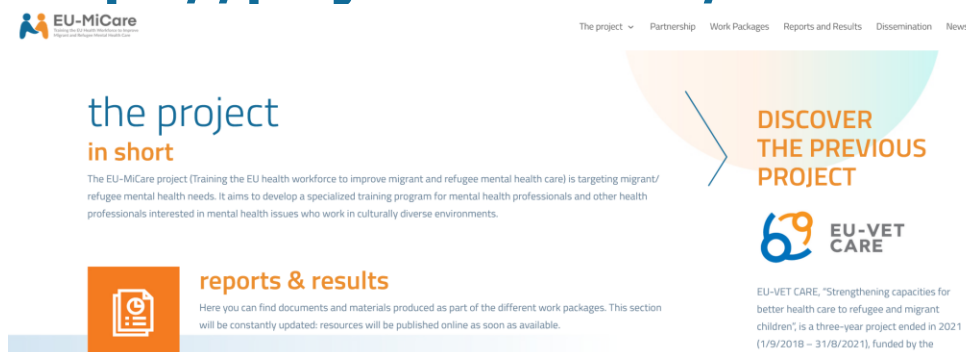
A long way to the training...

Review of the available training opportunities

Participatory research: Focus Groups

Development of Training

Development of the e-learning platform & mobile app

Piloting of training (until End of August 2025)

We are here now!

What is the EU-MiCare Platform?

https://learning.projectmicare.eu/

https://projectmicare.eu/
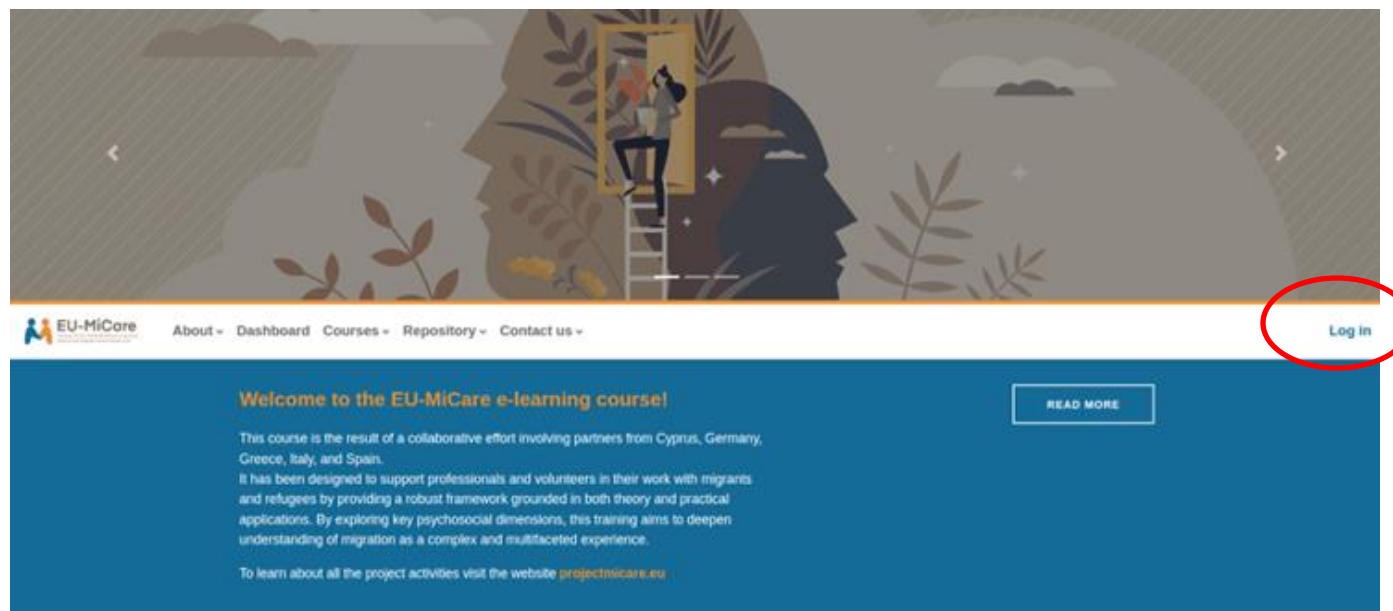
Tips for Navigation and Use of the Platform

✔ **How to create an account**

✔ **Main functions of the platform**

✔ **Organisation of the e-learning contents**

✔ **Support tools**

Create an Account

Create an Account

Data required by default

✔ Username

✔ Password

✔ Email address

✔ First name

✔ Last name

Other data required (choice of the Project)

✔ Experience in migrant and refugee care

✔ Years of professional experience

✔ Country

✔ Professional activity

✔ Institution/Organization

✔ Preferred language for the course

Dashboard

Dashboard

WELCOME IN YOUR DASHBOARD

On this page you can find:

- an **overview** of the courses you are enrolled in with their progress status
- the **online community of knowledge**, a networking space through which you can share materials, suggestions, and experiences with colleagues, and post questions and request general information about the EU-MiCare training and the use of the platform
- the latest **announcements**
- the **calendar** where the events of the EU-MiCare project are displayed.

Courses Overview

Enrolment in a course based on profile fields

✔ Professional activity (see curricula)

✔ Preferred language for the course (English for all **and** preferred language if chosen in the registration form)

Platform Menu

Training Activities

In each course (see curricula)

✔ Announcements

✔ Community of knowledge (forum)

✔ Repository

✔ 4 modules

✔ Satisfaction assessment

✔ Certificate of attendance

EU-MiCare
Training the EU Health Workforce to Improve Migrant and Refugee Mental Health Care

Dashboard / My courses / C1 English

Curriculum 1 - Psychologists/Psychotherapists - English version

> Welcome to the course for Psychologists/Psychotherapists

> Community of knowledge

> Repository

> Module 1 - Foundations of psychosocial care in migration contexts

> Module 2 - Improving skills in recognizing and assessing migrants' mental health needs

> Module 3 - Improving skills in managing migrants' mental health needs

> Module 4 - Self-care and staff well-being

> Satisfaction assessment

> Certificate

Modules

In each module

✓ A report

✓ A vignette

✓ A questionnaire

Module 1 - Foundations of psychosocial care in migration contexts

This module offers a comprehensive foundation in the area of mental health and psychosocial care for professionals and volunteers working with migrant and refugee populations.

To pass this module you need to consult the Training materials and correctly answer at least 80% of the vignette and assessment test questions.

Training materials

Module 1 - Foundations of psychosocial care in migration contexts   PDF document

To do: View

Activities

Vignette Module 1 - Supporting migrant families through hardship: a socio-ecological perspective on mental health and psychosocial well-being

To pass the activity, a minimum **rating of 80%** is required.

🔒 Not available unless: The activity **Module 1 - Foundations of psychosocial care in migration contexts** is marked complete

Assessment test Module 1

To pass the activity, a minimum **rating of 80%** is required.

🔒 Not available unless: The activity **Vignette Module 1 - Supporting migrant families through hardship: a socio-ecological perspective on mental health and psychosocial well-being** is complete and passed

Online Community of Knowledge (general)

Forum inside each Course

Useful resources

Glossary

EU-MiCare

Glossary - English version

Click here to download the Glossary (pdf format)

Certificate of Attendance

Overview of the EU-MiCare Educational Content

Course Objectives and Outcomes

By the end of the course, participants will gain:

✓ **Knowledge** – Insights into the psychosocial realities of migration

✓ **Skills** – Practical tools to support diverse responses to adversity beyond trauma-focused models

✓ **Attitudes** – A culturally sensitive, reflective stance grounded in respect and curiosity

✓ **Connections** – A European network for shared learning and professional exchange

Module 1.

Foundations of Psychosocial Care in Migration Contexts

Content drafted by *Babel Day Centre* (Syn-Eirmos NGO of Social Solidarity – Greece), *Ethno-Medical Center/EMZ* (Ethno-Medizinisches Zentrum e.V. – Germany), and the *Research Institute on Social Welfare Policy* (POLIBIENESTAR, Universitat de València – Spain), and edited by *Babel Day Centre* (Syn-Eirmos NGO of Social Solidarity – Greece)
Last update: December 2024

Overview of the EU-MiCare Educational Content

Learning Tools and Resources

- **Theoretical Foundations**

- **Reflective Exercises**

- **Glossary** [English language only]

- **Supplementary Materials** (Videos, graphics, and other helpful resources in the Repository) [English language only]

- **Community of Knowledge**

eLearning Icons and Visual Indicators

📖 Repository

◎ Key Point

💻 Video

🕐 Reflection Break

mental health — Definition of term provided in Glossary (English language only)

Assessment & Certificate of Completion

- **Assessment Questions upon completion of each Module**

- **4 Vignettes** (one corresponding to each of the 4 Modules), based on real-life stories from the field

- **Certificate of Completion**

Questions (whether technical or content-related) can be directed to:

info@projectmicare.eu

Module 1 - Foundations of Psychosocial Care in Migration Contexts

Unit 1.1: Psychosocial Well-Being in the Context of Migration

Unit 1.2: Social Determinants of Mental Health

Unit 1.3: Risk, Protective, and Promotive/Resilience Factors

Unit 1.4: Psychosocial Dimensions of the Migration Process

Unit 1.5: Most Common Mental Health Conditions among Migrants & Refugees

Webinar 1 - Module 1 - Foundations of Psychosocial Care in Migration Contexts

Module Learning Outcomes

- Define key concepts and frameworks relevant to psychosocial care in migration contexts

- Understand the complex relationship between migration, culture, and mental health

- Recognize the range of factors that influence the mental health of migrants and refugees

- Evaluate how structural inequalities and socio-economic factors affect mental health outcomes throughout the migration journey

- Apply a socio-ecological framework to understand risk and protective factors influencing migrant mental health

- Identify key promotive and resilience factors that help mitigate mental health challenges in migrant populations

- Understand the complex psychosocial journeys experienced by migrants and refugees

- Identify common mental health conditions among migrant and refugee populations

Module 1 - Foundations of Psychosocial Care in Migration Contexts

Unit 1.1: Psychosocial Well-Being in the Context of Migration

- **Key Concepts:** Mental Health, Psychosocial Well-Being, MHPSS in Migration Contexts

- **The Meaning of Culture**

- **Understanding the Migrant Condition**
  - Definitions
  - IOM's Phases of Migration
  - The Refugee Experience

CONNECT   FUNCTION

COPE   THRIVE

Module 1 - Foundations of Psychosocial Care in Migration Contexts

Unit 1.2: Social Determinants of Mental Health

- The layered **social** and **structural** factors that affect the health and mental health of migrants and refugees **throughout their migration journey**

- **Upstream, midstream, and downstream determinants**

Module 1 - Foundations of Psychosocial Care in Migration Contexts

Ecological Systems Theory (Bronfenbrenner, 1979)
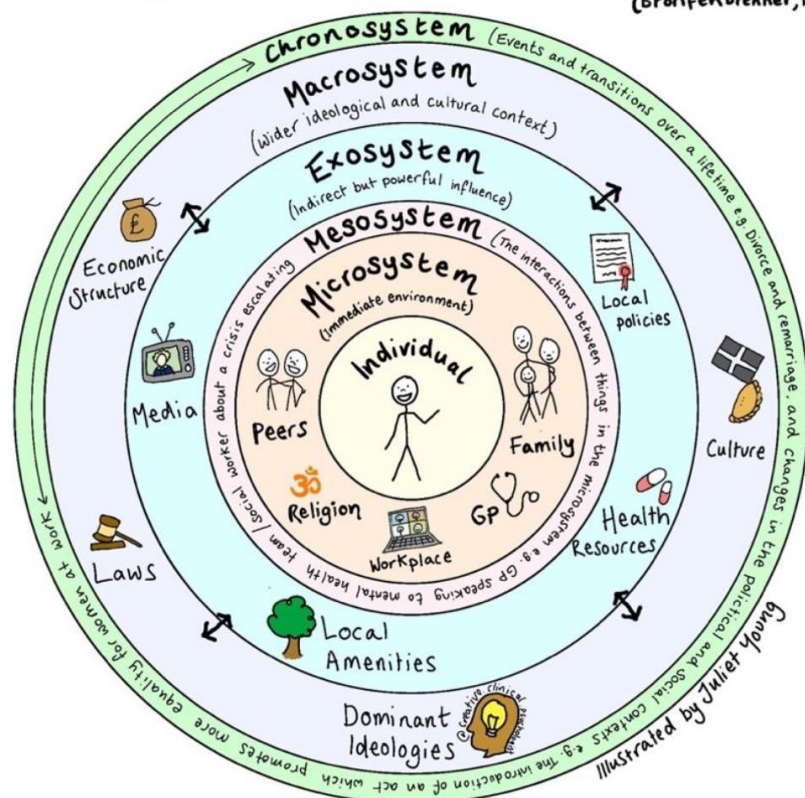
Unit 1.3: Risk, Protective, and Promotive/Resilience Factors

- **Socio-Ecological Model (SEM)** *('Ecological Systems Theory')*

- **Risk and Protective Factors**

- **Promotive / Resilience Factors** in the Face of Adversity
  - Psychological Resilience
  - Post-Traumatic Growth
  - Adversity-Activated Development (AAD)

- **The Adversity Grid**

📖 **Repository**: Challenges and protective influences faced by specific sub-populations (women, people with experiences of torture, LGBTQI+ individuals, older adults, persons living with disabilities)

Module 1 - Foundations of Psychosocial Care in Migration Contexts

Unit 1.4: Psychosocial Dimensions of the Migration Process

- **Psychosocial Processes of Migration**
  - General Psychological Phases of Migration (Sluzki's theory on functional adaptation)
  - Psychological Phases of Displacement (Kizilhan)
  - Internal and External Processes of Involuntary Dislocation (Papadopoulos)

- **Migratory Mourning** (Achotegui)

The 7 + 1 Migratory Mournings

Inability to Return · Family & Friends · Physical Security · Language · Social Status · Land · Sense of Belonging · Culture
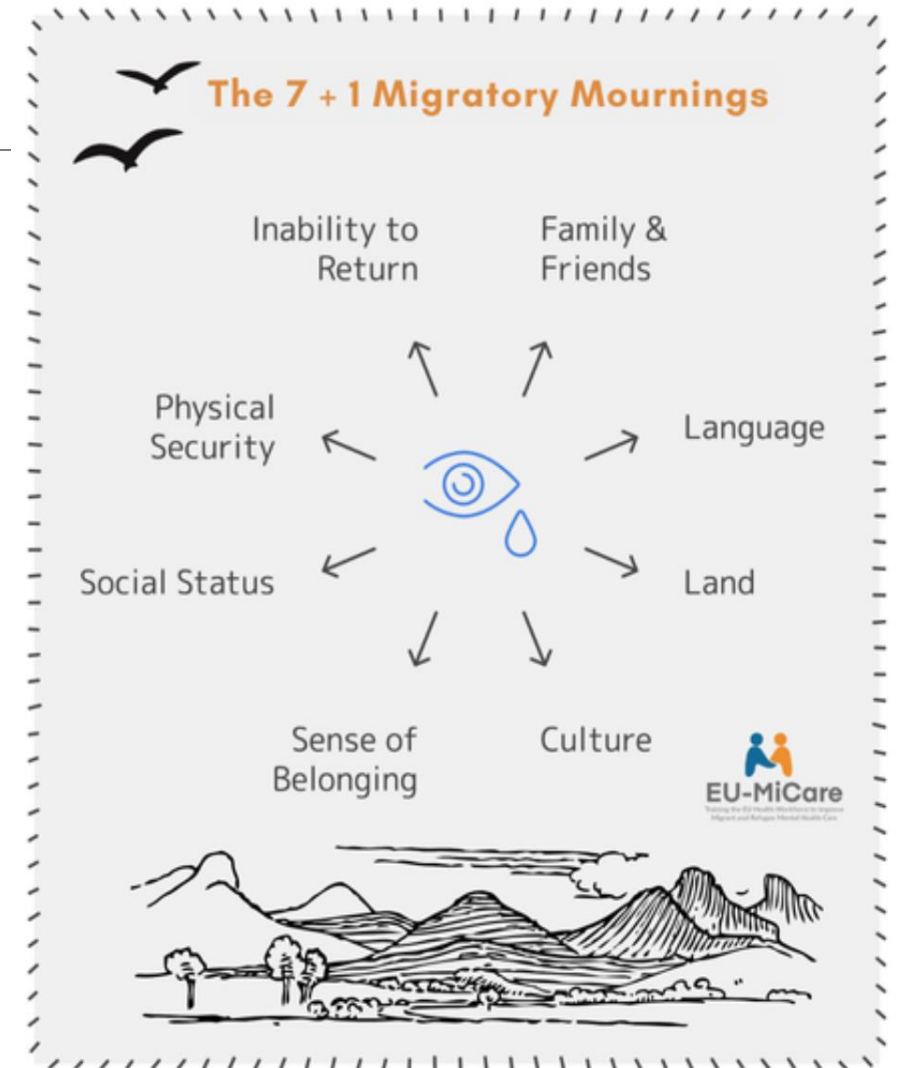
Module 1 - Foundations of Psychosocial Care in Migration Contexts

Unit 1.5: Most Common Mental Health Conditions among Migrants & Refugees

- **Currently Available Evidence** (Systematic reviews on global mental health and epidemiology)

- **Interventions with migrants and refugees facing mental health conditions:** *The Biopsychosocial Model*

- **Common Diagnostic Categories** based on the International Classification of Diseases - 11th edition (ICD-11), with critical considerations on cultural aspects
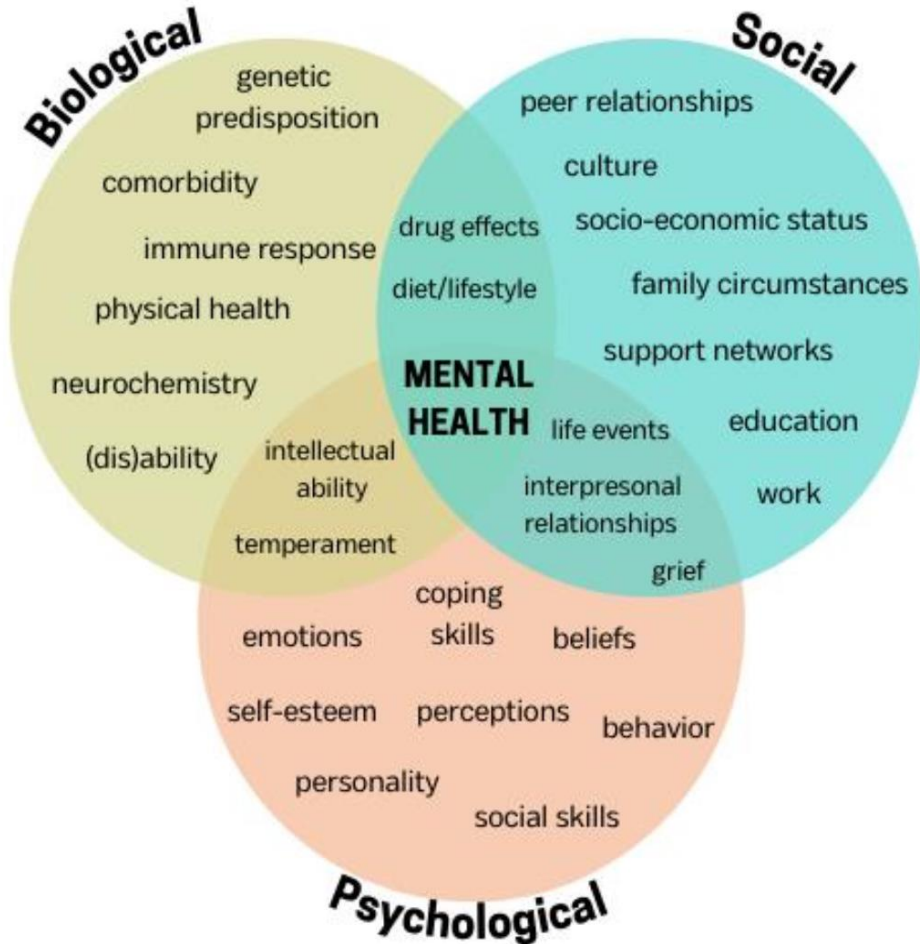
Webinar 2 - Module 2: Improving Skills in Recognizing & Assessing Migrants' Mental Health Needs

Unit 2.1: Understanding the Influence of Culture on Mental Health

Unit 2.2: Intersectional Perspectives on Migration & Mental Health

Unit 2.3: Mental Health Screening Approaches for Migrants & Refugees

Unit 2.4: Psychological First Aid (PFA)

(**Two Separate Streams**: Mental Health Professionals, Other Professionals)

Module 2: Improving Skills in Recognizing & Assessing Migrants' Mental Health Needs

Module Learning Outcomes:

- Examine how cultural factors can influence various aspects of mental health

- Identify the four culture traps in transcultural interactions

- Discover frameworks for assessing and understanding mental health concerns of culturally and linguistically diverse populations

- Use self-reflection to uncover personal cultural biases, assumptions, and stereotypes

- Reflect on the intersections of power, privilege, and identity and their impact on mental health

- Analyze effective approaches to suicide risk assessment

- Demonstrate effective ways to discuss suicide with individuals in distress

- Describe the definitions of Psychological First Aid (PFA) and crisis intervention

- Explain what PFA is and what it is not

- List the three core action principles of PFA

- Review key factors for selecting culturally appropriate mental health screening tools **(Health Professionals)**

- Identify barriers to assessing mental health conditions among migrants and refugees **(Health Professionals)**

- Clarify intervention frameworks for mental health practitioners **(Health Professionals)**

- Utilize culturally appropriate mental health screening tools, such as an adapted version of DSM-5's Cultural Formulation Interview (CFI) for non-specialized staff **(Non-health Professionals)**

- Understand the difference between a psychosocial crisis and a psychiatric emergency **(Non-health Professionals)**

Module 2: Improving Skills in Recognizing & Assessing Migrants' Mental Health Needs

Unit 2.1: Understanding the Influence of Culture on Mental Health

- Main aim: to recognize cultural differences in order to build common ground by becoming aware of our own cultural conditioning

- The Relationship between Culture and Mental Health:

  - Coping styles and treatment-seeking behaviors

  - Interactions within the healthcare system

- Theory of the four culture traps in intercultural communication:
  → Self-reflection and awareness to improve communication across cultures

- Tools for a better understanding incorporating diverse perspectives in Mental Health Assessment

  - Explanatory Models in Clinical Practice

  - Cultural Expressions of Deep Sadness ('Idioms of Distress')

  - Cultural Competence and Cultural Sensitivity
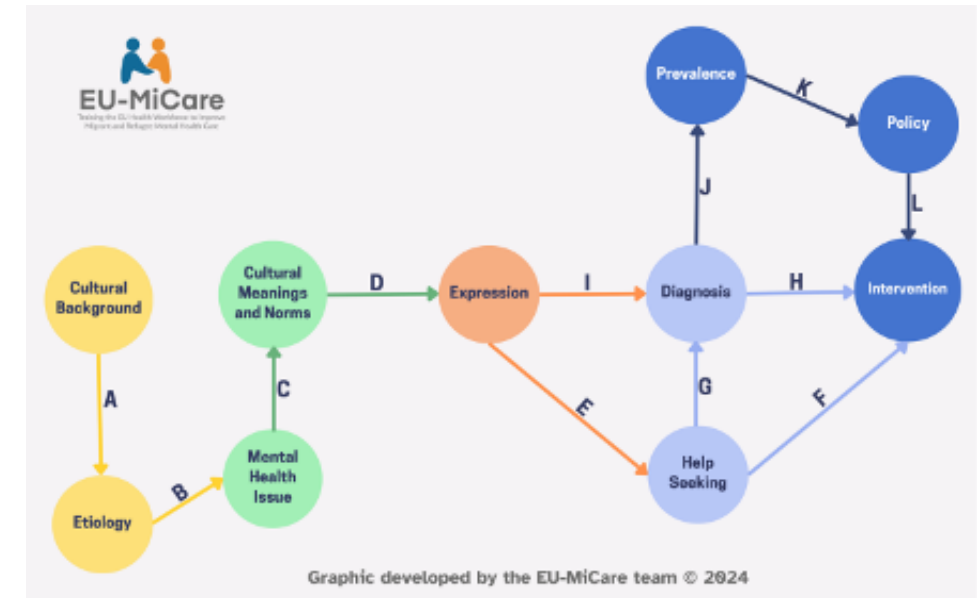
Note: Graphic re-adapted by the EU-MiCare team based on information by Hwang et al. (2008)

Module 2: Improving Skills in Recognizing & Assessing Migrants' Mental Health Needs

Unit 2.2: Intersectional Perspectives on Migration & Mental Health
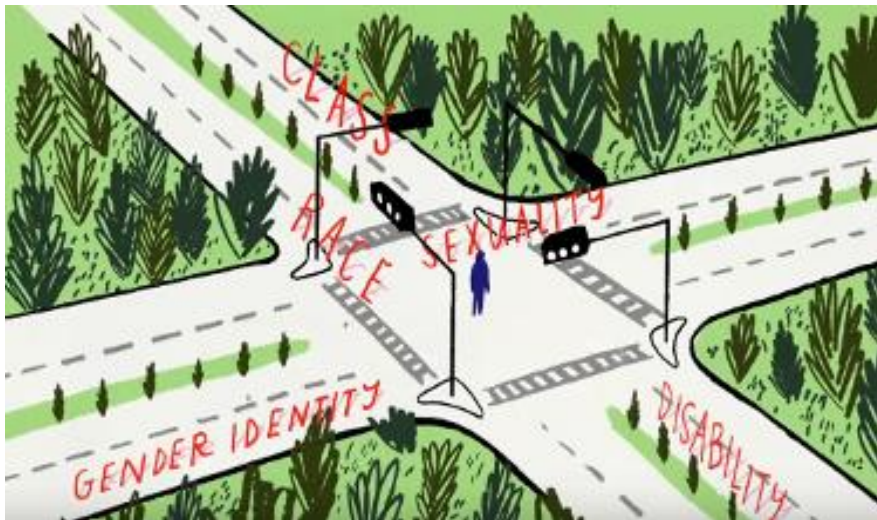
Note. Screenshot taken from the National Museum of African American History and Culture (NMAAHC) (2017): #APeoplesJourney: African American Women and the Struggle for Equality; YouTube [28.03.2024].

- Intersectionality as a framework for understanding complex identities and experiences

- Moving beyond culture: seeing the whole person

- Move beyond simplistic approaches in the practice and neclection of the complexity of each person's experience.

- Multidimensional understanding of identity that incorporates factors such as race, gender, age, and legal status, - not just culture.

Module 2: Improving Skills in Recognizing & Assessing Migrants' Mental Health Needs

Unit 2.3: Mental Health Screening Approaches for Migrants & Refugees

- Interdisciplinary Collaboration Framework
  - Screening, assessment, intervention, and referral
  - Importance of teamwork across disciplines to guide appropriate care pathways
- Mental Health Assessment Tool
  - Introduction to the brief Cultural Formulation Interview (CFI) from DSM-5
  - Builds shared understanding between provider and individual

Specific for (Mental) Health Professionals:
- Limitations of Current Tools
  - Diagnostic challenges across cultures
  - Recommendations for selecting appropriate, context-sensitive screening tools
- Suicide Risk Exploration in Migrant & Refugee Contexts
  - Assessing immediate risk
  - Talking about suicide and self-harm sensitively
  - Establishing a culturally appropriate safety plan

Suicidal thoughts, intentions Suicide plan, suicide preparations Suicide attempts Self-harm	Feeling a burden Social belonging Hopelessness Impulsivity Lack of Fear
Protective factors Resources	Mental disorder (acute/lifetime) Life situation Crisis events

Note. Adapted by the EU-MiCare team from general principles in Suicide Risk Assessment

Repository: Lists of tests for mental health assessment and complete CFI included in DSM-5 from APA.
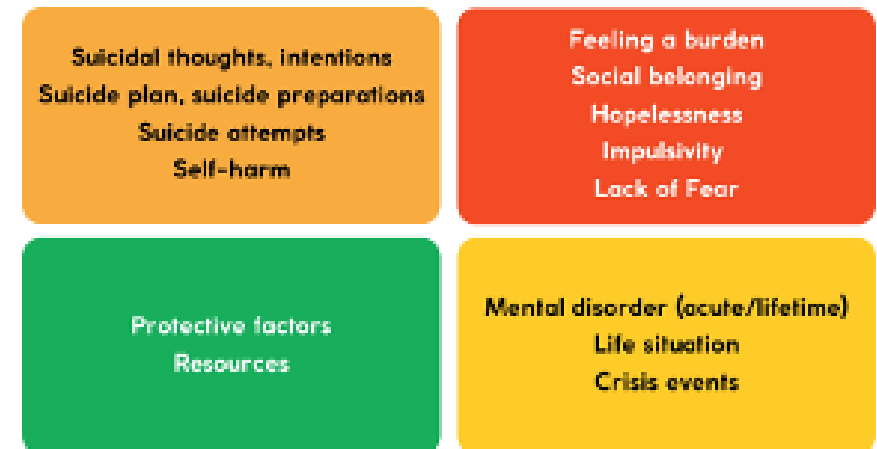
Co-funded by the European Union

Module 2: Improving Skills in Recognizing & Assessing Migrants' Mental Health Needs

Unit 2.3: Mental Health Screening Approaches for Migrants & Refugees (Non-health professionals)

- Guidance on Suicide Risk Assessment for Non-Health Professionals
  - How to respond when someone expresses suicidal thoughts
  - Common myths about suicide and suicidal behavior
  - Distinguishing a psychosocial crisis from a psychiatric emergency
  - What to consider when assessing risk and referring for specialized support
  - How to talk about suicide compassionately and confidently
  - Collaborating on a safety plan or safety agreement with the person

Suicidal thoughts, intentions
Suicide plan, suicide preparations
Suicide attempts
Self-harm

Feeling a burden
Social belonging
Hopelessness
Impulsivity
Lack of Fear

Protective factors
Resources

Mental disorder (acute/lifetime)
Life situation
Crisis events

Note. Adapted by the EU-MiCare team from general principles in Suicide Risk Assessment

Module 2: Improving Skills in Recognizing & Assessing Migrants' Mental Health Needs

Unit 2.4: Psychological First Aid (PFA)

- What is PFA?
  - o Definition, purpose, and key components
  - o What PFA is — and what it is not
  - o Who can provide it, when, and where?
- Responding to Crisis: The "Look, Listen, Link" Model
  - o Applying PFA in different types of crises
- Effective Communication
  - o Do's and Don'ts when supporting a distressed person
- Adapting PFA to Context
  - o Cultural and situational considerations
- Guiding Questions for Practice
  - o Practical questions to help apply PFA principles on the ground

THINGS TO SAY AND DO ✓	THINGS NOT TO SAY AND DO ✗
• Try to find a quiet place to talk, and minimize outside distractions. • Respect privacy and keep the person's story confidential, if this is appropriate. • Stay near the person but keep an appropriate distance depending on their age, gender, and culture. • Let them know you are listening: for example, nod your head or say "hmmmm…" • Be patient and calm. • Provide factual information, if you have it. Be honest about what you know and don't know. "I don't know, but I will try to find out about that for you." • Give information in a way the person can understand – keep it simple. • Acknowledge how they are feeling and any losses or important events they tell you about, such as loss of their home or death of a loved one. "I'm sorry. I can imagine this is very sad for you." • Acknowledge the person's strengths and how they have helped themselves. • Allow for silence.	• Don't pressure someone to tell their story. • Don't interrupt or rush someone's story (for example, don't look at your watch or speak too rapidly). • Don't touch the person if you're not sure it is appropriate to do so. • Don't judge what they have or haven't done, or how they are feeling. Don't say: "you shouldn't feel that way", or "you should feel lucky you survived". • Don't make up things you don't know. • Don't use terms that are too technical. • Don't tell them someone else's story. • Don't talk about your own troubles. • Don't give false promises or false reassurances. • Don't think and act as if you must solve all the person's problems for them. • Don't take away the person's strength and sense of being able to care for themselves. • Don't talk about people in negative terms (for example, don't call them "crazy" or "mad").

Note: Adapted by the EU-MiCare team from the World Health Organization (2011). Psychological first aid: Guide for field workers.

Repository: how to apply PFA in the special case of children.

Webinar 3 - Module 3: Improving Skills in Managing Migrants' Mental Health Needs

Unit 3.1: Effective Communication

Unit 3.2: Cultural Awareness

Unit 3.3: Collaborating for Effective Interpretation and Cultural Mediation

Unit 3.4: Interdisciplinary Collaboration in Mental Health and Psychosocial Support

Unit 3.5: Special Situation of Children

(**Two Separate Streams**: Interpreters/Cultural Mediators, Other Professionals)

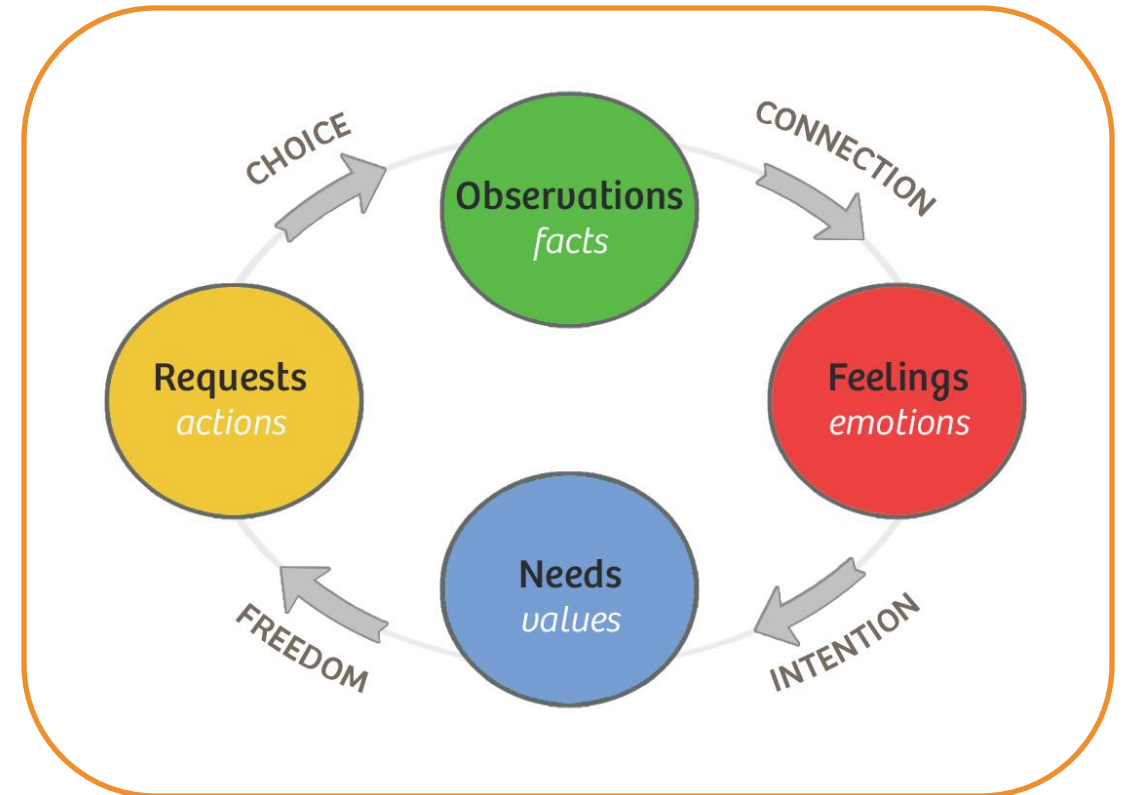# Module 3: Improving Skills in Managing Migrants' Mental Health Needs

Module Learning Outcomes:

- Demonstrate effective communication skills to build trust, empathy, and rapport with migrants and refugees

- Identify and address nonverbal communication cues, understanding their significance and using them effectively to establish rapport

- Implement effective communication strategies, including the use of NVC and reflective practice

- Apply cultural awareness and structural competency to tailor psychosocial support

- Collaborate efficiently with interpreters and cultural mediators and understand their roles

- Implement best practices for triadic communication to bridge linguistic and cultural gaps

- Facilitate interdisciplinary collaboration, integrating the roles of various professionals to provide mental health and psychosocial support for migrant and refugee populations

- Review the risk and protective factors as well as diverse needs and responses to stress related to displaced children

- Respond to the unique needs of migrant and refugee children, employing age-appropriate approaches to ensure safety, trust, and engagement

Module 3: Improving Skills in Managing Migrants' Mental Health Needs

Unit 3.1: Effective Communication

- Understand the role of empathy, trust, and building rapport

- The importance of nonverbal communication (facial expressions, body language, eye contact, tone of voice, gestures)

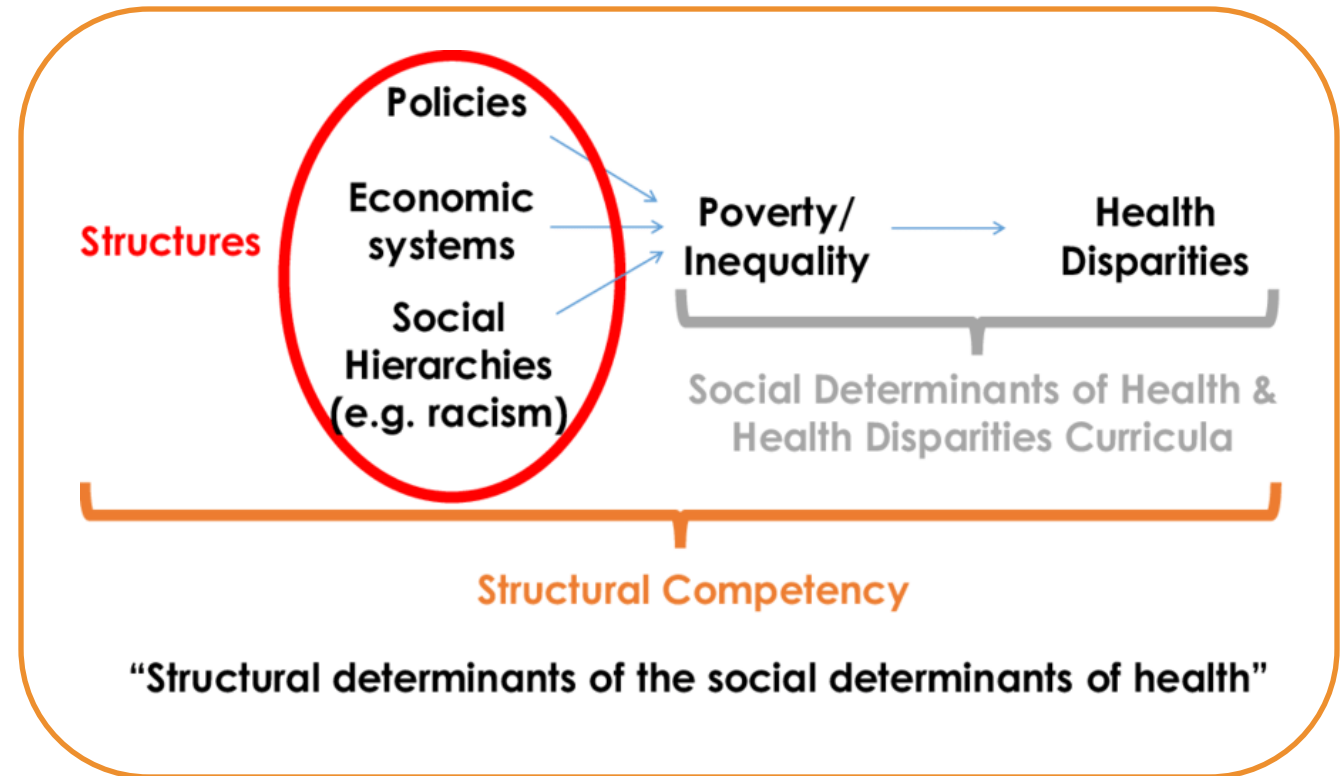- Reflective practice

- Non-Violent Communication (NVC)

Module 3: Improving Skills in Managing Migrants' Mental Health Needs

Unit 3.2: Cultural Awareness

- What is cultural awareness? How is it practiced?
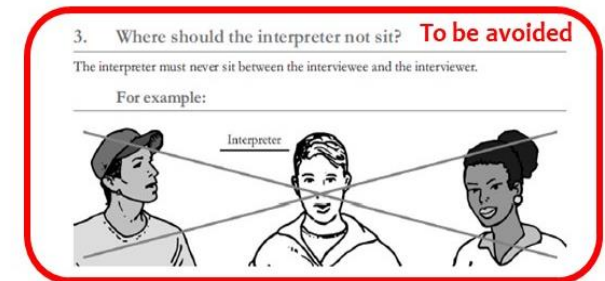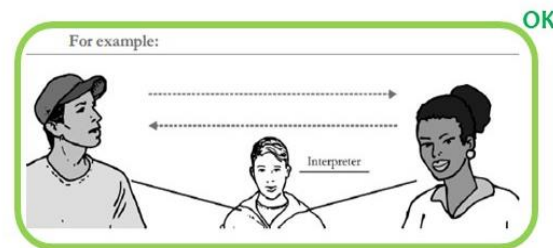
- What is structural competency?

Module 3: Improving Skills in Managing Migrants' Mental Health Needs

**Unit 3.3:** Collaborating for Effective Interpretation and Cultural Mediation

- Interpreter vs. Translator vs. Cultural Mediator

- Needs & Challenges of Facilitating Communication for Different Professionals

- Communicating and Relating in a Triad

- Ethical Considerations

The professional and the beneficiary must be able to see each other at all times.

For example: OK

3. Where should the interpreter not sit?   **To be avoided**
The interpreter must never sit between the interviewee and the interviewer.

For example:

The arrangement is subject to flexibility depending on the number of people present in the appointment:

- three people in total (professional-beneficiary-linguistic triad) sit in the shape of a triangle
- four people in the shape of a horseshoe,
- more than four people (such as a family) in the shape of a circle.

Triangle   Horseshoe   Circle
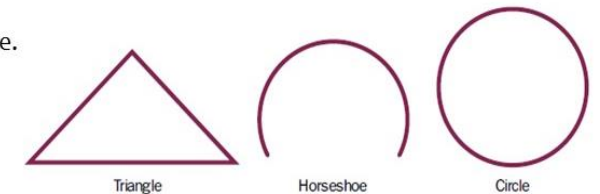
Where more than three people are present, seat the facilitator next to the professional and close to the primary beneficiary so they are able to understand the proceedings with minimum disruption to others.

Module 3: Improving Skills in Managing Migrants' Mental Health Needs

Unit 3.4: Interdisciplinary Collaboration in Mental Health and Psychosocial Support

- Clarifying Roles & Scope of Action

- Multi-sectoral Approaches in Psychosocial Interventions

Inter-Agency Standing Committee (IASC) MHPSS Intervention Pyramid

- Specialized Services
- Focused Non-Specialized Supports
- Community and Family Supports
- Basic Services and Security

Co-funded by the European Union
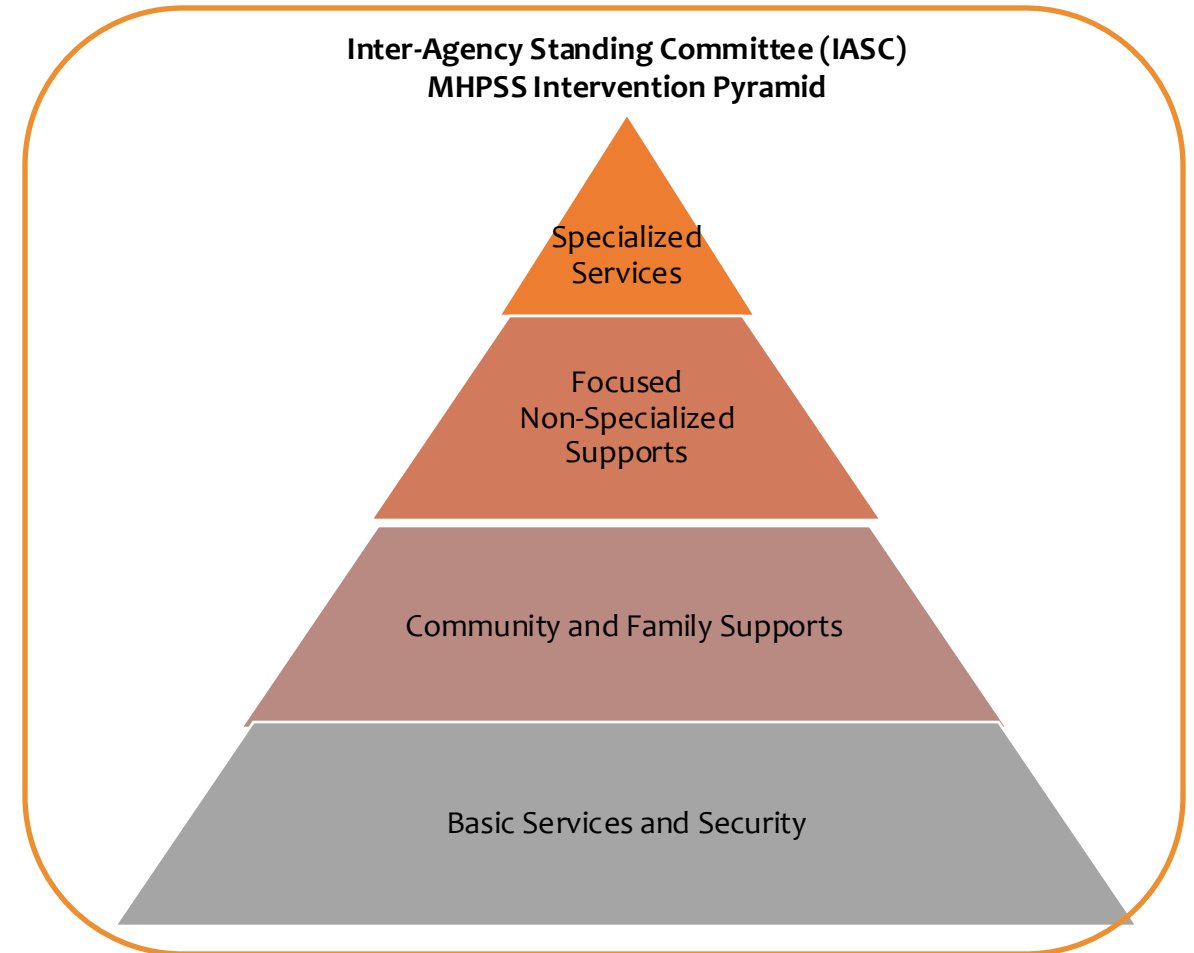
Module 3: Improving Skills in Managing Migrants' Mental Health Needs

Unit 3.5: Special Situation of Children

- Children in Conflict, Adversity, & Displacement

- Practical Strategies for Working with Children on the Move

Demographic moderators
- Age
- Gender
- Disability
- Ethnicity/caste
- Cultural values
- Socioeconomic status
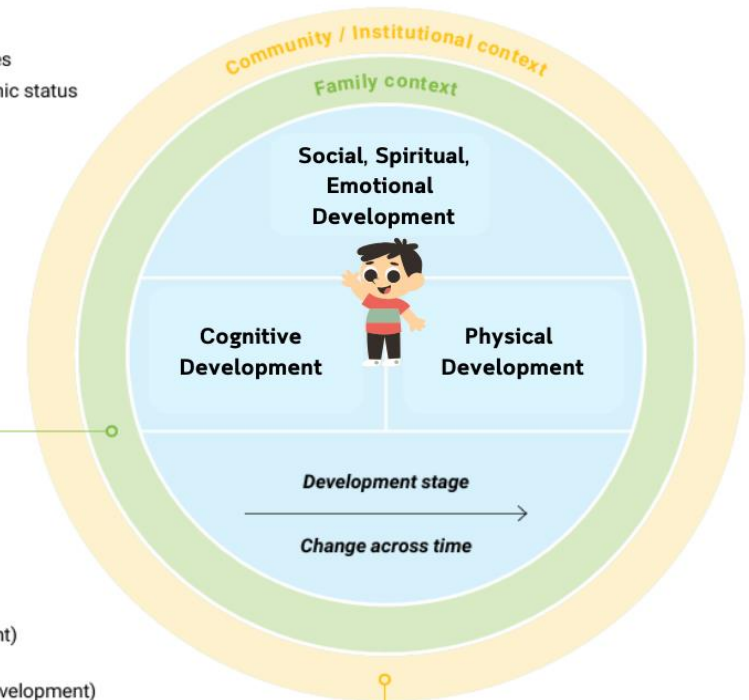- Legal status

Attachment relationships

Family adjustment

Displacement moderators
- Migration stage (e.g., en route, arrival, resettlement)
- Displacement driver (e.g., conflict, fragility, climate, development)
- Trauma exposure (e.g., prolonged/cumulative)
- Modality of displacement (e.g., refugees, internally displaced people, asylum seekers)
- Unaccompanied minor
- Community vulnerabilities/resources (e.g., conflict, fragility, camp vs. urban, school access)

Community / Institutional context
Family context

Social, Spiritual, Emotional Development

Cognitive Development

Physical Development

Development stage

Change across time

Webinar 4 - Module 4: Self-Care & Staff Well-Being

Unit 4.1: Effects Among Professionals and Volunteers Working in the Context of

Migration

Unit 4.2: Self-Care

Unit 4.3: Staff Care
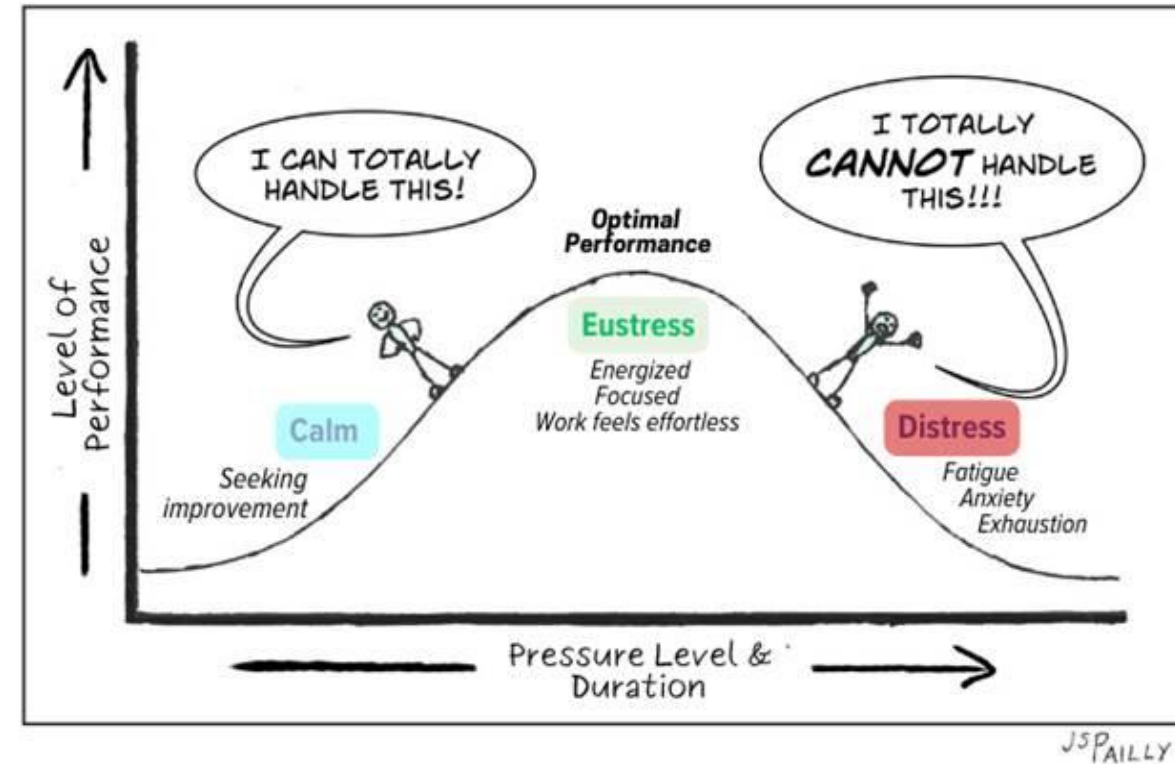
Module 4: Self-Care & Staff Well-Being

Module Learning Outcomes

- Appreciate the complexity of their own emotional responses to their work with migrants and refugees

- Understand how both internal and external stressors may manifest in day-to-day responsibilities

- Recognize signs of stress and mental strain, and differentiate between various types of occupational stress (e.g. burnout, compassion fatigue, and vicarious trauma)

- Apply self-care strategies to enhance resilience in both personal and professional contexts

- Understand the importance of the employers' and their own responsibility in fostering a supportive work environment

- Promote team cohesion by recognizing the importance of peer support and social interaction

- Identify how to communicate and maintain clear boundaries, especially in volunteer roles

- Reflect on both the challenges and the meaningful, rewarding aspects of their work

Module 4: Self-Care & Staff Well-Being

Unit 4.1: Effects Among Professionals and Volunteers Working in the Context of Migration

1. Highlights the exposure to emotional stressors due to the nature of the work, which involves close contact with people who have survived adversities and/or are experiencing precarious and unjust conditions.

2. Explains of different types and scales of stress, introducing its origins as well as common signs for recognizing it.

3. Introduces the positive implications that helping professionals and volunteers may experience through their work, with a focus on the concept of secondary/vicarious post-traumatic growth.

4. Concludes with a critical exploration of the 'victim narrative' which can also contribute to the occupational exhaustion of field workers.

Module 4: Self-Care & Staff Well-Being

Unit 4.2: *Self-Care*

1. Presents a range of tools and resources that can help critically reflect on the professional life, working environment, and the impact on mental health.

2. Provides a few measures to help identify signs of stress and mental strain, along with a discussion on the concept of self-care as a competency.

3. Provides some practical strategies to reduce and manage stress, when it arises.

Self-Care Foundations for Professionals and Volunteers

- guarantee yourself social support through personal interactions and networks
- fill your life with beautiful things (fun activities, time for yourself, holidays, nature, etc.)
- adjust your internal attitude towards more positivity
- maintain good health (balanced diet, regular exercise)
- try to consider stress and problems as opportunities for personal growth and building resilience
- monitor your working environnment & advocate for adequate support from your employer
- get good and enough sleep
- manage your time (prioritize, delegate, collaborate with others)

Graphic developed by the EU-MiCare team © 2024

Module 4: Self Care & Staff Well-Being

Unit 4.3: *Staff Care*

1. Illustrates how employers and organizations can effectively fulfill their duty of care with respect to the mental health and well-being of their staff.

2. Explains the importance of creating favorable working conditions while offering stategies and ideas on what field workers can do to advocate for a culture of care within their organizations.

3. Considerations regarding the unique circumstances faced by volunteers (whose work often takes place outside of a professional context), including specific suggestions on setting and communicating boundaries.
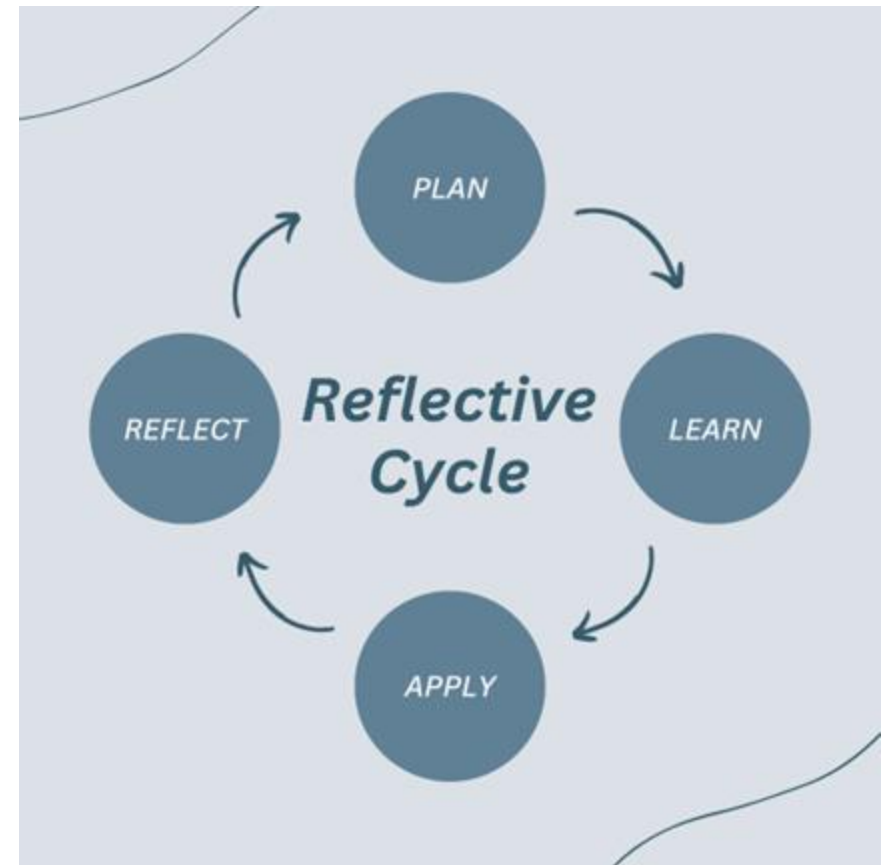
What's next?

- *Participate in our **pilot phase** starting today until End of August!*

    1. Access the platform, learn at your own pace, exchange with other professionals and volunteers across Europe, earn a certificate

    2. Give us your feedback on the course so we can incorporate it in our evaluation and improve future training

- *Share the training, spread the knowledge, use it in your institution!*

    EU-MiCare learning platform: https://learning.projectmicare.eu/

    For more information: info@projectmicare.eu

- Join us in Berlin (and online) for our **EU-MiCare Final conference** on September, 16th 2025
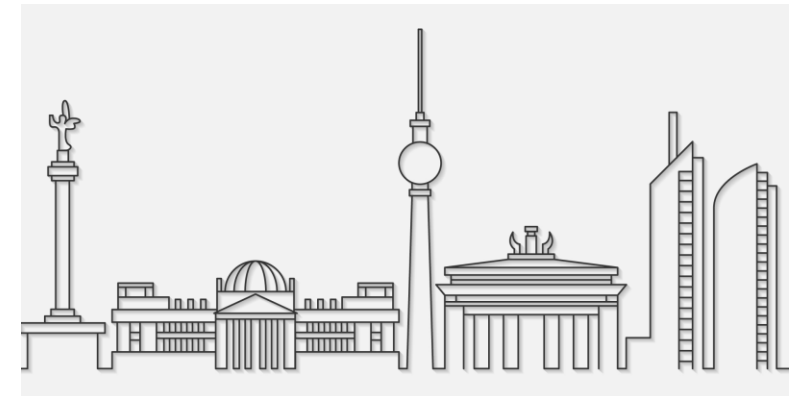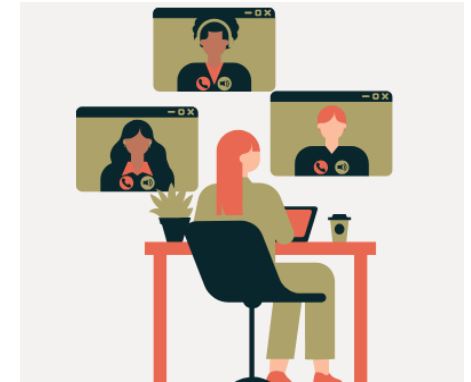
EU-MiCare
Training the EU Health Workforce to Improve Migrant and Refugee Mental Health Care

Thank you for participating in the EU Mi-Care Introductory Webinars!

Register to the platform here:
https://learning.projectmicare.eu/
For Questions: **info@projectmicare.eu**