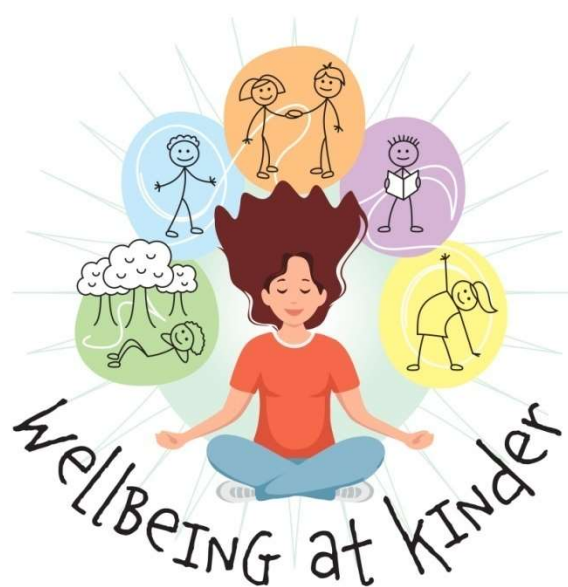




Needs assessment analysis report



2022-1-PL01-KA220-SCH-000087191





Needs assessment analysis report

Centrul Județean De Resurse Și Asistență Educațională
Arad, Romania

INTRODUCTION

“Teachers Mental Wellbeing at Kinder” is an Erasmus+ initiative which focuses on promoting the implementation of the EU quality framework for early childhood education and care. The idea of the project is to tackle the topic of mental wellbeing of teachers in preschools and nurseries, so that they can do their work in a better way with more motivation and avoid burnout. Highly skilled, resilient and motivated teachers can guarantee high quality early education and, as a fact, mental wellbeing influence their resourcefulness and level of child care and education.

This project aims to support practitioners in teaching professions (including teacher educators) through all phases of their career. The consortium focuses on enhancing teachers’ education and skills development, and encourages them for continuous professional and personal development, in particular by improving the preschool teachers’ social image/status and appreciation and teaching those tools of self care and the importance of their own mental wellbeing.

The first focus is on the teachers’ mental wellbeing and motivation and the second focus is to make teaching careers more attractive and diverse, by strengthening their social value and image as a very important profession in the society.

The project activities focus on promoting universal skills, using innovative learning approaches, developing motivation, creativity and holistic approach to mental health. This will support teachers in their everyday work with kids and delivering better quality care and teaching.

The concept of the project supports a holistic approach to teachers' mental health - teaching, learning and caring about the teachers’ wellbeing will improve their motivation and give the best example to their pupils on taking care of themselves. The project involves collaboration among all actors within preschools, as well as with families and other external stakeholders.





Need assessment analysis

The main target group of the project are teachers - preschool and nursery teachers working with small kids in early childhood education. In order for the project results to be relevant and useful for the target group, a need assessment study was planned to be conducted throughout the partnership and with the participation of all participating organizations.

In this particular project we choose six methodologies to combine them into one program:

- Self regulation,
- Non Violent Communication,
- Positive psychology,
- Behavioral and cognitive psychology,
- Yoga with elements of mindfulness
- Contact with nature.

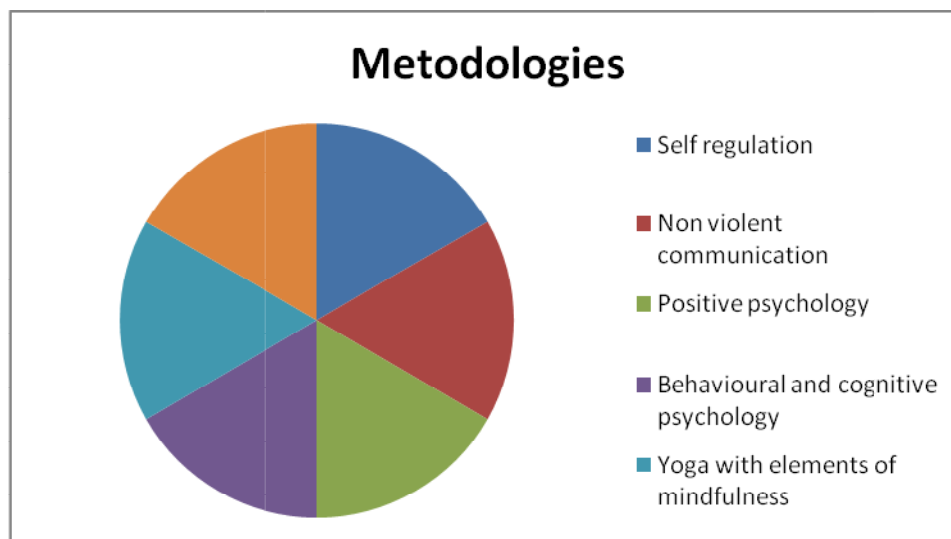


Figure 1 - Main methodologies



The needs assessment questionnaire that each partner was responsible for applying in their own country is structured in such a way as to provide an overview of the needs identified by teachers in kindergartens and nurseries within each project partner and across partnership. All 84 participants in the needs analysis questionnaire agreed with their data being processed for the purpose of this project and document.

The participants in the needs survey fall under a wide range of age categories, from 18 to over 56, as shown in the following graphic:

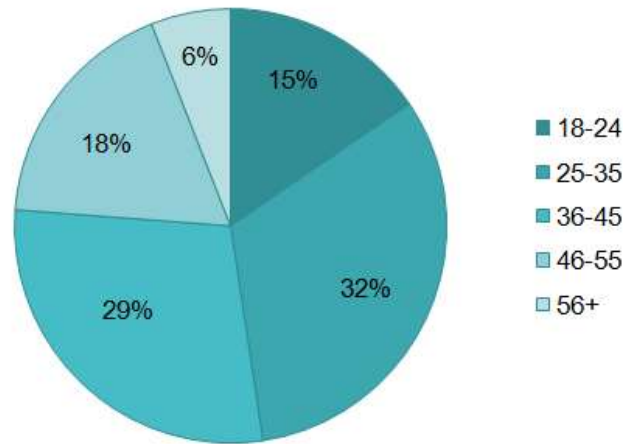


Figure 2 - Survey participants' age distribution

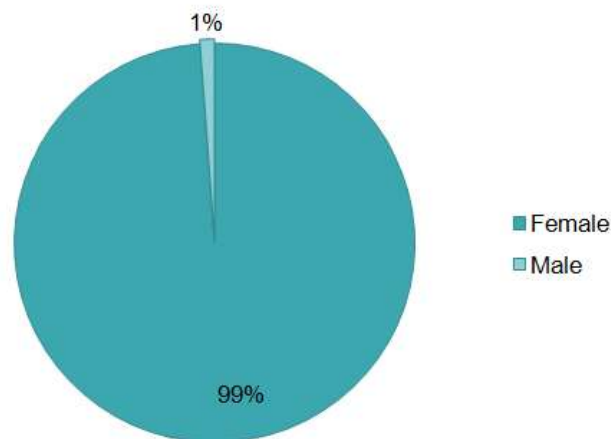


Figure 3 - Survey participants' gender distribution



With regard to the gender distribution of the participants in the needs study, in all the partner countries in the project, the involvement of female nursery teachers and kindergarten workers is much more pronounced. Only one male participant responded to the survey.

The 84 participants in the needs questionnaire belong to a wide range of professions working in the pre-school system, most of whom (92%) are kindergarten teachers.

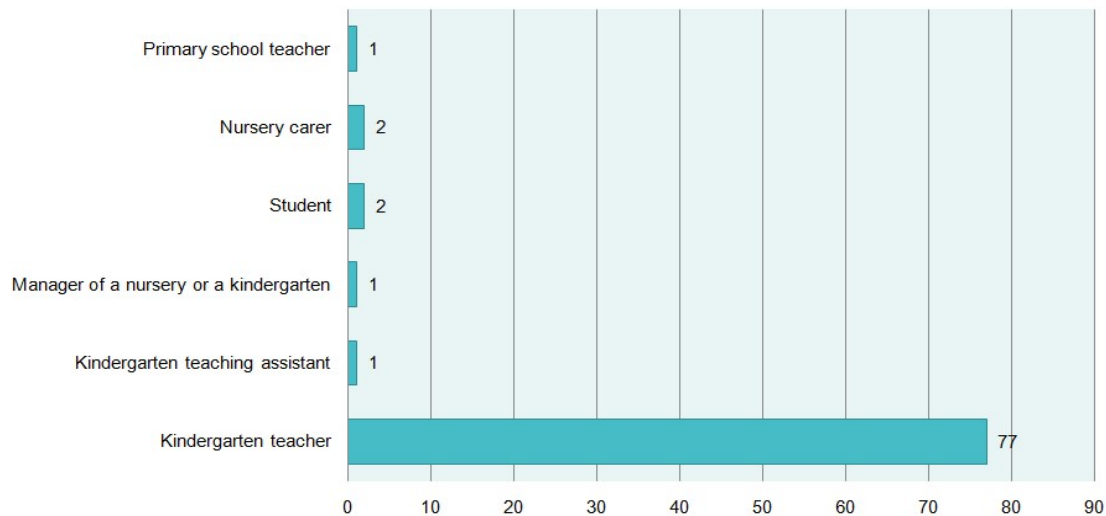


Figure 4 - Participants' occupation

One of the most important aspects of the questionnaire was the issue of challenges faced by teachers in the pre-school system. The question was formulated in terms of: „What are the biggest challenges you are facing at the moment? In which situation should you use your mental strength the most? Please choose the answers that best suit you.” This question was a multiple selection one, so each respondent could either select 1 challenge, all challenges or everything applicable to their professional and personal situation. An „other” option was included as well, with the possibility of participants to directly type in their perceived challenges.

The methodology used in processing the data obtained from this specific question (and others from the survey used for our purpose) was counting the number of appearances of each possible response and reporting it to the total number of respondents, in form of percentages.



Figure 5 summarizes the answers that were most selected in the survey form, and we can observe that following:

- the most stressful challenge relates mainly to behavioral and developmental challenges identified in children (*Children with developmental problems, behavioral disorders* – selected by more than 55% of participants, *Children experiencing adaptation problems and showing difficult behavior after breaks* – identified such as by 47,62% of the participants)
- system related challenges are the second category mentioned by teachers and staff (*Low wages* being the third most encountered response with a 36,90% occurrence, *social undervaluation of preschool and nursery staff* – 29,76%, *staff shortages* – 28,57%)

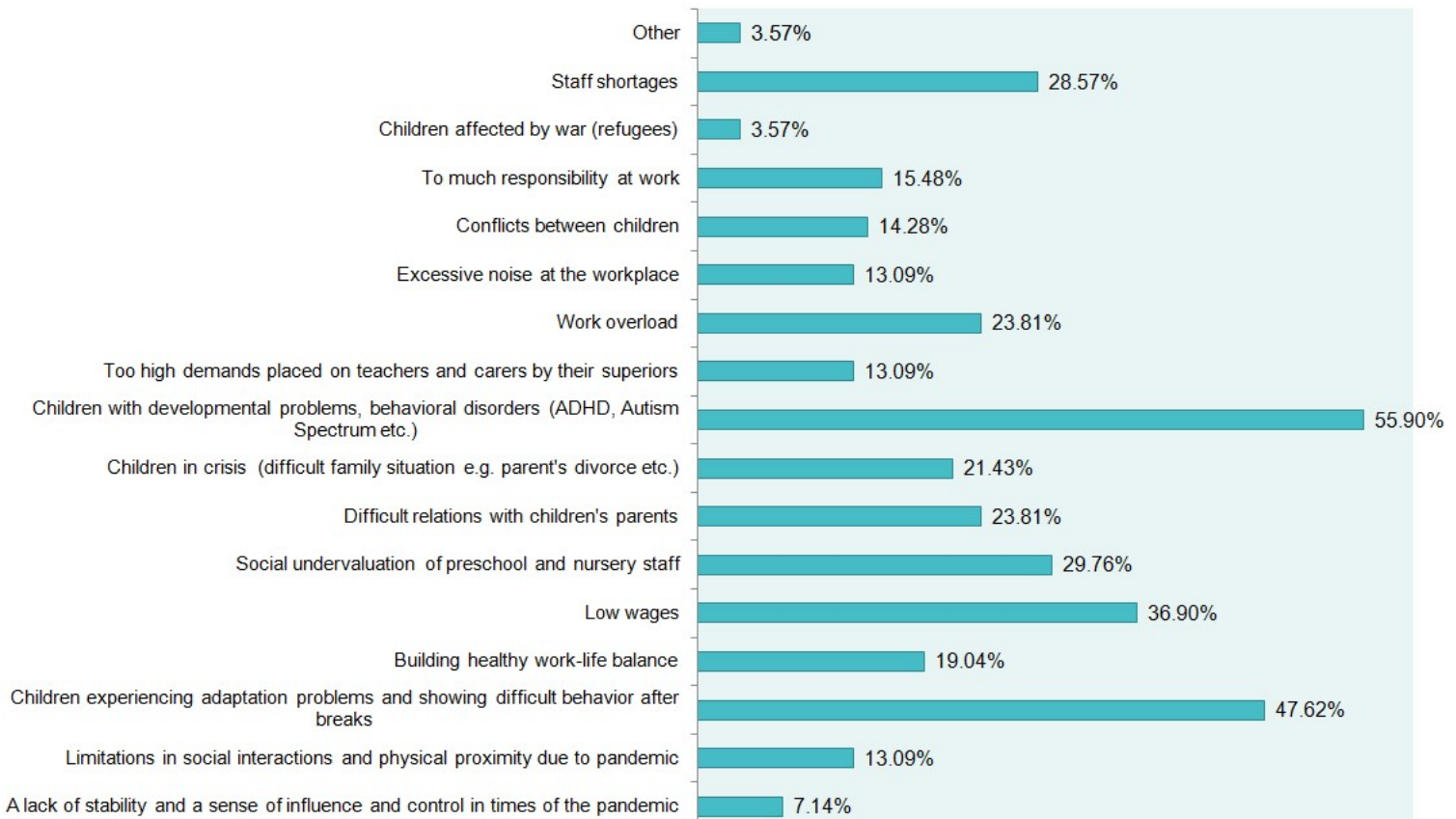


Figure 5 - The most important challenges faced by preschool and nursery personnel, as perceived by the survey respondents



As observed in the figure above, the challenges were considered of various importances, by the persons who responded to the survey. Other challenges, such as crisis situations, communication with parents, work-life balance, level of responsibility and stress, are considered important by the staff in kindergartens and nurseries.

The „Other” open answer line resulted in 3 more responses as challenges:

- Parents' lack of meaningful relationship with their kids due to lack of time
- Kids brought up without boundaries
- Unpaid work from home

The need to introduce the program

One of the aims of the needs questionnaire was to identify the need to introduce training and implementation of mental resilience and emotional wellbeing development programme for nursery and kindergarten staff.

Figure 6 shows the answers of the participants.

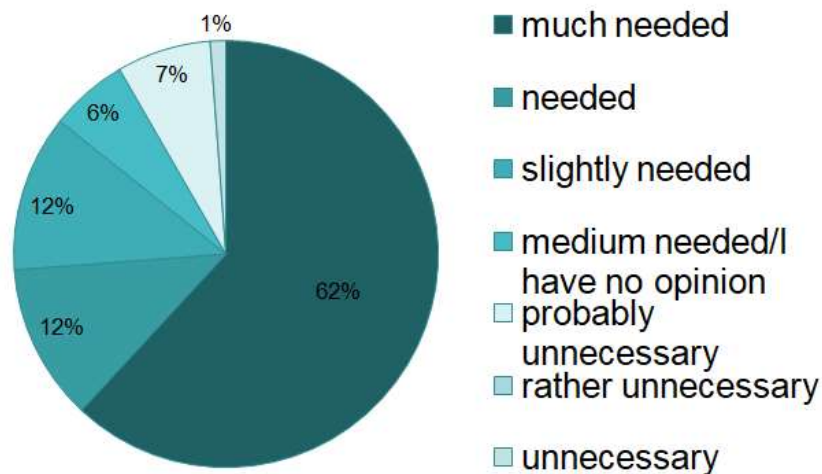


Figure 6 - The need to introduce the program/project



As it can be observed, 62% of the respondents agreed that the initiative is much needed and another 12% said that it is needed. On the other side, 8% of the participants considered the program unnecessary or probably unnecessary.

We can conclude that the vast majority of our target groups would, indeed, find benefit from the initiative addressed to them and the resources developed within.

Justification for the need of the program

A second logical inquiry was the justification of the need, as perceived by the target group. Having the possibility to, again, select multiple answers, the participants were invited to reflect on the reasons that cause need of intervention.

Figure 7 is depicting the most selected responses from this survey item.



Figure 7 - The justification of the program, as perceived by the survey respondents



The risk of burnout was one of the most important reasons for the need for initiatives in the field of teachers' mental wellbeing at this educational level. More than half of the respondents agreed that burnout is indeed a huge potential risk in this field of work.

Other important identified reasons include the mood of the teacher (44%), the aspect of physical work and environment conditions (44%), the low wages in correlation with the demands of the job (47%), the image of the preschool teaching profession (42%).

Current ways of dealing with stress

An important aspect of the survey was tapping into the topic of current ways to deal with stress. Teachers in preschool and nurseries, similarly with other teachers and employees from random sectors, as unique individuals, already have their preferred ways of dealing with work-related stress, pressure and burnout.

The question was addressed in the following form: „What are your current ways to deal with stress, take care of mental well-being, and build mental resilience?“. All applicable responses could be selected.

The graphic representation of the answers to the question related to current strategies to deal with stress and preserve well-being shows that most of the respondents rely on nature-based activities (63,41%) and enjoying a good read or listening to their favorite music (58,75%). Social interaction and empathic support are very important as well (*support from family and friends – 52,50%, small talk with co-workers 43,75%*).

Less frequently, as chosen by under 10% of the participants to the survey, we can find as strategies the mindfulness practices, online support groups and self regulation by managing their own emotions and attitudes.

For the „Other“ free answer option, one of the respondents typed in additionally „rest“. In very deed, rest is an efficient strategy to reduce stress and relieve work-related tensions.

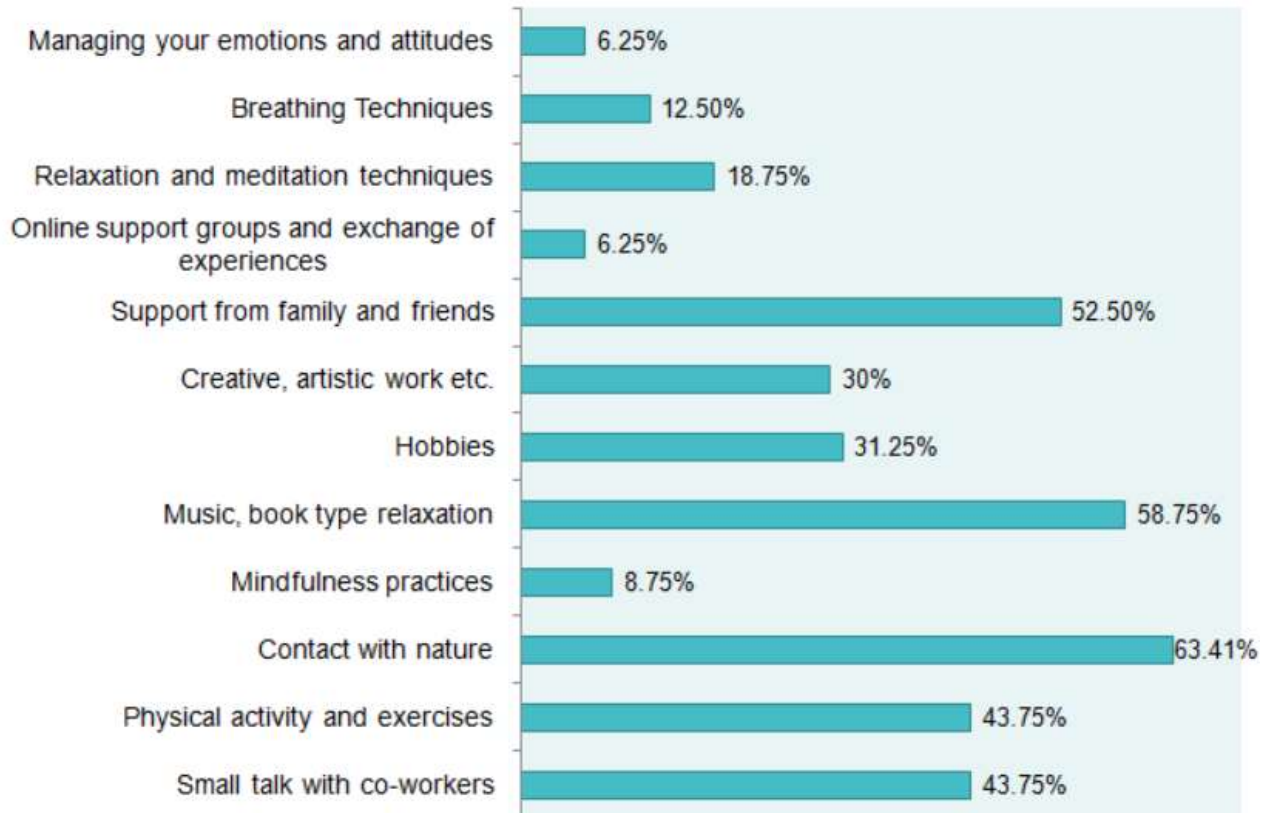


Figure 8 - Current ways of dealing with stress

Perceived usefulness of the resources planned to be developed

Another essential section of the need analysis focused on each of the results planned to be developed during this project, not only investigating the perceived usefulness but also the form of the result, the content and collecting relevant comments from the target group.

In the following pages, each result will be discussed separately, mirroring the question of the survey form.

The section began with a brief presentation of the consortium plans in terms of resources for kindergarten and nursery staff, the methodological tools and sources.

1. a social campaign building the image of preschool and nursery staff,



2. a practical guide on building mental resilience,
3. a guide on building communication with parents,
4. multimedia platform with recordings of exercises, motivational training, discussion groups etc.,
5. tools for working with children to build their mental resilience,
6. a guide for management on how to build a supportive atmosphere in a kindergarten or nursery.

For every one of these, the requirement was for the respondents to mark the extent to which of them would be interesting to them and comment on the form and content in order to make them accessible and useful.

1. Social media campaign

A social media campaign uplifting the image of kindergarten/ nursery staff would draw attention to the importance of education providers at early ages and increase awareness.

According to our preliminary research kindergarten/nursery staff suffers from a lack of appreciation in the society and wages on the lower side of the economical portrait of all countries involved in this project, while experiencing high emotional stress and great responsibility.

We plan to show to the society this enormous amount of work and responsibility, so that these professions enjoy some greater respect. To what extent do you think such a tool is needed?

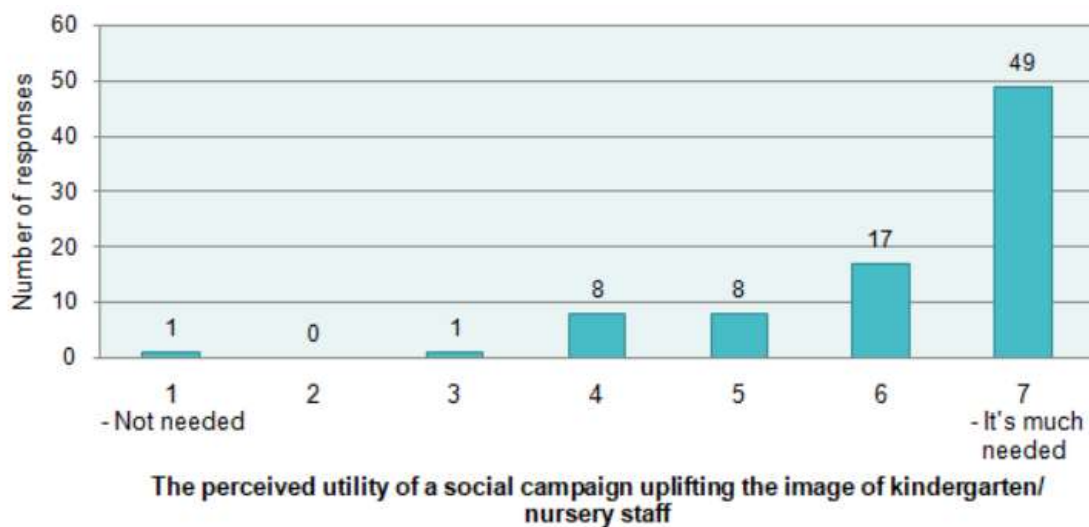


Figure 9





Out of the 84 participants in the survey, 66 considered the social media campaign as a good, needed idea for this project and to their benefit. Table 1 groups the comments and suggestions of the respondents, regarding this particular project outcome.

Table 1 - Comments and suggestions on the social media campaign

	Suggestions/comments (as found in the response forms)
Comments on tools/content	Short videos with less pleasant facts
	Tools for working with children
	Relaxation technique
	By using the press and tv/radio programmes on which you could describe your daily routine in work.
Comments on topics	Personal development
	Mental hygiene, mental relaxation courses
Suggestions on perspectives	A wide media awareness of the work in the kindergarten, so that the whole population understands the effort made by the staff for the smooth running of things, possibly implementing a project such as "teacher for a day", in which parents take over the entire responsibility of the teacher for one day, without help, as in our case.
	it is a profession that is chosen by many people so society had better give something more to this profession
	A campaign comparing the day of a well paid profession like an advertiser and the day of kindergarten /nursery staff showing all the above (emotional stress and great responsibility) asking at the end, who do you think is paid more and the great difference in their wages.
	People engaging in a day of work at a kindergarten or nursery school, exchanging roles and stuff. Or even having talks in groups of teachers sharing their everyday lives, demands, salary etc. What is expected from us everyday overall. Especially in the private school systems where the exploitations of the workers is over the top.
	Social campaign to promote the hard work of teachers.
	A classroom simulation to see the challenges of our everyday life
Activities	It would be great for people to lead some organized activity with a team of preschool children to experience directly the responsibility needed
	Usually we involve parents at their children’s learning i.e. asking from the children to bring things from home that are related to the topic we are learning. Also we are writing articles to the school website or blog that are showing what our pupils have learned or their artistic work etc., A lot of times we invite parents to the class and are presenting with the children things we have manage to accomplish (social skills or others). During the pandemic of course that was extremely difficult.
Other comments	Better to raise wages since it is a profession where there are people who choose it



2. A practical guide on building mental resilience

Another result presented to the review of the survey respondents is the practical guide on building mental resilience, created in cooperation with the staff.

The guide plans to include:

- a) Assumptions of various concepts and general guidelines on how to implement a given concept in terms of mental resilience, maintaining one's own well-being,
- b) evidence for the efficiency of the concept,
- c) inspiring stories on the basis of these concepts showing how the implementation of practices changed someone's life. The guide will be available for download in full or in the form of short online entries.

Figure 10 is a graphical representation of the responses to the question „To what extent do you think such a tool is needed?” As can be observed, most of the respondents considered the guide as necessary and very much needed, although the opinions are scattered throughout the entire response option interval. In Table 2 the comments and suggestions of the participants are shared exactly as they were expressed in their response forms, grouped by the content of the ideas.

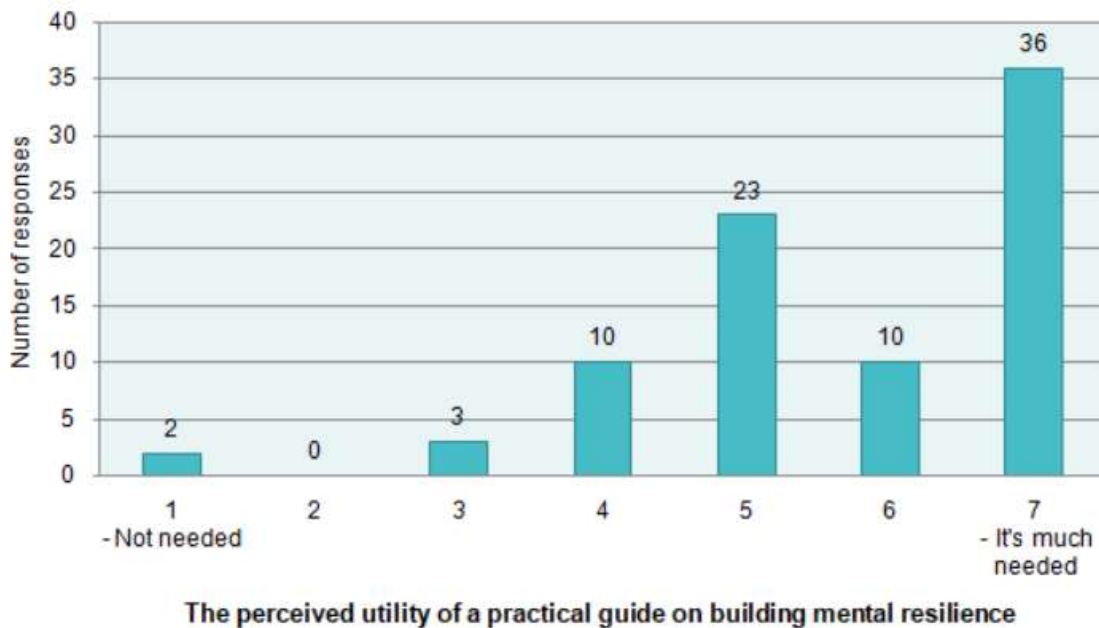


Figure 10





Table 2 - Comments and suggestions on the practical guide on building mental resilience

	Suggestions/comments (as found in the response forms)
Comments on tools/content	Practical guide with concrete exercises
	Therapeutic stories
	Therapeutic stories
	Practical examples of activities for the classroom
	Team games with exchanging stories, organized plays from then teachers that will be included towards other professionals or not etc
Comments on topics	Real presentation of the problems faced by educators: lack of staff, large groups of children.
Suggestions on perspectives	Focus on building a network of people who care, the importance of community and support in difficult times
Other comments	We are all in this together
	I don't consider it practical.
	My proposal: make it all free and make it accessible to all teachers.
	Gratuity. Remuneration is quite low in relation to the current economic situation, so free of charge could be beneficial
	My mental resilience needed when two children arguing and I had to resolve the argument by trying to understand the problem and then find a fair solution.

3. Educational platform

An educational platform containing materials and tools, free to reach for all target groups and interested users is one of the results of the project.

Exercises and tools for building mental resilience are planned to be made available on the platform: videos or written descriptions containing tools and exercises based on various concepts and motivating to practice, for example: videos with bodywork exercises, breathing exercises, creating support groups for staff with rules to be heard, not judged.

The participant opinions are summarized in Figure 11.



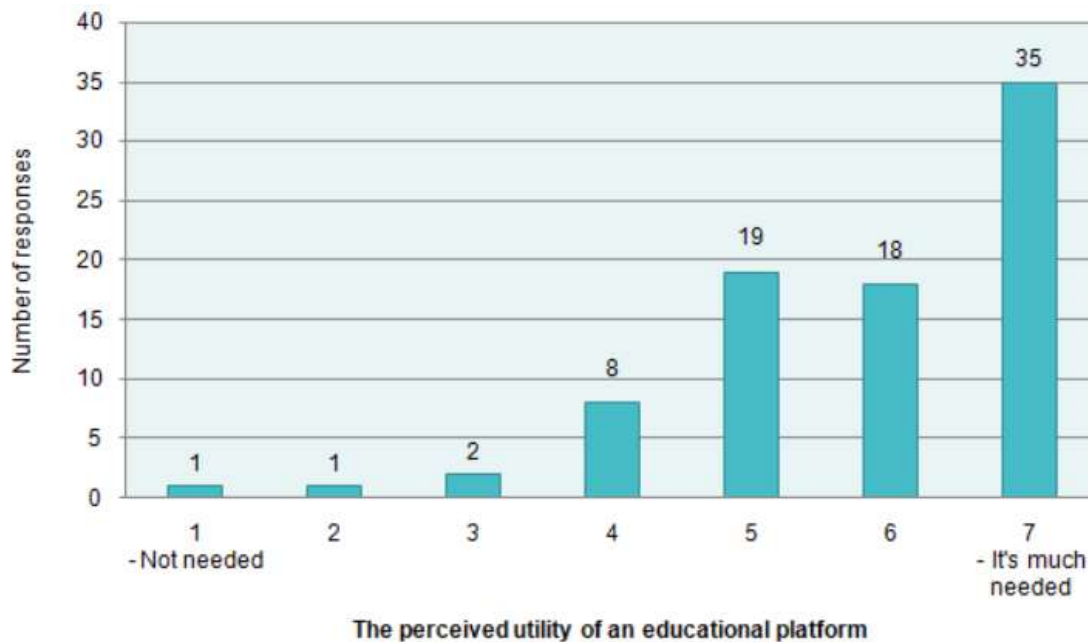


Figure 11

Table 3 - Comments and suggestions on an educational platform

	Suggestions/comments (as found in the response forms)
Comments on tools/content	PPT presentation
	Something short as we often lack the physical stamina after work
	Body movement exercises
	Interactive platforms
	Exercises that include play. The focus would not be the perfect teacher, but to be more perfect for you and becoming a better teacher will come along. It's such a consuming job that we don't even understand how invested our lives is to it and how that in the long run harm us and doesn't let us be as good as we'd aspire to be. The employers on private school systems do not help at all either because their main focus is to make more money and use us teachers as a tool to get there. Maybe consider some program for that situation too?
Comments on topics	Create support groups.
	Emotional support and a safe space for people to express
	Communication with parents is important as they will be informed about their children either after school or in a viber group
Suggestions on perspectives	The possibility of being able to access this platform from smartphone devices so that it can be accessed at any time





4. A guide on building communication with parents

One of the most expected and anticipated as useful tools that are to be developed within this Erasmus+ strategic partnership is a guide on building better communication with parents of preschool and nursery level aged children.

As can be observed in Figure 12, this particular resource is considered of high value by the survey respondents and they agree that it is, indeed, a much needed tool. A number of 76 persons marked their response on the scale as needed, mostly needed, very much needed.

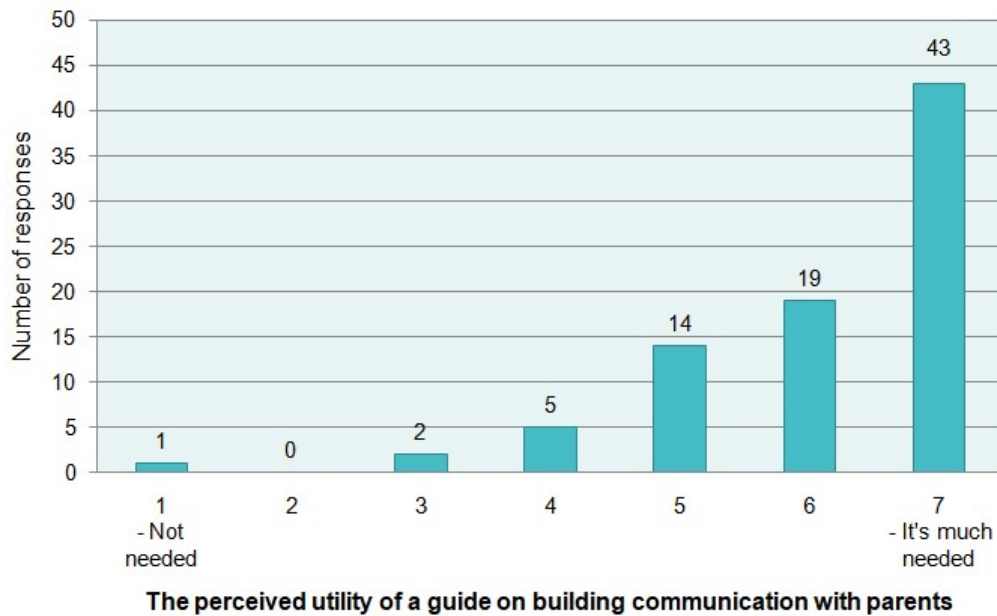


Figure 12

Table 4 suggestions include ideas from the teachers. One of them is the suggestion of using case studies/models of situations. Depending on each user’s specific need, we can find various comments and indications, which will be taken into consideration in the elaboration of this tool, in order to make it as accessible as possible.

Table 4 - Comments and suggestions on the guide building communication with parents

	Suggestions/comments (as found in the response forms)
Comments on tools/content	Games and techniques to build a good relationship between parents and teachers
	Concrete examples/models of situations



	Again. Activities including games between parent and teachers.
Comments on topics	Tips for meetings with parents
	Tips on how to build a meaningful cooperative relationship with them
	Upgrade communication skills and adapt the way of spreading the words.
	Methods through which parents enter kindergartens with clinical assessment and diagnosis, then, NPI doctor
	Managing relationships with parents
Suggestions on perspectives	A guide in cooperation with specialists including the most common "parents issues"
	Presentation of a best practice guide
	Handbook for parents
	Extremely useful. Discussions with parents can make a colossal difference between teachers, with many teachers understanding these discussions as a way of collaboration between the two partners-educator/family, but just as many understanding that through these discussions this bridge is broken, thus choosing to have a relationship based only on the positive things the child does
Other comments	communication with parents is important because in this way parents will be informed about their children

5. Tools for working with children to build their mental resilience, developed in cooperation with teachers and caregivers

The concept of creating a tool for not only building mental resilience in teachers but also passing the know-how to the little personalities that these professionals cater for and educate, is something we as a consortium plan to take advantage of. This particular resource will also allow the staff in kindergartens and nurseries to focus on the practices for resilience and wellbeing.

The survey participants were presented with the main ideas and the instruments that are to be included in this educational resource: „As a part of the exercise book: short stories, physical activities related to the stories, exercises, conversations, etc. Examples of topics: what can I do when I get angry, I see positive things around me, each person is different, the differences are cool etc. To what extent do you think such a tool is needed?“



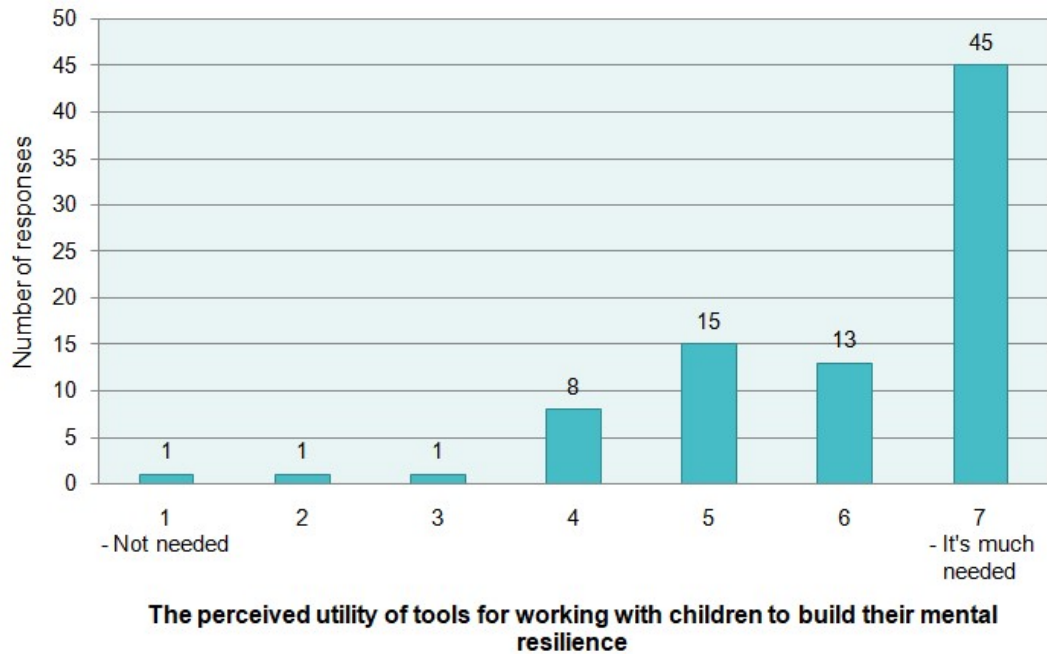


Figure 13

Table 5 - Comments and suggestions on tools for working directly with children on the topic of mental resilience

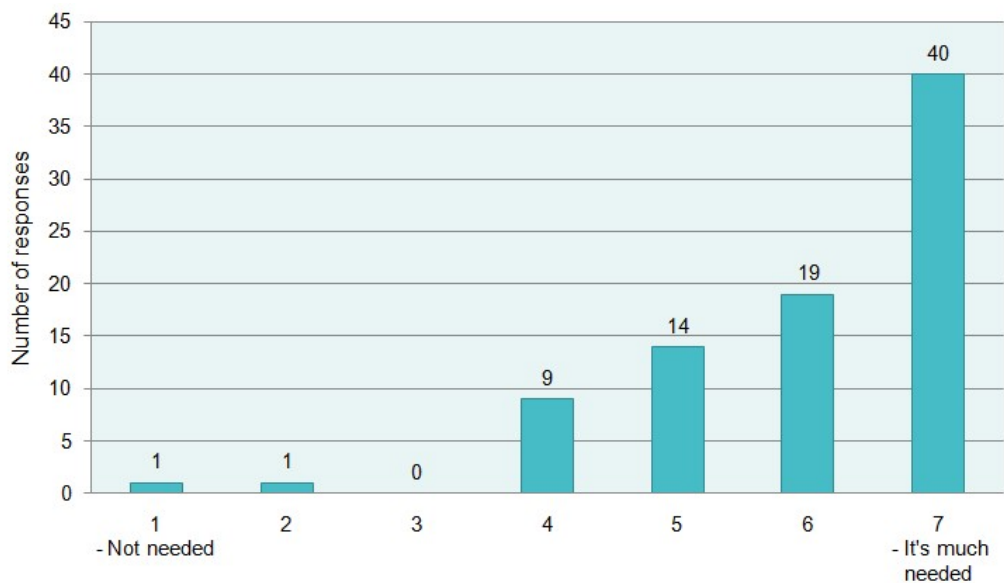
	Suggestions/comments (as found in the response forms)
Comments on tools/content	Activities in nature
	Outdoor activities/games
	Stories
	Concrete examples
Comments on topics	Outdoor physical activities
	Stories they can relate are much needed, kids have a hard time understanding their feelings and expressing them in a healthy way.
	Yoga for kids, play with nature, art activities...
Suggestions on perspectives	Children show emotions they don't know how to express. These videos can help them enormously, given their generational predisposition towards technology
	A guidebook for kids with more playful spirit that could work together with the adults might work better
Other comments	Such tools are very useful
	Just that.
	To be practical. Bullets and point taken



6. Guide for management

The sixth resource that the “Teachers Mental Wellbeing at Kinder” project proposes for the target group is a guide with recommendation for preschool and nursery administration and management to support resilient and supportive environment for their teachers and carers. This resource would include recommendations on creating supportive organisational culture.

The participants indicated that such a tool would be useful to a high degree (see Figure 14), with valuable input in the comment sections, similarly as for the case of the previous tools presented in the survey form.



The perceived utility of a guide with recommendation for preschool and nursery administration and management

Figure 14

Table 6 - Comments and suggestions on the guide for management and administration

	Suggestions/comments (as found in the response forms)
Comments on tools/content	Teacher-student interactions Student-student interaction Collaboration with family
Comments on topics	Recommendations, management suggestions would be welcome
Suggestions on	In such a case i would expect from my supervisor to give me the proper



perspectives	time and space in order to discuss the stressful situation and find together the best solution.
	To built on empathy. They don't seem to get or care about the pressures faced by the teachers working directly with small children
	Support guide for teachers
Other comments	It is important
	After all, without the administration's support not much can be achieved
	We need managers who understand the work in kindergartens, the gaps and shortcomings we face
	Qualified personnel

One of the last questions in the survey form was aimed at verifying if there are other programmes or projects being implemented at local, regional or national level, according to the knowledge of the respondents.

The question, „Do you know any projects or programs for building mental resilience for kindergarten/nursery staff? If so, please provide a name and write your comment on it” returned the following stats:

Question remained unanswered	60
I do not know/No	22
Answers given	2

The 2 respondents that wrote an answer to this non-mandatory question responded with „Qualified support staff” and „Resilient Preschools”, without detailing on the topic or indicating the area and source of such programmes/projects.

Conclusions

Upon processing the survey responses provided by the 84 respondents, we can conclude that all the proposed resources are considered useful and needed.





Table 7 – The number of responses regarding perceived usefulness of each separate result

	Social campaign	Practical guide	Educational platform	Guide for parent communication	Tools for working with children	Guide for management
1 - Not needed	1	2	1	1	1	1
2	0	0	1	0	1	1
3	1	3	2	2	1	0
4	8	10	8	5	8	9
5	8	23	19	14	15	14
6	17	10	18	19	13	19
7 - It's much needed	49	36	35	43	45	40

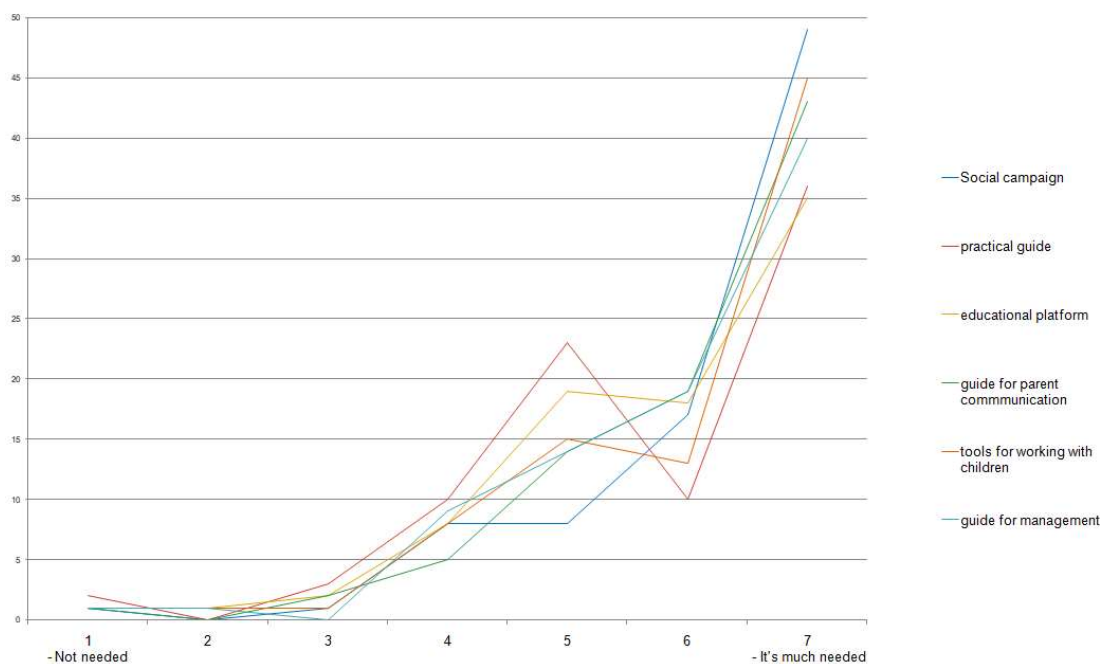


Figure 15 - The perceived usefulness of project results; comparative perspective

Table 7 and Figure 15 provide a comparative image of the data collected regarding the project results. As can be easily observed, all of the results are situated on the „needed” side of the balance. Some, such as the social campaign, the guide for communication with parents and the tools for working with children would be appreciated and needed in a higher degree. However, all the participants in the survey agreed unanimously that the proposed results would be innovative



Erasmus + KA220-SCH - Cooperation partnerships in school education

“Teachers Mental Wellbeing at Kinder”

Project No: 2022-1-PL01-KA220-SCH-000087191



Erasmus+

and they would definitely make use of them once produced and made available for the beneficiaries.

Based on the results of this study, the project consortium, led by the coordinator, will further proceed with the elaboration of the planned results, based on a user-perspective approach.

Document produced by

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Adrian Vasile Tanchiș

Centrul Județean de Resurse și Asistență Educațională Arad





Annex I – Survey Form

Well-being and resilience questionnaire for kindergarten and nursery teachers

INTRODUCTION

Dear kindergarten teachers, nursery carers, kindergarten and nursery workers!

We ask you to complete a short questionnaire (5-10 minutes).

Your answers will help us to create a development program for maintaining emotional wellness and building mental resilience for Kindergarten and Nursery Staff .

The aim of the study is to evaluate the needs of teachers at kindergarten in terms of well-being and resilience.

We ensure your complete anonymity. The results of the survey will be presented in the form of a collective report and will not be presented individually.

Thank you so much for taking the time to complete our survey.

Consent

1. 1.1 By clicking the "I Agree" button, you confirm that:

- you agree to participate voluntarily in this survey,
- you are over 18 years old.

If you leave your email, it will be used by Fundacja Understanding to promote our projects and their results.

Mark only one oval.

- Disagree
 I agree

1. Demographics

2. 1.1 Gender:

Mark only one oval.

- Male
 Female
 prefer not to say



3. 1.2 Age:

Mark only one oval.

- 18 - 24
- 25 - 35
- 36 - 45
- 46 - 55
- 56+

4. 1.3 Occupation

Mark only one oval.

- Kindergarten teacher
- Kindergarten teaching assistant
- Nursery carer
- Manager of a nursery or a kindergarten
- Preschool psychologist
- Other: _____

2. Current level of well-being and resilience

5. 2.1 Challenges.

What are the biggest challenges you are facing right now? In what situation would you need to use your mental strength the most? Please choose the answers that best suit you.

Check all that apply.

- A lack of stability and a sense of influence and control in times of the pandemic
- Limitations in social interactions and physical proximity due to pandemic
- Children experiencing adaptation problems and showing difficult behavior after breaks
- Building healthy work-life balance
- Low wages
- Social undervaluation of preschool and nursery staff
- Difficult relations with children's parents
- Children in crisis (difficult family situation e.g. parent's divorce etc.)
- Children with developmental problems, behavioral disorders (ADHD, Autism Spectrum etc.)
- Too high demands placed on teachers and carers by their superiors
- Work overload
- Excessive noise at the workplace
- Conflicts between children
- Too much responsibility at work
- Children affected by war (refugees)
- Staff shortages
- Other: _____



6. 2.2 The need to introduce the program.

The implementation of program for building mental resilience and emotional wellness for kindergarten and nursery staff is:

Mark only one oval.

- unnecessary
- rather unnecessary
- probably unnecessary
- medium needed/I have no opinion
- slightly needed
- needed
- much needed

7. 2.3 Justification for the need of the program.

If you think that such programs are needed for kindergarten and nursery staff, we invite you to share your opinion why:

Check all that apply.

- Teachers do not have enough support in times of the pandemic
- Teachers are particularly at risk of burnout
- The work of teachers is very stressful and exhausting
- The job is low paid and very demanding
- The work of teachers and caregivers also involves the issues of physical work in difficult conditions (noise, children's emotions, care for children's hygiene, etc.)
- There is a depreciation of the teaching professions in our country
- Direct contact and relations with parents sometimes can be very stressful
- The teacher and the carer are role models for children, who learn from adults how to deal with stress.
- The attitude of the teacher and the carer, his mood strongly influences the mood of children and their ability to learn
- Children's well-being programs are emerging, but often teachers and carers are only intermediaries, not the main recipients of these programs
- Other: _____



8. 2.4 Current ways of dealing with stress.

What are your current ways to deal with stress, take care of mental well-being, and build mental resilience ?

Check all that apply.

- Small talk with co-workers
- Physical activity and exercises
- Contact with nature
- Mindfulness practices
- Music, book type relaxation
- Hobbies
- Creative, artistic work etc.
- Support from family and friends
- Online support groups and exchange of experiences
- Relaxation and meditation techniques
- Breathing Techniques
- Managing your emotions and attitudes
- I don't have the resources (knowledge, time, opportunity etc.) to build my mental resilience
- Other: _____

3. Evaluation of ideas for a development program

We want to develop a flexible development program for preschool and nursery staff on building mental resilience / taking care of your emotional wellness and supporting the development of children. We will use different concepts from around the world to suit different people, situations and times in life. These concepts concern various spheres: emotions, body, mind etc. We want everyone to be able to choose what suits them best at every stage of life.

We want to introduce these concepts in various forms:

1. a social campaign building the image of preschool and nursery staff,
2. a practical guide on building mental resilience,
3. a guide on building communication with parents,
4. multimedia platform with recordings of exercises, motivational training, discussion groups etc.,
5. tools for working with children to build their mental resilience,
6. a guide for management on how to build a supportive atmosphere in a kindergarten or nursery.

We will be grateful for marking the extent to which above given forms would be interesting for you and for entering your comments on what could be done to make these forms as accessible to preschool and nursery staff as possible.



9. 3.1 A social campaign uplifting the image of kindergarten/ nursery staff.
According to our preliminary research kindergarten /nursery staff suffer from a lack of appreciation in a society and very low wages, while experiencing high emotional stress and great responsibility. We plan to show to the society this enormous amount of work and responsibility, so that these professions enjoy some greater respect. To what extent do you think such a tool is needed ?

Mark only one oval.

Not needed

1

2

3

4

5

6

7

It's much needed

10. 3.1 a) Your suggestions and comments on exercises that could be useful here



11. 3.2 A practical guide on building mental resilience, created in cooperation with the staff.
The guide will include:
- a) Assumptions of various concepts and general guidelines on how to implement a given concept in terms of mental resilience, maintaining one's own well-being,
 - b) evidence for the efficiency of the concept,
 - c) inspiring stories on the basis of these concepts showing how the implementation of practices changed someone's life. The guide will be available for download in full or in the form of short online entries.

To what extent do you think such a tool is needed?

Mark only one oval.

Not needed

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It's much needed

12. 3.2 a) Your suggestions and comments on exercises that could be useful here



13. 3.3 Educational platform.

Exercises and tools for building mental resilience available on the platform: videos or written descriptions containing tools and exercises based on various concepts and motivating to practice, for example: videos with bodywork exercises, breathing exercises, creating support groups for staff with rules to be heard, not judged.

To what extent do you think such a tool is needed?

Mark only one oval.

Not needed

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It's much needed

14. 3.3 a) Your suggestions and comments on exercises that could be useful here





15. 3.4. A guide on building communication with parents.
A guide on building better communication with children's parents for kindergarten and nursery / staff, created in cooperation with the staff.

Mark only one oval.

Not needed

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It's much needed

16. 3.4 a) Your suggestions and comments on exercises that could be useful here





17. 3.5. Tools for working with children to build their mental resilience, developed in cooperation with teachers and caregivers.

As a part of the exercise book: short stories, physical activities related to the stories, exercises, conversations, etc. Examples of topics: what can I do when I get angry, I see positive things around me, each person is different, the differences are cool etc .

To what extent do you think such a tool is needed?

Mark only one oval.

Not needed

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It's much needed

18. 3.5. a) Your suggestions and comments on exercises that could be useful here





19. 3.6. Guide for the management.

Guide with recommendation for preschool and nursery administration and management to support resilient and supportive environment for their teachers and carers. Including recommendations on creating supportive organisation culture.

To what extent do you think such a tool is needed?

Mark only one oval.

Not needed

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It's much needed

20. 3.6.a) Your suggestions and comments on exercises that could be useful here

21. 3.7 Do you know any projects or programs for building mental resilience for kindergarten/nursery staff ? If so, please provide a name and write your comment on it.





22. 3.8 Please provide us with your email address if you want to receive information regarding our program on mental resilience for kindergarten / nursery / staff.

Thank you for completing this Survey!

Thank you very much for completing the survey. We hope that Fundacja Understanding will soon be able to offer a development program complying with your expectations.

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