Curriculum for Training Youth Workers

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Positive Mental Health

Curriculum for Training Youth Workers

Erasmus+ Project: Promoting Positive Mental Health in the European Youth Sector

Intellectual Output 3: Curriculum for training youth workers

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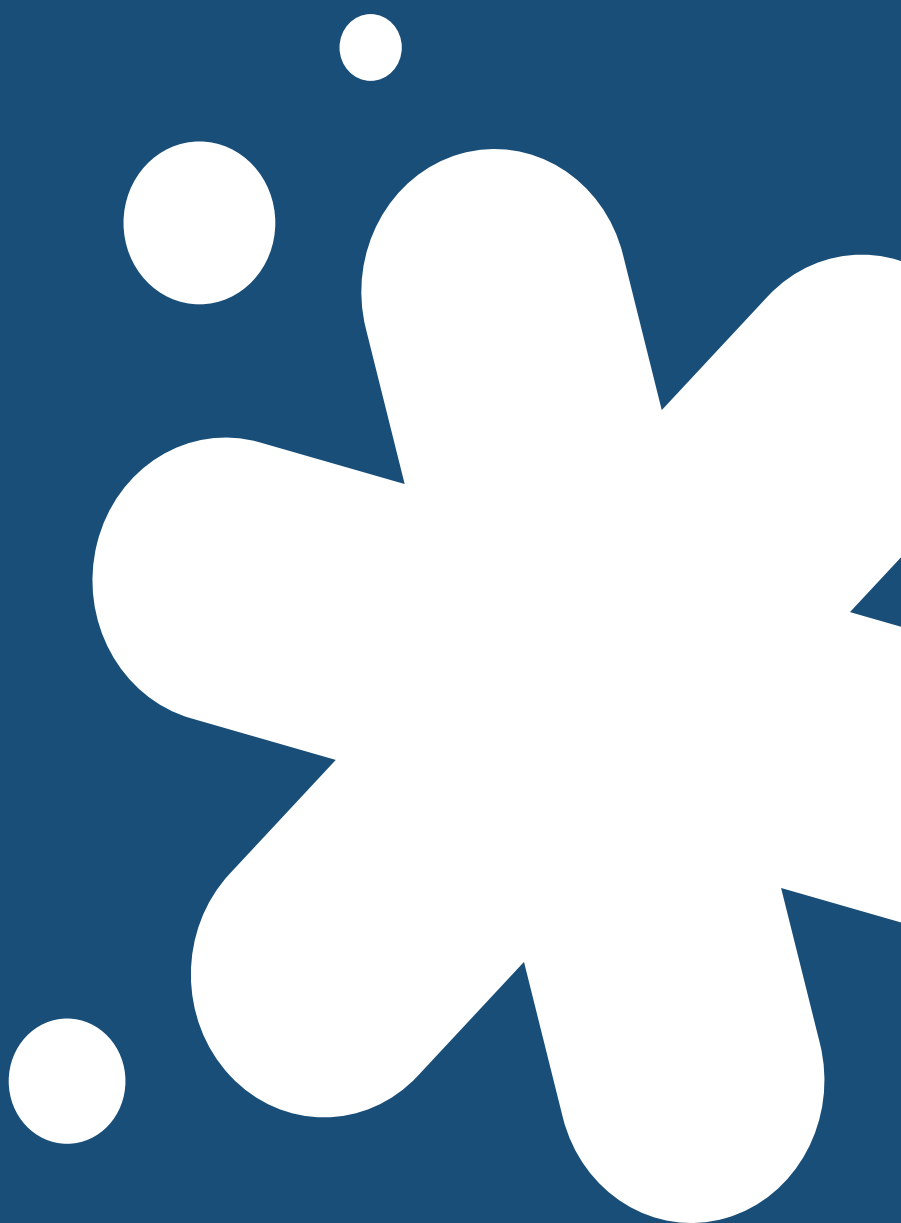
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Introduction

The Erasmus+ Project "*Positive Mental Health: Promotion of Wellbeing and Flourishing in the European Youth Sector*" (2019-2-NL02-KA205-002567) aims to develop resources to help youth workers across Europe in promoting positive mental health among young people. As part of this project, a Theoretical Framework and Practice Brief (IO1), a Youth Worker Manual (IO2) and a Training Curriculum (IO3) were developed. All these resources and more information about the project can be found on the project webpage: **https://positivementalhealth.eu/**

The Training Curriculum is targeted for youth worker trainers to train youth workers in applying the Theoretical Framework and Youth Worker Manual in practice. This publication consists of 3 parts:
- Introduction to the Training Curriculum
- Training Modules with detailed descriptions of the sessions
- Evaluation of pilot training based on this curriculum.

This training curriculum was prepared as part of the Erasmus+ Strategic Partnership project *Positive Mental Health: Promotion of wellbeing and flourishing in the European youth sector*. The project offers an evidence based theoretical framework and practical guidelines for youth workers and their organisations to effectively promote the mental health and wellbeing of their youth. Aimed to promote positive mental health practices in youth work settings by developing a framework, practical tools and pilot training for promoting the mental health and wellbeing of young people, the project resulted in three intellectual outputs:
- Intellectual Output 1: A Framework for Promoting Positive Mental Health and wellbeing in the European Youth Sector and 13 background articles
- Intellectual Output 2: Manual for Youth Workers and Manual for Youth Organisations for promoting positive mental health in youth work
- Intellectual Output 3: Training Curriculum and Pilot Course on promotion of positive mental health in youth work

As part of the third intellectual output, this training curriculum was implemented in an online course for youth workers, over a period of 4 weeks during February and March 2021. Due to the Covid-19 pandemic, the curriculum could not be implemented in a residential activity, as initially planned. Nevertheless, the curriculum, or parts of it, can be also implemented in a residential or a blended learning activity.

Why a training curriculum on supporting youth in achieving positive mental health through youth work?

The training curriculum is designed to support, inspire and intensify the youth work practices aiming at positive mental health promotion and support of young people in achieving this state of well-being. It fills in the existing gap of non-formal educational opportunities in the field of positive mental health and it provides trainers with a program and guidance for implementing training for youth workers in providing basic support to youth for achieving this state.

The purpose of the Curriculum is to provide guidance for training youth workers in successfully supporting youth in meeting various psychosocial needs, helping them build a full range of competencies needed in their transition to adulthood, and supporting their positive mental health The curriculum introduces youth workers to a set of theoretical information, values, competences, strategies, methodologies, which then can be applied in practice in a youth work setting.

It is built on the basis of the resources produced within this project i.e the positive mental health theoretical framework, the background articles, the manuals for youth workers and youth organisations for working on positive mental health, using also the educational videos produced by partners.

As such, the Curriculum offers space for youth workers to develop basic competencies for supporting youth in achieving positive mental health. It should serve as a basis for further upgrading and specialisation for which youth workers should continue exploring relevant learning opportunities.

PART I:
GENERAL OVERVIEW

Title of the training:
Supporting youth in achieving positive mental health through youth work.

Aim:
To develop basic competencies of youth workers for supporting youth in achieving positive mental health.

Objectives:
- Youth workers will know what positive mental health is and in what ways they can support youth in achieving positive mental health;
- Youth workers will know how to create positive mental health nurturing environment for young people while engaging them in different learning and empowering experiences through youth work;
- Youth workers will develop a positive attitude and motivation for supporting young people's positive mental health and for creating a positive mental health nurturing environment for young people.

Expected outcomes:
Youth workers will improve/reinforce positive mental health oriented youth work and create various supportive, empowering, educational experiences for positive mental health of young people.

Profile and number of participants:
30 youth workers with at least 2 years of experience in planning and implementing youth work, interested in supporting young people in achieving positive mental health.

Overview of the training:
The training is organised in 3 Modules with an overall 12 online, international sessions and 2 sessions in national context:
- Module I: Understanding positive mental health and its relation to youth work;
- Module II: Supporting positive mental health through youth work / in youth organisations;
- Module III: The profile of youth workers working on supporting positive mental health through youth work.

By the end of the training youth workers will have a greater understanding of the importance of positive mental health and the way they can create a positive mental health supportive environment for youth. Participants in the training will be given a certificate of attendance (and Youthpass?)

Learning approaches:

The training will mostly use David Kolb's Experiential Approach. By using different and creative online, on the spot and possibly outdoor applicable techniques such as – for example .. ... individual and group work discussions, debates ... pedagogical games and simulations, role plays and drama techniques, storytelling, reflections, interactive quizzes, presentations, experiments etc. the training will create safe space for participants to explore, discuss, understand positive mental health and to experience relevant experiences related to the important role that youth work has in supporting young people in achieving positive mental health. When structuring concrete sessions, trainers should have in mind to use various educational techniques, online or on -the - spot tools, platforms, and activities adequate for different learning styles and the experiential learning. We encourage the use of diverse learning techniques adequate to different learning styles. The curriculum proposes use of various techniques and activities but it is up to trainers to define concretely which technique will be used in which of the session so that they achieve the expected and defined results.

Logistics:

The international sessions of the training will be suitable for both online and on - the spot and possibly for outdoor application. Online sessions should be implemented on a platform that supports working in groups, interactive presentations, writing and playing interactive online games, screen and sound sharing option etc.

Potential challenges that might affect the implementation:

Different levels of knowledge on the topic and computer/internet use among participants, language, access to the internet.

Monitoring and evaluation plan:

Observing the general working atmosphere and engagement of participants in every session and assessing the level of completing training related tasks, achieving the set aim and objectives and the expected results through group discussion or individual talks, Q/A, interactive quizzes etc.

PART II: PROGRAM

Module I: Understanding positive mental health and its relation to youth work

Aim:
To increase youth workers understanding of positive mental health and the role that youth work (can) play in achieving positive mental health.

Objectives:
To familiarise participants with:
- positive mental health;
- the six dimensions of wellbeing and the framework for promoting positive mental health in the European youth sector;
- the role of youth work and youth workers in achieving positive mental health;
- the key characteristics and competencies for high quality positive mental health promotion in youth work.

Expected results:
Participants can:
- explain what is positive mental health;
- introduce the six dimensions of wellbeing and the theoretical positive mental health framework for promotion of young people's positive mental health;
- outline the role of youth work and youth workers in achieving positive mental health and
- introduce key characteristics and competencies for high quality positive mental health promotion in youth work.

How it is structured:
2 days - 4 online sessions, each x 90 min
- Session 1: Opening and introduction to positive mental health (promotion vs. prevention),
- Session 2: Theoretical Framework for Promoting Positive Mental Health in the European Youth Sector.
- Session 3: Role and relationship - youth work, youth workers and positive mental health,
- Session 4: Key characteristics and competencies for high quality positive mental health promotion in youth work

Module II: Supporting positive mental health through youth work / in youth organizations

Aim:

To increase participants' knowledge of different ways how youth work and youth workers can support young people in achieving positive mental health and their ability to apply that knowledge in practice by implementing concrete online, on the spot and/or outdoor activities.

Objectives:

To familiarise participants to social and emotional development of young people and to explore different ways how they can support youth with:
- cognitive regulations;
- interpersonal processes;
- managing emotional processes;
- managing personal values, attitudes and personal qualities;
- developing a positive sense of identity and
- fostering positive mindset

Expected results:

Participants can identify, plan and implement different sets of online, on the spot and outdoor activities for supporting social and emotional development of young people and their achievement of positive mental health.

How is structured:

Module 2 is structured 6 online sessions x 90 min each, implemented during a period of 3 days and appended by 2 sessions in national context organized as:

Raising awareness and understanding
- Session 1: Supporting youth with cognitive regulations
- Session 2: Supporting youth in managing interpersonal processes

Learning from experience and reflection
- Session 3: Supporting youth in managing emotional processes
- Session 4: Supporting youth in developing and managing personal values, attitudes and personal qualities

Change of mindset and commitment
- Session 5: Supporting young people in developing a positive sense of identity
- Session 6: Supporting youth in fostering positive mindset

2 National sessions are organized as parts II of some of the sessions in Module II and serve to provide an opportunity for on the spot or outdoor implementation, of some of the identified ways for supporting young people with:
- cognitive regulations
- managing interpersonal processes
- managing emotional processes
- managing personal values, attitudes and personal qualities

- developing a positive sense of identity and
- fostering positive mindset

Their focus depends on the expertise of the youth workers, the national context, the characteristics, needs and the situation of young people living there and other factors identified as important by youth workers and trainers involved in the training.

Module III: The profile of youth workers working on supporting positive mental health through youth work.

Aim:
To increase youth workers' knowledge on their professional profile and ways to assure high quality in positive mental health youth work.

Objectives:
To familiarise youth workers with:
- The characteristics of high quality positive mental health youth work;
- The competences that they need to develop so as to be working successfully and with high quality in promoting positive mental health and supporting youth in achieving positive mental health;
- Ways of assessing the level of development of their positive mental health related competencies and planning their further development.

Expected results:
Youth workers know how to assure high quality in their positive mental health work and how to increase their professional profile so as to be able to work successfully in supporting young people in achieving positive mental health.

How is structured:
2 online sessions x 90 min each.
- Session 1: Assuring quality in positive mental health youth work.
- Session 2: Assessing and developing competences and self care plans for youth workers.

PART III: INSTRUCTIONS FOR IMPLEMENTATION

This part offers general guidelines on how to structure the training. In addition to the general overview of the set aim and objectives as well as the expected resources, we also give a proposal of various techniques that can be used in the different sessions. In order to also provide trainers with examples of concrete sessions with precisely defined and explained application of different techniques and learning activities structured in a time frame, we append sample session plans that can be implemented directly in different contexts but can also serve as an inspirational basis for designing other educational opportunities for young people. While the educational techniques can vary, we would suggest avoiding modifications in the set aim and objectives of each of the sessions, because they are designed that way to contribute towards achieving the set aim of the course itself and to contribute to developing the desired and targeted knowledge, skills and attitudes.

Module I: Understanding positive mental health and its relation to youth work

Session 1: Opening and introduction to positive mental health (promotion vs. prevention)

Aim:
To set the basis for joint learning and introduce participants to positive mental health

Objectives:
• to familiarise participants with the training programme
• to share and explore participants' expectations of the programme and
• to familiarise participants with the concept of positive mental health

Proposal for methodological approach and techniques:
At the beginning of the training, by using various ice - breakers, warm ups and educational games the trainers can share general information for the training, aim, objectives, structure, dynamic of work, desired results, contex and other elements relevant for their participation. Afterwards, more time should be dedicated to exploring, understanding and defining what is positive mental health. Participants can either be split in small groups or invited individually, by using jamboard, menti, MIRO, or other platform, to try to write key terms that they associate to positive mental health and with that, work on constructing a definition for it. Afterwards they can try to construct a group definition of positive mental health and compare it to the definition constructed by WHO or other stakeholders of importance within this field.

Expected results:
- participants know the flow, aim, objectives and expected results of the training.
- can define what is positive mental health.

Session 2: Theoretical Framework for Promoting Positive Mental Health in the European Youth Sector.

Aim:
To familiarise participants with the Theoretical Framework for Promoting Positive Mental Health in the European Youth Sector and the key elements of the framework.

Objectives:
- To familiarise participants with the theoretical framework for promoting positive mental health in youth settings;
- To develop an understanding of the six domains of social and emotional competencies;
- To reflect on the implementation of the framework in youth settings.

Proposal for methodological approach and techniques:
By working in small groups, participants can be given a chance to explore wellbeing and the six dimensions of wellbeing and relate them to mental health promotion focused practices. Additionally, through interactive lecture, combined with brainstorming and big group discussions, the session should create space for introducing participants to the proposed positive mental health framework for promoting young people's positive mental health.

Expected results:
Participants know and are able to introduce the six domains of social and emotional skills and the theoretical framework and can relate them to different mental health promotion focused practices.

Session 3: Role and relationship - youth work, youth workers and positive mental health

Aim:
To understand the role of youth work and youth workers in promotion of positive mental health

Objectives:
- To reach an understanding of the different ways in which youth work structures, youth organisations and youth workers can support the positive mental health of young people
- To understand the key characteristics of youth organisations as a setting for mental health promotion
- To distinguish between "taught" and "caught" competencies.

Proposal for methodological approach and techniques:

Through a group discussion, the participants can compare the aim and approaches of youth work and the principles of positive mental health, identifying potential links. The participants can also identify aspects of policy documents on a national and European level (Such as the European Youth Strategy) that relate to positive mental health promotion. Then in small groups, the participants can reflect on youth work practices that they know of (such as in their local communities) and discuss the roles that youth organisations, other youth structures and youth workers as individuals can have in promoting positive mental health and achieving the goals of the strategic documents in the youth field. The participants can further explore the conditions that youth work organisations need to create to foster both the creation of "taught" and "caught" social and emotional competencies. The participants can also discuss how to engage young people in social and emotional learning, and the key quality criteria that youth work should meet to be able to achieve that.

Expected results:
- Participants have an idea of how they can play a role in promoting positive mental health of young people
- Participants understand how they can create "taught" social and emotional competences through designing learning experiences
- Participants understand how they can create learning environments where social and emotional competences can be "caught"

Session 4: Key characteristics and competencies for high quality positive mental health promotion in youth work

Aim:
To understand the importance and relevance of the key characteristics and competencies for promoting positive mental health in youth work

Objectives:
- To reflect on the competencies required to promote positive mental health and wellbeing among young people, as defined by the Theoretical framework for promoting positive mental health and wellbeing in the European youth sector (Intellectual Output 1)
- To explore the 10 key characteristics for excellence of positive mental health promotion, as defined by the Youth Workers' manual (Intellectual Output 2)

Proposal for methodological approach and techniques:

In small groups, the participants can explore the meaning and practical implication of the 10 key characteristics (each group working on 1 or 2 of the characteristics). Each group can present their understanding of the characteristics, which can be followed by a group discussion and additional inputs from the team of trainers. In regards to the competencies, the participants can do a quick assessment of the relevance of each competency for their local youth work reality - using mentimeter or a similar tool. In that way, the participants can also briefly discuss each competency and clarify their meaning.

Expected results:

- Participants understand the competence framework and the meaning of the 9 competences;
- Participants understand the 10 key characteristics for excellence of positive mental health promotion;
- Participants can explain the relevance of each characteristic and competence for promotion of positive mental health in youth work.

Module II: Supporting positive mental health through youth work / in youth organizations

Raising awareness and understanding

Session 1: Supporting youth with cognitive regulations

Aim:

To increase youth workers' understanding on how they can support youth with cognitive regulations and their ability to do that through youth work practices.

Objectives:

- to familiarise youth workers with the domain of cognitive regulation;
- to understand which specific skills and competencies are included under this domain
- to create space for exploring, analysing and practicing concrete ways of supporting youth in developing skills for cognitive regulation.

Proposal for methodological approach and techniques:

Having in mind that the participants first need to understand the meaning of the domain of cognitive regulation, and the specific skills and competences that are part of it, the session should provide space for its exploration either through a creatively facilitated brainstorming/discussion, followed by a short interactive input from the trainers or by other educational techniques adequate to the learning characteristics and preferences of the group. Once participants first define the domain, map and define the competencies by themselves, the trainers should introduce how the domain and competencies are defined by the Theoretical framework for promoting positive mental health and wellbeing in the European youth sector. The session can continue with splitting participants in small groups, or by using role plays, simulations, storytelling or case-analysis of concrete practices so to create space for participants to brainstorm and explore concrete activities and techniques that can be used in youth work for supporting the key competencies of the domain: attention control, working memory and planning skills, inhibitory control, cognitive flexibility, and critical thinking. The trainers can also share concrete examples and engage participants in experiencing concrete activities that can be implemented, particularly ones that have been explored as examples in the background articles and in the youth workers manual. At the end, the participants can

discuss which of the main competencies and characteristics are most connected with this domain.

Expected results:
- Participants understand the meaning and relevance of the domain of cognitive regulation for promoting positive mental health among young people
- Participants know which specific skills and competencies are included in this domain
- Participants know how to create space and conditions for supporting young people in developing skills and competencies under this domain
- Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Session 2: Supporting youth in managing interpersonal processes

Aim:
To increase youth workers' understanding on how they can support youth with managing interpersonal processes and their ability to do that through youth work practices.

Objectives:
- to familiarise youth workers with the domain of interpersonal processes;
- to understand which specific skills and competencies are included under this domain;
- to create space for exploring, analysing and practicing concrete ways of supporting youth in developing social skills and competencies that are crucial for building positive interactions and relationships with others.

Proposal for methodological approach and techniques:
Having in mind that the participants first need to understand the meaning of the domain of managing interpersonal processes, and the specific skills and competences that are part of it, the session should provide space for its exploration either through a creatively facilitated brainstorming/discussion, followed by a short interactive input from the trainers or by other educational techniques adequate to the learning characteristics and preferences of the group. Once participants first define the domain, map and define the competencies by themselves, the trainers should introduce how the domain and competencies are defined by the Theoretical framework for promoting positive mental health and wellbeing in the European youth sector. The session can continue with splitting participants in small groups, or by using role plays, simulations, storytelling or case-analysis of concrete practices so to create space for participants to brainstorm and explore concrete activities and techniques that can be used in youth work for supporting the key competencies of the domain: understanding social cues, conflict resolution/ social problem-solving, and prosocial and cooperative behaviour. The trainers can also share concrete examples and engage participants in experiencing concrete activities that can be implemented, particularly ones that have been explored as examples in the background articles and in the youth workers manual.

At the end, the participants can discuss which of the main competencies and characteristics are most connected with this domain.[1]

Expected results:
- Participants understand the meaning and relevance of supporting youth in managing interpersonal processes for promoting positive mental health among young people;
- Participants know which specific skills and competencies are included in this domain;
- Participants know how to create space and conditions for supporting young people in developing skills and competencies under this domain;
- Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Learning from experience and reflection

Session 3: Supporting youth in managing emotional processes

Aim:
To increase youth workers' understanding on ways they can support the development of skills, knowledge and attitudes needed for successfully managing one's feelings as well as understanding and empathising with others.

Objectives:
- to increase youth workers understanding of emotions and emotional intelligence;
- to understand which specific skills and competencies are included under this domain
- to create space for exploring, analysing and practicing concrete ways of supporting youth in developing social skills for successfully managing one's feelings as well as understanding and empathising with others.

Proposal for methodological approach and techniques:
Having in mind that the participants first need to understand the meaning of the domain of managing emotional processes, and the specific skills and competences that are part of it, the session should provide space for its exploration either through a creatively facilitated brainstorming/discussion, followed by a short interactive input from the trainers or by other educational techniques adequate to the learning characteristics and preferences of the group. Once participants first define the domain, map and define the competencies by themselves, the trainers should introduce how the domain and competencies are defined by the Theoretical framework for promoting positive mental health and wellbeing in the European youth sector. The session can continue with splitting participants in small groups, or by using role plays, simulations, storytelling or case-analysis of concrete practices so to create space for participants to brainstorm and explore concrete activities

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[1]   **REMINDER FOR TRAINERS:** When structuring concrete sessions, trainers should have in mind to use various educational techniques, online or on - the - spot tools, platforms, and activities adequate for different learning styles and the experiential learning. We encourage trainers to use diverse learning techniques, adequate to different learning styles.The curriculum proposes use of various techniques and activities but it is up to trainers to define concretely which technique will be used in which of the session so that they achieve the expected and defined results. For example if in the previous session the trainers decide to use role play in this one they can use engaging participants in experiencing a concrete activity, or storytelling - and sharing personal experience how they have worked in this domain in the past or analysing different cases of practices of different organizations they know etc.

and techniques that can be used in youth work for supporting the key competencies of the domain: emotional knowledge and expression, emotional and behavioral regulation, and empathy and perspective-taking. The trainers can also share concrete examples and engage participants in experiencing concrete activities that can be implemented, particularly ones that have been explored as examples in the background articles and in the youth workers manual. At the end, the participants can discuss which of the main competencies and characteristics are most connected with this domain.

Expected results:
- Participants understand the meaning and relevance of successfully managing emotions and emotional process for promoting positive mental health among young people;
- Participants know which specific skills and competencies are included in this domain;
- Participants know how to create space and conditions for supporting young people in developing skills and competencies under this domain;
- Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Session 4: Supporting youth in developing and managing personal values, attitudes and personal qualities

Aim:
To increase youth workers' understanding on ways in which they can support young people to develop and manage their personal values, attitudes and personal qualities

Objectives:
- to familiarise youth workers with the domain of managing personal values, attitudes and personal qualities;
- to understand which specific skills and competencies are included under this domain;
- to create space for exploring, analysing and practicing concrete ways of supporting youth in developing social skills and competencies that are crucial for developing and managing personal values, attitudes and personal qualities

Proposal for methodological approach and techniques:
Having in mind that the participants first need to understand the meaning of the domain of developing and managing personal values, attitudes and personal qualities, and the specific skills and competences that are part of it, the session should provide space for its exploration either through a creatively facilitated brainstorming/discussion, followed by a short interactive input from the trainers or by other educational techniques adequate to the learning characteristics and preferences of the group. Once participants first define the domain, map and define the competencies by themselves, the trainers should introduce how the domain and competencies are defined by the Theoretical framework for promoting positive mental health and wellbeing in the European youth sector. The session can continue with splitting participants in small groups, or by using role plays, simulations, storytelling or case-analysis of concrete practices so to create space for participants to brainstorm and explore concrete activities and techniques that can be used in youth work for supporting the key competencies of the domain: ethical values,

performance values, civic values and intellectual values. The trainers can also share concrete examples and engage participants in experiencing concrete activities that can be implemented, particularly ones that have been explored as examples in the background articles and in the youth workers manual. At the end, the participants can discuss which of the main competencies and characteristics are most connected with this domain.

Expected results:
- Participants understand the meaning and relevance of the domain of cognitive regulation for promoting positive mental health among young people
- Participants know which specific skills and competencies are included in this domain
- Participants know how to create space and conditions for supporting young people in developing skills and competencies under this domain
- Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Change of mindset and commitment

Session 5: Supporting young people in developing a positive sense of identity

Aim:
To increase youth workers' understanding on ways in which they can support young people to develop a positive sense of identity and self-image

Objectives:
- to familiarise youth workers with the domain of developing a positive sense of identity
- to understand which specific skills and competencies are included under this domain;
- to create space for exploring, analysing and practicing concrete ways of supporting youth in developing social skills and competencies that are crucial for developing a positive sense of identity and self-image

Proposal for methodological approach and techniques:
Having in mind that the participants first need to understand the meaning of the domain of positive sense of identity, and the specific skills and competences that are part of it, the session should provide space for its exploration either through a creatively facilitated brainstorming/discussion, followed by a short interactive input from the trainers or by other educational techniques adequate to the learning characteristics and preferences of the group. Once participants first define the domain, map and define the competencies by themselves, the trainers should introduce how the domain and competencies are defined by the Theoretical framework for promoting positive mental health and wellbeing in the European youth sector. The session can continue with splitting participants in small groups, or by using role plays, simulations, storytelling or case-analysis of concrete practices so to create space for participants to brainstorm and explore concrete activities and techniques that can be used in youth work for supporting the key competencies of the domain: self-knowledge, purpose, self-efficacy/growth mindset, and self-esteem. The trainers can also share concrete examples and engage participants in experiencing

concrete activities that can be implemented, particularly ones that have been explored as examples in the background articles and in the youth workers manual. At the end, the participants can discuss which of the main competencies and characteristics are most connected with this domain.

Expected results:
- Participants understand the meaning and relevance of the domain of developing a positive sense of identity and self-image for promoting positive mental health among young people
- Participants know which specific skills and competencies are included in this domain
- Participants know how to create space and conditions for supporting young people in developing skills and competencies under this domain
- Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Session 6: Supporting youth in fostering positive mindset

Aim:
To increase youth workers' understanding on ways in which they can support young people to foster a positive mindset

Objectives:
- to familiarise youth workers with the domain of perspectives - having a positive mindset;
- to understand which specific skills and competencies are included under this domain;
- to create space for exploring, analysing and practicing concrete ways of supporting youth in developing a positive mindset and perspectives.

Proposal for methodological approach and techniques:
Having in mind that the participants first need to understand the meaning of the domain of perspectives, and the specific skills and competences that are part of it, the session should provide space for its exploration either through a creatively facilitated brainstorming/ discussion, followed by a short interactive input from the trainers or by other educational techniques adequate to the learning characteristics and preferences of the group. Once participants first define the domain, map and define the competencies by themselves, the trainers should introduce how the domain and competencies are defined by the Theoretical framework for promoting positive mental health and wellbeing in the European youth sector. The session can continue with splitting participants in small groups, or by using role plays, simulations, storytelling or case-analysis of concrete practices so to create space for participants to brainstorm and explore concrete activities and techniques that can be used in youth work for supporting the key competencies of the domain: optimism, gratitude, openness, and enthusiasm/zeist. The trainers can also share concrete examples and engage participants in experiencing concrete activities that can be implemented, particularly ones that have been explored as examples in the background articles and in the youth workers manual. At the end, the participants can discuss which of the main competencies and characteristics are most connected with this domain.

Expected results:

- Participants understand the meaning and relevance of the domain of perspectives - positive mindset for promoting positive mental health among young people
- Participants know which specific skills and competencies are included in this domain
- Participants know how to create space and conditions for supporting young people in developing skills and competencies under this domain
- Participants have an idea of a possible set of activities and techniques they can use when working on this domain.

Module 3: The profile of youth workers working on supporting positive mental health through youth work.

Session 1: Assuring quality in positive mental health youth work.

Aim:

To increase participants' knowledge on the main quality aspects that youth work should meet to promote positive mental health among young people.

Objectives:

- to introduce participants to existing quality standards for working on supporting positive mental health through youth work.
- to learn how to/and to assess their current work and practices.
- to familiarise participants with possibilities and ways for further improvement of the quality of their work.

Proposal for methodological approach and techniques:

Having in mind that the sessions in the last module should create space for introducing main quality aspects that youth work should meet when working on promoting positive mental health among young people, trainers can engage youth workers in reflecting on their previous experience and defining what standards they try to follow so far. After reflecting on their experience participants can be introduced to existing quality standards in European level and assessment tools as well as on mapping ways how they can further develop their organizational competencies for working in this field.

Expected results:

Youth workers know how to/ and are able to assure high quality in the positive mental health related work.

Session 2: Assessing and developing competences and self care plans for youth workers.

Aim:
to increase participants' understanding of the key competences that youth workers should have so as to be working in promoting positive mental health among young people

Objectives:
- To reflect on the competences that youth workers need to have so as to be working successfully and with high quality in promoting positive mental health and supporting youth in achieving positive mental health;
- to define ways of assessing the level of development of their positive mental health related competencies and planning their further development.

Proposal for methodological approach and techniques:
Trainers can give some time to participants to individually think and later discuss together on the competences that they find important for working on supporting young people in achieving positive mental health, in an attempt to make a list of key competencies that they personally need to have/further develop for working in this field. In doing this, the participants can use as a reference the competence framework included in the Theoretical framework for promoting positive mental health and wellbeing in the European youth sector, but they can also use other competencies. Afterwards they can be introduced by the trainers and the other participants to existing opportunities and ways how they can develop those competences and can be given time to create their positive mental health relevant portfolio and to individually identify and plan the path for further professional development. During this session, before closing the training, trainers should spend some time on recapturing key elements covered with the training and evaluating to what extent the entire training has achieved the desired results by engaging participants in various evaluation techniques.

Expected results:
Youth workers know how to assess, plan and further develop the increase of their professional profile so as to be able to work successfully in supporting young people in achieving positive mental health .

USEFUL RESOURCES THAT CAN SUPPORT TRAINERS IN PREPARING/ IMPLEMENTING THE TRAINING

Useful resources that can support trainers in preparing / implementing the training such as:
- A Framework for Promoting Positive Mental Health and wellbeing in the European Youth Sector and 13 background articles
- Manual for Youth Workers and Manual for Youth Organisations for promoting positive mental health in youth work
- Training Curriculum and Pilot Course on promotion of positive mental health in youth work
- MOOC - 5 thematic videos

are available for reading and download on **https://positivementalhealth.eu/downloads/**

B

SECTION

Descriptions of sample sessions with aims, objectives and expected results
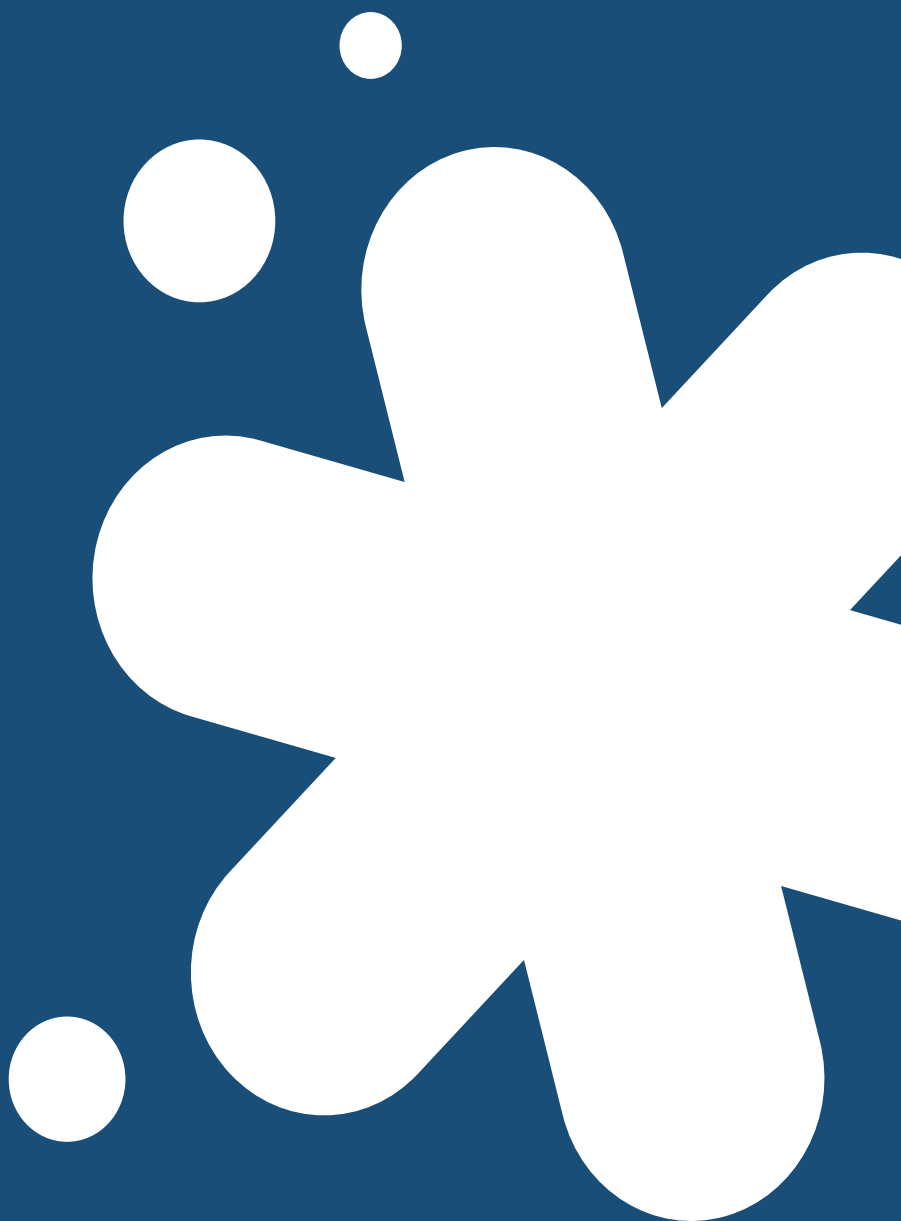
The sample session outlines described below can either be directly implemented in educational activities or can serve to inspire trainers in designing different educational opportunities for youth workers, aiming to achieve the predefined aim and objectives adequate to the sessions foreseen as part of this training. These are the sessions that were implemented by the partner organisations of the Positive Mental Health project: Euroaccion (Spain), creACTive (North Macedonia), Vice Versa (Czech Republic), Kamaleonte ASD (Italy), Anatta Foundation (Netherlands) and NUI Galway (Ireland) in online course for youth workers, over a period of 4 weeks during February and March 2021. Due to the Covid-19 pandemic, the curriculum and the sessions were realised online. Nevertheless, the curriculum, or parts of it, can be also implemented in a residential or a blended learning activity. In the last chapter of this publication, you can read the evaluation of the sessions implemented and participants´ feedback.

Please take the following description as an inspiration, and feel free to adapt them to your specific educational needs of your target group and your organisation.

Module I: Understanding positive mental health and its relation to youth work

Session outline 17th February 2021 15.30-18.30 (GMT)

Session 1: Opening and introduction to positive mental health
16.30 - 17.00	Opening and introduction to the project and training programme (Biljana & Sara)
17.00 – 17.45	Introduction to positive mental health and mental health promotion (Prof. Margaret Barry)
17.45 – 18.00	Break

Session 2: Positive mental health framework for promotion of young people's positive mental health.
18.00 – 18.15	Theoretical Framework for Promotion Positive Mental Health in the European Youth Sector (Dr. Tuuli Kuosmanen)
18.15 – 19.15	Interactive session: Reflection on the framework and its implementation in youth settings
19.15 – 19.30	Closing comments and Evaluation

Title of the session (as defined in the training Curriculum)	**Module I, Session 1: part: Opening and introduction**
Date and time of implementation	17.02.2021
Trainers	Biljana Vailevska Trajkoska and Sara Pereira
Aim (as defined in the training Curriculum)	To set the basis for joint learning
Objectives (as defined in the training Curriculum)	• to familiarise participants with the training programme • to share and explore participants' expectations of the programme
Expected results (as defined in the training Curriculum)	Participants know about the background, flow, aim, objectives and expected results of the training.
Educational activities, techniques used	Individual work on jumboard, visual presentation
Step by step concrete instructions for implementation of the session including time frame	**Preparation for the session** **3 DAYS BEFORE THE TRAINING** Participants are invited to upload their pictures on jamboard with few lines about them and to share their expectations, and contributions on stickers in jumboard . **16:30 - 16:40** Opening worlds by the facilitator - welcome and brief general introduction - the facilitator. **16:40 - 16:55** Welcome and Introduction to the project and partners - the Project coordinator.
Materials required	JUMBOARD - to be sent to participants few days before the training: https://jamboard.google.com/d/1rXic_y2oGBpRFU-Wx_jjCnBO9WDXmf2cW1J30AsKZeo/edit?usp=sharing
Evaluation (how to make sure that we achieved expected results)	/
Resources for preparation of trainers	Project description Training curriculum

Title of the session (as defined in the training Curriculum)	Module I, Session 1: Opening (Biljana and Sara) and introduction to positive mental health
Date and time of implementation	17th February 16.30-18.00 (GMT+1)
Trainers	Prof. Margaret Barry, Biljana, Sara
Aim (as defined in the training Curriculum)	To set the basis for joint learning and introduce participants to positive mental health
Objectives (as defined in the training Curriculum)	• to familiarise participants with the training program • to share and explore participants' expectations • to familiarise participants with the concept of positive mental health
Expected results (as defined in the training Curriculum)	• participants know the flow, aim, objectives and expected results of the training. • can define what is positive mental health.
Educational activities, techniques used	PowerPoint presentation, Q&A session
Step by step concrete instructions for implementation of the session including time frame	**16.30 – 17.00** Opening and warm-up **17.00 – 17.45** Introduction to positive mental health and mental health promotion (Prof. Margaret Barry) – Webinar + Q&A session **17.45 – 18.00** Break
Materials required	PowerPoint presentation

Evaluation (how to make sure that we achieved expected results)	Session rating on Menti
Resources for preparation of trainers	/

WHAT DO YOU EXPECT FROM THE TRAINING?

Learning more about how to integrate pmh and breaking stigma among people with a different ethnic background ,especially minority groups.(Mart ,Netherlands)

Share KNOWLEDGE

Learning new ways of improving mental health in the people I work with and myself. Finding ways of breaking the stigma around mental health and maybe

Learning how to design and facilitate a nature training on the subject of positive mental health for young people. (Oda, Netherlands)

Learn new ways of working and better understand young people

To get know diferent strategies to promote a good mental health in youth, to have practic tools that can be easily implemented, to have debates, exchange of ideas, etc- Susana (Spain)

FUN

learning to be even more compassionate and help others (now and in future) in a more efficient way

Learn new things about take care of their and my mental health, about self-stigma and promote the inclusion in the community to the youths. Sara (Spain)

Learning specific methods which could be applied in youth club (CZ)

I am also with that

like above

interactive way and tools, considering the online version af a training course

Learning how to be a better promoter of mental health to young people.

Learning new things to support young people in the project I am involved in. And of course to learn more from the experiences of the other participants.

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Title of the session (as defined in the training Curriculum)	**Module I, Session 2:** **Theoretical Framework for Promoting Positive Mental Health in the European Youth Sector**
Date and time of implementation	17th February 2021 18.00-19.30 (GMT+1)
Trainers	Dr. Tuuli Kuosmanen
Aim (as defined in the training Curriculum)	To familiarise participants with the Theoretical Framework for Promoting Positive Mental Health in the European Youth Sector and the key elements of the framework.
Objectives (as defined in the training Curriculum)	• To familiarise participants with the theoretical framework for promoting positive mental health in youth settings. • To develop an understanding of the six domains of social and emotional competencies. • To reflect on the implementation of the framework in youth settings.

Expected results (as defined in the training Curriculum)	Participants know and are able to introduce the theoretical framework and the six domains of social and emotional competencies and can relate them to different mental health promotion focused practices.
Educational activities, techniques used	Powerpoint presentation, group work
Step by step concrete instructions for implementation of the session including time frame	**18.00 - 18.15** Theoretical Framework for Promotion Positive Mental Health in the European Youth Sector (Dr. Tuuli Kuosmanen) – PowerPoint presentation **18.15 – 18.45** Activity 1: Social and emotional competencies Breakout rooms: Participants divided into six groups with 1 participant from each country in each group. The Framework identifies six domains of social and emotional competencies that are important for youth development and wellbeing. These include Cognitive, Emotional and Social skills and Values, Mindsets and Identity. Please discuss: 1. What competencies you think are important for youth mental health and wellbeing under each of these domains? 2. Your general views on these domains and their importance for youth mental health. Please list relevant competencies under each domain on the relevant Menti board. Brief overview of points discussed in breakout rooms and review of Menti board. **18.45-19.15** Activity 2: Translating the framework into practice Breakout Rooms (as before) Please discuss: 1. How useful do you think this Framework is for your youth organisation in promoting youth mental health and wellbeing? 2. What do you think is needed to translate the Framework into practice for youth organisations and youth workers? Do you foresee any challenges in implementing this framework? **19.15 – 19.30** Closing comments and evaluation
Materials required	Zoom, Powerpoint, Menti

Evaluation (how to make sure that we achieved expected results)	Participants will be asked to complete the session evaluation form on Outlook Forms at the end of the session.
Resources for preparation of trainers	Participants should be asked to review the Practice Brief on https://positivementalhealth.eu/downloads/
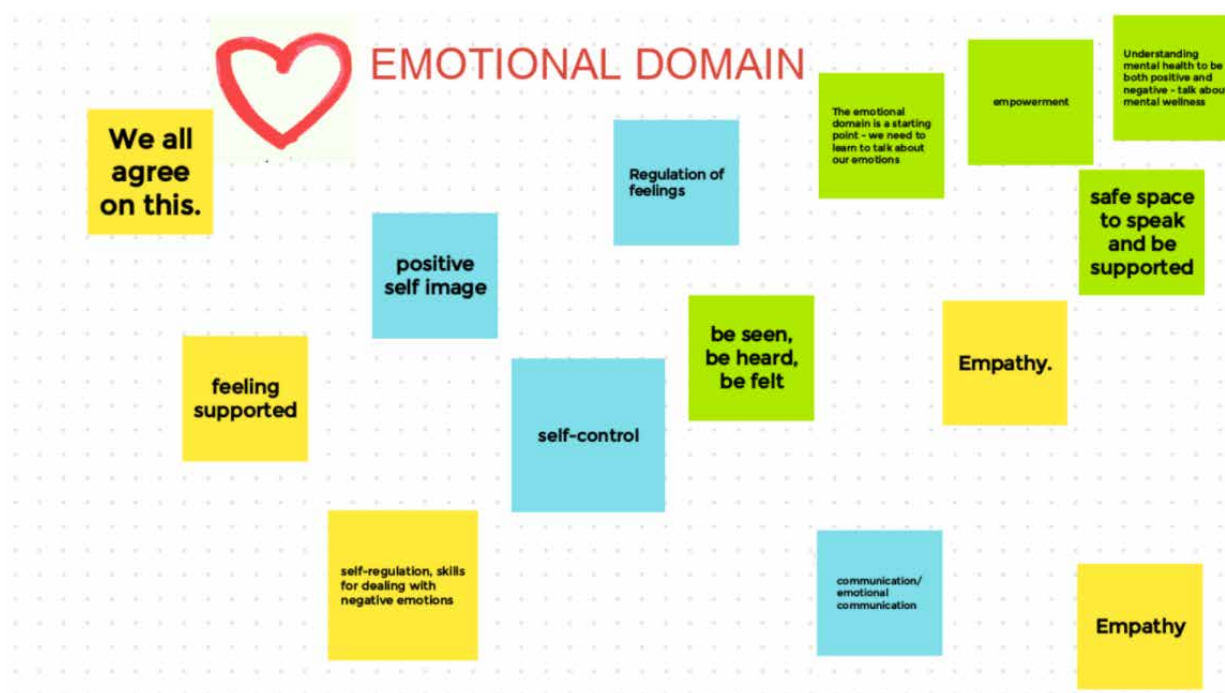
Title of the session (as defined in the training Curriculum)	**Module I, Session 3:** **Role and relationship - youth work, youth workers and positive mental health**
Date and time of implementation	19th February 2021 16:30-18.00 (GMT+1)
Trainers	Dragan Atanasov / Biljana Vasilevska Trajkoska
Aim (as defined in the training Curriculum)	Participants to understand the role of youth work and youth workers in promotion of positive mental health
Objectives (as defined in the training Curriculum)	• To reach an understanding of the different ways in which youth work structures, youth organisations and youth workers can support the positive mental health of young people • To understand the key characteristics of youth organisations as a setting for mental health promotion • To distinguish between "taught" and "caught" competencies.

Expected results (as defined in the training Curriculum)	• Participants have an idea of how they can play a role in promoting positive mental health of young people • Participants understand how they can create "taught" social and emotional competences through designing learning experiences • Participants understand how they can create learning environments where social and emotional competences can be "caught"
Educational activities, techniques used	Inputs, group brainstorming, small group work, educational video
Step by step concrete instructions for implementation of the session including time frame	**16:30 - 16:45** Welcome and introduction: intro to the session, objectives and expected results, and to the team of trainers. Reflection on sessions 1 and 2: through brief contributions from the participants, the group is reminded of the main content elements from the first two sessions. At the end of this part, the first educational video of the MOOC is shown, as a reminder of what PMH is, and as an introduction to the MOOC. **16:45 - 17:30** The role of youth organizations in promoting positive mental health **16:45 - 17:15** Split in 4 groups, starting from their practice and work, participants reflect on the following questions: **2 groups reflect on:** • How (can) youth organizations promote positive mental health and support youth in achieving a state where they will be able to: realise their own potential; work productively, cope with the normal stresses of life, make a positive contribution to the community. (WHO) • How can youth organizations do that online when everything is closed and during lockdowns? (can you back up shared ideas / identified roles with examples from (your) practice) **2 groups reflect on:** • What youth organizations need to know/feel/do to be able to support youth in achieving a state of positive mental health? • Who do youth organizations cooperate with in doing this? (HOW)

	17:15 - 17: 45 discussion on the work in small groups After 30 min participants come back to plenary, share and discuss key points from their reflections in small groups **17:45 - 18:00** Break
Materials required	Educational video
Evaluation (how to make sure that we achieved expected results)	Observation from the trainers, evaluation of participants' contributions in padlet and jamboard.
Resources for preparation of trainers	https://positivementalhealth.eu/wp-content/uploads/2021/02/O1_full_web.pdf IO2 - Youth Organisations Manual

Title of the session (as defined in the training Curriculum)	**Module I, Session 4:** **Key characteristics and competencies for high quality positive mental health promotion in youth work**
Date and time of implementation	19th February 2021 18.00-19.30 (GMT+1)
Trainers	Dragan Atanasov / Biljana Vasilevska Trajkoska
Aim (as defined in the training Curriculum)	Participants To understand the importance and relevance of the key characteristics and competencies for promoting positive mental health in youth work
Objectives (as defined in the training Curriculum)	• To reflect on the competencies required to promote positive mental health and wellbeing among young people, as defined by the Theoretical framework for promoting positive mental health and wellbeing in the European youth sector (Intellectual Output 1) • To explore the 10 key characteristics for excellence of positive mental health promotion, as defined by the Youth Workers' manual (Intellectual Output 2)
Expected results (as defined in the training Curriculum)	• Participants understand the competence framework and the meaning of the 9 competences; • Participants understand the 10 key characteristics for excellence of positive mental health promotion; • Participants can explain the relevance of each characteristic and competence for promotion of positive mental health in youth work.
Educational activities, techniques used	Inputs from trainers and participants, large group discussion, individual self-assessments

Step by step concrete instructions for implementation of the session including time frame	**18:00 - 18:05** Introduction to the session, objectives and expected results 1**8:05 - 18:15** Competencies of youth workers: discussion with the whole group about the main competencies that a youth worker should possess to be able to support PMH of young people **18:15 - 18:25** Input on competencies: brief input from the trainers about the competence framework according to the Theoretical Framework **18:25 - 18:40** Self-assessment on the 9 competencies: using menti, the participants self-assess themselves on each of the 9 competencies. Brief reflections can be made by the participants after each competency assessment. **18:40 - 18:45** Key characteristics for excellence of positive mental health promotion - the trainers briefly introduce the idea of 10 key characteristics, as defined by IO2 - youth workers manual **18:45 - 19:15** Exploring the 10 key characteristics: using spin the wheel interactive activity, 10 participants randomly get one key characteristic each. Once they get the characteristic, they need to briefly describe how they understand it and why it is important for PMH. The other participants and the trainers can add their perspectives afterwards. At the end, the trainers direct the participants to the IO2 - youth workers manual for more details. **19:15 - 19:30** Remaining questions, evaluation and closure
Materials required	Self-assessment in mentimeter, "spin the wheel" in wordwall
Evaluation (how to make sure that we achieved expected results)	Observation from the trainers, evaluation of participants' contributions, participants' feedback at the session end.
Resources for preparation of trainers	https://positivementalhealth.eu/wp-content/uploads/2021/02/O1_full_web.pdf IO2 - Youth Workers Manual

Module II: Supporting positive mental health through youth work / in youth organizations

Title of the session (as defined in the training Curriculum)	**Module II, Session 1: Supporting youth with cognitive regulations**
Date and time of implementation	26.2.2021
Trainers	Bára Rodi, Helena Kosková
Aim (as defined in the training Curriculum)	To increase youth workers' understanding on how they can support youth with cognitive regulations and their ability to do that through youth work practices.
Objectives (as defined in the training Curriculum)	• to familiarise youth workers with the domain of cognitive regulation; • to understand which specific skills and competencies are included under this domain • to create space for exploring, analysing and practicing concrete ways of supporting youth in developing skills for cognitive regulation.
Expected results (as defined in the training Curriculum)	• Participants understand the meaning and relevance of the domain of cognitive regulation for promoting positive mental health among young people • Participants know which specific skills and competencies are included in this domain • Participants know how to create space and conditions for supporting young people in developing skills and competencies under this domain • Participants have an idea of a possible set of activities and techniques they can use when working on this domain.
Educational activities, techniques used	Presentation, Energizer, Sound and Movement, Group Work
Step by step concrete instructions for implementation of the session including time frame	**16.30 - 16.45 Intro to the topic** Introducing the 2 domains that will be covered, how does it link to what they experienced before, explaining the methodology of today. We built the whole session based on the "step by step" SAFE approach - starting with easier activities, moving on to more challenging ones, providing a lot of practical experience, choosing active forms of learning.

16.30 - 16.45 Intro to the topic
Introducing the 2 domains that will be covered, how does it link to what they experienced before, explaining the methodology of today.
We built the whole session based on the "step by step" SAFE approach - starting with easier activities, moving on to more challenging ones, providing a lot of practical experience, choosing active forms of learning.

16.45 - 17:00 Check-in sound and movement
Each participants presents a sound and movement that describes how they feel, others repeat. Questions at the end of activity:
What was it about? Feelings? What did it cause in you/ group? Which qualities were present?
Linking with the topic of today: we will introduce Way of Council

17:00 - 17:15 Video sharing
Video Council in schools
www.youtube.com/watch?v=fKSh73dO49s
Collecting from video - impressions, what catched your attention

17:15 - 17:30 Short intro to Council
Introduction to way of council as educational method. Description of the method is e.g here: https:// educationaltoolsportal.eu/en/tools/way-council

2 MAIN principles:
SPEAK with intention and LISTEN with attention = Speak from the Heart and Listen with the heart

Use a talking stick - when the need to share arises, always just one person speaks and the others listen.
Few points we highlighted in the introduction:
Council is a sharing method, focused on empathy and active listening. It's a practice of personal storytelling, which it turns out to be very effective especially while working on topics such as personal development and strengthening of group dynamics.
• Council as basis for learning - safe environment + connection with lived experience (learning from reflection upon experience)
• Council brings heightened awareness
• Beginning - end - circle - centre - intentions

4 Council Intentions and 1 Rule:
- Speak from the heart
- Listen from the heart
- Be lean (speak the essence)
- Be spontaneous
- Confidentiality

- From separation to connection, contact
- Restorative practice (relations which were there)

BREAK 17:30 - 17:40
CIRCLE (Experience of Way of Council) 17:40 - 18:40
Youth memory - when I felt supported/or not by an adult
(space for the whole scale)

1.Solo - bringing object
First participants were asked to bring them an object related to the topic of the council. Normally, this would be done in a natural outdoors setting, but adapting to the online format we asked participants to look around their flat.

2. A word (title) - everybody
We asked everybody to show their object (if they found one) and share what would be the short title of their story if it was a movie/ book (3 to 4 words or 1 sentence maximum)

3. Fishbowl - aquarium with stories
Given the larger group and limited time, we chose a form of council called "fishbowl" - participants divide themselves into inner circle (that speaks) and outer circle (that listens and witnesses). More about the fishbowl setting eg here: www.plays-in-business.com/fishbowl/
In this setting, 6 to 8 people can share stories, while others support by listening.
To follow with the topic of the session (supporting young people) we chose a Council question Youth memory - when I felt supported/or not by an adult (space for the whole scale). We invited both stories of positive experience and also the negative one, when the adult figure failed to support them.

4. Echo
After the stories themselves were over, we asked everybody for "echo" - recalling from the stories: what can we say about support for young people based on the stories.

Break 18:40 -18:50

Materials required	Presentation, online space, possibility of video streaming
Evaluation (how to make sure that we achieved expected results)	Collecting feedback and impressions from participants
Resources for preparation of trainers	Practice Brief on https://positivementalhealth.eu/downloads/ Way of Council as a method: https://educationaltoolsportal.eu/en/tools/way-council More about the practice of Way of Council: https://waysofcouncil.net/

Title of the session (as defined in the training Curriculum)	**Module II, Session 2: Supporting youth with interpersonal processes**
Date and time of implementation	26.2.2021
Trainers	Bára Rodi, Helena Kosková
Aim (as defined in the training Curriculum)	To increase youth workers' understanding on how they can support youth with managing interpersonal processes and their ability to do that through youth work practices.
Objectives (as defined in the training Curriculum)	• to familiarise youth workers with the domain of interpersonal processes • to understand which specific skills and competencies are included under this domain • to create space for exploring, analysing and practicing concrete ways of supporting youth in developing social skills and competencies that are crucial for building positive interactions and relationships with others
Expected results (as defined in the training Curriculum)	• Participants understand the meaning and relevance of supporting youth in managing interpersonal processes for promoting positive mental health among young people; • Participants know which specific skills and competencies are included in this domain; • Participants know how to create space and conditions for supporting young people in developing skills and competencies under this domain; • Participants have an idea of a possible set of activities and techniques they can use when working on this domain.
Educational activities, techniques used	Presentation, Small Group Work, Sharing Experience
Step by step concrete instructions for implementation of the session including time frame	**18:40 - 19:00 Awareness of Achievements - SOURCES OF SUCCESS** Broadening the understanding of what a success is 1. result 2. hesitated action 3. insight 4. new understanding 5. identified mistake

Next step was a chance to practice the Way of Council in small groups (3-4 people circle). After reminding the intentions of Council, participants had 10-12min in small groups to share about their "successes" from recent time.
We did another recollection at the end - collecting pearls in big group.

SOURCES OF SUCCESS
1 RESULT
2 HESITATED ACTION
3 INSIGHT
4 NEW UNDERSTANDING
5 IDENTIFIED MISTAKE

19:00 - 19.20 META LEVEL + Q+A
Can participants imagine using this methodology (Way of Council) with their youth? How to adapt the method, what are the variations of the methods, risk and benefits. Some of the participants already had experience and shared about it.

19.20 - 19.30 Check-out: gesture and sound all together
We finished the session in the same way as we started - with a gesture and sound, everybody in the same time.

Materials required	Presentation, online space, possibility of video streaming
Evaluation (how to make sure that we achieved expected results)	Collecting feedback and impressions from participants
Resources for preparation of trainers	Practice Brief on https://positivementalhealth.eu/downloads/ Way of Council as a method: https://educationaltoolsportal.eu/en/tools/way-council More about council and its application in youth work and education: Council In Schools: http://councilinschools.org Ojaj Foundation: http://ojaifoundation.org/discover-council TED Talk "The Power of Listening: An Ancient Practice for Our Future": www.youtube.com/watch?v=6iDMuB6NjNA

Title of the session (as defined in the training Curriculum)	**Module II: Session 3: Supporting youth in managing emotional processes**
Date and time of implementation	22 Feb, 16:30 - 19:30
Trainers	Diego Marín Romera
Aim (as defined in the training Curriculum)	To increase youth workers' understanding on ways they can support the development of skills, knowledge and attitudes needed for successfully managing one's feelings as well as understanding and empathizing with others.
Objectives (as defined in the training Curriculum)	• To increase youth workers' understanding of emotions and emotional intelligence. • To understand which specific skills and competencies are included under this domain • To create space for exploring, analyzing and practicing concrete ways of supporting youth in developing social skills for successfully managing one's feelings as well as understanding and empathizing with others.
Expected results (as defined in the training Curriculum)	• Participants understand the meaning and relevance of successfully managing emotions and emotional process for promoting positive mental health among young people; • Participants know which specific skills and competencies are included in this domain; • Participants know how to create space and conditions for supporting young people in developing skills and competencies under this domain; • Participants have an idea of a possible set of activities and techniques they can use when working on this domain.
Educational activities, techniques used	Input on Emotions, emotional intelligence & Emotional competence, group work, presentations and plenary discussion.
Step by step concrete instructions for implementation of the session including time frame	Emotions, emotional intelligence & Emotional competence in order to set a common ground on the topic of the workshop, Input by Diego Marín Understanding the characteristics and importance of the adequate setting, type of activities and do's and don'ts when working in the field of emotional development

After the input, the group will be divided in 3 groups for about 20 mins in order to reflect and prepare and brief presentation about a certain topic:

a. G-1: "Adequate setting (place-environment, methodology, norms and agreements)" in order to work on emotional development with youth.
b. G-2: Type of activities that can be used
c. G-3: KSA (Knowledge, Skills and Attitudes of the trainer/facilitators in the field of emotion development)
d. G-4 Do's and Don'ts in the field of emotional intelligence

Groups presentations and plenary discussion & debriefing of the session.

Instructions for working in groups

Group 1: Please, as a group try to reflect on what conditions are needed in order to work with young people on an emotional level and prepare a short presentation, where one of you will be the speaker.

Group 2: Please, as a group try to reflect on what type of activities could be used for young people to be more aware of their emotions and the way they can manage? Try to contribute to this from your own experience or/and from what for you it is important in this subject and prepare a short presentation, where one of you will be the speaker.

Group 3: Please, as a group try to reflect on what knowledge, skills and attitude are required in a trainer/youth worker when dealing with the topic of positive mental health with young people. Try to make three columns, one for each aspect and prepare a short presentation, where one of you will be the speaker.

Group 4: Please try to brainstorm about the Do's and Don'ts as youth workers in the field of emotional intelligence when we tackle this topic with young people in the workshops we do, and prepare a short presentation, where one of you will be the speaker.

Materials required	Online system to participate in the sessions (computer, headphones, microphone, etc)
Evaluation (how to make sure that we achieved expected results)	By specific questions in the debriefing.
Resources for preparation of trainers	/

Title of the session (as defined in the training Curriculum)	**Module II: Session 4:** **Supporting youth in developing and managing personal values, attitudes and personal qualities**
Date and time of implementation	22 Feb, 16:30 - 19:30
Trainers	Diego Marín Romera
Aim (as defined in the training Curriculum)	To increase youth workers' understanding on ways in which they can support young people to develop and manage their personal values, attitudes and personal qualities
Objectives (as defined in the training Curriculum)	• to familiarize youth workers with the domain of managing personal values, attitudes and personal qualities; • to understand which specific skills and competencies are included under this domain; • to create space for exploring, analyzing and practicing concrete ways of supporting youth in developing social skills and competencies that are crucial for developing and managing personal values, attitudes and personal qualities
Expected results (as defined in the training Curriculum)	• Participants understand the meaning and relevance of the domain of cognitive regulation for promoting positive mental health among young people • Participants know which specific skills and competencies are included in this domain • Participants know how to create space and conditions for supporting young people in developing skills and competencies under this domain • Participants have an idea of a possible set of activities and techniques they can use when working on this domain.
Educational activities, techniques used	Working in groups of 4 pax.
Step by step concrete instructions for implementation of the session including time frame	**Introduction to the activity "This is me".** The activity consists in several working groups of 4 pax, inspired in the notion of intuitive intelligence, where one by one, each participant from the small groups will be the target of different comments from the rest of the team members, in relation to: "I guess your values in life are…"; I guess your attitudes in life can be…" and your personal qualities could be…".

Introduction to the activity "This is me".

The activity consists in several working groups of 4 pax, inspired in the notion of intuitive intelligence, where one by one, each participant from the small groups will be the target of different comments from the rest of the team members, in relation to: "I guess your values in life are..."; I guess your attitudes in life can be..." and your personal qualities could be...".

All pax in the small group must get a list of different assumptions in those three areas. Once the assumptions are given, the host of the round will provide feedback to his/her mates about the pertinence or not of those comments.

After the 4 rounds of comments and feedback from the small groups, we will meet in plenary and the groups will present their impressions and what they discovered.

Instructions for the groups

Put a number each of you from 1 to 4. Then, person number one will just listen what the rest of the members in the group will say about him/her according to the following guidelines:

• When I see you I guess your values in life are...
• When I see you I guess your attitudes in life can be...
• When I see you I guess your personal qualities could be...

Person receiving these assumptions can write down what s/he gets from the group members or just sit and listen. Also try to listen and feel what happens inside of you when receiving these assumptions. Once the first round is done, person 1 can feedback if those assumptions were right or not and explain what his/her values, attitudes and personal qualities are indeed¡. When person 1 is done, proceed with the other 3 members the same way.

Group discussion and reflection

Once the previous step is done, we will have a group discussion about: how to manage personal values, attitudes and personal qualities in the work with young people. What do we have to keep in mind in order to be efficient and inclusive?

Debriefing in order to see what participants learned from this workshop.

Materials required	Online system to participate in the sessions (computer, headphones, microphone, etc)

Evaluation (how to make sure that we achieved expected results)	By specific questions in the debriefing.
Resources for preparation of trainers	/

Title of the session (as defined in the training Curriculum)	**Module II, Session 5: Supporting young people in developing a positive sense of identity**
Date and time of implementation	10 March 16:30 – 18:00
Trainers	Thomas Albers & Sebastian Weesjes
Aim (as defined in the training Curriculum)	To increase youth workers' understanding on ways in which they can support young people to foster a positive mindset
Objectives (as defined in the training Curriculum)	• to familiarise youth workers with the domain of perspectives - having a positive mindset; • to understand which specific skills and competencies are included under this domain; • to create space for exploring, analysing and practicing concrete ways of supporting youth in developing a positive mindset and perspectives.
Expected results (as defined in the training Curriculum)	• Participants understand the meaning and relevance of the domain of developing a positive sense of identity and self-image for promoting positive mental health among young people • Participants know which specific skills and competencies are included in this domain • Participants know how to create space and conditions for supporting young people in developing skills and competencies under this domain • Participants have an idea of a possible set of activities and techniques they can use when working on this domain.
Educational activities, techniques used	Energisers, Discussion in small groups, self&group reflection, autobiographical reflection,
Step by step concrete instructions for implementation of the session including time frame	**Introduction** into the two domains (Mindset & Identity) General introduction. Answering the questions: • What are these domains? • How do they relate to PMH and its promotion?

Break out rooms with discussion questions or on an online whiteboard. Some example questions:
- How important are these two domains for the wellbeing of young people?
- Which competencies or qualities do you think are part of these two domains?
- Do you have examples of how you can promote them in youth work?

Short group reflection

60 min - Identity
- - WHAT IS IDENTITY? Brainstorm what identity is
- - IDENTITY CIRCLE - what part of my identity am I most aware of?
- - IDENTITY MOUNTAIN What is my identity made up out of?

Materials required	/
Evaluation (how to make sure that we achieved expected results)	Non formal reflection using an object that represents what inspired today.
Resources for preparation of trainers	/

Title of the session (as defined in the training Curriculum)	**Module II, Session 6: Supporting youth in fostering positive mindset**
Date and time of implementation	10 March 16.30 – 19.30
Trainers	Thomas Albers & Sebastian Weesjes
Aim (as defined in the training Curriculum)	To increase youth workers' understanding on ways in which they can support young people to develop a positive sense of identity and self-image
Objectives (as defined in the training Curriculum)	• to familiarise youth workers with the domain of developing a positive sense of identity • to understand which specific skills and competencies are included under this domain; • to create space for exploring, analysing and practicing concrete ways of supporting youth in developing social skills and competencies that are crucial for developing a positive sense of identity and self-image

Expected results (as defined in the training Curriculum)	• Participants understand the meaning and relevance of the domain of perspectives - positive mindset for promoting positive mental health among young people • Participants know which specific skills and competencies are included in this domain • Participants know how to create space and conditions for supporting young people in developing skills and competencies under this domain • Participants have an idea of a possible set of activities and techniques they can use when working on this domain.
Educational activities, techniques used	Energisers, Discussion in small groups, self&group reflection, autobiographical reflection
Step by step concrete instructions for implementation of the session including time frame	**60 min Object/Photo exercise.** In break out rooms of 3 people, share the 3-5 photographs you selected: Instructions to participants: you have 40 minutes for this exercise so you can break it down to 10 minutes per person and a final 10 minutes reflection) Explain for a couple of pictures the following things: *Where are you? How do you look? Who else are there? What was your emotional state at that moment? What were you doing? Which role did you play in these pictures? (eg. son/ daughter, friend, youth worker, partner, parent, etc)* Then as a second step, discuss the following questions: *How has your mindset changed over the years? How has your sense of identity changed over the years? How have your values changed over the years? What has remained the same over all these years?* Take 10 minutes with the group to have a final reflection about the how 'mindset/sense of identity/values' and 'I am' domains relate to each other and to your wellbeing. Group reflection (one participant per group can share their things in the chat box) **20 min Gratitude & inspiration exercise with the entire group.** Instructions for participants: • on a white board: write down 1 thing you were grateful for regarding this training session of today. If you make it specific it will work better • (post a picture of) an object that represents something you found inspirational today. • reflection/discussion in chat: more exercises about compassion etc can be shared.

10 min Final reflection, evaluation:
- How can these domains be used in youth work?
- See poem by Chuang Zu below as final thank you.

The Empty Boat by Chuang Tzu
If a man is crossing a river
And an empty boat collides with his own skiff,
Even though he be a bad-tempered man
He will not become very angry.
But if he sees a man in the boat,
He will shout at him to steer clear.
If the shout is not heard, he will shout again,
And yet again, and begin cursing.
And all because there is somebody in the boat.
Yet if the boat were empty.
He would not be shouting, and not angry.

If you can empty your own boat
Crossing the river of the world,
No one will oppose you,
No one will seek to harm you.

|	
Materials required	Pictures from participants
Evaluation (how to make sure that we achieved expected results)	Tuuli's google form.
Resources for preparation of trainers	/
Preparation required by participants	Select 3 to 5 pictures (print or digital) from your life in which you are present. The pictures should be from different life phases (this can be from newborn to now.). You will be asked to share the pictures in a group of 3 participants. Optional: • Make a gratitude diary for at least 3 days (see attached instructions) • Write a compassionate letter. See the instructions attached.

Module III: The profile of youth workers working on supporting positive mental health through youth work

Title of the session (as defined in the training Curriculum)	**Module III** **Session 1 Assuring quality in PMH youth work**
Date and time of implementation	12 March 16:30-18:00
Trainers	Angelica Paci & Mario D'Agostino
Aim (as defined in the training Curriculum)	To increase participants' knowledge on the main quality aspects that youth work should meet to promote positive mental health among young people.
Objectives (as defined in the training Curriculum)	• to introduce participants to existing quality standards for working on supporting positive mental health through youth work. • to learn how to/and to assess their current work and practices. • to familiarize participants with possibilities and ways for further improvement of the quality of their work.
Expected results (as defined in the training Curriculum)	Youth workers know how to/ and are able to assure high quality in the PMH related work.
Educational activities, techniques used	Energizer, focus groups, individual and group reflection
Step by step concrete instructions for implementation of the session including time frame	• 2 min Energizer • 15 min Recap on identified key characteristics for quality in promoting positive mental health in youth work (power point + video). • 20 min In groups of 3 (in zoom rooms), participants are invited to choose 3 key characteristics and reflect on the following questions: • Where do I see my strengths here and those of my organization? • Where do I see areas of improvement here and what can be my and my organization's next possible step towards this direction? • Keywords to be hanged on Jamboard. Stating insights and intentions is more powerful. • 25 min Final round in plenary to conclude „I walk away from here different because......."(30 sec per pax)

Materials required	Online platform, jamboard, power point on key characteristics, video on self-compassion
Evaluation (how to make sure that we achieved expected results)	Collecting feedback and impressions from participants
Resources for preparation of trainers	https://positivementalhealth.eu/wp-content/uploads/2021/02/O1_full_web.pdf Manual for youth workers and organizations (once it's completed) Inputs from Kristin Neff The Three Components of Self-Compassion https://www.youtube.com/watch?v=11U0h0DPu7k Self compassion in difficult times https://www.youtube.com/watch?v=HoqSvlakeSQ

THE 4 LEVELS OF LISTENING
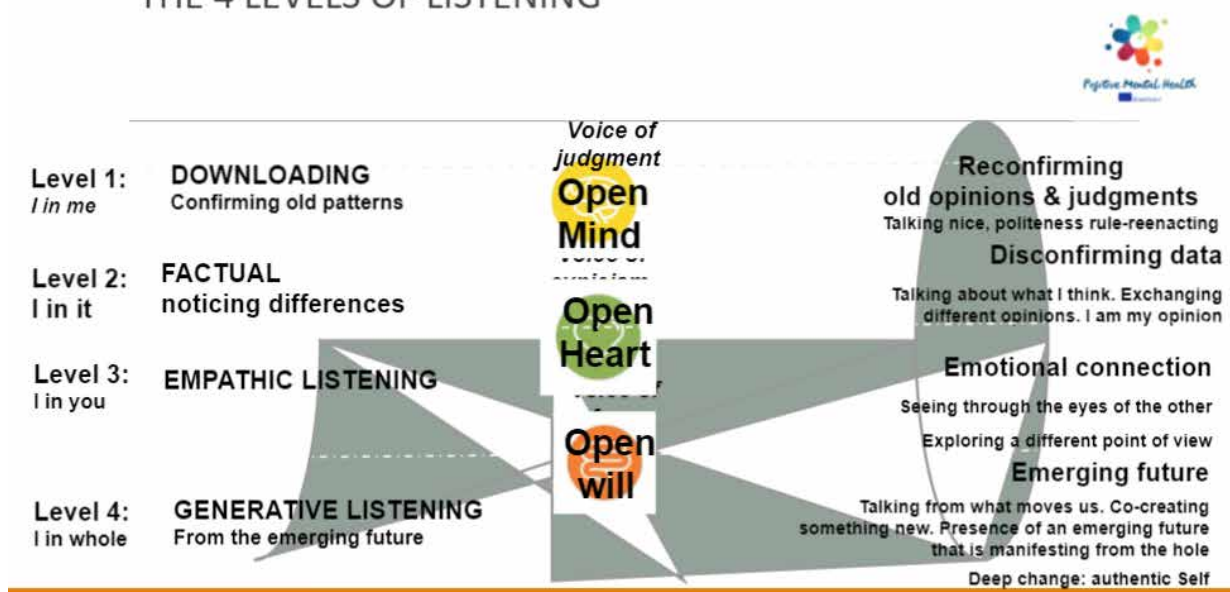
Title of the session (as defined in the training Curriculum)	**Module III, Session 2:** **Assessing and developing competences and self-care plans for youth workers**
Date and time of implementation	12 March 18:20-19:30
Trainers	Angelica Paci & Mario D'Agostino
Aim (as defined in the training Curriculum)	to increase participants' understanding of the key competences that youth workers should have so as to be working in promoting positive mental health among young people

Objectives (as defined in the training Curriculum)	• To reflect on the competences that youth workers need to have so as to be working successfully and with high quality in promoting PMH and supporting youth in achieving PMH; • to define ways of assessing the level of development of their PMH related competencies and planning their further development.
Expected results (as defined in the training Curriculum)	Youth workers know how to assess, plan and further develop the increase of their professional profile so as to be able to work successfully in supporting young people in achieving PMH.
Educational activities, techniques used	Energizer, discussion in small groups, theoretical input on Theory U levels of listening, case clinic, self and group reflection, journaling. After the session participants can be given a practice they can do at their own pace in their professional context (see Practicing deep listening word document)
Step by step concrete instructions for implementation of the session including time frame	5 min Intro to session and how we'll work together 5 min Recap on the competences that youth workers need in order to a) assure high quality in promoting pmh b) supporting young people in achieving positive mental health 15 min Theoretical input to the 4 levels of listening model as a method for developing and assessing those competences (power point). Alternatively you can play the video from Scharmer explaining it himself (see link in resources) 5 minutes explaining activity (power point + sheet with instructions for case clinic) 10 min Pause 60 min Activity for developing and assessing those competences: Case clinic in groups of 6 (in the zoom rooms) **Detailed timing for the activity 50 min** 2 min select case giver & time keeper 15 min case giver presents her/his challenge 3 min stillness and silence 10 minutes Mirroring from the coaches & case giver reflecting back on what s/he heard

10 min generative dialogue
8 min closing remarks by coaches and case giver
2 min Individual reflection through Journaling questions
case giver: (to send prompt via chat in the rooms)
To what extent did I feel supported in finding solutions?
What are the main elements that helped me in expressing myself and feel safe in the group?

coaches: (to send prompt via chat in the rooms)
How was it to listen and what does it say about me in relation to the highlighted competences ?

20 min group reflection on: (in plenary)
How was this activity for you and how did it help you identifying your learning threshold (what do you need to let go of and learn)

10 min In plenary: Sharing major insights

Materials required	Instructions for the case clinic https://www.presencing. org/resource/tools/case-clinic-related-doc
Evaluation (how to make sure that we achieved expected results)	Collecting feedback and impressions from participants
Resources for preparation of trainers	https://positivementalhealth.eu/wp-content/ uploads/2021/02/O1_full_web.pdf Manual for organizations (once it's completed) The four levels of listening https://www.presencing. org/resource/tools/listen-desc https://www.presencing.org/files/tools/PI_Tool_ CaseClinic.pdf

HANDOUT FOR THE CASE CLINIC PROCESS

ROLES

Case giver:
Shares his/her personal aspiration and leadership challenge that is current, concrete, and important, and that he/she happens to be a key player in. The case is presented in 15 min and it should stand to benefit from the feedback of peers. Case giver is invited to include his/her personal learning threshold (what do you need to let go of and learn?).

Coaches:
Listen deeply—they don't try to "fix" the problem, but listen deeply to the case giver while also attending to the images, metaphors, feelings and gestures that the story evokes in them.

Timekeeper:
One of the coaches manages the time

SEQUENCE

STEP	TIME	ACTIVITY
1	2 min	Select case giver and time keeper
2	15 min	Intention statement by case giver Take a moment to reflect on your sense of calling. Then clarify these questions: 1. Current situation: What key challenge or question are you up against? 2. Stakeholders: How might others view this situation? 2. Intention: What future are you trying to create? 3. Learning threshold: What do you need to let-go of – and what do you need to learn? 4. Help: Where do you need input or help? Coaches listen deeply and may ask clarifying questions (don't give advice!)
3	3 min	Stillness 1. Listen to your heart: Connect with your heart to what you're hearing. 2. Listen to what resonates: What images, metaphors, feelings and gestures come up for you that capture the essence of what you heard?
4	10 min	Mirroring: Images (Open Mind), Feelings (Open Heart), Gestures (Open Will) Each coach shares the images/ metaphors, feelings and gestures that came up in the silence or while listening to the case story. Having listened to all coaches, the case giver reflects back on what s/he heard
5	10 min	Generative dialogue All reflect on remarks by the case giver and move into a generative dialogue on how these observations can offer new perspectives on the case giver's situation and journey. Go with the flow of the dialogue. Build on each other's ideas. Stay in service of the case giver without pressure to fix or resolve his/her challenge.
6	8 min	Closing remarks By coaches By case giver: How do I now see my situation and way forward? Thanks & acknowledgment: An expression of genuine appreciation to each other.
7	2 min	• Individual journaling to capture the learning points

C
SECTION

Pilot Youth Worker Training - Evaluation Report
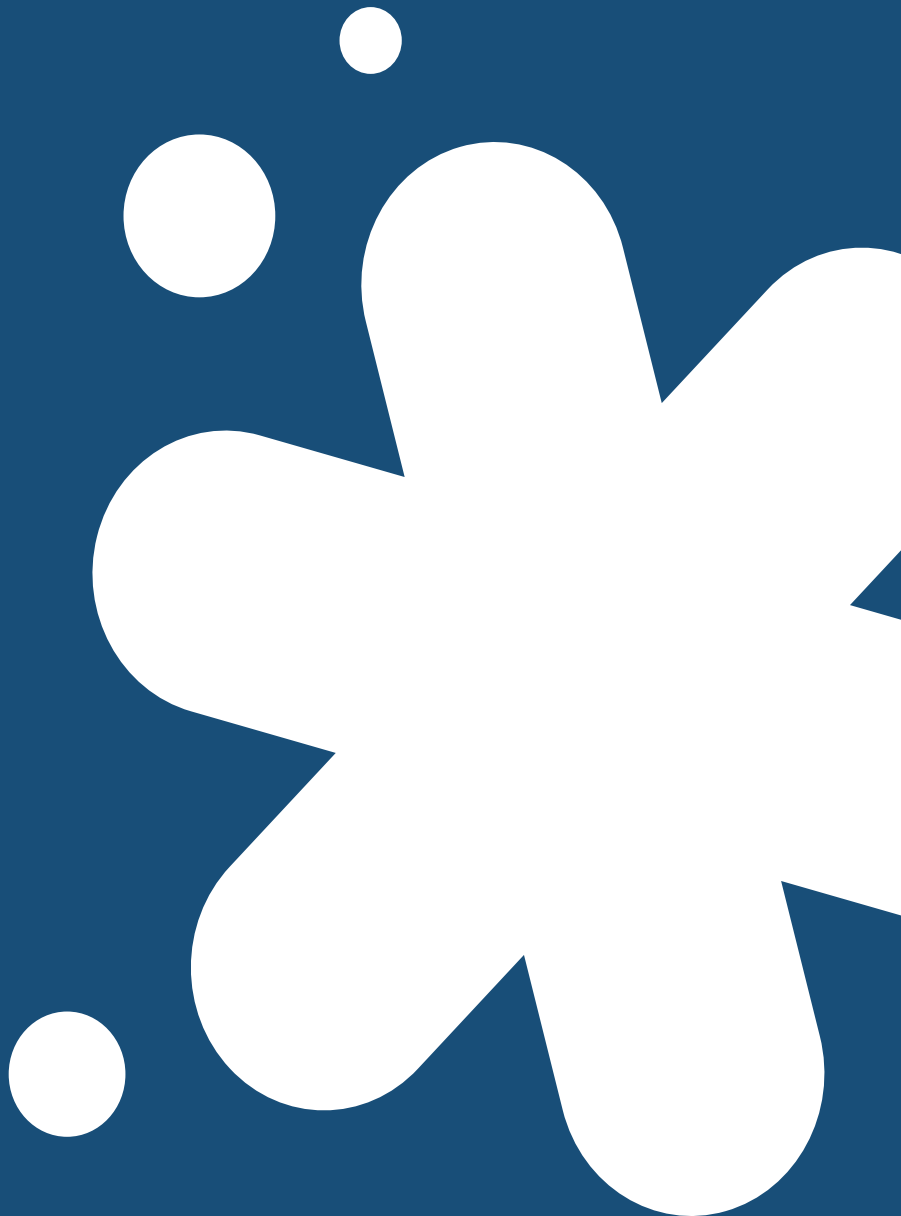
Introduction

The Erasmus+ Project *"Positive Mental Health: Promotion of Wellbeing and Flourishing in the European Youth Sector"* (2019-2-NL02-KA205-002567) aims to develop resources to help youth workers across Europe in promoting positive mental health among young people. As part of this project, a Theoretical Framework and Practice Brief (IO1), a Youth Worker Manual (IO2) and a Training Curriculum (IO3) were developed. The Training Curriculum is targeted fro youth worker trainers to train youth workers in applying the Theoretical Framework and Youth Worker Manual in practice. This report outlines the findings from an evaluation of a pilot training based on this curriculum.

The Training Curriculum was piloted online in February-March 2021. Although the Training Curriculum was developed for face-to-face delivery, due to Covid-19 restrictions, the pilot course was delivered online. The pilot training was delivered through Zoom over two weeks with six international 3h sessions and one national session per participating country. An outline of the pilot training can be found in Appendix 1. Participants completed a pre-intervention and post-intervention questionnaire (Appendix 2), which were designed to assess participant views on the training course and learning outcomes, as outlined in the Training Curriculum.

The Training Curriculum with further details of the pilot training can be found on the project website: www.positive mentalhealth.eu.

Findings

Participant information

Thirty-one youth workers from six European countries participated in the training. Participants from each country were recruited by the relevant project partners. The majority were female (62%) and under the age of 40 years (74%). None of the participants were over the age of 60 years.

Country of residence

Gender

Age

- <20
- 20-29
- 30-39
- 40-49
- 50-59
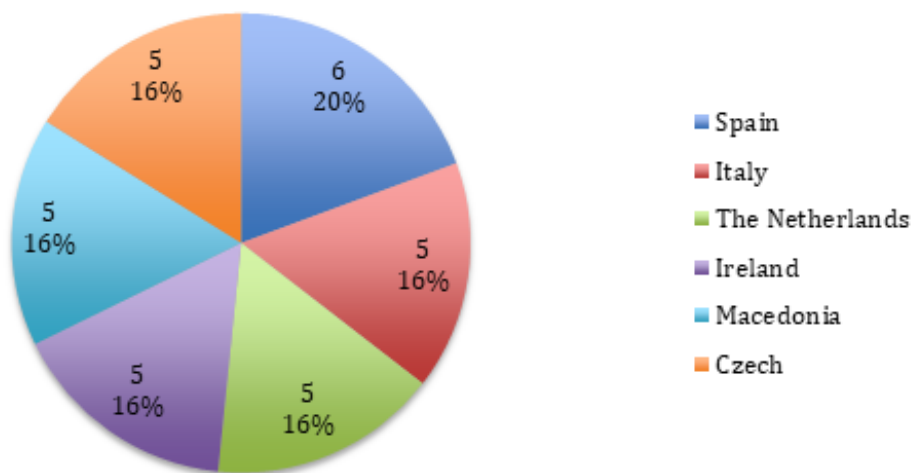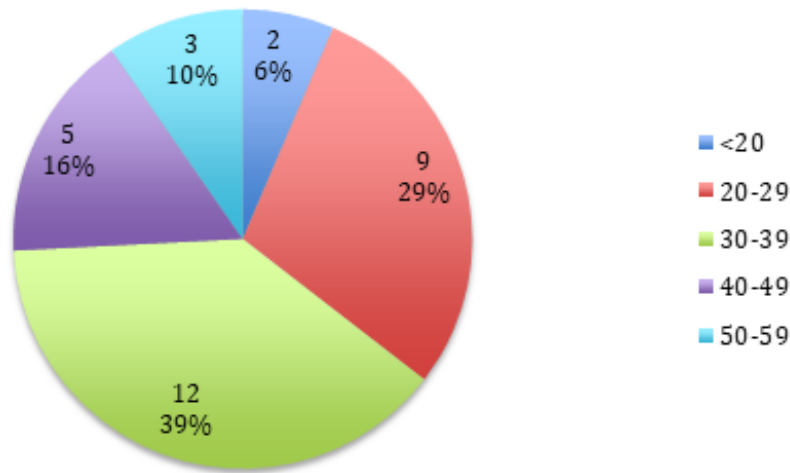
Work experience

Most participants had worked in the youth sector for under 5 years (61%).

Years worked in the youth sector

- <1
- 1-5 years
- Up to 10 years
- More than 10 years

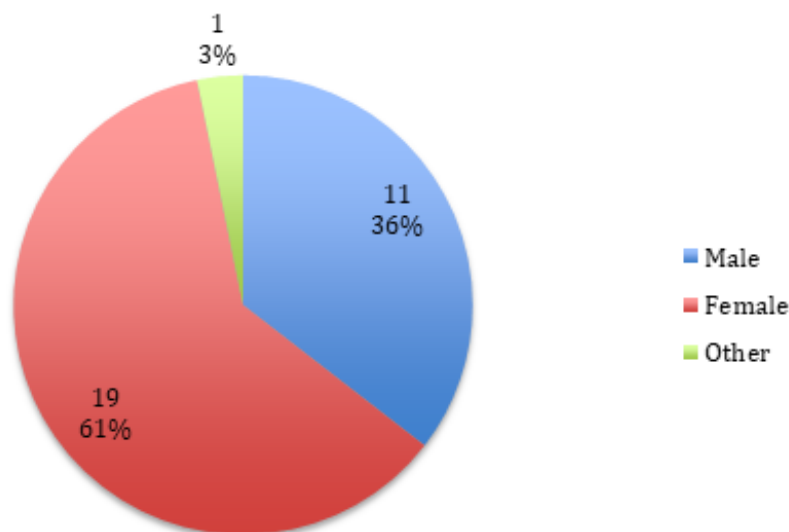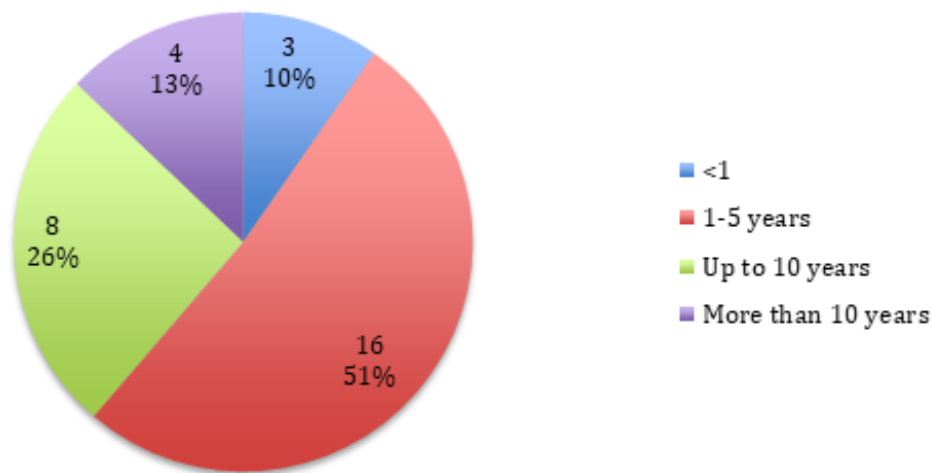The participants reported working with people between the ages of 3-80+ years. The majority of the participants (87%) reported working with children and young people between the ages of 10-19 years. The majority of participants (42%) reported working with all young people and 39% reported working, or having worked in the past, with young people with specific vulnerabilities, most commonly with socially disadvantaged young people (Table 1).

Table 1. Types of young people that the participants reported working with

Group of young people	Number of participants (%)
All young people	13 (42%)
Social vulnerabilities	8 (26%)
Ethnic minorities	2 (6%)
Mental health difficulties	3 (10%)
Disability	4 (13%)
Learning difficulties	1 (3%)
Not specified	6 (19%)

Course outcomes

Attrition

Of the 31 participants, 22 (71.0%) responded to the post-course evaluation questionnaire.

Learning outcomes

	Pre-evaluation (n=31)		Post-evaluation (n=22)	
	Agree	Strongly Agree	Agree	Strongly Agree
I understand how young people's mental health can be supported in the youth setting	13 (41.9%)	4 (12.9%)	10 (45.5%)	9 (40.1%)
I can recognise the characteristics of high quality mental health promotion practices in youth work	12 (38.7%)	4 (12.9%)	14 (63.6%)	4 (18.1%)
I feel confident in delivering specific strategies to promote young people's social and emotional skills	16 (51.6%)	2 (6.5%)	11 (50.0%)	5 (22.7%)
I know how to create safe environments to support young people's social and emotional learning	16 (51.6%)	5 (16.1%)	7 (31.2%)	9 (40.9%)
I understand how I can develop my own competencies to support young people's positive mental health	12 (38.7%)	3 (9.7%)	10 (45.5%)	9 (40.9%)
I know how to build up and maintain a relationships with young people based on confidentiality, respect and trust	15 (48.4%)	11 (35.5%)	9 (40.9%)	10 (45.5%)

The participants were asked to rate their level of skills relating to promoting youth mental health before and after the training course. The participants rated their level of knowledge and skills with regard to the learning outcomes of the course more highly after the training course (Table 2)

Participant experience

Overall, the course was rated highly by the participants.

> *"I could feel the love and energy everybody gave in this project. Positive mental health is a very important topic and a fundamentally new way of looking at flourishing for young people. Thank you for the inspiring workshops."*

> *"I would have loved to do it in person but with covid-19 that is not possible, I felt you all did a great job planning and delivering the training. well done and thank you."*

What worked well?
When asked what worked well in the course, the participants mentioned the combination of theory and practice, experiential learning, working in small groups, the range of facilitators and the structure and organisation of the course.

> *"Professional structure and organization of individual meetings. Theoretical and practical combination. Having a space for working in smaller groups."*

> *"Definitely the group. Meeting after meeting, a more and more serene and friendly atmosphere was created, everyone felt confident in expressing themselves and this gave an extra boost to the training. On top of that, the trainers tried to make the training very interactive, even though it was online, and I think that was a great way to get everyone involved."*

> *"I Especially liked the presence of experts from different theoretical and practical approaches delivering deferent tools and frameworks useful to explore in future"*

> *"The non-formal learning exercises and discussions in little groups worked very well"*

Usefulness of the training
The most useful parts of the training mentioned by the participants related to the theoretical background, the activities that could be used in practice and the reflection on practice between participants from different countries.

> *"Most useful is to look at work we are already doing from different perspective (from perspective of promoting PMH). Activities which we had in training also could be used in our practice."*

> *"The new framework as a visual guide"*

"the list of competences"

"The chance of speaking with other people about their ideas and their experience."

"Practical examples of how we can work, training on ourselves first"

Views on the content of the training

Most participants were happy with the topics covered in the training. One participant wanted mental disabilities to be covered, where as others wanted more practical tools and examples, including of projects with young people themselves and online practices with young people.

"Maybe some time to show some examples of MH projects with young people themselves"

"More concrete tools and practice that can be useful for youth workers to work on socio-emotional development"

Suggestions for improvement

The participants mentioned that the course could be enhanced by changes to timetabling, making the sessions shorter and scheduling time for informal discussion.

"Having a space of for example 30 minutes at the end of the formal trainning of "After-trainning" in order to have informal conversations among the participants"

"For me, three-hour sessions were too much. In attendance it wouldn't have been a problem, but being in front of a screen for three hours is very tiring."

Also, some participants wished that further strategies to foster engagement had been used, although the difficulty of engaging with people online was acknowledged.

"maybe a more structured way to feedback as some ppl didn't want to talk"

"beacause of the onlne version, try to find more interaction way to engage the people, but it was good for me, more than i was expected"

Some participants wanted greater focus on the theoretical framework where as others wanted more examples of good practice.

"a bit more insight into the theory behind mental health, more practical excersises - actually trying out how to speak about certain things, how to behave in a certain situation - not just debating"

"A little more focus and explanation on the Framework at the the beginning, it would add some clarity to the training."

"More direct and skill oriented workshops also having a manual afterwords for youth workers to work by after the training would be good"

Further needs to apply the framework to practice

In order to apply the framework to practice, the need for resources linking the framework to practice was suggested, including a hard copy of the framework and other promotional material and a list of activities and strategies to use with young people.

"To have a document with a list of resources could be very usefull, links to documents, videos, experiences, projects…"

"Framework as a poster and also maybe some promotional materials"

"I would use more activities written down which could be used for promoting PMH."

"Perhaps some practical examples of activities to propose to young people"

"supporting online modules to replay/recap"

"Resources to link the theorycal framework and the practical one"

The participants also expressed a need for further training in promoting youth mental health.

"Some specific training on techniques with young people would be interesting"

"I'm going to attend the national HeadOut Training and continue on training around Mental health."

Others acknowledge the importance of national and organisational support.

"recourses and policies on national level…."

"i need to "digest" and probably improve with the national team"

Conclusions

Overall, the findings from this evaluation indicate that the pilot training was well received by the participants and that it improved participant skills and knowledge regarding promoting positive mental health among young people. Participants rated their knowledge and skills relating to all the learning outcomes higher after than before the training course. The participants particularly enjoyed the mix of theory and practice, the use of experiential learning and engaging with other youth workers in Europe. Although the online format of the training was considered to bring challenges to engagement, it appears that participants were able to form positive relationships with other course participants and the trainers.

To further improve the training, participants expressed a need for increased focus on the underlying Theoretical Framework, as well as introducing practical activities to promote young people's positive mental health, that link up with the Theoretical Framework. Some suggestions for improvement, such as changing the structure of the training, scheduling

time for informal discussions and using further strategies to engage participants online, were directly related to the online delivery format. It is likely that these would be less of a concern if the training course was delivered face-to-face as originally intended. In order to apply the framework in practice, participants expressed the need for a range of resources, such as posters and other promotional material, and a practical manual with examples of activities to implement with young people. The need for further training and organisational and national support for promoting young people's mental health were also acknowledged.

The findings from this evaluation will be used to developed further resources for youth workers and to make adaptations to the Training Curriculum.

Appendix 2

Pre-intervention evaluation

1. Are you?
   ☐ Male   ☐ Female

2. What is your age?
   ☐ <20   ☐ 20-29   ☐ 30-39   ☐ 40-49   ☐ 50-59   ☐ 60+

3. How many years have you been working in the youth sector?
   ☐ 1-5   ☐ 5-10   ☐ 10-15   ☐ 15+

4. In which country do you work?

5. What age group do you normally work with?

6. Do you work with any particular group of young people, e.g., young people with disabilities or experiencing other vulnerabilities?

7. On a scale of 1 (Stongly disagree) to 5 (Strongly agree), please indicate to what extent you agree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I understand how young people's mental health can be supported in the youth setting	1	2	3	4	5
I can recognise the characteristics of high quality mental health promotion practices in youth work	1	2	3	4	5
I feel confident in delivering specific strategies to promote young people's social and emotional skills	1	2	3	4	5
I know how to create safe environments to support young people's social and emotional learning	1	2	3	4	5
I understand how I can develop my own competencies to support young people's positive mental health	1	2	3	4	5
I know how to build up and maintain a relationship with young people based on confidentiality, respect and trust	1	2	3	4	5

Outcome evaluation

1. On a scale of 1 (Stongly disagree) to 5 (Strongly agree), please indicate to what extent you agree with the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I understand how young people's mental health can be supported in the youth setting	1	2	3	4	5
I can recognise the characteristics of high quality mental health promotion practices in youth work	1	2	3	4	5
I feel confident in delivering specific strategies to promote young people's social and emotional skills	1	2	3	4	5
I know how to create safe environments to support young people's social and emotional learning	1	2	3	4	5
I understand how I can develop my own competencies to support young people's positive mental health	1	2	3	4	5
I know how to build up and maintain a relationship with young people based on confidentiality, respect and trust	1	2	3	4	5

2. Overall, how would you rate this training?

1	2	3	4	5
Poor	Fair	Good	Very good	Excellent

3. Please indicate to what extent you agree with the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I found the training engaging					
I gained new insights (perspectives) on how I can promote positive mental health among young people					
I acquired new skills to promote positive mental health among young people					
I found this training useful for my own practice					
I intend to use what I learnt in my practice					

4. What worked well in this training?

5. How could this training be improved?

6. What do you consider the most useful aspects of the training in terms of your practice?

7. Are there any topics that should have been covered in the training, but were missing?

8. Do you have any other comments?

About the Organisations

Anatta Foundation
Country: The Netherlands
Website: anattafoundation.org

The Anatta Foundation is a non-governmental organisation that focusses on a better connection between people and nature to create more psychological well-being, to get more respect for nature and to work on a 'sustainable mindset'. We are inspired by ideas from Positive Psychology and various nature based approaches. In Erasmus+, the foundation enjoys working with young people with a disability and other vulnerable youth groups. The foundation is the lead partner in this Erasmus+ project.

creActive
Country: Macedonia
Website: kreaktiv.mk

The mission of the Youth Association creACTive is to support the creativity and active citizenship of young people by organizing activities in the areas of culture, non-formal education and leisure time, as well as through working on recognition of youth work and promotion of volunteering in Macedonia.

creACTive coordinates the first open youth center in Kavadarci since 2009, providing youth work services to young people on a daily basis. The center organizes the free time of young people through various non-formal educational, artistic and structured leisure activities.

creACTive is one of the founders of the Union for Youth Work and is actively involved in processes for recognition, standardization and professionalization of youth work in Macedonia.

creACTive dedicated 2 years to implementing a long-term project for establishing the first vocational standard for youth work and piloting the first youth work training in Macedonia. Key creACTive staff were directly involved in preparing the first ever Standards for quality of youth work in Macedonia and the national Portfolio for youth workers.

Euroaccion Murcia
Country: Spain
Website: euroaccion.com

Euroaccion is a non-governmental, independent organization for the support of youth and adult learning, professional and personal development of people with fewer opportunities.

Our vision is based on personal change for broader social change. Our mission is to inspire and stimulate human potential through experiential learning, non-formal education, volunteering and social inclusion-related projects.

Euroaccion annually coordinates around 8–9 European projects since 2000, as a partner or applicant, mostly on youth, education and capacity building about gender related issues, social inclusion of vulnerable groups, emotional intelligence of people with fewer opportunities through humanistic approaches, non-formal education and Gestalt Psychotherapy methods. They have partners over the whole Spanish territory, in more than 20 EU countries, as well as in Asia and South America.

At a local level, we work mainly in schools, with the students, parents and teachers. One of our main services is ICARO–a project about Emotional Intelligence for children and young people aged 3 to 18 years old. The activities developed are inspired by humanistic currents and the principles of Emotional Intelligence.

Everyone is a global being and Euroaccion focusses on the development of all aspects -social and individual. Through approaches based on non-formal and experiential learning, the aim is to create a trusting and safe place in and with the group, fostering the interaction of its members and promoting healthy and effective communication systems. The Euroaccion team also has a long-term working experience with migrants of different backgrounds and age groups.

The Health Promotion Research Centre (HPRC)

Country: Ireland
Website: nuigalway.ie/hprc/

The Health Promotion Research Centre (HPRC) at the National University of Ireland Galway produces high quality research that supports the development of best practice and policy in the promotion of health. The HPRC collaborates with national and international agencies on the development and evaluation of health promotion initiatives and has an active multidisciplinary research programme in place. Designated as a World Health Organization Collaborating Centre since 2009, the Centre has substantial experience in the management of large-scale national and international research projects. See further details at: www.nuigalway.ie/hprc

The research team involved in this project is lead by Professor Margaret Barry and Dr Tuuli Kuosmanen is the lead researcher. The team has extensive knowledge in the field of mental health promotion, with over 20 years of experience in developing the theoretical and empirical base for promoting mental health, conducting systematic reviews and evidence syntheses for national and international agencies (including national governments, European agencies and WHO), producing technical reports, academic papers and evidence briefings for both specialist and non-specialist audiences. Building on their experience in developing and evaluating interventions for promoting the social and emotional wellbeing of young people, the team led the development of the theoretical framework for this project.

Kamaleonte

Country: Italy
Website: kamaleonte.org

Kamaleonte promotes the development and psycho-physical health of groups and individuals through outdoor experiential learning programs held at a local, national and international levels. Some of the topics addressed by the programs are personal and professional development, problem solving, team building, effective communication and leadership, intercultural learning, diversity, conflict management, inclusion, and group dynamics.

Kamaleonte is a member of the in-formal network "International Academy of Experiential Education" (www.viaexperientia.net), that has been researching on experiential learning as an innovative and holistic methodology for developing the transversal competences of adult trainers and educators.

Kamaleonte is the founding member of the Adventure Therapy network in Europe (www.adventuretherapy.eu). Adventure therapy is a method that can suit the specific needs of individuals facing psychological troubles. The aim of the approach is to use outdoor activities for supporting them with more effective coping mechanisms and enhance their self-esteem and awareness.

Vice Versa

Country: Czech Republic
Website: viceversa.cz

Vice Versa is an association formed by trainers, youth workers and educators with a passion for non-formal education, based in Prague, Czech Republic.

Vice Versa's main goal is to promote active citizenship and non-formal education by providing possibilities for young people and youth leaders to be socially active, take part in different events and support them in their personal development and further education.

Vice Versa aims to support intercultural dialogue, active citizenship, environmental and global education and awareness, as well as the creation of links between formal and non-formal education, by providing innovative educational opportunities both for young people and those working with them.

About the Project

The Erasmus+ funded project Positive Mental Health aims to increase the health and well-being of young people, through the development of a theoretical framework, practical tools and methodologies and learning material to help youth workers be better able to support young people in their journey.

Are you interested in knowing more about this project?
THIS TRAINING CURRIUCLUM HAS BEEN DEVELOPED AS PART OF THE ERASMUS+ PROJECT: "Positive Mental Health; Promotion of wellbeing and flourishing in the European youth sector", which is funded under the Erasmus+ programme, project number: 2019-2-NL02-KA205-002567.

All project outputs are accessible free of charge from the project website:
www.positivementalhealth.eu

Other project outputs:
A FRAMEWORK FOR PROMOTING POSITIVE MENTAL HEALTH
Kuosmanen, T., Dowling, K. and Barry, M.M., (2020). *A Framework for Promoting Positive Mental Health and Wellbeing in the European Youth Sector.* A report produced as part of the Erasmus+ Project: Promoting positive mental health in the European Youth sector. World Health Organization Collaborating Centre for Health Promotion Research, National University of Ireland Galway. www.nuigalway.ie/hprc

PRACTICE BRIEF
Kuosmanen, T., Dowling, K. and Barry, M.M., (2020). *Practice Brief: A Framework for Promoting Positive Mental Health and Wellbeing in the European Youth Sector.* A Practice Brief produced as part of the Erasmus+ Project: Promoting positive mental health in the European Youth sector. World Health Organization Collaborating Centre for Health Promotion Research, National University of Ireland Galway. www.nuigalway.ie/hprc

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YOUTH WORKERS' MANUAL
Atanasov, D., Paci, A., Lopez Gamez, L., Stemper Bauerova, B., & Albers T. (2021). *Designing Positive Mental Health Youth Programs. Key Characteristics and Best Practices from the Field.* Aalten: Anatta Foundation.

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