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ART IN TRANSITION

ART-BASED APPROACHES TO BUILD EMOTIONAL SKILLS

A Handbook for Youth Workers



ART IN
TRANSITION



ART IN TRANSITION PARTNERSHIP

Coordinator:

- Training Academy srl (IT)

Partners:

- Macedonian Association of Applied Psychology (MK)
- Idee in Movimento (IT)
- Arteteka ltd (IE)

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Introduction to the Erasmus+ Programme and the project

The Art in Transition project is an international initiative developed and delivered under the framework of the European Union's programme Erasmus+. Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.

The 2021–2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life. It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also:

- supports the European Pillar of Social Rights
- implements the EU Youth Strategy 2019–2027
- develops the European dimension in sport

The Art in Transition project promotes a better mental wellbeing of young people in transition periods of their lives. The project is aligned with the European Youth Goal #5 **Mental and Physical Wellbeing**, which calls for:

- Encouraging the development of self-awareness and less competitive mindsets by fostering appreciation for individual skills and strengths.
- Safeguarding the rights to work and to study of people with mental health issues both during and after illness to ensure their ability to pursue their own ambitions.
- Developing an inclusive intersectional approach to mental health provision for all, especially marginalised groups.
- Providing all professionals working with young people as well as family and friends with quality mental health first aid training.
- Providing inclusive, respectful and well-funded treatment by incorporating high quality mental health provision across all medical institutions.
- Focussing on prevention measures that ensure young people are equipped with the knowledge and the skills required for better mental wellbeing.
- Fighting stigma about mental health issues by developing awareness programmes.

The general goal of the project is to support mental health of young people in critical stages of lives, particularly transition periods. To achieve this, we identified two specific goals:

1. Provide educators the capacity to support mental health of young people in transition periods;
2. Develop the capacity of young people to regulate their thoughts, emotions, and behaviour (Emotional Skills, OECD) through art-based approaches.

The project has involved two main axes:

Art in Transition

Online course for
youth workers

This activity included the development of a course for youth workers to support young people to manage their mental health in transition periods.

Art in Transition

Art based approaches
to build emotional skills

This activity involved the creation of art-based activities to build emotional skills in young people.

Partners details



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Analysis of the needs of youth workers

The first phase of the project involved the organisation of a survey regarding the needs of youth workers in terms of supporting young people in transition periods. The questions of the analysis are reporting as [Annex I](#) of this handbook. The following results were analysed between April and May 2023.

We received a total of 42 answers across the three countries—North Macedonia, Italy and Ireland. Out of it, 11 were males and 31 females. Average age of the responders is 36, 7 years old. Majority of them were teachers, project managers, trainers and psychologists. Majority of them have 16 years of education, working at NGOs and private organizations, as full or part time employee. In average, they have 10 years of experience. Majority of them work with young people in the age group below 18 and 18–24 years old. Their mainly working tasks are counseling and mentoring.

From this group of youth workers, 57% have some kind of education on youth issues and 43% don't. Of those who had education, they received training on career counseling, supporting techniques, mental health and psychology.

This group of youth workers, have been noticed that young people with whom they work, have some mental health difficulties like low self-esteem, depression, anxiety, adjustment difficulties, anger, and high level of stress and feeling of insecurity about their future. In those young people who needed some form of help, this group of youth workers used counseling, capacity building trainings and career counseling. If professional help needed, 55% of them asked from help from psychologists/psychiatrists, and 45% don't have those services in their organizations.

In the following table we are presenting answers on the following question “How would you rate your skills for supporting young people’s mental health?”:

	Very Good (%)	Good (%)	Poor (%)	Don't know (%)
listening skills	71,4	28,6	0	0
interpersonal skills	64,3	30,9	2.4	2.4
ability for empathy	83,3	16,7	0	0
communication skills	59,5	35,7	0	4.8
patience	52,4	45,2	0	2.4
compassion	64,3	30,9	0	4.8
emotional stability	45,2	50	0	4.8
open mindedness	78,6	19	0	2.4
trust worthiness	71,4	23.8	2.4	2.4
problem-solving skills	45,2	52.4	0	2.4
observational skills	52,4	47.6	0	0

We asked this group of youth workers about their need to receive additional training regarding supporting young people’s mental health in critical stages of life. 73,8% of them stated that they would like to receive such training, 2,4% stated no need and 23,8% stated that they don’t know if they need any training.

On the following table we are presenting the responses of the youth worker and the level of their training need for the following educational preferences in order to improve their skills in supporting mental health in young people:

	No need (%)	Low need (%)	Moderate need (%)	High need (%)	Not applicable for my work (%)
Assessing mental health status	11,9	9,5	16,6	52,5	9,5
New knowledge on evidence based mental health interventions	4,7	11,9	26,2	54,8	2,4

	No need (%)	Low need (%)	Moderate need (%)	High need (%)	Not applicable for my work (%)
Communication skills	33,3	19	26,3	19	2,4
Observational skills	28,6	21,4	28,6	19	2,4
Good listening skills	33,3	26,3	19	19	2,4
Ability for empathy	35,8	26,2	16,6	16,6	4,8
Emotional stability	31	12	26	19	12
Problem-solving skills	19	21,5	26,25	28,5	4,8
Careers advice and guidance	21,4	21,4	21,4	28,6	7,2

We can conclude that, this group of youth workers has the highest need for training on assessing mental health status, new knowledge on evidence based mental health interventions, problem-solving skills, careers advice and guidance and observational skills.

Additionally, youth workers stated that they would like to receive training on **counseling on job seeking skills** and **stress management**.

From this analysis, we developed an online course that is freely accessible [here](#)

The big five model

The second axis of the Art in Transition project involved the creation of art-based activities to support young people in developing key emotional and social competencies identified through focus groups. The goal of the focus groups has been to detect which emotional and social skills of the Big Five model are more relevant – in the eyes of young people – to become more resilient toward change.

The Big Five Model, otherwise called OCEAN model, is a broadly perceived and widely concentrated system in the area of brain research that plans to portray and classify human character qualities. This model, developed over several decades of research, organizes personality traits into five broad dimensions to provide a structured approach to analyzing and comprehending individual differences in personality: Conscientiousness, Extraversion, Agreeableness, Neuroticism, and Openness to Experience (often abbreviated as OCEAN). A comprehensive and empirically supported view of human personality is provided by these dimensions, which each represent a spectrum along which individuals can exhibit various levels of traits.

The Big Five Model's capacity to catch the key parts of human character has prompted its broad application in fields going from brain research and social science to business and self-awareness. This model not only sheds light on how people think, act, and interact with one another, but it also serves as a foundation for comprehending the complexities of human nature and the elements that contribute to each person's uniqueness.



AGREEABLENESS

Tendency towards being kind, trustworthy and cooperative.



NEUROTICISM

Tendency towards unstable emotions, high levels of anxiety, sadness and mood swings.



EXTRAVERSION

Tendency towards being sociable, outgoing and emotionally expressive.



OPENNESS

Tendency towards being creative and open to new ideas and experiences.



CONSCIENTIOUSNESS

Tendency towards being responsible, goal-oriented and thorough.

Based on this Big Five model, each of the Art in Transition partners has organised focus groups with young people to identify which social and emotional skills they value as most important in transition periods. The results are as following:



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Under the big five domain of collaboration/agreeableness, the chosen skills were:

- **EMPATHY:** Kindness and caring for others and their well-being that leads to valuing and investing in close relationships.
- **TRUST:** Assuming that others generally have good intentions and forgiving those who have done wrong.



Arteteka Ltd

Under the big five domain of task performance/conscientiousness, the chosen skills were:

- **RESPONSIBILITY:** Able to honour commitments, and be punctual and reliable.
- **PERSISTENCE:** Persevering in tasks and activities until they get done.



Idee in Movimento

Under the big five domains of emotional regulation and open mindedness, the chosen skills were:

- **STRESS RESISTANCE:** Effectiveness in modulating anxiety and able to calmly solve problems (is relaxed, handles stress well).
- **TOLERANCE:** Is open to different points of view, values diversity, is appreciative of foreign people and cultures.



Macedonian Association of Applied Psychology

Under the big five domain of engagement with others, the chosen skills were:

- **SOCIABILITY:** Able to approach others, both friends and strangers, initiating and maintaining social connections.
- **ASSERTIVENESS:** Able to confidently voice opinions, needs, and feelings, and exert social influence.

Two youth workers from each partner country have taken part in an international training in Skopje from the 3rd to the 7th of July 2023. The training has allowed youth workers to gain knowledge regarding the big five model, and, more importantly, pilot the art-based activities regarding the emotional and social skills described above. In the following section, it is possible to find all the activities developed by the youth workers.

ART-BASED ACTIVITIES TO BUILD EMOTIONAL AND SOCIAL SKILLS IN YOUNG PEOPLE

collaboration / agreeableness

DISCLAIMER:

This activity aims to create a collaborative environment in a group of people. Starting from its beginning, each person of the group will develop a part of a story, being sure of respecting the given endings and steps. This activity will see the participant collaborate to create a cooperative story.

RULES:

1. Every person will add a specific part of the story in order to develop it and the next participant will start its part from the end of the previous one.
2. It is forbidden, for the other participants to suggest the plot to the current narrator.
3. The story must follow the key points given and the ending.
4. Out of the last obligation, nothing is forbidden, new characters and situations are welcome.

STORY START: In a peaceful fishing village, there lived a young man named Marco. He was a curious and adventurous boy, always eager to discover what lay beyond the horizon.

FIRST STORY MILESTONE: One day, while on the beach, Marco found a hidden map among the sand dunes. It was a treasure map! With an excited smile, he decided to follow the directions to find the indicated location.

SECOND STORY MILESTONE: Through a series of breathtaking adventures, Marco reached a mysterious island in the middle of the ocean. Here, he discovered that the coveted treasure was not a material one but an ancient secret that could change the fate of the world.

STORY CONCLUSION: Determined to protect the secret and reveal it to the world only at the right moment, Marco returned to his village and involved the villagers in his mission. Together, they worked hard to share the acquired knowledge with the rest of the world, organizing conferences and events that sparked people's curiosity.

Now it's your turn! Add your contribution while keeping in mind the given beginning, milestones, and conclusion. Have fun!

EMOTIONAL SKILLS DEVELOPED: Collaboration, Self-esteem, Overcoming resistance and Control.

NON-FORMAL LEARNING METHODOLOGY AND ART RESOURCES:

Through an artistic experience, one finds a place and space to transform and highlight everything that cannot be expressed with simple words. The expressive techniques applied in creative workshops stimulate and facilitate self-expression, personal growth, and change.

The proposed workshop aims to stimulate a process of building confidence in a group context by loosening resistance. The activity invites participants to create their own drawing with blindfolded eyes, guided by another participant who will guide the movement and positioning in space using words and/or hands to create a part of a drawing on a board (for example, a leaf of a tree). This way, each drawing will merge with others, creating a collective result.

The experience may initially create some discomfort, including embarrassment and a sense of ineffectiveness. Slowly, by releasing resistance and allowing themselves to be guided, participants gain strength and courage to proceed with confidence in the outcome.

EVALUATION METHODS:

Moving in an unfamiliar (invisible) space eliminates visual distractions and develops auditory and tactile senses. Physical contact and sounds become necessary for orientation, so being guided by another person allows us to reach a goal or solve a problem.

Trust means facing uncertainty without the comfort of rational reasoning; it is surrendering to the other. Trusting the behavior of someone we don't know carries a risk: are we right to entrust our time and resources to someone? We cannot know this beforehand, but trusting is necessary. We cannot live in eternal suspicion that someone will fail to meet our expectations. We can be cautious, act with circumspection, but there will come a time when we must delegate something to someone that we cannot take care of. Our awareness can protect us from evaluation errors to some extent, but it can never provide certainty.

Working on one's insecurities and regaining trust in one's abilities and the people around us.

Every individual can contribute to a common goal, so developing trust in the group, letting go of control, and allowing oneself to be guided in a situation are necessary to experience trust in others. Accepting the work of others as a complement and personal enrichment.

ACTIVITY TITLE: Roles of responsibility

EMOTIONAL SKILLS DEVELOPED:

This activity will demonstrate the negative and positive effects that the aspect of responsibility has on an individual through art and drama. The practical skill of responsibility will be learned in planning the roleplay and assigning roles to each member, as well as additional learning as a result of discussion throughout the activity. The aim of this activity is to provide the young people a sense of taking responsibility for your actions may influence your choices and the path you take in life.

OTHER SKILLS DEVELOPED:

The activity requires teamwork and planning skills and also creativity. It will also build confidence and drama skills.

NON-FORMAL LEARNING METHODOLOGY AND ART RESOURCES:

The following recommended drama topics will be typed on a piece of paper and chosen randomly by each group:

1. Asking for consent.
2. Drug taking at a festival.
3. A drink driving situation.
4. Friend/colleague continuously late for work.

These topics are subject to change depending on the nature and age of the young people you may be working with. It is an easy activity to adapt once the topics themselves are based around the idea of promoting responsibility through art.

The young people will be given 5 minutes to create a 2-minute drama piece on their chosen topic. They have the responsibility to assign roles and ensure the message is clearly stated throughout the drama itself. We recommend assigning groups of 2-4 young people to allow them to recognise the influence a bystander in a negative situation may have on the individual taking responsibility of themselves or others around them.

Whole performing the drama we recommend that there are three pointers the young people are made aware of to cover throughout the drama piece:

- How is this dilemma affecting you?
- How is this dilemma affecting people around you?
- Will the outcome of your decision result in your mental health suffering?

The addition of costumes may enhance the activity and also participants to be freer as they are acting out the role of a character.

EVALUATION METHODS:

The activity will be followed up with a group discussion to explore the outcomes the roleplay and also answer the three questions above. In addition the youth worker involved should engage in reflection and supervision to protect their well-being in the process.

ACTIVITY TITLE: Layers of Myself

EMOTIONAL SKILLS DEVELOPED:

This activity is designed to support young people in considering how they feel at this point in time, and also to consider milestones they would like to achieve in their future. They are then asked to imagine what barriers they might encounter in reaching these milestones and finally to explore the values and tools they have within themselves to help them to overcome the barriers and reach their desired goal. The activity is intended to build skills in self-reflection, emotional intelligence and also build awareness around life's challenges and also the confidence that they have the tools within them to overcome challenges.

OTHER SKILLS DEVELOPED:

Participants will develop their planning and communication skills, as well as listening within a group.

NON-FORMAL LEARNING METHODOLOGY AND ART RESOURCES:

Each participant will receive a piece of card/canvas and in addition there will be shared resources of paint, brushes, old magazines/newspapers, and various other items such as stickers, household items which can be used to create texture and interest in the art.

The steps in the activity are as follows:

1. Choose a colour/colours of paint to represent your life as you see it now and apply this to your card/canvas as the first layer.
2. Identify three or four key milestones you would like to achieve in your life and choose some materials/words/cuttings/pictures you feel represent these milestones and add these as the second layer of your work.
3. Next discuss or think about some barriers you may encounter or events which might slow down your journey to achieving your milestones – again choose materials or paint to reflect these barriers and layer these onto your piece of art.
4. Finally identify values or tools that you have within yourself that will help you to be persistent in overcoming these barriers and reaching your goals. Layer these on to achieve the final layer of your artwork.
5. Once complete present your artwork to the group.

EVALUATION METHODS:

Presentation of finalised piece of artwork to the group, with time given for questions and answers to develop discussion and ideas. Also included should be reflection and supervision for the youth worker delivering the activity in order to explore emerging issues and ensure the wellbeing of the youth worker.

Emotional regulation and Open mindedness

Stress Resistance

Effectiveness in modulating anxiety and able to calmly solve problems

ACTIVITY TITLE: Garden of emotions

EMOTIONAL SKILLS DEVELOPED:

After reflecting on what it means to have a panic attack, we thought we would focus on an effective method for recognising what the main emotions are at a given time. We have come up with a visual diary that we call a 'garden of emotions'.

NON-FORMAL LEARNING METHODOLOGY AND ART RESOURCES:

We ask the child to choose a colour for each emotion, for example: red for anger, blue for melancholy, purple for fear,...

During or immediately after a moment of high stress or panic, the Young person should draw on a sheet of paper (the format they choose) elements of the garden with the colours matching the main emotions identified.

In this way, after a couple of days, you will see that a real diary of emotions in the form of a garden come to life.

Tolerance

Is open to different points of view, values diversity, is appreciative of foreign people and cultures.

EMOTIONAL SKILLS DEVELOPED:

The aim of the activity is to teach young people to accept others, their tastes and opinions however they differ from their own.

NON-FORMAL LEARNING METHODOLOGY AND ART RESOURCES:

To deal with the theme of tolerance, we thought of proposing an activity linked to music and visual representation.

The children propose a meaningful song of their choice to the group. The songs are listened together and in the process they draw what the song arouses. The activity ends with a discussion between the person who proposed the song and the group.

For the creative part of visual representation, drawing and collage materials such as: paper, crayons, markers, coloured pencils, clay,... will be needed.

ACTIVITY TITLE: Helping hands

NON-FORMAL LEARNING METHODOLOGY AND ART RESOURCES:

Have young people trace or draw their own hands and reflect or write what their helpful hands can do for others:

- In one of the hands they would write what does it take to be kind (Share examples of acts of kindness and reflect on personal experiences when kindness made a difference in someone's life);
- In the second what does it mean to be a good friend (Reflect on personal experiences of friendship and the importance of having good friends),
- In the third one, what they think being respectful means and its significance in relationships and interactions;
- In the fourth one they would write what would it take to be a good listener (Describe active listening techniques and their impact on building relationships);
- In the fifth one young people can write how can they show empathy and reflect on personal experiences;
- In the last one they can write how can they help others in need and the impact of helping others and how it can create positive change. Eg. A good friend is someone who: listens to you, cares, supports you etc.

After the activity a group discussion will take place in order to explore the outcomes from practicing the skill. Youth worker will guide the discussion and supervise the process.

EMOTIONAL SKILLS DEVELOPED:

Encouraging young people to reflect on these prompts and write about their thoughts and experiences can deepen their understanding of kindness, friendship, respect, empathy and the importance of helping others. It can also inspire them to cultivate these qualities and behaviors in their daily lives, leading to improved sociability and positive relationships.

This activity can help improve sociability in several ways:

1. **Self-awareness and self-reflection:** By engaging in this activity young people are prompted to think deeply about their own values, behaviors and interactions with others. Self-awareness and self-reflection are essential for personal growth and development which can positively impact sociability.
2. **Increased understanding of others:** Through the reflection prompts, young people are encouraged to think about how their actions and behaviors affect others. This activity prompts them to consider different perspectives and experiences, fostering empathy and understanding. By gaining a better understanding of other's needs and emotions, people can become more sensitive and responsive in their social interactions.

3. **Promotion of positive social behaviors:** Through the prompts young people are encouraged to identify and describe specific actions and behaviors. This process helps reinforce positive social behaviors and provides a framework for them to understand what it means to be sociable.
 4. **Improved communication skills:** This activity can lead to an increased awareness of their own communication skills and areas for improvement. By consciously working on their listening skills and communication techniques young people can enhance their ability to engage in meaningful conversations and connect with others more effectively.
-

ACTIVITY TITLE: Assertiveness Comic Strip

NON-FORMAL LEARNING METHODOLOGY AND ART RESOURCES:

Have individuals create a text in a comic strip or storyboard that depicts scenarios where they practice assertiveness. This activity allows them to visualize and plan assertive responses in various situations. After the activity a group discussion will take place in order to explore the outcomes from the practicing the skill. Youth worker will guide the discussion and supervise the process.

EMOTIONAL SKILLS DEVELOPED:

Comic strips can be a helpful tool in improving assertiveness, it's important to practice assertiveness skills in real-life situations as well. Role-playing, seeking professional guidance, and applying learned skills in real-time interactions are crucial steps in developing assertiveness effectively.

Here are several ways in which comic strips can help enhance assertiveness skills:

1. **Visual Representation:** Comic strips provide a visual representation of different situations, conflicts, and interactions. This visual format allows individuals to observe and analyze the characters' behaviors, body language and communication styles. By seeing assertive behavior depicted in the comic strip, individuals can gain a clearer understanding of how assertiveness works and its potential outcomes.
2. **Humor and Engagement:** Comic strips typically incorporate humor and storytelling, making the learning process enjoyable and engaging. Humor can help reduce anxiety and make it easier to approach assertiveness training. It can also help individuals relate to the characters and situations depicted in the comic strip, which increases the likelihood of applying assertiveness skills in their own lives.
3. **Practical Scenarios:** Comic strips can present a wide range of scenarios, such as workplace situations, social interactions or conflict resolution. By exploring these practical situations individuals can identify assertive responses and practice how to handle different situations effectively. Comic strips allow for the exploration of various outcomes, empowering individuals to think critically about assertiveness and its application.

4. **Skill Reinforcement:** Using comic strips as a learning tool allows for repeated exposure to assertive behaviors. Individuals can revisit comic strips multiple times, reinforcing their understanding of assertiveness and its positive impact. Regular exposure to assertive characters and scenarios can also help individuals internalize assertiveness as a valuable skill.
5. **Accessibility and Availability:** Comic strips are widely accessible through various mediums such as newspapers, websites, and mobile apps. This accessibility allows individuals to incorporate comic strips into their daily routine easily. They can read comic strips during leisure time, on commutes, or as a part of a deliberate assertiveness training program.



SUPPORTING MATERIALS FOR YOUTH WORKERS

ONLINE COURSE:

[🔗 Art in Transition online course](#)

READING MATERIAL:

[🔗 OECD's Social and Emotional Skills, Well-being, connectedness and success](#)

BOOKLET:

[🔗 Mental Health First Aid for Youth Workers](#)

HANDBOOK:

[🔗 Emotional Intelligence for Youth Workers – EMpath 4 YOUTH](#)

WEBSITE:

[🔗 Mental health information for young people \(mind.org.uk\)](#)



Conclusion

To conclude this handbook, it is important to highlight that the mental health of young people in transition periods has so many facets that it is impossible to have a one-fits-all approach. Youth workers should get inspired by the handbook but also be free to adapt the activities and the information to their work context and the background of the young people. It is important to highlight that the intersectional dimension of young people has a direct impact on how they perceive and manage their mental health, including stress and anxiety. The Art in Transition project tried to harness the transformative power of art to develop innovative and compassionate ways to support young people's mental health and emotional well-being. Through the creative process, young people can find their voices, build resilience, and foster connections that will serve them throughout their journeys into adulthood. As youth workers, we have the privilege and responsibility to guide them through these transitions with empathy, understanding, and the therapeutic potential of artistic expression. Together, let us continue to bridge the gap between art and mental health, offering young people the tools they need to navigate life's challenges and flourish as they embark on their unique paths towards a brighter future.

THE ART IN TRANSITION PARTNERSHIP

YOUTH WORKERS NEEDS QUESTIONNAIRE:

With this survey we would like to hear your specific needs in performing your activities regarding supporting mental health of young people in transition periods (like school to work, moving to a different place, etc.). We want to understand the challenges of youth workers in supporting young people in transition periods from a mental health` and identify practices that can enhance the youth work and help young people. The survey is conducted within the Erasmus+ project named “Art in Transition: Supporting Young People’s Mental Health in Critical Stages of Life”. The results of the survey will reflect the experience of youth workers from the three project countries (Italy, Ireland and North Macedonia). The survey will enable the project team to analyze concrete gaps in skills, knowledge and competences in order to provide youth workers with the right tools. This will help youth workers to reduce the challenges they have faced so far. The information provided will be used solely for the purpose of this research project and your responses will be kept confidential.

QUESTIONARIO SULLE ESIGENZE DEGLI OPERATORI GIOVANILI:

Con questo sondaggio vorremmo ascoltare le vostre esigenze specifiche che nello svolgimento delle vostre attività riguardanti il sostegno alla salute mentale dei giovani nei periodi di transizione (come la scuola al lavoro, il trasferimento in un luogo diverso, ecc.). Vogliamo comprendere le sfide degli animatori giovanili nel sostenere i giovani nei periodi di transizione da una salute mentale` e identificare pratiche che possono migliorare il lavoro giovanile e aiutare i giovani. L’indagine è condotta nell’ambito del progetto Erasmus+ denominato “Art in Transition: Supporting Young People’s Mental Health in Critical Stages of Life”. I risultati del sondaggio rifletteranno l’esperienza degli animatori giovanili dei tre paesi coinvolti nel progetto (Italia, Irlanda e Macedonia del Nord). L’indagine consentirà al team del progetto di analizzare le lacune concrete in termini di capacità, conoscenze e competenze al fine di fornire agli animatori giovanili gli strumenti giusti. Ciò aiuterà gli animatori giovanili a ridurre le sfide che hanno dovuto affrontare finora. Le informazioni fornite saranno utilizzate esclusivamente ai fini di questo progetto di ricerca e le vostre risposte saranno mantenute riservate.

ORGANISATION *

ORGANIZZAZIONE

- ☐ Training Academy
- ☐ ArtéTeka
- ☐ MAAP
- ☐ Idee in Movimento
- ☐ Other: _____

COUNTRY *

PAESE

- ☐ Italy/ Italia
- ☐ Ireland / Irlanda
- ☐ North Macedonia / Macedonia del Nord
- ☐ Other: _____

YOUR AGE *

LA TUA ETÀ

Your answer:

YOUR GENDER *

GENERE

- ☐ Male/Uomo
- ☐ Female/ Donna
- ☐ Prefer not to say / preferisco non dichiarare

YOUR OCCUPATION *
OCCUPAZIONE

Your answer:

YEARS OF EDUCATION *
ANNI DI EDUCAZIONE

Your answer:

WHAT KIND OF ORGANISATION/INSTITUTION DO YOU WORK IN? *
IN CHE TIPO DI ORGANIZZAZIONE/ISTITUZIONE LAVORI?

- ☐ NGOs/ ONG
- ☐ Youth centers /Centri giovanili
- ☐ Private organisations / impresa Privata
- ☐ Public organisations / Istituzione Pubblica
- ☐ Schools/educational institutions – Scuola / istituzioni educative
- ☐ Social services/ Servizi sociali
- ☐ Other: _____

WHICH IS YOUR EMPLOYMENT STATUS WITHIN THE ORGANISATION/INSTITUTION? *
QUAL È LA TUA POSIZIONE LAVORATIVA ALL'INTERNO DELLA TUA ORGANIZZAZIONE/ISTITUZIONE?

- ☐ Employee / Impiegato(full time)
- ☐ Employee / Impiegato (part time)
- ☐ Volunteer/ Volontario
- ☐ Intern/ Tirocinante
- ☐ External Consultant/ Consulente esterno
- ☐ Other: _____

HOW MANY YEARS OF EXPERIENCE DO YOU HAVE IN WORKING WITH YOUNG PEOPLE? *
QUANTI ANNI DI ESPERIENZA HAI NEL LAVORARE CON I GIOVANI?

Your answer:

WHAT IS THE AGE OF THE TARGET GROUP YOU WORK WITH? *
QUAL È L'ETÀ DEL GRUPPO TARGET CON CUI LAVORI?

☐ <18

☐ 18 - 24

☐ 25 - 30

☐ Other: _____

WHAT KIND OF WORK DO YOU DO WITH YOUNG PEOPLE? *
CHE GENERE DI LAVORO SVOLGI CON I GIOVANI?

Your answer:

DO YOU HAVE ANY FORMAL OR NON-FORMAL EDUCATION IN SUPPORTING MENTAL HEALTH IN YOUNG PEOPLE? *
HAI UN'ISTRUZIONE FORMALE O NON FORMALE CHE TI AIUTA A SOSTENERE LA SALUTE MENTALE NEI GIOVANI?

☐ Yes / Sì

☐ No

IF YES, PLEASE WRITE DOWN WHICH EDUCATION YOU HAVE COMPLETED
SE SÌ, SCRIVI QUALE ISTRUZIONE HAI COMPLETATO

Your answer:

IF ANY, WHAT KIND OF DIFFICULTIES HAVE YOU NOTICED IN YOUNG PEOPLE DURING TRANSITION PERIODS (LIKE SCHOOL TO WORK, MOVING TO A DIFFERENT PLACE, ETC.) REGARDING THEIR MENTAL HEALTH?

SE CE NE SONO, CHE TIPO DI DIFFICOLTÀ HAI NOTATO NEI GIOVANI DURANTE I PERIODI DI TRANSIZIONE (COME SCUOLA-LAVORO, TRASFERIMENTO IN UN POSTO DIVERSO, ECC.) PER QUANTO RIGUARDA LA LORO SALUTE MENTALE?

Your answer:

DO YOU USE ANY SPECIFIC METHODS LIKE COUNSELING, GUIDANCE ETC. FOR IMPROVING MENTAL HEALTH IN YOUR WORK WITH YOUNG PEOPLE? IF YES, PLEASE EXPLAIN MORE. *

USI METODI SPECIFICI COME CONSULENZA, GUIDA ECC. PER MIGLIORARE LA SALUTE MENTALE NEL TUO LAVORO CON I GIOVANI? SE SÌ, SPIEGA DI PIÙ.

Your answer:

IN YOUR WORK WITH YOUNG PEOPLE, DO YOU INCLUDE ANY PROFESSIONALS FOR MENTAL HEALTH IN HELPING YOUNG PEOPLE? *

NEL TUO LAVORO CON I GIOVANI INCLUDI DEI PROFESSIONISTI DELLA SALUTE MENTALE NELL'AIUTARE I GIOVANI?

☐ Yes / SÌ

☐ No

IF, YES PLEASE WRITE DOWN WHICH PROFESSIONALS FOR MENTAL HEALTH YOU ARE INCLUDING. *

SE SÌ, PER FAVORE SCRIVI QUALI PROFESSIONISTI PER LA SALUTE MENTALE STAI INCLUDENDO.

Your answer:

HOW WOULD YOU RATE YOUR SKILLS FOR SUPPORTING YOUNG PEOPLE'S MENTAL HEALTH (CIRCLE ONE IN EVERY ITEM)? *

COME VALUTERESTI LE TUE CAPACITÀ NEL SOSTENERE LA SALUTE MENTALE DEI GIOVANI (CERCHIANE UNA PER OGNI VOCE)?

	Very Good/ Molto buono	Good/ Buono	Poor/ Scadente	Don't know/ Non lo so
Listening skills/ Ascolto	☐	☐	☐	☐
Interpersonal skills/ Abilità interpersonali	☐	☐	☐	☐
Ability for empathy/ Empatia	☐	☐	☐	☐
Communication skills/ Abilità Comunicative	☐	☐	☐	☐
Patience/Pazienza	☐	☐	☐	☐
Compassion/ Compassione	☐	☐	☐	☐
Emotional stability/ Stabilità emotiva	☐	☐	☐	☐
Open mindedness/ Apertura mentale	☐	☐	☐	☐
Trust worthiness/ Affidabilità	☐	☐	☐	☐
Problem-solving skills/ risoluzione dei problemi	☐	☐	☐	☐
Observational skills/ Capacità di osservazione	☐	☐	☐	☐

DO YOU NEED ANY ADDITIONAL EDUCATION REGARDING SUPPORTING YOUNG PEOPLE'S MENTAL HEALTH IN CRITICAL STAGES OF LIFE? *

HAI BISOGNO DI UN'ISTRUZIONE AGGIUNTIVA PER SOSTENERE LA SALUTE MENTALE DEI GIOVANI NELLE FASI CRITICHE DELLA VITA?

☐ Yes / Sì

☐ No

☐ Do not know / Non lo so

PLEASE, ON EVERY ITEM CHECK AND EXPRESS THE LEVEL OF NEED FOR THE FOLLOWING EDUCATIONAL PREFERENCES IN ORDER TO IMPROVE YOUR SKILLS IN SUPPORTING MENTAL HEALTH IN YOUNG PEOPLE? *

PER FAVORE, SU OGNI ARGOMENTO CONTROLLA ED ESPRIMI IL LIVELLO DI BISOGNO DELLE SEGUENTI PREFERENZE EDUCATIVE AL FINE DI MIGLIORARE LE TUE ABILITÀ NEL SOSTENERE LA SALUTE MENTALE NEI GIOVANI?

	No need/ Non c'è bisogno	Low need/ Bassa bisogno	Moderate need/ Moderata bisogno	High need/ Elevato bisogno	Not applicable for my work/ Non applicabile al mio lavoro
Assessing mental health status/ Valutazione dello stato di salute mentale	☐	☐	☐	☐	☐
New knowledge on evidence based mental health interventions/ Nuove conoscenze sugli interventi di salute mentale basati sull'evidenza	☐	☐	☐	☐	☐
Communication skills/Abilità Comunicative	☐	☐	☐	☐	☐
Observational skills/Capacità di osservazione	☐	☐	☐	☐	☐

	No need/ Non c'è bisogno	Low need/ Bassa bisogno	Moderate need/ Moderata bisogno	High need/ Elevato bisogno	Not applicable for my work/ Non applicabile al mio lavoro
Good listening skills / Buone capacità di ascolto	☐	☐	☐	☐	☐
Ability for empathy / Capacità empatiche	☐	☐	☐	☐	☐
Emotional stability/ Stabilità emotiva	☐	☐	☐	☐	☐
Problem-solving skills/ Abilità nella risoluzione dei problemi	☐	☐	☐	☐	☐
Careers advice and guidance/ Consulenza e orientamento professionale	☐	☐	☐	☐	☐

IF IN THE PREVIOUS QUESTION WE DIDN'T MENTION ANY OTHER EDUCATIONAL NEED FOR IMPROVEMENT OF YOUR SKILLS IN SUPPORTING MENTAL HEALTH IN YOUNG PEOPLE IN TRANSITION, PLEASE FEEL FREE TO WRITE IT BELOW.

SE NELLA DOMANDA PRECEDENTE NON ABBIAMO MENZIONATO NESSUN ALTRO BISOGNO EDUCATIVO PER MIGLIORARE LE TUE CAPACITÀ NEL SOSTENERE LA SALUTE MENTALE NEI GIOVANI IN TRANSIZIONE, NON ESITARE A SCRIVERLO QUI SOTTO.

Your answer:
