



Nederlands  
Jeugdinstituut



# Peer Review on the participation of young people with mental health issues

## Third peer learning seminar

Report of the third seminar  
29 November – 1 December 2017  
Parkhotel, Rotterdam, The Netherlands

## Organization

Organized by the Dutch Ministry of Health, Welfare and Sports, together with NJI (Netherlands Youth Institute) and NJR (Dutch Youth Council) and in association with the Finish Ministry of Education and Culture and the Finish Association for Mental Health

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# Introduction

This is the report of the third and final peer learning seminar on the participation of youth with mental health issues organized by the Dutch Ministry of Health, Welfare and Sports, together with NJI (Netherlands Youth Institute) and NJR (Dutch Youth Council) and in association with the Finish Ministry of Education and Culture and the Finish Association for Mental Health.

The reasons to start this peer learning have been mentioned in the report of the first seminar. The 'European Youth Strategy' has been the basis of the initiative. Promoting the health and well-being of young people is one of the eight fields of action for 2010-2018 ([https://ec.europa.eu/youth/policy/youth-strategy\\_en](https://ec.europa.eu/youth/policy/youth-strategy_en)). On 31 May 2017, The Recommendations of the Committee of Ministers of the Council of Europe to Member States on youth work was adopted by The Committee of Ministers.

A couple of recommendations to Member States are:

- further support the exchange of youth work practices, peer learning and the creation of sustainable networks and partnerships;
- stimulate co-operation within the youth sector and among sectors and fields of expertise wherever youth work takes place in order to reinforce ties, in particular between formal education and youth work and between public authorities, the private sector and civil society;
- strengthen the capacity of youth work to respond to the changes and trends in our society and the emerging challenges faced by young people.

([https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=0900001680717e78](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680717e78))

The peer learning seminars fit with these recommendations.

The first seminar of the Peer Review, in Amsterdam 2016, focused on *'towards a mental health informed youth work and youth informed mental health'* and the second seminar in Helsinki 2017 on *'the education of youth workers and the possibilities of social media and games'*. This third seminar addressed *'Exploring what young people's needs are and what support they need to be able to stay in and return to school. From the perspective of young people with support from youth work, school and mental health services.'* The first day and the first part of the second part were devoted to this theme. The second part of the second day and the last day have been spent on updates of the different participating countries and coming to recommendations and take-home messages. This report addresses only the first part of the seminar, which focused on the role of education. The results of the last part of the seminar in Rotterdam have been used in the final report of the Peer Review. The Peer Review on the participation of young people and mental health has 4 reports. The first 3 reports deal with the different issues and the final report includes the overall messages and recommendations.

## Third and last seminar

In this last seminar participants from 9 countries across Europe were present (Cyprus, Finland, Greece, Ireland, Malta, Romania, Scotland, Estonia and The Netherlands). These participants have different backgrounds, among others were policy makers, youth workers, professionals working



in mental health services and professionals from the field of education. On Thursday there were additional participants from The Netherlands present, with a background in education. It was extra special that in this seminar there were young people from three different countries present, namely young people from Finland, Ireland and The Netherlands.

Most of these young people are experienced experts with mental health issues. These young people arrived one day before the start of the seminar and already started with a pre-programme, led by Cilia Daemen from the National Youth Council of The Netherlands. Throughout the whole seminar, the young people led parts of the programme and had an active role.



# 1 Part 1: The role of school

## 1.1 Tuesday 28 November 2017

On this preparatory day before the seminar officially started. Young people from three different countries already gathered, organised by the Dutch Youth council. These young people came from Ireland, Finland and The Netherlands. They had some time to get to know each other and on Tuesday afternoon and Wednesday morning they prepared together their role during the seminar. On Tuesday evening they also had a nice dinner together and they visited 'The Euromast' tower in Rotterdam.

## 1.2 Wednesday 29 November 2017

The first official day of the seminar can be divided into two parts. The first part consisted of an opening and introduction of the theme of this seminar. The programme then continued with getting more insight in the theme through a documentary, youth-led discussions and presentations of projects.

### 1.2.1 Opening and introduction of the theme

The opening remarks were given by Mrs **Bonita Kleefkens**, director of the Youth Directorate at the Dutch Ministry of Health, Welfare and Sports. Bonita Kleefkens started with a short review on the reasons to start with these peer learning seminars on the mental health of youth and stressed the importance of working together: 'Without proper support mental health issues can have personal, familial, social and vocational consequences and can be the onset of severe mental illnesses in adult life. Proper support requires involvement of and cooperation between all sectors. This means close cooperation between universal services (school, childcare, youth work) and preventative services (or primary youth care services) such as child healthcare and general social work.' Bonita also shortly reflected on the first two seminars. She ended with an important message: 'The most important message is that a young person is not alone having to cope with its mental well-being and health. It is a joint action and looking around the room with so many different countries, professionals and ages present, the peer learning is a living proof of that.'

After the opening remarks by Bonita Kleefkens, we all participated in a short introduction game, led by **Peter Pieters** from The Netherlands Youth Institute. Since there were also new participants, this introduction was helpful to see all the faces, hearing the names and to know which country everyone was presenting.

**Caroline Vink**, senior advisor at The Netherlands Youth Institute, introduced the theme of this seminar: *Exploring what young people's needs are and what support they need to be able to stay in and return to school. From the perspective of young people with support from youth work, school and*



*mental health services*. This theme was focused on during the programme on Wednesday and during the first part of Thursday, the results of those two days are in this report.

## **1.2.2 Exploring what young people's needs are and what support they need to be able to stay in and return to school**

### *Stress to Impress*

The pressure to perform can be related to mental health issues and is a common issue among young people. In their documentary 'Stress to Impress', **Sanne and Tom Kooiman** gave an impression of this issue and the importance of taking stress seriously and talking about it. After the documentary, Sanne told us about the reasons for making this documentary and she also asked us to share a personal success and a personal failure with each other. This exercise made clear that not everyone is perfect and that it is not possible to always have success. The documentary is not yet published publicly.

### *Experiences by the youth participants*

To give the young people (experienced experts) a bigger role during the seminar, there was chosen to let them prepare a part of the programme on Wednesday and a part on Thursday. The young people all went to the front and David from the National Dutch Youth Council told us about their pre-programme, that started on Tuesday. A couple of the youngsters (David, Pauliina and Gavin) mentioned some statements and related them to their own personal experience.

The statements were:

1. Lack of knowledge among teachers about mental health issues;
2. Medicalization < conversation;
3. Standards to safeguard young people's rights;
4. Build resilience instead of issue based programs.

Regarding the first statement, David told us that his teacher didn't understand his mental health issues. Therefore, teachers should have more knowledge about mental health issues, so they can better understand and recognize them. With the second statement Pauliina stressed the importance of having a conversation with someone about how you feel. Medicalization is not the solution, young people need empathy and time from someone who can listen to them. Positive encouraging is also important. Gavin explained the third and fourth statement. The third statement is about the need for a standard for everyone that works with young people, to safeguard young people's rights. The last statement is about programs for youth, a lot of programs are issue based, but the young people explain that this is a temporary measure for a long term problem. There should be more attention paid to building resilience and addressing other factors than just the issues.

The three ending messages from the young people are:

- 'We' ask you to use us, work together with us, and now is the time to practice with young people;
- You should not talk about us, but with us;
- Focus on the positives as well.



## Group discussions

The part led by young people continued in groups. In these groups, the young people introduced 10 statements they had come up with themselves, and asked the participants their opinion.

These statements were:

1. Teachers have enough knowledge to recognize and the tools to support young people with mental health problems.
2. Schools are creating enough possibilities to keep students with mental health problems participating in education.
3. When a student drops out of school, there is enough support to help them go back into school.
4. Schools do enough in teaching children social skills, life-skills, building resilience, confidence, training, etc.
5. There is a sufficient system to support young people who are been bullied (for example, are they taken seriously, are there counsellors in school, etc.)?
6. Schools are sufficiently staffed by professionals who can provide mental health support within school.
7. The school-standards (quality of the teachers, anti-bullying programs, preparing students for adult life) are of high enough quality and being enforced sufficiently to safeguard young people's rights.
8. There is enough attention to provide opportunities to participate in work for young people with mental health issues.
9. Enough is being done to prevent bullying in schools.
10. There is enough mutual communication between schools and mental health services regarding school and career planning.
11. There are enough opportunities to continue your education during treatment (when you're in a mental health facility).
12. There are enough youth work services available.
13. In our country mental health issues are recognized as a major issue for not being able to participate in school and working life.
14. Education is the foundation, if this falls, everything 'shakes'.

When discussing these statements, it became clear that the statements somewhat differ for the different countries. However, in general we can conclude that everyone agreed with the last statement. This underlines the importance of school and school perspective regarding mental health issues of young people. Also the need for more tools and knowledge about mental health issues among teachers was clear.

## Local practice - Rotterdam

There are already different actions taken, also in Rotterdam. The next part of the program gave more insight in what's already done. **Marc Boes**, director of Stichting Jong and chair of POYWE, introduced Denis Wiering. **Denis Wiering** is program manager Youth Policy at the Municipality of Rotterdam. He told us that the ambition of the city Rotterdam is to have a safer environment and to have more prospects for children and young people growing up in Rotterdam. Rotterdam recently looked at protective factors and risk factors relating to children growing up more





healthily, safely and prosperous. A factor that revealed to be very important in achieving these goals are social and emotional competences. Since this relevance, there is an increase in the budget spend to improving emotional and social competences. Denis also mentioned that a challenge is the shift from a more disease and problem oriented focus to a bigger focus on competences, skills and resilience. They also want to pay attention to the prevention of mental health problems.

The programme continued with the project called Koplopers. **Szabinka Dudevszky**, research leader of the project, gave us a short introduction on the project. Koplopers is a project aimed at promoting the participation of young people with mental health issues in education, internships and work in Rotterdam. They have a group of about 7 young people with mental health issues (experienced experts) that participate in the project. Together with researchers and teachers they look at the needs of young people, this is combined with doing research. Szabinka emphasized that it is not only about empowering the skills of young people, but also about empowering the skills of society to accept people with mental health issues and offer opportunities to participate and normalize mental health issues.

Two of the young people participating in the project, also gave a contribution. Rosan van der Zee gave us a very personal presentation about herself. At first sight, it seems Rosan is a very positive and happy girl. Then she told us the story behind that image, since she experienced several mental health issues. She stated education vs. depression: what could make it difficult for her to go to school. Factors that made it difficult for her, were: mental health issues, low energy and her private life. What was interesting, is that she also told us how school could make it difficult for her to go to school. This was because of misunderstanding, a biased and/or lack of knowledge, and the protocol. And last she told us how society makes it difficult for her to go to school: stress to impress, stress to worry less and economize. To give it a more positive turn, she told us that school also does support her in different ways now, by being part of Koplopers, being a student and she is supported by her teachers. She also helps herself by facing her fears, asking for support, accepting her weaknesses and embracing her strengths, telling others about the times she fell so she can rise, she fights every single day, doesn't strive for happiness and most important: she is who she is. Her message to us is: I'm not okay, but that's okay.

Another youngster, part of Koplopers, is Peter van Embden. He has autism and wanted us to share our definition of a mental health issue. Some good personal definitions were shared, for example: 'a mental health issue is something that limits me to do what I want to do' and there was also shared that you can make a distinction between defining it as an issue or as a vulnerability. Terms like normalization, diversity and inclusion were also mentioned. Researcher and lector **Frans Spierings** then wrapped up the part about the project Koplopers. We ended this first day with a dinner in The Machinist in Rotterdam.



## 1.3 Thursday 30 November 2017

On Thursday extra participants were welcomed. This were mainly participants from the Dutch education field. **Marja Valkestijn**, programme manager at The Netherlands Youth Institute opened this second day of the meeting. We got to know our neighbour and Marja told us about the programme for Thursday. This day is divided into two parts. The first part was still about the role of school regarding the participation of youth with mental health issues. The second part started during the afternoon and was about moving over to take home messages and recommendations of the peer learning.

In the Netherlands, a new professor Youth Mental Health Promotion was appointed in October at Utrecht University. Unfortunately, she wasn't able to attend our seminar. Marloes Kleinjan prepared a presentation though, these hand-outs were shared during this seminar.

### 1.3.1 Presentations of good practices

The morning started with presentations of relevant projects. The presentations are also published at this website: <https://www.mielenterveysseura.fi/en/development-projects/peer-learning-participation-young-people-mental-health-issues>

#### *See Me Scotland*

**Wendy Halliday** told us about the project See Me from Scotland. The project See Me aims at empowering young people to challenge mental health stigma and discrimination. In short, the project is about:

- Scotland's programme to end MH stigma and discrimination;
- Changing Minds, Changing Policy and Changing Practice;
- Knowledge, attitudes and values but now behaviour change;
- Focus on the settings where people face most stigma and discrimination.

People across Scotland join together to try to have an influence, to create a society where you don't have to feel ashamed about mental health issues. And where no stigmatization or discrimination takes place, based on mental health issues. The message they want to bring is: Mental health belongs to all of us. Therefore mental health needs to be normalized. Study results show that still a lot of stigmatization and feelings of shame take place. There are multiple actions taken to achieve the goals. Among others, they are implementing the education and young people programme at schools, what's on your mind packs, It's OK campaign and a whole school approach with 7 pilots across Scotland. The next step is writing an evaluation of the pilots. Wendy will share this with us once its available. They also want to pay more attention to parents and communities.

#### *Enlight Malta*

**John Cachia** from Malta introduced the project Enlight. The project was developed in reaction to two tragic accidents that happened, involving young people with mental health issues. Psychology teachers and psychology students from OOPS (Organisation of Psychology Students) started together the project Enlight.



Enlight consist of two parts:

- An intensive mental health promotion and awareness campaign at school, to tackle the issue of stigma.
- A free walk-in clinic on campus, this will offer students a safe space to seek support and help.
- The benefits of the project include:
- Social impact. This project will not just impact directly the school, but also indirectly all of Maltese society.
- Prevention: this project will prevent slight disorders from becoming fully-fledged dysfunctional behaviours.
- Resiliency: Enlight will help youth become more resilient and contribute to society, rather than depend on it.
- Social mobility: people from low socio-economic backgrounds are at a higher risk of developing mental health issues, by providing free services they are helped moving up the social hierarchy.

At the moment, a pilot project is going on at the only post-secondary school in Malta. The ultimate aim is to expand this project nationwide for youths. Furthermore, Enlight won the Social Impact Award of Malta in 2017. John Cachia showed us the movie from the final of the award competition, where Enlight is presented. The movie can be found here:

[https://drive.google.com/file/d/1JsEoEs5sEzvjRrN7clyFX2EKDWTtoHqjS/view?usp=sharing\\_eil&ts=5a10913d](https://drive.google.com/file/d/1JsEoEs5sEzvjRrN7clyFX2EKDWTtoHqjS/view?usp=sharing_eil&ts=5a10913d).

### *School and Youth work Finland*

**Suvi Lappalainen and Mari Ruusuvoori** told us about school/youth work projects in Finland. The Kanuuna Network is a Finnish network of local government youth work. The Network was established in 2007 and is supported by the Ministry of Education and Culture.

Its main activities are:

- to support peer learning in youth work and youth policy;
- to carry out research and development projects and;
- to function as an advocate and expert of youth work and young people.

The Kanuuna Network also runs thematic networks and one of them is Youth Work at School – Network. About 30 youth workers from about 20-25 cities participate in the Youth Work at School - Network meetings and the yearly seminar reaches 100-350 teachers, principals, youth workers and public officers. Regarding youth work, youth work and school are getting closer. Youth work at school is increasing and youth work is performed in every upper comprehensive school in Finland. There are different ways in which youth work is performed at schools, an example is Everybody goes to School. In this project, youth work is part of the official school schedule. In some municipalities youth workers work fulltime at the school. In the City of Lahti, there is a fulltime youth worker in every upper comprehensive school. Mari Ruusuvoori is teacher in Lahti and told us about her experiences with youth work in school. Youth workers at school in Lahti have their own room and students can come to that room. She told us that youth workers are always there for the students and that usually they are the first ones that know what's going on with students. Youth work activities are for example aimed at building team spirit, which is really important in Finland.



## *School as Workplace The Netherlands*

Last but not least, **Janneke Metselaar and Alef Sies** told us about the Dutch project School as Workplace. School as Workplace (SAW) is a method of supporting students and a cooperation between the vocational school ROC Friesland College, social work and NHL University of Applied Sciences.

The aims of the method are:

- Early signalling to prevent more severe problems and early school leaving;
- Support coaches in signalling barriers/problems of youngsters in behaviour/social and other issues which effect their school career;
- No gap between school and care.

The school as workplace worker (a youth worker or social worker) offers support at The Friesland College. The school as workplace worker can be called or contacted for support, but is also present at school every week. The School as Workplace worker helps you to solve questions and if necessary arranges extra care inside or outside the school, collaborates in the school with many organisations, and establishes the connection between school, youth worker/coach and the extra care when needed. In the meantime, the first impressions of the method are clear.

There are still some mixed experiences with the approachability of School as Workplace, there are some students that do not know how to contact SAW. Besides, it became clear it is important to have a good connection between the teacher/coach, SAW worker and the student. Also peer coaching should be more encouraged, when this is possible. The next phases of the method are developing tools with students in Communities of Practice and a broad evaluation.

Alef Sies also showed us a short movie, which gave a good impression of the method. You can watch the movie here: <https://vimeo.com/198969928>.

### **1.3.2 Group discussions on the role of school**

To discuss the role of school and the cooperation between school, mental health services and youth work more in depth, we split into groups. In these groups, do's and don'ts regarding the role of school and this cooperation were formulated. After interesting group discussions, the do's and don'ts were presented per group in plenary. A lot of do's and don'ts were presented, here is an impression of the main do's and don'ts that were mentioned by multiple groups.

#### **Do's:**

- Use a common language and understanding.
- Educate teachers about mental health, you can use experienced experts therefor and let teachers be aware of their own mental health.
- Make sure that all voices are heard, also the voices of students.
- Keep offering perspective and don't only focus on the negatives.
- Normalize mental health issues.
- Talk about students in their presence, talk with them, not about them.
- Be aware of stigmatization.
- Make sure a social worker or youth workers is present in the school.
- Have cooperation with others and different professions.



- Mental health services should inform young people and should be accessible, visible and effective.
- Create a safe, open and non-judgemental environment to talk about mental health
- Be sensitive to cultural-diversity.
- There needs to be a plan to get young people back in school, the youngster should also be involved in making this plan and managing it.
- Do connect and discuss with young people.
- Empower young people and build resilience, by for example preventive programs.
- Share expertise and information with each other.

#### **Don'ts:**

- Don't forget to inform each other.
- Don't ignore mental health.
- Don't let a young person just drop out of school.
- Don't only focus on success.
- Don't use youth work only for corrective work.
- Don't ask young people for ideas if you don't use them or ignore them.

### **1.3.3 Key messages**

This is a list of key messages that the participants of the Peer Learning formulated during the meeting in Rotterdam. Many of these messages have been formulated in recommendations. They have been taken up unedited in this report because they express the multiple ideas and thoughts that have been shared by the participants.

#### Giving voice (participation)

- Overall youth participation in decision/policy making
- Participation of people with lived experience of mental health
- Participation not only for problems, but also for solutions
- Participating with professionals
- Mental health services are young people's rights! Who is accountable?
- Include young people molding the services
- Meet young people where they are: safe spaces, online, peer-support
- Take young people seriously by reaching out to them
- As a professional: keep using young people and peers to see through your blind spots
- Involving experienced experts in informing youth services and taking them seriously
- Everything above: with young people!

#### Promoting mental health (well-being) and beating the stigma

- Deloading the concept of mental health (remove the negative aspects like fear, etc.)
- Use common language
- Support young person's strengths
- Fund and invest to the future of youngsters' now
- We all have mental health, the subject involves everyone
- Important to show understanding and listening, even if you can't help



- Mental health education and skills should be as important at schools as the academic parts
- Meeting and sharing mental health issues and ideas is a key answer
- Issues or problems are not a 'death sentence'
- How we talk about mental health (like physical health) makes it seem more natural
- Social and emotional capabilities
- Focus on mental health, but also mental well-being (change the language to how we talk about it)
- Research: relating to youth mental health, not only from a psychological point of view, but a sociological point of view
- Embrace diversity
- We're all mental vulnerable, acknowledge this

#### Partnerships youth work / schools / mental health services

- Schools as a multi-professional working place
- Enhancing partnerships
- Different fields of mental health work should be integrated more
- Include schools and services to have data from hospital wards
- Integrated approach: young people, service providers, teachers, youth workers, relevant professionals
- Preventing rather than reactionary
- Clear division of roles of a youth worker in a school setting/strong job-identity (no teaching-assistant)
- Equality-equity: making services accessible (sometimes they provide more for certain people)
- Bring services together: naming what one can do (for example: youth worker bridging between therapy and school)

#### Education and training of professionals in mental health well-being / awareness

- Recognition of youth work as a profession, valuing their skills and make it more visible using evidence-based methods
- Increasing mental health literacy and develop conversation skills
- The standards in mental health services are not equal in EU countries (some are way too low, raise the standards)
- MHFA:
- Integrated approach: young people, service providers, teachers, youth workers, relevant professionals
- Different contexts for different people
- Include in formal education system
- Talk about mental health, more awareness, more attention
- Create space for different expertise, exchange to position organizations, make clear what each organization's qualities are
- Clear the role of youth work: (1) safe spaces (2) small groups (3) building resilience (4) advocate for services (5) resources
- Connecting young people to services
- Encourage mental health professionals to be vulnerable
- Educate professionals with knowledge of experienced young people
- Acknowledge professional qualities



- Youth work needs to claim its space

#### The positive use / role of social media

- The local work must be affected by the discussion in #PLMH2017-series
- Use the modern media, young people communicate differently: chat, e-games, etc.
- Focus on cyberbullying
- Empower parents

#### Law/policy-aspects

- Change society laws to be more inclusive
- Look at it from a rights focus, instead of a problem focus
- Establish a national plan for each country
- Establish cooperation between ministries, sectors and countries

*This part is the end of part 1, which was about exploring what young people's needs are and what support they need to be able to stay in and return to school. Also a part of the recommendations were presented in this report. Further take home messages are taken up in the final report.*







## 2 Programme 'Participation of Young People with Mental Health Issues'

Peer learning third seminar | Rotterdam 29 November – 1 December 2017

*Wednesday 29 November*

- Before 14:30**      **Registration (<https://www.bilderberg.nl/en/rotterdam/parkhotel-rotterdam/>)**
- 14:30                  Opening of the seminar #PLMH201  
Welcome by Mrs Bonita Kleefkens, Ministry of Health, Welfare and Sports
- 14:45                  Renewed introduction and Introduction of theme of this seminar (Part I) by Caroline Vink (Senior advisor Netherlands Youth Institute).  
*Exploring what young people's needs are and what support they need to be able to stay in and return to school. From the perspective of young people with support from youth work, school and mental health services.*
- 15:00                  Documentary 'Stress to Impress' and introduction by Sanne Kooiman
- 15:45                  Followed by an input of the young people (experienced experts) from Finland, Ireland and The Netherlands on their views on the role of school and the cooperation with mental health services and youth work and a reflection on the message of the documentary in interaction with the participants led by Cilia Daemen, NJR
- 16:45                  Break (drinks and snacks)
- 17:00                  What happens in Rotterdam?  
- Presentations and discussions led by Marc Boes, director Stichting Jong (Youthwork Rotterdam) and POYWE (Professional Open Youth Work Europe)  
- Introduction by Denis Wiering, program manager Youthpolicy City of Rotterdam  
- Introduction and discussion about *Koplopers*, a project for and by young people and mental health led by Peter van Empden, experienced expert with cooperation of Rosan van der Zee, experienced expert, Frans Spierings, professor Hogeschool Rotterdam and Szabinka Dudevsky, researcher Hogeschool Rotterdam
- 18:00                  Closure and preview of next day by Caroline Vink
- 19:00                  Leave for dinner in 'De Machinist' (<https://www.demachinist.nl/home>)



## Thursday 30 November

- 09:00 Start of the day – welcome to new participants and messages from the previous day by Marja Valkestijn, (program manager Netherlands Youth Institute)
- 09:15 *Mental resilience in the schoolsetting* by Marloes Kleinjan, professor Youth Mental Health Promotion University Utrecht, The Netherlands
- 09.40 Presentation of relevant projects and questions:
- Scotland: Project *See me* by Wendy Halliday, Assistant Director for Programmes See Me
  - Malta: Video of project *Enlight!* created jointly by teachers and students post-secondary higher school and introduction by John Cachia, commissioner for Mental Health
  - Finland: *School/youth work* projects by Suvi Lappalainen and Mari Ruusuvoori, youthworkers
  - The Netherlands: School/youthworkproject and Peer School Support Project Leeuwarden by Janneke Metselaar, professor NHL Hogeschool and Alef Sies, youthworker
- Marja Valkestijn introduces group discussions after the break
- 11:15 Coffee/tea break
- 11:30 Group discussions on the role of school and the cooperation between school, youth work and mental health services including the voice of the young people
- 12:30 Lunch
- 13:30 Closing Part 1 Towards conclusions: *'Discussing results, good practices and recommendations'* on mental health, youth work and schools
- 14:30 Moving over to Part II: Take home messages and recommendations of the Peer Review led by Caroline Vink
- Short update on national developments by the delegations of the 9 countries
  - What has happened in the peer review so far - overview
  - Introduction of sessions after the break by the experiences experts
- 15.45 Break
- 16.00 Sessions led by young people on key messages What are the key messages that we can formulate from this peer learning trajectory?
- 17:15 Wrap up by Caroline Vink



- 18:30 Departure for dinner
- 19:00 Dinner In Umayma (<https://fenixhouse.nl/umayma/>)

### *Friday 1 December*

- 09:30 Discussion on good practices and recommendations plenary introduction by Marja Valkestijn
- 09:40 Selection of the best practices from Amsterdam, Helsinki and Rotterdam in working groups
- 10:15 Discussing in the same working groups on recommendations on the subjects:
  - Giving Voice (participation)
  - Promoting Mental Health (well-being) and beating the stigma
  - Partnerships youthwork / schools/mental health services
  - Education and training of professionals in mental health well-being/awareness
  - The positive use/role of social media

Recommendations for: Youth(organisations); Professionals in youth work, healthcare and education; Administrators and sector associations in youth work, healthcare and education; Central government and local authorities and EU.
- 11:30 Break
- 11:45 Plenary presentations of Top 10 good practices and recommendations. Closing of the seminar, looking back at the past seminars and looking forward: follow up activities led by Caroline Vink
 

Closure by Mrs Christie Stiphout (Dutch Ministry for Health, Welfare and Sports) and Mrs Seija Astala (Finnish Ministry of Education and Culture), Initiators of the Peer Learning Trajectory
- 13:00 Lunch and departure



## 3 List of participants

### Present from Wednesday 29 November to Friday 1 December:

#### *The Netherlands*

Marc	Boes	Poywe / Stichting JONG
Monika	Boheemen, van	Scouting Nederland
Cilia	Daemen	NJR
Paul	Gelissen	NJR Project Hoofdzaken
Inge	Gerrits	NJR Project Hoofdzaken
Jolanda	Manen, van	Nederlands Jeugdinstituut
Janneke	Metselaar	NHL Hogeschool Leeuwarden
David	Mulder	NJR Project Hoofdzaken
Peter	Pieters	Nederlands Jeugdinstituut
Ernst	Radius	Sociaal Werk Nederland
Alef	Sies	WELLZO / School als Werkplaats
Christie	Stiphout	Ministry of Health, Welfare and Sport
Marja	Valkestijn	Nederlands Jeugdinstituut
Djieuwke	Verseput	GGZ Nederland
Caroline	Vink	Nederlands Jeugdinstituut
Evelien	Wagemakers	MHFA Nederland
Auke	Zandstra	Fact Jeugd Fryslan
Nicole	Zandt, van der	NJR project Hoofdzaken

#### *European Commission*

Michalis	Moschovakos	European Commission - DG EAC
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#### *Cyprus*

Liza	Pavlou	The YouthBoard of Cyprus
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#### *Estonia*

Daniel	Soomer	Peaasjad NGO
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#### *Finland*

Sanna	Aaltonen	Finnish Youth Research Society
Seija	Astala	Ministry of Education and Culture
Suvi	Lappalainen	Kanuuna-Network
Vilma	Mankonen	Youth Mental Health Association - Yeesi
Elina	Marjamäki	The Finnish Association for Mental Health
Fanni-Laura	Patanen	Youth Mental Health Association - Yeesi
Jaakko	Rautavaara	Helsinki City Youth Department
Mari	Ruusuvuori	Kanuuna-Network
Pauliina	Turunen	Youth Mental Health Association - Yeesi



### *Greece*

Athina Anna Panagiota	Christopoulou Karkaletsis	Hellenic Ministry of Education, Research & Religious Affairs Hellenic Ministry of Education, Research & Religious Affairs
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### *Ireland*

Niamh	Lawlor	Carlow Regional Youth Service
Gavin	Morrin	Carlow Regional Youth Service
Siobhan	O Dwyer	Carlow Regional Youth Service
Sinead	O Reilly	Carlow Regional Youth Service
Rosemary	Scott	National Youth Council of Ireland
Kathryn	Wall	Carlow Regional Youth Service

### *Malta*

Brian	Magro	Agenzija Zghazagh
John	Cachia	Commissioner for Mental Health

### *Romania*

Alina	Dihoru	Ministry of Youth and Sports
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### *Scotland*

Wendy	Halliday	See Me
Amy	Woodhouse	Children in Scotland

## **Present on Wednesday 29 November:**

### *The Netherlands*

Bonita	Kleefkens	Ministry of Health, Welfare and Sport
Sanne	Kooiman	Stress to Impress
Frans	Spierings	Koplopers
Marijke	Winters	Koplopers
Rosan	Zee, van der	Koplopers
Peter	Empden, van	Koplopers
Szabinka	Dudevszky	Koplopers
Elwin	Goedgedrag	Koplopers
Thaisja	Suart	Koplopers
Channela	Jomes	Koplopers
Denis	Wiering	Gemeente Rotterdam, Jeugd & Onderwijs

## **Present on Thursday 30 November:**

### *The Netherlands*

JaapJan	Boer	Samen Sterk zonder Stigma
Adrienne	Buschmann	Grafisch Lyceum Rotterdam
Marrit	Engelsman	Samenwerkingsverband VO Waterland
Wim	Gorissen	Nederlands Jeugdinstituut
Rogier	Greebe	Choice Training
Eline	Haandel, van	Samen Sterk zonder Stigma
Tarik	Hamdiui	Rijnstad



Marloes	Kleinjan	Trimbos Instituut
Melvin	Kolf	Rijnstad
Joris	Lemckert	Tabor College, locatie d'Ampte in Hoorn
Leontien	Los	Brijder- jeugd en ipsy onderdeel van de Parnassiagroep
Anja	Manse	Yulius
Younes	el Mghari	Choice Training
Ellis	Mulder	CVO Accent
Andy	Oppong	Welwonen
Marije	Paas	Yulius
Helmie	Ramakers	Ministry of Health, Welfare and Sport
Quirine	Ritmeester	Einstein Lyceum Rotterdam
Ilse	Roebroek	Einstein Lyceum Rotterdam
Diana	Ruiven, van	Flexus Jeugdplein
Kim	Snoek	Samenwerkingsverband VO Waterland
Sarah	Vels, van	Flexus Jeugdplein / STC / Talmaschool
Barbara	Visser	Brijder- jeugd en ipsy onderdeel van de Parnassiagroep

