

forums, consulting and workshops were offered as a part of the project. The extensive material developed in the project can be used in group sessions and career guidance in secondary level institutions. The guide and material packages are available [here \(in Finnish\)](#).

### Evaluation of results:

Even though there are no exact numbers available, there were many cooperating institutions involved in the project: Finnish National Agency for Education, Keskuspuiston ammattiopisto VET institution, Suomen Mielenterveysseura organisation, Leppävaara high school, Niilo Mäki Institute, Optima institution, Sataedu vocational education centre, Business College Helsinki, Tampere University of Applied Sciences Teacher Training Centre (Tampereen ammatillinen opettajakorkeakoulu) and Vantaan vocational institution Varia. These large institutions ensured that the results were widely disseminated.

The Hyvinvoiva oppilaitos (“Well-being institution”) model and training material is very comprehensive and therefore it is transferable and can be used in many different education and training situations and utilised by mental health experts in their daily work with young people.

### What makes it a good/best practice?

There were many institutions involved from teacher training institutions to vocational training institutions and expert organisations, and therefore the results of the project were well disseminated. The Hyvinvoiva oppilaitos (“Well-being institution”) model and training material are comprehensive and innovative support materials, and can be used in varied education and training situations by mental health experts and career advisers working with young people.

Other information	Project <a href="#">website</a> <a href="#">Materials available</a> Available in Finnish.
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## vi. Manual for preventative work with adolescents - Slovenia

Organisation	The National Institute of Public Health
Location and timing of practice	This manual was created in 2019 in Slovenia and updated from the 2010 version with additional resources, adapted activities and newer information. It is freely available online.



<p>Title and link to resources</p>	<p><a href="#">Manual for preventive work with adolescents</a></p>
<p><b>Objective:</b></p> <p>The Manual covers a series of workshops to be used by teachers who work with 13-17 year olds, to help them support their students in developing and strengthening social and emotional skills as well as self-image.</p>	
<p><b>Detailed content:</b></p> <p>The manual starts by introducing the concepts of mental health and associated preventative work, as the presented workshops are aimed to highlight social and emotional skills to help prevent mental health issues arising. It then describes the importance of developing a positive, realistic self-image when growing up and highlights and explains the role that teachers have in supporting young people in developing these skills and mind set.</p> <p>The section on workshops starts by explaining the best way to embed workshops into school by involving management as well as teachers in their implementation and delivery. Instructions for teachers about the preparation, implementation, methods and completion of workshops is also provided.</p> <p>The majority of the manual is dedicated to the workshops themselves. There are 10 workshops in total (2 related to self-esteem and personal image and the other 8 related to life skills) which address areas of experience, behaviour and life management. These cover the areas of:</p> <ul style="list-style-type: none"> <li>● Respecting and accepting yourself</li> <li>● Goal setting - promoting motivation, diligence and persistence</li> <li>● Cooperation and the required skills of adaption, coordination and compromise</li> <li>● Problem solving</li> <li>● Dealing with stress</li> <li>● Thinking positively and how to recognise negative thoughts and change your method of thinking</li> <li>● Decision making and taking responsibility for decisions and their consequences</li> <li>● Recognising your worth</li> <li>● Acting on your own morals and beliefs</li> <li>● Recognising, accepting and expressing emotions</li> </ul> <p>Each workshop section includes a detailed explanation of the workshop, its purpose, outcomes and direction as well as all associated worksheets and materials. Quotes are also included from students about how they rated the session.</p> <p>The end of the manual includes information about how effective the sessions have been in piloting sessions as well as additional literature.</p>	
<p><b>Evaluation of results:</b></p>	



From the 2011 version, of which these workshops are improvements of, 6,000 workshops were held and delivered to 10,000 young people between 2011 and 2018 6,000. Pilots of this version have shown that workshops have had a positive effect in strengthening mental health and developing social and emotional skills on both the class and individual. Students feel that they are better at dealing with problems and relationships and teachers agree that relationships between pupils improved.

The main strengths of the workshops are the collaborative nature of the activities as well as the opportunity to express personal views and exchange them with classmates and teachers. However, the overall impact of the workshops was not as strong as initially desired, although there has been a positive result.

### What makes it a good/best practice?

This manual builds on existing workshops from 2011, as well as 2 decades of public research, with upgrades made in accordance with feedback and findings from school evaluations, which ensures that they are as useful as possible. Further findings have also been added to enrich the theoretical framework.

This resource is associated with an online programme which aims to help young people develop of positive self-esteem, social and communication skills and other life competencies to support adolescents in their everyday lives. This is achieved through online counselling with information for young people about their self-worth and promoting mentally healthy life skills, as well as training and activities for teachers to incorporate this into a school environment. The programme has received multiple awards, the most recent of which was the Prism 2012 national award for communication excellence.

Other information	Website: <a href="http://www.tosemjaz.net/">http://www.tosemjaz.net/</a> Available in Slovenian.
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