**yMIND Final Outcome Brochure**

Seven Case Studies with Evidence on Good Practice Models

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Project No 580232-EPP-1-2016-1-DE-EPPKA3-IPI-SOC-IN

# Introduction

The two-year yMIND project adapted and implemented two innovative good practice models for social inclusion through education. They interlinked the themes of diversity, gender equality, bullying and violence prevention in formal and non-formal education settings in Austria, Bulgaria, Germany and Greece:

* Good practice model one (GP1): Comprehensive diversity competence training in schools
* Good practice model two (GP2): Popular Opinion Leader (POL) training for prevention of gender-based violence within target community settings

The two training models taken to scale support young people to tackle issues of bullying, discrimination, and violence. At the same time young people learn skills in communication and collaboration. In many respects yMIND can be seen as a Learning to Learn intervention.

These seven case studies from the yMIND project capture key aspects of practice, and what these practices can achieve in terms of learning. Case Study One looks at the ways in which questions of behaviour are brought to the surface by discussing yMIND themes, and how practitioners encouraged better behaviour. Key to this was improved communication and communicative skills – the subject of Case Study Two. Case Studies Three to Six explore aspects of the project from the perspective of our specialist partners in the four EU countries. Case Study Three describes the impact at an individual level of Popular Opinion Leader as it was carried out by the Austrian Women’s Shelter Network (AÖF). The lessons learned from the implementation of Popular Opinion Leader in Bulgaria by HESED is described in Case Study Four. A core aspect of yMIND was the eliciting of thinking and discussion through effective questioning, a feature implicit in all activities, this is touched in Case Study Five, drawing on the experience of SPI Forschung in Germany. Case Study Six relates the importance of paying attention to the wider cultural context of diversity, and how parents can be involved in the process, as the experience of ACTION Synergy in Greece showed. Finally, Case Study Seven illustrates how the yMIND continuing professional development (CPD) model incorporates features of effective teaching and learning.

These case studies were created by Colin Isham as part of the external evaluation of yMIND

### For more information on the yMIND project, visit our website at: [*http://www.youth-mind.eu/*](http://www.youth-mind.eu/)

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##### Case Study One - Improving behaviour

*The ultimate aim of yMIND is to create greater tolerance and improved relationships between children and young people of different genders and from different backgrounds. In most cases this has meant challenging existing group norms to get children and young people thinking differently about themselves and those around them. While yMIND activities have been effective in achieving this, such challenges to norms do not come without cost - including in the form of disruptive behaviour. Practitioners delivering yMIND came to understand this as part of the learning process that needed to be managed, as young people were given freedom to determine their own contribution to learning activities. Practitioners developed strategies to help young people interact more positively with each other, to the extent that yMIND can be considered a ‘behaviour for learning’ intervention.*

*This case study describes some of the disruptive behaviour which occurred and the strategies participating practitioners recommended.*

###### What kinds of problematic behaviour did practitioners encounter?

By no means did problematic behaviour manifest itself in all yMIND sessions, nor consistently across all sessions with the same group, or with the same young people. Where it did occur, it could be in the form of:

* Verbal abuse
* Disorderly communication – students talking over each other
* Non-adherence to session rules.

While disruptive behaviour such as this undoubtedly put strains on practitioners and other young people, it was often symptomatic of deeper-seated behaviour and relationship problems, which needed addressing. Ironically, such behaviour was an indication that it is precisely with these groups that the yMIND intervention is most needed.

In the next section are some of the strategies practitioners deployed to improve behaviour.

###### How did practitioners encourage better behaviour

Starting from where the young people are

The topics covered by yMIND have the potential to elicit a range of emotions from young people: they may be embarrassed by them, find them a source for jokes, and in some cases be affected by them personally. For this reason, some preparation was required before young people were ready for full discussion. Setting out rules was one key part of this, but also primary activities, such as expressing feelings non-verbally, for example through ‘frozen images’, helped young people move gradually into the topic.

Setting out and returning to rules for interaction

In nearly all sessions, practitioners discussed and formulated rules with children and young people for conduct in the session, and returned to these when the flow of the session was disrupted through bad behaviour. The more practitioners invited young people to formulate and apply the rules, the more they were supporting the principle of activating leaners as owners of their own learning.

Establishing small group work

Young people’s frustration to participate was reduced, and practitioners were better able to focus attention on where bad behaviour was happening by dividing a class into smaller groups. As long as young people were clear about what they needed to do, this worked well. It also helped if more than one practitioner was present to facilitate small group work.

Understanding that noise in itself is not an indicator of bad behaviour

Practitioners had to use their judgement carefully to decide if discussions were getting out of hand, and if so, call young people back to the rules. Noise of itself was not an indicator of bad behaviour, after all young people were getting used to finding their voices, how to handle interaction on sensitive topics, and learning to develop self-regulation. Practitioner intervention at the wrong time could easily squash this.

Holding your nerve

Supporting young people to change their behaviour took time, especially when they inhabited environments that provided few role models or structure:

*The class seemed to me to be a melting pot for frustrated, refusing, and acting out coping strategies. Respect to each other is hardly given, has to be slowly learned and modeled, it is a challenging, effortful task for the teacher. It takes a long time. (German practitioner)*

However, the experience of yMIND practitioners was that perseverance brought results and as long as they were consistent in their approach, young people responded over time, and behaviour did improve.

##### Case Study Two - Improving communication skills

*At its essence yMIND is about dialogue as the antidote to the violence, bullying and discrimination the intervention tackles. It was therefore inevitable that improving the communication skills of participants emerged as a key theme in the delivery. While this demanded patience, perseverance and skill from practitioners, it became clear from practitioner logs that given the space, responsibility and coaching to discuss these topics, young people became more confident and skilled in communication.*

###### What did good communication look like?

Communication was poor when young people disrupted discussions, and made jokes and abusive comments. Communication was good when young people were comfortable to talk openly about the topics of discrimination, violence and bullying. Many of the groups participating in yMIND made the transition from poor to good communication to some degree over the course of their participation.

*The children expressed their very personal thoughts and did not believe that in so little time they would feel so comfortable to express themselves freely. (Greek practitioner)*

###### What hindered good communication?

Several factors were identified as hindering good communication, including:

Young person’s lack of confidence

A fear of exposing one’s thoughts to a wider group

When the focus of the discussion moved from a general handling of the topic, to individuals talking about themselves.

In addition, practitioners had to be careful not to dwell too long on any particular activity, and pay attention to when young people were ready to move on, or have a break. Being ready to adjust the plan for the session to increase energy, or allow more time to develop particular skills or themes, was an important feature of the good handling of yMIND sessions.

###### How was good communication achieved?

Several of the strategies described in case study 1. *Behaviour* on how to create the conditions for good behaviour in classroom interaction are prerequisites for good communication too. In addition, practice showed how good communication was achieved within the context of yMIND.

Motivation to talk

The themes of yMIND are intrinsically of interest to young people. While the topics themselves can be delicate to handle, all indications across the project were that this was something young people did want to talk about – activities engendered debate and enthusiastic participation. yMIND can therefore be seen as a good topic area on which the development of communication skills can be based.

*Compared to previous sessions, the group participates much more active in the session. In the “Harassment at School” exercise, everyone had opinions on the cases they wanted to express. (Bulgarian practitioner)*

Breaking classroom norms for communication

What became clear in several cases was how regimented students’ habitual classroom communication was:

*All students raised their hands (as if in normal lessons) to indicate they would like to speak. Thus, open-ended questions were received with 25 hands in the air – not quite an easy task to solve. (German practitioner)*

In many cases, the problem was solved by dividing students into smaller groups, or using activities to structure conversations. In both cases, the teacher moved away from being the central focus of classroom interaction, and so responsibility for leading communication was devolved more among young people.

Create some distance to enable young people to talk about the subjects

While there were many occasions on which young people were prepared to talk about the behaviour of classmates, members of their family and wider social group in relation to the topics of yMIND, in other cases the themes were too close to home. yMIND activities provided the distance required to depersonalise discussions, including simulation and role playing:

The fact that I played the victim helped to express thoughts that existed across the classroom about our theme. (Greek practitioner)

In this way, yMIND offered a staged approach to handling the topics of discrimination, violence and bullying, until eventually young people were in a position to conduct very involved and productive discussions on its subject areas.

##### Case Study Three - Countering a discourse of male dominance

*yMIND partner AÖF worked with a cultural centre supporting immigrants and refugees in Vienna to offer and deliver Popular Opinion Leader (POL) to women who attended the centre. For the most part, the participating women originated from mainly Moslem countries.*

*yMIND partners have applied POL in new contexts, centring on the potentially sensitive issue of gender discrimination. This focus on social relations, as opposed to health improvement, as in the original POL programmes, has created real challenges for partners in the implementation of POL. This has been no different in AÖF’s experience, where original interest among a number of women did not translate into participation in the sessions, attended by four, three and finally only two participants. Nevertheless, three stories from this group illustrate how POL training can provide the impetus and support to challenge deep-seated discrimination.*

###### Tiya

Between training sessions Tiya engaged in a conversation with a male friend about the POL topic, and was surprised to find out that he himself had been violent towards his wife. This was something new to Tiya. The friend had in fact been so violent, he was placed under an order by the police, and forbidden to return home for fourteen days. After the conversation Tiya saw the friend in a different light and began asking questions about why she hadn’t noticed this herself and seen the signs.

###### Lateefah

Lateefah engaged with the theme of gender discrimination with enthusiasm from the first session. She took to heart the training and applied what she had learned between sessions, as foreseen by the model. As with Tiya, Lateefah engaged in conversation with a male friend about the topic of gender equality, and as with Tiya, she was surprised to find he had an underlying assumption that men should dominate in a relationship. In his opinion, a woman should not go to work once she is married. This was something Lateefah could not agree with: ‘I can’t say it’s violence, but I can’t accept it. This is my life, and I want to decide for myself what I do’.

As a result of the training, both Tiya and Lateefah found out more about the attitudes of male friends, and began reappraising their relationship towards them accordingly.

###### Afsana

Afsana found that negative attitudes towards women in her country of origin could surface again in different forms in Austria. She spoke of women in her country of origin not finding refuge with the police if they suffered violence at home, but rather police asking husbands in such cases why they didn’t keep a closer eye on their wife. Discrimination in her workplace in Austria took a subtler form. Here she found that when she spoke up about a male colleague touching her thigh, that she was then ostracised for being ‘too sensitive’. The man found sympathy as the victim, while Afsana in the end left her job because the atmosphere has become hostile towards her. Afsana continued to have difficulty in the workplace, which underlined the challenges women can face in standing up to discrimination.

*In all three cases it is clear the young women were motivated to attend the POL training because gender discrimination played a significant role in their lives. The yMIND intervention provided a basis from which they could explore the issue in more depth and start taking a stand.*

Case Study Four - Learning the lessons from implementing Popular Opinion Leader

*Our Bulgarian partner, Health and Social Development Foundation (HESED), was our specialist in adapting the Popular Opinion Leader (POL) model to enable peer prevention of gender-based violence at the community level. The approach within the context of yMIND saw participants identified as ‘***popular’** *in their social group, invited to training, and then coached as they conducted conversations about the issue in their social circles[[1]](#footnote-1). This case study considers lessons learned by trainers as they implemented the approach over two iterations in the Bulgarian Roma community in Filipovtsi.*

###### Lesson one: allow time to develop confidence, skills and mindset

The primary lesson from all yMIND interventions is that changing mindsets is a challenging undertaking, that requires time and perseverance on the part of facilitators. Within the POL programme in Filipovtsi, this was particularly the case. In effect, trainers were looking to change thinking on deeply embedded cultural norms and behaviour.

Facilitators may have been disheartened by the fact that participants: were disruptive or did not engage, especially in early sessions; promoted a pro-violence message in sessions; did not speak between sessions with those people they planned to:

*I think it is in the order of things a man can slap his wife, especially if she embarrasses him in front of other people (Filipovtsi male POL)*

Nevertheless, green shoots of discourse and behaviour indicated change was happening: as training progressed, participants engaged increasingly in the process; pro-violent messages were countered by other participants, beginning an analysis of behaviour based on reason; and participants did discuss topics with family members outside of sessions, possibly as a prelude to speaking with friends.

*It is important a woman should be who she wants to be – not a robot (Filipovtsi male POL)*

In response, trainers learned to adjust their expectations of the rate of change, and not be discouraged by uncooperative or disruptive behaviour, but to focus on where changes and positive behaviour were apparent.

###### Lesson two: the popular opinion leader as upholder of cultural norms of aggression

In the first round of training in Filipovtsi it became clear that there was a potential conflict in selecting POLs based on their standing in the community where that standing was based precisely on the fact that they behaved in aggressive ways. Here the challenge for facilitators was two-fold: encouraging an individual to risk their social standing by changing their behaviour and attitudes, and, if successful, risk having a POL who loses popularity because they challenge social norms within the group. We see here the defining difference between POL methodology to change behaviour around sexual risks and prevention, as it was applied in the United States, and POL methodology to change the cultural norms of a group which challenges fundamental concepts of identity. There is no easy solution to this conundrum, but facilitators in Filipovtsi suggested selecting POLs in future based on their dynamism and willingness to engage, and not to include those who have a track record of anti-social behaviour.

*Youngsters accept aggression and dominance of men as something normal and it is difficult to adopt messages about changing behaviour (Filipovtsi trainer)*

###### Lesson three: changing group composition to improve dynamics

****In the second series of training, therefore, facilitators thought carefully about the composition of the group. This time, there was a radical shift in gender balance, from the original all-male group, to a mixed group of females and males. In addition, five participants brought with them existing experience of working in groups. As a result, sessions ran a lot more smoothly, with the group engaging in the difficult issues in greater depth and at an earlier stage. Participants from the second training made far greater efforts to engage friends outside of training sessions, with several instances of success in changing opinions, but also a chance to analyse in depth where conversations had not gone well.

*In contrast to the taboo topics in the community, the group has managed to build a confidential environment in which to talk about violence, share personal experiences and rethink behaviours. (Filipovtsi trainer)*

Case Study Five - Effective questioning to promote social competence

*One of the elements of effective teaching identified in the evidence review carried out for the external evaluation[[2]](#footnote-2) was ‘Effective questioning’. This can be defined as questioning which:*

Causes students to think

Facilitates high standards of learner outcomes

Provokes responses that inform the teacher about what to do next

Importantly, effective questions create the space for young learners to explore the complex issues that are the focus of yMIND. When they are framed well, open questions guide young people through the ambiguities that discussions on cultural norms inevitably raise.

‘Effective questioning’ is not necessarily in the form of a question. Many yMIND activities represent effective questioning in the way they prompt students to think in detail about their perspectives and behaviour. The examples from sessions in Berlin below show how this can happen and invite you to consider how you would help young people address problematic behaviour and attitudes while strengthening their social skills.

###### Scenario 1 – Eliciting and addressing relationship norms

A simple activity to get pupils thinking about their feelings and behaviour towards others is *All those who*. Here, the practitioner reads out a statement, such as: ‘in order to feel good in this class, I need to be: listened to / not offended / not shouted at’ etc, and students should stand up if they agree, remain seated if they disagree. The teacher then asks the students to explain why they have stood up or remain seated.

In one Berlin primary school, some boys reacted with indifference to statements about what makes them feel good in class: ‘I don’t mind if someone insults me’. Other boys reacted agitatedly and made gestures as if they were hitting someone who had offended them.

Where would you take this as a practitioner?

*In this case, the activity revealed problematic behaviour and attitudes, and the need to address these if relationships in the classroom were to improve. What follow up activities might you implement to help the pupils in this class address this? Returning to classroom rules, for example, may prompt young people to re-evaluate certain behaviour, while also making the rules meaningful in a real context. You may also build consensus over what problematic behaviour and attitudes is, in this case, asking pupils to write down insults they have heard in class. These could then be shared in small groups, asking pupils to explain why they might upset a clas mate, and how it feels to be at the receiving end.*

###### Scenario 2 – Exploring the issue of bullying and the need to feel safe

In a second primary school, pupils engaged in the *Exclusion* activity. Here, a volunteer leaves the room, while the rest are briefed on how to behave on their return (staring at the volunteer silently, crossing arms). After the exercise, the volunteer is asked to explain how it felt. The following discussion explores the nature of bullying and the different roles in it. .

After this exercise, the pupils began sharing their experiences. One pupil described how others had taken their bag and turned it upside down so all the contents fell out.

Where would you take this as a practitioner?

The information about classroom behaviour elicited in this example may seem innocuous to the pupils, but for the victim, having your school things turned out of your bag is likely to be very unsettling. How could this anecdote be turned into a focus of learning for improved behaviour for these young people? It could be developed, for example, to explore in more depth the theme of security. ‘What does a sense of insecurity mean for your day-to-day life, for your learning?’ ‘What needs to be in place for you and your classmates to feel safe?’

 *Scenario 3 – Developing confidence to explore sexuality in depth*

In a Popular Opinion Leader (POL) session at a secondary school, seven female volunteers engaged with a series of open questions about sexual relations, eg: ‘What is sex?’, ‘Why do some boys fall in love with boys and girls with girls?’ To speak openly in a group about these issues took these girls out of their comfort zone, but once in discussion they themselves raised and explored additional questions, eg: ‘How can I know the moment is right to have sex?’, ‘Can a man who is homosexual have sex with women?’

Where would you take this as a practitioner?

*How ready are your students to broach topics of sexuality that for them could be embarrassing or even a taboo? How might you organise a session so they have the support to do so? Practitioners leading on POL worked with volunteers, in the expectation they may influence the way peers think and talk about gender and sexual issues. An alternative might be to provide choice of a range of open questions with varying degrees of sensitivity, so that young people not ready to broach very sensitive questions, might discuss some of a more general nature instead.*

##### Case Study Six - The case for parental engagement in Greece

*The themes of yMIND strike at the heart of the racial and gender discrimination that too often appears across all societies. As people seek stability in traditional beliefs and institutions, alternative ways of life can challenge their world view and can be unsettling, provoking resistance. In Greece, for example, leaders and practitioners who were introducing yMIND found they had some work to do to take parents and religious leaders with them.*

###### The issue

Greek partners found that the role of parents in determining whether yMIND could be successfully implemented or not, could not be underestimated. In some cases, parents refused to allow their children to participate. In other cases, young people themselves voiced in class attitudes from home, that homosexuality, for example, was against their religion.

###### Adapting the approach to make the topics more accessible

On a practical level teachers simply selected out activities which would have brought the discussion onto the controversial topics:

*We have dropped some suggestions on religion and homosexuality because we have reactions from parents who would not allow their children to participate in the action. These issues require more time for students to prepare and develop a relationship with us so that there is freedom of communication and trust between us. Messages can be passed on without specific reference to sensitive sections.*

###### Engaging parents

Other practitioners and leaders made the suggestion that schools and practitioners could do more to involve parents, to overcome this distance:

*I want to extend education and exploit the school’s potential to benefit parents too*

*Also, parents’ and guardians’ [care givers] clubs should also be involved in order to sensitize students’ parents*

Such sentiments align with guidance given by the framework of effective teaching and learning, created for the yMIND project:

*Involving learners and parents or guardians, in addition to school staff, creates a*

*culture of shared responsibility for school issues, which is characterised by mutual*

*support among all stakeholders.*

The case for parental involvement was supported by seven of the fourteen studies included in the literature review[[3]](#footnote-3).

###### Broaching controversial topics

Where issues are controversial, or run counter to religious or cultural beliefs, this clearly presents a challenge for practitioners - especially where these are reinforced by an authority, such a church establishment. How should they sensitise children on these subjects, without provoking a negative response more widely?

Some Greek practitioners did this by adapting the approach. In any case, the resources and activities for yMIND are designed to bring children and young people into the subjects gradually. Often they begin with a general discussion of discrimination, and in this way lead to a greater understanding of discrimination against particular groups.

For example, the ‘Do qualities have a gender?’ activity (no 12 in the diversity competence training handout[[4]](#footnote-4)), supports an exploration of the cultural construction of gender, the fluidity of the concept and how individuals do not fall into clearly defined categories of ‘male’ and ‘female’. Through such an activity, practitioners do not need to directly confront firmly held views, but begin the process of reflection and questioning – habits which also have value for education more generally.

###### Involving parents

Involving parents in their children’s education provides multiple benefits, and yet it is something schools on the whole find difficulty in achieving. How practitioners go about involving parents will depend on local circumstances, attitudes and what opportunities are in place, but some starting points include:

Use the process of gaining consent from parents to discuss yMIND themes with their children to begin the conversation of their importance

Setting homework for pupils which requires them to speak with parents or other family members about the themes discussed in class – a selected yMIND activity might be suitable for this (eg the personality molecule, crumpled onions)

Discuss in general terms at parents evenings the topics children have been exploring

Invite parents to the whole school event element of yMIND, to involve them in the discussions, for example by exhibiting the creative materials their children have produced

##### Case Study Seven - How the yMIND ‘capacity building’ model supports professional development and learning

*Continuous professional development (CPD) and taking practice to scale are well researched areas in the field of education. In order to be able to evaluate the capacity building element of yMIND, and also to support partners as they developed training for yMIND, a framework for effective CPD and taking practice to scale was created based on international research[[5]](#footnote-5). The first two elements of the framework: ‘a clear moral purpose’, and ‘a focus on a specific set of problems for a specific set of learners’, are integrated in the conception and design of yMIND. In this case study, some of the practice and design features of the yMIND training model are described to illustrate how fie of the other elements formed a part of the project.*

###### The yMIND capacity building model

Combination of specialist input AND coaching

The yMIND model accommodates specialist input and coaching over time. The main face-to-face component for practitioners is the capacity building workshop. This is wrapped around with opportunities for practitioners to observe how trainers lead yMIND activities with their students, opportunities to deliver the practice themselves, and reflect on reports from children and young people through a focus group.

Evaluation built in from the beginning

The key professional learning tool is the trainer’s log. Here practitioners recorded their experiences of engaging children and young people in yMIND activities, difficulties they encountered, in particular as young people were given more responsibility to engage and freedom to discuss issues, and the successes. Through such reflection, practitioners learned the value of persistence, as well as the gradual nature of change, and build the confidence that children and young people will develop the necessary skills over time.

Reflective dialogue

In its way, use of the trainer logs enabled an internal dialogue for practitioners. These could then be brought into live discussion in capacity building workshops, and in debriefing at the end of delivery with pupils. The following quote from practitioners on the yMIND training in Germany illustrates the type of reflective thinking that engagement in the training provoked:

*I realised that it is important to reflect more on how many different reasons can lay behind a specific belief – often the answer is neither 0 nor 100%, is not white and black, there are many nuances and motives. In order to respond to these we have first to let them come to light.*

*Some of the questions are a trap, they provoke us, there is no right answer to them. The point is to become aware of our own subjective perception, to reflect on the own position*

Coaching as a sustained, collaborative process

Where trainers collaborated with teachers to introduce (model) activities to their pupils, teachers had the opportunity to step back and observe pupils’ interactions and responses. In several cases this was an eye-opener for teachers, who began reflecting on how they might do things differently. Where teachers were initially apprehensive about trainers leading the class, they learned to let go of control of the class and become professional learners themselves. Trainers were also encouraged to organise practitioners as pairs for professional learning, and, where possible, for delivery. As well as supporting their professional development, tandem delivery also provided the necessary support to manage classroom discussions, and support young people to develop the skills to handle this well.

Delegation of real power and work from the centre

Whether this element was a feature of the yMIND intervention or not depended to a large extent on the national education culture and policy and the culture of the schools. In Greece, for example, practitioners are given a large amount of freedom to implement approaches to teaching and learning as they see fit. In Bulgaria, teaching professionals felt much more constrained by structures and leadership. Nevertheless, evidence from the classroom and training sessions indicate that yMIND activities are empowering, and engagement with them becomes infectious.

*The interest in unconventional methods of working with children excited [the teachers], and they were actively involved in this training day. (Bulgarian trainer)*

### For more information on the yMIND project, visit our website at: [*http://www.youth-mind.eu/*](http://www.youth-mind.eu/)

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

1. A synopsis of the approach and methods hand out are available at: http://www.youth-mind.eu/index.php/products [↑](#footnote-ref-1)
2. [http://www.youth-mind.eu/images/products/evidence-based%20principles%20for%20effective%20T&L%20for%20website.pdf](http://www.youth-mind.eu/images/products/evidence-based%20principles%20for%20effective%20T%26L%20for%20website.pdf) [↑](#footnote-ref-2)
3. [http://www.youth-mind.eu/images/products/evidence-based%20principles%20for%20effective%20T&L%20for%20website.pdf](http://www.youth-mind.eu/images/products/evidence-based%20principles%20for%20effective%20T%26L%20for%20website.pdf) [↑](#footnote-ref-3)
4. [www.youth-mind.eu/images/ymind/gp1.pdf](http://www.youth-mind.eu/images/ymind/gp1.pdf) [↑](#footnote-ref-4)
5. You can find the framework and underlying evidence here: <http://www.youth-mind.eu/images/products/Framework%20for%20effective%20transfer%20of%20practice%20for%20website.pdf> [↑](#footnote-ref-5)