

November 2025

MindCare

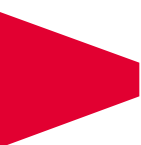
Mental well-being of young people & cultural activities

by Jan van den Eijnden / Max van Alphen – cultural officers

LKCA

Utrecht - The Netherlands





An European project of LKCA* (NL.) en BKJ* (Germ.)

- European subsidy – CERV program / European Commission
- Reason: Young people experience mental health problems; numerous studies indicate positive effects of cultural participation.
- Objective: Supporting arts professionals: awareness and prevention.
- Focus: Arts professionals (outside of school) who work with young people aged 14-18.
- Duration: 2025/2026; BKJ is the lead partner, LKCA is a partner.

**LKCA: Dutch National Expertise Centre of Culture Education & Participation*

**BKJ: Bundesvereinigung Kulturelle Kinder- und Jugendbildung e.V.*

How?

- Research: in the Netherlands by Sardes Research Agency and also in Germany by BKJ
- Learning communities: Peer supervision / training / knowledge sharing focused on awareness and prevention. Note: referrals; no diagnosis.
- Training: opportunities for our LKCA-Academy.
- Toolbox with useful practical guidelines and resources
- Conference in Berlin (December 3-5)



Frontcover of the research report/field exploration that research agency Sardes produced on behalf of LKCA, based on research among art professionals and young people.

This report is also translated in English

Welbevinden en cultuureducatie

Onderdeel van het MIND-CARE project

Cudi Gölpinar & Carlijn Waaijer
m.m.v. Karin Hoogeveen



Behoeften voor de training en toolbox
Een veldverkenning onder
kunstprofessionals en
jongeren

4 september 2025

Survey

Research:

- in the Netherlands by Sardes Research Agency
- in Germany by BKJ

Objectives of the research:

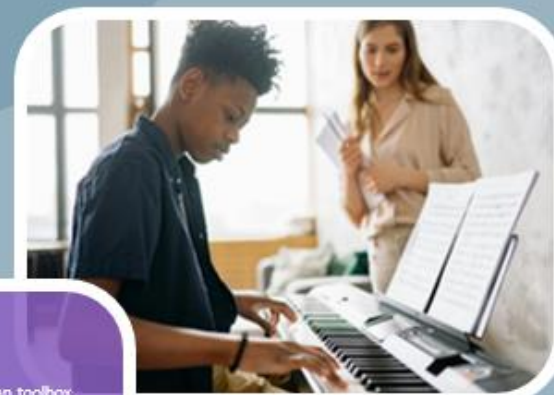
- Mapping out which mental problems young people face, specifically aimed at art education.
- Gain insight into the needs of young people and art teachers in the field of mental health
- Looking for building blocks and direction for compiling the toolbox.

Welbevinden en cultuureducatie

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CONCEPT

Cudi Gölpinar & Carlijn Waaijer
m.m.v. Karin Hoogeveen



Behoeften voor de training en toolbox
Een onderzoek onder
kunstprofessionals en
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september 2025

Survey

Results of research into the needs of young people:

- Two-thirds of young people regularly have (mild) mental problems (more girls)
- Personal problems are mentioned more than social problems
- Young people do not experience art education as mentally taxing.
- Young people prefer to be helped by people in their immediate environment.



Results of research into the needs of young people:

- In the end, less than half of young people actually seek support for fear of stigma or unpleasant reactions.
- Young people indicate that they especially need proactive, attentive and sensitive teachers.
- Who are steadily building a relationship of trust, a safe environment in which they can express themselves.
- Art teachers can be an important source of support for young people with mental problems.



Results of research into the needs of art teachers

Art teachers subtly use the arts to address mental problems by, for example:

- using themes in the field of mental health in assignments.
- making room for informal conversations during the contact moments.
- By using techniques such as art-based learning.



Results of research into the needs of art teachers

- Art teachers work most often with their colleagues inside or outside the school (even if the cases take place outside of school)
- More than 80% involve and inform the parents.
- Teachers feel quite competent in the field of mental health problems of young people, often give it a place in their education and prefer to work on it from a relationship of trust and informal conversations.



Results of research into the needs of art teachers

What should a toolbox look like?

- Examples for inspiration
- Tips for dealing with mental health issues
- Creative working methods
- List of behaviors that indicate mental health problems

A toolbox should be:

- practical and accessible
- Focused on the work of the art teacher
- Preferably with online modules without too much text.



Schönes festhalten

Nimm dir die Zeit, dich auf Schönes zu besinnen: Wofür bist du heute dankbar? Mache drei Fotos von Dingen, die dich jetzt gerade umgeben und für die du dankbar bist. Vielleicht der Strauß Blumen, dein Haustier, oder dein Kirschkerneissen. So kannst du eine Fotosammlung kleiner Glücksbringer anlegen.

[Illustration: zB Fotoapparat]

Schreib doch mal drauflos

„Freewriting“ heißt: 10 Minuten schreiben – mit der Hand! Lass dich davon überraschen, wo deine Gedanken dich hintragen. Setz den Stift nicht ab, und kein Schummeln!

Körper abklopfen und aktivieren

Mit lockerer Faust erst die eine, dann die zweite Körperhälfte sanft abklopfen: die Arme, den Nacken, den Oberkörper; die Beine, die Füße. Spür dem Unterschied nach: wie fühlt sich die abgeklopfte Körperhälfte an im Vergleich zur anderen?

[Illustration Körperklopfen; vielleicht bei einer Person im Rollstuhl?]

Zusammen Musizieren

...und wenn es nur ein kurzer, schief gesungener Kanon ist. Das aktiviert die Strukturen im Gehirn, die für soziale Verbindungen da sind. Ihr schwingt dann wortwörtlich auf einer Frequenz!

[Illustration: Instrumente/Singen]

Kleine Pausen, große Wirkung

Methoden der kulturellen Bildung als kreative, achtsame Selbstfürsorge

[Illustration: Pause machen (Hängematte? Auf einer Bank in der Natur?)]

Deine Superpower

Schnapp dir eine zweite Person. Ihr seid nacheinander dran: erzählt euch gegenseitig, was die (fiktive) Superkraft der anderen ist. Übertreibt dabei, denkt euch wilde Geschichten aus! Die zuhörende Person darf nicht unterbrechen. Das stärkt Verbundenheit, Selbstwert und Empathie.

[Illustration: Kind als Superheld*in]

Grimassen schneiden

Entspannt die Gesichtsmuskeln und macht Spaß (bestimmt auch denen, die zuschauen)

Mach's wie der Clown: liebe deine Fehler

Wenn ein Clown stolpert, dann lacht sie, und wir auch. Davon können wir lernen! Eine gesunde Fehlerkultur und Nachsichtig mit uns selbst wirken Wunder.

[Illustration: Clown(in?)]

Tanzen, ohne dass jemand zuschaut

Tanzen schüttet sogar mehr Glückshormone aus als andere Arten von körperlicher Bewegung. Also Kopfhörer auf und einfach drauflos tanzen: die Glückshormone kommen auch ohne Choreographie!

[Illustration: Tanzen vor dem Spiegel]

Gefühlen eine Form geben

Wie würde Liebe aussehen, wenn sie eine Form hätte? Wie würde sie sich bewegen? Versuch als Nächstes, der Wut eine Gestalt zu geben. Kannst du dir ein Haus vorstellen, das alle Gefühle bewohnen? Wie sehen die Zimmer aus? Kannst du sie malen, zeichnen, oder dir vorstellen?

Ganz hoch hinaus geht's nur zusammen.

Sich auf andere stützen und Hilfe annehmen: das ist eine Stärke. Wenn du professionelle Hilfe brauchst, schau doch mal hier:

[Illustration: Akrobatik / Pyramide]

[Leer lassen für regionales/nationales Hilfsangebot]

KAC

WHAT IS VOOR DE KLAS (FOR THE CLASS)?

- o VOOR DE KLAS is a program that is aimed at improving the mental health skills of students and their teachers within Secondary Education.
- o It consists of a 1) training for teachers and 2) a teaching program for students, which can be offered by trained teachers.
- o Based on an evidence-based, Canadian approach with positive outcomes for teachers and students (Wei, Carr, et al., 2019; mentalhealthliteracy.org)

BY WHOM?

Researchers and experts in the field of mental health, in collaboration with young people and teachersn (Wei, Carr, et al., 2019; mentalhealthliteracy.org)

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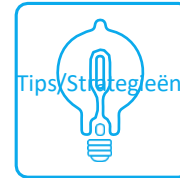
Mental Health Continuum



VOOR DE KLAS: HOW?

DIGITAL TRAINING

- o Independent online training, consisting of 6 modules (self-study)
- o Modules take an average of one to two hours each to complete.
- o Six weeks are available for the modules; request is to complete at least one module per week on average.
- o Modules include assignments for (self) reflection, information about the latest insights in the field of mental health, illustrative videos and practical tools to apply the knowledge gained.
- o Optional: Find a buddy to discuss the most important insights, reflections and learning points after each module.



People who are already actively participating as experts:



Dr. Janine Stubbe, professor of Performing Arts Medicine at Codarts since 2014, has been appointed endowed professor of Arts & Well-being at Erasmus University Rotterdam (December 2024).

KEYNOTE CONFERENCE



Keshia Felipa – Cultural Education Advisor, Kunstloc Brabant | Lecturer at Fontys Academy of the Arts | Winner of the 2022 Jacques de Leeuw Prize for Education | Researcher in Hip Hop/Cultural Identity

PANEL CONFERENCE



Dr. Janne M. Tullius
Researcher, Rehabilitation Research Group | Hanze University of Applied Sciences, Groningen

LEARNING COMMUNITY TOOL DEVELOPMENT



Bram Mvambanu, aka Cycz. Artist, Youth Ambassador, Program Facilitator (SKJ-registered), Guest Lecturer, and more. Middelburg, Zeeland.

CONFERENCE PARTICIPANT GOOD PRACTICE

It's always about the people who matter. After all, culture takes place between people!

Here are some wonderful individuals involved in the project via LKCA, helping to develop the toolbox, contribute scientific knowledge, strengthen networks or share best practices.

Creativity as Mind Care: *How Cultural Education Contributes to Resilience and Psychological Wellbeing*

- Supporting children and young people in their mental well-being
- Conference in Berlin: 3-5 Dec. 2025
 - First part at the Dutch Embassy in Berlin
 - Already 100 participants from various European countries (max. 120)
 - Keynotes; Workshops; Panel; Good Practices Gallery; **Performances**



JORDY DIK

DIK Danstheater, led by award-winning choreographer Jordy Dik, creates vibrant, inclusive dance and music projects that connect diverse communities. Through powerful performances and community-based work, the company fosters human connection and personal transformation, bringing more color and unity to the world.

Workshops Round 1

Participants are free to choose one of the following workshops. More detail on each will be provided to those who have signed up and whose participation is confirmed.

- **#1 Planting the Seed: Fostering Peer Support in Youth Cohorts**

Theresa Hobe, Mental Health Initiative/Peace in Mind Project, Germany/Poland

- **#2 Writing for Resilience – Creativity as a Force for Mental Health**

Fariesh Abdoelrahman and Jamie Hoogeveen, Quardin, Netherlands

- **#3 Democratizing Sound: Collaborative Music Practices in Community Contexts**

Marleen Kiesel and Matthew Robinson, Paperlantern Collective, Germany/UK

- **#4 Feeling Safe, Moving Freely: Theatre and Dance as Tools for Child Protection and Setting Boundaries**

FELD Theater, Germany

Workshops Round 2

Participants are free to choose one of the following workshops. More detail on each will be provided to those who have signed up and whose participation is confirmed.

- **#1 Fostering children's participation in creating safe*r spaces**

Nesteren Genc, Germany

- **#2 Social media, artificial intelligence and mental health**

tba

- **#3 The Happy Dance – the Dance of Freedom**

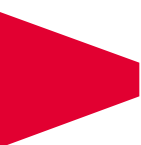
Jordy Dik, Vincent Dankelman, DIK Danstheater, Netherlands

- **#4 SPARKing change in Slovenia and Serbia: Rethinking children's mental health through a gender lens**

Ana Pavlič and Kaja Primorac, Inštitut za proučevanje enakosti spolov (IPES), Slovenia



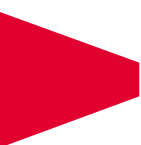
Palais Podewil, Berlijn.



Discussion in 4 groups of 4 modules (taken from 'Voor de klas')

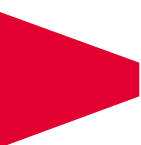
We would like you to gather tips, suggestions on what to do and what not to do.

- => Take in mind
 - young people from 14-18 years
 - Their teachers (in- and out school in the domain of culture education and cultural participation).
- We have chosen four modules for you.
- We separate in four groups => please write your comments on a flap.
- At 4PM every group provides feedback. Find a spokesperson for each group.



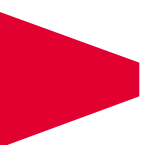
GROUP 1

- What are mental health skills for teachers?



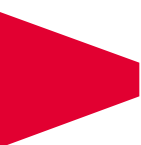
GROUP 2

- What kind of stress (f.e. positive, toxic stress) do young people face?
- What does this mean for their teachers?



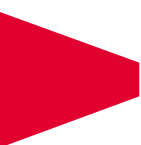
GROUP 3

- How can you become aware of your own stigma?
- How can we help teachers with this?



GROUP 4

- What behavior does a student exhibit when he/she/they has/have a mental problem?



More information:

- <https://www.bkj.de/projekte/mindcare/>
- <https://www.bkj.de/termin/creativity-as-mind-care-how-cultural-education-contributes-to-resilience-and-psychological-wellbeing/>
- <https://www.lkca.nl/artikel/europese-subsidie-voor-training-en-toolbox-voor-kunstprofessionals/>

In case of any questions contact our LKCA-project leaders:

Jan van den Eijnden – janvandeneijnden@lkca.nl

Max van Alphen – maxvanalphen@lkca.nl

Thank you for your attention

**K^L
AC**