

18 NOVEMBER VOL1 ISSUE 1

MENTAL MATTERS

NEWSLETTER

MENTAL MATTERS

Mental Matters is an Erasmus+ project bringing together three European organizations to develop youth-focused mental health initiatives, running from March 2025 until April 2026, with partners from Germany, Portugal, and Finland collaborating to strengthen the skills of those working with young people, enhance the financial sustainability of mental health services, and encourage youth volunteering to support well-being, producing practical outputs such as workshops, arranging project management meetings, job shadowing visits across the three countries, online materials like an E-Book and E-Journal sharing insights and experiences, and a compilation of funding opportunities for youth mental health services, while the first project meeting established shared goals and concrete next steps, making this international collaboration a valuable opportunity to advance youth mental health work, build professional capacities, and create new models for supporting young people effectively.



TPM PROGRAM

Helsinki/Tampere

Participants were welcomed and introduced to the organization's philosophy and project vision, shared personal and organizational goals, learned about project management and communication roles, visited cultural houses to observe activities and peer tutoring programs, engaged in group activities and job shadowing to understand community impact, and concluded by reflecting on experiences, sharing vision boards, reviewing learning journals, and planning actionable next steps.

SospED

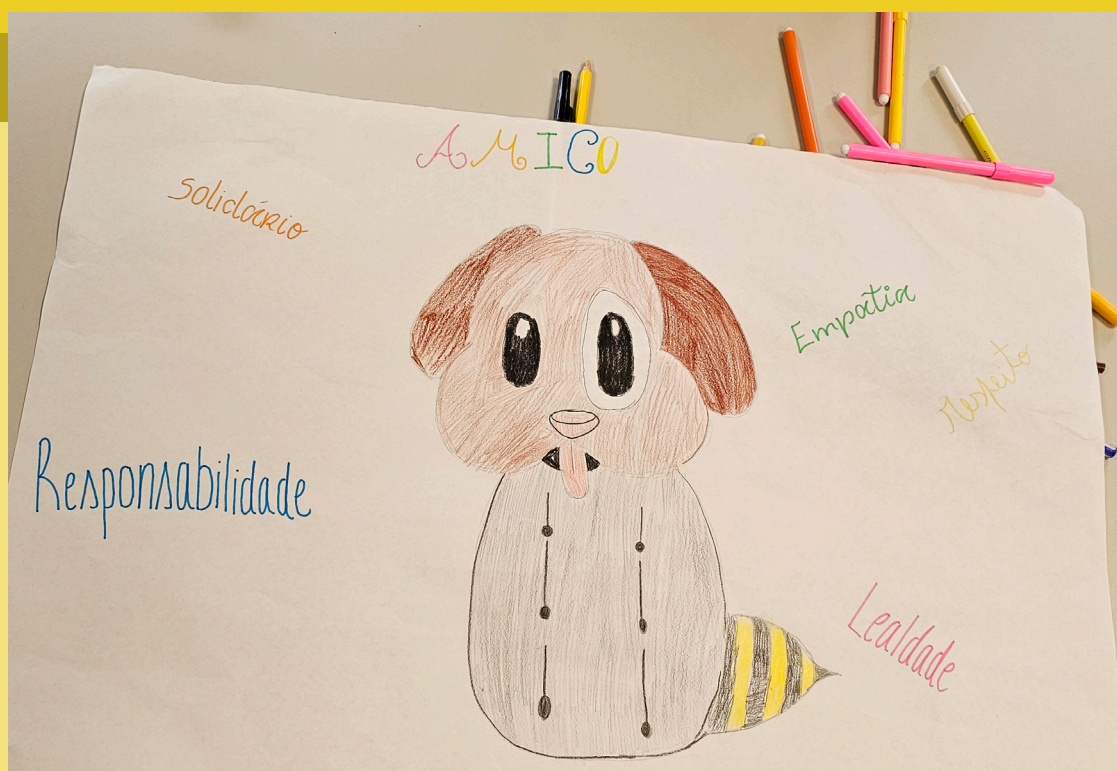
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Helsinki/Tampere



Day 1:

Participants were welcomed and introduced to the Sosped Foundation, after which they engaged in sessions focusing on the project's vision, management topics, communication, and planning tools. The day concluded with addressing remaining questions, making adjustments based on feedback.

Day 2:

Participants reviewed and discussed the E-Book draft and the final version of the E-Journal templates, considering possible additions and modifications. After lunch, they took part in a job shadowing session that included a discussion with a peer leader at a local culture house Kupla.

Day 3:

In Tampere, participants were introduced to Culture House Virta and learned about peer tutoring through discussions and job shadowing activities. They also took part in the venue's anniversary celebration, contributing to workshops, creative activities, and presentations while observing peer tutor practices in action.

Day 4:

Participants continued their job shadowing activities at the Culture House Virta, observing and engaging in various workshops and group sessions. The program included activities such as jewelry making, board games, walking football, a creative writing session, and a music group, with a lunch break in between.

Day 5:

On the final day, participants met to write the journal and reflect on the job shadowing experience.



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Porto

Job shadowing

Porto

Participants were welcomed and introduced to the organization, and the agenda for the week was explained. They observed and engaged in the Supported Volunteering Methodology, which included icebreakers, team-building exercises, and training on self-knowledge, empathy, and volunteering skills. The methodology's four phases—training, general volunteering activities, creation of happiness projects, and specific volunteering activities—were presented and explored, including practical exercises and reflection activities.

Throughout the week, participants shared meals together, had taster sessions, observed young people completing tasks and projects, and practiced supporting them while respecting safe spaces and rules. They participated in project management sessions covering e-book and e-journal development, dissemination activities, external communication, quality measurement, task tracking, and risk management, providing feedback and making adjustments as needed.

Participants engaged in multiple job shadowing activities, including volunteering at social support centers and a food bank, helping with community projects, recycling campaigns, and direct assistance to vulnerable populations. They reflected on the experiences through journal writing, evaluated the activities, and concluded with a municipal recognition event for the young volunteers, witnessing the impact of the methodology in practice.

Working with young people was a wonderful experience for us all and forming a genuine connection with them shows the importance of our work and project in this field.

Day 1: Participants were welcomed, introduced to the organization, and engaged in team-building and training on self-knowledge, empathy, and volunteering, providing feedback on e-book, e-journal, and communication plans.

Day 2: We had team-building and training on self-knowledge, empathy, and volunteering. They explored the methodology further through practical exercises and project management sessions.

Day 3: Job shadowing continued with young people in general volunteering activities, fostering teamwork, empathy, and community involvement.

Day 4: Participants observed and contributed to specific volunteering activities, including social support centers, food banks, and community projects.

Day 5: The week concluded with journal writing, reflections, evaluations, and a municipal recognition event for young volunteers, also providing feedback on e-book, e-journal, and communication plans.

Reflection and Next steps

In general, the LTTA was successful and the feedback received from the participants was positive. Some of the participants gave advice and share their reflections on the project and training and we thank them for that. During the training the partners put down the next steps and after the end of the summer they are ready to start dynamically.



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