COURSE BROCHURE | ERASMUS+ TRAINING

Mental Health In Education

Strengthen mental health awareness, recognise signs of distress and develop supportive school practices that promote learner wellbeing, inclusion and appropriate help.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE	OID
Lisbon	English	On-site	5 days	€400	E10201112

€400 per participant for 5 days in Lisbon, Portugal. Check current editions, fee and inclusions before booking.

Course description

Mental health plays an important role in how learners feel, interact, participate and develop within educational environments. Schools can contribute to positive mental health by fostering supportive relationships, reducing stigma and creating inclusive learning environments where students feel understood and valued. For educators, recognising signs of emotional distress and knowing how to respond appropriately are essential professional competences.

This practical course strengthens mental health awareness and supportive educational practices through real-life scenarios, guided discussions and interactive activities. Participants will examine factors that influence learner wellbeing, recognise possible signs of distress and practise empathetic communication. They will also develop strategies for promoting social-emotional learning, resilience and positive school relationships, while understanding the importance of safeguarding, professional boundaries and appropriate referral procedures.

Through practical workshops, case studies and exchange with European colleagues, participants will develop a realistic School Mental Health and Wellbeing Action Plan. The course emphasises prevention, early recognition, cooperation with families and specialist services, and practical approaches that can be adapted to participants' own educational institutions.

Who the course is for

For educators

Teachers, trainers, school leaders, educational support staff and other professionals seeking to strengthen mental health awareness and learner support. Particularly relevant for those working with children and young people who want to recognise signs of distress, communicate empathetically, promote wellbeing and cooperate with families or specialist services.

At a glance

Course level: Basic to Intermediate Professional Literacy

Working language: English. Please contact the team if you are unsure about the course level or working language.

CURRICULUM FOCUS

Mental Health Literacy & Stigma Reduction / Supportive School Environments / Safeguarding & School Support Pathways

View the course, current editions and fees

02 / INTENDED LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction and objectives. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Mental Health Literacy & Stigma Reduction** - Explain key mental health concepts, recognise common misconceptions and use respectful, non-stigmatising language in educational settings.

02 **Protective Factors, Risk Factors & School Climate** - Identify personal, social and school-related factors that can influence learner wellbeing, participation and emotional safety.

03 **Recognising Distress & Changes in Behaviour** - Recognise possible signs of distress, document relevant observations and identify concerns requiring additional support without making diagnoses.

04 **Supportive Communication & Psychological Safety** - Apply empathetic listening, respectful communication and supportive responses that encourage trust, inclusion and a sense of belonging.

05 **Social-Emotional Learning & Coping Skills** - Design age-appropriate activities that strengthen emotional awareness, self-regulation, positive relationships and help-seeking skills.

06 **Safeguarding, Referral & Professional Collaboration** - Distinguish everyday educational support from situations requiring safeguarding, specialist referral or emergency intervention.

07 **Whole-School Mental Health & Wellbeing Planning** - Develop a practical school action plan covering prevention, awareness, support procedures, family engagement and staff responsibilities.

08 **European Peer Exchange & Institutional Transfer** - Compare how European educational institutions promote mental health, coordinate support and manage referrals, identifying approaches suitable for participants' own school contexts and procedures.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

MONDAY - FRIDAY (DAYS 1 - 5)	08:30 - 13:30	TRAINING HOURS 5h scheduled per day (25h total)	*This is a typical timetable, subject to the provider's discretion.*

DAY 1

Mental Health Literacy, Wellbeing & Stigma Reduction

- Examine mental health, wellbeing and emotional distress using clear, non-stigmatising language.
- Identify protective and risk factors that influence learners' mental health and participation.
- Distinguish everyday emotional difficulties from signs that may require additional support.
- Analyse how school culture, relationships, stigma and belonging influence wellbeing and help-seeking.

DAY 2

Recognising Distress, Supportive Conversations & Referral Awareness

- Recognise changes in behaviour, mood, participation or daily functioning that may indicate emotional distress.
- Practise empathetic listening and supportive conversations without making diagnoses.
- Clarify confidentiality limits, safeguarding responsibilities and institutional procedures.
- Identify school and community support services, including situations requiring specialist or emergency assistance.
- Apply appropriate initial responses and referral procedures through realistic educational scenarios.

DAY 3

Social-Emotional Learning, Coping Skills & Supportive Classrooms

- Examine social-emotional learning skills that support self-awareness, emotional regulation and positive relationships.
- Design classroom activities that encourage emotional expression, coping strategies and appropriate help-seeking.
- Apply inclusive routines and predictable communication to strengthen belonging and psychological safety.
- Adapt one practical wellbeing activity to different learner needs, age groups and educational settings.

04 / COURSE PROGRAMME | DAYS 4-5

Learning Activities & Training Schedule

DAY 4

Families, Safeguarding, Professional Boundaries & Collaborative Support

- Practise respectful communication with families and caregivers about learner wellbeing concerns.
- Distinguish the roles of teachers, school leaders, counsellors and external mental health professionals.
- Apply appropriate documentation, confidentiality and information-sharing procedures.
- Recognise educators' emotional boundaries and the importance of professional support and self-care.
- Analyse safeguarding and referral scenarios requiring coordinated institutional responses.

DAY 5

Whole-School Mental Health & Wellbeing Action Planning

- Assess existing school wellbeing practices, available resources and areas for improvement.
- Define priorities for mental health awareness, prevention, communication and support pathways.
- Develop a practical School Mental Health and Wellbeing Action Plan with clear responsibilities and implementation.
- Present the plan and refine it through peer and trainer feedback.
- Complete reflection, evaluation and Certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Mental Health Literacy & Case Analysis

Participants analyse mental health concepts, stigma, protective factors and realistic school situations, learning to recognise concerns without making clinical assumptions.

Supportive Communication & Scenario Practice

Guided roleplay and practical scenarios help participants strengthen empathetic listening, respond to learner distress and recognise when safeguarding or specialist support is required.

Whole-School Mapping & Action Planning

Participants assess existing school support systems, identify relevant resources and referral pathways, and develop a practical mental health and wellbeing action plan.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Responding to a Learner's Wellbeing Concerns**
>
> Imagine a teacher noticing changes in a learner's participation and behaviour. Participants examine the observable concerns, practise a supportive conversation, identify appropriate school support procedures and consider how to follow up while respecting professional boundaries, confidentiality and safeguarding responsibilities.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: None

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

Provider OIDs: Portugal E10201112 · **Spain** E10417947 · **Poland** E10419682

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

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