

Art4Wellbeing

Project nr. 2025-2-NL02-KA210-YOU-000368916

Research & Need Analysis for Art-based Mental Well-being Tools

THE NETHERLANDS National Research

FOCUS GROUP & EXPERT INTERVIEWS

developed by Artmonia Foundation

WP2 - National Research Report

June 2026

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1. Executive Summary

The Art4Wellbeing project seeks to promote the mental well-being of young people through innovative, inclusive and art-based educational approaches. Within Work Package 2 (WP2) - Research and Needs Analysis, the Dutch national research explored the experiences and needs of professionals working with young people in university-based educational settings.

The Netherlands national research combined one national focus group discussion involving six professionals and three semi-structured expert interviews with professionals working with 18+ students and young adults. The research therefore provides insight into how emotional well-being is encountered and addressed across education, youth work, counselling, civil society and higher education contexts.

The findings show that emotional well-being is often present in educational work even when it is not formally defined as part of academic staff members' roles. Participants described stress, insecurity, fear of failure, thesis-related pressure, language barriers, cultural differences and difficulties with self-expression as recurring challenges among young people and students.

Participants commonly relied on informal and relational forms of support: one-to-one conversations, active listening, normalising academic struggles, flexible teaching practices, referral to study advisers or professional services, and the creation of safe classroom or supervision environments. At the same time, they emphasized that educators and academic staff are not therapists and need clear boundaries, referral pathways and practical tools that can be used without overstepping their professional role.

Art-based methods were viewed positively, but their use varied across participants. One interviewee had not used art-based methods directly; another used writing, literature, diary-style reflection, poetry and short grounding exercises; a third participant used music and films mainly for educational purposes and strongly supported the potential of art-based approaches. Across the interviews, storytelling, writing, visual arts, photography, movement, music, crafts and planting were identified as useful or desirable methods for future toolkit development.

Overall, the Dutch findings demonstrate a clear need for practical, visually engaging and adaptable art-based resources. The Art4Wellbeing Toolkit should offer ready-to-use activities, a facilitator handbook, step-by-step instructions, reflection cards, printable materials, short instructional videos and adaptable activities that support emotional awareness, self-expression, stress management, inclusion and resilience.

2. Introduction

2.1 Background

Mental well-being is a central concern for young people across Europe, including those in higher education. In university settings, emotional well-being is often linked to academic expectations, thesis writing, performance pressure, language demands, social comparison, uncertainty about the future and the transition into adult life.

Art-based methodologies can support emotional well-being by creating non-threatening spaces for reflection, expression and connection. Creative activities such as storytelling, writing, visual arts, music, movement and photography may help young people articulate emotions that are difficult to express directly. These approaches are especially relevant when they are practical, inclusive and adaptable to existing educational settings.

The Art4Wellbeing project responds to this need by developing practical, evidence-informed and user-friendly art-based tools for youth workers, educators and facilitators. The Dutch interviews highlight how such tools can be adapted for university teaching, thesis supervision and other forms of academic support.

2.2 Purpose of WP2

WP2 focuses on research and needs analysis in partner countries to ensure that the future Art4Wellbeing Toolkit is grounded in the real experiences of professionals working with young people.

The WP2 approach is participatory and qualitative. It gathers professional perspectives on current mental well-being challenges, existing support practices, perceived gaps and expectations for art-based methods. These findings will directly inform the development of the Toolkit under WP3.

2.3 Purpose of the Dutch National Research

The Dutch national research aimed to explore how professionals in higher education encounter and respond to emotional well-being needs among young people and young adults. It also aimed to identify what types of art-based tools would be useful in university teaching and supervision contexts.

The research specifically sought to:

- identify the main emotional well-being challenges observed among 18+ students and young adults;
- explore the informal and formal ways in which university-based professionals currently respond to these challenges;
- examine whether and how art-based methods are used in teaching, supervision or student support;
- identify barriers to the use of creative methods, including time, role boundaries and institutional constraints;
- collect practical recommendations for the Art4Wellbeing Digital Toolkit.

To achieve these objectives, qualitative data were collected through one national focus group discussion with six professionals and three semi-structured expert interviews.

3. Research Methodology

3.1 Research Design

The Dutch partner used a qualitative research design based on a focus group discussion and semi-structured expert interviews. This design was appropriate because the purpose of the research was to gather experience-based insights rather than numerical data.

The focus group followed the six guiding questions developed within WP2, while the interviews followed the Art4Wellbeing quick interview guide. Together, these methods covered participant profile, emotional well-being in youth or educational work, existing practices and the perceived need for art-based methods and tools.

3.2 Research Process

Step	Description
1. Planning	Selection of research tools based on the Art4Wellbeing WP2 guiding questions and interview form.
2. Participant Selection	Identification of professionals working with young people in education, youth work, counselling, university and civil society contexts in the Netherlands.

Step	Description
3. Focus Group Discussion	One national focus group discussion was conducted with six professionals.
4. Expert Interviews	Three semi-structured interviews were conducted with professionals working with 18+ students and young adults.
5. Data Review	Focus group notes, interview notes and one full transcript were reviewed and organised by question.
6. Thematic Analysis	Recurring themes were grouped under emotional challenges, existing practices, art-based methods, barriers and toolkit expectations.
7. Reporting	Findings were synthesised into national-level recommendations for the Art4Wellbeing Toolkit.

3.3 Data Collection Methods

Focus Group Discussion

A national focus group was organised with six professionals working in education, youth work, counselling and civil society in the Netherlands. The discussion followed a semi-structured format based on six guiding questions developed within WP2.

The focus group encouraged interaction among participants, allowing them to exchange experiences, identify common challenges and discuss expectations regarding future art-based mental well-being resources.

Semi-Structured Expert Interviews

Three interviews were conducted with professionals who work with young people and young adults in higher education. The participants were university-based academic staff, including a PhD researcher and lecturer, an assistant professor and a lecturer / PhD candidate, who engage with students through teaching, thesis supervision, writing support and academic guidance.

The interview guide included closed-response items and short open-answer questions. It asked about participant profile, target groups, emotional well-being practices, confidence in supporting students, challenges, use of art-based approaches, access to structured tools, training needs and preferences for the Digital Toolkit.

3.4 Data Analysis

The collected qualitative material was analysed thematically. The analysis focused on recurring patterns across the focus group discussion and the three interviews while also preserving differences between participants.

Particular attention was given to the following themes: emotional challenges among young people, current support practices, role boundaries and referral needs, existing or potential use of art-based methods, institutional barriers, training needs and recommendations for the Art4Wellbeing Toolkit.

4. Research at a Glance

Category	Information
Project	Art4Wellbeing
Project Number	2025-2-NL02-KA210-YOU-000368916
Work Package	WP2 - Research & Needs Analysis
Country	The Netherlands
National Partner	Artmonia Foundation
Research Period	June 2026
Research Methodology	Qualitative Research
Data Collection Method	Focus Group Discussion and Semi-Structured Expert Interviews
Focus Group Participants	6 professionals
Expert Interviews	3 experts
Total Direct Participants	9
Groups Represented	Professionals working in education, youth work, counselling, civil society, university teaching, thesis supervision and academic support with young people and 18+ students/young adults
Main Objective	To identify the needs, challenges and expectations related to the development of art-based mental well-being tools for young people in Dutch educational, youth work, community and higher education contexts.
Expected Contribution	Evidence-based recommendations for the development of the Art4Wellbeing Toolkit (WP3).

5. Focus Group Findings

The national focus group brought together six professionals working in education, youth work, counselling and civil society in the Netherlands. The discussion followed the six guiding questions developed within WP2 and explored participants' experiences, current practices and expectations regarding future art-based mental well-being resources for young people.

Art4Wellbeing National Focus Group

The Netherlands - WP2 Research & Needs Analysis



Focus group discussion



Collaborative reflection



Participant documentation



Participant documentation



Participant documentation

National focus group documentation - The Netherlands

Question 1

What are the main emotional challenges faced by young people today?

Discussion Summary

Participants agreed that anxiety, stress, loneliness and uncertainty about the future continue to be among the most significant emotional challenges affecting young people in the Netherlands. While young people generally have access to educational and psychological support, they often struggle with emotional expression, identity development and maintaining meaningful social connections. Participants also highlighted the influence of social media, academic expectations and multicultural identity on emotional well-being.

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Many participants noted that young people frequently intellectualize their emotions but have difficulty expressing them through feelings or body awareness.

Key Findings

- ✓ Anxiety and stress are increasingly common.
- ✓ Young people often struggle to express emotions openly.
- ✓ Feelings of loneliness and isolation remain significant despite digital connectivity.
- ✓ Identity, belonging and cultural diversity influence emotional well-being.
- ✓ Young people need safe, creative environments where emotions can be explored without judgement.

Question 2

How do you currently address these challenges?

Discussion Summary

Participants reported using mentoring, coaching conversations, peer support programmes and social-emotional learning activities within schools and youth organisations. Creative workshops are occasionally implemented; however, they depend heavily on individual professionals' experience rather than structured resources.

Participants emphasized that visual arts, movement-based activities and experiential learning often allow young people to express themselves more naturally than traditional discussion-based methods.

Key Findings

- ✓ Individual coaching and mentoring
- ✓ Group discussions and peer learning
- ✓ Social-emotional learning activities
- ✓ Visual art workshops
- ✓ Movement and body-awareness activities
- ✓ Need for structured creative methodologies

Question 3

What works well? What doesn't?

Discussion Summary

Participants consistently agreed that experiential, participatory and arts-based approaches create higher engagement than lecture-based educational methods. Young people become more involved when they actively create, move, reflect and collaborate instead of simply receiving information.

Visual expression, movement, collaborative art activities and reflection circles were described as particularly effective because they allow emotions to emerge naturally without requiring immediate verbal explanations.

Traditional presentations and theory-heavy sessions were viewed as less engaging and less memorable.

Key Findings

- ✓ Interactive learning
- ✓ Small-group collaboration
- ✓ Arts-based workshops

- ✓ Visual expression
- ✓ Movement-based activities
- ✓ Reflection exercises
- ✓ Traditional lectures are less effective

Question 4

Have you used creative/art-based methods?

Discussion Summary

Nearly all participants had previous experience using creative methodologies including drawing, painting, storytelling, drama, movement, music and collaborative visual activities.

Participants observed that art-based methods increase participation, strengthen empathy and make difficult conversations feel safer. They also noted that visual and embodied approaches are particularly valuable for young people who find it difficult to express emotions verbally.

Several participants highlighted that combining movement with visual arts creates deeper reflection and group cohesion.

Key Findings

- ✓ Drawing and painting
- ✓ Storytelling
- ✓ Drama and role-play
- ✓ Music
- ✓ Movement-based activities
- ✓ Collaborative visual creation
- ✓ Creative writing

Question 5

What kind of support or tools do you need?

Discussion Summary

Participants expressed a strong need for practical resources that can easily be integrated into schools, youth work and community settings.

Rather than theoretical materials, participants preferred ready-to-use activities accompanied by step-by-step facilitation guidance.

Instructional videos demonstrating activities were considered especially valuable, as professionals often feel more confident after observing an activity before facilitating it themselves.

Participants also emphasized the importance of adaptable resources suitable for different age groups, cultural contexts and levels of experience.

Key Findings

- ✓ Ready-to-use activities
- ✓ Facilitator handbook

- ✓ Step-by-step activity instructions
- ✓ Reflection cards
- ✓ Practical exercises
- ✓ Instructional videos
- ✓ Adaptable session plans

Question 6

What would make a Toolkit useful for you?

Discussion Summary

Participants emphasized that the future toolkit should be practical, visually attractive and immediately applicable in real educational settings.

The toolkit should contain high-quality visual examples, printable materials, facilitation tips and short instructional videos demonstrating each activity. Participants suggested that every activity should include learning objectives, estimated duration, required materials, reflection questions and possible adaptations for different groups.

The toolkit should also remain flexible so that teachers, psychologists, youth workers and facilitators can confidently adapt activities to their own contexts.

Key Findings

- ✓ User-friendly
- ✓ Practical and flexible
- ✓ Visually engaging
- ✓ Ready-to-use printable materials
- ✓ Short instructional videos
- ✓ Clear facilitator guidance
- ✓ Adaptable for different age groups
- ✓ Suitable for schools, NGOs and youth work
- ✓ Easy to implement with minimal preparation

Overall Reflection

Participants emphasized that emotional well-being should become an integral part of education and youth work rather than being addressed only when problems emerge. Preventive, community-based and creative approaches were viewed as essential for supporting young people's resilience and social inclusion.

Across all discussions, participants consistently highlighted the value of arts-based methodologies—particularly visual arts, movement, body-based activities, storytelling and collaborative creative processes—as powerful tools for encouraging emotional expression, strengthening empathy and fostering meaningful connections.

There was a strong consensus that the future Art4Wellbeing Toolkit should combine a practical handbook with ready-to-use activities, high-quality visual resources and short instructional videos. Participants believed that observing activities through video demonstrations, together with clear facilitation guidance and adaptable examples, would significantly increase professionals' confidence in implementing arts-based mental well-being practices across diverse educational and community settings.

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Overall, participants viewed the toolkit as a valuable opportunity to make creative, evidence-informed and inclusive mental well-being support more accessible for teachers, youth workers, counsellors and facilitators throughout Europe.

6. Expert Interview Findings

The Dutch national research consisted of three semi-structured expert interviews. The participants were university-based professionals working with 18+ students and young adults. The interviews followed the same guiding questions, allowing for a comparative thematic analysis across participants.

Art4Wellbeing National Expert Interviews

The Netherlands - WP2 Research & Needs Analysis



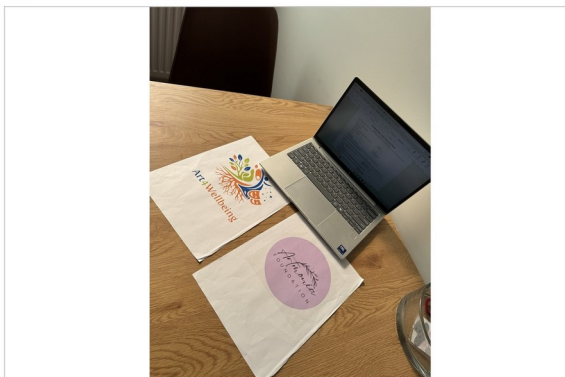
Expert interview documentation



Expert interview documentation



Expert interview documentation



Research materials

National expert interview documentation - The Netherlands

Interview	Professional profile	Target group	Context	Relevant notes
Interview 1	PhD researcher and lecturer	18+ young people	University; urban setting; mainly national/local group	Addresses well-being mainly in thesis supervision; refers students to study advisers or professional support when needed.

Interview	Professional profile	Target group	Context	Relevant notes
Interview 2	Assistant professor	18+ young people	University; urban setting; mainly national/local group	Works with thesis students; notes language barriers, disability-related needs and social differences as relevant challenges.
Interview 3	Lecturer / PhD candidate with long academic experience	18+ young people and adults	University contexts; experience in the Netherlands, Belgium and Saudi Arabia	Works with national and multicultural groups; highlights cultural and economic barriers and institutional constraints.

Interview Question 1

What are the main emotional challenges faced by young people today?

Discussion Summary

Participants identified stress, insecurity, fear of failure, thesis-related pressure, language barriers, cultural differences and difficulties with self-expression as important challenges. In the university context, emotional well-being was closely connected to academic work: planning a thesis, beginning to write, presenting orally, managing exams, and feeling uncertain about one's abilities. One participant also emphasized that students may face economic and cultural barriers that affect their ability to participate fully in education.

Key Findings

- ✓ Stress, anxiety and fear of failure are central concerns.
- ✓ Thesis writing and academic performance create emotional pressure.
- ✓ Students may struggle with self-confidence, self-expression and planning.
- ✓ Language, cultural and economic barriers can intensify emotional challenges.
- ✓ **Some students need professional support beyond what academic staff can provide.**

Interview Question 2

How do you currently address these emotional challenges?

Discussion Summary

The interviews show that emotional well-being is mostly addressed through informal and relational practices. Participants described one-to-one conversations, listening to students, allowing personal stories to emerge, normalising academic difficulties and offering practical advice. Referral to study advisers, student coordinators or

professional support services was an important strategy. One participant emphasized flexible teaching, freedom of expression, supportive classroom rituals and checking how students feel before beginning class.

Key Findings

- ✓ One-to-one conversations and active listening are common practices.
- ✓ **Academic staff often normalise students' struggles and reassure them that difficulties are part of the learning process.**
- ✓ Referral to study advisers, student coordinators or professional services is considered necessary.
- ✓ Flexible teaching and a safe classroom atmosphere support emotional well-being.
- ✓ Support is often informal rather than based on structured tools.

Interview Question 3

What works well? What does not work well?

Discussion Summary

Trust, flexibility and a supportive learning environment were considered effective. Participants suggested that students are more open when academic staff create a sense of safety and allow space for personal expression. Writing, literature and short grounding exercises were also seen as helpful. However, several barriers were mentioned: academic staff may feel that emotional support is not their primary role; privacy boundaries can be difficult; time is limited; and institutional rules may discourage flexible or creative approaches.

Key Findings

- ✓ Trust and psychological safety increase student engagement.
- ✓ Flexible and student-centred teaching works better than rigid approaches.
- ✓ Writing, reflection and short grounding exercises can support emotional regulation.
- ✓ **Academic staff need clear boundaries because they are not mental health professionals.**
- ✓ Institutional rigidity, time constraints and lack of tools limit implementation.

Interview Question 4

Have you used creative or art-based methods?

Discussion Summary

The use of art-based methods varied. One participant had not used art-based methods directly in teaching or supervision but viewed them as potentially useful in general. Another participant used literature, writing essays, diary-style reflection, poetry, breathing exercises and short grounding practices, especially in writing and presentation contexts. The third participant used music and films mainly for educational purposes and strongly supported the potential of art-based methods, while noting that institutions may not always encourage such practices as part of formal teaching roles.

Key Findings

- ✓ Direct use of art-based methods is uneven across participants.
- ✓ Writing, diary reflection, poetry and literature emerged as particularly relevant for university settings.
- ✓ Music and films can make learning more engaging and emotionally accessible.
- ✓ Participants showed interest in visual arts, storytelling, photography, movement, music, crafts and planting.
- ✓ Institutional expectations may restrict the use of creative methods for emotional support.

Interview Question 5

What kind of support or tools do you need?

Discussion Summary

Participants expressed a need for structured, practical and accessible tools. The strongest need was not for theoretical information, but for resources that could be used in real educational settings with limited time. Participants wanted tools that help them support students without becoming therapists. Training was also important, especially for participants who already used or strongly valued creative methods.

Key Findings

- ✓ Ready-to-use activities requiring minimal preparation are needed.
- ✓ Facilitator guidance should clarify professional boundaries and referral pathways.
- ✓ Tools should be adaptable to university classes, writing courses and thesis supervision.
- ✓ **Training on art-based methods would help academic staff use creative approaches with confidence.**
- ✓ Activities should be suitable for 18+ students and young adults.

Interview Question 6

What would make the Art4Wellbeing Toolkit useful for you?

Discussion Summary

The toolkit would be most useful if it is practical, visually clear and adaptable. Participants preferred methods connected to writing, storytelling, visual arts, photography, movement, music and other low-threshold creative activities. The toolkit should include step-by-step instructions, short activities, reflection prompts and guidance on how to create safe spaces. It should also include options for stress management, emotional awareness, self-confidence, resilience, empathy, acceptance and self-expression.

Key Findings

- ✓ Step-by-step instructions and short activities would support implementation.
- ✓ Writing, storytelling, visual arts and photography are especially relevant for higher education.
- ✓ Movement and grounding exercises can support stress management and presentation anxiety.
- ✓ Safe-space guidance and reflection questions should be included.
- ✓ The toolkit should be flexible enough for different class sizes, student needs and cultural backgrounds.

The expert interviews confirm that university-based professionals are already involved in students' emotional well-being, even when this work is informal and not fully recognised in institutional role descriptions. The findings point to the need for a toolkit that is practical, boundary-aware and suitable for higher education contexts.

7. Overall Analysis

Overall Analysis of Research Findings

Across the focus group and the three expert interviews, emotional well-being appeared as an important but often informal dimension of education, youth work and university teaching or supervision. Participants regularly encounter young people who struggle with anxiety, stress, loneliness, insecurity, thesis pressure, academic fear, identity development, language barriers and personal difficulties.

A consistent theme is the importance of relational and creative safety. Young people are more willing to engage when professionals create spaces where they can talk, move, create, reflect and collaborate without judgement.

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Small gestures such as listening, checking in, allowing self-expression, offering reassurance and referring young people to appropriate services were described as meaningful forms of support.

At the same time, the interviews reveal a clear boundary issue. Academic staff want to support students, but they also recognise that emotional well-being is not always part of their formal responsibility. This creates a need for tools that are supportive but not therapeutic, and for guidance that helps educators know when to refer students to professional help.

Art-based methods were not equally familiar to all participants, but they were generally evaluated positively. Writing, literature, diary reflection and poetry emerged as especially strong methods for the Dutch university context because they connect naturally with teaching, reflection and self-expression. Visual arts, storytelling, photography, movement, music, crafts and planting were also identified as desirable toolkit components.

The findings therefore suggest that the Art4Wellbeing Toolkit should include resources for schools, NGOs, youth work and higher education. It should provide short, low-preparation, visually engaging and adaptable activities that support emotional awareness, stress management, self-expression, inclusion and resilience among young people and 18+ learners.

Theme	Evidence from the Dutch Focus Group and Interviews
Emotional Challenges	Anxiety, stress, loneliness, insecurity, thesis pressure, fear of failure, identity development, cultural diversity, language barriers and difficulties with emotional expression were identified.
Current Support Practices	Participants use mentoring, coaching conversations, peer support, one-to-one conversations, active listening, reassurance, flexible teaching and referral to professional support.
Effective Approaches	Experiential learning, visual expression, movement, body-awareness activities, collaborative art-making, storytelling, writing-based reflection and grounding exercises were considered useful.
Main Barriers	Professionals face role-boundary issues, limited time, lack of structured tools, institutional rigidity and uncertainty about how far they should intervene.
Value of Art	Visual arts, storytelling, movement, body-based activities, poetry, photography, music, crafts and collaborative creative processes were viewed as promising ways to support expression and well-being.

Theme	Evidence from the Dutch Focus Group and Interviews
Toolkit Expectations	Participants need practical, visually engaging, short, structured, adaptable and boundary-aware activities, including printable resources and instructional videos.

The Dutch research confirms that art-based methodologies can support emotional well-being when they are integrated in realistic, low-threshold and professionally appropriate ways. The toolkit should help educators, youth workers, counsellors and facilitators create safe and creative spaces without requiring them to take on the role of therapist.

8. Recommendations for the Art4Wellbeing Toolkit

Based on the Dutch interviews, the following recommendations are proposed for the development of the Art4Wellbeing Toolkit. The recommendations are especially relevant for university teaching, thesis supervision, writing courses and other higher-education contexts involving 18+ young people and young adults.

Recommendation	Purpose
University-adapted activity pathway	Include activities specifically designed for university classes, seminars, writing courses and thesis supervision.
Ready-to-use short exercises	Provide 5- to 30-minute activities that require minimal preparation and can fit into existing teaching schedules.
Writing and storytelling module	Develop diary-writing, reflective writing, poetry, narrative and literature-based activities that support self-expression.
Visual and photography activities	Use visual arts and photography to help students express emotions without relying only on direct verbal disclosure.
Movement and grounding tools	Include breathing, grounding and light movement exercises for stress management and presentation anxiety.
Safe-space guidance	Offer practical advice on trust, confidentiality, group boundaries and respectful participation.
Role-boundary and referral guidance	Help educators distinguish between educational support and mental health intervention, with clear advice on referral pathways.
Inclusive design	Adapt activities for language barriers, cultural differences, disability-related needs and economic obstacles.

Recommendation	Purpose
Facilitator training resources	Provide short training notes or videos that increase educators' confidence in using art-based methods.
Reflection and evaluation tools	Include reflection questions, feedback forms and simple evaluation templates to assess student engagement and learning outcomes.

The Toolkit should combine creativity with professional clarity. It should not only tell educators why art-based methods matter, but show them exactly how to use such methods safely, briefly and effectively in real learning environments.

9. Conclusion

The Netherlands national research conducted within the Art4Wellbeing project provides a focused picture of emotional well-being needs across educational, youth work, community and higher education contexts. The focus group and three expert interviews show that professionals frequently encounter young people who experience anxiety, stress, loneliness, insecurity, fear of failure, difficulties with emotional expression and challenges related to language, culture or personal circumstances.

The interviews also show that university-based academic staff already respond to these needs through informal support practices such as listening, reassurance, flexibility, personal guidance and referral. However, these practices are often not supported by structured tools, and professionals may feel uncertain about the boundary between educational support and mental health care.

Art-based approaches were viewed as promising, particularly when they connect with writing, storytelling, literature, visual expression, photography, music, movement and other accessible creative practices. Such methods can support emotional awareness, self-expression, stress management, self-confidence, resilience and inclusion when implemented with care.

The findings therefore provide a clear basis for the next phase of the Art4Wellbeing project. The future Toolkit should be practical, flexible and suitable for different educational environments, including higher education. It should provide ready-to-use activities, facilitator guidance, reflection tools and referral-oriented support so that educators can create safe, creative and emotionally supportive learning spaces.

Overall, the Dutch interviews demonstrate that creativity can function not only as an artistic practice, but also as a practical educational resource for supporting emotional well-being, strengthening communication and helping young people navigate academic and personal challenges.

Appendix A - Interview Profiles

Profile item	Interview 1	Interview 2	Interview 3
Professional role	PhD researcher and lecturer	Assistant professor	Lecturer / PhD candidate
Main target group	18+ young people	18+ young people	18+ young people and adults
Work context	University	University	University

Profile item	Interview 1	Interview 2	Interview 3
Community context	Urban	Urban	Urban / village / international experience
Works with marginalised people	No	No, but notes language barriers, disability-related needs and social differences	Yes, cultural and economic barriers mentioned
Confidence in supporting well-being	Moderately confident	Moderately confident	Very confident
Frequency of well-being activities	Never in class settings; present in thesis supervision	Rarely	Very frequently / daily
Access to structured tools	No	No	No; own initiatives only
Need for art-based training	Low to moderate	High	Very high

Appendix B - Interview Guide

The Dutch interviews followed the Art4Wellbeing quick interview format. The main questions covered participant profile, target group, context, emotional well-being practices, challenges, art-based methods, access to tools, training needs and expectations for the Digital Toolkit.

- Who are you and what is your professional role?
- What target group do you work with?
- Do you currently address emotional well-being in your activities?
- If yes, how do you address emotional well-being?
- How confident do you feel in supporting young people's well-being?
- What challenges do you face when working on emotional well-being?
- How often do you include activities related to emotional well-being?
- Have you ever used art-based approaches?
- Which art-based methods have you used or would you like to use?
- Do you have access to structured tools or methodologies?
- Do you need additional training on art-based methods?
- What type of art-based methods, challenges and themes should be included in the Digital Toolkit?