



Art4Wellbeing

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

Research & Need Analysis for Art-based mental well-being tools

THE ITALIAN National Research Focus group & Expert interviews

developed by Associazione Culturale Bubburriga

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1. Executive Summary

The Art4Wellbeing project seeks to promote the emotional well-being of young people through innovative, inclusive, and arts-based educational approaches. Within the framework of Work Package 2 (WP2) – Research and Needs Analysis, each partner country conducted a national study to better understand the needs of young people and professionals working in the fields of youth, education, and emotional well-being.

The Italian national research was coordinated by **Associazione Culturale Bubburriga** using a qualitative research approach. The study combined one national focus group discussion involving six participants and three semi-structured expert interviews representing different professional backgrounds, including youth work, non-formal education, teaching, and community-based initiatives.

The research explored the main emotional well-being challenges experienced by young people, the strategies currently adopted by professionals to address these challenges, the perceived value of arts-based methodologies, and the expectations regarding future educational resources and practical tools.

The findings highlight a growing need for practical, accessible, and adaptable methodologies capable of supporting emotional expression, self-awareness, resilience, inclusion, and active participation. Participants consistently recognised the value of arts-based approaches as effective tools for creating safe spaces, encouraging dialogue, strengthening interpersonal relationships, and fostering young people's personal development.

A further key finding concerns the expectations of professionals regarding the future Art4Wellbeing Toolkit. Rather than theoretical resources, participants expressed the need for practical facilitation materials, ready-to-use workshop activities, adaptable methodologies, reflection tools, and clear step-by-step guidance that can be easily integrated into everyday youth work practice.

Overall, the findings of the Italian national research demonstrate a strong demand for innovative, evidence-informed, and user-friendly arts-based educational resources. The results presented in this report will directly contribute to the development of the Art4Wellbeing Toolkit and will support the implementation of future project activities across all partner countries.

2. Introduction

2.1 Background

Emotional well-being has become an increasingly important priority in youth work and education across Europe. Young people are facing growing emotional and social challenges, including stress, anxiety, uncertainty about the future, social isolation, and difficulties in expressing emotions. These challenges underline the need for innovative, inclusive, and

accessible approaches that strengthen emotional resilience, encourage self-expression, and promote meaningful participation.

Arts-based methodologies have gained increasing recognition as valuable educational tools for supporting emotional well-being. Creative practices such as visual arts, storytelling, music, theatre, movement, photography, and creative writing provide safe and participatory environments where young people can explore emotions, develop self-awareness, strengthen interpersonal relationships, and build confidence. When integrated into youth work and educational practice, these approaches encourage active participation, experiential learning, creativity, and reflection while fostering inclusion and personal growth.

The Art4Wellbeing project responds to these emerging needs by promoting the use of arts-based methodologies as practical tools for enhancing young people's emotional well-being. Co-funded by the European Union through the Erasmus+ Programme, the project aims to develop evidence-informed, user-friendly, and adaptable educational resources that support youth workers, educators, teachers, and facilitators in creating meaningful learning experiences and emotionally supportive environments for young people.

2.2 Purpose of Work Package2 - Research & Need Analysis for Art-based mental well-being tools

Work Package 2 (WP2) focuses on research and needs analysis across the partner countries to ensure that the future Art4Wellbeing Toolkit is grounded in the real experiences and needs of professionals working with young people. The WP2 approach is participatory and qualitative, gathering perspectives on current emotional well-being challenges, existing support practices, perceived gaps, and expectations regarding the use of arts-based methodologies.

The findings collected through the national research activities will directly inform the development of the Art4Wellbeing Toolkit within Work Package 3 (WP3), ensuring that the educational resources are practical, evidence-informed, and adaptable to different youth work and educational contexts across Europe.

2.3 Purpose of the Italian National Research

The Italian national research was coordinated by Associazione Culturale Bubburriga and aimed to explore the current emotional well-being needs of young people through the perspectives and experiences of professionals working in youth work, education, arts-based learning, and community development.

Although Associazione Culturale Bubburriga is based in Sardinia, the research was conducted on a national scale. Thanks to the organisation's extensive network of collaborations, participants were recruited from different regions across Italy, including the islands, Southern Italy, Central Italy, and Northern Italy. This broad geographical coverage enabled

the research to capture a diverse range of professional experiences and educational contexts, providing a more comprehensive understanding of current needs and practices.

Particular attention was given to involving professionals with expertise in arts-based methodologies and experiential learning, including youth workers, teachers working within the Italian education system, educators, trainers, musicians, artists, and practitioners using creative approaches with diverse target groups, including young people with disabilities and fewer opportunities.

The research specifically sought to:

- identify the main emotional well-being challenges experienced by young people in different educational and youth work contexts;
- explore the strategies, practices, and methodologies currently adopted by professionals to promote emotional well-being;
- examine the use and perceived value of arts-based methodologies in supporting young people's personal development and emotional well-being;
- identify the main barriers that professionals encounter when implementing arts-based and well-being activities;
- collect practical recommendations for the development of the Art4Wellbeing Digital Toolkit, ensuring that its methodologies are relevant, adaptable, and applicable across different educational and youth work settings.

To achieve these objectives, qualitative data were collected through one national focus group involving six professionals and expert interviews with practitioners representing different sectors of youth work, formal education, non-formal education, arts education, and community-based initiatives.

3. Research Methodology

3.1 Research design

The Italian partner adopted a qualitative research design to ensure that the findings reflected the real experiences, perspectives, and needs of professionals working with young people in different educational and youth work settings. This approach was selected to gain an in-depth understanding of current practices, perceived challenges, and expectations regarding emotional well-being and the use of arts-based methodologies.

The research combined a focus group discussion with semi-structured expert interviews, allowing participants to share their professional experiences, reflect on existing practices, and identify priorities for future educational resources. Both methods followed the common research framework developed within Work Package 2, ensuring consistency across the partner countries while allowing participants to contribute context-specific perspectives.

The qualitative data were analysed using thematic analysis, enabling the identification of recurring themes, common challenges, existing practices, and practical recommendations. This analytical approach provided a solid evidence base for the development of the Art4Wellbeing Digital Toolkit and ensured that the proposed methodologies are informed by the realities of professionals working in the field.

3.2 Research process

The Italian national research followed a structured qualitative research process designed to ensure consistency with the common WP2 methodology while capturing the specific characteristics of the Italian context.

The research process consisted of the following stages:

1. Research Planning

The Italian partner reviewed the common WP2 research framework and adapted the focus group and interview activities to the national context, while ensuring consistency with the methodology agreed upon by all project partners.

2. Participant Recruitment

Participants were identified through Associazione Culturale Bubburriga's national network of collaborations. Particular attention was given to involving professionals with experience in youth work, formal and non-formal education, arts-based methodologies, experiential learning, and community development. Although coordinated from Sardinia, the research involved participants from different regions across Italy, ensuring a broad geographical representation.

3. Data Collection

Qualitative data were collected through a focus group discussion and semi-structured expert interviews. The discussions explored participants' experiences in promoting emotional well-being, the challenges faced by young people, the use of arts-based methodologies, existing practices, perceived barriers, and recommendations for the future Art4Wellbeing Toolkit.

4. Data Analysis

The collected data were analysed using thematic analysis. Participants' contributions were reviewed and organised into recurring themes, allowing common needs, challenges, existing practices, and recommendations to emerge across the different professional backgrounds represented in the research.

5. Reporting and Validation

The findings were synthesised into the Italian National Research Report and will contribute to the Transnational Needs Analysis. The results will provide an evidence base for the design and development of the Art4Wellbeing Digital Toolkit within Work Package 3.

3.3 Data collection methods

The research combined two complementary qualitative data collection methods:

Focus Group Discussion

A national focus group was organised with six professionals representing different areas of expertise within youth work, formal education, non-formal education, and arts-based learning. The discussion followed a semi-structured format based on the six guiding questions developed within Work Package 2.

The focus group created an interactive environment in which participants shared professional experiences, reflected on current emotional well-being challenges affecting young people, discussed existing practices, and exchanged ideas on the potential of arts-based methodologies. Particular attention was given to identifying common needs and practical recommendations for the future Art4Wellbeing Digital Toolkit.

Semi-Structured Expert Interviews

To complement the focus group findings, five semi-structured interviews were conducted with professionals recognised for their experience in youth work, education, and the implementation of arts-based and experiential learning methodologies.

The interviews provided an opportunity to explore participants' professional perspectives in greater depth, focusing on current emotional well-being practices, the perceived value of creative methodologies, existing challenges, barriers to implementation, and recommendations for the development of practical, accessible, and adaptable educational resources. The interview guide combined structured questions with open-ended discussions, allowing participants to share concrete experiences and propose ideas for the future Art4Wellbeing Digital Toolkit.

3.4 Data Analysis

The collected qualitative data were analysed through **thematic analysis**, a systematic approach used to identify recurring patterns, key topics, and meaningful insights within qualitative research. The information gathered through surveys, interviews, and discussions with youth workers was carefully reviewed and organised into common thematic areas, while also considering the different perspectives and professional background of our experts.

Particular attention was given to identifying the following themes:

- ❖ Emotional and mental well-being challenges affecting young people;
- ❖ Current support practices and strategies adopted by youth workers;
- ❖ The role and perceived effectiveness of art-based and creative methodologies in promoting well-being;
- ❖ Challenges and barriers encountered by professionals in supporting young people;
- ❖ Training needs and areas for further capacity building;
- ❖ Recommendations and priority topics for the development of the Art4Wellbeing Toolkit.

This analytical process allowed the findings to be directly connected to the experiences, needs, and expertise of professionals working with young people, ensuring that the recommendations developed for the Art4Wellbeing Toolkit are grounded in practical realities and respond to the identified needs of the youth work sector.

4. Research at a Glance

CATEGORY	INFORMATION
Project	Art4Wellbeing
Project Number	2025-2-NL02-KA210-YOU-000368916
Work Package	WP2 – Research & Needs Analysis
Country	Italy
National Partner	Associazione Culturale Bubburriga
Research Period	June-July 2026
Research Methodology	Qualitative Research
Data Collection Method	Focus Group Discussion and Semi-Structured Expert Interviews
Focus Group Participants	6 professionals
Expert Interviews	5 experts
Total direct participants	11
Groups Represented	Youth work, non-formal education, teaching, and community-based initiatives
Main Objective	To identify the needs, challenges and expectations related to the development of art-based mental well-being tools for young people in Italian 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 involved six experienced professionals working in the fields of education, youth work, and non-formal learning in Italy. The discussion was facilitated around the six guiding questions developed within WP2 and aimed to explore participants' experiences, current practices, challenges, and perspectives regarding the promotion of young people's mental well-being through creative and art-based approaches.

The focus group provided valuable insights into the needs of professionals supporting young people, highlighting existing practices, opportunities, and potential areas for development in relation to future art-based mental well-being resources within the Art4Wellbeing Toolkit.

Question 1

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

Discussion Summary

Participants identified anxiety, stress, loneliness and uncertainty about the future as some of the main emotional challenges affecting young people today. They highlighted the impact of social media, performance expectations and difficulties in expressing and managing emotions as relevant factors influencing young people's well-being. The discussion also emphasised the need to create safe spaces where young people can explore emotions, strengthen self-awareness and develop meaningful connections.

Key Findings

- ✓ Anxiety, stress and uncertainty about the future are increasingly common emotional challenges among young people;
- ✓ Many young people experience difficulties in recognising, expressing and managing their emotions;
- ✓ Social media and external expectations can negatively influence self-esteem, identity development and emotional well-being;
- ✓ Feelings of loneliness and isolation remain significant, even in a highly connected digital environment;
- ✓ Young people need safe, inclusive and creative spaces where they can explore emotions, build self-awareness and share experiences without judgement.

Question 2

How do you currently address these challenges?

Discussion Summary

Participants reported addressing these challenges through mentoring, informal conversations, peer support, guidance activities and non-formal education methodologies. While creative and experiential activities are occasionally used to encourage emotional expression and self-reflection, participants noted that these practices often depend on the individual competences of youth workers rather than on structured tools or established programmes. The discussion highlighted the need for practical resources that can support professionals in integrating art-based approaches into their daily work.

Key Findings

- ✓ Informal mentoring, peer support and group discussions are among the most commonly used approaches to support young people's emotional well-being;
- ✓ Non-formal and experiential learning activities help create trust, participation and emotional engagement;
- ✓ Creative practices, such as visual arts and movement-based activities, are recognised as valuable tools for encouraging emotional expression and self-awareness;
- ✓ Existing initiatives often rely on the experience and creativity of individual youth workers rather than on structured methodologies;
- ✓ Professionals expressed the need for practical, accessible and well-structured art-based resources that can be easily integrated into everyday youth work.

Question 3

What works well? What doesn't?

Discussion Summary

Participants agreed that experiential, participatory and creative approaches are significantly more effective than traditional lecture-based methods in promoting young people's emotional well-being. Activities involving artistic expression, collaboration and reflection were considered particularly valuable because they encourage active participation, emotional awareness and authentic self-expression. Conversely, theoretical or information-based sessions were perceived as less engaging and less effective in fostering meaningful emotional learning.

Key Findings

- ✓ Interactive and participatory learning fosters higher engagement and emotional involvement;
- ✓ Small-group activities create safe environments for sharing and mutual support;
- ✓ Arts-based and creative workshops encourage emotional expression, self-awareness and active participation;

- ✓ Reflection exercises help young people process experiences and develop emotional understanding;
- ✓ Traditional lecture-based approaches are generally perceived as less engaging and less effective for promoting emotional well-being.

Question 4

Have you used creative/art-based methods?

Discussion Summary

Most participants reported previous experience in using creative and art-based methodologies, including storytelling, drawing, painting, drama, music, movement and collaborative visual activities. These approaches were widely recognised as effective tools for encouraging emotional expression, active participation and self-reflection among young people. Participants also highlighted that creative activities help build trust, strengthen group cohesion and provide alternative ways for young people to communicate emotions, particularly when verbal expression is challenging.

Key Findings

- ✓ Music-based activities promote emotional expression, participation and group cohesion;
- ✓ Movement-based activities support self-awareness, emotional regulation and embodied learning;
- ✓ Visual arts (drawing, painting and collaborative creation) provide safe, non-verbal ways to explore emotions;
- ✓ Storytelling and creative writing encourage personal reflection and emotional expression;
- ✓ Drama and role-play strengthen empathy, communication skills and perspective-taking;
- ✓ Creative and art-based methodologies are perceived as valuable tools for fostering well-being, inclusion and meaningful participation among young people.

Question 5

What kind of support or tools do you need?

Discussion Summary

Participants expressed a clear need for practical, ready-to-use resources that can be easily integrated into youth work, educational and community settings. They highlighted the importance of step-by-step facilitation guides, adaptable activity plans and reflection tools to support the implementation of art-based methodologies. Participants also valued resources that can be adapted to different age groups, contexts and levels of professional experience, as well as instructional materials that increase facilitators' confidence in delivering creative activities.

Key Findings

- ✓ Ready-to-use activities that can be easily implemented in youth work and educational settings;
- ✓ A facilitator handbook with clear guidance for planning and delivering activities;
- ✓ Step-by-step activity instructions to support professionals with different levels of experience;
- ✓ Reflection cards and practical exercises to encourage emotional exploration and group discussion;
- ✓ Instructional videos to increase facilitators' confidence and demonstrate the practical application of activities.

Question 6

What would make a Toolkit useful for you?

Discussion Summary

Participants agreed that the future Art4Wellbeing Toolkit should be practical, user-friendly and adaptable to different educational and youth work settings. They highlighted the importance of clear facilitation guidance, ready-to-use activities, printable resources and visually engaging materials that can be easily implemented in everyday practice. Participants also emphasised that each activity should include learning objectives, required materials, suggested duration, reflection questions and practical tips for adapting the methodology to different age groups, group dynamics and cultural contexts.

Key findings

- ✓ Practical and user-friendly design that supports immediate implementation;
- ✓ Visually engaging materials to increase accessibility and participant engagement;
- ✓ Ready-to-use activities with clear learning objectives and facilitation guidance;
- ✓ Printable resources, reflection questions and activity templates;
- ✓ Flexible content adaptable to different age groups, educational settings and cultural contexts;
- ✓ Clear information on duration, required materials and possible adaptations for each activity;
- ✓ Instructional videos and practical examples to support facilitators' confidence and implementation.

6. Overall Reflection (focus group)

The Italian focus group confirmed a strong consensus on the growing need to promote young people's emotional well-being through creative, participatory and experiential approaches. Participants highlighted that anxiety, stress, social pressure and difficulties in emotional expression are increasingly affecting young people, reinforcing the importance of providing safe and inclusive spaces where emotions can be explored without judgement.

The discussion consistently emphasised the value of non-formal education and art-based methodologies in fostering emotional awareness, self-expression, empathy and group cohesion. Music, movement, visual arts, storytelling and drama were recognised as particularly effective in engaging young people and supporting meaningful learning experiences. At the same time, participants agreed that these approaches are often implemented through the initiative and experience of individual professionals rather than through structured and widely accessible resources.

A recurring theme throughout the discussion was the need for practical support. Participants expressed a clear preference for flexible, ready-to-use tools that can be easily adapted to different educational and youth work contexts. They highlighted the importance of clear facilitation guidance, printable materials, reflection tools, instructional videos and adaptable activity plans that increase facilitators' confidence while maintaining enough flexibility to respond to the diverse needs of young people.

Overall, the findings underline the relevance of the Art4Wellbeing project in addressing existing gaps by developing a practical, accessible and evidence-informed toolkit that empowers youth workers, educators and other professionals to integrate creative methodologies into their everyday practice, ultimately contributing to the emotional well-being of young people.

7. Expert Interview Findings

Arts as a driver of meaningful learning

Across the expert interviews, participants consistently described arts-based methodologies as powerful educational tools that extend beyond creative expression. Rather than being considered supplementary activities, the arts were recognised as essential approaches for fostering meaningful learning, emotional engagement, participation, and personal development.

Interviewees emphasised that artistic experiences allow young people to connect knowledge with emotions, making learning more authentic, memorable, and inclusive. Creative processes were described as opportunities for self-expression, collaboration, critical thinking, and active participation, enabling learners to become protagonists of their own educational journey rather than passive recipients of information.

Several participants also highlighted the role of arts in creating emotionally safe learning environments where diversity is valued and every learner can contribute according to their own abilities, experiences, and forms of expression.

The need to bridge arts and formal Education

A recurring theme across the interviews was the perceived gap between the recognised educational value of arts-based methodologies and their actual integration into formal education. Although participants considered creativity and artistic expression fundamental components of holistic education, they reported that these approaches are still marginal within many educational settings, where traditional teaching methods continue to prevail.

Participants explained that opportunities to combine arts with curriculum delivery often depend on the individual initiative of teachers rather than on institutional support. As a result, educators frequently develop innovative practices independently, adapting creative methods to their classrooms despite limited time, resources, and organisational flexibility.

Continuous professional development beyond the school system

Another significant finding concerns the professional development of educators. Participants consistently reported that most of their knowledge of arts-based methodologies had been acquired outside formal teacher education programmes through Erasmus+ projects, specialised training courses, professional networks, cultural organisations, and self-directed learning experiences.

Interviewees highlighted the limited availability of structured training opportunities that effectively combine arts-based methodologies with curriculum design and everyday teaching practice. This situation encourages motivated educators to seek learning opportunities independently, while also revealing a broader systemic need for accessible, practice-oriented professional development.

These findings suggest that the future Art4Wellbeing Toolkit should not only provide ready-to-use educational activities but also support educators in developing the confidence and practical competences needed to integrate arts-based approaches into formal and non-formal learning environments.

8. Overall Reflection (interviews)

Key Findings from the Expert Interviews

The expert interviews highlighted several recurring themes across different educational contexts in Italy:

- ❖ Arts-based methodologies are recognised as essential educational tools, supporting both meaningful learning and emotional well-being;
- ❖ Creative approaches foster participation, self-expression, inclusion, and emotional awareness, creating safe learning environments for diverse groups of young people;

- ❖ Professionals across Northern and Southern Italy reported remarkably similar experiences, despite working in different educational and community contexts;
- ❖ There is a significant gap between the recognised value of arts-based education and its integration into everyday teaching practice, particularly within formal education;
- ❖ Educators often seek professional development opportunities outside their institutions, participating in Erasmus+ projects, specialised training courses, and professional networks to acquire competences in arts-based methodologies;
- ❖ Participants expressed a strong need for practical, ready-to-use educational resources that integrate arts with curriculum delivery and non-formal education practices;
- ❖ The future Art4Wellbeing Toolkit is expected to provide adaptable methodologies, facilitation guidance, and concrete activities that can be easily implemented in both formal and non-formal educational settings.

9. Overall analysis of research findings

The qualitative analysis identified several recurring themes that reflect the experiences, needs, and expectations of professionals working in youth work, education, and arts-based learning. The following table provides an overview of the main findings emerging from the Italian national research and highlights how these findings will inform the design and development of the Art4Wellbeing Digital Toolkit.

Theme	Main Findings from the Italian Research	Implications for the Toolkit
Arts as meaningful learning	Participants recognised arts as an essential educational approach that promotes engagement, participation and emotional well-being.	Develop methodologies integrating arts into everyday educational practice.
Emotional well-being	Professionals considered emotional well-being a prerequisite for effective learning and personal development.	Include activities fostering emotional awareness, resilience and self-expression.
Professional development	Educators reported seeking training independently through Erasmus+, workshops and professional networks.	Provide facilitator guidance and capacity-building resources.
Barriers	Limited time, institutional support and structured	Design adaptable, ready-to-use activities

	training reduce the use of arts-based methodologies.	requiring minimal preparation.
Toolkit expectations	Participants requested practical, flexible and curriculum-friendly resources rather than theoretical content.	Develop step-by-step activities, reflection tools and printable resources.

10. Recommendations for the Art4wellbeing Toolkit

The Italian national research provided clear and consistent guidance on the characteristics and content that professionals expect from the future Art4Wellbeing Digital Toolkit. Rather than requesting theoretical information, participants highlighted the need for practical, adaptable, and immediately applicable educational resources that can be integrated into everyday youth work and educational practice.

Based on the findings, the Toolkit should include the following elements:

- 1. A collection of ready-to-use arts-based activities, organised by educational objectives** (e.g. emotional awareness, self-expression, resilience, empathy, stress management, social inclusion and teamwork).
- 2. Step-by-step facilitation guides** for every activity, including objectives, target group, recommended group size, duration, required materials, preparation time, implementation process, and debriefing questions;
- 3. Different artistic methodologies**, ensuring a balance between visual arts, music, theatre, creative writing, storytelling, photography, movement, body expression, crafts, and multisensory activities;
- 4. Adaptation guidelines** explaining how each activity can be modified according to participants' age, educational setting, group dynamics, learning needs, and available resources;
- 5. Connections with formal and non-formal education**, providing suggestions on how activities can complement school curricula while remaining equally applicable in youth work and community contexts;
- 6. Reflection and evaluation tools**, including self-reflection worksheets, emotional check-in activities, observation grids, and group reflection questions that help facilitators assess both learning outcomes and participants' emotional engagement;
- 7. Facilitator guidance on emotional safety**, offering practical recommendations for creating inclusive, respectful, and psychologically safe learning environments while recognising the boundaries of the educator's role;
- 8. Short theoretical background sections**, explaining the educational value of each methodology without overwhelming practitioners with excessive theory;
- 9. Printable resources**, such as activity cards, worksheets, visual prompts, storytelling cards, emotion cards, and creative templates that can be used directly during workshops;

10. Examples of good practices and implementation tips, illustrating how the methodologies have been successfully applied in different educational and youth work settings.

Suggestions for professional self-development, including references to further training opportunities, reflective practice, and communities of practice that encourage educators to continue developing their competences in arts-based education.

Overall, **the findings indicate that the Art4Wellbeing Digital Toolkit should function as a practical working resource rather than a theoretical manual, enabling professionals to confidently integrate arts-based methodologies into their daily educational practice.**

11. Conclusions

The Italian national research confirms that emotional well-being is increasingly recognised as a fundamental dimension of education and youth work. Across the focus group discussion and expert interviews, participants consistently highlighted that supporting young people's emotional development is no longer an additional responsibility but an integral part of educational practice.

A key finding emerging from the research is the widespread recognition of the educational value of arts-based methodologies. Professionals from different regions of Italy and diverse educational backgrounds described creative approaches as powerful tools for promoting participation, self-expression, inclusion, emotional awareness, and meaningful learning. Rather than viewing the arts as complementary activities, participants considered them essential components of holistic education.

At the same time, the research identified a significant gap between this shared educational vision and everyday practice. Limited time, insufficient institutional support, scarce training opportunities, and the lack of structured educational resources continue to restrict the systematic use of arts-based methodologies in both formal and non-formal education. As a result, many professionals actively seek learning opportunities through Erasmus+ projects, specialised courses, professional networks, and self-directed learning to strengthen their competences in this field.

These findings clearly indicate that the future Art4Wellbeing Digital Toolkit should move beyond theoretical guidance and become a practical working resource for educators and youth workers. The Toolkit should provide adaptable methodologies, ready-to-use activities, facilitation guidance, reflection tools, and examples of good practice that can be easily integrated into different educational contexts and adapted to the diverse needs of young people.

Overall, the Italian research demonstrates that there is both a strong demand and a favourable educational culture for the wider adoption of arts-based methodologies. By

responding to the concrete needs identified through this research, the Art4Wellbeing Toolkit has the potential to strengthen professionals' competences, promote more inclusive and emotionally supportive learning environments, and contribute to the well-being and personal development of young people across Europe.



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