

SUPPORTED EDUCATION TOOLBOX

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A short [project description is published](#) on the European School Education Platform.

GENERAL DESCRIPTION AND RELEVANCE OF THE MEASURE

WHEN WAS THE MEASURE FIRST STARTED?

Supported Education started in 1987 at the Center for Psychiatric Rehabilitation of Boston University, USA. In Europe the first Supported Education choose-get-keep intervention started in 1999 in Rotterdam, the Netherlands and the first Supported Education Toolkit was developed in an Erasmus+ project in 2016 (www.supportededucation.eu). Development of the Swedish RSMH Supported Education Toolbox started in 2017 with financial support of European Social Fund (ESF) and was put into practice in 2019.

IS THE MEASURE STILL RUNNING? IF NOT, WHY?

Yes, Supported Education programmes are still running in Europe: for instance, in several regions and organisations in Sweden, and also in the Netherlands, Czech Republic, Norway, Portugal and Italy.

WHICH NEEDS DOES THE MEASURE ADDRESS?

Supported Education addresses the needs of young people with mental health problems and/or psychosocial difficulties who want to return to school and/or to remain at school despite their current or past problems/difficulties.

WHO WAS INVOLVED IN IDENTIFYING NEEDS, THE PLANNING AND THE DESIGN OF THE MEASURE?

Several organisations were involved in identifying the needs for and the planning and design of the Supported Education Toolbox, namely Hanze University Groningen in the Netherlands, RSMH in Sweden, AEIPS in Portugal, Ledovec in Czech Republic and SiB in Norway.

WHO IS/WAS RESPONSIBLE FOR THE IMPLEMENTATION OF THE MEASURE?

Primarily and mainly, the management of educational, mental health or municipality organisations who want to (partly) implement the Supported Education Toolbox in their

own organisation. To support the management in implementation of Supported Education activities, implementation advice, coaching and supervision are available.

WHAT RESOURCES ARE/WERE INVOLVED (E.G. MATERIAL, SPACE, AMOUNT OF FUNDING)?

Training for professionals and management (see next section)

Websites with supporting information, tools and videos:

<https://seciso.org/>

<https://seciso.org/en/>

<https://www.supportededucation.eu/>

Funding from ESF, Erasmus+, national funding organizations.

HOW ARE PEOPLE INVOLVED IN IMPLEMENTATION BEING SUPPORTED (E.G. DO THEY RECEIVE SPECIFIC TRAINING)?

Various training courses are available to train professionals in the different parts of the Supported Education Toolbox:

1. Introduction to Supported Education
2. Choosing and getting education of own preference
3. Remaining at school
4. Disclosure training 'To tell or not to tell'

Implementation training for management and onsite implementation support are also available.

IMPACT OF THE MEASURE

WHAT HAS BEEN THE IMPACT OF THE MEASURE?

Beukema L, Hofstra J, Reijneveld SA, de Winter AF, & Korevaar L. Supporting Adolescents with Mental Health Problems in Secondary Education: Feasibility of a Supported Education Intervention. *Int J Environ Res Public Health*. 2022;19(11):6754.

<https://doi.org/10.3390/ijerph19116754>

Havinga P, Hofstra J, van der Velde J, & Korevaar EL. StudySuccess project. Support for higher professional education students with mental health problems and/or cognitive problems in maintaining their education (in Dutch). In: Participatie en herstel 3. 2022. pp. 13-23. <https://www.ggzdigitaal.nl/p/studiesucces-project-ondersteuning-van-hbo-studenten-met-psychische-en-of-cognitieve-problemen-bij-het-volhouden-van-hun-opleiding/7554/98>

Supported Education is included in the database 'Effective interventions' of the NJI (Dutch Youth Institute) as an effective intervention. Korevaar L & Hofstra J. Database effective youth interventions: 'Supported Education' (in Dutch).

<https://www.nji.nl/interventies/begeleid-leren>.

Hofstra J, van der Velde J, Farkas M, Korevaar L, & Büttner S. Supported education for students with psychiatric disabilities: A systematic review of effectiveness studies from

2009 to 2021. *Psychiatric Rehabilitation Journal*. 2023;46(3):173-184.
<https://doi.org/10.1037/prj0000528>

WHAT HAS CONTRIBUTED MOST TO THE SUCCESS OF THE MEASURE?

Meeting the expressed needs of young people and their families for adequate support in returning to and/or remaining at school.

The efforts of involved people from education, mental health care, consumer organizations and government who developed the Supported Education Toolbox based on the expressed needs.

Having a very practical Supported Education intervention in place that can put into practice by both educational and mental health professionals.

HAVE THERE BEEN ANY OBSTACLES WHEN IMPLEMENTING THE MEASURE, AND HOW HAVE THEY BEEN ADDRESSED?

1. Staff have been hired to do the jobs they are already doing and don't have time or energy to take on new duties.
2. Administrative structures in place at most organizations are designed for existing services.
3. Staff are focused on fixing deficits; difficult to adopt a perspective of rebuilding strengths.

These obstacles have been addressed by discussing 1 and 2 with the involved management (in the implementation training or onsite) and 3 through the Supported Education training courses for professionals.

EVIDENCE BASE

IS THERE A MONITORING/EVALUATION SYSTEM IN PLACE? WHAT IS MONITORED, AND HOW IS IT DONE?

Yes. Depending on the research question, the appropriate research methodology is selected. This could be a quantitative, qualitative or mixed method.

ARE FURTHER EVALUATIONS PLANNED AND WHEN WILL THE RESULTS BE AVAILABLE (IF THEY PLAN TO BE PUBLISHED)?

Hofstra J, van der Velde J, Havinga P, & Korevaar L. COMMUNITY PARTICIPATION through Education (COMPARE): effectiveness of supported education for students with mental health problems, a mixed methods study – study protocol for a randomized controlled trial. *BMC Psychiatry*. 2021;21:332. <https://doi.org/10.1186/s12888-021-03329-5>. The results will be published in 2024.

Kuiper J, Hofstra J, & Korevaar L. (in preparation). Choosy. Evaluation of individual support for young people with mental health problems in choosing and getting mainstream education (in Dutch). The results will be published in 2024.

IS THERE ANY SPECIFIC THEORY OR RESEARCH/SCIENTIFIC LITERATURE THAT HAS BEEN AN INSPIRATION IN THE CONSTRUCTION OF THE MEASURE?



Hofstra J & Korevaar L. Supported Education toolkit: tools and guidelines for organizations and professionals working with students with psychiatric disabilities. 2016. Groningen; Research and Innovation Center for Rehabilitation.

<https://www.supportededucation.eu/wp-content/uploads/2016/02/English-Supported-Education-Toolkit.pdf> .

Korevaar L. Rehabilitation through Education. Evaluation of a Supported Education program for people with psychiatric disabilities (in Dutch with English summary). 2005. Amsterdam; Uitgeverij SWP.

Sullivan AP, Nicolellis DL, Danley KS, & MacDonald-Wilson K. Choose-get-keep: A psychiatric rehabilitation approach to supported education. *Psychiatric Rehabilitation Journal*. 1993;17:55.

Unger KV. Handbook on supported education: Providing services for students with psychiatric disabilities. 1998. Baltimore; Paul H Brookes Publishing Company.

Unger KV, Danley KS, Kohn L, & Hutchinson D. Rehabilitation through education: A university-based continuing education program for young adults with psychiatric disabilities on a university campus. *Psychosocial Rehabilitation Journal*. 1987;10:35-49.

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