

**AGENDA**

- Intros - which cat are you?
- Where did we get to?
- Strings task
- Possibility thinking
- Split groups: draft programme
- Names!
- Check out & Evaluation



citizens

## The Resilience Leader Programme

### Promising Practice

*Implemented by:*  
Empower Education

*Where:*  
The United Kingdom

*Status:*  
Started in October 2018

*Summary:*  
The Resilience Leader Programme provides training in mental health initiatives that are designed to empower children and young people to be proactive with their mental health.

## Overview

Empower Education is an independent organization focused on empowering young people to be proactive in building their mindset, confidence, self-belief and resilience, helping to unlock their potential and prevent mental illness from taking root. This is done through workshops, programmes, talks and resources for children between 2 to 18 years old.

## Description

### Active learning programme

The Resilience Leader Programme is an active learning programme developed to ensure all children are active collaborators in their learning. The facilitator supports every child in feeling like they are part of the group and empowered to take responsibility for their learning so they can fully engage in the process.

### Emotions Toolkit

The programme has been developed using coaching and action methods to enhance learning, developed through years of working with young people through teaching yoga, mindfulness, counselling and coaching. The programme empowers young people with an understanding of neuroscience alongside creating their Emotions Toolkit through discovering their inner resources and abilities. They grow in confidence to teach others how to self-develop, take responsibility for their emotions and thoughts, and learn how to navigate them more easily.

### School well-being model

The programme has been created as part of a whole school model of well-being. It can include empowering staff and parents through an experiential training session that supports them in considering their self-awareness, mindset and resilience and creating their own Emotions Toolkit of self-regulation and self-care techniques. They are, therefore, more able to support young people empathically and compassionately through co-regulation.

## Objectives

The Resilience Leader Programme was designed to empower students to be engaged in their mental health care and to be collaborative learners. The programme is aimed at developing young people's responsibility in self-management and self-control skills, self-belief, mindful culture and leadership. Children and youth are educated in fundamental neuroscience of the brain and mind. The beneficiaries of the programme are ready to develop their school resilience strategy.

### Overcoming mental health crises thanks to a personal toolkit

The initiative was implemented in response to the common problem of mental health crises among young people in the United Kingdom. Empowering children, teenagers, teachers and parents with ways to be proactive with their mental health means that they know what to do to build positive mental health and navigate the challenges they face.

The teachings in this programme stem from adult mindfulness, yoga techniques, psychology and neuroscience, and have been adapted to be child-friendly and utilized by children from two years old through adulthood. The initiative is innovative because it is a train-to-share programme, so the resilience leaders co-produce lesson plans that they deliver to their schools to train the whole school to understand neuroscience resilience techniques and to create their own personal toolkit. This creates a ripple effect as the children and youngsters can teach their parents and teachers, supported by staff training and parent workshops. It contributes to the whole school's well-being by reaching the child's ecosystem (families, teachers) and creating a more compassionate culture.

The Resilience Leaders then continue to innovate their well-being offers in school, collaborating to decide upon what they wish to deliver or create for their school regarding workshops, resources and well-being areas.

## Outcomes and impact

Recorded outcomes of the beneficiaries of the programme, including children, young people, parents and teachers, are greater resilience, self-awareness, improved personal well-being, greater self-responsibility, greater self-esteem, self-worth and self-belief, improved sense of self, the whole school's well-being culture, improved behaviour and school achievements, developing leadership skills, developing empathy and compassion, and developing communication skills.

### Train to share

The programme was made more accessible and inclusive to a wider audience by engaging children and young people first.

### Proactive young people

As they have been given space to co-produce and lead the rippling out effect of the initiative, the children and teenagers have managed to raise resilience.

### Increased sense of general well-being

Simple check-ins at the beginning and end of sessions showed an expanded sense of well-being and happiness due to the young people spending time regulating their emotions.

## Challenges

### Getting into schools – even for an initial conversation

Ask for a meeting, consistently find schools, and encourage staff to join the programme, while presenting the programme thoroughly.

### Schools recognizing the value of the initiative

Attend events where schools have the opportunity to share the organization's message.

### Sustainability of the programme

Empower Education is looking for funding to provide these school programmes without budget constraints. The organization is keeping in touch with schools undertaking the programme to monitor their progress.



## Insights

It is challenging to ensure a school sustains the initiative, as the academic subjects often push the young leader roles to the side due to government expectations around the academic subjects.

The programme is potent as it grows creative thinkers, innovators and collaborators as many of the leaders have come up with and implemented incredible ideas into their schools, all being proactive with their mental health and supporting others (including their siblings, parents, friends and teachers).

Here is a part of a testimonial from Lindsay Clark, the Head Teacher at Killisick Junior School:

*A group of 10 resilience leaders (many of whom had personal experiences of low resilience) were trained to deliver emotional resilience strategies to the whole school and beyond, using the Emotions Toolkit, which raised the resilience leaders' self-esteem. Our schoolchildren can now recognise emotions, understand their feelings and how they affect them as individuals, and have a toolkit of strategies to self-regulate their emotions. I am proud to say that with the support of Empower Education, children recognise, understand and self-regulate their emotions.*



## Next steps

Empower Education has delivered this programme to several schools in Nottingham and one in Coventry, United Kingdom. The new phase is to develop a peer mentoring programme, co-designed and produced by young people (both in primary and secondary schools), so this can evolve through working with young people.

### Learn more

**Jackie Wilson**, the Director of Empower Education, helped to compile this document.

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To learn more about the Resilience Leader Programme, visit:  
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