Scale ofPositive and Negative Experience (SPANE) (Diener et al., 2009), the questionary on life satisfaction. The research project included 894 respondents aged from 14 to 80 (M=24.0; SD=11.7), residents of eight regions, where there are one or several official languages along with Russian.

Results: The results indicate that mental well-being (F = 1.167; p = 0.312) is independent of the respondents' native language, while the ratio of positive and negative affect is significantly higher (F = 3.164; p = 0.008) among people who indicated the regional language as the native one, compared to those who have two native languages - Russian and regional (MD = -1.529; p = 0.039). Moreover, the general life satisfaction is higher (F = 7.427; p = 0.001) among native speakers of the regional language as compared to those who indicate both Russian and regional languages as their native languages (MD = 0.638; p <0.001).

Conclusions: Differences in the emotional state and life satisfaction along with the absence of differences in mental well-being were revealed in respondents of different ethnolinguistic categories. The reported study was funded by RFBR, project number 17-29-09167.

Keywords: mental well-being; positive and negative affect; multilingualism; native language

EPP1004

Psychological well-being of students living in russia and azerbaijan, depending on their native language

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Introduction: Since the post-Soviet space is distinguished by a wide ethnolinguistic diversity with Russian language being the basis of identity for a significant part of the population, the role of ethnolinguistic identity in psychological well-being needs deep analysis.

Objectives: The study explores the relationship between mental well-being and belonging to different ethnolinguistic categories in Russia and Azerbaijan.

Methods: The Warwick-Edinburgh Mental Well-Being Scale (Tennant et al., 2007) was used as a measuring tool. The study involved 90 students, 45 participants from multilingual regions of Russia and 45 Russian-speaking students from Azerbaijan. Both samples included three categories of subjects: indicating Russian (1); one or more regional languages in the Russian sample or Azerbaijani in the sample from Baku (2); two native languages - Russian and one of regional languages or Russian and Azerbaijani (3) - as their native language.

Results: No significant differences were observed in the level of psychological well-being in both Russian (KW = 0.594; p = 0.743) and Azerbaijanian students (KW = 1.535; p = 0.464). However, the level of psychological well-being in Russian students from multilingual regions, who indicate the regional language as their native language, is significantly higher than in Azerbaijani students, whose native language is Russian (U = 55,000; p = 0.045).

Conclusions: The sociocultural context is reflected in mental well-being of the individual, depending on his native language and ethnocultural identity. The reported study was funded by RFBR, project number 17-29-09167.

Keywords: native language; mental well-being; multilingualism

EPP1005

Framing the implementation process of a social innovation project for people with severe mental disorders in chile

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Introduction: There are important challenges for the effective inclusion in society of people with severe mental disorders (SMD). The POTENCIA[T] intervention supports the formation of work cooperatives for the socio-labour inclusion of people with SMD working together with women in vulnerable situations and older adults.

Objectives: To analyse the implementation process of the first phase of POTENCIA[T]

Methods: According to Nilsen, six components were analysed: implementation object, implementation activities, implementation actors, users, inner context and outer context. A qualitative study was performed during the first phase of the project (12-months). Participant observation and in-depth interviews with key actors, users and fieldwork team were conducted, as well as bibliographic analysis of field notes, meeting minutes and audios/videos of socialization activities. Ethical issues were considered.

Results: The implementation object was positively valued as a response to perceived needs such as users involvement in a participatory approach. Shared decision-making process was emphasized. Implementation activities were accompanied by local teams and were adapted to participants needs and context characteristics (e.g. social distancing). Most users showed high expectations related to the solidarity economic model as well as physical and economic autonomy, which work as a key factor for commitment and retention in the project. A good working environment was recognized and a space for personal fulfillment. Some barriers were recognized, including cultural stigma, auto-stigma, and recruitment in pandemic context.

Conclusions: Early and proper addressing of factors that may positively and negatively affect the implementation process is mandatory to achieve the effective inclusion of people with SMD.

Keywords: implementation; Socio-labour inclusion; work cooperatives

EPP1006

The emotional schemas of psychiatric patients- a case-control study.

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Introduction: Our Emotional Schemas dictate how we deal with our own emotions, therefore, how we interpret and face different