

PROMOTING MENTAL HEALTH AT SCHOOLS

An evidence-based curriculum to shape policy across Europe

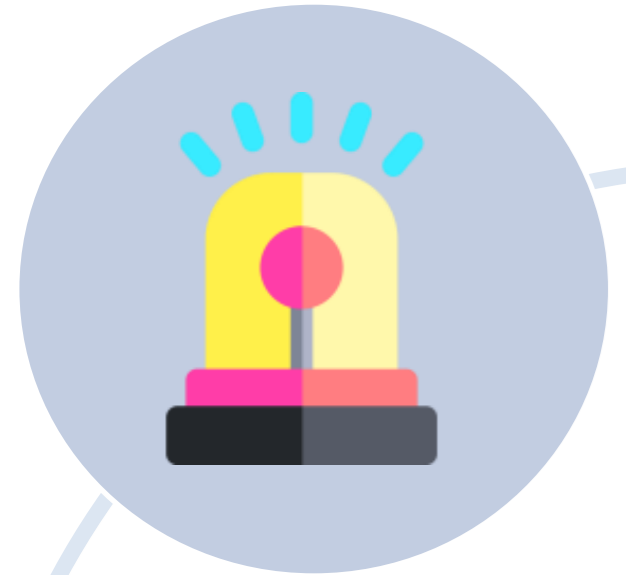
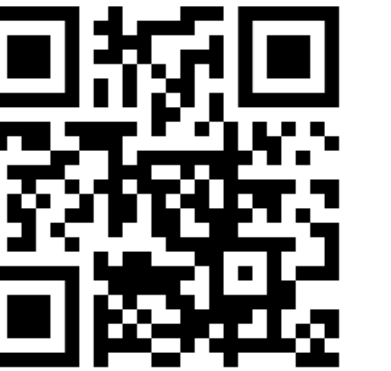
Valeria Cavioni*, Ilaria Grazzani, Alessia Agliati, Elisabetta Conte, Veronica Ornaghi

Department of Human Sciences for Education "R. Massa" - University of Milano-Bicocca - Milan, Italy

*Corresponding author: valeria.cavioni@unimib.it

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MENTAL HEALTH PROMOTION AS A GLOBAL EMERGENCY

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to her or his community (WHO, 2014). Mental health problems among children have been increasing over the past decades. 20% of school children experience mental health difficulties. Schools are an ideal setting in which to promote mental health for children and youth, providing an opportunity to reach large groups of children during their formative years of cognitive, emotional and behavioural development (Weare, 2015).

AIMS

- Policy:** to promote innovative policy to support mental health in school encouraging cooperation among national and international public authorities and institutions across Europe.
- Research:** to develop a successful evidence-based curriculum on mental health promotion in schools assessing its effectiveness through large scale field trials.

PARTNERS

- University of Milano-Bicocca (Italy), Regional School Office of Lombardy (Italy) & Ministry of Education (Italy)
- University of Malta (Malta)
- University of Latvia (Latvia) & School Regional Office of Sigulda (Latvia)
- City of Rijeka (Croatia)
- Faculty of Teacher Education University of Rijeka (Croatia)
- University Stefan Cel Mare Din Suceava (Romania)
- Inspectoratul Scolar Al Judetului Suceava (Romania)
- University of Patras (Greece)
- School of Human Kinetics (Portugal)

RESEARCH DESIGN



- Teachers will be trained for 25 hours to implement the curriculum in their own schools.
- Meeting with parents will be carried out by researchers.
- Evidence of the effectiveness will be collected using measures on students' and teachers' mental health.

6 Trial Countries (Croatia, Greece, Italy, Latvia, Romania, Portugal) for a total of 6000 students with their own teachers.

Country	Experimental	Control	Cohorts
1	125	125	15
2	125	125	11-12
3	125	125	8-9
4	125	125	4-5

Legend: ■ Experimental ■ Control

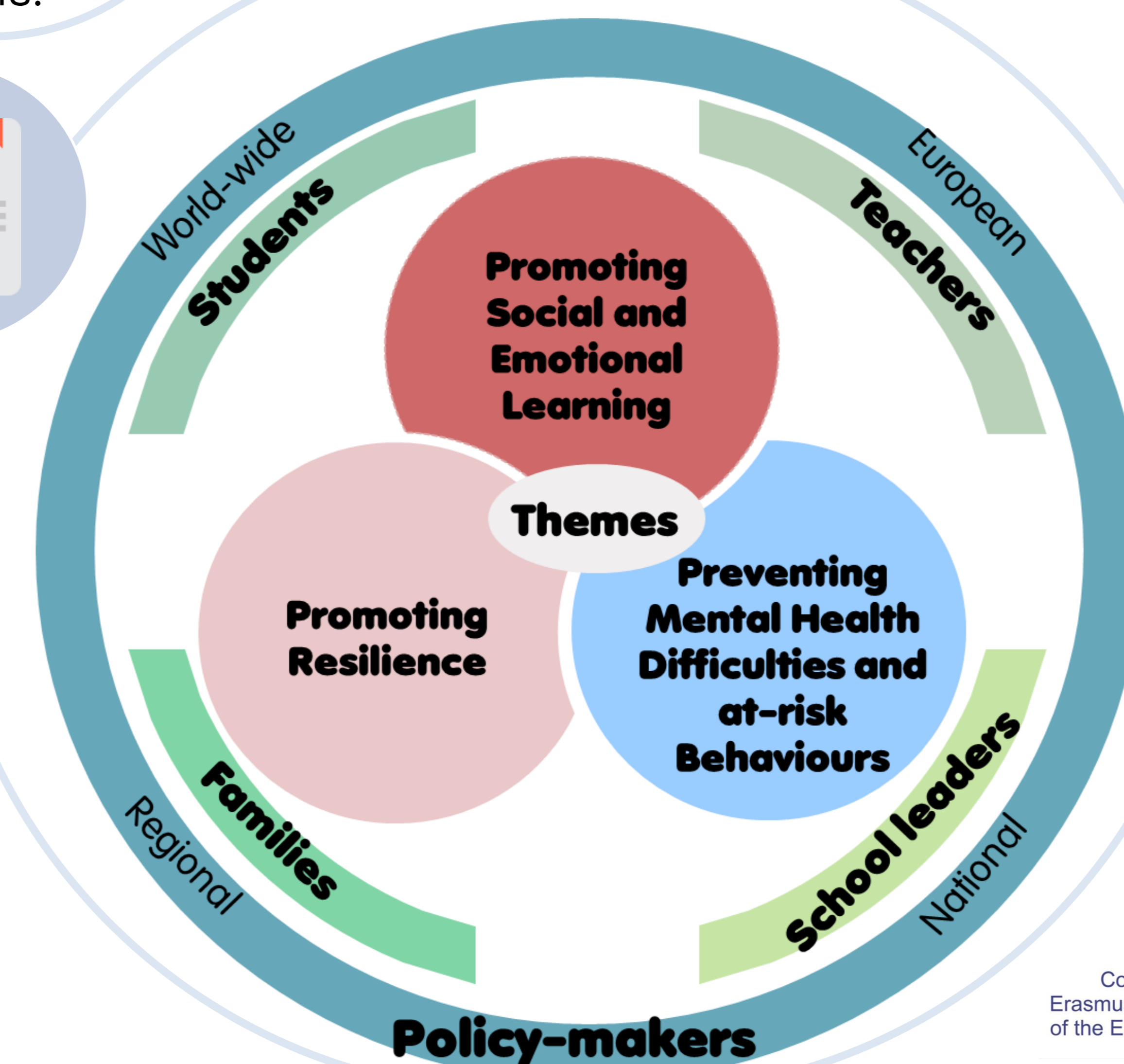
N=1000 Students in each trial Country

TIMELINE



- Development of the curriculum
- Selection of the assessment instruments
- Development of teachers' training course materials
- Pre-test
- Implementation
- Post-test
- Evaluation of the effectiveness of the curriculum
- Impact on policy

FRAMEWORK



EXPECTED OUTCOMES

Students	Teachers
• SEL	• SEL
• Resilience	• Resilience
• Positive attitude toward school	• Positive attitude toward school
• Motivation	• Motivation
• Student-teacher relationship	• Student-teacher relationship
• Achievement	• Work satisfaction
• Internalizing problems	• Mental health difficulties
• Externalizing problems	• Stress
• At risk behaviours	• Burn out

