

# PROMEHS – PROMOTING MENTAL HEALTH AT SCHOOLS

EUROPEAN TOOLKIT FOR SCHOOLS  
MAY 2023

A short project description is [published on the platform](#) in 29 languages.

## WHEN WAS THE MEASURE FIRST STARTED?

The experimentation started in September 2020

## WHICH STAKEHOLDERS WERE INVOLVED IN IDENTIFYING NEEDS AND IN THE PLANNING AND DESIGN OF THE MEASURE?

Regional School Offices in several countries of the network

Ministry of Education in several countries of the network

## WHO WAS INVOLVED IN IMPLEMENTING THE MEASURE? WHO HAS KEY RESPONSIBILITY FOR IMPLEMENTATION?

Research Fellows were involved in Greece, Croatia, Latvia, Portugal, Romania and Italy

Responsible: Prof. Ilaria Grazzani (University of Milano Bicocca, Milan, Italy): PI of the international network

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

Yes, they were trained and supervised along the project

## WHAT HAVE BEEN THE OBSTACLES TO INTRODUCING THE MEASURE? HOW HAVE THEY BEEN ADDRESSED?

Obstacles: Covid-19 pandemic

Partially online implementation

## IS THERE A MONITORING/EVALUATION SYSTEM IN PLACE? WHAT IS MONITORED?

Yes, the different phases of the implementation process were monitored.

Monitoring of fidelity of the implementation across countries

## WHO MONITORS AND HOW?

Each country applied the monitoring system, it was coordinated by the Latvian team according to the whole network.

See: Martinsone, B., Stokenberga, I., Grazzani, I. (2022). Monitoring system of implementation of the promoting mental health at schools (PROMEHS) program. *Frontiers in Psychology*. 13:1043001. doi: 10.3389/fpsyg.2022.1043001

## ARE FURTHER EVALUATION PLANNED AND WHEN WILL THE RESULTS BE AVAILABLE?

Results of the implementation are available in the following publications:

- Anthony, C., Lei, P.-W., DiPerna, J.C., Cefai, C., Bartolo, P.A., Camilleri, L., O’Riordan, M., Grazzani, I. et al. (2023). Measurement invariance of children’s SEL competencies: An examination of the SSIS SEL Brief Scales with a multi-informant sample from six countries. *European Journal of Psychological Assessment*. Doi: 10.1027/1015-5759/a000753
- Anthony, C., Elliott, S.N., Yost, Lei, DiPerna, Cefai, Camilleri, Bartolo, Grazzani, Ilaria et al. (2022). Multi-informant validity evidence for the SSIS SEL Brief Scales across six European countries. *Frontiers in Psychology*, 13:928189, doi: 10.3389/fpsyg.2022.928189
- Colomoeischi A., Duca, D., Bujor, L., Rusu, P., Grazzani, I., Cavioni, V. (2022). Impact of a school mental health program on children’s and adolescents’ socio-emotional skills and psychosocial difficulties. *Children*, 9, 1661. doi: 10.3390/children9111661
- Martinsone, B., Stokenberga, I., Grazzani, I. (2022). Monitoring system of implementation of the promoting mental health at schools (PROMEHS) program. *Frontiers in Psychology*. 13:1043001. doi: 10.3389/fpsyg.2022.1043001
- Poulou, M., Grazzani, I., Cavioni, V., Ornaghi, V., Conte, E., Cefai, C., Camilleri, L. Bartolo, P. (2022). Teachers’ and students’ changes in social and emotional competences following the implementation of PROMEHS: A European program for promoting mental health at schools. *Educational Research Applications*. 7:205. doi: 10.29011/2575-7032-100205
- Poulou, M., Grazzani, I., Cavioni, V., Ornaghi, V., Conte, E., Cefai, C., Camilleri, L. Bartolo, P. (2022). Changes in students’ social and emotional competences following the implementation of a school-based intervention program. *American Journal of Applied Psychology*. 11(5), pp. 122-132. doi: 10.11648/ajap.20221105.11
- Cefai, C., Camilleri, L., Bartolo, P., Grazzani, I., Cavioni, Conte, E., Ornaghi, V., Agliati, A., Gandellini, S., Tatalovic Votrkapic, S., Poulou, M., Martinsone, B., et al. (2022). The effectiveness of a school-based, universal mental health programme in six European countries. *Frontiers in Psychology*, 13:925614. doi : 10.3389/fpsyg.2022.925614

- Grazzani I., Agliati, A., Cavioni, V., Conte, E. et al. (2022). Adolescents' resilience during COVID-19 pandemic and its mediating role in the association between SEL skills and mental health, *FRONTIERS IN PSYCHOLOGY*, 13: 801761. doi: 10.3389/fpsyg.2022.801761
- Martinsone, B., Supe, I., Stokenberga, I., Damberga, I., Cefai, C., Camilleri, L., Bartolo, P., O'Riordan, M.R., & Grazzani, I. (2022). Social emotional competence, learning outcomes, emotional and behavioral difficulties of preschool children: Parent and teacher evaluations. *FRONTIERS IN PSYCHOLOGY*, 12: 760782. doi: 10.3389/fpsyg.2021.760782
- Martinsone, B., Stokenberga, I., Damberga, I., Supe, I., ....Grazzani, I., Ornaghi, V., Camilleri, L. (2022). Adolescent social emotional skills, resilience and behavioral problems during the COVID-19 pandemic: A longitudinal study in three European countries. *Frontiers in Psychiatry*, 13:942692. doi: 10.3389/fpsyt.2022.942692

See also: Cefai et al. (2022), Evaluating the effectiveness of the Promehs. L-Università ta' Malta, Centre for Resilience & Socio-emotional health. Malta (issbn: 978-9918-9510-5-5).

## WHAT HAS BEEN THE IMPACT OF THE MEASURE?

Creation of a Programme for schools (kindergarten to high school) in all countries involved in the research network. Some countries are involved in the follow up. Further experimentations and implementations are going on also in countries not included in the original network.

## WHAT RESOURCES ARE INVOLVED (MATERIAL, SPACE, AMOUNT OF FUNDING)?

The final European Union grant: 1.283.024,77 EUR.

## IS THE MEASURE STILL RUNNING? IF NOT, WHY NOT?

Yes it is (see above).

## CONTACT DETAILS

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*European School Education Platform and eTwinning are initiatives of the European Commission, funded by [Erasmus+](#) and operated by European Schoolnet (EUN Partnership), under a contract with the European Education and Culture Executive Agency (EACEA). The opinions expressed are those of the contractor only and do not represent the contracting authority's official position.*