

**Dear PROMEHS friends,**

We are pleased to send you the third Newsletter containing updates on the latest news. Let's see what happened during the last months!

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### First of all... follow us!

PROMEHS is on many social media. You are still in time to join the PROMEHS community and get to know the latest updates. Click on the links below to see what you missed:

- [PROMEHS website](#)
- [Facebook](#)
- [LinkedIn](#)
- [YouTube](#)
- [ResearchGate](#)

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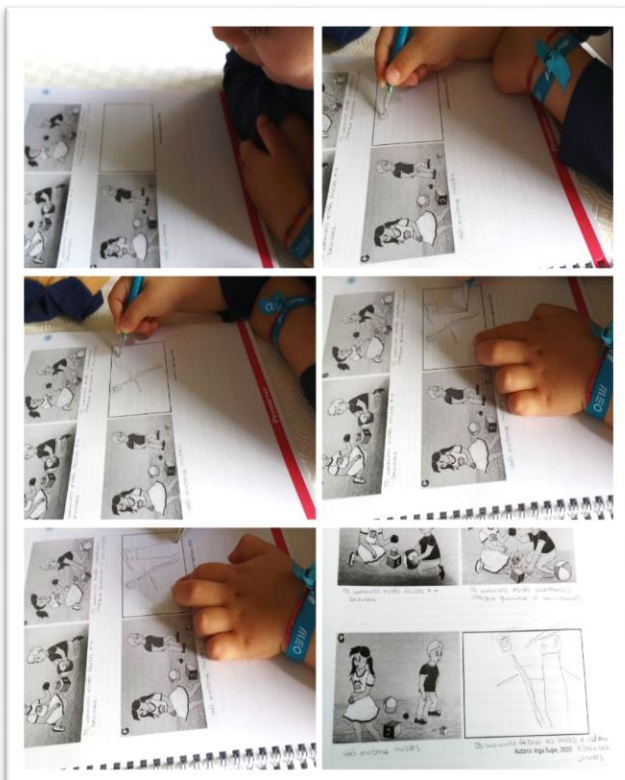
### The effectiveness of the PROMEHS curriculum

To test the effectiveness of the PROMEHS curriculum, schools that participated in the project were split into two groups: experimental and control schools. The major difference was that the experimental schools were provided with the training and PROMEHS handbooks in the 2020/21 school year, thus implementing immediately the program, whereas the control group waited until the 2021/22 school year to be trained and implement PROMEHS activities. As participants in both groups completed questionnaires at the beginning and end of the 2020/21 school year, their scores were compared. Data analyses showed encouraging results. On one hand, the PROMEHS curriculum improved students' social-emotional competences and prosocial behaviors and decreased their behavioral problems. On the other hand, participation in the PROMEHS program was effective also for teachers' mental health because it enhanced their self-efficacy and resilience skills. Click [here](#) to access the PROMEHS website and have a look at the Research Report for more details on the project's findings.

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## All control schools trained

Now we can state that all teachers, educators, and other staff belonging to schools of the control group have ended the training course. They learned the theoretical framework of PROMEHS, how to use the handbooks, and implement the activities with students during the regular classes. Here below there are some pictures made during PROMEHS activities at different school levels. You can find out more [here](#).



Even principals and parents of the schools belonging to the control group attended online or face-to-face meetings organized by researchers. The meetings aimed at informing about best practices to promote mental health both at home and school and prevent social, emotional, and behavioral problems. Find out what participants in the project said about PROMEHS:

“ An amazing project and fabulous opportunity! My students and I were honored and extremely captivated by participating in the great European PROMEHS project. We learned to identify and control our emotions, we developed our resilience and we enjoyed being a part of the wonderful PROMEHS family. The handbooks were very well documented and argued, informative, enriching and inspirational, with a comprehensible structure and intelligently organized. Congratulations and thank you very much for this outstanding experience! ”

(Teacher)

“ My daughter liked the activity to improve her self-esteem. Creating, cutting, thinking about her qualities and those of her friends was very funny! ”

(Parent)

We are sure that school communities' enthusiasm and confidence in PROMEHS will contribute to improving both adults' and students' mental health!

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### Where to find PROMEHS handbooks

The PROMEHS handbooks have been published! We have seven volumes:

- 1) The curriculum to promote mental health at school. Activities handbook for teachers, Kindergarten and Primary school (Ages 3-10);
- 2) The curriculum to promote mental health at school. Activities handbook for students, Kindergarten and Primary school (Ages 3-10);
- 3) The curriculum to promote mental health at school. Activities handbook for teachers, Middle and High Secondary school (Ages 11-18);
- 4) The curriculum to promote mental health at school. Activities handbook for students, Middle and High Secondary school (Ages 11-18);
- 5) The curriculum to promote mental health at school. Handbook for teachers;
- 6) The curriculum to promote mental health at school. Guidelines for parents;
- 7) The curriculum to promote mental health at school. Guidelines for policy makers.

Additionally, the research team created two glossaries with a selection of unusual and technical words mentioned in the volumes to provide easy-to-understand definitions.



*The English version of the PROMEHS handbooks*

They are all available in seven languages: English, Italian, Latvian, Croatian, Romanian, Greece, and Portuguese. Some of them are open access and can be downloaded on the PROMEHS webpage (see [here](#)) and on the ResearchGate page of the PROMEHS project (click [here](#)). Some others are available upon request and/or after specific training. You can [contact the PROMEHS team](#) for any queries.

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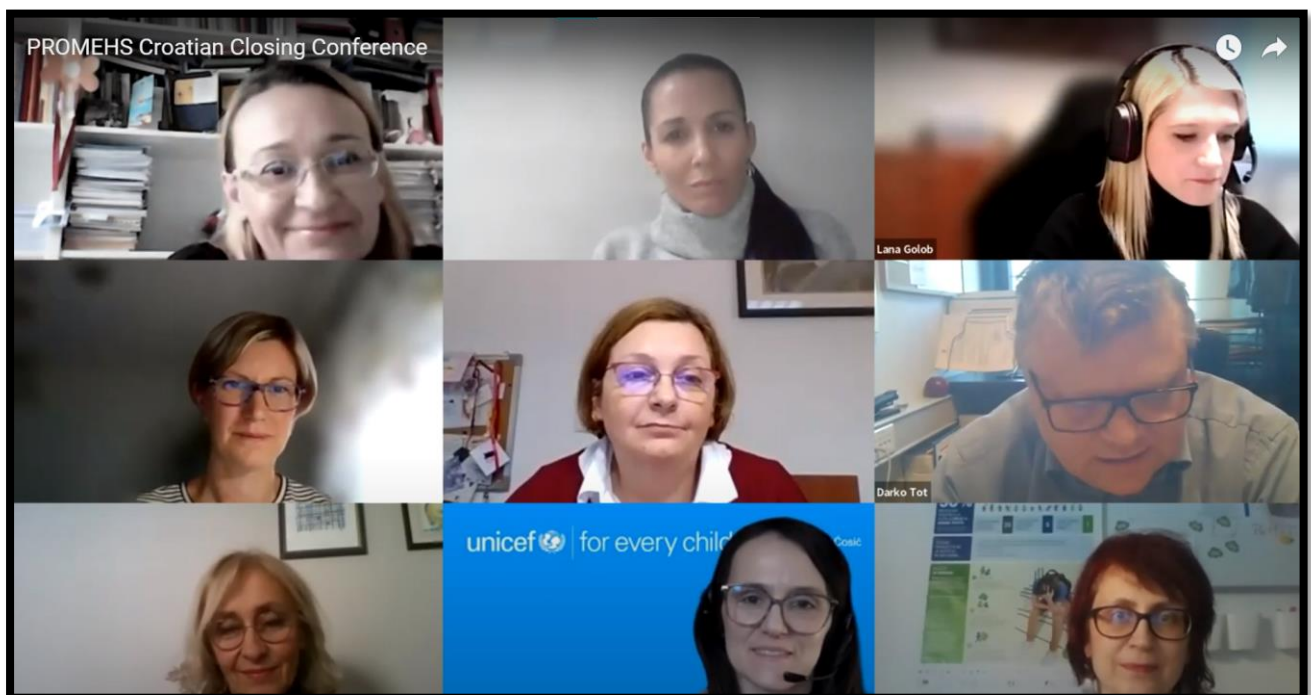
### **National Closing Conferences**

After the successful national events held in Italy and Latvia, closing conferences were organized also in Greece, Croatia, Portugal, Romania, and Malta in 2022. They were precious occasions to inform school communities, the general public, stakeholders, and policy-makers about the effectiveness of the PROMEHS curriculum for students' and teachers' mental health. Here below there is the main information concerning the national events, but visit the [PROMEHS website](#) for more details and pictures!

The University of Patras (Greece) organized an online event on January 17. More than 200 in-service teachers from all over Greece attended the conference. Prominent personalities held their speech: Prof. Amalia Yfanti, Head of the Department of Educational Sciences and Early Childhood Education, University of Patras; Prof. Ilaria Grazzani, coordinator of the PROMEHS network; Dr. Asteri, representative of the Ministry of Education; and Prof. Maria Poulou, the coordinator of the

PROMEHS Greek team. The conference ended with a panel discussion, where four teachers, two students, and two parents shared their experiences during PROMEHS experimentation in the framework of the COVID-19 pandemic.

The University of Rijeka (Croatia) organized a two-day conference. On the first day, on January 28, more than 200 participants attended the online event. Attendees were welcomed by Prof. Sanja Tatalović Vorkapić, coordinator of the PROMEHS Croatian team, the dean of the Faculty of Teacher Education in Rijeka, the vice-rector of the University of Rijeka, representatives of policy-makers (i.e., the Government of the Republic of Croatia, the City of Rijeka, and the Office of the Primorje-Gorski Kotar County), and the head of the National Agency for Education. Keynote speakers were Prof. Sanja Tatalović Vorkapić and Prof. Majda Rijavec, an expert in positive psychology. The day ended with a panel discussion where representatives of policy-makers, from the local to the national level, commented on teachers' and students' involvement in the PROMEHS project. The second day of the conference, on January 31, was an on-site event held at the Faculty of Teacher Education, University of Rijeka, in collaboration with the Department of the City Administration for Education of the City of Rijeka. The event was organized for school principals and teachers who directly participated in the PROMEHS implementation and aimed at giving certificates and additional PROMEHS materials.



*Panel discussion during the Croatian Closing Conference (January 28, 2022).*

The University of Lisbon (Portugal) held the conference at the Fundação Callouste Gulbenkian on April 8. It was also live-streamed via YouTube, with more than 400 attendees online! Prominent people attended and actively participated in the event: Prof. Luís Bettencourt Sardinha, the President of the Faculty of Human Kinetics; Prof. Pedro Patach, the Education Councilor of Oeiras City Council; Teodolinda Silveira, the Education Councilor of Almada City Council; Dr. Amália

Cussecala, a member of the Wellness Observatory of Viseu City Council; Prof. Ilaria Grazzani, the PROMEHS Coordinator; Prof. Celeste Simões, the Coordinator of the PROMEHS Portuguese Team; Dr. Pedro Cunha, Director of Gulbenkian Programme for Knowledge; Margarida Santos, researcher in the PROMEHS Portuguese team; Prof. Margarida Gaspar de Matos, researcher and coordinator of the Government task force of behavioral sciences; José Diogo, teacher and coordinator of the Teachers Training Center of the City of Almada (Almada Forma); and the poet Alice Neto de Sousa. during the conference, PROMEHS participants, principals, teachers, psychologists, students, and parents who participated in the PROMEHS project were involved in two round tables to share their feedback about the relevance and impact of PROMEHS.



*A picture taken during the Closing Conference in Lisbon, Portugal (April 8, 2022).*

The University of Malta (Malta) had a hybrid closing conference on May 26. Prof. Sue Roffey (University College, London), Director of the Growing Great Schools Worldwide, held an interesting speech on caring and compassionate education. Prof. Ilaria Grazzani and Dr. Valeria Cavioni (University of Milano-Bicocca) described the project PROMEHS and the curriculum developed by researchers. Prof. Carmel Cefai (University of Malta) showed the main findings concerning the effectiveness of the PROMEHS program.

Last but not least, the Closing Conference in Romania was organized at the Faculty of Education Sciences of the Stefan cel Mare University of Suceava on June 3 and live-streamed via the university's YouTube channel. Prof. Adina Colomeischi, the coordinator of the Romanian PROMEHS team and dean of the Faculty of Education Sciences, and Prof. Mihai Dimian, vice-rector of the Stefan cel Mare University of Suceava, welcomed the attendees and introduced the lectures of Prof. Ioana Podina (University of Bucharest, Romania), Prof. Petruța Rusu (Ștefan cel Mare University of

Suceava), Dr. Diana Duca (Ștefan cel Mare University of Suceava), Dr. Liliana Bujor (Ștefan cel Mare University of Suceava), teacher counselor Adriana Nichitean (CJRAE Suceava), and School Inspector Tatiana Vîntur (ISJ Suceava). Representatives of the Romanian Parliament, Educational Commissions of the County Council, Local Municipality Council, educational institutions, NGOs, and Regional School Inspectorate were invited to join the conference.

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### **The last PROMEHS partners' meeting**

The Italian team hosted the VII and last partners' meeting in Milan on March 7 and 8, 2022. The meeting aimed at planning how to make the PROMEHS program and outcomes sustainable in a long term. The first day started with the welcome speech by Dr. Alessandro Cattaneo, an Italian Parliamentarian involved in the draft law aimed at including social-emotional education in the Italian school system. The partners then shared the initiatives they carried out in each country to disseminate the PROMEHS program and to involve policy-makers in the promotion of school mental health. During the second day of the meeting, the partners worked hard on the sustainability plan. Find more information and pictures [here](#).

At the end of the meeting, the partners of the PROMEHS project did not say goodbye... it was a see you later! The project has been just the beginning of a wonderful collaboration that will go ahead for much time.



*The PROMEHS team at the VII partners' meeting (March 7-8, 2022; Milan, Italy).*

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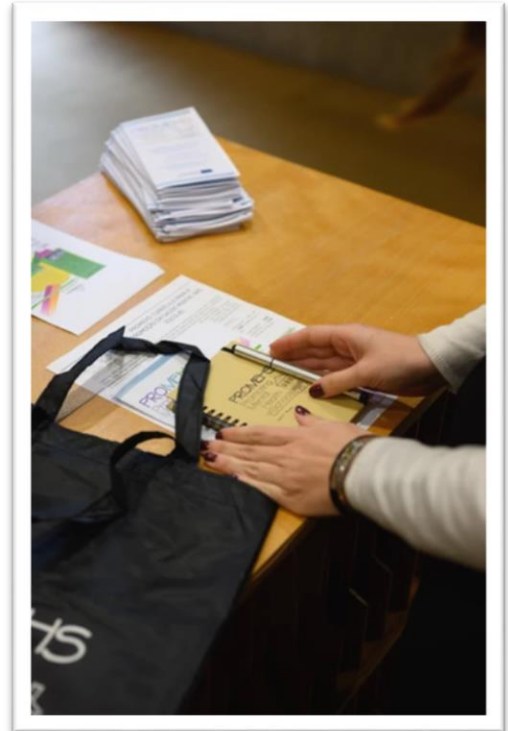
### Collaboration with policy-makers and stakeholders

To ensure the sustainability of PROMEHS over time and ensure a change in educational policies, the partnership has been constantly working with policy-makers and stakeholders at local, regional, national, and international levels. This continuous collaboration resulted in agreements that have been made at a national level, as well as in invitations from renowned international institutions to attend public events.

For instance, on March 30, the Centre for Educational Research and Innovation (CERI) of the Organisation for Economic Co-operation and Development (OECD) invited members of the PROMEHS team to the “Ask an expert panel”. It represented an opportunity to describe how PROMEHS can contribute to 21st-century childhood’s emotional well-being.

On May 19-20, the European Commission invited members of the PROMEHS team to the Peer Learning Activity (PLA) on Psychosocial Support for Refugee Learners. The event consisted of a Virtual Exhibition where attendees had the opportunity to tell the PROMEHS journey, from the development of the curriculum to the evaluation of its effectiveness.

The participation of the PROMEHS team in these events represents an important sign of the connection between the academic world and policy-makers, with a view to impact educational policies. If you missed past events, click [here](#), and do not forget to keep updated on future initiatives!



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### Dissemination actions

The PROMEHS team was extremely active in presenting the PROMEHS curriculum and findings about its effectiveness both in national and international conferences, such as at the 80th International Scientific Conference of the University of Latvia (Latvia), the Radix Svizzera Italiana Conference (Switzerland), the International Society for the Study of Behavioural Development Conference (Greece), the European Network for Social and Emotional Competence Conference (Romania) and many others (see more [here](#)). This way PROMEHS is spread across Europe and the world!

Furthermore, the PROMEHS researchers published some articles to inform especially the scientific community about the PROMEHS project and its effectiveness. They are open access and can be found on the [PROMEHS website](#) and [ResearchGate page](#). Stay tuned for new releases!



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### What next?

The PROMEHS project ends but not the PROMEHS program! The national teams are still working to ensure the dissemination of the findings and to make the PROMEHS curriculum available for interested schools all around the world. Stay tuned and follow the PROMEHS social pages to be updated. We will continue to share any news on the PROMEHS achievements at both national and international levels. If you have any queries, you can also contact us ([promehs.italy@gmail.com](mailto:promehs.italy@gmail.com)).

In the meantime, the PROMEHS team wishes you a great day!



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