

# ***Post COVID-19: A more caring education***

Thursday 26<sup>th</sup> May 2022  
University of Malta, Valletta Campus

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**L-Università ta' Malta**  
Centre for Resilience &  
Socio-Emotional Health



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***Dr Sue Roffey is a psychologist, academic and author of numerous publications on all aspects of student, school and community wellbeing. She is currently Honorary Associate Professor at University College London and Director of Growing Great Schools Worldwide.***





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***Professor Ilaria Grazzani*** is Full Professor in Developmental and Educational Psychology at the University of Milano-Bicocca in Italy, and Director of the Laboratory for Developmental and Educational Studies in Psychology. She coordinates various projects, including the EU Erasmus+ KA3 project PROMEHS. Her main research interest is the development of children's social cognition, including the role of intervention programs in promoting children's theory of mind and socio-emotional competence.





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**Dr Valeria Cavioni** is a psychologist, psychotherapist and postdoctoral researcher at the University of Milano-Bicocca, in Italy. Her main research interests include the design and implementation of programs to promote mental health, SEL and resilience at school. She is Chair of the European Network for Social and Emotional Competence and a member of the NESET Network of Experts on Social Dimension of Education and Training. She is author of several publications in the field of mental health promotion.





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# The PROMEHS Mental Health Programme

## Dr Valeria Cavioni

[https://www.dropbox.com/s/8we927t3951e0va/PROMEHS\\_CAVIONI.mp4?dl=0](https://www.dropbox.com/s/8we927t3951e0va/PROMEHS_CAVIONI.mp4?dl=0)



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# **The impact of the PROMEHS Programme on students' and teachers' outcomes**

## **University of Malta**

## Methodology

- Quasi-experimental longitudinal design used to evaluate impact of PROMEHS programme
- Analysis of the data to evaluate the impact of the PROMEHS curriculum on students' and teachers' outcomes by comparing the groups' outcomes within times (pre/post) and between groups (experimental/waiting)

# Date Collection

Each of the six implementation countries ( Croatia, Greece, Italy, Latvia, Portugal, and Romania) collected data in their respective languages onto one central Survey Monkey database. Each country collected responses across five sets of questionnaires:

<b>Questionnaires for Student Outcomes:</b>	<b>Questionnaires for Teacher outcomes:</b>
1. Primary students self report	5. Teachers' self- report
2. Secondary students self report	
3. Parents	
4. Teachers	



# Participants

		Phase	
		Pre	Post
<b>Group</b>	<b>Experimental</b>	<b>4501</b>	<b>4501</b>
	<b>Control</b>	<b>3288</b>	<b>3288</b>
<b>Gender</b>	Male	3825	3825
	Female	3964	3964
<b>School Level</b>	Kindergarten	2505	2505
	Primary	2641	2641
	Lower Secondary	2015	2015
	Higher Secondary	628	628
<b>Country</b>	Croatia	790	790
	Greece	779	779
	Italy	1662	1662
	Latvia	1722	1722
	Portugal	1444	1444
	Romania	1392	1392

# Analysis

- Examined the impact of the programme on students:
  - Social and Emotional Learning (SSIS-SEL) 5 subscales by teachers, students and parents' evaluations
  - Resilience (Connor Davidson RS-10) (by student self evaluation)
  - Mental Health (SDQ) (internalising, externalising and prosocial, by teachers, students (11+) and parents evaluations)
  - Academic Achievement (by teachers' evaluation)

## Student Outcomes

- Programme had an effect on all 5 areas of SEL based on teachers' evaluations (but marginally according to student self report and parents). Strongest impact is on self awareness, followed by social awareness and relationship skills.
- Programme had an effect on increasing prosocial behaviour and reducing both internalising and externalising difficulties based on teachers' evaluation but marginally according to students self report and parents. The programme had a larger impact in promoting prosocial behaviour than reducing internalising and externalising difficulties
- Programme had only a marginal impact on students' resilience; boys and older students had higher resilience scores
- Programme had only a marginal effect on academic achievement; girls and primary school students had higher achievement

# Teacher Self- Report

Country	Group	Phase							
		Pre-test				Post-test			
		KG	Prim	Low Sec	High Sec	KG	Prim	Low Sec	High Sec
Croatia	Experimental	23	15	14	10	15	11	9	5
	Control	16	18	12	6	13	14	11	6
Greece	Experimental	24	40	10	12	20	25	7	5
	Control	19	13	8	5	19	12	7	3
Italy	Experimental	85	49	36	49	54	29	23	24
	Control	40	38	17	32	31	21	16	43
Latvia	Experimental	22	21	18	5	23	22	19	6
	Control	34	29	29	5	31	30	29	6
Portugal	Experimental	13	20	28	9	12	21	18	12
	Control	10	15	24	6	11	15	19	4
Romania	Experimental	38	33	45	34	25	36	28	17
	Control	23	19	24	11	20	13	19	6

# Analysis

- Social and emotional competence (SECTRS)
- Resilience (Connor Davidson RS)
- Self-efficacy (Teachers' Sense of Efficacy Scale)
- Burnout

## Teacher Outcomes

- Programme is effective in enhancing teachers' self efficacy (in engaging students, instructional strategies and classroom management)
- Programme is close to being effective in enhancing teachers' resilience
- There are marginal increases in teachers' social and emotional competence and decrease in burnout but impact is not significant

# Forthcoming publication on evaluation July 2022

- *The impact of the PROMEHS school mental health programme on mental health, resilience and academic engagement in six European countries.* Research report published by the University of Malta
- **Soft copy will be sent to all registered participants**



# THANKS

For further details:

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