

Overall evaluation ALLES

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1 First focus group

Online questionnaire filled out by the core teams

n = 9 schools

Participating schools per country:

Germany	2
Austria	2
Spain	4
Italy	1

1. To what extent does the topic of ‘mental health’ appear in the relevant areas of your school? Table shows the absolute number of schools that selected this answer.

	1 (not at all so far)	2	3	4	5 (very often)	missing data
in lessons	-	5	1	3	-	-
in extracurricular activity	3	2	1	2	-	1
in parent-teacher meetings	-	1	1	3	4	-
in one-to-one discussions with students	1	1	1	4	2	-
in discussions amongst colleagues	-	-	3	5	1	-
other (<i>Free-text responses; translated into English</i>):	• “daily moments of reflection” • “in teaching training courses” • “In projects relating to emotions and the prevention of abuse, involving external experts.” • “crisis intervention” • “structural factors trigger stress and exhaustion among teachers; classroom dynamics” • “ReBuz pilot project, parents’ get-together, student advocacy, professional development, multi-professional teamwork”					

2. How did your school come up with the idea for the project? Table shows the absolute number of schools that selected this answer.

	yes	no
personal approach	3	6
professional network	7	2
own research	7	2
other	-	9

3. Please briefly describe why you are taking part in the project. All the schools' responses are listed here, translated into English.

- "Because we find it very interesting to bring it into the classroom to explore with the students and to improve as a school."
- "Mental health is fundamental to human development"
- "Because we wanted to provide training on mental health for our students, teachers and families."
- "Because of the need to support the whole educational community"
- "We recognise the strain on families, which has increased significantly in recent years."
- "Through this project, we offer a safe space for families at our school who are under pressure. The experience of 'being in the same boat' helps participants to find ways out of situations involving shame or isolation, where necessary. Furthermore, the bond between parents and children is given special attention. Positive experiences are carried over into everyday life, thereby facilitating better cooperation with the school, which in turn can help alleviate the pressure on the child."
- "The belief that carers shape our day-to-day professional lives; an individual approach to counselling, relationship-building, etc."
- "Mental health is of paramount importance; Easy access"
- "Interest in mental health"
- "To improve well-being in the classroom, for both students and teachers, by acquiring knowledge and skills."

4. Please set out your specific wishes and expectations for the project. All the schools' responses are listed here, translated into English.

- "To have more tools to address mental health; To ensure effective prevention and early detection."
- "To keep the project going."
- "For this information on mental health to reach everyone and to facilitate communication between families, students and teachers."
- "For better support for students, families and classmates"
- "To keep the project going!; an exchange with other primary schools taking part in the project."
- "Time for reflection, opportunities for input, networking and exchange,..."
- "To ensure the input has a lasting impact"
- „Raising awareness
- "We aim to create a positive and harmonious atmosphere within the class, and we hope that the school will then take responsibility for this issue."

5. Briefly describe what barriers could arise during the project. All the schools' responses are listed here, translated into English.

- "Parents' refusal"
- "Low levels of participation from students... and from some teachers"
- "The large number of projects we carry out and, consequently, the lack of time to carry them out properly."
- "Failure to reach everyone who needs it; Lack of time; Lack of staff"
- "Absence of colleagues who are helping to oversee the project; Recruiting new colleagues for the project; Lack of a stable financial foundation for the project / staff remuneration; Limited scope for involving further colleagues, despite a large teaching staff, due to the high workload on colleagues"
- „Fixed time slots should be implemented; prioritise key areas; review of materials and time to familiarise oneself with the material and adapt it to the students"
- "concern about raising topics that might be too demanding for some children; overburdening of the class teacher, as additional tasks might be assigned to them (Year 4 schoolwork etc.)"
- "defensive attitude"
- "A lack of a psychologist or other experts to handle the most sensitive situations."

2 Teachers' feedback

Questionnaire filled out by the teachers after the sessions (e. g. Kick-off event); the table shows the absolute and relative numbers of the teachers' responses

n = 315

*This evaluation covers not only the Kick-off event. For the purposes of readability the term is retained at it is in the table.

	5 = strongly agree	4 = agree	3 = neutral	2 = dis- agree	1 = totally disagree	missing data
1. The structure of the Kick-off event* was logical.	137 (43,5 %)	127 (40,3 %)	38 (12,1 %)	10 (3,2 %)	3 (1%)	
2. I was able to follow the structure of the Kick-off event.	163 (51,7 %)	106 (33,7 %)	29 (9,2 %)	11 (3,5 %)	3 (1%)	3 (1%)
3. I think the modality in which the information was presented was adequate.	108 (34,3 %)	121 (38,4 %)	55 (17,5 %)	16 (5,1 %)	7 (2,2 %)	8 (2,5 %)
4. I was able to follow the content of the Kick-off event.	160 (50,8 %)	120 (38,1 %)	18 (5,7 %)	8 (2,5 %)	3 (1%)	6 (1,9%)
5. I understand the purpose of the content discussed in the Kick-off event and how our school will benefit.	135 (42,9 %)	122 (38,7 %)	37 (11,7 %)	17 (5,4 %)	4 (1,3 %)	
6. After the Kick-off event I feel more comfortable and competent talking about mental illness.	43 (13,7 %)	94 (29,8 %)	122 (38,7 %)	40 (12,7 %)	14 (4,4 %)	2 (0,6%)
7. The Kick-off event gave me a good overview of the topic "Young Carers" and children of parents with mental illness.	110 (34,9 %)	127 (40,3 %)	57 (18,1 %)	14 (4,4 %)	5 (1,6 %)	2 (0,6 %)

Selected voices (translated into English):

- “Too many case studies presented as stories. It’s better to tell them rather than read them out.” (*Germany*)
- “Interesting materials” (*Germany*)
- “I’m looking forward to working with the children.” (*Austria*)
- “The discussion was very interesting. It was an important opportunity for reflection, both individually and as a group. I also think it’s important to have a closing session” (*Italy*)
- “Although the content is interesting, we should bear in mind that it goes beyond our remit as teachers. The proposed training would be useful for identifying such cases and referring them to specialists in psychology or psychiatry.” (*Spain*)
- “I really enjoyed it, and I think these training sessions are very interesting and can be applied in our daily lives. Sometimes we’re on our own and don’t have much support when we have students with these characteristics. We need more resources.” (*Spain*)
- “We need more practical sessions on working with children who have emotional and behavioural problems. Last year, I felt overwhelmed and terrible with the group I was teaching, and I lacked support. We teachers are wearing ourselves out!” (*Spain*)
- “It is important to bear in mind that most people with mental illness do not realise they have it; working with the children is the wrong approach, as the parents need to be involved.” (*Spain*)

3 Students' feedback

Questionnaire filled out by the students after the lessons; the table shows the absolute and relative numbers of the students' responses

n = 487

	yes	no	I don't know	missing data
1. Did you find the lesson understandable today?	431 (88,5 %)	10 (2,1 %)	45 (9,2 %)	1 (0,2 %)
2. Did you find the topic of the lesson important?	394 (80,9 %)	31 (6,4 %)	61 (12,5 %)	1 (0,2 %)
3. Did you learn anything new today?	338 (69,4 %)	76 (15,6 %)	70 (14,4 %)	3 (0,6 %)

Selected voices (translated into English; What did you like best? / What did you learn?):

- “I liked this film best / “The idea that you should talk about what’s weighing on you” (*Austria*)
- “Closing your eyes and trying to feel emotions” / “the brain makes plans, thinks and falls in love” (*Austria*)
- “The story of the elephant” / “that we’re all allowed to have different feelings” (*Austria*)
- “That we drew an inner garden” / “that there is such a mental illness” (*Austria*)
- “We did an exercise with red and green cards, and I really enjoyed it” / “Talking about everything with the class” (*Spain*)
- “When we had to form groups and say what we were ashamed of” / “There’s nothing to be ashamed of; you can dress however you like; nobody will force you to do things you don’t want to do.” (*Spain*)
- “The most important thing – and what I enjoyed the most – was finding out who or what is in my inner circle” / “reflecting on everything that was explained” (*Spain*)
- “What I enjoyed most today was portraying emotions” / “ the most important thing I learnt today is that all emotions are good if we can control them. But all emotions can be bad if we cannot control them.” (*Spain*)

4 Second focus group

International discussion via video conference with participating schools

**POTENTIAL: What potential do you see in schools for promoting mental health?
(language-specific discussion)**

Germany/Austria

- School is a good place to reach children/young people on this topic.
- Students showed great interest in discussing the topic (safe space).
- The exchange taught students to reflect on themselves better.
- Students felt comfortable enough to open up and discuss their feelings and emotions with the teacher and their classmates
- All students work together on the same topic
- Content based on student's needs
- Peer support system
- Everyone should feel welcome at school and that includes talking about mental health.
- There are already established programs/surveys (KESS, LALE) that work with students' self-concept.
- Early identification and identifying tools that can help with mental health issues.

Italy

- School as an essential part of the lives of children and young people
- The relationship between teachers and students has a significant influence
- School can be a network point for other institutions
- Children/young people have great trust in adults
- At school, you have up to 5 years in which you can have a positive influence.

Spain

- Opportunity to remove the taboo surrounding mental health issues
- Students and young people use derogatory language in the context of mental health, so it is important to educate them about this.
- Trusted individuals are needed to talk about this.
- This enables teachers to understand how students' networks work and reflect on their own circle of trusted individuals.
- It helps to build relationships between teachers and students, even when discussing other topics related to mental health.
- Project as a starting point, schools need to go on on their own

BARRIERS: Comment on the barrier mentioned. To what extent does the barrier apply to your school? How does the barrier manifest itself? How does this affect the project? What possible solutions have proven successful or are planned at your school? What strategies could there be? What would be needed to solve the problem?

Resources: The project requires time, staff, and room resources on the part of the school, which are not always available.

- The perspective differs depending on whether you are still in contact with the students.
- A calm and reassuring approach to work / non-violent communication and trust are required.
- The development of a good feedback culture
- Establishing good communication

Attitude: There are students, parents and teachers who have a defensive attitude about the topic of mental health.

- Parents disagree when teachers recommend that their child needs psychological help.
- Parents do not trust psychological help and do not believe in it.
- They see it as an attack on their child.
- Parents don't want this big taboo to be associated with their child
- Diagnosing dyslexia, dyscalculia, and attention issues is important in order to help, not to label the child.
- Sometimes parents disagree, and then one parent refuses.
- Mental health is not a priority in the public health system; everything works very slowly.
- If you need help quickly, you have to pay for it privately, which some people cannot afford.
- Therefore, it must become a priority in the healthcare system.
- There needs to be an understanding that it is often about prevention. Once a mental illness is present, it is much more difficult to treat.
- Social media has a negative impact on mental health; there needs to be more education about this.

Overwhelm: The topics covered in the project can lead to students and teachers feeling overwhelmed and to sensitive situations.

- Teachers are concerned about making things worse because they don't know how to respond appropriately.
- Teachers are already stressed by their daily work → the topic of mental health issues comes on top
- Teachers can also be affected by their students' experiences and feel burdened by this (even at home)
- Teachers do not feel confident enough and do not have the time and resources to really help.
- It is important for teachers to have professional support and guidance throughout the process.
- Teachers must be well-suited to the topic and truly motivated, as strong relationships with students are essential.

- Priority must be given to essential content and to students who are genuinely interested.
- Meetings with professionals would be helpful, round tables to discuss cases
- Ready-made materials, guides for teachers, so that you can feel confident that you are not doing/saying something wrong.

5 Final evaluation

Online-Questionnaire for school staff

n = 27

Participants per country

Germany	5 (18,5 %)
Austria	3 (11,1 %)
Spain	15 (55, 6 %)
Italy	4 (14,8 %)

Final evaluation

	disagree	rather disagree	rather agree	agree	missing data
I know more about emotions now than I did before the project.	0	6 (22,2 %)	12 (44,4 %)	6 (22, 2%)	3 (11,1 %)
I know more about mental health and mental illness now than I did before the project.	0	7 (25,9 %)	10 (37 %)	7 (25,9 %)	3 (11,1 %)
I feel more confident about addressing emotions in the classroom (and/or in my wider work at school) than I did before the project.	0	2 (7,4 %)	17 (63 %)	5 (18,5 %)	3 (11,1 %)
I feel more confident about addressing mental health and mental illness in the classroom (and/or in my wider work at school) than I did before the project.	0	3 (11,1 %)	17 (63 %)	4 (14,8 %)	3 (11,1 %)
I feel more confident in dealing with students who have mental illness or are under pressure than I did before the project.	1 (3,7 %)	7 (25,9 %)	11 (40,7 %)	5 (18,5 %)	3 (11,1 %)

	disagree	rather disagree	rather agree	agree	missing data
I feel more confident in supporting students with their own mental illness or pressures than I did before the project.	1 (3,7 %)	8 (29,6 %)	10 (37 %)	5 (18,5 %)	3 (11,1 %)
I feel more confident in dealing with students whose parents have mental illness than I did before the project.	1 (3,7 %)	9 (33,3 %)	8 (29,6 %)	6 (22,2 %)	3 (11,1 %)
I feel more confident in supporting students whose parents have mental health illnesses than I did before the project.	1 (3,7 %)	8 (29,6 %)	8 (29,6 %)	7 (25,9 %)	3 (11,1 %)
Over the course of the project, I have gained a clearer understanding of my role at school with regard to mental health and mental illness.	0	4 (14, 8%)	14 (51,9 %)	6 (22,2 %)	3 (11,1 %)
I know who to turn to within the school if I need support regarding mental health issues affecting students or their parents.	0	5 (18,5 %)	9 (33,3 %)	9 (33,3 %)	4 (14,8 %)
I know who to turn to outside school if I need support regarding mental health issues affecting students or their parents.	1 (3,7 %)	4 (14,8 %)	11 (40,7 %)	8 (29,6 %)	3 (11,1 %)
Beyond the scope of the project, I have explored the topics of emotions, mental health and mental illness.	1 (3,7 %)	3 (11,1 %)	11 (40,7 %)	9 (33,3 %)	3 (11, 1%)
I get the impression that, within our teaching staff, people are talking more openly about emotions, mental health and mental health illness than they did before the project.	0	4 (14,8 %)	13 (48,1 %)	6 (22,2 %)	4 (14,8 %)

	disagree	rather disagree	rather agree	agree	missing data
I get the impression that our students are more open with one another about emotions, mental health and mental health illness than they were before the project.	1 (3,7 %)	5 (18,5 %)	11 (40,7 %)	6 (22,2 %)	4 (14,8 %)
I get the impression that our students are more open with us, the school staff, about their emotions, mental health or mental illness than they were before the project.	0	5 (18,5 %)	14 (51,9 %)	5 (18,5 %)	3 (11,1 %)
I think that the project has had a positive impact on the mental health of the teachers at this school.	0	5 (18,5 %)	11 (40,7 %)	7 (25,9 %)	4 (14,8 %)

Outlook/Perspectives

1. What specific services would you like to see offered at the school in future with regard to emotions, mental health and mental illness? Multiple selection allowed; The table shows the absolute and relative numbers of the teachers' responses.

	selected	not selected	missing
regular workshops and training sessions for teachers	19 (70,4 %)	7 (25,9 %)	1 (3,7 %)
project days for students	13 (48,1 %)	13 (41,8 %)	1 (3,7 %)
information sessions and awareness-raising for parents and legal guardians	16 (59,3 %)	10 (37 %)	1 (3,7 %)
discussion groups for teachers	5 (18,5 %)	21 (77,8 %)	1 (3,7 %)
discussion groups for students	5 (18,5 %)	21 (77,8 %)	1 (3,7 %)
discussion groups for parents / legal guardians	7 (25,9 %)	19 (70,4 %)	1 (3,7 %)
a person to contact and seek advice from within the school regarding matters in this area	11 (40,7 %)	25 (55,6 %)	1 (3,7 %)
other (<i>Free-text responses; translated into English</i>)	“More resources for schools and society”		

2. Who should be involved in the design and implementation of services? Multiple selection allowed; The table shows the absolute and relative numbers of the teachers' responses.

	selected	not selected	missing
teachers	16 (59,3 %)	10 (37 %)	1 (3,7 %)
school social worker	13 (48,1 %)	13 (48,1 %)	1 (3,7 %)
school psychology service	16 (59,3 %)	10 (37 %)	1 (3,7 %)
external specialists	13 (48,1 %)	13 (48,1 %)	1 (3,7 %)
students	8 (29,6 %)	18 (29,6 %)	1 (3,7 %)
parents / legal guardians	11 (40,7 %)	15 (55,6 %)	1 (3,7 %)
other (<i>Free-text responses; translated into English</i>)	-		

3. What should the school do next to take this topic further? All free-text responses translated into English.

- „Mindful communication; test anxiety“
- “Raise awareness amongst families, as otherwise our work will be undermined”
- “Continue with these activities”
- “Continue with workshops”
- “To ensure continuity”
- “To ensure continuity”
- “Information for parents”
- “Investing in training and specialist staff”
- “Greater parental involvement in these training sessions”
- “Identify specialists to address these issues in the classroom and provide ongoing training and updates for teachers”
- “Request that a psychologist be appointed at the school who is willing to engage in dialogue with teachers, parents and former students.”
- “Request a school psychologist”
- “Continue discussions with the social paediatric centre and the school psychology department”

4. If your school could implement just one action in future relating to emotions, mental health and mental illness, what should it be and why? All free-text responses translated into English.

- “Work of school social workers”
- “Having access to an expert from outside the school, such as a neuropsychiatrist or psychologist, to support us and discuss matters with”
- “Recognising stress and managing it.”
- “Stress”
- “Specific training”
- “Involve families in all these talks”
- “The presence of a psychologist at the school who is available to discuss matters with teachers, parents and former students.”
- “Provide more psychologists”
- “Regular on-site psychological counselling”
- „Mental health“

- „Supervision for teachers“
- „Workshops“
- „Workshops for parents“
- “Compulsory parents’ evening with experts”

5. Would you like to see the participating schools continue to network beyond the project? The table shows the absolute and relative numbers of the teachers’ responses.

yes	19 (70,4 %)
no	4 (14,8 %)
missing	4 (14,8 %)

6. What might this networking look like in the future? Multiple selection allowed; The table shows the absolute and relative numbers of the teachers’ responses.

	selected	not selected	missing
regular networking meetings (in person)	5 (18,5 %)	21 (77,8 %)	1 (3,7 %)
regular networking meetings (online)	9 (33,3 %)	17 (63 %)	1 (3,7 %)
observing lessons / reciprocal visits	6 (22,2 %)	20 (74,1 %)	1 (3,7 %)
joint action days	8 (29,6 %)	19 (66,7 %)	1 (3,7 %)
joint training sessions	8 (29,6 %)	19 (66,7 %)	1 (3,7 %)
joint online forum	4 (14,8 %)	22 (81,5 %)	1 (3,7 %)
a newsletter covering school-related topics	3 (11,1 %)	23 (85,2 %)	1 (3,7 %)
other (<i>Free-text responses; translated into English</i>)	-		

7. If there is anything else you would like to share with us, you can use this space to add your own thoughts, etc. All free-text responses translated into English.

- “The issue of mental health must be addressed and action taken as early as nursery school! Not just in primary school!!”
- „Thank you for everything“
- “Many families are unaware of this – and do not want to be: if we do not tackle the root of the problem (families who do not know how to bring up their children), it is very difficult to build”
- “Multi-professional teams in mind.”
- “No”
- “It would be desirable to have a social worker at every school to act as a point of contact”