

Institutional Self Assessment (ISA)

Students Guide



F3 TOOLS GUIDE – ISA for Students

1.1 Introduction

This tool is dedicated to evaluating how your school addresses mental health and well-being issues. Your input is essential to understand how the school supports your mental health, how the entire school community collaborates, and what can be improved.

The questionnaire is divided into 8 main thematic areas, each containing several statements. We ask you to express your level of agreement for each statement. Remember, there are no right or wrong answers. We only want your honest opinion on the level of well-being within your school.

There is only one ultimate goal: to make the school a better and healthier place for everyone.

Completion takes about 30 minutes. If you get tired or lose concentration, you can stop and resume later. The important thing is that your answer is always truthful.

We guarantee that everything you say is anonymous and confidential. No one will know who answered what. We do not collect, store, or process personal data, in full compliance with Legislative Decree 196/2003 and the European GDPR Regulation (EU) 2016/679. We want to ensure a safe and confidential experience for you.

1.2 Structure and Sections of the Questionnaire

The ISA (Institutional Self-Assessment Tool) questionnaire is organized into 8 main thematic areas covering different aspects of promoting mental health and well-being within the school environment.

Each section contains a series of statements that ask you to evaluate the degree of implementation and effectiveness of the school's actions.

Section (Area)	Main Topics Covered (Item Examples)
1. School strategy and daily practice regarding mental health	Official policies, policy communication, teacher training, awareness and prevention programs, existence of a well-being team.
2. Flexibility in teaching and learning	Learning of life skills, flexible learning opportunities for students facing difficulties, reduction of stress and burnout, tutoring and mentoring programs, equal career opportunities.
3. Shared values, Culture, and positive classroom climate	Promotion of active listening, sense of belonging, empathy and compassion, anti-stigma, anti-bullying, and anti-discrimination culture, openness and trust in discussing mental health issues.

4. Learning and teaching environment – Design of the school and classrooms	Design and use of the school's physical spaces (classrooms, courtyards) to ensure safety, healthiness, inclusiveness, and to meet the diverse needs of students.
5. Community strengthening and collaboration	Active collaboration with families in planning mental health promotion initiatives and cooperation with local stakeholders.
6. Well-being and mental health prevention programs in schools	Practices to celebrate cultural diversity, programs to counteract stigma, regular activities to promote physical and mental well-being (sports, meditation, mindfulness).
7. Student and teacher voice and involvement	Opportunities for students to express their opinions, influence decisions on learning and assessment, involvement in well-being decision-making processes, and participation in social and cultural events.
8. Support for students	Availability and clear promotion of active support, information on how to seek help or counseling (internal and external), students' ability to recognize signs of distress, staff awareness of intervention protocols.

1.3 Why Your Contribution is Important

Your participation in this questionnaire is not a simple formality; it is a crucial step for the improvement of your school for the following reasons:

You are the primary source. As students, you are the ones who experience the school environment daily. Your direct experience with policies, climate, and support services is the only true measure of their effectiveness. Your perspective cannot be replaced by that of teachers or principals.

Identify real needs. Your honest answers will allow the school to precisely identify where well-being strategies are working and, above all, what the gaps or areas of greatest criticality are that require immediate intervention.

Guide future actions. The goal of the questionnaire is to provide concrete data. The results will be used by the school to:

Define intervention priorities for the next year;

Allocate resources where they are most needed (e.g., prevention programs, staff training, improvement of spaces);

Develop concrete and targeted actions (as indicated in section 1.6, possible future interventions).

Give voice to change. This questionnaire is your official channel to make your voice heard. By contributing, you not only evaluate the current state but actively participate in the mission of making the school a better and healthier place for everyone.

In summary, your participation ensures that the school's future initiatives are based on the reality perceived by students and not just on assumptions.

1.4 How to Use the Scale

For each statement in the questionnaire, you will be asked to express your level of agreement using a five-point scale (Likert scale). There are no "right" or "wrong" answers: the goal is to gather your honest opinion.

The scale is structured as follows:

Score	Response Description	Meaning
1	Strongly Disagree	I believe the statement does not correspond to the reality of my school.
2	Disagree	The statement does not accurately reflect the situation in my school.
3	Neutral / Neither Agree nor Disagree	I do not have a strong opinion, or the situation is mixed/variable.
4	Agree	I believe the statement is largely true for my school.
5	Strongly Agree	I believe the statement perfectly describes the reality of my school.

Response Criteria

Sincerity: Choose the option that most honestly reflects your experience and perception within the school. Anonymity is guaranteed to encourage open responses.

Focus on the Institution: The statements concern the strategies, actions, and culture of the school as a whole (e.g., "The school promotes...", "There is a team of teachers..."). Respond by evaluating the institution's action, not just your isolated personal experience.

Scope of Reference: The questionnaire covers 8 key areas (e.g., Flexibility in teaching, shared values, prevention programs). Keep the specific scope of each section in mind when evaluating the statements.

1.5 Explanation of Results

The final score of the instrument is not a grade, but a diagnostic indicator of the level of implementation of mental well-being promotion practices by the school.

Interpretation at the Item Level (Single Statement)

High Scores (4 or 5): A high average score on a single statement indicates that students perceive that aspect as already well-implemented and functional within the school.

Example: If statement 3.8 ("The school promotes a culture of anti-stigma...") obtains an average of 4.5, it means that students consider the school to be very effective in this.

Median Score (3): A score around 3 indicates an area where opinions are divided, ambiguous, or implementation is inconsistent or not visible enough to all students. This is an area with potential for improvement.

Low Scores (1 or 2): A low average score on a single statement indicates that students perceive that aspect as little or not at all implemented or ineffective. These are the areas that require greater attention and intervention.

Interpretation at the Area Level and Total Score

The results will be aggregated in two ways to provide a complete picture:

Average Score per Area (8 Areas): The average of the scores for each of the 8 main sections will be calculated (e.g., "Flexibility in teaching," "Support for students"). This helps identify which thematic areas are the school's strengths and which are the priorities for intervention.

ISA Total Score: The overall average of all responses. This provides a synthetic measure of the general level of Mental Well-being support in the school.

In summary, for the objective of the questionnaire:

A high total and/or area score (close to 5) = the school is perceived as very effective in supporting and promoting students' mental well-being.

A low total and/or area score (close to 1) = The school is perceived as ineffective and requires urgent intervention to improve mental well-being support.

1.6 Possible Future Interventions

The results of the ISA questionnaire are fundamental for guiding the school's decision-making process. Based on the areas that obtain the lowest scores, the school can define and plan concrete actions, including:

Policy Review: Integrate or create a clear mental well-being policy (Section 1).

Training: Offer more training to teachers and staff on mental well-being and anti-stigma issues (Sections 1 and 8).

Specific Programs: Introduce or strengthen regular programs for the development of emotional skills, stress reduction, or mindfulness/meditation activities (Section 6).

Structural Action: Review teaching and assessment practices to ensure flexibility and inclusion for all (Section 2) or improve physical spaces (Section 4).



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Involvement: Create more effective mechanisms for listening to and involving students in decisions (Section 7).

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