

FITTER 3, MINDS, VET, JOBS

WORK PACKAGE 4

INSTITUTIONAL ACTION PLAN

CEFAL

ITALY



ACTION PLANS IN EDUCATIONAL INSTITUTIONS FOR THE MAINTENANCE OF MENTAL HEALTH

Institutional Action Plan

Master data of the action plan

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Period: School Year 2026 - 2028

1. Phase 1: Preparation & Needs Analysis (Months 1–2)

• Formation of a task force:

CEFAL will set up a Well-being Action Task Force made up of school leadership, teachers, student representatives and, where relevant, parent representatives and staff involved in student support and school–family/community relations. The working group will coordinate the preparation, implementation and monitoring of the Mental Health Protection Action Plan. Specific responsibilities will be assigned to group members, including communication, coordination of feedback collection, and liaison with families and external support services.

• Determine the current state:

The current situation will be defined on the basis of the updated ISA baseline collected at CEFAL, involving 2 school leaders, 7 teachers, and 23 students. The data describe a moderately positive overall picture, in which no areas of major concern emerge; rather, they point to dimensions that are already present and functioning, but that require further consolidation, greater visibility, and broader sharing within the school community.

The analysis highlights the learning/teaching environment as the strongest area, together with flexibility in learning and teaching, which is rated positively especially by teachers. At the same time, some areas appear to be less consolidated, particularly mental health policies and daily practices, which receive comparatively lower and fairly similar scores across all three groups. This suggests a cross-cutting need to strengthen the clarity, recognisability, and everyday implementation of well-being policies.

Community strengthening, well-being and prevention programmes, and participation also require attention. In these areas, the data do not indicate the absence of initiatives or meaningful relationships; rather, they suggest that these dimensions are not yet perceived as fully strong, visible, or impactful, especially by students. In particular, the connection between the school, families, and the local community appears to be more clearly recognised by school leadership than by teachers and students. Similarly, opportunities for participation seem to be present, but still only moderately consolidated as a real experience of involvement.

For these reasons, the initial needs analysis will focus on four priorities:

- strengthening the visibility and everyday implementation of policies and procedures related to mental well-being;
- increasing the recognisability of support channels, key contacts, and ways of accessing help;
- consolidating student participation and their perceived involvement in school life;
- enhancing the visibility and clarity of collaboration between the school, families, and the local community.

• Define SMART goals:

Based on the ISA results, CEFAL will define measurable objectives for the first 12 months, including the following:

- Area A – Mental health policies and daily practices:

Improve communication of policies, key contacts, and procedures for accessing support services.

- Area E – Community strengthening:

Make collaboration between the school, families, and the local community more visible, understandable, and meaningful.

- Area G – Voice and participation:

Establish regular opportunities for consultation, listening, and visible feedback on the proposals that emerge.

- **Area F – Well-being programmes and prevention:**

Improve the visibility, continuity, and perceived relevance of prevention and well-being promotion activities.

Within the first year, improve the recognisability of support services, key contacts, referral procedures, and ways of accessing help across all classes and staff teams.

Strengthen staff involvement in the implementation of the plan through regular coordination meetings, operational exchange, and targeted professional support.

- **Objectives / activity framework:**

The activity is situated within the framework of well-being promotion practices already in place at CEFAL. It is linked to various types of training and educational support, including theatre workshops, mindfulness practices, and other initiatives aimed at developing socio-emotional skills. Among the practices already widely implemented, the counselling desk and the De Bes Committee are particularly significant. The counselling desk is a space for listening, welcoming, and guidance, useful for early identification of distress, offering initial support and accompanying students towards greater awareness of their needs. The De Bes Committee, on the other hand, is an interdisciplinary team made up of parent representatives, student representatives, AUSL experts in health and mental well-being, the school leader, tutors, a pedagogist and educators, and serves as a space for dialogue and shared educational responsibility where issues related to the health and well-being of teachers and students are addressed. From this perspective, the team may also enhance and, where appropriate, consider the training proposals developed by the partners within WP4, with particular reference to the areas of work currently under development:

- a) prevention of mental health problems/disorders;
- b) reduction of stigma and discrimination among all stakeholders;
- c) prevention through strengthening social and emotional competences;
- d) increased awareness of mental health and psychological well-being issues.

Phase 2: Guideline Development (Month 2–4)

- **Preparation of the action plan:**

The action plan will focus on making existing well-being measures more visible, shared and accessible across the whole school community. In the area of prevention, CEFAL will strengthen the communication of current well-being practices and initiatives already present in school life. In the area of access, the plan will clarify who students, staff and families can contact, through which channels, and under what conditions support can be activated. In the area of crisis management, the plan will make existing referral pathways and emergency protocols more explicit and easier to recognize for all members of the school community.

- **Expert Review:**

The draft action plan will be reviewed with the support of relevant professional figures, such as school support staff and, where appropriate, external psychologists or counselling services, in order to ensure coherence, clarity and professional quality. This review will help CEFAL align institutional planning with everyday educational practices and with the perceptions and needs expressed by students and staff in the ISA results. Before finalization, the draft action plan will be shared with key staff and student representatives in order to collect feedback and ensure that the final version reflects the institution's culture, needs, and priorities.

Phase 3: Integration & Training (Month 4–8)

- **Training programs:**

CEFAL will anchor the action plan in everyday school life by providing regular coordination and targeted professional support for teachers and staff on the implementation of well-being initiatives, the visibility of support procedures, and the promotion of participatory practices in the classroom. For students, existing well-being and prevention activities will be more explicitly integrated into daily school routines, so that support, emotional awareness, and access to help are more clearly connected to their lived school experience.

- **Peer-Support:**

Rather than introducing a completely new mentoring structure, CEFAL will strengthen peer support through existing participatory spaces and student involvement practices. The aim will be to create more regular opportunities for students to express concerns, support one another, and contribute to the school's well-being culture through dialogue, consultation, and shared responsibility in everyday school life.

Phase 4: Implementation & Communication (Month 6–8)

• Central resource hub:

CEFAL will set up a central information point, where the main contact persons, support channels, referral procedures, and existing protocols for situations of difficulty or emergency are clearly and accessibly collected. The aim is to increase the visibility and accessibility of the support services and pathways already available in the school, such as the psychological help desk, counselling services, and emotional well-being promotion initiatives, so that students, families, and staff can recognise and use them more easily. The central information hub will also clarify confidentiality principles and the conditions under which support can be accessed, to make help-seeking easier and more reassuring for students and families.

• Communication campaign:

CEFAL will strengthen internal and external communication about well-being through simple, ongoing tools, such as classroom announcements, noticeboards, school newsletters, and communications to families. The aim is to make available services clearer, increase the visibility of well-being initiatives, and promote greater shared awareness within the school community.

• Quick Wins:

To maintain motivation and make the plan's launch visible, CEFAL will highlight concrete initial results, such as sharing the main support contacts, providing a clear summary of the services already available, and creating regular opportunities for listening to and consulting students. These first steps will help strengthen the perception of a well-being system that is already in place, but is now made more explicit, accessible, and shared.

Phase 5: Monitoring & Sustainability (Ongoing)

• Feedback loops:

Every six months, CEFAL will review progress on the goals defined in the initial phase by collecting feedback from students, teachers, and, where appropriate, families. Monitoring will focus in particular on the visibility of well-being measures, students perceived participation, the recognizability of support services, and the level of staff involvement in implementing the plan. This regular review will allow the plan to be adjusted to emerging needs and to strengthen its coherence with the school community's everyday experience. Six-month reviews will be based on follow-up surveys and, where possible, short focus groups with students and staff, in order to assess progress and refine the action plan.

• External partnerships:

CEFAL will consolidate and make more visible the collaborations already in place with families, local services, and relevant support professionals to strengthen the educational network and referral pathways for cases of need. The aim will be to build a stable and recognizable support system, not so much by introducing entirely new measures, but by making existing links between school, families, and the local community clearer and more shared.

• Long-term financing:

To ensure continuity over time, the plan will be integrated into the school's regular planning, staff

coordination moments, and routine communication and internal review practices. In this way, mental well-being will not be treated as a separate or temporary initiative, but as a stable dimension of the educational organisation and of everyday school life.

Implémentation Checklist

Check	Activity	Responsible
Pending	Project steering group has been appointed	School management/ Well-being Action Task Force
Pending	Needs analysis survey completed.	Task Force
Pending	Crisis protocols are known to all employees.	Support staff
Pending	Central info hub (online/offline) is accessible	Administration
Pending	Evaluation date in 6 months is fixed.	Project coordinator