

# **FITTER 3, MINDS, VET, JOBS**

## **WORK PACKAGE 4**

### **INSTITUTIONAL ACTION PLAN**

#### **CEIR-ARCO VILLARROEL**

#### **SPAIN**



## **ACTION PLANS IN EDUCATIONAL INSTITUTIONS FOR THE MAINTENANCE OF MENTAL HEALTH**

# Institutional Action Plan - Template



## Master data of the action plan

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**Period:** School Years 2026–2028

## 1 - Mission Statement and Institutional Alignment

CEIR ARCO-VILLARROEL recognizes that emotional well-being and mental health are fundamental conditions for effective learning, positive relationships, and personal development within vocational education and training (VET). The institution is committed to promoting a safe, inclusive, and supportive educational environment where students, teachers, and staff feel respected, listened to, and emotionally supported.

The Institutional Action Plan aligns with the objectives of the FITTER 3, MINDS, VET, JOBS project and reflects the school's commitment to strengthening preventive approaches, improving access to support structures, and integrating mental well-being into everyday educational practices.

The results of the Institutional Self-Assessment (ISA) demonstrate that the school community shows a high level of awareness regarding mental health and emotional well-being. At the same time, the results indicate the need to reinforce the visibility, accessibility, and consistency of support systems, particularly from the student perspective.

This Action Plan aims to consolidate existing positive practices while introducing more structured, participatory, and sustainable strategies that support the well-being of the whole educational community.

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

In this phase, the foundation is laid by clarifying responsibilities and determining the current state.

### • Formation of a task force:

CEIR ARCO-VILLARROEL will establish an Institutional Well-being Task Force responsible for coordinating, monitoring, and evaluating the implementation of the Mental Health Action Plan.

The Task Force will include:

- School leadership and coordination staff;
- Teachers and tutors representing different vocational areas;
- Student representatives;
- Guidance and support staff;
- Administrative representatives where appropriate;
- External collaborators or mental health professionals when necessary.

The Task Force will oversee:

- Coordination of the implementation process;
- Communication and dissemination activities;
- Monitoring of progress indicators;
- Collection of feedback from the school community;
- Collaboration with external support services and community partners.

Specific responsibilities will be distributed among members to ensure effective implementation and institutional accountability.

### • Determine the current state:

The Institutional Self-Assessment (ISA) involved a total of 211 participants, including:

- 187 students (88.6%);
- 21 teachers (10.0%);
- 3 school leaders (1.4%).

The results present a generally positive perception of mental health awareness and school climate, with a final overall institutional rating of 3.8 out of 5. However, the data also reveal several areas requiring further consolidation and development.

### Main Strengths Identified

The ISA results indicate several positive aspects already present within the institution:

- strong student participation in the assessment process;
- positive relationships between peers and teachers;
- general awareness of the importance of emotional well-being;
- commitment of teaching staff to students' learning and support;
- moderately positive perception of school climate and inclusion.

### Areas Requiring Further Development

Despite these strengths, the analysis highlights several important areas for improvement:

- emotional support systems are not always sufficiently visible or accessible;
- students are not always aware of how and where to seek support;
- academic pressure and workload are perceived as significant stress factors;
- participation and inclusion are not experienced equally across all student groups;
- support structures and guidance pathways require clearer communication;
- institutional commitment to mental health needs to be translated into more visible and measurable practices.

The data suggest that many positive practices already exist within the school community but are not yet fully structured, consistently communicated, or equally recognized by all stakeholders.

### • Define SMART goals:

Based on the ISA findings, CEIR ARCO-VILLARROEL will define the following SMART objectives for the first 12 months of implementation:

| <u>Goal Area</u>                      | <u>SMART Objective</u>                                                                          | <u>Target Indicator</u>                                                               |
|---------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Visibility of Support Services</b> | Improve students' awareness of counseling, guidance, and emotional support services.            | At least 80% of students can identify available support pathways by the end of Year 1 |
| <b>Emotional Well-being</b>           | Integrate emotional well-being practices into everyday school activities and tutoring sessions. | Monthly well-being activities implemented across all vocational groups                |
| <b>Academic Stress Reduction</b>      | Improve students' perception of workload balance and stress management support.                 | Positive improvement in follow-up surveys regarding academic pressure                 |
| <b>Student Participation</b>          | Increase opportunities for student voice and active participation in school life.               | Establish at least one regular student consultation mechanism per semester            |

|                                   |                                                                                 |                                                                        |
|-----------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <b>Staff Preparedness</b>         | Strengthen teachers' ability to identify and respond to mental health concerns. | Two well-being and mental health training sessions per academic year   |
| <b>Institutional Coordination</b> | Improve communication and visibility of institutional mental health procedures. | Creation and dissemination of a centralized well-being information hub |

#### • Objectives and Activity Framework:

The Action Plan builds upon existing educational and support practices already present within CEIR ARCO-VILLARROEL. The institution recognizes the importance of strengthening and making more visible the resources, relationships, and support structures already available.

The implementation framework focuses particularly on:

- a) prevention of emotional distress and mental health difficulties;
- b) reduction of stigma related to mental health and help-seeking;
- c) strengthening social, emotional, and interpersonal competences;
- d) promotion of student participation and inclusion;
- e) improvement of institutional coordination and communication.

The Action Plan will support the integration of mental well-being into daily school life through preventive, educational, and participatory approaches.

### 3 - Phase 2: Guideline Development (Month 2–4)

CEIR ARCO-VILLARROEL will develop clear institutional guidelines to support emotional well-being, prevention, and access to support services.

The guidelines will focus on four main strategic areas:

#### • Preparation of the action plan:

##### A. Education and Awareness

The institution will promote greater awareness of mental health and emotional well-being among students and staff through:

- awareness activities and campaigns;
- classroom discussions and tutorial sessions;
- workshops on emotional regulation, stress management, and resilience;
- dissemination of information regarding available support resources.

##### B. Access to Support Services

The school will clarify and improve access to support pathways by:

- identifying key contact persons;
- improving visibility of counseling and guidance services;
- creating simple referral procedures;
- ensuring students know where and how to seek help.

##### C. Crisis Management and Early Identification

The institution will reinforce procedures for identifying and responding to situations of emotional distress.

The following principles will guide intervention:

1. Early identification of students experiencing emotional difficulties;
2. Immediate communication with appropriate support staff;
3. Confidential and respectful management of sensitive situations;
4. Referral to external professionals or services when necessary.

#### D. Promotion of Positive School Climate

The Action Plan will support:

- inclusive educational practices;
- respectful communication;
- collaborative learning environments;
- activities that strengthen belonging and participation.

##### • Expert Review:

The draft Action Plan will be reviewed internally and, where appropriate, in collaboration with external mental health professionals, counselors, or educational support services.

Feedback will also be collected from:

- teachers and tutors;
- student representatives;
- school coordination staff.

This review process will ensure that the Action Plan reflects the real needs, culture, and priorities of the school community while remaining coherent with the objectives of the FITTER 3, MINDS, VET, JOBS project.

### 4 - Phase 3: Integration & Training (Month 3–6)

The content is firmly anchored in everyday school life and in the curriculum.

##### • Training programs:

CEIR ARCO-VILLARROEL will integrate mental health promotion and emotional well-being into everyday educational practices.

The institution will:

- Include emotional well-being topics in tutoring and classroom activities;  
Promote respectful and inclusive communication practices;
- Create opportunities for reflection, dialogue, and emotional expression;
- Encourage balanced learning approaches that consider both academic achievement and student well-being.

Particular attention will be paid to reducing unnecessary academic stress and improving students' perception of workload management.

##### • Peer-Support:

Teachers and staff will receive training and professional support related to:

1. identification of emotional distress and behavioral changes;
2. strategies for supporting students experiencing stress or anxiety;
3. communication and referral procedures;
4. promotion of inclusive and emotionally supportive classroom environments;
5. staff self-care and well-being.

Training activities may include workshops, seminars, collaborative meetings, and exchanges of go

## 5 - Phase 4: Implementation & Communication (Month 4–6)

The plan is officially launched and anchored in the awareness of the school community.

### • Central resource hub:

CEIR ARCO-VILLARROEL will establish a centralized well-being information point accessible to students, teachers, and families.

This resource hub will include:

- contact information for guidance and support staff;
- information about counseling and emotional support services;
- referral procedures and support pathways;
- emergency contacts where appropriate;
- information regarding confidentiality and access to support.

The hub may include both digital and physical communication formats.

### • Communication campaign:

The school will strengthen communication regarding mental health and emotional well-being through:

- posters and visual materials;
- school newsletters;
- classroom communication;
- awareness activities;
- dissemination of support resources;
- activities promoting positive school climate and inclusion.

The communication strategy will aim to:

- normalize conversations about mental health;
- reduce stigma related to help-seeking;
- improve visibility of institutional support structures;
- increase awareness among students, staff, and families.

### • Quick Wins:

To maintain motivation and demonstrate visible progress during the first implementation phase, the institution will prioritize several short-term actions, including:

- dissemination of key support contacts;
- publication of support pathways and referral procedures;
- organization of well-being awareness activities;
- implementation of student consultation opportunities;
- integration of emotional well-being topics into tutorial sessions.

These initial actions will help strengthen the perception of a more visible, accessible, and coordinated well-being system within the institution.

## 6 - Phase 5: Monitoring & Sustainability (Ongoing)

Ensuring that the plan remains alive and evolving.

### • Feedback loops:

Every six months, CEIR ARCO-VILLARROEL will review the progress of the Action Plan through:

- follow-up surveys;
- student and teacher feedback;
- focus groups where appropriate;
- review meetings within the Task Force.

Monitoring will focus particularly on:

- visibility and accessibility of support services;
- students' sense of belonging and participation;
- perception of emotional support;
- staff preparedness and involvement;
- effectiveness of communication and prevention activities.

The results will be used to adapt and improve the Action Plan according to emerging needs and institutional priorities.

### • External partnerships:

The institution will strengthen collaboration with:

- local mental health services;
- counseling professionals;
- community organizations;
- families and caregivers;
- educational and social support networks.

The objective is to improve referral pathways and reinforce the connection between the school environment and external support systems.

### • Long-term financing:

To ensure continuity and sustainability, mental health and emotional well-being will progressively become integrated into:

- institutional planning;
- tutoring and educational activities;
- staff coordination meetings;
- communication practices;
- school improvement processes.

The institution will work toward establishing emotional well-being as a stable and visible dimension of school culture rather than as a temporary project initiative.

## Checklist

| <u>Status</u> | <u>Activity</u>                                                    | <u>Responsible Party</u>                     |
|---------------|--------------------------------------------------------------------|----------------------------------------------|
|               | Institutional Well-being Task Force appointed                      | School Management                            |
|               | ISA needs analysis reviewed and disseminated                       | Task Force                                   |
|               | Support and referral procedures communicated to staff and students | Guidance and Coordination Team               |
|               | Centralized well-being information hub established                 | Administration and Task Force                |
|               | Teacher training sessions implemented                              | School Management and External Professionals |
|               | Student participation and consultation activities organized        | Tutors and Student Representatives           |
|               | Follow-up evaluation date scheduled                                | Project Coordinator                          |