



boost

Introduction and map to the future

Building social and emotional skills to boost mental health resilience in children and young people in Europe

H2020 Program: Demographic change and well-being

Call: SC1-PM-07-2017: Promoting mental health and well-being in the young

Grant agreement No 755175



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Background and objectives of the BOOST project

Social and emotional skills are key to promoting mental health and well-being in children and young people

Social and emotional skills are key to promoting mental health and well-being in children and young people. Research has shown that many school-based Social and Emotional Learning (SEL) programmes, providing these skills, have proven effective in increasing well-being and academic achievement in children. They have also had positive long-term effects such as increased success in the labour market and life in general. Students who have taken part in SEL activities usually feel safer and more connected to schools and school work, build good working habits, develop social skills and stronger relationships with peers and teachers. Overall, it is safe to say that SEL programs have been effective in promoting mental

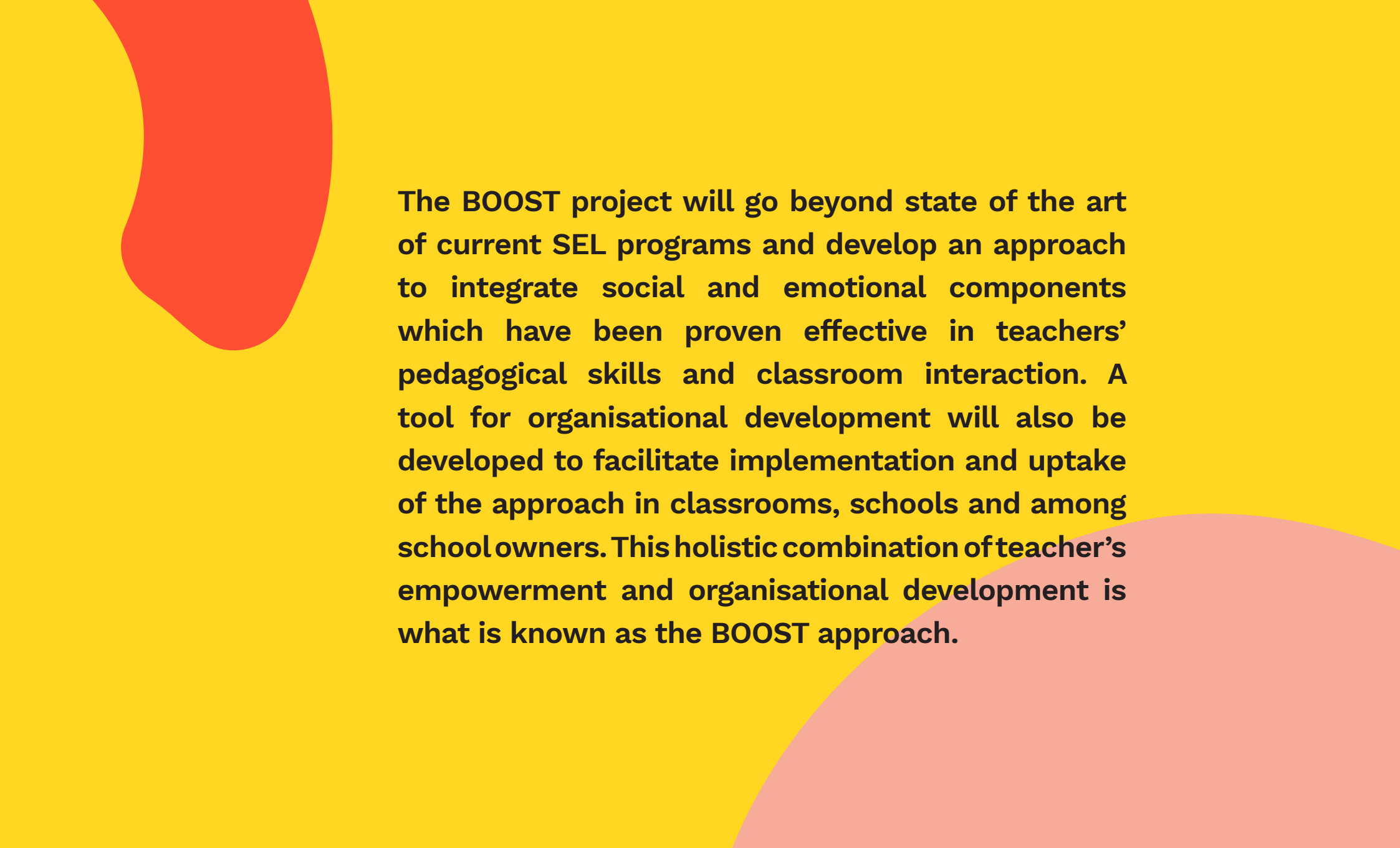


well-being in young people. However, in many cases the activities are implemented by outside experts, and not by regular schoolteachers, which means they are not entirely integrated into the general teaching and every-day life at school. Moreover, teachers often consider SEL to be time-consuming and do not see the added value of dedicating part of their teaching time to this kind of interventions.

The development of the BOOST approach will involve the young themselves (primary school children) as well as school owners, teachers, policy makers (Modum Municipality and Buskerud County Municipality) and a multidisciplinary team of researchers from the fields of



education (Poznan University of Physical Education), psychology (University of Córdoba), public health, and economics (SINTEF). This is to ensure the relevance, acceptability, organisational and political strength of the intervention, as well as to increase the potential for scale-up and sustainability of the intervention locally, regionally, nationally and internationally. The end users of the BOOST approach are schools and teachers, but the target population are primary school children. In order to ensure that the approach is relevant and suitable in a wide range of European contexts, it will be developed, implemented, and tested in three different European settings in **Poland, Spain and Norway**.



The BOOST project will go beyond state of the art of current SEL programs and develop an approach to integrate social and emotional components which have been proven effective in teachers' pedagogical skills and classroom interaction. A tool for organisational development will also be developed to facilitate implementation and uptake of the approach in classrooms, schools and among school owners. This holistic combination of teacher's empowerment and organisational development is what is known as the BOOST approach.

BOOST Consortium

Norway:

SINTEF —Coordinator,
leader WP4, WP6, WP9

BFK — Leader WP8

Modum — Implementation
in Norway

Poland:

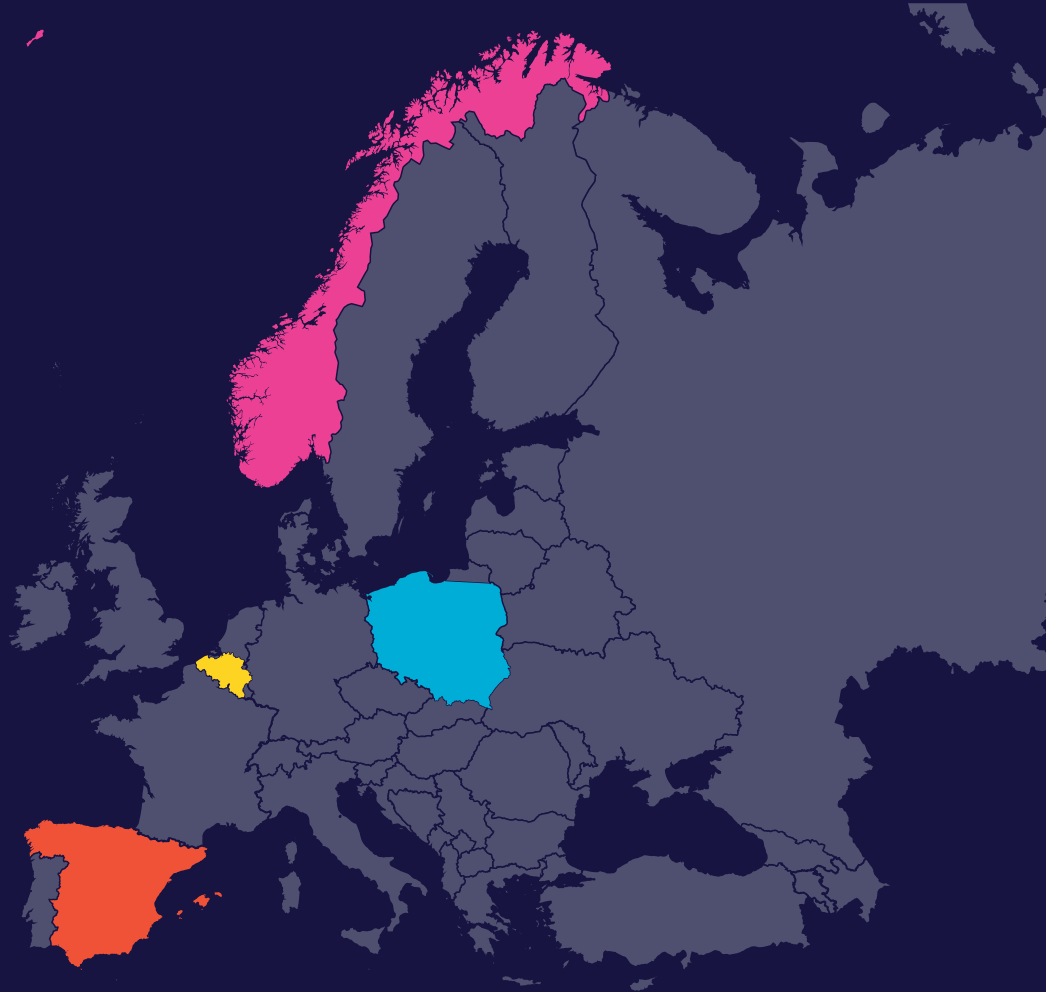
AWF — Leader WP1, WP2

Spain:

UCO — Leader WP3, WP5

Belgium:

EUREGHA — Leader WP7



The BOOST consortium brings together one County Municipality (a regional authority responsible for upper secondary education), a Municipality (school owner and responsible for primary education), two Universities, one Research Organisation, and one European Regional and Local Health Authorities Network. The consortium partners have complementary expertise and represent the whole chain necessary for acquiring, spreading, ensuring uptake and using new knowledge. The project members constitute both young and experienced researchers as well as experienced disseminators and policymakers. This multidisciplinary team covers all the fields necessary to carry out this project.



Department of Health Research (SINTEF)

Norway

SINTEF will contribute to the BOOST project with its expertise in psychology, pedagogy, health economics, service design, public health and project management. SINTEF will contribute with project and scientific coordination, process evaluation and health economic evaluation.



University School of Physical Education in Poznan (AWF)

Poland

AWF has their main expertise in pedagogy, in methodology of education classes and in evaluating educational activities as well as research on health behaviour patterns, and life skills, and in children with social and learning problems. AWF will contribute with their pedagogical and school expertise to lead the WPs on the formative study and on the design of the BOOST approach, including the pedagogical approach.



UNIVERSIDAD DE CORDOBA



The Department of Psychology at the University of Córdoba (UCO)

Spain

UCO has main expertise in educational psychology and more specifically on psychosocial risk factors at school and juvenile violence. UCO has vast experience in implementing and evaluating SEL intervention programmes in schools, in particular with regards to coping with bullying and cyberbullying. UCO will contribute with the implementation of the approach and evaluate its effectiveness.



Modum kommune



Modum Municipality

Norway

is a school owner where the implementation in Norway will take place with expertise in organisation, drafting policies and management. Modum will contribute with implementation and liaise with school principals and teachers in order to facilitate the study and to ensure uptake at local level. Modum will also have an invaluable advisory role in terms of real context feasibility of implementation and uptake of the BOOST approach.



BUSKERUD
FYLKESKOMMUNE



Buskerud County Municipality (BFK)

Norway

is a regional authority with responsibilities for, among other regional tasks, education and public health. Uniquely positioned between policy makers (Ministry of Health and Ministry of Education) and municipalities (primary school owners), they are experts on how to ensure uptake at local, regional and national level. BFK will contribute with this expertise. They will also contribute with policy briefs needed to reach ministries at national level.



EUREGHA

Belgium

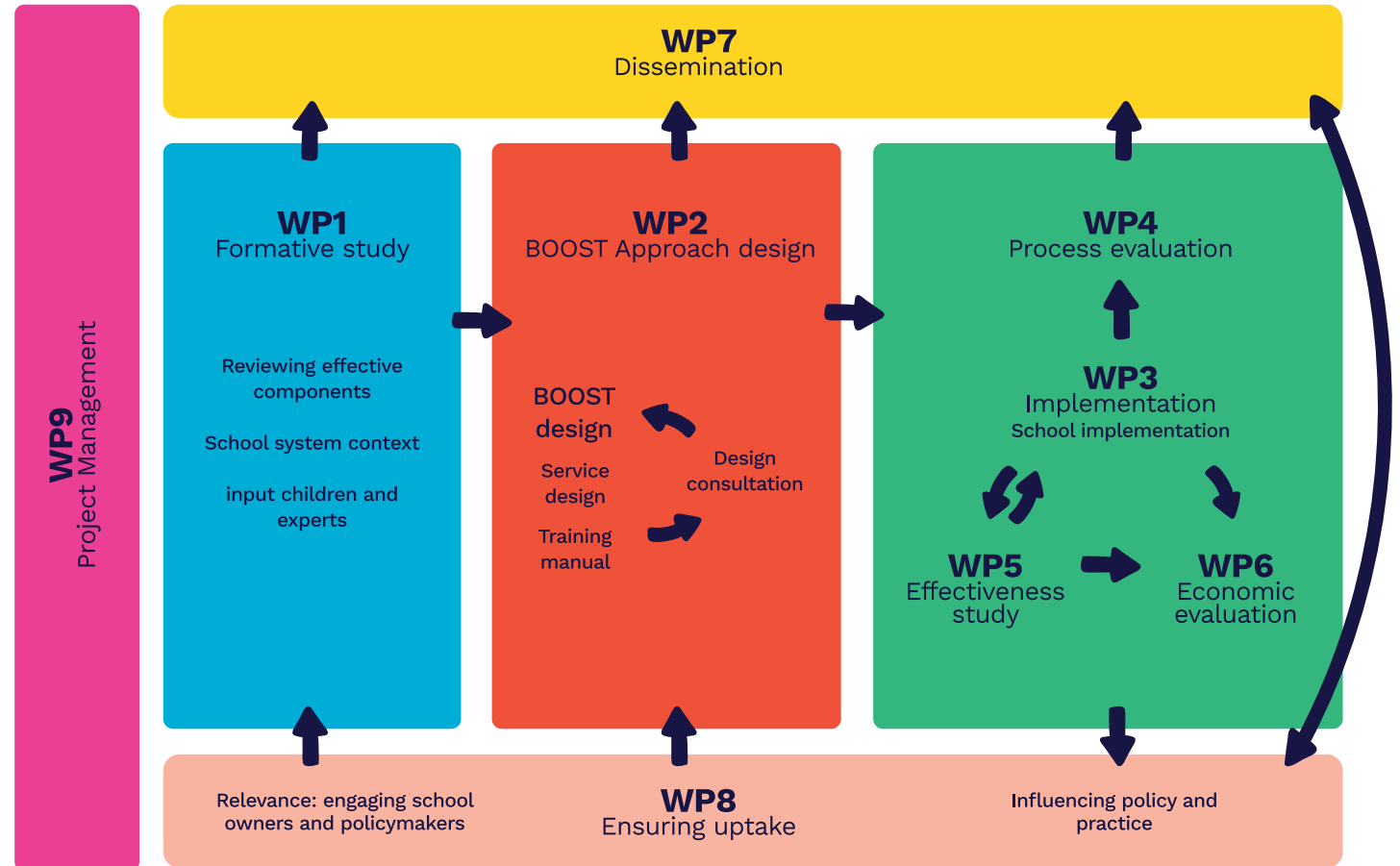
EUREGHA is an EU based network of regional and local health authorities. EUREGHA will not only contribute with dissemination among their network, but will also liaise with other EU networks, to help target dissemination of the BOOST results and will disseminate results more broadly to the public at large.

Contact table

WORK PACKAGE	WP LEADER (PARTNER)	WP LEADER (INDIVIDUAL)	WP LEADER (CONTACT DETAILS)
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WP3: Implementation	UCO	Eva Romera	m82rofee@uco.es
WP4: Process evaluation	SINTEF	Gloria Azalde	Gloria.azalde@sintef.no
WP5: Effectiveness study	UCO	Eva Romera	m82rofee@uco.es
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WP7: Dissemination	EUREGHA	Valentina Polylas	valentina.polyllas@euregha.net
WP8: Ensuring uptake	BFK	Åse Marit Hovden	Ase.Marit.Hovden@bfk.no
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Description of the work and methodology

The BOOST project will develop, implement, and test a new school-based approach for social and emotional learning, which will involve teachers' skills development, organisational development, and classroom implementation. The approach will be tested in mainstream school environments by regular class teachers in three diverse European contexts in Norway, Spain and Poland. The project is composed of the following work packages (WPs):



WP1

Formative study

The objective of this WP is to ensure the scientific, cultural and contextual foundation through a formative study. This will provide the basis for the BOOST approach. The BOOST approach will build on a systematic literature review identifying effective components of current social and emotional learning programs. To ensure the cultural and contextual foundation, research will be carried out in the three countries where the approach will be tested. This will be done through qualitative studies of the school environments, accompanied by analysis of educational policies in Norway, Poland and Spain. Results from the literature review, educational policies and qualitative research of the school environments will be instrumental in developing the BOOST approach.

WP2

BOOST approach design

Based on findings from the formative study and from a broad consultation process with key stakeholders, BOOST will design an organisational and pedagogical approach which will include teachers' skills development, organisational development and classroom implementation. This will include training in social and emotional learning strategies and their application in meaningful real-life teaching contexts and situations. In addition, the BOOST approach will aim to develop supportive school environments for social and emotional learning which may be relevant in a variety of European school settings.

WP3

Implementation

Following the consultation process with key stakeholders, the BOOST approach will be implemented in real school environments in Norway, Spain and Poland. The schools will be carefully selected to represent a multitude of characteristics such as private/ public, urban/ rural and located in areas with high/ low socio-economic status. **The implementation period of the approach will last for one school year, approximately 9-10 months.**

WP4

Process evaluation

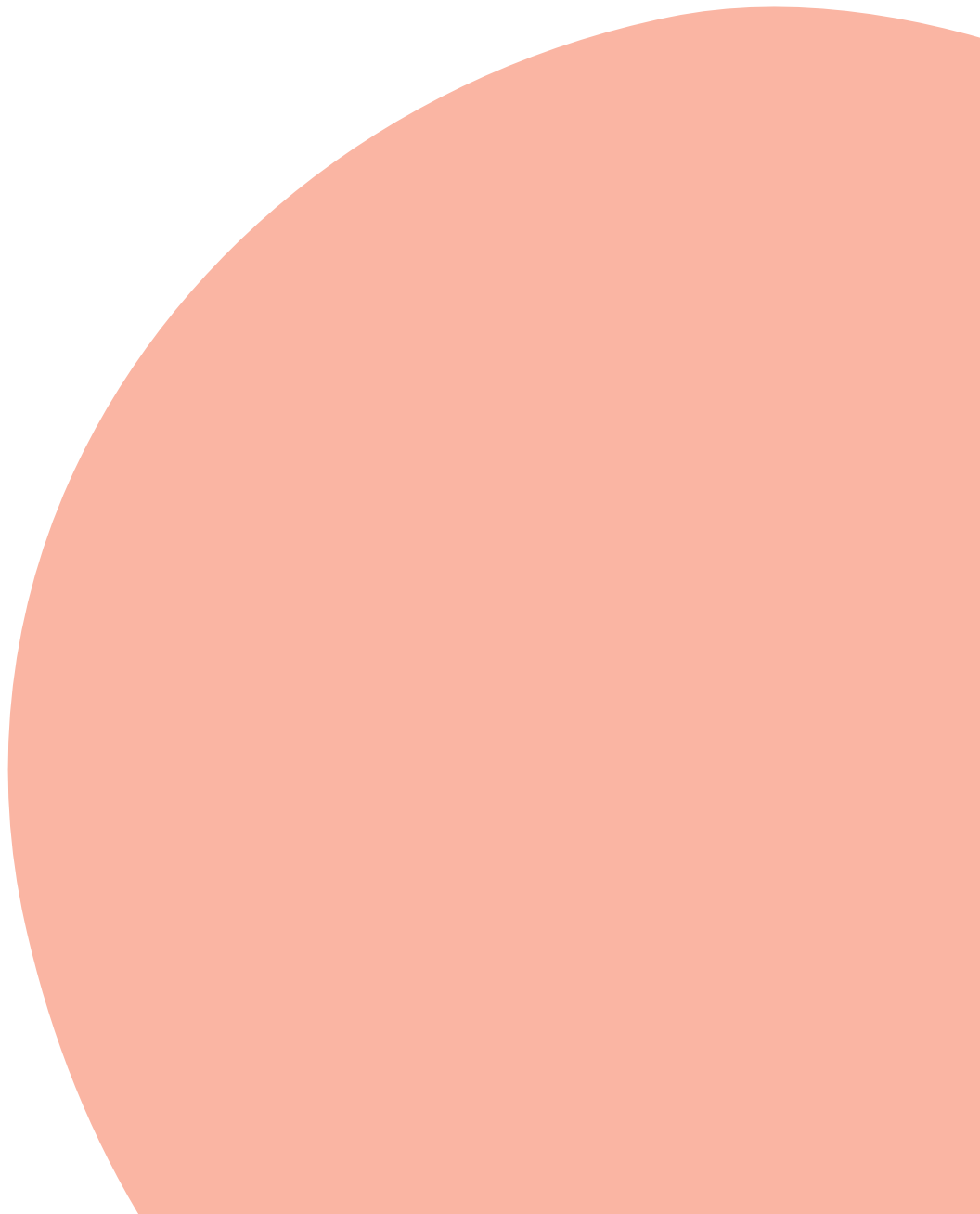
In order to identify the obstacles to the delivery of the approach and its potential for future scale-up, it is essential to conduct an assessment of the implementation process and of factors hindering or facilitating the uptake and sustainability of the intervention. The evaluation will follow the implementation in all three countries and will include the observation of teaching and implementation events, interviews with teachers, school administration and management, and survey questionnaires to teachers, students, parents, school leaders and school owners.

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WP5

Effectiveness study

The BOOST approach will be evaluated for its short-term and long-term effects on children's social and emotional well-being. We expect that the approach will improve different psycho-social areas of the students' lives, such as academic achievement, socio-emotional competence, self-esteem, well-being, and resilience. Moreover, we expect that it will contribute to reducing certain risks such as bullying, externalizing and internalizing behaviour problems, and poor academic performance.

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WP6

Economic evaluation

The implementation of the BOOST approach in each of the study countries will be evaluated in terms of costs. The cost analysis will be valuable for predicting the cost and resource requirements of replicating the BOOST approach in other settings, as well as for the estimation of economies of scale in relation to the scaling-up of BOOST.

WP7

Dissemination

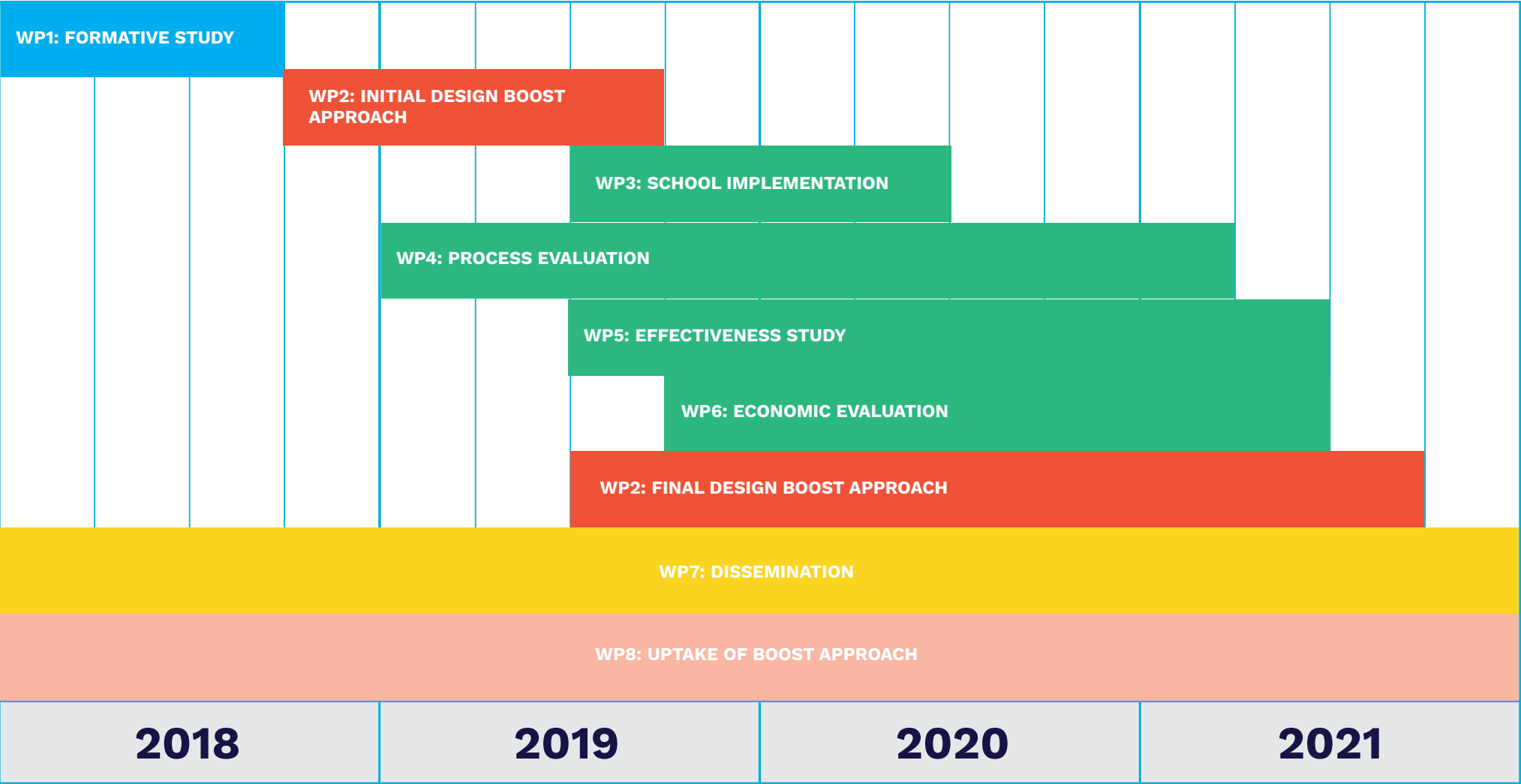
Dissemination of results will be a key component of the BOOST project. The general aim of the dissemination strategy is to raise awareness and promote the project, its objectives and results to relevant stakeholders. Another objective is to stimulate dialogue amongst the members of the project consortia and with external stakeholders. A dissemination strategy was developed at the onset of the project, based on a stakeholder mapping methodology. The stakeholder mapping focused on four groups: government bodies within the field of health and education, NGOs/networks/associations, EU projects and initiatives, and universities and research institutes.

WP8

Ensuring uptake

Another explicit aim of the BOOST project is to integrate beneficiaries, key stakeholders and end-users throughout the entire project period to facilitate full exploitation of the BOOST approach locally, regionally and nationally in the three partner countries, but also internationally in a European context. This will be done through the involvement of local and regional authorities from the three partner countries both in the project team and in the advisory board to the project. The project will explore various models of ownership and factors that contribute to or hinder the success of the implementation of the approach and its potential scale-up and sustainability.

BOOST Timeframe







www.boostproject.eu