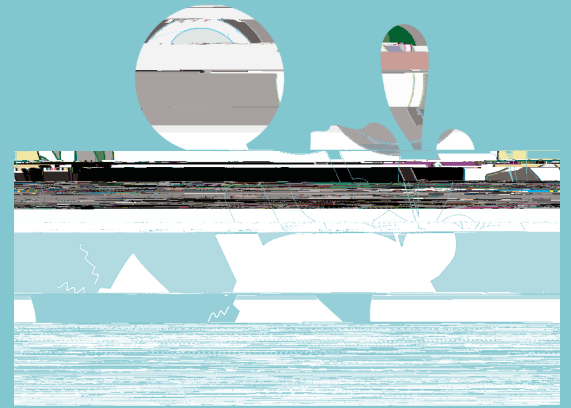


executive summary

October 2022



In recent years there has been an increase in rates of mental health difficulty among young people and a decline in their wellbeing.

Wider research suggests that some approaches show promise for supporting young people's wellbeing within education settings, including those based on building social and emotional skills or those based on cognitive behavioural principles.

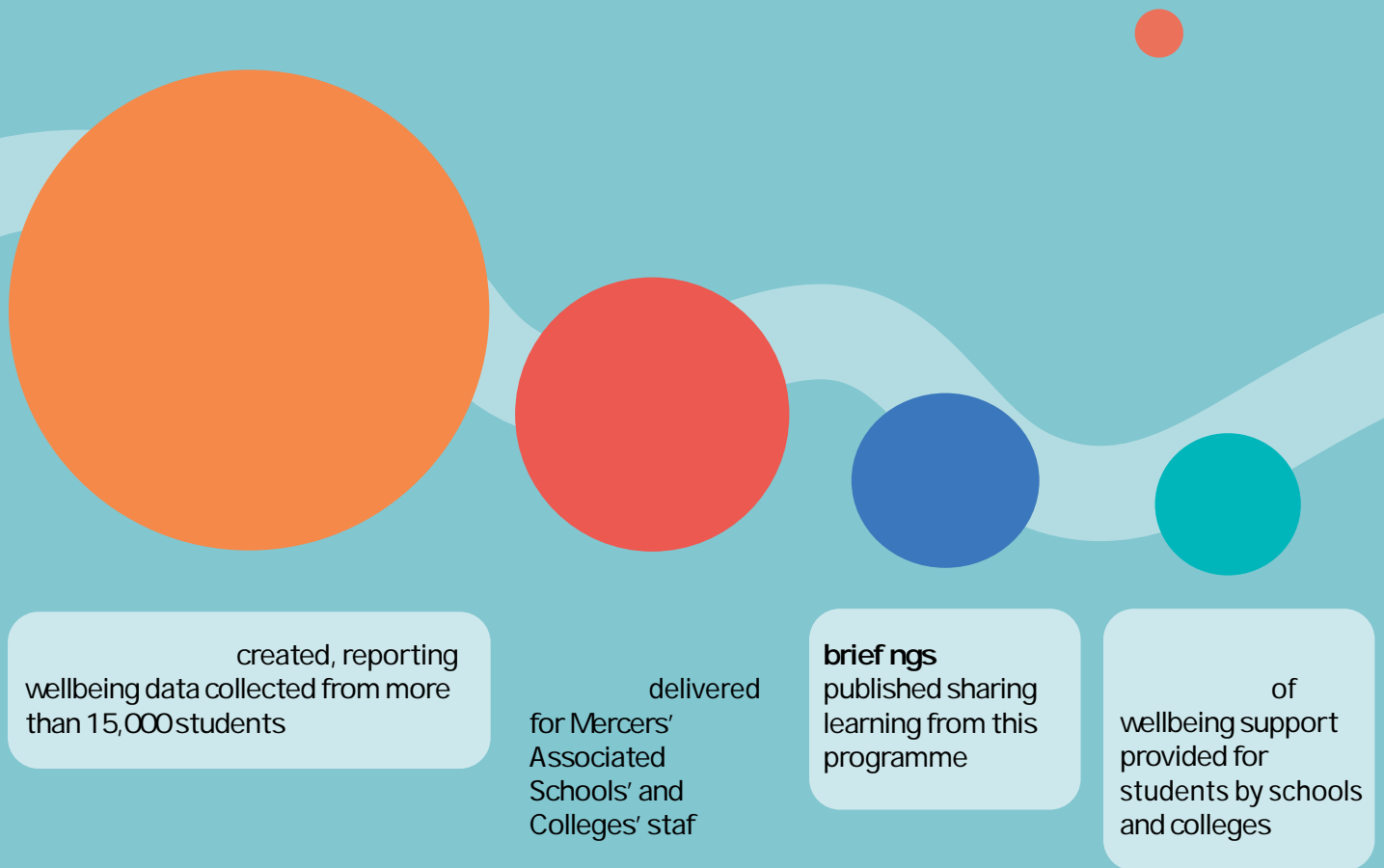
However, research also emphasises that even interventions that have a strong evidence base can vary in their effectiveness, depending on how they are implemented and how well they fit the context in which they are delivered.

The Mercers' Wellbeing Evaluation Programme aimed to support Mercers' Associated Schools and Colleges to evaluate their mental health and wellbeing provision. The programme was delivered in two phases between 2016 and 2022. The final report from the Mercers' Wellbeing Evaluation Programme is available online. It summarises the learning and achievements of the programme's second phase, setting these within the context of the programme as a whole.



More than 10,500 wellbeing surveys were completed by students in Mercers' Associated

We produced the following outputs as part of this work:



In addition, we provided regular support to school and college contacts to assist

Impact

The pragmatic IDEA (Intervention description, Design, Evaluation implementation, Analysis and dissemination) approach developed in this programme has been demonstrated to be a [feasible and valuable approach to evaluation](#) for schools and colleges.

Given that the research emphasises the importance of context, schools and colleges can only be confident that adopted programmes are supporting their students effectively if they are evaluated in situ. This programme has demonstrated practical and manageable ways that schools and colleges can carry out such evaluations.

The importance of centring the voice of children and young people in planning support has been highlighted and practical suggestions of how this might be achieved have been provided in [an additional briefing](#).

For support for young people to be most effective, programmes to improve the mental health and wellbeing of students should be embedded in a wider culture that supports and prioritises the wellbeing of students and teachers.