



STAY+

BEST PRACTICES REPORT

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Index

1. Intro.....	3
2. Best practices from the Countries of the Partners' organizations.....	4
I. <i>Czech Republic.....</i>	<i>4</i>
II. <i>Italy.....</i>	<i>7</i>
III. <i>Turkey.....</i>	<i>10</i>
IV. <i>United Kingdom.....</i>	<i>16</i>
3. Best practices from European Countries outside the Partnership	19
I. <i>Pan-European level.....</i>	<i>19</i>
II. <i>Denmark.....</i>	<i>21</i>
4. Best practices Worldwide.....	24
I. <i>United States of America</i>	<i>24</i>



1. INTRO

The document “Best practices Report” gathers Best Practices that highlight the positive role VET providers can play in helping to protect learner wellbeing.

The desk research of best practices is an activity has been performed by the partnership of the project in the framework of the development of IO1 “Effective methods to promote wellbeing, positive behaviour and student engagement in distance learning”.

The best practice recollected have been implemented:

- in the Countries of the organization that are members of the project Consortium (Czech Republic, Italy, Turkey and United Kindgom)
- in other European Countries (e.g. Denmark) and/or at Pan-European level
- worldwide (e.g. United States of America)

2. BEST PRACTICES FROM THE COUNTRIES OF THE PARTNERS' ORGANIZATIONS

I. CZECH REPUBLIC

Name of Organisation	SPgŠ KROMĚŘÍŽ
Location, Country	KROMĚŘÍŽ, Czech Republic
Target Group	Students age 15-23
What does the individual's or organisation's approach to learner wellbeing and engagement involve? (i.e. description of strategies, activities, tools, materials, or methodology used)	
<p>The four-year high school prepares girls and boys in the field of pre-school and out-of-school pedagogy and its graduates find employment as kindergarten teachers, educators in school groups, teaching assistants in inclusive education and teachers in leisure centers and other educational establishments. During the school year, up to 240 pupils can prepare here in the form of theoretical and practical teaching. The education ends with a school-leaving examination. The Higher Vocational School of Education and Social Sciences offers two three-year study fields: Social Pedagogy and Preschool and Extracurricular Pedagogy.</p> <p>In the field of study of social pedagogy, those interested in working in various field, outpatient and residential social services as well as pedagogical facilities are being prepared. Successful graduates obtain a qualification for the work of a social worker, educator, leisure pedagogue and teaching assistant. Graduates of the study field of preschool and extracurricular pedagogy obtain the qualification of a kindergarten teacher, leisure pedagogue, educator and teaching assistant. Our students are usually well self-motivated at the beginning of study as they are more applicants that we can accept to study. Our task is to concentrate on their further motivation to study where we use different tools, e.g. goals settings and continuous evaluation, development of critical thinking and communicative skills in projects onup-to-date situation and problems. We support the students in individual tasks assignment, cooperation in groups and presentation well-balanced.</p>	

What are the requirements for this approach to be successful? (i.e. finance, staff training, facilities etc.)

Essential is the involvement of all teachers and communication. Very important is the appropriate choice of methods and use of modern teaching strategies.

On regular base we evaluate the achievements and barriers of better progress.

To be successful in application of modern teaching strategies we need digital media and facilities (camera, laptop, microphone, internet connection, appropriate applications (jamboard, google forms.....)).

How has this approach impacted the learners' wellbeing and engagement in the course/programme? (i.e. improvement of retention rates, attainment rates, evidence of effective engagement with hard to reach groups etc.)

We have seen positive results when students came back to school after the COVID-19 lockdown. They were motivated even if they feel like they lost a year and they are behind in learning, they kept their determination and kept moving forward.

The important factor was coming back to practice learning, which was firstly limited, but essential for students' wellbeing.

How can this approach be replicated outside of the Covid-19 context? i.e. Does it have scope for development or adaptation into a continuous wellbeing or engagement strategy?

This approach developed students' skills a lot, they became independent in their studying procedure, motivated, able to use and apply new knowledge they acquired.

During the COVID-19 restrictions and school lockdown we have learnt to implement the strategies and methods and tools which are further developed now and have their fundamental place in the future. Using of digital media and working with student online is the way of communication essential in the digital age, in no regard to COVID-19.

Name of Organisation	MAXIMUM, community education centre
Location, Country	Kromeriz, Czech Republic
Target Group	Secondary school students
What does the individual's or organisation's approach to learner wellbeing and engagement involve? (i.e. description of strategies, activities, tools, materials, or methodology used)	
<p>Group sessions, individual projects for small group of students, organizing activities outside of the school life. Students have the opportunity to discuss their issues or progress individually with their teacher either face to face or organize an online session. At the beginning of every lesson students are supported to express their thoughts and ideas and share them with others. Teachers ask a set of questions or do a quick survey. Individual projects involve visits of local library, institutions or sport centres.</p>	
What are the requirements for this approach to be successful? (i.e. finance, staff training, facilities etc.)	
<p>Willingness of all the staff to go beyond their daily duties and be more creative, not to be stuck in the basic routine. Many teachers take part in online tutorials available on Youtube or similar websites. Also many educational organizations provide free trainings for teachers of pedagogy staff. We try to participate in these as much as possible. Most of them are available online and teachers might go through them at their own pace and free time. Our management promotes these courses and provides information how and when.</p>	
How has this approach impacted the learners' wellbeing and engagement in the course/programme? (i.e. improvement of retention rates, attainment rates, evidence of effective engagement with hard to reach groups etc.)	
<p>High rate of attendance in the classes, positive attitude among students, eagerness to try more and different. Students enjoy experimenting and getting new experience which broadens their thinking. What matters the most to them is the figure of the teacher and his or her eagerness to push them forward. We can see that some teachers are on the same wave with their students and they became more of the partners in away.</p>	

How can this approach be replicated outside of the Covid-19 context? i.e. Does it have scope for development or adaptation into a continuous wellbeing or engagement strategy?

It is applicable in everyday school life. Schools should invest their time and resources into promoting and searching for new projects and ideas. The pandemic showed the need for maintaining good inter-personal skills and ability to learn more and new things, not to be shy and maybe open the dialogue not only with your peers but also with the different generation

II. ITALY

Name of Organisation	Rai - Radiotelevisione italiana S.p.A., public radio and television service in Italy.
Location, Country	Italy
Target Group	Teachers/trainers and learners of all levels, including VET
What does the individual's or organisation's approach to learner wellbeing and engagement involve? (i.e. description of strategies, activities, tools, materials, or methodology used)	
<p>Rai scuola ("Rai School") is a free thematic television channel published by Rai, edited by Rai Cultura and dedicated to training and teaching. Through its website (www.raiscuola.rai.it) it is possible also to access TV programmes and lessons on specific subjects and topics, filtering basing on:</p> <ul style="list-style-type: none"> • school level: primary school, lower secondary school, upper secondary school (that includes VET), university • subject (from Humanities to STEM) • broadcast/publication date • typology of training/info materials (paths, laboratories, events, web documentaries, etc.) <p>During the pandemic, to favour the distance learning, Rai scuola increased of five hours per day its TV offer.</p> <p>Furthermore, Rai scuola during the lockdown started proposing through websites and social media channels, the following initiatives:</p> <ul style="list-style-type: none"> • "Scuola@Casa" (School at HomeI), website: https://www.raisplay.it/programmi/scuolacasa. A project by Rai Cultura to help manage the coronavirus emergency in the period of suspension of face-to-face teaching. It constitutes an easy introduction to online education for teachers, students 	

and parents through ten videos during ten minutes each. Ideas, tools, methods, concrete and easily reproducible examples that allows to continue to manage teaching and learning activities using network resources. The choice of programs and tools presented takes into account the indications provided by MIUR (The Italian Ministry of Education)

- **“Scuola@Casa News”** (“School at home News”), website: <https://www.raicultura.it/speciali/scuolacasanews> . From March 2020, Rai scuola produces and spread every day, through its websites and social media channels, a daily news with information, suggestions, reports of online appointments, resources and useful content for schools, teachers, students and families to facilitate the distance learning during the coronavirus emergency. Scuola @ Casa News is conducted by Gino Roncaglia, university professor expert in the use of internet and new technologies for teaching and learning

What are the requirements for this approach to be successful? (i.e. finance, staff training, facilities etc.)

Considering that it is a governmental strategy at national level, to carry out similar initiatives it is necessary that there is: willingness, availability and involvement of policy-makers and professionals from the public sector, experts in the Education and Training field. On the contrary, for the final users of the service and beneficiaries of the good practice there are not requirements.

How has this approach impacted the learners’ wellbeing and engagement in the course/programme? (i.e. improvement of retention rates, attainment rates, evidence of effective engagement with hard to reach groups etc.)

The approach has been relevant and useful, having a positive impact on the target groups for the following reasons:

- the ease of use of the vehicle and materials
- the familiarity of teachers, students, parents with the means of communication (TV)
- the accessibility of the means of communication to all target groups. Unlike other devices, all Italian families have a television. This was especially important to involve the weakest and most disadvantaged groups.

How can this approach be replicated outside of the Covid-19 context? i.e. Does it have scope for development or adaptation into a continuous wellbeing or engagement strategy?

Rai's support to educational and teaching institutions did not stop with the end of the lockdown and with the return of teachers and students to onsite school.

Rai and the Italian Ministry of Education have, in fact, continued their joint commitment in favor of education, through the stipulation of a strategic agreement.

This agreement provides for the expansion and strengthening of the training offer of the public radio and television service beyond the pandemic.

New TV programmes specifically created for school and education and training institutions, as well as students and families and, in a wide sense, to all citizens have been created.

They are focused not only on school, subjects and related topics, but they also treat the changing and evolving dynamics of the world of Education and Training and the innovation in teaching and learning.

A specific space is dedicated to the VET sector, a strategic development lever of the country.

For example, the channel "Rai Scuola" transmits once a week the telecast "Professione Futuro" (that could be translated as "Profession Future"), focused on the career guidance for VET Institutes.

As for the innovation in teaching and learning, Rai Scuola has produced "Laboratorio Scuola" (that could be translated as "School Laboratory") a TV series made of 20 episodes to illustrate new methodologies, contents, tools, instruments.

The aforementioned new initiatives demonstrate that:

- the approach of the best practices can be replicated in other context and situations
- that the TV format and its contents can be adapted to the actual and current needs of the target groups
- the tool and methodology can be useful not only for teaching and learning, but also to raise awareness on relevant topics for teachers/trainers and learners and to carry out career guidance activities, that can contribute to the engagement of students in learning processes and future perspectives

Name of Organisation	WeSchool
Location, Country	Italy
Target Group	Teachers/trainers and learners of all levels, including VET
What does the individual's or organisation's approach to learner wellbeing and engagement involve? (i.e. description of strategies, activities, tools, materials, or methodology used)	
<p>WeSchool is a digital platform entirely dedicated to e-learning. It was the only Italian platform among the three suggested by the Italian Ministry of Education during the Covid-19 emergency. It was created in 2003 with the name "Oilproject" and its aim was to support learners by providing online learning material. In 2016, the project evolved in 2016 in order to</p> <p>The project evolved into WeSchool in 2016 to introduce the platform in schools to make them more digital, open to innovation and engaging, allowing the integration of digital materials and tools into traditional lessons.</p> <p>The platform allows transforming face-to-face and distance learning into interactive paths and the "WeSchool Library" contains videos, texts and exercises for teaching. As a training institution accredited by the Italian Ministry of Education (MIUR), it offers online training courses for teachers, concerning innovative teaching methodologies and the use of digital tools for teaching and learning. At the beginning of the pandemic, the Italian Ministry of Education activated partnerships with public and private entities, in order to promote support actions for educational institutions in which teaching has been suspended due to the health emergency from COVID-19, with the aim of promoting the adoption of technological tools to support distance learning. Among the many actions, the Ministry stipulated a Memorandum of Understanding with WeSchool, that allowed:</p> <ul style="list-style-type: none"> -making available free of charge to school and educational institutions of all types the WeSchool platform, also available in App format, for distance teaching. - offering to teachers and students the educational contents of WeSchool Library, which include videos, texts and exercises. - creating online communities, dedicated to all Italian teachers, to support the organization and remote lessons, as well as the use of innovative teaching methodologies; - activating one or more helpdesks to assist teachers on any critical issues relating to the use of platforms and methodologies for distance learning. 	

What are the requirements for this approach to be successful? (i.e. finance, staff training, facilities etc.)

The WeSchool online platform for real-time learning collaboration is web-based and optimized for use from smartphones, tablets and desktops.

The platform and the App are free of charge and allow teachers/trainers to integrate digital tools and contents into their traditional lessons.

WeSchool was born taking into account the needs of teachers, thus it is accessible, flexible and adaptable.

How has this approach impacted the learners' wellbeing and engagement in the course/programme? (i.e. improvement of retention rates, attainment rates, evidence of effective engagement with hard to reach groups etc.)

The approach was considered efficient by both learners and teachers mainly due to:

- the accessibility of the platform
- the user-friendly interface
- the quality of materials
- the supporting courses for teachers
- the presence of an Helpdesk in Italian

The learners felt more interested in lessons and more engaged in the learning environment

How can this approach be replicated outside of the Covid-19 context? i.e. Does it have scope for development or adaptation into a continuous wellbeing or engagement strategy?

The approach is easily replicable also outside the Covid-19 context: the use of e-learning platform to support teachers in the integration of web-based, digital and innovative methodologies in their classroom is a reality and it is widespread after Covid-19. Also learners are nowadays more confident and familiar with such platforms for studying both in the classroom and autonomously.

III. TURKEY

Name of Organisation	Turkish Radio and Television Corporation ¹
Location, Country	Turkey
Target Group	All students including VET learners
What does the individual's or organisation's approach to learner wellbeing and engagement involve? (i.e., description of strategies, activities, tools, materials, or methodology used)	
<p>TRT EBA TV is a Turkish national educational television network, owned by state broadcaster TRT.²</p> <p>This is public, national level best practice. Considering the wellbeing of students, the approach provides the possibility to avoid disruption and mitigates or even eliminates the series of negative impacts and many issues e.g., isolation, ill-being, growing precariousness, digital divide, inequalities in living conditions during a period of confinement, etc.. All of these Covid-19 related issues reinforce and aggravate inequalities, which were already existing to some extent, but also create dramatic situations.</p> <p>It was launched on 20 March 2020 as a test broadcast and was officially launched on 23 March 2020.</p> <p>The TV channel was founded following the impact of the COVID-19 pandemic in Turkey which resulted in all schools moving to distance learning on 16 March. The channel focuses on education and broadcasts school lessons for school students through separate channels, which are supported by the digital Eğitim Bilişim Ağı (EBA) system.³ The channel is free-to-air and available on a vast number of channels, TV service providers and digital broadcasting platforms: Türksat, Digitürk, D-Smart, Türksat Cable TV, Tivibu.</p> <p>The main strategy which allowed building this method encompasses:</p> <ol style="list-style-type: none"> the promotion of learner-centered services and resources; the integration “mindfulness” training (Mindfulness Based Stress Reduction Programme); the practice of Covid-19 driven training sessions for school staff; the organisation of awareness-raising events; the development of public-private partnerships (actors of the education with new roles). 	

¹ [Turkish Radio and Television Corporation](#)

² [TRT EBA TV](#)

³ [Eğitim Bilişim Ağı \(EBA\) system](#)



The site EBA is designed and run by the Innovation and Educational Technologies General Directorate, which is affiliated with the corresponding Ministry. The purpose of the network is the integration of digital resources to education when required, and the network gives online access to course materials to teachers and students under the project *Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi (FATİH)*.⁴ Parents and teachers can also access EBA. Educational materials are made available online per distinct categories, and the contents of which have expanded throughout the years.

What are the requirements for this approach to be successful? (i.e., finance, staff training, facilities etc.)

Here naturally, this approach being a public (governmental) framework, it engages the largest and highest decision-making level dimension of components. The entire requirements sphere of the TRT EBA TV is actually embedded in the programme “Turkey’s Education Vision 2023”⁵ (*2023 Eğitim Vizyonu*), a comprehensive transformation plan covering a three-year period:

- a) the first stage, which the 2018-2019 academic year embodied, began with design, simulation, pilot programs, and the partial implementation of new plans;
- b) in 2019-2020, nationwide pilot projects were implemented and measurements of the work completed were taken;
- c) finally, in the 2020–2021 academic year, all plans identified as main targets were implemented and the impact of some actions was examined.

Detailed information about the TRT - EBA TV distance education broadcast framework is available [here](#).

The pictures that follow illustrate the digital dimension of the programme.

⁴ [Eğitim Bilişim Ağı \(EBA\) system](#)

⁵ [Turkey's education vision 2023](#)



TURKEY'S EDUCATION VISION 2023 > 2023 EĞİTİM VİZYONU

Humanity's scientific and cultural heritage, accumulated over thousands of years, proves inadequate at times. Many experts maintain that the human- technology balance is tilting toward mechanization. This prediction used to be science fiction. Today, by contrast, is an ordinary and real-time description of what is happening. High-value-added technologies advance at the speed of light, and all sectors must take major steps to transform themselves as well.

This new period of singularity represents the fourth breakthrough in the history of industrialization. It brings together the biological, the digital, and the physical. The study of artificial intelligence supports the view that humans have taught machines enough to challenge mankind's monopoly on learning and intelligence.

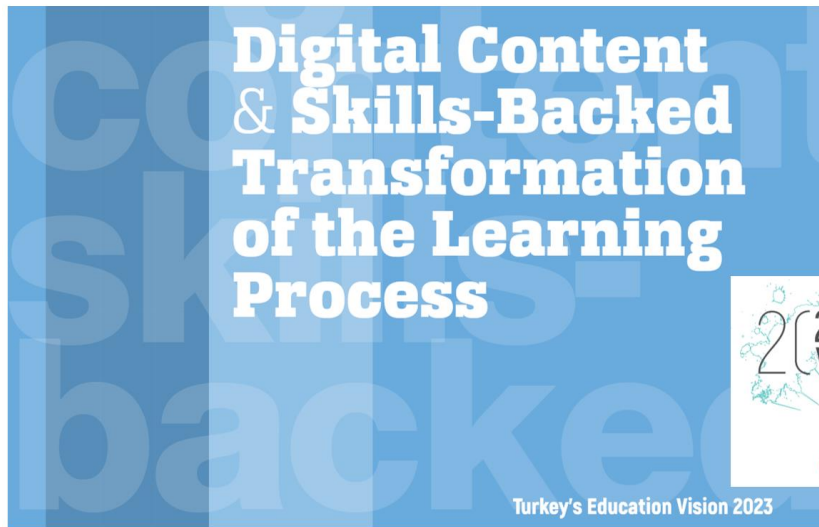
It would be wrong, however, to unconditionally accept that the world is headed in a different direction just because technological innovations make our lives easier. Similarly, we cannot accept the dominant view that the content of education must reflect the needs of industry alone.

We bear witness
to the rapid changes
in all parts of life in the
21st century.

Mr Ziya SELÇUK
Former Minister of National Education



TURKEY'S EDUCATION VISION 2023 > 2023 EĞİTİM VİZYONU



Though Turkey's Education Vision 2023 remarkable "anticipation" regarding distance learning, as per its substantial framework planned for that approach, it did not integrate factors of emergency or crisis such as the Covid-19 pandemic. How to qualify the pedagogical and educational activities implemented during the period of health crisis? Firstly, in this context of crisis and emergency, it appears that the term "distance education" does not fully cover the realities observed: we prefer to speak of "emergency distance education", reveals a research led by Associated Professor Aras Bozkurt, a faculty member and a researcher in the Department of Distance Education at Anadolu University, Turkey.⁶ Indeed, distance education is a method of teaching involving specific

⁶ [A global outlook to the interruption of education due to COVID-19 Pandemic](#), Bozkurt, A et al. in *Asian Journal of Distance Education*, November 2020



engineering in which tutors and learners are geographically distant and manage their activity in a flexible and autonomous manner.⁷

In 2009, research already evoked the massive transformation of education caused by the “digital revolution” and the growing possibilities of distance education.⁸ What was new and even unprecedented, at the start of 2020, were the methods of implementing distance learning in an often generalized context of confinement. Under these conditions, distance education was set up in a hasty and constrained manner, severely limiting the possibilities of consultation between the actors concerned.⁹ It is therefore preferable to speak of "emergency distance education" (emergency remote education) to qualify the educational activity implemented during this health crisis, and to reserve the term "distance education", *stricto sensu*, for planned education, with the necessary time for design, organization and provision of resources.¹⁰

How has this approach impacted the learners' wellbeing and engagement in the course/programme? (i.e., improvement of retention rates, attainment rates, evidence of effective engagement with hard to reach groups etc.)

First, a large majority of actors of the schooling sphere has acknowledged the quality and pertinence of the distance education broadcast framework TRT EBA TV.¹¹ All recognised that the 2023 Education Vision considers and integrates accurately the reorganization of the aims, structure, processes and functions of the learning process. It was clear that all actors and components of the education ecosystem cannot function properly without system design and integration. Approximately 18 million students, their parents and a vast majority of the million Turkish active teachers used the platform for a period of almost two schooling year between March 2020 and June 2021. Although continuity was offered to all learners, its implementation and its effectiveness often came up against the specificities of the social and economic situations of some of them. The issue of inclusive education has also been reinforced in this context, and solutions have been devised in some countries to meet specific needs. Flexibility, the professional commitment and the personal mobilization of the teachers, beyond their obligations and time of service, have enabled the continuation of learning for all the students. We observe, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has recommended that this logic of reinforced school inclusion be a

⁷ [L'enseignement à distance](#), Vassilis Komis in *Distance and Mediation of Knowledge*, September 2013

⁸ [Rethinking education in the age of technology: the digital revolution and the schools](#), Collins A. et al. New York: Teachers College Press, March 2009

⁹ [L'enseignement des maths pendant le confinement](#), Aldon G. in the revue *Sesamath*, July 2020

¹⁰ [A global outlook to the interruption of education due to COVID-19 Pandemic](#), Bozkurt, A et al. in *Asian Journal of Distance Education*, November 2020

¹¹ [TRT EBA's success was awarded with two prizes](#)



priority for educational policies in the context of confinement, and that it should not be based solely on the goodwill and personal means of education officials.¹²

Impact specific examination considering wellbeing and engagement:

- a) substantially enhanced communication with students and their families, in terms of quality and adaptation to the specific needs of each learners, resulting in a clear improvement of the student wellbeing and engagement;
- b) remarkable finetuning and adjustments of the learning methods according to several criteria: age of learners, level of education (global), digital literacy level (specific) available computer equipment/devices, level of resources and connection, etc., leading to enhanced motivation of learners and feelings of success;
- c) substantially enhanced assistance and support of teachers resulting on increased motivation, empathy and awareness on learners needs, resulting in enhanced motivation of learners, combined with improved learning experience;
- d) remarkable improvement of supporting measures for students in their learning curve resulting in an enhanced global well-being, including the teachers and schooling staff.

How can this approach be replicated outside of the Covid-19 context? i.e. Does it have scope for development or adaptation into a continuous wellbeing or engagement strategy?

We observe that this approach was actually developed by a series of countries across the world, which suggests indeed a substantial potential for replication considering public-private partnerships approaches, outside of the specific Covid-19 pandemic context, encompassing the competent public authorities, relevant businesses for products and services provisions, research organisations (in Turkey mainly universities), and last but not least civil society organisation engaged in the schooling environment challenges. Under the umbrella of the UNESCO an ad hoc Group, set up after a first online meeting of education ministers organized by UNESCO on March 10th, 2020, consisted of 11 countries from many regions of the world: Costa Rica, Croatia, Egypt, France, Iran, Italy, Japan, Mexico, Nigeria, Peru and Senegal. In Mexico, where 60% of young people do not have access to the internet, the government has proposed the broadcasting of programs broadcast on public television. In Senegal, a set of learning modules was also disseminated through the pre-existing dissemination channel of the UNESCO Literacy Project for Girls and Young Women (Projet d'Alphabétisation des Jeunes filles et des Jeunes Femmes – PAJEF).

¹² [Supporting teachers in back-to-school efforts: guidance for policy-makers](#), UNESCO, March 2020



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In countries where the Internet network covers a large part of the territory, the follow-up of the instruction has been carried out more through more recent technologies (although several decades old), in particular videoconferencing tools, and the use online educational resources (platforms, applications, videos, etc.).

In some countries, it is the private sector that has taken the initiative and made available this type of integrated system. In Japan, for example, a “learning innovation” platform was created by companies that brought together a multitude of resources and offered them free of charge to learners.

IV. UNITED KINGDOM

Name of Organisation	Aspire2Work (The Opportunity Centre)
Location, Country	Bradford, UK
Target Group	16-24 Vocational Learners
What does the individual's or organisation's approach to learner wellbeing and engagement involve? (i.e. description of strategies, activities, tools, materials, or methodology used)	
<p>Individual tutors at the Aspire2Work training provision have developed creative strategies to promote learner wellbeing and engagement. For example:</p> <ul style="list-style-type: none"> • Familiar structures and communication channels to build habits and routines • Non-content related games and activities to provide variety, offering 'scheduled' focus breaks • Providing access and training to digital alternatives for remote learning – easing challenges experienced over the pandemic • Offering a range of resources in different formats to suit the different learning styles of students. Tailoring learning to the individual. • Phone calls and House calls to follow up on student absences or disengagement • Mental Health resources and referral routes to mental health services. 	
What are the requirements for this approach to be successful? (i.e. finance, staff training, facilities etc.)	
<ul style="list-style-type: none"> • Staff training in mental health awareness • Digital Resources: laptops, tablets, skills training for learners and tutors • Staff time in developing or obtaining tailored resources • Established referral routes for specialised services e.g. Mental Health Services 	
How has this approach impacted the learners' wellbeing and engagement in the course/programme? (i.e. improvement of retention rates, attainment rates, evidence of effective engagement with hard to reach groups etc.)	
<p>Most learners in classes where wellbeing and engagement were considered progressed, with very low disengagement figures during remote learning (for example, only one learner disengaged and did not achieve progression in a class of 12 students – lower than pre-pandemic disengagement figures). Relationships of trust are built between tutors and</p>	

learners. Mental Health Services referrals have increased, indicating a higher understanding of mental health issues.

How can this approach be replicated outside of the Covid-19 context? i.e. Does it have scope for development or adaptation into a continuous wellbeing or engagement strategy?

Help tutors to build stronger relationships of trust with their learners. Aspire2Work class sizes are relatively small, so this relationship building is relatively easier for tutors. By implementing high levels of staff training in areas such as digital skills and mental health, tutors can tailor their support to suit the needs of their learners.

Name of Organisation	Progress2Work
Location, Country	Leeds City Region, UK
Target Group	Inactive and Unemployed Adults
What does the individual's or organisation's approach to learner wellbeing and engagement involve? (i.e. description of strategies, activities, tools, materials, or methodology used)	
<p>The Progress2Work provision recognises through experience and wider research that wellbeing is a key aspect to sustainable employability. The holistic support provided by the project promotes wellbeing and engagement with a variety of services in order to stimulate progression. The wellbeing activities and strategies delivered by Progress2Work include:</p> <ul style="list-style-type: none"> • Face-to-face contact as much as possible, offering phone and video calls and emails as supplementary to maintain contact where face to face isn't possible • Offering wellbeing services e.g. Therapeutic Support as established part of provision. All participants are encouraged to engage with mental health / therapeutic aspect even if not presenting any clear issues on evaluation and contact. • Increasing awareness and understanding of 'self-care' strategies to help participants' understanding and self-awareness • Referring participants to digital skills courses for both programme engagement and participation in wider society • Promoting benefits of sleep with information and resources – sleep diaries • Employability and Wellbeing booklet: increasing confidence, promoting resilience, communication and teamwork, therapeutic art activities 	

What are the requirements for this approach to be successful? (i.e. finance, staff training, facilities etc.)

- Staff awareness and training regarding wellbeing strategies and how wellbeing impacts motivation to work and learn
- Access to resources and external service providers e.g. local charities or council services

How has this approach impacted the learners’ wellbeing and engagement in the course/programme? (i.e. improvement of retention rates, attainment rates, evidence of effective engagement with hard to reach groups etc.)


As a result of the focus on wellbeing, more participants have gained confidence in working independently and securing progressions themselves. The primary focus of the project is employability, so job search and interview techniques are offered. Staff have found that when participants are taught to understand their own wellbeing, job search can be done more independently, and participants move into more sustainable work – following longer term career goals, demonstrating increased ambition and mobility. Focusing on wellbeing is shown to ‘unlock’ motivation for their employability activities and ultimately leads to improved progression.

How can this approach be replicated outside of the Covid-19 context? i.e. Does it have scope for development or adaptation into a continuous wellbeing or engagement strategy?

Tutors and trainers will need a wide range of resources to promote different aspects of wellbeing – the project produced them in-house, but many resources can be adapted and tailored to suit the needs of participants. The staff have an in-depth knowledge of the individual’s needs, through relationships of trust and training in working with vulnerable people. Despite this being adult provision, the strategies and mindsets implemented here can be replicated in VET centres working with 16-24 age group.

3. BEST PRACTICES FROM EUROPEAN COUNTRIES OUTSIDE THE PARTNERSHIP

I. Pan-European level

Name of Organisation	Council of Europe, including personal perspectives
Location, Country	Pan-European
Target Group	16-24 Vocational Learners
What does the individual's or organisation's approach to learner wellbeing and engagement involve? (i.e. description of strategies, activities, tools, materials, or methodology used)	
<ul style="list-style-type: none"> • Providing opportunities for all members of the school community to participate in meaningful decision-making in school • Developing a welcoming environment where everyone at school can feel supported and safe • Taking steps to reduce the anxiety students feel about examinations and testing • Using teaching methods that contribute to a positive classroom climate and well-being • Finding curriculum opportunities to talk about well-being issues with students • Integrating democratic citizenship and education for intercultural understanding into different school subjects and extra-curricular activities • Introducing student-led forms of conflict management and approaches to bullying and harassment • Improving the physical environment of the school to make it more student-friendly • Encouraging healthier eating by providing healthy options in the school canteen • Working with parents to enhance students' achievement and sense of purpose in school 	
	

What are the requirements for this approach to be successful? (i.e. finance, staff training, facilities etc.)

- Establish a policy development process which ‘mainstreams’ well-being as a school issue
- Close alignment with parents on students’ wellbeing (at home)
- Train staff on mental health including regular update (avoid one-off training)
- Digital Resources: laptops, tablets, skills training for learners/tutors
- Early detection of learners’ mental health challenges (nip in the bud)
- Establish students’ representatives’ council to align with school authorities

How has this approach impacted the learners’ wellbeing and engagement in the course/programme? (i.e. improvement of retention rates, attainment rates, evidence of effective engagement with hard to reach groups etc.)

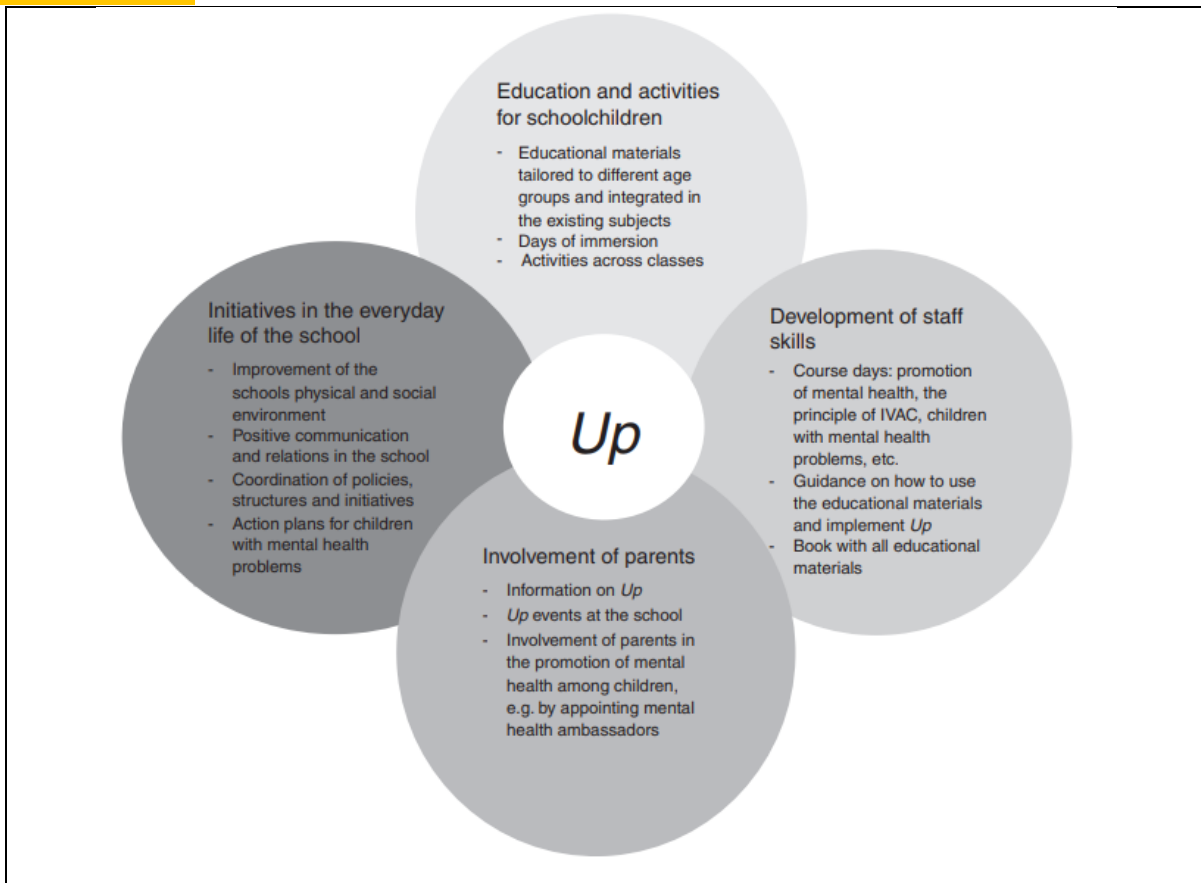
There was considerable improvement in students’ wellbeing and engagement. Passivity in class activities was rarely noticed. There’s an increase in parents-teachers contact, which meant growth in mutual confidence. This ultimately benefits learners. Mental health issues are freely discussed reducing feelings of being stigmatized. This’s noticed in increase in mental health Services referrals.

How can this approach be replicated outside of the Covid-19 context? i.e. Does it have scope for development or adaptation into a continuous wellbeing or engagement strategy?

- Establishing this approach as a policy on health and well-being in the school will help its sustainability.
- The relationships already built among stakeholders, tutors, learners, parents, etc. would be maintained, and flourish beyond the pandemic.
- Continual tutors training is also essential to sustain this approach

II. Denmark

Name of Organisation	Up (Universal whole school approach) Danish MHF and the Child and Adolescent Health Research Group at the NIPH, University of Southern Denmark
Location, Country	Metropolitan Copenhagen, Denmark
Target Group	11-15-year-old schoolchildren
What does the individual's or organisation's approach to learner wellbeing and engagement involve? (i.e. description of strategies, activities, tools, materials, or methodology used)	
<p>In promoting learners' wellbeing and engagement, Up is an integrated strategy that applies a whole school approach and involves all school children attending the school, staff (teachers, principals, pedagogues, psychologists, etc.), parents and the social, physical, and organisational environment of the school. Below are the components:</p> <ul style="list-style-type: none"> • Education and activities for schoolchildren aimed at promoting learners' social and emotional competence • Developing staff skills to improve knowledge and competence in relation to mental health, and to prepare teachers to plan and implement the education component. • Involving parents in order to create more awareness of children's mental health, provide information on mental health problems and promote the cooperation between school and home • Initiatives in the everyday life of the school - focusing on the social, physical, and organisational environment, policies of the school, and initiatives based on existing efforts and structures in and around the school. 	



What are the requirements for this approach to be successful? (i.e. finance, staff training, facilities etc.)

- Estimated time and cost implications
- Staff training before and during the school year
- Training of project facilitators
- Delivery of educational materials to the teachers
- Analysis of the school culture that guided the intervention

How has this approach impacted the learners' wellbeing and engagement in the course/programme? (i.e. improvement of retention rates, attainment rates, evidence of effective engagement with hard to reach groups etc.)

Results suggest that the intervention had a positive impact on social and emotional competence of the school children. Most of them reported high social and emotional competence on the questionnaires filled after the implementation of the strategy. They also interacted more with their colleagues obviously because of the deeper trust built due to the programme.

Furthermore, change in social and emotional competence was remarkably higher among school children from lower socioeconomic groups compared to school children from the high socioeconomic group.

How can this approach be replicated outside of the Covid-19 context? i.e. Does it have scope for development or adaptation into a continuous wellbeing or engagement strategy?

- Up provided valuable experiences as a basis for future interventions adapting the recommendations of mental health promotion into the Danish school system – and elsewhere
- To secure effectiveness and sustainability, implementers already involved in the life of the school such as teachers and parents should be used for the strategy instead of using specialist staff
- Another suggestion is to educate intervention facilitators at the school with responsibility of sustaining the strategy and passing it on to new teachers
- For effective sustainability, it would be beneficial to incorporate topics on mental health promotion as part of the education process to become a teacher

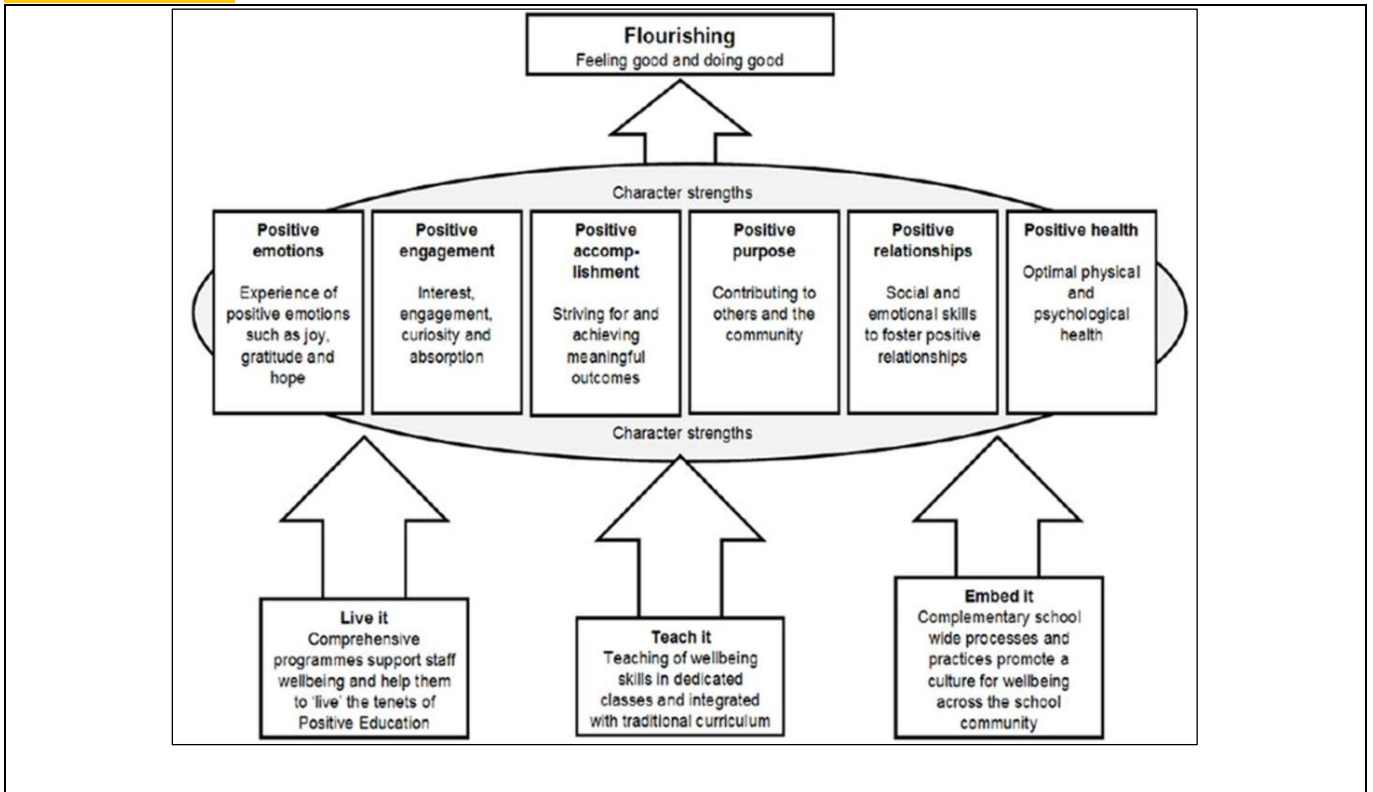
4. BEST PRACTICES WORDWIDE

I. United States of America

Name of Organisation	University of Pennsylvania, Ph.D. Martin Seligman
Location, Country	Philadelphia, the United States of America
Target Group	Upper secondary school students and beyond
What does the individual's or organisation's approach to learner wellbeing and engagement involve? (i.e., description of strategies, activities, tools, materials, or methodology used)	
<p>PERMA¹³ (Positive Emotion, Engagement, Relationships, Meaning, Achievement) is an acronym that stands for the five elements developed by Martin Seligman that account for what makes up the “good life” – an authentic and sustained happiness and well-being. No one element defines well-being, but each contribute, either subjectively or objectively. Positive Emotion is one of the cornerstones to well-being. Kindness, gratitude, hope, contentment are all positive emotions that contribute to the “pleasant life.” Engagement, much like positive emotion, is a subjective element to well-being. Engagement is about being totally absorbed (in the flow) by a present task where time and self- consciousness seem to cease. Relationships are an important part of well-being. People who maintain strong positive relationships are generally happier in life. We are “social beings” who need to connect with one another. Meaning in life comes from serving something that is bigger than self. To have a sense of well-being, finding a purpose in life is essential. Altruism and philanthropy are good methods to establishing a meaningful life. Achievement is a sense of accomplishment. Having goals and meeting those goals, improves your well-being and allows you to flourish. The picture below illustrates the PERMA model.¹⁴</p>	

¹³ [PERMA™ theory of well-being and PERMA™ workshops](#), the University of Pennsylvania, April 2022

¹⁴ [A positive education program to promote wellbeing in schools](#), Au W. et al. in Education, Psychology, August 2018



What are the requirements for this approach to be successful? (i.e., finance, staff training, facilities etc.)

On the basis of the comprehensive study “A Positive Education Program to Promote Wellbeing in Schools: A Case Study from a Hong Kong School”.¹⁵ Applying positive psychology in school settings involves helping students set, prioritize, and place clear markers on what they want to achieve. Once students achieve the goals they have set, they may feel more accomplished and experience positive emotions, such as satisfaction. The rapid growth of the positive psychology movement has resulted in the application of this model for students of all ages. Central to integrating positive psychology in learning contexts is facilitating hope. Correlational findings indicate that a child’s higher hopeful thinking is positively associated with perceived competence and self-worth. Hope is integrated throughout positive psychology practices that emphasize setting and achieving goals. Hope can be one of the most easily integrated concepts in schools, as it is centered around goal setting. Students who have low levels of hope experience higher levels of anxiety, especially in assessment situations, whereas students with higher levels of hope have greater reported scholastic and social competence.¹⁶ Applying positive psychology in school settings involves helping students set, prioritize, and place clear markers on what they want to achieve. Once students achieve the goals they have set, they may feel more accomplished and experience positive emotions, such as satisfaction. The expression of positive emotions

¹⁵ [A positive education program to promote wellbeing in schools](#), Au W. et al. in Education, Psychology, August 2018

¹⁶ [Hope and the academic trajectory of college students](#), Gallagher et al. in Journal of Happiness Studies, April 2017



allows for them to be more focused on what will help them be happier in their educational and everyday lives, which is the foundation of positive psychology. The principal requirement to apply PERMA in a schooling environment are:

- a) strengths-based interventions, which are commonly used when introducing students to positive education, find examples [here](#) and [watch the video](#);
- b) teaching resilience, which is an important part of positive education, as resilient students bounce back from difficult situations and approach new experiences with confidence, find examples [here](#);
- c) practice the Growth Mindset; having an open mindset and being prepared to learn and grow are key in education; if a student goes into an educational environment with an attitude that they can improve their abilities through hard work and practice, then they may be more open to new experiences and less afraid of failure;
- d) plan lessons around student strengths; some learners may be more motivated and interested when a concept appeals to something they are comfortable with or involves an activity where they are confident in their abilities through previous experience;
- e) practice gratitude; teachers may encourage students to do this by having a daily gratitude practice in their classroom e.g., at the end of each school day, teachers can have their students list three things they were grateful for that day and state three things they can improve upon;
- f) teaching forgiveness; in positive psychology, forgiveness is viewed as an opportunity to release negative emotions surrounding the event and the person who caused it;
- g) develop via leading by example; in positive education, teachers need to lead by example e.g., if teachers consistently model a positive psychology mindset and take care of their wellbeing, then students may be more likely to engage in these practices as well, and in addition, school leaders should consider the importance of instituting programs to enhance the wellbeing of their educators;
- h) have a must-read Positive Education materials as an important topic for several different audiences looking to understand how positive psychology can help promote increased wellbeing in students.

How has this approach impacted the learners’ wellbeing and engagement in the course/programme? (i.e., improvement of retention rates, attainment rates, evidence of effective engagement with hard to reach groups etc.)

On the basis of the comprehensive study “A Positive Education Program to Promote Wellbeing in Schools: A Case Study from a Hong Kong School”, the conclusions on the impacts on students are outlined next.

It is pertinent to underline that the experience was developed with the application of whole school positive education to enhance well-being of both teachers and students.

The main aim was to apply the integrated positive education framework with experiential learning theory (i.e., character strengths, positive emotions, positive relationship, positive meaning, positive engagement, positive



accomplishment, and positive health) and enhance well-being among primary school students and teachers, hence, to prevent mental health problems.

The main impacts on students may be outlined as follows:

- a) globally, significant improvement in five aspects: character strengths, emotion, relationship, learning motivation, personality, and teamwork;
- b) augmented capability of understanding and identifying the character strengths of themselves and in others (e.g., peers, teachers, and family members) so that they can apply them in schools and daily life;
- c) negative emotions and level of anxiety were reduced; students learned more vocabularies to describe their emotions and are more sensitive to understand others' emotions;
- d) increased development of positive attitudes and skills regarding interpersonal relationship; students showed more caring and empathy to others;
- e) increased learning motivation; students were effectively engaged in learning activities and likely to try hard to achieve their goals (according to observations from parents and teachers in the focus group interview);
- f) in terms of personality, the dimensions of extraversion, agreeableness, open-mindedness, and conscientiousness were significantly increased while neuroticism decreased; in other words, students were getting more extraverted, friendly and polite to others, willing to know learn the new knowledges and welcome different ideas, working harder, and have more stable emotion reactions to various situations;

How can this approach be replicated outside of the Covid-19 context? i.e. Does it have scope for development or adaptation into a continuous wellbeing or engagement strategy?

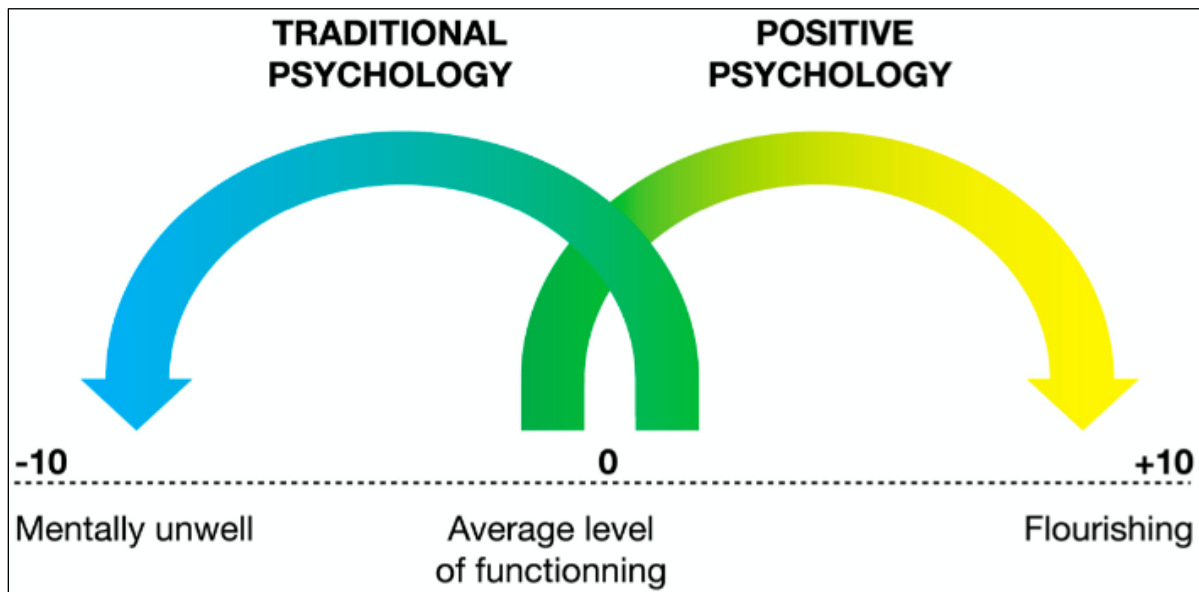
The PERMA model is broadly practiced across the world as a support framework for the expansion of whole-school and constructive education programmes, much before the events of the Covid-19 pandemic.¹⁷ While the impact of the COVID-19 pandemic is still being felt by schools, the PERMA wellbeing model encourages teaching staff and their learners to focus on living more meaningfully, connect with a supportive community, take part in activities to feel good, accomplish intrinsic goals and allow themselves to be fully engaged with life. Schools also have the opportunity embed elements of PERMA into their wellbeing policy, to create a supportive and nurturing environment for the whole school community. Research shows that one of the most powerful ways to build a positive learning environment is through positive psychology.

The PERMA model, created by Martin Seligman, is one practical way to explore, explain and practise positive psychology, and may be applied as a systemic whole school approach.

¹⁷ [Exploring positive school attributes: evidence from school leader and teacher perspectives](#), Auliah A. et al. in SAGE Open, October 2021



The figure below illustrates the key feature of the positive psychology approach.¹⁸ Positive education as a whole school approach to broaden the perspective on learning is widely developed via capacity building and workshops on the topic of wellbeing and engagement. Schools also implement strategies to enhance wellbeing and engagement at the classroom level combined with key strategies to engage parents as well e.g., providing information on the intervention's key principles, teacher-parent meetings, the provision of a parent education programme or workshop targeting risk, and protective factors in the home environment.



¹⁸ [Positive psychology in schools](#)