Well-being in digital environment in school

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Contents

Figures

Executive summary

The accelerating integration of digital technologies in education is reshaping the learning experience, offering new opportunities for personalised learning, access to information, and innovative teaching methods. However, this digitalisation has also raised important concerns regarding the well-being of students and teachers in increasingly digital learning environments. In response to these concerns, European Schoolnet® shared a survey with its members to explore the extent to which national education systems are addressing well-being in digital environment in school. This report, published as part of the Agile Collection of Information series, presents a comprehensive overview, across 20 education systems, of national policies, curricular developments, teacher training initiatives, and monitoring mechanisms related to this critical issue.

The findings reveal that while several countries have integrated well-being in digital environment in school within broader educational or public health strategies, dedicated national policies on the topic are also starting to emerge. Where policies exist, they are often influenced by international research, experiences of educators, and growing awareness of digital risks such as cyberbullying, screen overuse, and social exclusion. Integration of topics related to well-being in digital environment in the curriculum is common, particularly in primary, lower and upper secondary education, with many systems adopting a cross-curricular approach that emphasises digital citizenship, media literacy, and psychosocial health. However, early childhood education remains less targeted in this regard.

In all participating countries training opportunities for educators are offered to enhance their understanding of well-being in digital environment in school and to equip them with the tools to create safe, engaging, and inclusive digital learning environments. Nevertheless, these professional development opportunities vary significantly in terms of scope, duration, and mandatory status.

Monitoring and evaluation practices also differ, with some countries implementing national surveys or digital self-assessment tools, while others rely on broader digital competence frameworks or are only beginning to address the issue systematically.

Stakeholder engagement plays a central role in shaping national responses to the issue. Ministries and education authorities frequently collaborate with researchers, NGOs, schools, teacher associations, and health professionals to design relevant and responsive policies. This inclusive approach ensures that measures are grounded in real-world experience and supported by empirical evidence.

Introduction

There is currently a heated debate on the influence of digital technologies on mental health and behaviour, particularly in children and adolescents, although the evidence is unclear (Lee & Zarnic, 2024). Moreover, the increasing digitalisation and datafication of education systems have also promoted discussions about their impact on students' well-being, motivation to learn and sense of belonging to their school.

As a result, the topic of well-being and its relationship to the use of digital technologies in schools is high on political agendas and in the public discourse, leading to countries and organisations in Europe and beyond exploring ways to address it.

Why focus on well-being in digital environment in school?

Young people are highly engaged and active in today's increasingly digital world (Boniel-Nissim, et al., 2024), but the extent and intensity of their online activity raises concerns about its potential impact on physical and mental health (Burns & Gottschalk, 2019). Digital environments present a range of risks, including cyberbullying, exposure to harmful content, privacy abuses and the potential for addiction. Evidence suggests that the use of social media, in particular, negatively impacts mental health and self-esteem (Schivinski, et al., 2020). However, there is a significant difference between the use of digital technologies for personal, social or entertainment and its use for pedagogical purposes in formal education settings (Panesi, Bocconi, & Ferlino, 2020), where it can significantly support education (Global Education Monitoring Report Team, 2023; European Commission, 2020).

Student well-being is a critical condition for effective learning, as is that of educators for effective teaching (Balica, 2021). Safeguarding the well-being of the key actors in education is therefore crucial, and as education becomes more and more digitalised, the issue of well-being in digital environment in school has become a shared responsibility, not only of students and teachers but also of education other stakeholders. Students, of course, are directly affected by the growing presence of digital learning environments, including their social connections, engagement, self-regulation and exposure to online risks. Teachers too need to design and facilitate digital learning experiences that promote engagement and learning but also safeguard the students' well-being as well as their own.

As well as these two stakeholders, education policymakers are responsible for developing policies and strategies to support digital literacy, promote healthy online behaviours, ensure equitable access to resources and safeguard children online. Parents are encouraged to support children's digital literacy, resilience, and overall well-being in the digital environment. Education researchers conduct research on the impact of digital technologies on well-being, develop clearer definitions and measurement frameworks, and provide evidence for policy and practice. Finally, private sector EdTech actors are responsible for designing products that support and safeguard learners' and educators' well-being in digital environments.

This multifaceted and layered responsibility together with the urgent need to address concerns that impact young people in particular make the focus on well-being in digital environment in school an important area of concern.

In search of a definition

This report – and the survey data it is based on – refers to **well-being in digital environment in school**, although the term **well-being in digital education** is more frequently used. The two terms are related, but there are differences in their focus and application. The term **well-being in digital environment in school** concerns the well-being of

students and teachers in school within their broader digital lives. It includes wider issues such as excessive screen time, cyberbullying, digital distractions, data privacy and the psychological impact of digital interactions. It covers both educational activities (e.g., using learning platforms, working on subject-specific and personalised learning applications) and non-educational activities (e.g., social media use, games, digital communication). On the other hand, the term **well-being in digital education** refers to learners' and educators' well-being, including non-formal and informal education, and focuses mainly on the influence of digital education tools, services, applications and learning environments.

This distinction does not appear in the literature and most definitions refer to 'digital well-being in education' or 'well-being in digital education' as all-encompassing terms. They stem from broader definitions about digital well-being that refer to the impact of digital technologies on what it means to live a life that is good for a human being (Burr, Taddeo, & Floridi, 2020).

The European Council conclusions on supporting well-being in digital education (2022/C 469/04) define well-being in digital education "*as a feeling of physical, cognitive, social and emotional contentment that enables all individuals to engage positively in all digital learning environments including through digital education and training tools and methods, maximise their potential and self-realisation and helps them to act safely online and supports their empowerment in online environments*" (2022).

In the survey questions underpinning this report, the term 'well-being in digital environment in school' is used in order to situate the focus on the school and the digital interactions taking place in it whether for education or other purposes and during or after school hours. However, respondents use different terminology to talk about the issue in free text responses to survey questions and this report therefore uses the words of the original responses.

The focus of the current publication

In response to increasing concerns raised by international organisations and a growing number of public national authorities, European Schoolnet invited its members to complete an online survey in February and March 2025 to help build a more detailed picture of current strategies and actions in relation to the topic of well-being in digital environment in school. The survey follows the insights provided in the last Agile Collection of Information report on Screen time and digitalisation[1] that was published in September 2024 and focused on the issue of screen time and digital device use in schools. It also builds on the work that European Schoolnet's Digital Citizenship team does coordinating a number of projects and activities promoting online safety and digital literacy such as the Better Internet For Kids[2], Safer Internet Day[3], digi.well[4], and much more. Alongside these projects and activities, European Schoolnet moderates the Digital Citizenship Working Group[5] comprising of its member education authorities, to steer its digital citizenship roadmap, provide a platform for exchange between network members, identify gaps, and explore new areas of work. The survey covers policies and strategies, curriculum and well-being and training opportunities, and is comprised of a mix of closed and open-ended questions gathering information at national level. The report summarises the responses from 20 education authorities: Belgium (Flanders), Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Greece, Hungary, Italy, Latvia, Lithuania, the Netherlands, Norway, Portugal, Slovakia, Slovenia, Spain, Switzerland and Türkiye.

1 http://www.eun.org/documents/411753/11183389/Agile+Collection+of+Information+Vol+4.pdf/bcf9b3e6-43ce-410b-91ff-a480a0621714
2 https://better-internet-for-kids.europa.eu/en
3 https://better-internet-for-kids.europa.eu/en/saferinternetday
4 http://www.eun.org/projects/detail?articleId=12772149
5 http://www.eun.org/about/working-groups;jsessionid=B2F2D2E7AEBBB7CD576DE315CA0AE66A

1 Policies and strategies

As digital technologies become increasingly embedded in education systems, governments are recognising the importance of fostering safe, healthy and inclusive learning in digital environments. In response, many countries have articulated policies, strategies and/or initiatives that address student and teacher well-being in digital environment in school. They are sometimes stand-alone initiatives but most often sit at the intersection of broader educational, health, and digitalisation agendas, reflecting the multifaceted nature of well-being in digital environment in school. This section explores how different countries are approaching the issue, highlighting both common priorities and diverse pathways in policy development.

1.1 Policies or strategies on well-being in digital environment in school.

Of the 20 participating education authorities in the survey (Figure 1), 10 stated that there is a national policy or strategy – in place or under development – regarding well-being in digital environment in school.

The issue is part of a broader, more general, well-being policy or strategy in 14 systems.

Countries response	Is there a national policy and/or strategy (existing or in development) on **well-being in digital environment in school**?		Is this national policy and/or strategy part of a broader action concerning **well-being in general (in school)**?	
	YES	NO	YES	NO
Belgium (Flanders)	●		●	
Croatia	●		●	
Cyprus	●		●	
Czech Republic	●		●	
Estonia		●		
Finland		●	●	
France		●	●	
Greece	●		●	
Hungary		●		
Italy	●		●	
Latvia		●	●	
Lithuania		●		
Netherlands		●	●	
Norway		●		
Portugal	●		●	
Slovakia		●		
Slovenia	●		●	
Spain	●		●	
Switzerland		●		●
Türkiye	●		●	

Figure 1: National policies on well-being in schools. (N. 20)

In **Belgium (Flanders)**, the well-being of students and teachers is an essential part of Flemish education policy. The government recognises that a positive school environment contributes to better learning outcomes and reduces dropout rates. Therefore, promoting mental and physical well-being is included in the decree on student guidance. Schools are encouraged to create a warm and supportive climate in which both students and teachers feel comfortable. The theme of student well-being is embedded across several policy domains within Flemish education. There are several policy instruments that offer guidance and tools related to psychosocial well-being. One of these is the 'Well-being at School' **action plan**[6] which provide some concrete guidelines and resources to support psychosocial well-being. Digital well-being is a new area in this policy domain which is getting more and more attention. The **Centres for Student Guidance (CLBs)** play a crucial role in promoting well-being at school. They offer free guidance in areas such as educational pathways, psychological and social well-being, preventive healthcare, and learning difficulties. CLB staff work closely with schools, parents, and external partners to identify and address issues early. Moreover, additional support networks are available for students with specific needs, such as care coordinators and bridge figures who lower the threshold for seeking help. Flemish education has a separate policy on **preventing and addressing (cyber)bullying**. Schools are required to develop an anti-bullying policy that includes both preventive measures and intervention strategies. Initiatives such as the **Flemish Network 'Kies Kleur tegen Pesten'** and the **annual Anti-Bullying Week** help raise awareness. For cyberbullying, collaboration with organisations such as Child Focus and Mediawijs provides students and teachers with tools to protect themselves against online threats. In addition to general well-being policies, there is specific attention to **media literacy and digital well-being**. Through the **Mediawijs programme**, schools receive support in developing a critical and conscious approach to digital technology. The policy focuses not only on the responsible use of social media and screen time but also on the psychological impact of digital communication. As a result, students are given the tools to engage with the digital world in a healthy way without compromising their well-being.

In **Croatia**, the National agency CARNET contributes to well-being in the digital environment in schools through different projects. CARNET has implemented several initiatives that directly address the promotion of digital wellbeing and the safe use of technology. The **eSchools Project**[7] provides educators and students with digital tools and comprehensive training to foster safe, effective digital practices. Teachers are equipped with resources and are trained to manage digital classrooms securely, ensuring students maintain a balanced approach to technology use. The project also emphasises the importance of privacy, security, and responsible online behaviour. CARNET also actively promotes digital inclusion through projects designed to enhance equitable access to technology and skills development. The **ATTEND project**[8] specifically targets **students with Special Educational Needs (SEN)**, employing adaptive learning technologies that personalise educational content based on individual learning profiles, ensuring that students with SEN can fully engage in digital education. AI-driven tools within the project dynamically adjust difficulty levels, learning pathways, and content formats to cater to diverse abilities, including those with cognitive, sensory, or motor challenges. This personalised approach provides students with tailored educational support, promoting both their academic success and digital well-being. The eSchools project is improving the digital infrastructure across Croatia's schools and ensures that **students in both urban and rural areas have equal access to technology**. Comprehensive teacher training further enables educators to support students with different

[6] https://www.onderwijs.vlaanderen.be/nl/directies-administraties-en-besturen/organisatie-en-beheer/welzijn-veiligheid-en-gezondheid/psychosociale-risicos-in-je-onderwijsinstelling/hoe-verhoog-je-het-welzijn-en-welbevinden-van-iedereen-in-je-onderwijsinstelling

[7] https://www.carnet.hr/en/projekt/e-schools-development-of-the-system-of-digitally-mature-schools-ii-phase/

[8] https://www.carnet.hr/en/projekt/attend/

learning needs in digital environments. The eSchools project ensures secure IT infrastructure in schools and trains teachers to identify and address security threats such as phishing, malware, and data breaches. This proactive approach reduces students' exposure to harmful content and enhances their overall digital resilience.

In **Cyprus**, elements focusing on wellbeing in digital environment in school are part of broader strategies focusing on use of digital and well-being. The '**National Strategy of a better Internet for children in Cyprus**[9]' addresses the safe and responsible use of internet for young people on the island. The focus and actions of this strategy were embedded within the **Cybersecurity Strategy of the Republic of Cyprus**[10], in the two thematic units: Thematic Unit 9 – Awareness – Creation of a Security Culture, and Thematic Unit 10 – Education and Training. The strategy aligns with the European strategy for a better internet for kids[11] and adopts ideas from other strategies and actions at national, European, and international level, while adapting the recommendations to the Cypriot context by investigating the needs of various population groups (i.e., educators, parents and children). The strategy includes actions concerning children, teachers, parents and the wider public. The strategy is addressed to all the actors who contribute to the existence and development of the internet, its content and services, and not only to the recipients and users of the internet, with the aim of providing policy guidelines through priorities and conditions and incentives for development measures and actions to promote a better internet for children. The strategy is implemented through various nationwide actions. Some of these include the operation of the **Cyprus Safer Internet Center**[12], the **Digital Competence Development for Educators Programme**[13], and yearly school programs, such as **eSafeSchools**[14] and **Digital Pioneers**[15], implemented by the Cyprus Pedagogical Institute of the Ministry of Education, Sport and Youth. These actions provide students and teachers with tools and hands-on training to enhance their digital competency level, including addressing topics of digital well-being. Broader actions concerning well-being, including aspects of digital well-being, are implemented through the school curricula.

In the **Czech Republic**, a common concept of digital well-being and strategies to implement in schools are under development. A multidisciplinary group of policymakers, academics and NGO representatives has been established for this purpose. The group has been active since September 2024 and is organised by the organisation Partnerství 2030+ in cooperation with the National Pedagogical Institute.

In **Finland**, there is no specific national policy or strategy on well-being in the digital environment for schools. However, the Finnish Institute for Health and Welfare (THL) and the Finnish National Agency for Education (OPH) are currently preparing related initiatives. The **well-being strategy for schools is partly regulated by the Pupil and Student Welfare Act**[16] and its obligations. Additionally, there are anti-bullying websites and training programs on bullying and violence. Upcoming legislation will include restrictions on the use of mobile devices in schools.

Digital aspects are included in the **transversal competencies and subjects of the national core curriculum** for both basic and upper secondary education. For example, in upper secondary education, health education covers student well-being and addictions, while social studies address financial literacy with organisations like KKV Kampus[17] and the DigiConsumers project[18]. Mathematics includes probability calculations related to gambling. Additionally,

9 https://cyberalert.cy/Media/Attachments/eggrafo-ethinikis-stratigikis-asfaleia-diadiktio.pdf
10 https://dsa.cy/images/pdf-upload/csrc-2020.pdf
11 https://digital-strategy.ec.europa.eu/en/policies/strategy-better-internet-kids
12 https://cybersafety.cy/
13 https://elearn.pi.ac.cy/dcde
14 https://esafeschools.pi.ac.cy/
15 https://digitalpioneers.pi.ac.cy/
16 https://www.finlex.fi/fi/lainsaadanto/2013/1287
17 https://kkv-kampus.fi/course/index.php?categoryid=5
18 https://digiconsumers.fi/

recommendations on artificial intelligence[19] were published on March 31, 2025.

The focus of current initiatives is **to integrate digital well-being into broader educational strategies**, such as the Digitalisation Strategy for Education and Training and Finland's Digital Compass. The objective is to **enhance digital competence to support overall well-being**. Target groups include students, teachers, and schools. The initiatives are ongoing, with collaboration between various authorities like THL and OPH. For example, the upcoming recommendations for leisure time aim to support well-being during school hours.

In **France**, the topic is part of the **digital strategy for education**[20] which covers a range of areas. Digital well-being is included in the section 'Digital education that develops citizenship and digital skills' with two main competencies:

- Ensuring the acquisition of digital skills throughout the school career,
- Enabling students to become informed citizens in the digital age.

Well-being at school is developed through the **'School that promotes health'**[21] **approach**. It is an extension of the educational health pathway included in the curricula of the various school levels and is part of the 'One Health' concept introduced by the United Nations. Particular attention is also paid to preventing and tackling bullying and cyberbullying. The 'Phare programme'[22], initially deployed in schools (i.e. primary education), colleges (i.e. lower secondary education.) and lycées (i.e. upper secondary education), has gradually become compulsory. The school year is punctuated by events such as 'No bullying day'[23] and 'Safer internet' day and schools are invited to take action in these areas.

In **Greece**, initiatives and strategies that incorporate elements of digital well-being focus on digital literacy and competence, ensuring students and teachers have the necessary skills to use digital tools effectively, and on psychosocial well-being, addressing issues such as internet addiction and the mental health impacts of excessive screen time. They also focus on online safety and cybersecurity, protecting students from cyber threats, cyberbullying and privacy risks, as well as responsible digital behaviour and encouraging the ethical and balanced use of digital technologies. The '**Safe Youth**[24]' initiative, in cooperation with the Ministry of Digital Governance, provides a 'panic button' for minors, while recently the **Kids Wallet**[25] initiative was launched to allow for better regulation of minor's digital devices and parental control.

From a legislative point of view, the Ministry of Education, Religious Affairs and Sports has taken steps to further strengthen Law 4850/2023 entitled 'Ratification of the Council of Europe Convention on preventing and responding to violence in the field of education (Zurich Convention) and other relevant provisions' and has launched a **platform called stop-bullying.gov.gr**. This is a two-fold digital platform: a) for educational and informational material for students, parents and teachers and b) for reporting and managing bullying incidents. Additionally, there is a **nationwide traditional and digital media campaign** to generate outreach. Greece has joined the list of European countries that **prohibit the use of mobile phones in schools**. With the exception of health-related reasons, the visible possession and use of mobile phones during the educational process is prohibited. Moreover, **training programmes have been developed for teachers** for preventing, identifying, and addressing school violence and bullying, including cyberbullying in Greece. These initiatives are ongoing, with programmes implemented through different phases since 2010 (Digital School

[19] https://www.oph.fi/fi/tekoalysuositukset
[20] https://www.education.gouv.fr/strategie-du-numerique-pour-l-education-2023-2027-344263?Cookies=true
[21] https://eduscol.education.fr/document/1689/download?attachment
[22] https://www.education.gouv.fr/non-au-harcelement/phare-un-programme-de-lutte-contre-le-harcelement-l-ecole-323435
[23] https://www.education.gouv.fr/non-au-harcelement/politique-de-lutte-contre-le-harcelement-l-ecole-289530
[24] https://www.in.gr/2024/11/11/greece/safe-youth-parousiazetai-simera-panic-button-gia-tous-neous-pos-leitourgei/
[25] https://www.biometricupdate.com/202505/greece-launches-childrens-digital-wallet-for-online-age-assurance?utm_source=chatgpt.com

Initiative), however it has been essentially enhanced and evolving under the National Digital Transformation Strategy 2020-2025, through the New Digital School and the 11 new initiatives for the current school year 2024-2025.

The national approach to school well-being in Greece focuses on:

- Establishment, composition and operation of a **Committee of Experts for the prevention and treatment of the phenomena of violence and juvenile delinquency**. In March 2024 an expert committee was established as an interdisciplinary advisory body to the Prime Minister, with the aim of supporting his work in **drawing up a national strategy for the prevention and treatment of violence and delinquency among minors**[26]. The role of the committee is to develop and implement a comprehensive and coherent framework of policies and actions to prevent, stop and generally address violence and juvenile delinquency, with a focus in particular on the following areas:
  - school and extracurricular violence,
  - domestic violence,
  - sexual and gender-based violence,
  - racial and community violence,
  - sports violence,
  - online violence,
  - violent extremism, both from the victim's and perpetrator's perspective.

The committee is responsible for the overall overview of measures, actions and policies by ministry and policy area, including the action plans of the responsible ministries that provide for individual policies and measures by action area and the mapping of the situation in the above fields, with the assistance of the responsible services.

- Supporting students' mental health through school counselling and psychological services
- Encouraging sports, physical activities and a healthy lifestyle to counterbalance screen time.
- Educating students on safe internet use, cyberbullying prevention and responsible technology habits.
- Ensuring well-being policies are accessible to all students, including vulnerable groups.
- Teacher Training. The Institute of Educational Policy (IEP) in collaboration with the National and Kapodistrian University of Athens (NKUA) developed recently a **mandatory training programme**[27] **for preventing, identifying, and addressing school violence and bullying, including cyberbullying in Greece**. The program targets key education professionals, including administrators, psychologists, social workers, and teachers, across primary and secondary schools. It aims to create a safe, inclusive environment while fostering trust within the educational community. Awareness campaigns for parents and students are also planned, and a nationwide study on school violence will be conducted from May to September 2025.

The actions aim to promote mental health and emotional resilience in students, encourage a healthy balance between digital and real-life activities, and strengthen digital literacy and responsible internet use. They also aim to raise awareness about cyberbullying, screen addiction, and online safety, and provide teacher training and parental guidance on student well-being.

In **Italy**, there are both existing and developing policies and strategies that address well-being in the digital school environment. **Digital well-being is primarily embedded within broader strategies on digital education, cyberbullying prevention, and socio-emotional skill development**. These strategies focus on integrating comprehensive digital literacy education into teaching and learning, creating accessible learning environments to help students develop their digital competences, emphasising the use of technology as a complementary tool to learning, and setting clear guidelines on the use and limitation of digital devices inside schools to enhance learning and well-being, especially in lower grades. They also focus on building teachers' capacity and confidence, through the development and implementation of comprehensive

[26] Αναλυτικά η Εθνική Στρατηγική για τη βία και την παραβατικότητα των ανηλίκων: Η δομή της και τα 4 κεφάλαια - ertnews.gr
[27] https://iep.edu.gr/el/psifiako-apothetirio/skill-labs/2358-epimorfosi-ekpaideftikon-gia-tin-prolipsi-kai-antimetopisi-tis-endosxolikis-vias-kai-tou-ekfovismoy

teacher training programmes focused on digital tools and their positive and negative impact on children and young people. Finally, they focus on improving communication channels with parents on learners' digital well-being, actively encouraging parents to show an interest in their children's online activities and internet use, creating a safe space to discuss and seek help, and promoting awareness to mitigate the negative impact of digital tools on teachers and staff well-being. The main regulatory documents that actions are based on are the Ministerial Decree No. 18/2021[28] and Law No. 70/2024 on the prevention and combat of bullying and cyberbullying[29]. These documents establish **guidelines for preventing and addressing bullying and cyberbullying in schools, emphasising the importance of identifying risk situations, training school staff, and implementing targeted interventions**. This issue is also closely linked to digital citizenship education.

Other policies that are connected to the topic are **the National Digital School Plan (PNSD)**[30] which forms the main strategic framework for the digital transformation of Italian schools, with actions dedicated to connectivity, innovative learning environments, digital skills, and training support for teachers and students. **The Political-Institutional Policy Guidelines 2024-2025**[31] include measures to promote respect, combat bullying and cyberbullying and encourage the responsible use of digital technologies in education, with attention to safeguarding student well-being, such as a ban on smartphone use in schools. As part of the National Recovery and Resilience Plan (PNRR), the Ministry of Education has launched the **Scuola Futura platform**[32], offering training courses for teachers and school staff, including courses on well-being in digital environments. **The National Training Hub for Territorial Training Teams (MIM)**[33] offers courses for primary school teachers on Social and Emotional Learning and Total Physical Response, aimed at fostering socio-emotional skills and well-being in digital learning environments. Finally, the Italian Parliament approved the **Law on Non-Cognitive Skills (2024)**[34] that introduces the development of non-cognitive and transversal skills in school curricula, with a three-year national trial. These skills support students' personal and relational well-being, including their ability to navigate digital environments.

Italy's approach to school well-being is broad and multifaceted, addressing both physical well-being (through infrastructure, sports facilities, and safe learning environments) and digital well-being (through cyberbullying prevention, responsible internet use, and digital education policies). These policies collectively ensure a **safe, supportive, and inclusive learning environment for students.** -The Law No. 71/2017 on Cyberbullying Prevention[35] focuses on the **protection of minors from cyberbullying by establishing preventive measures and response mechanisms within schools**. It promotes the role of digital education in fostering student well-being. The National Observatory for Childhood and Adolescence[36] is a governmental body that monitors policies related to the **well-being and rights of children and adolescents**, ensuring that national strategies address their psychological, emotional, and digital well-being. The Safer Internet Centre – Generazioni Connesse[37] is a European co-funded initiative that provides **guidelines, training, and digital safety resources to schools**, promoting the responsible use of technology for student well-being. The National Digital School Plan (PNSD)[38] is a programme that supports digital transformation in schools while incorporating policies on student safety and responsible digital behaviour. The FUTURA – The School for Italy of Tomorrow (PNRR Investment

28 https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2024-05-17;70
29 https://mim.gov.it/-/decreto-ministeriale-n-18-del-13-gennaio-2021
30 https://scuoladigitale.istruzione.it/pnsd/
31 https://www.mim.gov.it/documenti-di-programmazione-strategico-gestionale
32 https://scuolafutura.pubblica.istruzione.it/percorsi
33 https://scuolafutura.pubblica.istruzione.it/percorsi
34 https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:2024-05-17;70
35 https://www.gazzettaufficiale.it/eli/id/2017/06/3/17G00085/sg
36 https://www.minori.gov.it/it/osservatorio-nazionale-linfanzia-e-ladolescenza
37 https://www.generazioniconnesse.it/site/it/home/
38 https://scuoladigitale.istruzione.it/pnsd/

Plan)[39] is an initiative under the National Recovery and Resilience Plan (PNRR) that promotes school infrastructure improvements, including:

- safe and inclusive school buildings with a focus on sustainability and innovation,
- schools with digital classrooms and modernised learning environments to support cognitive and social wellbeing,
- renovation and safety improvements for school buildings to create a more comfortable and stimulating environment,
- enhancing sports facilities and expanding school cafeterias, contributing to students' overall physical and social well-being.

The National Archive of School ePolicies (ANIES)[40] is a database of schools that have adopted digital safety policies, ensuring student well-being in online environments. Schools that meet certain criteria are recognised as 'virtuous schools' in digital well-being. The ISTAT National Inquiry on Bullying and Cyberbullying[41], conducted in 2019, monitored the **prevalence and impact of bullying and cyberbullying on student well-being**, informing policy actions. The AGCOM Guidelines on Digital Responsibility[42] set regulations for online influencers and social media usage, aiming to protect young users from harmful content and digital exploitation.

In **Latvia**, there is currently no digital well-being strategy. However, there are several initiatives and activities that promote healthy use of technology in schools. Digital well-being themes are covered by materials and initiatives of the Latvian Safer Internet Centre[43]. The Centre educates, informs and raises awareness in society about the safer use of internet among students, parents and teachers, offers learning activities to students and teachers, and recommendations to students and their parents on the wise use of screen time[44]. In addition, amendments to the Education Law, made in October 2024, prohibit the use of mobile phones by students up to the 6th grade in all schools. The ban will come into effect on May 31, 2025, and by that date, internal school rules on the use of phones will also have to be developed. It should be noted that many schools have already set restrictions on the use of mobile phones in their internal rules of procedure. Students in Latvian schools are taught **computer science from the 1st grade**, allowing them to learn how to use technology and the digital environment from a very young age. Students develop their digital skills and learn how to safely work online. Moreover, all students have **access to an e-learning environment**, where everyone can get information about assessment, learning and assigned tasks. **Computers are provided to schools** in Latvia, offering all children equal opportunities to use technology for learning.

In **Lithuania**, there is currently no well-being strategy. However, there is a discussion in the Parliament on proposals about amending the Law on Education to address the use of mobile devices in schools and the impact of social networks. The outcomes of this discussion are expected to impact the whole education community in the country.

In the **Netherlands**, there is a national policy on mental health and well-being[45], providing a **'Step-by-step plan'** to address issues related to well-being in schools. Further support and guidance is provided by the Trimbos Institute[46] that focuses on mental health of individuals in the country. Moreover, (mental) well-being in a digital environment in school is addressed through different learning goals in the curriculum, expertise points for digital literacy and citizenship education[47], and a network for media literacy (Mediawijsheid[48]).

In **Norway**, well-being in the digital environment in school is an extremely important topic. Although there is no specific strategy solely dedicated to this issue, well-

39 https://www.mim.gov.it/scuola-digitale
40 https://www.generazioniconnesse.it/site/it/la-banca-dati/
41 https://www.istat.it/audizioni/indagine-conoscitiva-su-bullismo-e-cyberbullismo/
42 https://www.agcom.it/provvedimenti/delibera-7-24-cons
43 https://drossinternets.lv/
44 https://drossinternets.lv/lv/info/interneta-atkariba
45 https://www.vo-raad.nl/onderwerpen/mentale-gezondheid-en-welbevinden/praktijk-ondersteuning
46 https://www.trimbos.nl/aanbod/programmas/welbevinden-op-school/wat-is-welbevinden-op-school/#verdieping
47 https://expertisepuntdigitalegeletterdheid.nl/
48 https://www.mediawijsheid.nl/

being, as an overarching theme, is embedded within the **Education Act**[49] **and the Core Curriculum**[50]. In November 2024 a Norwegian Official Rapport was published (NOU 2024:20)[51], focusing on the topic of upbringing in the age of screens. The government is currently working on a white paper addressing safe digital upbringing. The Norwegian Directorate for Education and Training conducts the **Student Survey** every year, which is mandatory for all students in year 7, 10, and 11 to complete. This survey includes several questions related to well-being. In January 2024, a report examining the results from 2023 was published[52]. The Norwegian Directorate for Education and Training also provides guidelines on how to promote a safe and positive school environment and prevent bullying[53].

In **Portugal**, the **national policy for digital well-being**, designed by the Ministry of Education, Science and Innovation, is beginning to take shape in a more consistent and structured way in the 2024-2025 school year. Although some school groups (AE) and non-grouped schools (Ena) have already had measures to this effect in their internal regulations, until October 2024 there was no national educational policy guidance. In October 2024, the document '**Recommendations for schools on the use of smartphones**'[54] was launched. The document sets out guidelines for the type of measures and strategies that can be adopted by school leaders, according to the different age groups and educational contexts in which they are located, with exceptions to the rule. Students whose mother tongue is not Portuguese, or students that for health reasons need their mobile phones to carry out their daily tasks will always be able to use their mobile devices. These strategies will be monitored and evaluated at the end of the school year. At the end of January 2025, the Directorate-General for Education launched a document for schools called '**Recommendations for Promoting Digital Well-being in Schools**'[55], drawn up by a group of experts from different areas of knowledge, containing seven structuring recommendations to be adopted in the AE/Ena. Based on this framework document, specific '**Information Sheets**' were drawn up for school heads, teachers, students and parents, containing key information as well as relevant tips for implementing measures to promote digital well-being in schools. The national policy defined for both the use of smartphones in schools, and the Digital Well-being educational policy covers all public schools and all years of schooling, from the 1st grade to the 12th grade. The aim of both measures is to **safeguard the balanced use of digital devices** and, at the same time, **to draw the attention of all members of the educational community to possible warning signs that could jeopardise the physical and mental health of children and young people**. The planned measures, and especially, the recommendations for schools on the use of smartphones will be evaluated at the end of the school year 2024-2025 and their effect will be considered when defining the guidelines for 2025-2026 by the Ministry of Education, Science and Innovation.

In **Slovakia**, the topic of digital well-being in the school environment has so far received only limited attention at the national level. The Ministry of Education, in cooperation with the Research Institute for Child Psychology and Patho-psychology (VÚDPaP), has initiated e**arly communication on this issue and scheduled a first working meeting**. Currently, the topic is addressed mainly in a fragmented manner—within the agendas of various organisations and institutions such as VÚDPaP, DigiQ, the National Centre for Culture, and the eTwinning programme. Activities are carried out locally through **workshops, webinars, and preventive projects**. However, a systematic and coordinated national framework to support digital well-being in education is still lacking. Slovakia recently introduced **Directive No. 1/2025**[56],

[49] https://www.regjeringen.no/en/dokumenter/education-act/id213315/
[50] https://www.udir.no/lk20/overordnet-del/?lang=eng
[51] https://www.regjeringen.no/no/dokumenter/nou-2024-20/id3073644/?ch=1
[52] https://www.udir.no/contentassets/5c4cd6b114d44498a8cbe886831a7d1d/samforsk_2024_en-skolehverdag-under-press.pdf
[53] https://www.udir.no/laring-og-trivsel/skolemiljo/fremme-et-godt-skolemiljo-og-forebygge-krenkelser/
[54] https://www.portugal.gov.pt/pt/gc24/comunicacao/documento?i=recomendacoes-as-escolas-sobre-uso-de-smartphones
[55] https://projetos.dge.mec.pt/doc/Recomendacoes_para_a_Promocao_do_Bem_Estar_Digital_nas_Escolas.pdf
[56] https://www.minedu.sk/data/att/d76/32441.fb1a83.pdf

issued by the Ministry of Education, Research, Development and Youth of the Slovak Republic, defining procedures and responsibilities for the **prevention, identification, and resolution of bullying and cyberbullying** in Slovak schools and educational institutions.

In **Slovenia**, there is no standalone national strategy explicitly dedicated to well-being in the digital environment in schools. However, several national policies and initiatives under development or in implementation contribute to this area. The **National Education Program (Nacionalni program vzgoje in izobraževanja 2023–2033)** sets long-term goals for the education system and acknowledges the role of digitalisation, emphasising the need for safe and inclusive digital learning environments, media literacy, and responsible technology use. Although it does not establish a separate policy on digital well-being, it integrates elements of digital ethics, online safety, and responsible digital participation. The **Digital Education Action Plan (Akcijski načrt digitalnega izobraževanja (ANDI) 2021–2027)**[57] serves as the primary national framework for digital education, aiming to enhance digital competencies among both teachers and students. It addresses well-being in digital environments by promoting digital literacy, cybersecurity awareness, and strategies for balanced and responsible use of technology. Various projects are being implemented in schools, focusing on the development and enhancement of digital competencies. Additionally, the **DIGI.DR project (Strengthening Digital Citizenship in Slovenian Educational Institutions)**[58], focuses on strengthening digital citizenship education through guidelines and best practices for responsible and ethical digital engagement, aligning with international frameworks like DigCompEdu. Alongside these initiatives, existing programs such as **Safe.si**[59] and **Logout**[60] address specific aspects of digital well-being, including cybersecurity, digital addiction prevention, and online safety, preparing and running activities for students, teachers and parents. As school curricula continue to integrate media literacy and critical digital skills, Slovenia is gradually embedding digital well-being measures into its broader education and digitalisation strategies. While no official standalone strategy currently exists, these ongoing efforts provide the foundation for a more structured national approach in the future.

In **Spain**, the current educational regulation, Organic Law 2/2006, of May 3, on Education, is focused on the development of competency-based teaching that allows the development of the principle of '**education for coexistence, respect, conflict prevention and their peaceful resolution, as well as for non-violence in all areas of personal, family and social life, and especially in the area of bullying and cyberbullying, in order to help students recognise all forms of mistreatment, sexual abuse, violence or discrimination and react against it**' (article 1.k of the Organic Law on Education). At the end of basic education, at the age of 16, students are expected to '**communicate, participate, collaborate and interact by sharing content, data and information using virtual tools or platforms, and responsibly manage their actions, presence and visibility on the network, in order to exercise active, civic and reflective digital citizenship**' as well as '**identify risks and adopt preventive measures when using digital technologies to protect devices, personal data, health and the environment, and to become aware of the importance and need to make critical, legal, safe, healthy and sustainable use of said technologies**' (operational descriptors CD3 and CD4 of Digital Competence at the end of basic education)[61]. These are the precepts that mark the line of work regarding digital competence in Spain, which has as its target population the entire educational community. For teachers, the Spanish **Digital Competence Framework for Teachers**[62] has been created, whose competencies 1.5 of '**protection of personal data, privacy and digital well-being**'

57 https://www.gov.si/assets/ministrstva/MIZS/SDIG/JR-NOO-usposabljanja-303-35/2022/Akcijski-nacrt-digitalnega-izobrazevanja-2021-2027.pdf
58 https://www.fis.unm.si/digital-citizenship-in-educational-institutions-strengthening-competencies-for-the-digital-society-digi-dr/?lang=en
59 https://safe.si/
60 https://www.logout.org/sl/
61 https://intef.es/competencia-digital-educativa/competencia-digital-del-alumnado/
62 https://intef.es/wp-content/uploads/2023/04/English-SFDCT_2022.pdf

and 6.4 of '**responsible use and digital well-being**' serve as a reference in the training that teachers use to certify their level of digital competence, as well as to create digital plans for their respective educational centres focused on the current needs of their students and families. For these students, specific achievements are established, reflected in the examples of descriptors of leaver profile mentioned previously, which, in a transversal way to the subjects of the different stages, configure a global and enriching educational process. For families, training and information is available from the administration to help them support their children as they grow up.

The following actions are part of a joint strategy: On the one hand, the Emotional Wellbeing Programme[63] in the educational field is designed in line with the guidelines of the National Mental Health Strategy[64] (Line 6: Mental health for children and adolescents), with the aim of helping to cover the care needs that students may show in the fields of emotional well-being and mental health from the perspective of educational intervention. Its objectives include:

- Promoting among teachers, management teams, guidance teams, and educational inspection teams specific training in literacy and indicators of emotional well-being and mental health that contributes to the early detection of cases and to creating a positive and safe school environment
- Disseminating actions to raise awareness and prevent the abuse of ICT in childhood and adolescence and addictive behaviours with and without substances.

In **Switzerland**, there is no national policy or strategy because of the federal structure of the state. The main actor in the field of medial literacy is the Federal Social Insurance Office (FSIO), with its **Youth and Media platform**[65]. In the coming period, the platform will focus on the mental health of children and young people in the digital environment. The issue of the digital well-being of children and young people is addressed by providing information for parents and professionals and raising awareness on the topic.

In **Türkiye**, there are policies and strategies to promote well-being in the digital environment within the educational system. The Ministry of National Education (MoNE) of the Republic of Türkiye is a comprehensive institution composed of various directorates, and responsibilities are distributed accordingly. The Directorate General for Innovation and Educational Technologies (YEGİTEK) is one of these directorates which has implemented several initiatives aimed at fostering digital citizenship and ensuring the safe and responsible use of technology among students. In collaboration with the Council of Europe, the YEGİTEK launched the '**Pilot project on Digital Citizenship Education in Türkiye**' in fifteen schools. This project aims to promote human rights, fundamental freedoms, and democracy in schools by empowering students in their digital presence. It focuses on adapting the Council of Europe's Digital Citizenship Education tools to the Turkish education system, conducting capacity-building activities for teachers and school administrators, raising awareness and initiating public discussions on DCE and its ten domains, and empowering students to navigate the online environment safely and responsibly. This initiative underscores the importance of well-being in the digital environment by promoting safe and responsible online behaviours among students.

The MoNE has established **regulations that include provisions on the correct use of information tools and social media in schools**. These guidelines define acceptable use of devices such as mobile phones, tablets, and computers, aiming to ensure that students engage with digital tools in a manner that supports their well-being and educational development. The MoNE has been working to create safer digital environments in schools while also promoting students' well-being. Their main goal is to protect students from online risks, improve digital security, and encourage

63 https://www.educacionfpydeportes.gob.es/mc/sgctie/cooperacion-territorial/programas-cooperacion/bienestar-emocional.html
64 Plan_de_accion_para_la_salud_mental_v2.6.pdf
65 https://www.jeunesetmedias.ch/

responsible technology use. To achieve this, they focus on helping students develop digital skills, supporting teachers in online safety education, guiding school administrators in creating secure digital spaces, and raising awareness among parents. Schools are implementing digital security measures, students and teachers are receiving training on online safety, and tools are being developed to help schools assess their own digital security levels. Some key projects include the **Digital Security Policy**[66]**, the Digital Life Skills Project**[67], and the **Effective Digital Self-Assessment for Sustainable School Development**[68]. In 2023, the annual **theme of eTwinning was set as 'Wellbeing'**[69] and various webinars were organised by the eTwinning Turkey National Support Service. During these events, digital wellbeing was a key topic discussed, focusing on its importance in educational environments and how it can be integrated into teaching practices to support the overall wellbeing of students and teachers. In 'Innovation and Education', a book published by the eTwinning Turkey National Support Service, various project activities related to digital wellbeing are highlighted. These projects, undertaken throughout the year, focus on improving the digital well-being of students and educators, fostering a balanced and safe relationship with technology in educational environments.

One example of YEGİTEK's direct contribution is the development of the 'Ailem' (My Family)[70] series within the VeliVizyon platform, which focuses on digital parenting, online safety, and technology use at home. This initiative has significantly contributed to increasing parental digital literacy and engagement.

In summary

European countries are addressing well-being in digital environment in school through a diverse mix of policy tools and thematic entry points. Approaches vary from comprehensive national strategies and legal frameworks to integration within curricula, competence frameworks, or school health programmes. In some systems, ad-hoc initiatives, multi-stakeholder projects, or guidance documents are the main drivers. The focus of these efforts also differs. In some countries, well-being in digital environment in school is primarily approached through the lens of media literacy and digital citizenship, while others link it to mental health, psychosocial support, school safety, or anti-bullying policies. Emerging common priorities include managing screen time, supporting emotional resilience, preventing cyberbullying, and fostering responsible and ethical technology use. Teacher training, student inclusion, and parental engagement are also key components. Despite varying levels of policy maturity, a shared commitment to safe, inclusive, and supportive digital learning environments is evident across Europe.

1.2 Types of policies, guidance, or processes

Survey respondents shared the type of policies, guidance, or processes existing in their countries with regards to well-being in digital environment in school. As Figure 2 shows, of the 18 countries that responded to this question, eight (CY, FI, FR, EL, IT, LV, ES, TR) mentioned that there are policies or frameworks concerning students and four (FI, IT, ES, TR) concerning teachers. Schools are encouraged to develop their own policies and/or frameworks for students in six countries (HR, CZ, NL, PT, SI, CH) and for teachers in six countries (HR, CZ, EL, NL, SI, CH). At school level, nine countries (HR, CY, CZ, IT, NL, PT, SI, ES, CH) encourage them to develop guidelines to support well-being in digital environment in school directly, while seven (BEfl, FI, FR, EL, LV, NO, TR) provide national guidance to all schools in the country.

66 https://yegitek.meb.gov.tr/meb_iys_dosyalar/2024_11/26134101_bilgiguvenligipolitikasi.pdf
67 https://www.meb.gov.tr/dijital-yasam-becerileri-calistayi-duzenlendi/haber/32673/tr
68 https://tkb.meb.gov.tr/meb_iys_dosyalar/2023_11/30143319_digiessa4schoolltkbwebsayfasiicin.pdf
69 https://etwinning.meb.gov.tr/wp-content/uploads/2024/01/2023-2024-Yenilik-ve-Egitim_mobil.pdf
70 https://www.youtube.com/@tcmeb_

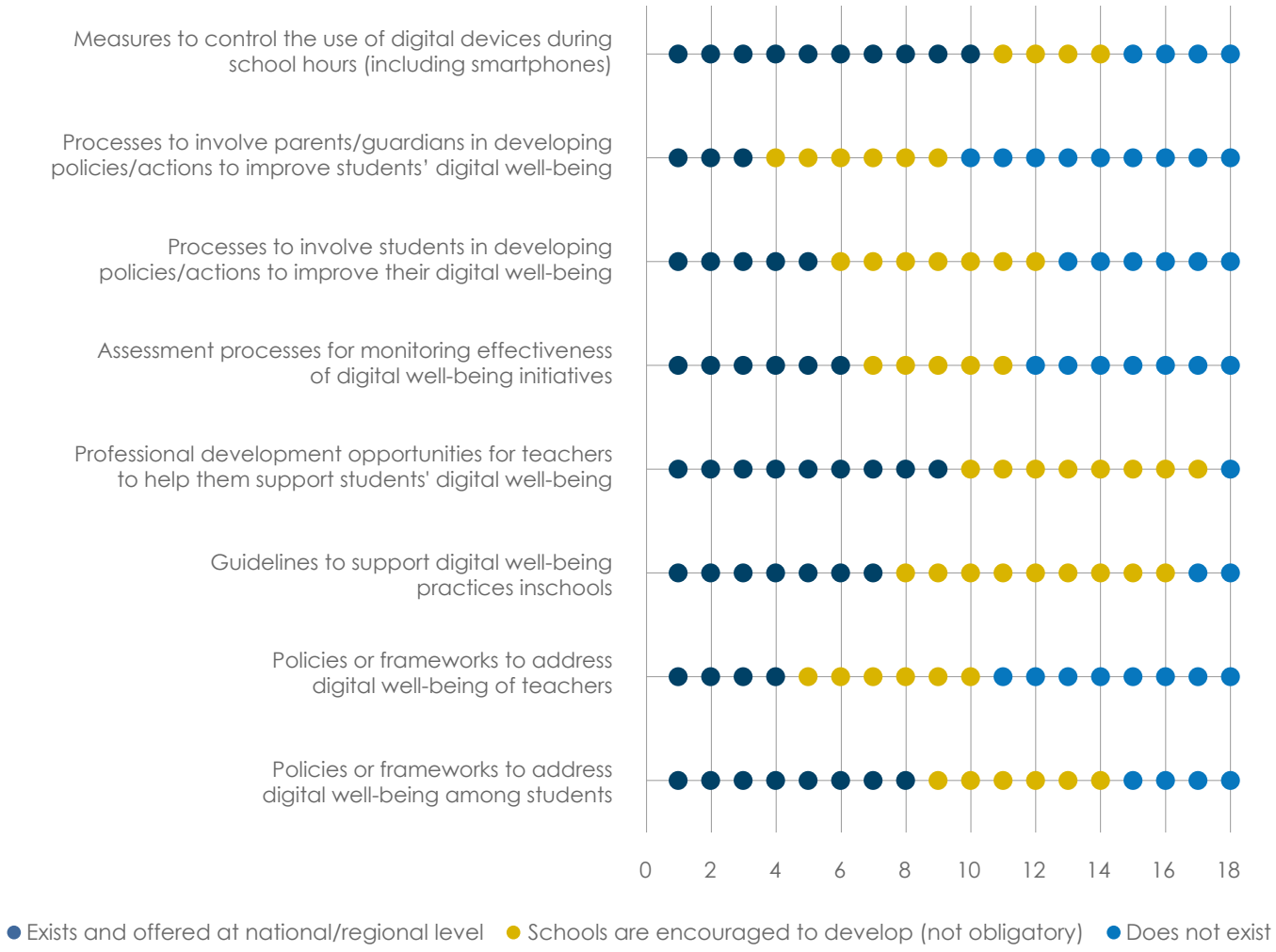

Figure 2: Policies, measures and processes related to well-being in digital environment in school. (N. 18)

1.3 Concerns that lead to policy development and interventions.

Across the countries responding to the survey, well-being in digital environment in school is increasingly becoming a focal point for education policy, prompted by a range of drivers and concerns. Governments are responding not only to growing awareness of mental and physical health impacts, but also to structural and societal challenges posed by digital technologies. The impetus for policy action often stems from the lived experiences of teachers and students, as well as from academic and international research. Meanwhile, concerns such as cyberbullying, mental stress, and digital inequalities signal the need for more robust and inclusive interventions.

When it comes to the main drivers influencing policy development, countries most frequently cited reports from international institutions, including EU and OECD publications (BEfl, HR, CY, CZ, FR, EL, IT, LV, LT, NO, PT, SK, SI, ES, TR), as seen in the Figure 3. The views and experiences of teachers also influence policy development in ten countries (BEfl, HR, CY, CZ, FI, EL, NO, SI, ES, TR). Views of politicians and ministers influence policy development in this field in nine countries (BEfl, HR, CY, FI, IT, LT, NL, NO, SK). Academic research in educational sciences plays a role in seven countries (CY, FR, IT, NL, NO, SK, SI), while some countries also considered insights from parents (CY, CZ, LT, NO, ES) and academic research in cognitive sciences (CY, LT, NL, NO, PT).

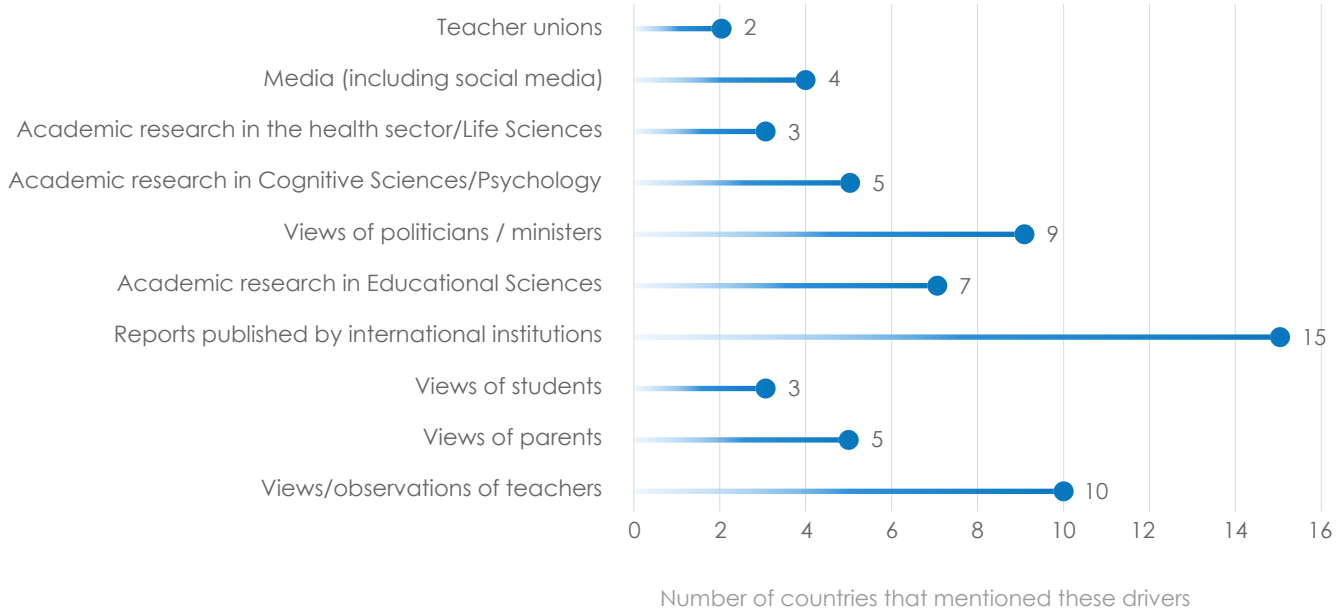

Figure 3: Main drivers that influence policy development regarding well-being in digital environment in school. (N. 17)

Respondents were also asked about the main concerns behind policy interventions (see Figure 4). All 18 respondents to this question mentioned cyberbullying as a concern (BEfl, HR, CY, CZ, FI, FR, EL, IT, LV, LT, NL, NO, PT, SK, SI, ES, CH, TR), followed by the concern about the mental health of school actors, mentioned by 17 countries (BEfl, HR, CY, CZ, FI, FR, EL, IT, LV, LT, NO, PT, SK, SI, ES, CH, TR). Other concerns mentioned are the risk of exclusion for vulnerable student groups mentioned by 13 countries (BEfl, CY, FI, FR, EL, IT, LT, NL, PT, SK, SI, ES, TR) and disinformation, also mentioned by 13 (HR, CY, FI, FR, LT, NL, NO, PT, SK, SI, ES, CH, TR). Increased stress of school actors was identified as concern by 12 countries (BEfl, HR, CY, CZ, FI, EL, LV, LT, PT, SK, SI, CH), while the physical health of school actors was mentioned by 11 countries (CY, FI, FR, EL, IT, LV,LT, PT, SI, CH, TR). Finally, the digital divide was mentioned by nine countries (BEfl, HR, CY, FI, IT, SK, SI, ES, TR).

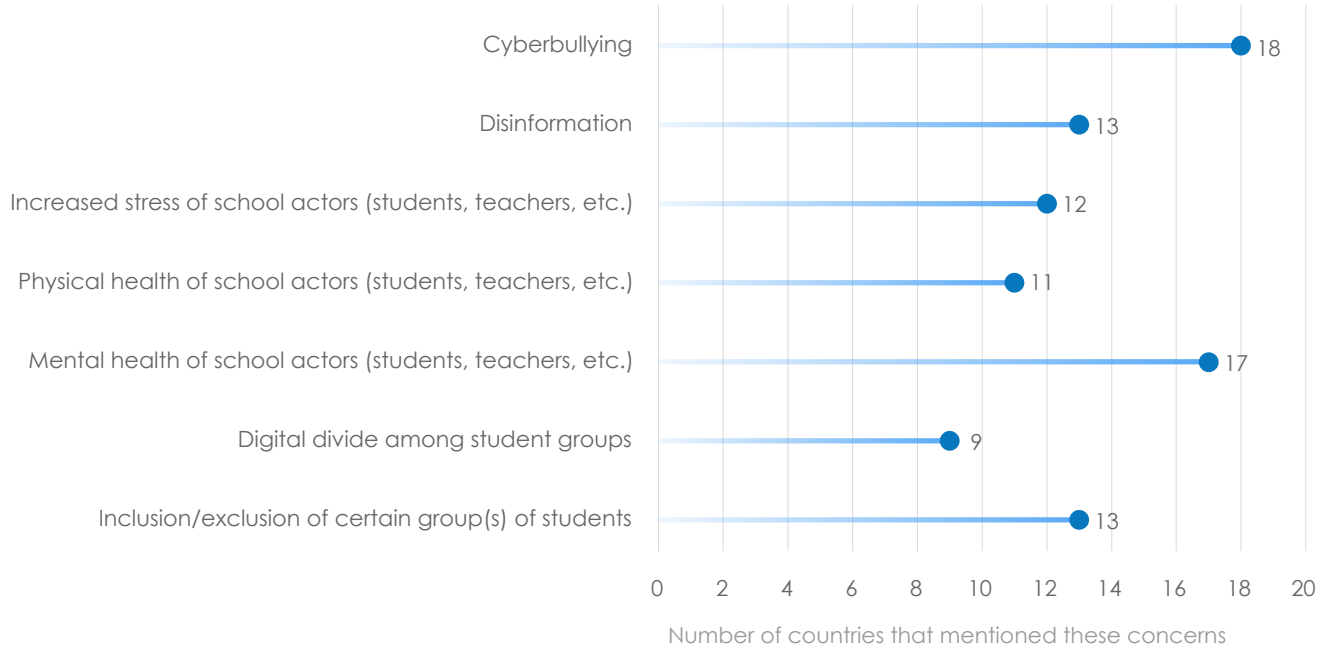

Figure 4: Main concerns for policy interventions related to well-being in digital environment in school. (N. 18)

Under 'Other', individual respondents mentioned concerns about distraction, screen addiction, privacy issues, the impact on learning outcomes, the principle of precaution, learning outcomes and results, screen addictions, and collaboration and involvement of parents.

1.4 Actors consulted when developing policies or actions on well-being in digital environment in school

To ensure policies and practices related well-being in digital environment in school are relevant, effective and grounded in real-world needs, many countries actively engage a range of stakeholders during the development and implementation phases, as seen in the Figure 5 below. Ministries and education authorities in the responding countries consult mainly with actors such as academics and researchers (HR, CY, CZ, FI, EL, IT, LV, LT, NL, NO, PT, SK, SI, ES, TR), schools (HR, CY, CZ, FI, EL, IT, LV, NL, NO, PT, SK, SI, ES, TR), Non-profit and non-governmental organisations (BEfl, CZ, FI, FR, EL, IT, LV, LT, NL, PT, SK, SI, ES), representatives of education unions (CY, FI, FR, EL, LV, NL, NO, SK, SI, ES), and health professionals (BEfl, HR, CY, FI, FR, LV, PT, SI, ES).

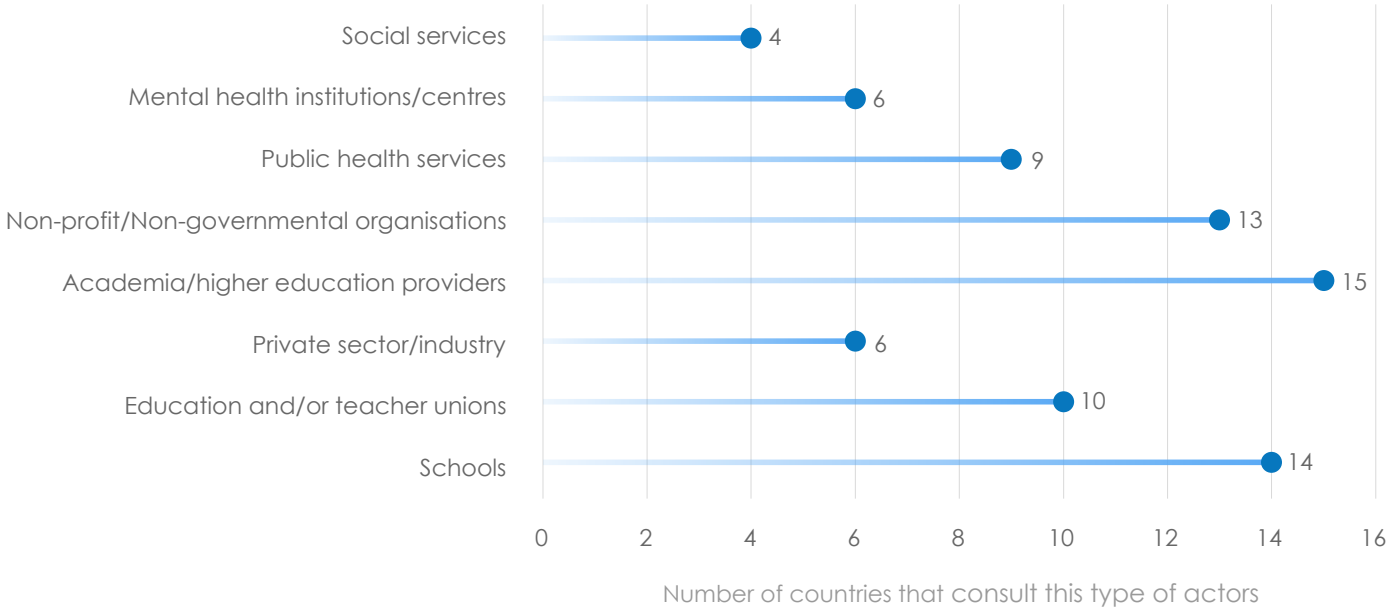

Figure 5: Actors consulted when developing policies and/or actions related to well-being in digital environment in school. (N: 17)

These consultations aim to gather input, share expertise, and foster alignment across sectors, enriching policymaking with practical insights, empirical evidence, and multidisciplinary perspectives.

In **Belgium (Flanders)**, actors are consulted to share their expertise, better align different policies, and provide specific support.

In **Croatia**, actors are invited to carry out specific activities in schools.

In **Cyprus**, actors support with setting the research background that can be used when developing related activities and the broader curriculum on well-being.

In **France**, the aim is to collect the opinions of experts and various associations, as well as examples of efficient practices already implemented or piloted by teachers.

In **Greece**, when developing policies and initiatives related to digital well-being in schools, the Greek Ministry of Education, Religious Affairs and Sports and related organisations seek input and consultation from various stakeholders in different ways. School actors (i.e. teachers, administrators, and students) are invited to provide feedback on digital well-being challenges faced by students and teachers, to share their best practices in

implementing digital safety and well-being initiatives, and to provide data on cyberbullying, screen time and digital habits. The consultations take place through direct surveys/questionnaires to school leadership and teachers, workshops with educators to understand digital well-being issues and pilot programmes through which selected schools test new digital well-being policies. Most policy input comes from schools, researchers, NGOs, and health professionals. Teachers and unions provide insights into classroom challenges and training needs. Academia contributes research-backed recommendations on digital well-being. NGOs and mental health experts help shape cyber safety and mental health policies. The private sector has limited influence, mainly in cybersecurity and tech-related initiatives.

In **Italy**, other actors are mainly consulted for emerging needs on the topic, to gather evidence, or to monitor the situation at schools and views of teachers on the major reforms introduced by law.

In **Latvia**, the regulation[71] determines the involvement of public representative groups and stakeholders in the development of draft development planning documents, as well as draft legal acts and other initiatives and processes of public importance, especially in the process of developing and implementing reforms and planning public funding, ensuring that public representatives have the opportunity to obtain information and provide proposals on reform or public funding priorities.

In the **Netherlands**, different stakeholders are consulted for information and new ideas.

In **Norway**, experts provide the Directorate for Education and Training with research evidence and advice. In addition, Schools, teachers, and the unions offer an insight into the schools and the main needs and challenges they face.

In **Portugal**, all schools have a Psychology and Guidance Service which guides decisions on various issues, particularly regarding well-being, and refer to specialist help when in more serious cases, There are also multidisciplinary teams (EMAEI) that support inclusive education, which are valuable resources for supporting learning, fostering a broad, integrated, and participatory approach that involves different stakeholders in the educational process. These teams consist of both permanent and non-permanent members. The permanent members include teachers, special education teachers and the school psychologist, while the non-permanent members may include therapists or other specialists essential for students' full development in specific areas. In Portugal, schools also benefit from a partnership between the health and education sectors which develops health education programs tailored specially to the primary school level.

In **Slovenia**, different actors are consulted to gain a multistakeholder perspective.

In **Spain**, various stakeholders are consulted to input with evidence from their field of action.

In **Türkiye**, actors are involved to ensure comprehensive, culturally relevant and effective responses to the challenges and opportunities.

1.5 Monitoring well-being in digital environment in school

Countries vary in the well-being indicators they monitor in digital school environments. As seen in Figure 6, physical well-being is the most frequently tracked, cited by nine countries (CY, CZ, FI, FR, LV, NO, SI, ES, TR). This is followed by cognitive well-being, reported by eight countries (CY, FI, IT, LV, NO, SI, ES, TR) and psychological well-being by eight (BEfl, CY, CZ, FI, LV, NO, SI, ES). Five countries (HR, EL, LT, NL, PT) reported that none of the mentioned indicators are currently monitored. Cyprus, Finland, Latvia, Norway, Slovenia, and Spain were the countries that reported using all three types of indicators to monitor or evaluation well-being in digital environment in school.

[71] https://likumi.lv/ta/id/355632#p4

Figure 6: Indicators monitored and/or evaluated in the countries. (N. 17)

There are different levels of action regarding monitoring and evaluating well-being in school across the surveyed countries. Respondents in six countries (FI, FR, NO, SI, ES TR), as seen in Figure 7, indicated that schools are encouraged to conduct a well-being survey periodically, while six countries (CZ, FI, LV, NL, NO, SI) noted that national surveys are periodically conducted on school well-being. Online self-assessment tools are used in five countries (FI, LV, NL, SI, ES) for schools to assess their well-being and well-being related resources and practices. Five countries (BEfl, HR, PT, SK, SI) have no specific monitoring or evaluation actions currently in place regarding well-being in digital environment in school.

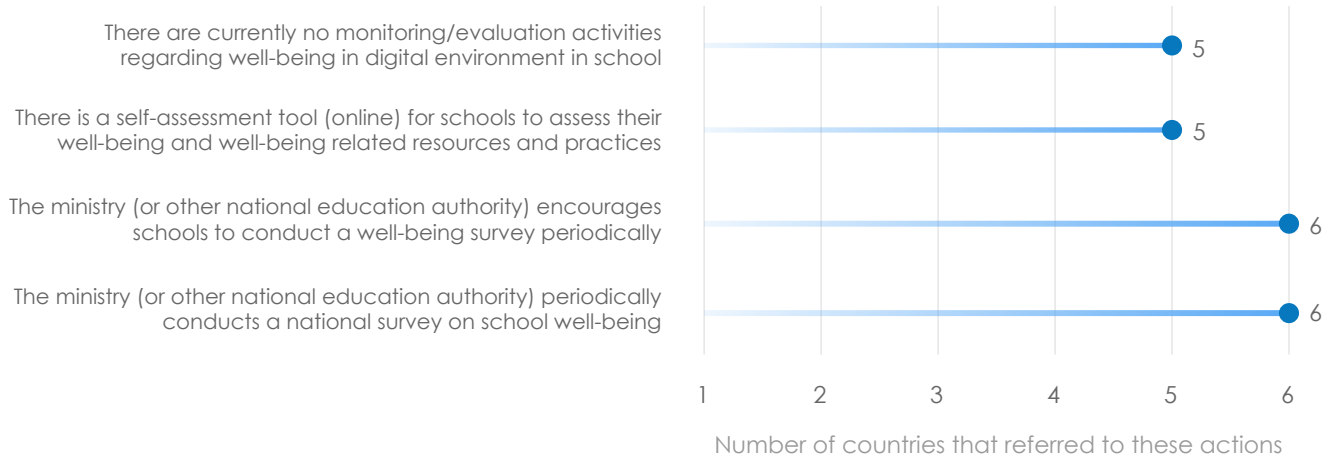

Figure 7: Actions implemented to monitor and evaluate well-being in digital environment in school. (N. 17)

Across Europe, as seen also in Figure 2, countries are taking different approaches to monitoring and evaluating well-being in digital environment in school. Overall, while some countries have embedded well-being in digital environments within their national assessment frameworks, others are in the early stages of implementation or rely on broader digital education evaluations to address this issue.

In **Belgium (Flanders)**, well-being in digital environments is a relatively new area of focus. It is expected to be included in broader studies such as the ICT-monitor, which evaluates digital education and technology use in schools.

In **Cyprus**, the evaluation of the national curriculum implementation includes monitoring by liaison officers and school inspectors, providing indirect oversight of well-being in digital environments.

France has implemented a structured school evaluation system since 2022. This process involves a period of self-evaluation followed by an external evaluation, in which well-being is one of the key components assessed.

In **Greece**, monitoring is conducted through data collected on incidents registered in the stop-bullying platform, offering insights into digital well-being issues such as cyberbullying, and the newly launched Kids Wallet initiative that allows parents to provide consent for kids to access online assets up until 15 years of age.

Italy has a self-assessment tool within the National Assessment System, which periodically evaluates school environments. While this tool considers school climate, it does not yet specifically measure digital well-being. Despite the absence of a formal national monitoring system for digital well-being in schools, the Italian National Institute for Documentation, Innovation and Educational Research (INDIRE) conducts regular surveys and studies through its Innovation Networks, particularly Avanguardie educative[72] and Piccole Scuole[73]. These surveys function as a de facto monitoring mechanism, providing valuable insights into practices, challenges, and trends across Italian schools. This ongoing research supports evidence-based policy development and highlights areas for improvement and innovation in digital well-being at school level. Schools prioritise students' emotional and relational aspects, especially in relation to challenges like cyberbullying, social inclusion, and motivation. The lower attention to physical well-being suggests a potential gap, despite known links between digital habits and physical health (e.g., screen time, posture, sleep). The absence of systemic monitoring in the majority of schools highlights a structural weakness. Some schools also reported innovative practices such as monitoring work-related stress and digital risk exposure, reflecting a growing awareness of teacher well-being in digital contexts.

In **Latvia**, the Safer Internet Centre in cooperation with the State Education Development Agency offers to schools and teachers diagnostic work on safety and responsibility on the Internet, critical thinking and media literacy for grades 3 and 6. The diagnostics are organised with the aim of finding out students' self-assessment in the areas of digital literacy and media literacy, as well as determining the level of students' knowledge about safety and responsibility on the Internet, the ability to critically evaluate media messages, to be familiar with web etiquette in cooperation and communication processes, as well as to be able to see the opportunities provided by the Internet in educational processes. The work can be carried out in social studies, classroom education or computer science lessons[74]. The latest monitoring work took place in April 2025 for grades 3 and 6. Teachers and schools were encouraged to participate. Students and teachers are informed about the results of the test. In order to discuss the results of the test and provide teachers with methodological support for their work in improving students' digital skills and media literacy, two seminars will be organised in May[75] .

In the **Netherlands**, there is the Monitor Digitalisering Onderwijs (Monitor on Digitalisation in Education)[76] where schools can assess their digitalisation efforts and get comparative results. The 2025 results are being analysed (May 2025) and will be shared in June 2025 (self-assessment). In September 2025, the comparative results will also be made available. Moreover, monitoring focuses on the enforcement of an agreement among educational interest groups to ban mobile devices from classrooms, an initiative aimed at improving focus and well-being.

In **Norway**, the education authority conducts a national survey every year at selected school levels (years 7, 10 and 11). Schools are encouraged and can decide themselves if they want to participate in the national survey for years 5, 6, 8, 9, 12 and 13.

72 https://innovazione.indire.it/avanguardieeducative/
73 https://piccolescuole.indire.it/
74 www.diagnostika.drossinternets.lv
75 https://drossinternets.lv/lv/posts/view/diagnostikas-darbs-3-un-6-klasem
76 https://www.poraad.nl/algemeen/monitor-digitalisering-onderwijs

The survey covers several aspects of digital well-being.

Portugal currently has no established monitoring or evaluation activities related to digital well-being in schools. However, the recommendations for schools on the use of smartphones foresee a monitoring process by the Ministry of Education, Science and Innovation.

In **Spain**, well-being is included as part of a broader self-assessment procedure used to develop Digital School Plans. Schools are also encouraged to use the SELFIE tool to support this process.

2 Curriculum and well-being

Across European education systems, the emphasis on well-being in digital environment as a learning goal varies according to education level. Most countries, as seen in Figure 8 below, integrate this topic within lower secondary (12-14 years) (BEfl, HR, CY, FI, FR, EL, LV, LT, NL, NO, PT, SK, ES, TR) at a time when young people tend to start being more exposed to digital technologies. Emphasis is also put in upper secondary education (15-19 years) with 13 countries (BEfl, HR, CY, FI, FR, LV, LT, NO, PT, SK, SI, ES, TR) indicating well-being in digital environment as a learning goal, while many countries (HR, CY, FI, FR, EL, LV, LT, NL, NO, SK, SI, ES, TR) also extend this focus to primary education (6-11 years), ensuring that students develop safe and responsible digital habits early on. However, early childhood education (0-5 years) remains part of the scope of these efforts in only some countries (FI, FR, SK, ES, TR), likely due to limited digital engagement at this stage. Differences also emerge in implementation approaches. While some systems prioritise secondary education, others adopt a comprehensive, cross-level strategy. In a few cases, well-being in digital environment in school is not explicitly included at certain levels, reflecting variations in national education policies and curricular priorities.

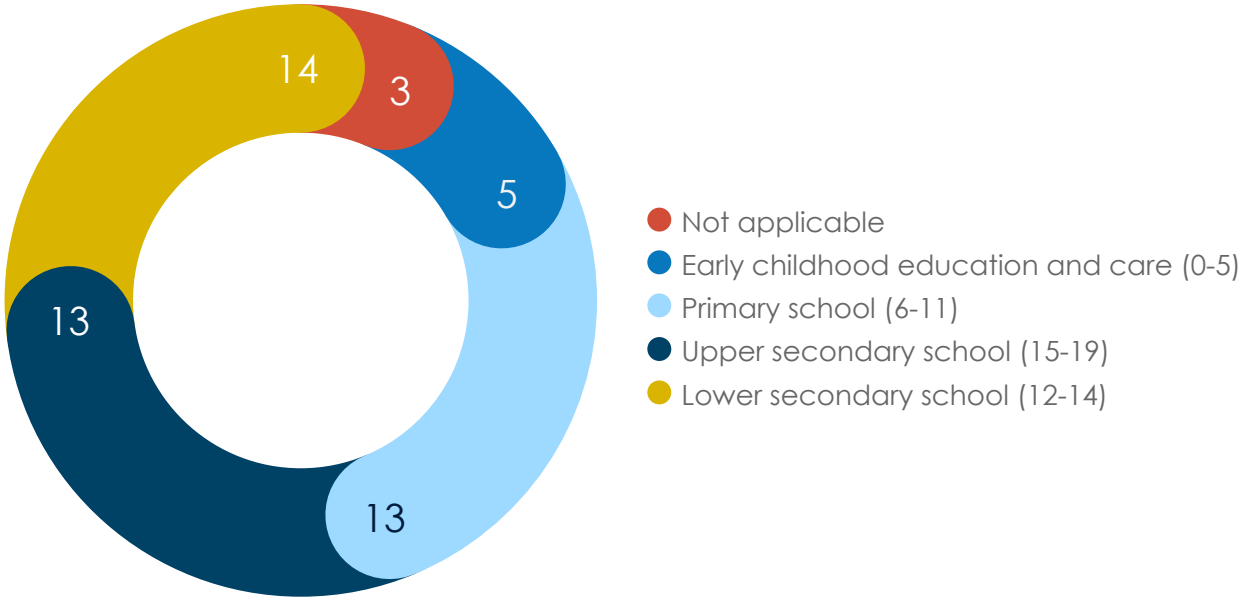

Figure 8: Education level(s) that the curriculum emphasises well-being in digital environment in school as a learning goal. (N. 18)

2.1 Well-being as a learning goal in the curriculum

Countries that responded to the survey are increasingly recognising the importance of well-being as a learning goal in the curriculum. Many education systems integrate well-being into their curricula, acknowledging its role in both academic success and personal development.

In **Belgium (Flanders)**, well-being is emphasised as a crucial factor for both learning outcomes and personal growth. A positive school climate enhances student engagement and performance. The Flemish education policy integrates well-being into the curriculum to promote mental health, resilience, and social skills.

In **Croatia**, well-being is a mandatory component of the curriculum for all students, reinforcing its importance in education.

CARNET's BrAIn project[77] is a forward-looking initiative that integrates AI into educational contexts to enhance learning outcomes while promoting critical thinking and media literacy. The BrAIn Project develops AI-driven curricula to teach students about artificial intelligence, focusing on critical thinking, ethical AI use and the detection of disinformation. The curriculum encourages students to question online content, identify manipulation tactics and assess the credibility of information sources. By combining AI literacy with media literacy, the project empowers students to become discerning digital citizens, capable of navigating an increasingly complex information landscape. The AI-focused curriculum also trains students to recognise algorithmic bias, understand data privacy concerns and engage with technology responsibly, reducing their vulnerability to digital manipulation and misinformation campaigns.

Cyprus supports well-being as a learning goal based on extensive academic research, which highlights its positive impact on learning outcomes and the development of well-rounded citizens, which is one of the Ministry of Education, Sport and Youth's primary objectives. The Health Education Curriculum in primary education[78] aims to promote the mental, physical and social well-being of students. This is achieved, on the one hand, through the development of personal and social skills and values, and on the other hand, through collective action to upgrade their social and physical environment. Objectives ranging from self-development and empowerment to developing a safe and healthy lifestyle, improving one's social self, and becoming an active citizen, include topics regarding digital well-being (i.e. pupils at 5th and 6th Grade of Primary School are taught about cyberbullying, safe browsing and proper etiquette when using the internet, misinformation/ disinformation on the internet, digital footprints, digital/ online games). In lower secondary education (ages 12-15) students learn how to use ICT effectively and safely in the subject of Computing[79]. It includes awareness building on how to use common applications effectively (e.g. a word processor, a spreadsheet, presentation software, a web browser, email services, files, etc.). They also learn basic hazards and dangers (e.g. loss of data, phishing, identity theft, cyberbullying, grooming, ergonomics) and techniques to prevent them or to manage them (e.g. backup, password policies, two-step authentication, reporting methods, posture, etc.). Additionally, in the subject of Health Education students cover aspects of cyberbullying and grooming and ways to manage them in the broader sense of developing social skills. In upper secondary education, students delve in more detail into social, the economic and health aspects associated with ICT use, through the Computer Applications optional subject, available to specific pathways in years 2 and 3 of upper secondary education (16-18 years old).

In **Finland**, digital well-being is not a learning goal in the curriculum, but well-being is integrated in numerous ways into various parts of the curriculum, such as subject objectives and transversal competencies.

In **France**, well-being in digital environments is both a health and a citizenship issue. As students live with digital technology, they must learn how to use it critically and responsibly to maximise its benefits.

Greece places the positive development of students at the core of its educational goals. The curriculum serves as a fundamental pillar for promoting physical and mental health, influencing students' overall learning and well-being. Various international organisations including UNESCO, OECD, and the WHO have validated frameworks that are integrated in the national policy, linking well-being to academic achievement, positive social relationships, and responsible citizenship.

[77] https://www.carnet.hr/en/projekt/brain/
[78] https://agogyd.schools.ac.cy/index.php/el
[79] https://plirom.schools.ac.cy/index.php/el/pliroforiki/analytiko-programma

In the Greek education system, student well-being is incorporated into the **Skills Workshops**[80] (Εργαστήρια Δεξιοτήτων), a compulsory part of the curriculum for kindergarten, primary, and lower secondary education. One of the four core thematic areas is titled **'Live Better – Well-being'** (*Ζω Καλύτερα – Ευ Ζην*), which focuses on physical, mental, and emotional health. Key sub-topics include mental and emotional health (e.g., empathy, resilience, self-regulation); healthy eating and self-care; body awareness and sexual education. Workshops are designed to be experiential and collaborative[81], helping students develop life skills and social-emotional competencies.

Digital well-being in **Latvia** is not specified separately in the learning objectives of the curricula. However, the objective of the curriculum is a comprehensively developed and competent student who is interested in his or her intellectual, socio-emotional, and physical development, lives healthily and safely, studies with pleasure and interest, participates in public events in a socially responsible manner and undertakes initiative[82]. Since 2022, the General Education Law[83] stipulates that schools must provide students with systemic support for the development of socio-emotional competence.

Lithuania considers well-being important in the curriculum to ensure the safe and appropriate use of digital tools by pupils.

In **the Netherlands**, well-being is integrated into learning domains such as digital literacy and citizenship education. These topics are closely connected and should hold a central place in the curriculum.

In **Norway**, digital well-being is not a learning goal in the curriculum, but well-being is integrated in numerous ways into various parts of the curriculum, such as subject objectives and transversal competencies.

In **Portugal**, according to the 'Student's Profile by the End of Compulsory Schooling'[84], well-being is essential for all children and their educational achievement for them to access quality education, within a pathway which allows educational and pedagogical equity from birth, along with the family and in a growing integration of services. Schools are invited to define strategies for implementing measures that help digital devices to be used in a balanced way, improving the teaching and learning process and developing the areas of competence defined in the 'Student's Profile by the End of Compulsory Schooling'.

For **Slovakia**, well-being is considered an important learning goal because it directly influences students' ability to learn, develop healthy relationships, manage stress, and engage meaningfully in education. It is considered that by emphasising well-being in the curriculum both academic achievement and long-term mental, emotional, and social development are supported, helping students thrive both in school and in life.

In **Slovenia**, well-being supports holistic student development, influencing academic success, personal growth and social skills. Schools play a key role in shaping healthy life habits and addressing the impact of digital environments on mental health. The curriculum incorporates strategies for safe and responsible digital use, digital stress management and the prevention of cyberbullying and misinformation.

Spain considers well-being an inherent part of education, ensuring students' full integration into digital society. The curriculum promotes enriched and contextualized learning experiences that encourage critical reflection and responsible digital behaviour across subjects.

In **Türkiye**, integrating online well-being into the curriculum is essential as students increasingly engage in digital spaces.

80 https://iep.edu.gr/el/psifiako-apothetirio/skill-labs
81 https://dipe.zak.sch.gr/files/2021/TELIKO_Ergastiria_dexiothtvn_odigos-.pdf
82 https://likumi.lv/ta/id/303768
83 https://likumi.lv/ta/id/20243#p17
84 https://cidadania.dge.mec.pt/sites/default/files/pdfs/students-profile.pdf

The curriculum addresses screen-time balance, social media pressures, cyberbullying, and digital fatigue. It also promotes safe and ethical online behaviour, privacy awareness, and critical thinking skills to combat misinformation.

Across Europe, countries are incorporating various well-being and digital literacy topics into their curricula, often through cross-curricular approaches or dedicated subjects. Overall, while some countries embed these topics within specific subjects, many adopt a cross-curricular approach to ensure broad coverage of well-being in digital environment in school, critical thinking and responsible technology use across different educational levels.

2.2 Topics related to well-being that are defined in the curriculum.

The integration of well-being-related themes into national curricula reflects a growing recognition of the importance of equipping learners with the knowledge, skills, and attitudes necessary to navigate an increasingly complex digital and social environment.

While countries differ in how these themes are embedded, the common goal is to support students' holistic development. An outline of the national approaches can be found in Figure 9 below.

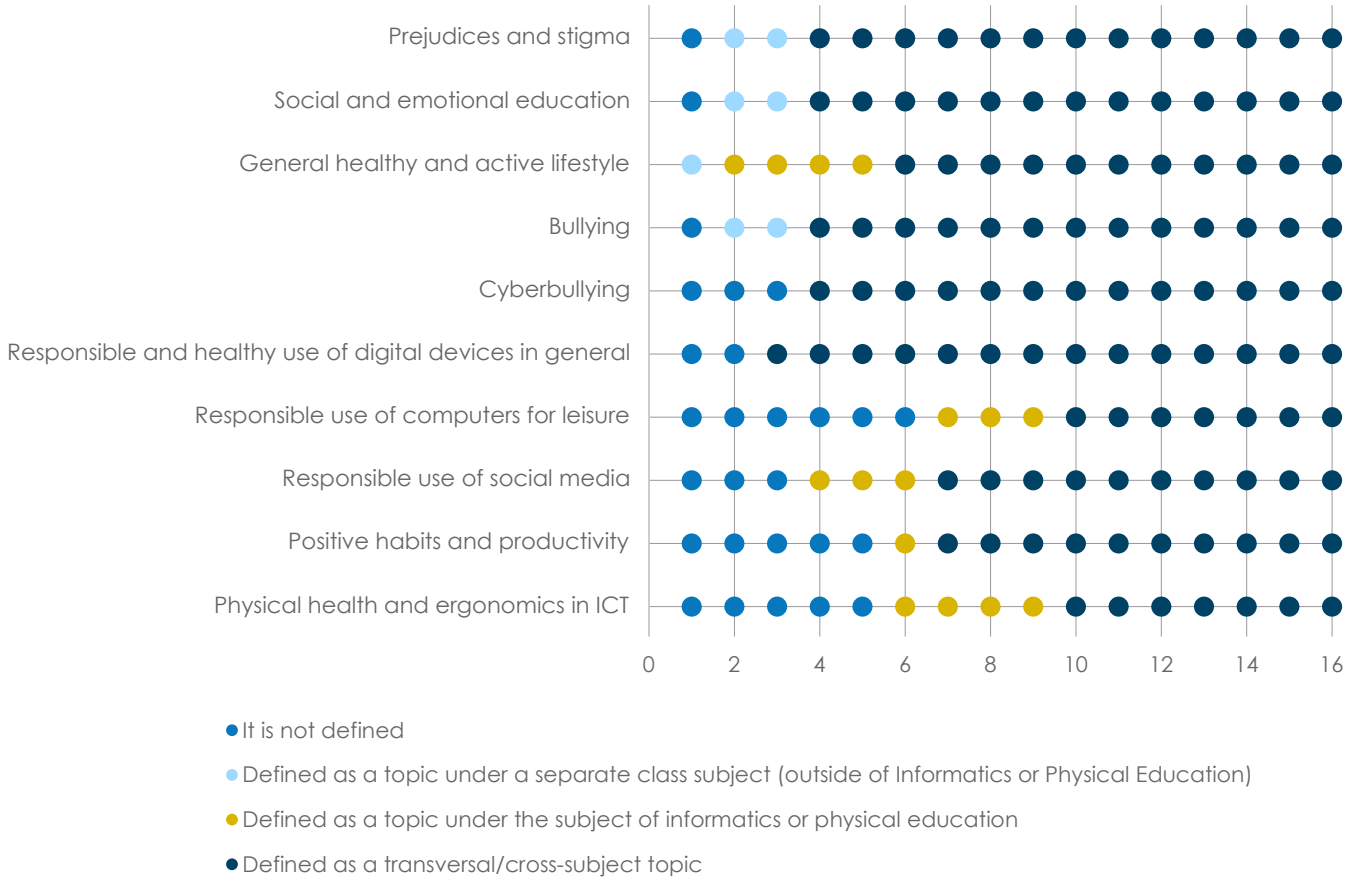

Figure 9: Topics and format defined in the countries' curriculum. (N. 16)

In **Belgium (Flanders)**, several objectives define key topics in the curriculum, including:

- Safe and Responsible ICT Use: Students learn to use ICT in a secure, responsible, and effective manner.
- Communication Skills: ICT is used to communicate safely and effectively.
- Respect and Appreciation: Students develop respectful and appreciative interactions with others.
- Resilience: Students learn to assert themselves appropriately with peers and adults.

In **Croatia**, these areas are addressed through cross-curricular topics integrated into various subjects.

Cyprus takes a differentiated approach based on the educational level. While Informatics and Physical Education cover some aspects, Health Education is also a dedicated subject. In primary education, there is no specific Informatics subject, so these topics are treated as cross-curricular, while in secondary education, Informatics plays a more central role.

In **Finland**, the curriculum addresses the topics in some cases briefly and in others more extensively. Regarding bullying, it states that "*the education provider prepares a plan to protect students from violence, bullying, and harassment as part of the school-specific student welfare plan.*" This plan takes into account interactions among students and between students and adults at school. It includes prevention and intervention measures, approaches at community, group, and individual levels, individual support and necessary care for both the perpetrator and the victim, cooperation with guardians and necessary authorities, introduction and communication of the plan to staff, students, guardians, and partners, as well as updating, monitoring, and evaluating the plan. On active lifestyle, the curriculum mentions that "*in the subject, positive experiences related to individual physical education classes and supporting an active lifestyle are important.*" Ergonomics is also addressed in the curriculum. Responsible use of social media and digital devices, including computers for leisure such as video gaming, are not directly included in the curriculum. However, the upcoming legislation restricting the use of digital devices (expected in 2025) might lead to a more detailed description of these issues in schools.

France has a long-standing tradition of media education and digital literacy. Students follow a reference framework for digital skills, and a Charter for education in digital citizenship and culture[85] has been introduced. Article 12 of this charter explicitly references digital well-being, which is also integrated into multiple other sections.

In **Greece**, digital well-being is addressed as a topic in the subject of 'Skills Workshops', which serves as a separate subject beyond Informatics and Physical Education.

In **Italy**, schools in the INDIRE Innovation Networks (Avanguardie educative and Piccole Scuole) reported varied levels of curriculum integration for digital well-being topics. Cyberbullying, bullying, responsible use of social media and digital devices are widely addressed, often through cross-curricular approaches. However, areas like physical health, healthy digital habits, and responsible use of technology for leisure are less consistently included or not formally defined. This suggests a reactive focus on risk prevention, with less emphasis on promoting healthy and proactive digital behaviours. Curriculum approaches differ greatly between schools, with limited standardisation.

In **Lithuania**, the subject of Informatics discusses issues of safe and health-friendly behaviour in the computer classroom, issues of negative environmental impact of digital technologies, collaboration in virtual space, cyber threats and other topics of student well-being.

Norway's Core Curriculum states that the 'school shall facilitate for and support the pupils' development in the five basic skills, included digital skills, throughout the entire learning path.' Among other things this includes exercising digital judgment, following privacy rules, and showing consideration for others online. It further includes using strategies to avoid unwanted incidents and demonstrating the ability for ethical reflection and assessment of one's own role online and in social media. The Core Curriculum also states that schools shall facilitate learning in the three interdisciplinary topics: health and life skills, democracy and citizenship, and sustainable development.

Portugal addresses most related issues through a cross-curricular approach, particularly within citizenship education. In secondary education, this component integrates various themes across different subjects.

[85] https://eduscol.education.fr/document/46839/download?attachment

The ICT curriculum fosters digital literacy and critical thinking, while the Student's Profile at the end of compulsory schooling emphasises holistic education, problem-solving, communication, and ethical responsibility. However, emotional education is not explicitly a standalone subject.

In **Slovenia**, digital well-being topics are primarily included as cross-curricular content rather than separate subjects. Students engage with these themes in various disciplines, including computer science, citizenship education, sports education and ethics.

Slovakia addresses different topics within the curriculum, with most of them directly related to the development of digital literacy, health and physical activity, or social and emotional competencies. In Slovakia's new National Curriculum (ŠVP), these topics are integrated across key literacies and educational areas. They are addressed through digital literacy, social and emotional literacy, health and physical education, and civic and ethical education. Rather than being taught as separate subjects, they are embedded in a cross-curricular and competency-based approach.

Spain integrates these topics both as cross-subject themes and within specific subjects such as Informatics and Physical Education. The current educational regulation LOMLOE, Organic Law 3/2020[86], 29th December, that modifies the Organic Law 2/2006, 3rd May, on Education, emphasises the development of competence-based teaching. This approach includes principles such as education for coexistence, respect, conflict prevention, and peaceful resolution, as well as non-violence in all areas of personal, family, and social life.

[86] https://educagob.educacionfpydeportes.gob.es/dam/jcr:f92577f1-f2b4-4135-8f4a-c41e80628954/loe-con-lomloe-texto.pdf

3 Training opportunities

All 18 countries that responded to this question stated that there training offered to school staff related to well-being in digital environment in school. As seen in Figure 2, eight countries (CY, CZ, FR, IT, NL, PT, ES, CH) mentioned that schools are encouraged to develop such opportunities while nine countries (BEfl, HR, FI, EL, LV, LT, NO, SI, TR) offer professional development for teacher at national or regional level. In Slovakia, third-party organisations usually offer such opportunities for the time being.

On the basis of responses to this survey, it can be said that across Europe training opportunities for school staff related to well-being in digital environments vary in objectives, format, duration and target audience. Overall, training on well-being in digital environment is widely available, though its mandatory status varies. Many countries integrate digital well-being within broader digital competence initiatives, offering teachers multiple pathways to enhance their skills and support student well-being.

In **Belgium (Flanders)**, the DigiSprong initiative promotes professional development, including the 'MediaCoach' programme, which helps educators integrate digital well-being strategies into schools.

In **Croatia**, training opportunities exist at all education levels. The eSchools Project provides structured training for integrating digital tools, addressing both technical competencies and student well-being. The BrAIn Project trains teachers on AI and media literacy, helping them guide students in evaluating online information and promoting critical thinking.

In **Cyprus**, the Cyprus Pedagogical Institute organises on-site and online training, including workshops, seminars and events throughout the school year for teachers at all levels.

In the **Czech Republic**, training is offered in multiple formats (webinars, onsite seminars, longer trainings) for all education levels. When professional development is required, teachers choose seminar topics with the approval of their school principal.

In **Finland**, training opportunities are offered to school staff, including teachers, to support well-being in the digital environment. These trainings are available in various formats, such as online, hybrid, and on-site, and target different education levels. They are designed to equip teachers with the skills and knowledge to support students' digital well-being effectively. Training is provided by universities, colleges, organisations, and companies. In-service teacher training has also been funded by the state annually, but this funding has been discontinued starting in 2025. It is assumed that the provision of continuing education will continue in the future, but the discontinuation of state grants may affect the number and pricing of training programmes. The main objectives of these training opportunities are to enhance teachers' understanding of digital well-being, provide strategies for integrating digital well-being practices into the classroom, and support students in navigating digital environments safely and healthily. Participation in these trainings is encouraged but not compulsory for school staff. Practically speaking, the main barriers to participating in continuing education in Finland are financial constraints (hiring substitutes, training costs, and travel expenses) and polarisation/ cultural factors as training is focused on a certain number of active teaching staff, while the more passive teaching staff participates little or not at all.

In **France**, teachers access training locally through the Ecoles académiques de la formation[87], continuing education regional schools, or online via the Magistère platform[88]. They can also use the Pix platform[89] to obtain

[87] https://www.education.gouv.fr/les-ecoles-academiques-de-la-formation-continue-eafc-des-formations-au-plus-pres-des-besoins-et-de-l-340541
[88] https://magistere.education.fr/local/magistere_offers/index.php?v=formation
[89] https://pix.fr/

the Pix+Edu certification.

In **Greece**, training opportunities are mostly voluntary, covering topics such as cyberbullying, digital citizenship and digital stress. Formats include online (eTwinning, Erasmus+), hybrid (Institute of Educational Policy programs), and on-site (NGOs, school-based training). Duration ranges from short-term webinars to long-term Erasmus+ courses. While digital competence training is encouraged, digital well-being is not mandatory.

In **Italy**, most schools in the INDIRE Innovation Networks (Avanguardie educative and Piccole Scuole) reported offering professional development opportunities on digital well-being for teachers and staff, though some still lack structured training in this area. This widespread availability reflects both national initiatives (such as Scuola Futura and the work of the Équipe Formative Territoriali) and the ongoing efforts of INDIRE's innovation networks to promote awareness and build professional capacity. However, the uneven distribution of training suggests disparities between schools and regions. While training remains a clear strength, it should be accompanied by more consistent monitoring and data collection to assess impact and improve practices.

In **Latvia**, several initiatives support the professional development of teachers in the field of digital well-being. In 2025, the Latvian Association of Local and Regional Governments Training Centre (LPMC) will offer the *"Safe Internet Usage"* programme (EU-funded)[90], aiming to improve educators' and municipal specialists' knowledge about safe, responsible internet use through online ZOOM-based lectures, workshops, and practical sessions. Riga TechGirls[91], in collaboration with the IT Education Foundation and the AUGT Fund, implements the *"Human-Centred Technology"* programme to enhance teachers' digital skills and promote the integration of technology in teaching practices through a three-month online course. Additionally, the *"Experience Artificial Intelligence"* programme[92], organised by the Latvian Safer Internet Centre with Raspberry Pi Foundation and Google DeepMind, provides hybrid-format training for primary school teachers on AI use, safety, and ethics. Moreover, the 2024 eTwinning initiatives[93] focus on promoting teachers' and students' well-being through international online collaboration projects accessible to all education levels.

In **Lithuania**, the requirements of the programme for professional development of teachers cover aspects of digital competence of teachers, digital literacy programmes, health (4.3. Health and Environmental Protection), and well-being. The teacher training on digital literacy is also linked to digital well-being.

In **the Netherlands**, schools and teachers independently determine professional development needs. The collective labour agreement ensures teachers receive a yearly budget for continuing professional development.

In **Portugal**, professional training for teachers (at all levels of education) is provided by different training centres nationwide. In the area of digital well-being, the Directorate General for Education conceives training frameworks, developed by the training centres, and promotes teacher training activities, also developed by the ICT Competence Centres. Moreover, teacher training initiatives are promoted in various formats by the SeguraNet Awareness Centre[94], which operates under the Portuguese Safer Internet Centre.

In **Slovakia**, training opportunities for school staff related to well-being in the digital environment exist, but they are limited and fragmented. Various organisations, such as VÚDPaP, DigiQ, and other, offer occasional workshops, webinars, and awareness-raising activities. These initiatives are typically local or project-based and not part of a coordinated national strategy.

90 https://lpmc.lv/u_course_cat/drosa-interneta-lietosana-ek-projekts/#m-04-2025
91 https://cilvecigipartehnologijam.lv/
92 https://drossinternets.lv/lv/info/pieredzet-mi
93 https://www.erasmusplus.lv/jaunums/labbutiba-skola-etwinning-2024-gada-pavasara-kampana-ir-sakusies
94 https://seguranet.pt/

In **Slovenia**, training focuses on digital competencies, preventing digital addiction, cyberbullying, and promoting balanced technology use. Programmes range from short webinars (Safe.si, Logout, Arnes) to hybrid and onsite seminars (National Education Institute). The primary audience includes teachers, school counsellors, and principals. Training is mostly voluntary.

In **Spain**, digital well-being is included in digital competence training for teachers. Courses range from 40 hours (A1 level) to 70 hours (B2 level) and are available in online, hybrid, or on-site formats. Each region manages training differently, and while not mandatory, courses contribute to teachers' accreditation in digital competence.

In **Türkiye**, training adapts the Council of Europe's Digital Citizenship Education tools to the national education system. It targets lower secondary students and involves various stakeholders, including teachers, administrators, parents, and caregivers. While participation is encouraged, training is not compulsory.

4 Resources by respondents

Belgium (Flanders)

- Why prevent psychosocial risks? (in Dutch)
- Security, privacy & well-being (in Dutch)
- Become your school's media coach (in Dutch)
- In search of a digital balance (in Dutch)
- How do you increase the well-being and well-being of everyone in your educational institution? (in Dutch)

Croatia

- Application of artificial intelligence-based digital technologies in education – BrAIn
- Enhanced tools for creating equal opportunities in education for pupils with disabilities – ATTEND
- e-Schools: development of the system of digitally mature schools (II. phase)

Cyprus

- National strategy for a better internet for children in Cyprus (in Greek)
- Cybersecurity strategy of the Republic of Cyprus 2020 (in Greek)
- Health education primary education (in Greek)
- Subject of informatics analytical programme (in Greek)
- Digital Pioneer platform (in Greek)
- Safer School for Internet Programme (in Greek)
- CYberSafety (in Greek)

Finland

- Digitalisation Strategy for Education
- Finland's Digital Compass.
- Digital Well-being in Families - Mannerheim League for Child Welfare
- Youth Digital Gaming – THL (in Finnish)
- DigiConsumers - Youth Financial Skills in Digital Environments
- Recommendations for leisure time (in Finnish)
- Materials for teachers to plan and implement teaching (in Finnish)
- Pupil and Student Welfare Act (in Finnish)

France

- Digital education strategy 2023-2027 (in French)
- The health-promoting school (in French)
- Policy to combat bullying at school (in French)
- School evaluation board: school evaluation (in French)
- The regional schools for continuing education (EAFC): training courses that are as close as possible to needs and the working environment (in French)
- Open access courses (in French)
- Pix: the public online service for assessing, developing and certifying your digital skills. (in French)
- Phare: an anti-bullying program in schools (in French)
- Charter for education in digital citizenship and culture (in French)

Greece

- Digital School platform (in Greek)
- Digital Tutoring platform (in Greek)
- The Hellenic Safer Internet Center (in Greek)
- The Institute of Educational Policy (IEP)
- Greece - Digital Transformation Paper 2020-2025
- stop-bullying.gov.gr platform (in Greek)
- Safe Youth: The Panic Button for Youth (in Greek)
- E-class platform (in Greek)
- e-Twinning Greece (in Greek)
- Teacher Training for the Prevention and Treatment of Domestic Violence and Bullying (in Greek)
- Skills Workshops – Practical Guide (in Greek)
- Skills Workshops - about (in Greek)
- The National Strategy on Violence and Delinquency of Minors: Its Structure and 4 Chapters (in Greek)
- Children's digital wallet for online age assurance

Italy

- LAW 17 May 2024, No. 70 Provisions and delegation to the Government on prevention and combating bullying

and cyberbullying. (24G00086) (in Italian)

- Ministerial Decree no. 18 of 13 January 2021 - Guidelines for the prevention and combating of Bullying and Cyberbullying. (in Italian)
- National Plan for the Digital School (PNSD) (in Italian)
- Strategic and Management Planning (MIM) documents (in Italian)
- Scuola Futura platform (in Italian)
- Small Schools (Piccole Scuole) initiative
- Avanguardie Educative (in Italian)
- LAW no. 71 of 29 May 2017Provisions for the protection of minors for prevention and contrast of the phenomenon of cyberbullying. (17G00085) (in Italian)
- National Observatory for Childhood and Adolescence (in Italian)
- Safer Internet Centre – Connected Generations project (in Italian)
- National Digital School Plan (in Italian)
- National ePolicy Database (in Italian)
- Fact-finding survey on bullying and cyberbullying (in Italian)
- Resolution 7/24/CONS Guidelines aimed at ensuring compliance with the provisions of the Consolidated Law by influencers and establishment of a special technical table (in Italian)

Latvia

- Latvian Safer Internet Centre on Internet addiction (in Latvian)
- Diagnostic work for grades 3 and 6 (in Latvian)
- Platform of diagnostic work on Internet safety and media literacy (in Latvian)
- Procedures for Public Participation in the Development Planning Process (in Latvian)
- EMU Platform
- Regulations Regarding the State Basic Education Standard and Samples of Basic Education Programmes (in Latvian)
- General Education Law (in Latvian)
- Safe use of the Internet training opportunities (in Latvian)
- The Digital Skills Masterclass programme *"Humane for Technology"* (in Latvian)
- Experience AI training programme (In Latvian)
- Wellbeing at school – eTwinning Spring 2024 campaign (In Latvian)

Lithuania

- The General Programme of Informatics (in Lithuanian)

Netherlands

- The Digital Literacy Expertise Centre (in Dutch)
- The Citizenship Expertise Point (in Dutch)
- Media Literacy Network (in Dutch)
- Monitor Digitalisation Education (in Dutch)
- Well-being at School - Trimbos Institute (in Dutch)
- Mental health and well-being - step-by-step plan (in Dutch)

Norway

- Report: A school day under pressure: The search for safety and belonging (in Norwegian)
- The digital (in) life Balanced upbringing in the age of screens (in Norwegian)
- Promote a safe and good school environment and prevent violations (in Norwegian)
- Core curriculum – values and principles for primary and secondary education (in Norwegian)
- Education Act 2010. In force as of 1 August 2014. (in Norwegian)

Portugal

- SeguraNet (in Portuguese)
- Students' Profile by the End of Compulsory Schooling
- Recommendations for Promoting Digital Wellbeing in Schools (in Portuguese)
- Recommendations to schools on the use of smartphones (in Portuguese)

Slovakia

- Webinár #103 – Digital wellbeing in education (in Slovak)
- Digital Wellbeing: How to Set Healthy Boundaries in the

Use of Technology? (in Slovak)

- Ministry of Education, Research, Development and Youth of the Slovak Republic Directive No. 1/2025 on the procedures and responsibilities for the prevention, identification, and resolution of bullying and cyberbullying in Slovak schools and educational institutions. (in Slovak)

Slovenia

- The Digital Education Action Plan (2021-2027) (in Slovenian)
- DIGI.DR project (Strengthening Digital Citizenship in Slovenian Educational Institutions)
- Safe.si
- Logout

Spain

- Programmes, actions and reference documentation for the acquisition and improvement of the digital skills of the members of the educational community (in Spanish)
- Emotional well-being in education (in Spanish)
- Agency unveils Global Strategy on Children, Digital Health and Privacy (in Spanish)
- Organic Law 3/2020, of 29 December, which amends Organic Law 2/2006, of 3 December, amending December, which amends Organic Law 2/2006, of 3 May, on Education, published in the BOE of 30 December 2020. May, on Education published in the BOE of 30 December 2020. (in Spanish)
- Mental Health Action Plan 2025-2027 (in Spanish)
- Emotional well-being in education (in Spanish)
- Spanish Framework for the Digital Competence of Teachers
- Digital Competence in the LOMLOE curriculum (in Spanish)

Switzerland

- Youth and Media portal (in French, German, and Italian)

Türkiye

- Effective digital self for continuous school improvement. Evaluation report (in Turkish)
- Digital Life Skills Workshop (in Turkish)
- Forum report within the scope of the *"International Forum on Artificial Intelligence Applications in Education"* (in Turkish)
- e-Twinning: Innovation and Education (in Turkish)
- 'Ailem' (My Family) series (in Turkish)
- eTwinning theme 2023-2024 (in Turkish)
- Digital Effective School Self-Assessment for Sustainable School Improvement (in Turkish)
- Digital Life Skills Workshop (in Turkish)
- Digital Security Policy (in Turkish)

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