



Recent developments and directions at the European Level

– supporting wellbeing and promoting school success for all –

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European Toolkit
for Schools

**Promoting school success,
inclusive education, and
well-being at school**

Expert Committee member of
the NESET Network



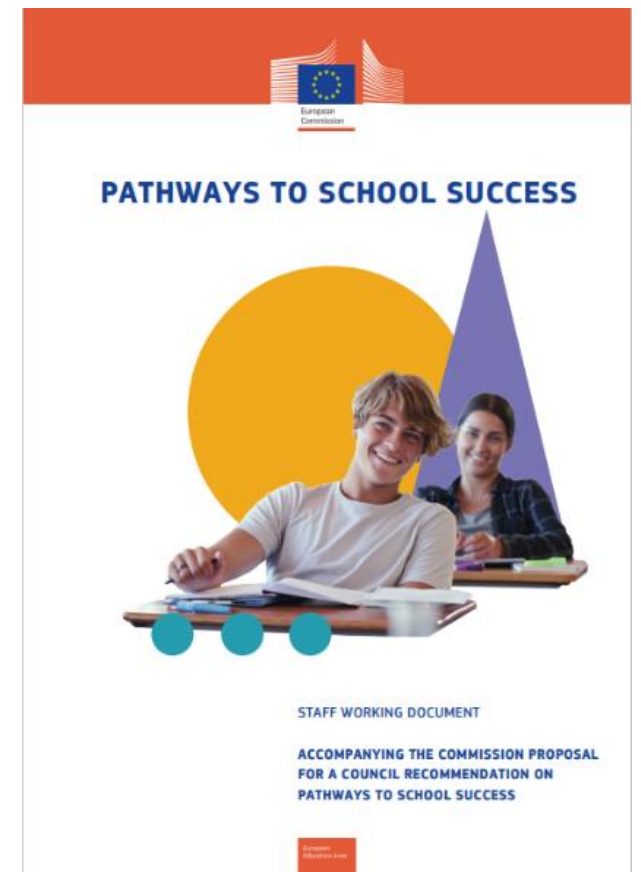
Council Recommendation on Pathways to School Success

Better educational outcomes for all learners:

- Reducing low achievement in basic skills
- Increasing secondary education attainment
- **Promoting wellbeing at school**

➤ ***education outcomes to be decoupled from socio-economic status***

Build on lessons learned from the 2011 Council Recommendation on early school leaving



Assessment of the implementation of the 2011 Council Recommendation on policies to reduce early school leaving

- On average, the **rate of early school leaving decreased from 13.4% in 2011 to 10.2% in 2019** across Europe.

HOWEVER

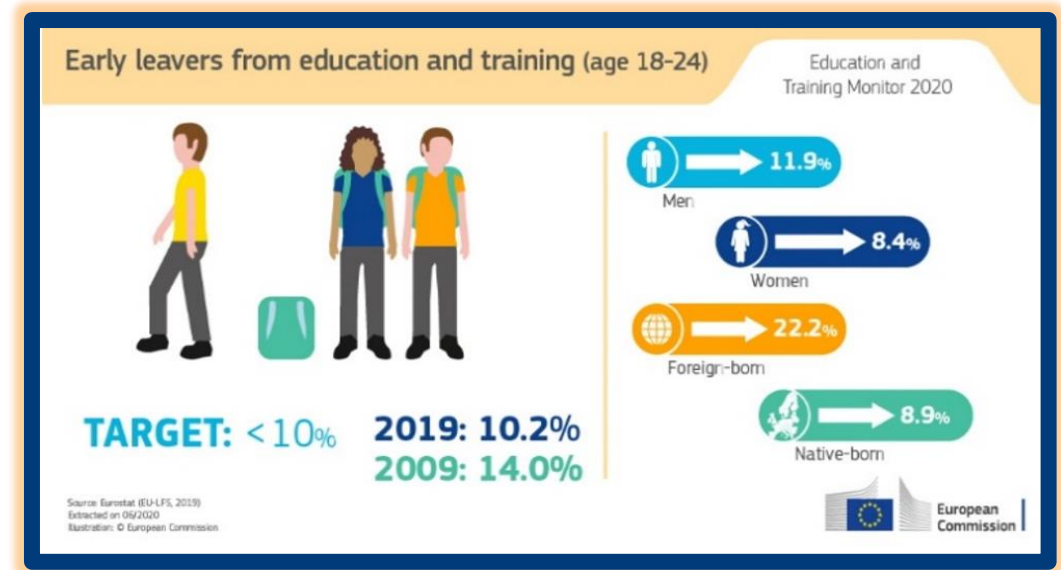
- considerable differences still exist between countries and demographics with people of a **migrant background**, **young men** and those living in **rural areas** being more likely to end their education before compulsory school leaving age.



What are the challenges?



PISA 2018: one in five 15-year-old Europeans lack adequate reading, maths or science competences (with further deterioration of results in PISA 2022).



10% early leavers from education and training
only 83% have completed upper secondary education.

More challenges. . .



Photo by [Timothy Eberly](#) on [Unsplash](#)

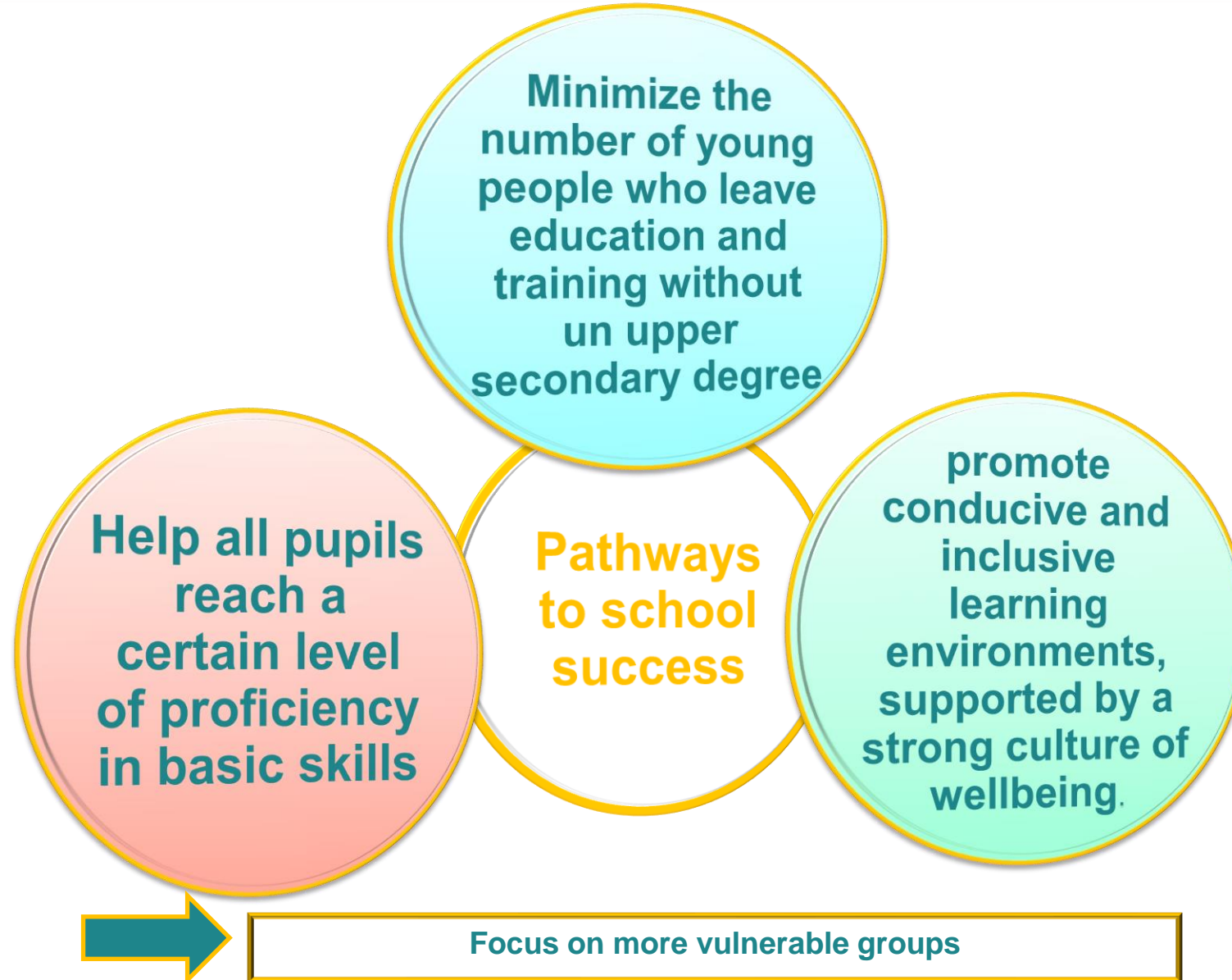
PISA 2018 and 2022:
Pupils' sense of belonging at school is declining and bullying is widespread.



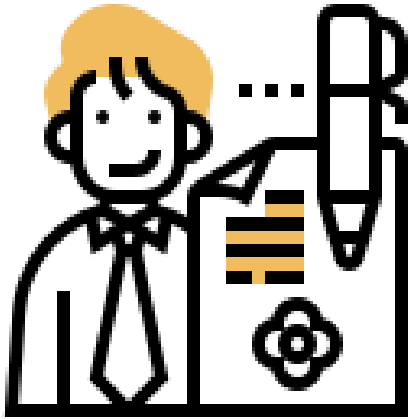
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The **COVID-19** has hit the most fragile students hardest. More learners at risk of dropping out. **Mental health difficulties** have risen.

Proposal for a Council Recommendation on Pathways to school success



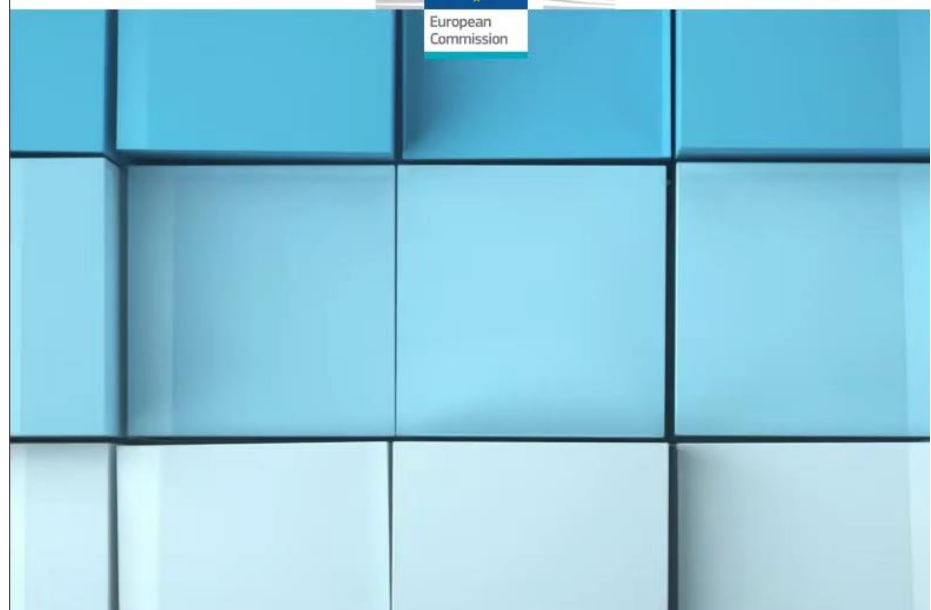
Expert Group on wellbeing and mental health



Recommendations

- ✓ promoting mental health and well-being
- ✓ preventing bullying and violence at school
- ✓ effective up-take of successful practices in schools
- ✓ recommendations for awareness raising activities at EU and national level.





A systemic, whole-school approach to mental health and well-being in schools in the EU

Analytical report



Education and Training

NESET report on mental health an...
A systemic, whole-school approach to mental health and well-being in schools in the EU

Assistir m...
Compartilh...
NESET

Carmel Cefai
University of Malta

European Commission



<https://nesetweb.eu/en/resources/library/a-systemic-whole-school-approach-to-mental-health-and-well-being-in-schools-in-the-eu/>



Resilience in Schools

Resilience may be defined as a **process of adaptation and growth** (academic, vocational, social-emotional) **despite adversity** such as poverty, forced displacement, violence, abuse and trauma. Rather than simply an individual quality or competence, resilience is the result of the **interaction between the individual and the environment**, such as the family, the community, the school and broader socio-cultural system.

Protective factors: While striving to prevent, eradicate or reduce the risks children face in their developmental pathway, we need to help them keep growing and thriving even in the face of risk by **nurturing individual protective factors** and **creating caring, supportive and inclusive contexts**. The following protective factors have been identified by the literature to promote resilience.



What motivates children who bully, and can they change?

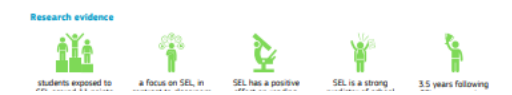
Bullying happens when a student hurts another on purpose. This behaviour is done more than once over time, and one student has more power than the other – is physically stronger or more popular.

What motivates children who bully others: Status, seeking approval from peers, being 'tough', 'powerful'.

Social and emotional learning and academic achievement in Schools

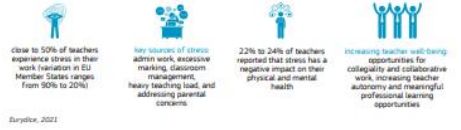
The inclusion in 2018 of "Personal, Social and Learning to Learn" as part of the eight key competences for lifelong learning has underlined social and emotional education as a key priority area in education. However, approaches across countries today are diverse and fragmented and one of the arguments against SEL is that it takes precious time away from academic learning in an already overcrowded curriculum. From this perspective, SEL may be seen as having little currency in the face of pressures to increase measurable educational outcomes and the demands of the labour market. It is not surprising that many teachers find it difficult to promote SEL and student wellbeing, either due to time constraints or the lack of support from both the school management and parents alike, who are often primarily focused on academic results.

Recent research, however, shows that this superficial dichotomy of mind vs heart, academic vs social and emotional learning, does not hold. It shows that academic and social and emotional learning are **inextricably linked** and that SEL supports academic learning and enhances academic achievement. This is also supported by research from neuroscience which shows that learning is a relational and emotional process and that classroom relationships and emotional processes impact on how children learn.



Teacher Well-being

A report on stress and well-being amongst lower secondary school teachers in the EU highlights that:



Teachers' and Learners' well-being: Higher teacher well-being is associated with higher student well-being and higher student academic performance. Supporting teachers to address burnout promotes their well-being and that of their students.

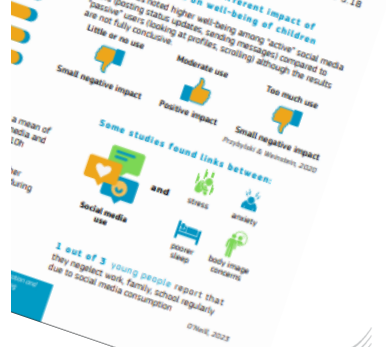
Well-being and Mental Health through Education

Positive mental health as defined by the World Health Organisation (WHO), refers to a state of well-being where children and young people realise their own abilities, learn to cope with common stresses of life, develop a positive sense of identity and the ability to manage thoughts and emotions, build social relationships, and acquire an education that fosters active citizenship. A whole school approach to well-being and mental health, in which all school actors (teaching and non-teaching staff, learners, parents and families) and external stakeholders have an essential role to play, leads to the promotion of positive mental health. Education involves sowing the seeds of emotional well-being (through the promotion of **social and emotional learning**) where children understand their emotions and can express themselves as valued members of the school community.



Well-being in the Digital Age

As digital devices have become common and most teenagers have access to a laptop. A study on the lives of most children in the EU (Fitzmaugh et al., 2020) found that going online is now an integral part of children's everyday life and education, extensive and irresponsible use of internet may negatively affect children's well-being. With the use of the internet to unseen levels during the pandemic, it has become urgent to maximise the benefits of the internet while minimizing the risks of children's use of internet. In January 2023, there were 5.18 billion social media users worldwide, and 4.8 billion social media users in Europe (Statista, 2023).



Supporting wellbeing at school: new guidelines based on the work of the Expert Group

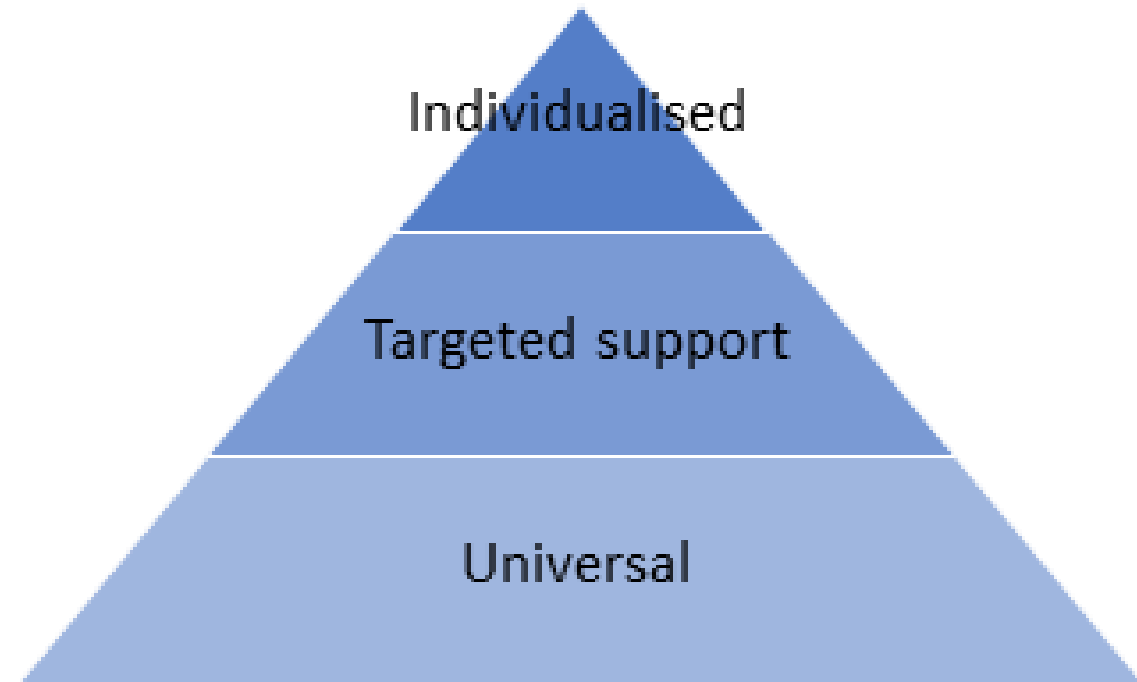
For policymakers [here](#)



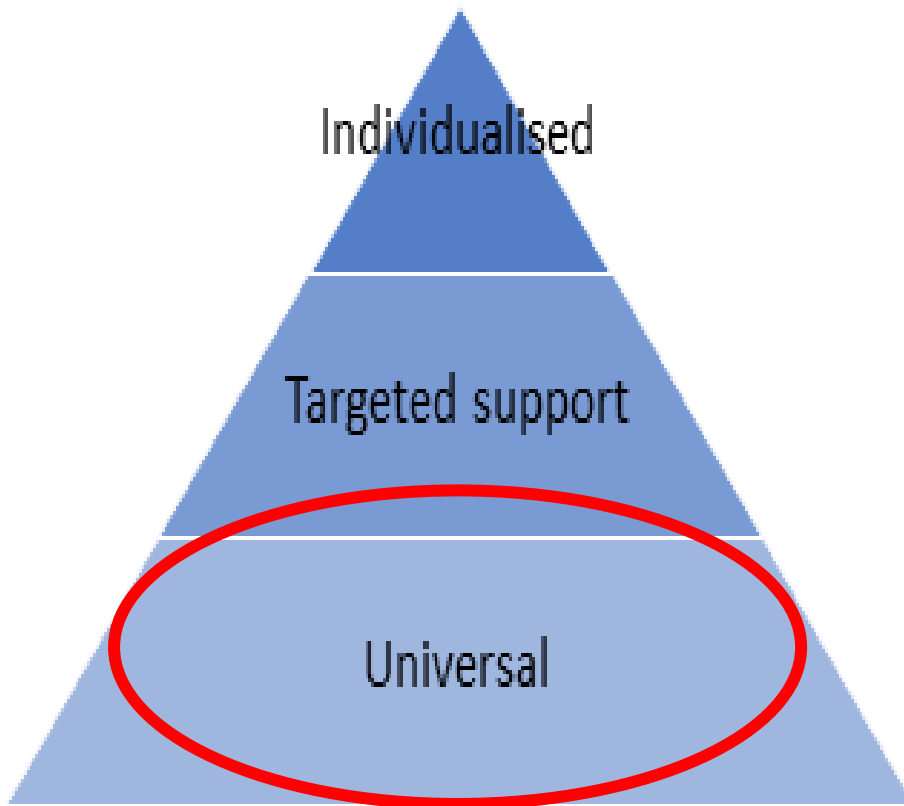
For schools [here](#)



Whole-system, whole-school approach to wellbeing and mental health

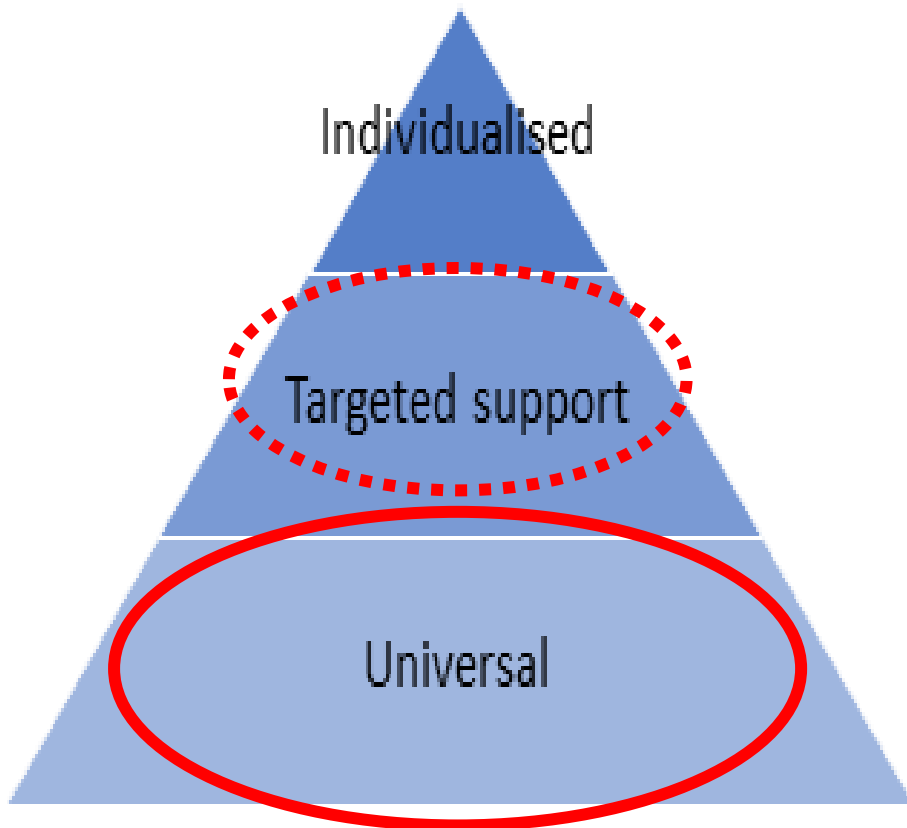


Wellbeing at school guidelines: recommendations



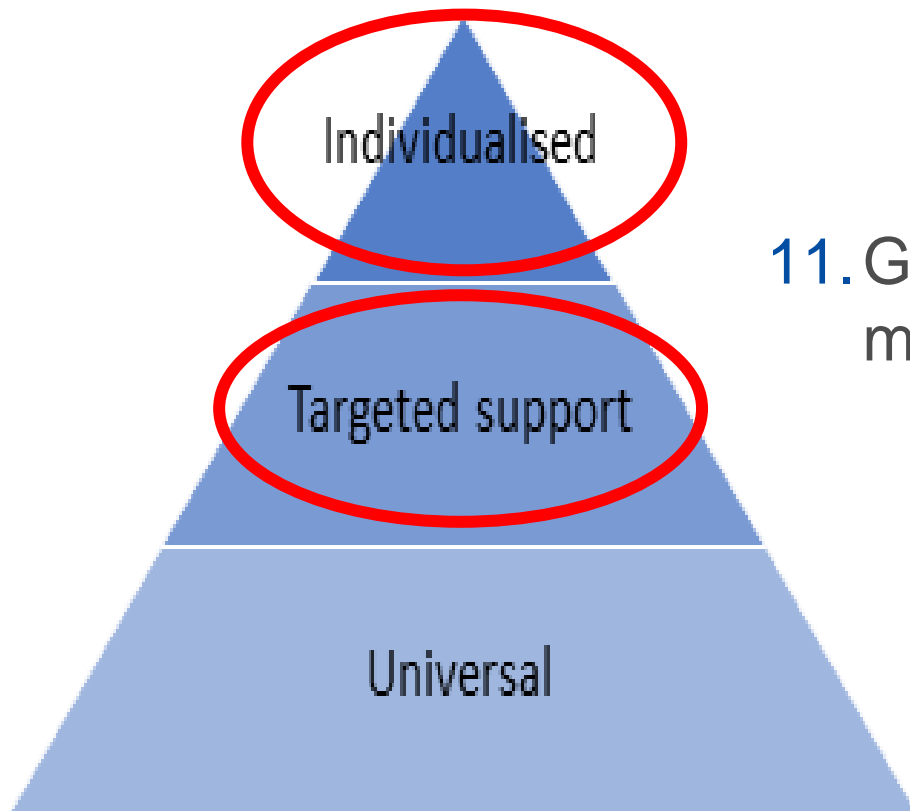
1. Positive school climate, active participation and empowerment of learners
2. Integration of social and emotional education into the curriculum
3. Foster collaborative partnerships
4. Fully integrate wellbeing principles into Initial Teacher Education
5. Strengthen the capacity of school leaders to address wellbeing at school

Wellbeing at school guidelines: recommendations



6. Safe schools to prevent and address any form of violence
7. Promote wellbeing in the digital age
8. Uphold fundamental rights by safeguarding core enablers of wellbeing
9. Provide continuous professional development and support to educators
10. Prioritise equity, inclusion and diversity

Wellbeing at school guidelines: recommendations



11. Guarantee access to support services for learners with mental health needs

European School Education Platform

May monthly theme: wellbeing and mental health

European Toolkit for Schools (Wellbeing resources)



PRACTICE ARTICLE

**Building emotional resilience
and wellbeing in education**

🕒 Published on 21 May 2024

TEACHING YOUNG PEOPLE
COMMUNICATION AND
COOPERATION SKILLS



EU-FUNDED TEACHING MATERIALS

**Programme STEPS: teaching
young people life skills**

🕒 Published on 17 May 2024



TUTORIALS

**Creativity in learning
enriches wellbeing**

🕒 Published on 16 May 2024

Webinars European Toolkit for Schools:

18 June - Promoting wellbeing for improved learning outcomes; further info: [link](#)

26 June - Wellbeing without overload: Integrating self-care in teaching practices; further info: [link](#)

European School Education Platform

Wellbeing and resilience

In this month's articles, we learn about various factors that affect wellbeing in schools. For example, [feeling safe at school](#) can significantly improve pupils' personal wellbeing and learning outcomes, which is also highlighted by recent [guidelines by the European Commission](#). Close [home-school collaboration](#) is also important to develop pupil self-esteem and strengths, especially for children in migrant families or children with [special educational needs](#). Sport also plays a role in wellbeing by helping to [reduces stress and anxiety](#) and promote social inclusion. To be able to support learners, caring for [teachers' wellbeing](#) is crucial, as highlighted in this month's expert article by Anastassios Matsopoulos (University of Crete). It's also important to consider [children's digital wellbeing](#), but by fostering positive engagement and inclusion, pupils can feel empowered and safe in online environments. Find more examples of [projects on emotional resilience and wellbeing](#) in our practice article and learn about the power of [creativity in learning](#) for mental health in our tutorial. Watch also an interview with Arniika Kuusisto (University of Helsinki) on the development of [worldview, values and resilience in early childhood](#), and recent webinar recordings on preventing [cyberbullying](#), promoting [outdoor education](#), and wellbeing for [improved learning outcomes](#).

Webinar recordings:

- [Understanding, preventing and responding to cyberbullying](#), 24.05.2024
- [Outdoor education: Learning beyond the classroom](#), 14.06.2024
- [Promoting wellbeing for improved learning outcomes](#), 18.06.2024

Latest content

- **Publication:** [Supporting wellbeing and mental health through education](#)
- **Publication:** [Prevention of violent radicalisation in ECEC](#)
- **Publication:** [The State of Children in the European Union](#)

Teaching material: [Programme STEPS: teaching young people life skills](#)





Thank you!



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