digi.well
A whole-school journey to digital well-being

A whole-school approach to well-being in a digital world

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To explore and foster a whole-school approach to well-being in a digital world, building upon an in-depth understanding of the needs of young people and the school community, while developing a set of self-assessment, capacity building and outreach tools

The whole school community, including children, young people, teachers and a wider range of school professionals.

The digi.well consortium is composed by EUN, as project coordinator, Foundation Tempus **(Serbia),** MVI **(Slovenia),** Logout **(Slovenia),** DGE **(Portugal),** and APAV **(Portugal).**

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A WHOLE-SCHOOL APPROACH TO WELL-BEING IN A DIGITAL WORLD

Providing a platform for exchange on well-being in a digital world.

Developing a self-assessment tool for schools on digital well-being.

Offering training, guidance and easy-to-use materials.

Exploring innovative models to involve a wider range of stakeholders in a whole-school approach to well-being in a digital world.

European Schoolnet
FOUNDATION TEMPUS
REPUBLIC OF SLOVENIA MINISTRY OF EDUCATION
LOGOUT
REPÚBLICA PORTUGUESA EDUCAÇÃO, CIÊNCIA E INOVAÇÃO
APAV Victim Support
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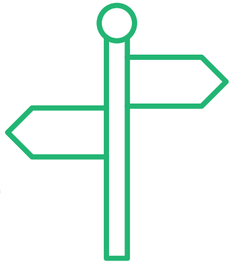
Research report

EU MOOC

Self-assessment tool

Training, outreach and dissemination



Guidelines and reccomendations

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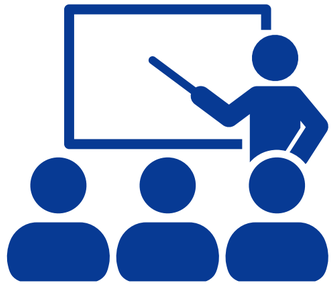
Scoping report



Consultations

A series of online and onsite consultations with the **whole school community**, including school pupils, has been carried out in the past year at a EU level and in the partners' countries (PT, SL, RS)

Literature review

Analysis of existing literature on phenomenology and terminology of digital well-being, the definitions existing at the European and international levels, and its key features.

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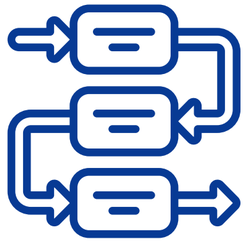
Methodology



online and offline consultations carried out in the **school environment**, with a set of tailored open-ended questions reflecting on **5 main areas depending on the target**

School pupils

- Digital use and habits
- Awareness and understanding
- Challenges risks and opportunities
- Support and resources
- Suggestions and potential solutions

School professionals

- Current practices
- Challenges
- Needs and support
- Impact of digital well-being classes
- Suggestions and potential solutions

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Definition of digital well-being

Three key words when describing digital well-being from both school pupils and school professionals

Safety
Responsibility
Balance

It's about being able to do things online safely, with awareness — knowing how to use tools and understanding the risks
School Professional, PT

Risks and opportunities

Opportunities

Chat with friends, but also to explore **identity**, deal with boredom, and find **entertainment**, listen to music and gather **information**

Risks

Many described feeling **tired**, distracted, or **emotionally drained** after long periods online. Three main risks identified:

Cyberbullying

Exposure to harmful content

Addictive features on social media platform

Needs

Lack of structural support, **limited access** to relevant resources, and a **lack of dedicated time** within their professional routines

structured **trainings**, **mentoring** programs and **peer** education models

"It's not about technology, it's about pedagogy."
School Professional - Serbia

Parents engagement

Strategies

Comprehensive policy framework and approach

Trainings for teachers and educators should be **practical**, **continuous**, and **embedded within the school context**

Peer and cross-generational mentoring

Involving school pupils in the **co-creation of measures**

positive **parenting programmes** and informal opportunities for parental engagement

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Self-assessment tool

A **structured questionnaire** for schools to evaluate how digital technology is currently governed and used within their setting, with a specific focus on its **impact on students' (and teachers') well-being** and based on the outcomes of the consultations.

Target audience

School staff involved in digital strategy and student well-being, including **school leaders and IT managers**, for the Infrastructure and Policies sections, **teachers**, for the Practices section

Four key areas

- Infrastucture
- Leadership
- Policies
- Practices
- Evaluation rubric

The questions will include **scaled answer options**, designed to reflect different levels of implementation or development.

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EU MOOC

7 September -
14 October 2026

Training, outreach and dissemination

Guidelines and reccomendations

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Scan the QRCODE and check the website!

THANK YOU

Chiara Antonelli and the Digi.well team

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