PERMA Digital Comprehensive Research Report

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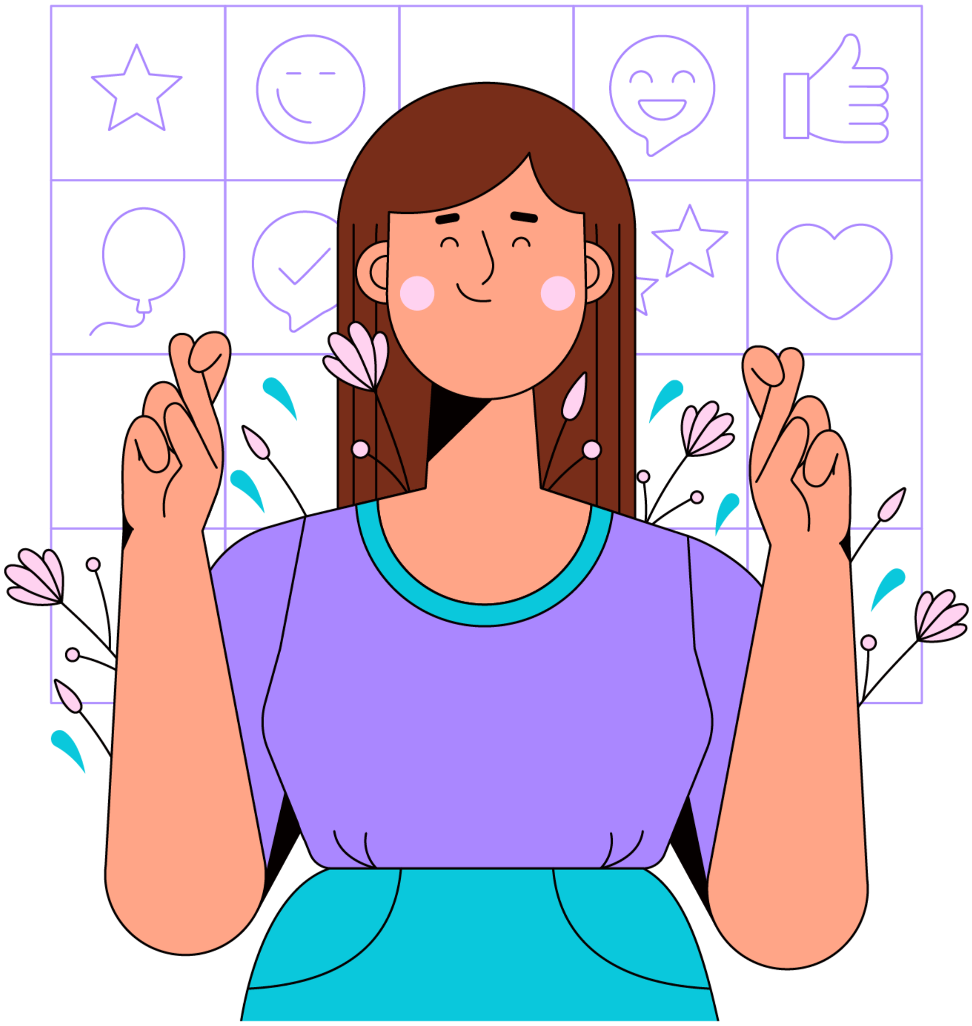
Date: September 9th 2025



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Please cite this publication as:

Avikainen, E., Clements, K., Tuba, O., Protopapa, M., Papadopoulos … & Palumbo, M. (2025). *PERMA Digital Comprehensive Research Report.* PERMA Digital - A Whole School Approach to Digital Well-being (Project No. 101195948). Available at https://perma-digital.eu/resources/#0

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Table of Contents

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1 Introduction

The EU is actively promoting digital well-being through policies and frameworks that support both citizens and educators. Initiatives like DigComp, DigCompEdu, and the Cyber Resilience Act aim to enhance digital competence, safety, and resilience across society (Car and deLuca, 2011; Ferrari, 2013; MOEC, DigCompEU, 2024). The EU emphasises a holistic approach to digital citizenship, integrating emotional intelligence, mental health, and social inclusion into education (The Council of the European Union, 2022). Collaborative efforts from governments, civil society, and tech providers are shaping a digital environment that empowers individuals while safeguarding their well-being. For example, the European declaration on digital rights and principles demonstrated EU's commitment to an inclusive, safe and sustainable digital transformation (European Declaration on Digital Rights and Principles for the Digital Decade, 2023). The EU is also committed to supporting well-being especially in digital education in its policies (Council conclusions on supporting well-being in digital education, 2022).

T2.1. Develop research and mapping guide
T.2.2. Map curricula
T2.3. Map practices and policy initiatives
T2.4 Implement focus groups
T.2.5 Author comprehensive research report
T2.6. Design the PERMA- Digital framework
T2.7 Develop research protocol & PERMA Digital Index

D2.1. PERMA Digital Comprehensive Research Report
D2.2. PERMA Digital framework
D2.3. PERMA Digital research research protocol and PERMA Digital index

Table 1. Research overview

	Secondary data		Primary data
	T2 = Map Curricula	T3 = Map Practices and Policy Initiatives	T4 = Implement Focus Groups
Data collection	National Core Curriculum (relevant to students aged 10-14)	Review national policy documents, reports, publications, research papers published where the national state is documented. Collect resources through official governmental/ministry-specific websites and research databases (Google scholar, SCOPUS, Elsevier, etc.). Articles, News	Focus Group Interview with pre-and in-service teachers and ed-tech providers. Pre-post assessment survey with focus group participants.
Concepts to address	**Main concepts:** well-being, Digital well-being **Related concepts, terms:** Digital Safety, Digital Balance, Emotional well-being, Mindful Tech Use, Online Empathy, Information Literacy, Digital Creativity, Digital Motivation, Digital Adaptability, Lifelong Learning (explained in next section)		

This research report was developed by JYU and KMOP, under Work Package 2 (WP2) task T2.5. and it provides the results from T2.2, T2.3, and T2.4 of the PERMA Digital Project, presents curriculum and policy mapping findings alongside focus group data. Based on the recommendations of this document, in the further task T2.6. The PERMA Digital Well-being framework will be

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developed and reported in D2.2. WP2 will also take into consideration this document when developing the research protocol and PERMA Digital index in T2.7 (Reported in D2.3).

This comprehensive report offers an overview of the current educational and policy landscape across four partner countries—Finland, Cyprus, Greece, and Ireland—highlighting both opportunities and challenges in promoting digital well-being. The research involved collecting both primary and secondary data to map curricula, practices, and policies related to digital well-being skills in upper primary and lower secondary schools with students aged 10-14. Stakeholder engagement was central to the research, involving four national focus groups with educators and one with technology providers.

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2 Curriculum Mapping

2.1 Methodology Mapping Curricula

CARDET, IoD, UCD, KMOP and JYU conducted curricula mapping of upper primary and lower secondary education levels to identify where digital skills are taught (i.e., age level, if the subject is integrated into other subjects or taught separately, competence areas/learning outcomes and progression) and the methods adopted (i.e., pedagogy, integration of digital technologies into teaching, learning, and assessment). The curriculum mapping analysed 10-14-year-old students' education and teacher education based on DigComp, LifeComp, and PERMA under a whole-school approach. Further details on the curricula mapping methodology can be found in Annex 1.

2.2 National Curriculum Mappings

2.2.1 Cyprus

In the Cyprus curriculum, emphasis is put on the technical dimensions of digital literacy and proficiency, focusing on competencies such as safe internet use, screen time management, and cyberbullying prevention (UNICEF Europe and Central Asia, 2025). While these components align partially with DigComp's emphasis on digital safety and proficiency (Vuorikari et al., 2022) and with aspects of LifeComp's focus on personal, social, and learning-to-learn competences (Carretero et al., 2020), this framework lacks a comprehensive integration of emotional, psychological, and interpersonal learning when using digital tools. These are essentials to both LifeComp and the PERMA model, which focuses on building positive emotions, engagement, relationships, meaning, and accomplishment as pillars of Well-being (Seligman, 2011). Therefore, although certain Well-being-related issues are taught, a more holistic and balanced approach is necessary to achieve a fully realised model of digital Well-being that encompasses cognitive, emotional, social, and ethical dimensions.

In Cyprus, digital Well-being competencies are introduced in primary education primarily through the subject of Health Education. This subject is taught twice a month during the first four years of primary schooling and once a week during the final two years. Health Education addresses key aspects of digital Well-being, such as cyberbullying, cyber safety, and responsible internet use (MOEC, 2021). Furthermore, digital learning and skills are available through optional Full Day Schools, where Computer Science is taught (MOEC, 2021) with 2 periods per week. In secondary education, digital literacy and Well-being are further embedded across subjects. Courses such as Modern Greek, Civic Education, and Computer Science incorporate media literacy, critical digital practices, and safe internet use. For instance, Modern Greek addresses issues related to digital communication and misinformation, Civic Education includes digital citizenship and ethical online behaviour, and Computer Science covers technical aspects such as data protection and online security (EACEA, 2023). These cross-curricular integrations reflect an effort to contextualise digital Well-being within broader learning objectives. However, drawing information from the Cyprus Pedagogical Institute (2022), it can be concluded that despite the efforts to unify the curriculum across schools and subjects, it is seldom being applied consistently due to structural limitations with time, resources or training. Although Information and Communication Technology (ICT) is a compulsory subject in lower secondary education (Gymnasium) and an elective in upper secondary education (Lyceum), its pedagogical focus tends to amplify technical literacy rather than holistic digital Well-being (EACEA, 2023). In response, the Ministry of Education has initiated curricular

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reforms aligned with the Council of Europe's eight key competences, aiming to strengthen critical thinking, creativity, and digital citizenship (Council of the European Union, 2018).

The Cyprus Pedagogical Institute promotes experiential (learning by doing), discussion-based learning to foster critical thinking and ethical digital behaviour. These methods help build digital citizenship (Cyprus Pedagogical Institute, 2022), but fall short of fully embedding emotional and social dimensions. Although learner-centered approaches and family involvement are encouraged, their systematic integration remains limited (European Education and Culture Executive Agency, 2023). The teacher education curriculum in Cyprus incorporates support for teaching digital well-being competencies primarily through initiatives led by the Pedagogical Institute of Cyprus, which serves as the national body responsible for teacher training and professional development. Teacher education programs include structured training in digital competence frameworks such as DigCompEdu (for educators), DigComp 2.0 (for students), and DigCompOrg (for schools), which collectively establish the foundation for digital well-being education (MOEC, DigCompEU,2024). Specific emphasis is placed on equipping teachers with the skills to foster safe, responsible, and balanced use of digital technologies both within and beyond the classroom. Programs such as "Innovative Schools and Teacher Core" and "Digital Pioneers" offer educators hands-on experiences in learning design, reflection, and leadership regarding the promotion of digital citizenship and digital well-being (Innovative Schools: Teaching & Learning in the Digital Era, 2015).

Nationally in Cyprus, there is no fully established, standardised framework specifically for assessing digital well-being competencies across all education levels, though some initiatives incorporate elements of this, such as cyber safety modules within Health Education (Cyprus Pedagogical Institute, 2022). Based on DigComp, the Assessment of Transversal Skills (ATS2020) tool has been developed at the EU level and is used in Cyprus to assess student transversal skills through the ePortfolio. To support teachers in teaching and assessing digital well-being, tools like the European Commission’s SELFIE for Teachers help educators reflect on their digital practices and identify areas for growth (European Commission, 2024). Professional development is also provided through certified workshops, webinars, and school-based learning communities focused on digital inclusion and student empowerment. In line with Cyprus’s Digital Skills Action Plan 2021–2025, primary and secondary teachers are being trained in digital skills, including online safety and student well-being. These efforts aim to embed digital well-being into teaching and enable its assessment through reflective practices. One major challenge lies in the inconsistent incorporation of digital well-being competencies across educational levels and subjects, limiting its impact. It is frequently treated as an isolated topic rather than part of broader pedagogy, which hinders students’ development of digital identity and emotional regulation. While tools like SELFIE and competence frameworks offer guidance, they don’t always lead to practical classroom strategies—especially for younger or vulnerable learners. According to the European Disability Forum, the lack of data on digital literacy among students with disabilities suggests they may face greater challenges than their peers (European Disability Forum, 2024).

A need for expanded teacher support structures is recommended. Drawing from design thinking methodologies (Chambers et al. 2018), learning environments must be deliberately crafted to account for cognitive load, emotional needs, and student autonomy in digital spaces. Professional development programs should move beyond technical skill training and incorporate elements of positive psychology, helping educators foster resilience, motivation, and meaningful digital engagement among students (Rad et al., 2022; Themelis & Sime, 2020). Additional resources, such as user-centred feedback systems and reflective digital practices (Roffarello & De Russis, 2023), would support both learners and teachers in developing self-regulation and critical awareness around

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digital use. Ultimately, a whole-school approach that involves not only teachers but also families and community stakeholders is crucial to advancing a sustainable culture of digital well-being in education.

Table 2. The Cyprus curricula mapping

Definition of Digital Well-Being in the Curriculum	No holistic digital well-being approach, focus on technical skills and safe online behaviour
Alignment with PERMA, DigComp and LifeComp	Curriculum aligns with practical aspects of DigComp and LifeComp frameworks, but lack integration of emotional, psychological, and interpersonal learning in LifeComp and PERMA
Where digital/digital well-being skills are taught	In primary education integrated into health education Optional Full Day Schools: Computer Science taught 2 periods/week. In secondary education integrated into Modern Greek, Civic Education and computer science as its own subject Compulsory in lower secondary (Gymnasium), optional in upper secondary (Lyceum)
What Digital well-being skills are taught	Technical skills like safe internet use, screen time management, data protection, cyberbullying prevention, ethical online behaviour Use of digital tools in STEM and Computer Science Digital citizenship, critical thinking and media literacy
Methods used to teach and assess digital well-being skills	“Learning by doing” is emphasised, discussion-based activities: encouraging reflection, debate, collaboration SELFIE assessment
Challenges	Curriculum integration varies across schools Structural Limitations: Time, resources, and training gaps Teacher tools like SELFIE don’t always lead to classroom-level changes
Recommendations	Strengthen teacher training focusing on emotional, psychological, and interpersonal aspects of digital skills Supporting parents and providing tools and knowledge for digital parenting Apply curriculum reforms uniformly across schools Guidance and training for frameworks to actionable strategies

2.2.2 Finland

The explicit term "digital well-being" is not used in the curriculum however the curriculum does outline several concepts and skills related to the responsible, safe, and ethical use of technology and media, which are considered components of digital well-being. The national curriculum aligns with LifeComp in a concept of general well-being. The curriculum mentions Self-care and Daily Life Skills (L3), and LifeComp has a dedicated "well-being " competence (P3). The national curriculum's emphasis on safe, responsible, and critical use of technology aligns with aspects covered in DigComp Safety area and Information area (specifically critical evaluation). There are no apparent contradictions between how these frameworks and the curriculum approach relevant concepts, but rather gaps in the curriculum definitions and mentions.

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ICT is not taught in schools as a mandatory subject. It is integrated into various subjects and learning activities across multiple grade levels, rather than being taught as a distinct mandatory or voluntary subject itself. Often it is integrated into student guidance counselling or could be chosen as a voluntary subject in 8th grade. The curriculum focuses on developing the seven Broad-based Competences as mentioned before. Students are encouraged to develop learning strategies, identify their strengths, set goals for their studies, and take responsibility for their learning. Self-assessment and peer feedback are part of the assessment process to help students become aware of their learning and progress. Differentiation and support are essential to meet students' varying needs and abilities. The curriculum emphasises providing diverse learning environments and methods that support various learning styles and material use, including digital tools. This includes active experimentation, multi-sensory observation, long-term work, inquiry-based learning, collaborative learning (pairs, groups), project work, and integrating different subjects. Encouraging atmosphere is crucial. Using various media and digital tools is a recurring pedagogical principle across subjects and age levels.

Collaboration with homes is explicitly mentioned as important for supporting students' language development and learning reading/writing skills, particularly in the early years (1-2). While this specific mention is about language skills, it establishes the principle of home-school cooperation. The curriculum also acknowledges that students learn outside of school, including through informal means, and this knowledge should be considered in planning and content selection.

The pedagogical approach focuses on integrating these aspects into broader subject teaching using diverse, student-centred, and collaborative methods, including the use of digital tools. Learner competencies related to responsible digital use are included, particularly in assessment criteria for Language subjects. General pedagogical approaches are used within the subjects where concepts under digital well-being are integrated, rather than specific methodologies solely for "digital well-being". There is no explicit description of a formal training programme or specific preparation steps for teachers focused specifically on "digital well-being" as a distinct subject area. However, the curriculum outlines pedagogical approaches and expectations for teachers that implicitly require competence in teaching the skills and knowledge relevant to digital well-being, which are primarily integrated within other subjects and broad-based competencies.

While the curriculum sets clear goals for student competence in safe and responsible technology use, it primarily outlines what should be taught and how it should be integrated into pedagogy and learning environments, rather than detailing a specific teacher preparation or training methodology for these aspects. Teacher preparation for this assessment appears to stem from their required professional practice of integrating digital tools into teaching, teaching the relevant skills, and participating in ongoing professional development and collaboration to enhance their pedagogical and subject-specific competence, including the ability to assess student progress against the stated goals.

The curriculum documents in Finland do not explicitly mention the term digital well-being. However, well-being, digital skills, and holistic well-being are emphasised throughout the curriculum documents. In Finland, school curricula are locally designed based on national guidelines, and therefore, depending on the individual school, support is often needed for integrating digital well-being into school programmes. To address this, a dedicated module could be developed and integrated into the student guidance subject (Oppilaanohjaus, group guidance) to raise awareness of digital well-being, particularly during Year 7 (7th grade). Teachers may require additional support in understanding how to teach well-being, including digital well-being, and in selecting appropriate

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pedagogical approaches. Professional development aimed at increasing teachers' awareness of digital well-being and equipping them with strategies for teaching it can play a key role in enhancing students' overall digital well-being.

Table 3. The Finland curricula mapping

Definition of Digital Well-Being in the Curriculum	No explicit definition, but presents several concepts and skills related to responsible, safe and ethical use of technology and media
Alignment with PERMA, DigComp and LifeComp	Emphasis on safe, responsible, and critical use of technology aligns with aspects covered in DigComp Safety area and Information area (specifically critical evaluation) and general well-being
Where digital/digital well-being skills are taught	Digital skills are embedded across subjects, not taught as a standalone subject (only as optional in some grades) Integrated often to student counselling/group guidance
What Digital well-being skills are taught	Safe, responsible, and ethical use of digital tools Respect for privacy and copyright Producing and interpreting digital content (texts, images, multimedia) ICT competence (e.g., using simulations, geomedia tools) Multiliteracy and media literacy, critical evaluation of digital and media sources
Methods used to teach and assess digital well-being skills	More generally curriculum encourages for all subjects inquiry-based learning, collaborative learning (pairs, groups), project work, multi-sensory observation, active experimentation, peer feedback No formal assessment mentions, some self-assessment, depend on the teacher
Challenges	Digital skills are not taught in a dedicated course A lot is dependable on the teacher as the teachers have a pedagogical freedom to choose their teaching methods No specific training programs for teaching digital well-being Local curricula may differ in how digital well-being is addressed Teachers may need help selecting appropriate pedagogical strategies for digital skills/well-being
Recommendations	Clear definitions and indicators of digital well-being Teacher training focused on digital well-being and pedagogical strategies Ongoing training for teachers in digital pedagogy

2.2.3 Greece

In Greece, digital well-being is addressed primarily through broader digital competence frameworks rather than as a distinct theme. Key concepts—such as digital literacy, citizenship, online safety, and ethical technology use—are embedded in subjects like ICT and Informatics, which were revised in 2021 to align with European frameworks (e.g., DigComp 2.2, Digital Citizenship Education). These mandatory courses, taught weekly in primary and lower secondary schools, promote inclusive, student-centered learning and cover four dimensions of digital competence: technological, cognitive,

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problem-solving, and social. While the curriculum includes health protection elements, such as ergonomic practices and internet addiction prevention, it lacks a dedicated digital well-being framework. Modules like “Impacts of technologies on physical and mental health” help students recognise digital stress and develop coping strategies. Alignment with LifeComp and PERMA is partial, with stronger emphasis on engagement and accomplishment than on emotional or meaning. The term “digital well-being” (ψηφιακή ευημερία) is absent from official documents, where the focus remains on safety and responsible use, reflecting a risk mitigation approach rather than proactive well-being promotion.

In primary education, the curriculum addresses aspects of digital well-being through key topics such as cyberbullying prevention, privacy and data protection, critical information literacy, and the ethical use of technology. These are taught through scenarios and open-ended projects (Komis et al., 2022a). At the lower secondary level, topics advance to digital identity management, cybersecurity (e.g., phishing, malware awareness), and the socio-ethical implications of algorithmic decision-making (Fesakis et al., 2022b).

Cross-curricular integration remains limited, but was significantly enhanced by the Skills Labs (“Εργαστήρια Δεξιοτήτων”) initiative, which was piloted in 2020-2021 and implemented nationwide since September 2021 (Eurydice, 2022). This innovative module is integrated into the mandatory national curriculum for all students in compulsory education, dedicating 3 hours per week in kindergartens and elementary schools and 1 hour per week in lower secondary schools (Digital Skills and Jobs Platform, 2022a; Eurydice, 2022). The Skills Labs are organised around four thematic cycles that support digital well-being: creative thinking and innovation, environment, well-being, and social empathy and accountability, while particular emphasis is placed on 21st Century Skills (e.g. Digital Communication, Digital Collaboration, Digital Creativity, Digital Critical Thinking, Combined Digital Skills technology.) and Digital Citizenship Skills (E-Government, Safe Browsing, Protection from Technology Addiction.) (Digital Skills and Jobs Platform, 2022a).

Regarding pedagogy and family support, the Greek education system has launched a new initiative emphasising flexible learning approaches through digital platforms, which allow students to access curriculum materials "where they want, when they want, how they want" (CEDEFOP, 2024). The recently launched Digital School platform includes features like the eParents App, which enables real-time communication between parents and schools, notifying parents of attendance, grades, and counselling appointments (CEDEFOP, 2024). However, explicit guidance on fostering home support for emotional well-being, such as screen time management or digital stress mitigation, remains largely absent from the formal curriculum framework.

The Greek national curricula provide limited explicit support for teaching digital well-being competencies, instead addressing these skills indirectly through broader digital competence frameworks. Common teaching methodologies used in Greek digital education align with constructivist learning theories and emphasise collaborative, project-based approaches (Fesakis et al., 2022b). The curriculum promotes problem-based, collaborative, and experiential learning methods where students work on real-world scenarios involving digital safety and ethical decision-making, such as designing anti-cyberbullying campaigns or analysing data privacy concerns (Komis et al., 2022a; Fesakis et al., 2022b). Learning in Greece is structured around thematic projects that foster creativity, decision-making, and innovation through ICT tools. The pedagogical model emphasises an interactive learning community and follows a spiral design to build competencies progressively (Komis et al., 2022a; 2022b). Students engage in hands-on tasks combining programming, problem-solving, and digital ethics. While these approaches effectively develop

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technical and ethical digital skills, they place less emphasis on affective outcomes like emotional well-being or self-regulation. Assessment focuses on observable behaviors and digital product creation, rather than reflective or emotional learning outcomes (Komis et al., 2022b; Fesakis et al., 2022b).

While the curriculum mentions the importance of connecting learning with students' real-world experiences and family contexts, there is no formal structure for family engagement in digital well-being education. The Digital School platform launched in 2024 includes an "eParents App" that enables communication between parents and schools, but this focuses on academic monitoring rather than collaborative digital well-being support (CEDEFOP, 2024). Some assignments encourage students to apply digital safety practices at home or involve parents in online projects, but these initiatives lack systematic implementation or dedicated resources for families to reinforce healthy digital habits. The current pedagogical approach demonstrates significant gaps in addressing the psychological and emotional dimensions of digital technology use. While students learn technical skills and basic digital citizenship concepts, there is limited curriculum content addressing issues like digital addiction, social media's impact on mental health, or strategies for maintaining work-life balance in digital environments.

Teacher education curricula in Greece provide foundational support for digital skills and ICT integration, but explicit training on digital well-being competencies remains limited. Initial teacher training at universities includes courses on the use of ICT in teaching and general digital literacy, ensuring that future educators are familiar with digital tools and basic online safety (Eurydice, 2025; Michalakis et al., 2019). However, specialised modules focusing on the emotional, psychological, and ethical aspects of digital well-being -such as managing digital stress, fostering resilience, or addressing online mental health- are not systematically embedded in standard teacher education programs. The curriculum in initial teacher education primarily covers introductory concepts of computer science and basic usage of personal computers along with basic knowledge for adopting ICTs in the educational process (Michalakis et al., 2019). As a result, teachers are expected to address digital well-being guided by general curriculum frameworks rather than through structured, nationwide training specifically targeted at digital well-being.

Professional development opportunities to enhance digital well-being competencies are available but tend to be voluntary, project-based, and often externally funded or linked to European initiatives. The national B-Level ICT Training program, which has trained over 75,000 teachers since 2008, focuses primarily on pedagogical uses of digital technologies and content knowledge, with only limited attention to digital well-being concepts (Eurydice, 2025; CTI Diophantus, n.d.; E-pimorfosi CTI, n.d.). This programme training is offered in two distinct levels, introductory and advanced, in applying ICT in teaching practice (Diophantus, n.d.). Recent European-funded projects have begun to offer targeted workshops and training courses in digital well-being, including the "Supporting Digital Education in Greece" project (Supporting Digital Education in Greece, n.d.).

The National Academy of Digital Competences, established by the Ministry of Digital Governance, also provides free online training resources for educators to enhance their digital competencies, including those related to promoting digital well-being (Digital Skills and Jobs Platform, 2022b). Participation rates vary, and there is no consistent, mandatory framework ensuring that all Greek educators are fully prepared to teach or assess digital well-being skills. This is also evident in teachers' low levels of digital competence (Tzafilkou et al., 2023).

At the primary level, assessment is mainly descriptive and continuous, based on daily teacher-student interactions and supported by diagnostic, formative, and summative methods like

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observation, quizzes, peer/self-assessment, and e-portfolios (Komis et al., 2022b). In secondary education, ICT assessment students are assessed on their ability to apply digital skills in realistic contexts, highlighting not only technical proficiency but also creativity, collaboration, and ethical digital behavior (Fesakis et al., 2022b). Teachers in Greece are not systematically prepared to assess the digital well-being of students in a comprehensive way, as most training and assessment practices focus on students' digital competencies rather than their emotional or behavioral experiences online. Assessment typically emphasises technical skills such as managing privacy settings or recognising phishing attempts, rather than addressing screen time, digital stress, or online relationships (Komis et al., 2022b). Furthermore, the SELFIE tool has been adopted by Greek schools, based on the DigCompEdu framework, to assess digital competence development (National Documentation Centre, 2020). Challenges remain in teachers remaining underprepared to address the psychological dimensions of digital use, as initial training and professional development focus predominantly on technical skills and general digital citizenship rather than on mental health, emotional self-awareness, or digital empathy.

To bridge these gaps, the curriculum should explicitly include digital well-being terminology and dedicated modules on emotional resilience and positive engagement in digital environments with progressive learning outcomes across all education levels (these could include digital detox strategies, mindful technology use, and emotional self-awareness). Embedding these competencies within a broad range of subjects -particularly outside of STEM, e.g. in humanities and arts- will foster a more holistic approach. Teacher training must evolve to incorporate workshops and ongoing support on digital well-being pedagogy, equipping educators to model and teach healthy digital habits and to assess emotional and behavioral competencies using tools beyond technical proficiency, including self-regulation, digital empathy, and emotional resilience. Finally, developing accessible parental resources on screen-time management, cyberbullying response, and emotional support will create a coherent support ecosystem, reinforcing digital well-being practices both in school and at home.

Table 4. The Greece curricula mapping

Definition of digital Well-Being in the Curriculum	No definition, focus remains on safety and responsible use, reflecting a risk mitigation approach rather than proactive well-being promotion.
Alignment with PERMA, DigComp and LifeComp	ICT and Informatics, which were revised in 2021 to align with European frameworks (e.g., DigComp 2.2, Digital Citizenship Education). Alignment with LifeComp and PERMA is partial, with stronger emphasis on engagement and accomplishment than on emotional or meaning
Where digital/digital well-being skills are taught	Primary Education (Grades 1–6): ICT is mandatory and taught weekly. Skills Labs: 3 hours/week, digital citizenship and well-being topics Lower Secondary Education (Grades 7–9): Informatics is mandatory and taught weekly. Skills Labs: 1 hour/week, cybersecurity, digital identity, algorithmic ethics
What Digital well-being skills are taught	Technical Skills Cyberbullying prevention, online privacy and safety Ethical use of technology

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Methods used to teach and assess digital well-being skills	Constructivist and project-based learning with real-world applications (e.g., anti-cyberbullying campaigns) Assessment focuses on observable behaviors and digital product creation, rather than reflective or emotional learning outcomes
Challenges	Limited Emotional Focus and psychological aspects of digital well-being are underdeveloped Teacher training lacks structured content on digital well-being, ICT training focuses on pedagogy, not well-being No systemic framework or tools for parental involvement No consistent framework for evaluating digital well-being outcomes
Recommendations	Expand Emotional and Psychological Focus including digital stress, self-regulation, and mental health Integrate digital well-being into initial and ongoing teacher training Move beyond ICT to embed digital well-being across subjects Develop tools and frameworks for home support Formalise Assessment to create consistent methods to evaluate digital well-being

2.2.4 Ireland

Ireland's national curriculum embeds "digital well-being skills" primarily through two key competencies: "Being a digital learner" and "Being well" in the Primary Curriculum Framework (2023). These focus on fostering children's safe, ethical, and responsible use of technology, while promoting resilience, empathy, and the ability to balance online and offline life. In Junior Cycle (ages 12–15), digital well-being is integrated into key skills like "Staying Well", which includes managing online risks, cyberbullying, and mental health. SPHE (Social, Personal and Health Education) further supports these aims by addressing issues such as online empathy, cyber safety, and screen time. Rather than treating digital well-being as a standalone subject, it is woven across the curriculum and reinforced through school-wide initiatives and policies.

Ireland's national curriculum aligns closely with DigComp and LifeComp, particularly in promoting digital safety, empathy, critical thinking, and responsible use of technology. DigComp includes "Protecting health and well-being" as a digital competence, which mirrors Ireland's emphasis on digital balance and safety. LifeComp similarly stresses personal and social well-being in digital environments. The PERMA model (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment) is reflected in Irish curricular goals, such as building digital empathy and fostering digital creativity for engagement and meaning. However, a minor gap exists in explicitly measuring accomplishment and meaning through digital activities in assessment frameworks. While Ireland implicitly promotes positive digital habits, the PERMA emphasis on positive emotion and sustained engagement could be more directly measured or made more explicit in curricula.

In Ireland, digital well-being is embedded across the curriculum for students aged 10–14, primarily through the Primary Curriculum Framework (2023) and the Junior Cycle Wellbeing Programme. ICT is not a mandatory standalone subject, but digital learning is embedded throughout. In post-primary, some schools offer ICT modules during Transition Year, and others include Computer Science as an optional Leaving Certificate subject. The Digital Learning Framework (DLF) supports schools in promoting safe and ethical tech use across disciplines, making digital competencies a core

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part of school planning and evaluation. At the primary level, competencies like Being a digital learner and Being well promote ethical and balanced technology use. Programmes such as Stay Safe and HTML Heroes introduce digital safety and empathy through SPHE. At the Junior Cycle (ages 12–15), students receive 300 hours of well-being education, with digital well-being integrated across subjects. SPHE covers emotional regulation and screen time; CSPE addresses digital rights; English and Arts explore online identity and cyberbullying; Religion and Ethics support respectful digital engagement; and Maths contributes through data activities. The Digital Media Literacy short course explicitly includes modules on cyberbullying, digital empathy, online relationships, and managing digital habits.

Pedagogically, the Irish curriculum encourages teachers to use interactive and reflective methods (e.g., role-play, collaborative projects, reflective journals) to teach digital well-being. There is a strong emphasis on developing learners' socio-emotional competencies, such as empathy, self-regulation, and resilience, especially in the digital context. The pedagogical design also promotes the development of core learner competencies, such as resilience, self-regulation, and digital judgement. Whole-school approaches, supported by tools like the Digital Learning Framework (DLF), encourage integration of digital well-being into all aspects of teaching and learning. Schools are advised to develop policies and practices that promote ethical digital use, with some even establishing student-led e-safety committees. Reflective self-assessment tools and curricular rubrics also support learning design that prioritises well-being in digital spaces. Family and home support are recognised as crucial to the success of digital well-being education. Whole-school approaches ensure alignment between home and school environments, and schools are encouraged to involve parents in digital citizenship planning and events.

In Ireland, teacher education supports digital well-being through continuous professional development (CPD) and state-funded training. The Department of Education, in partnership with Oide (formerly PDST), offers CPD programmes for both primary and post-primary teachers. For example, Webwise as part of Oide's Technology in Education service, provides a free course on Online Safety and Digital Citizenship, covering topics like cyberbullying, online empathy, screen time, and ethical digital use. Post-primary teachers also benefit from workshops by the Junior Cycle for Teachers (JCT), focusing on integrating the Digital Media Literacy short course and reflective teaching methods within SPHE.

Teachers are prepared to assess digital well-being primarily through formative, reflective, and observational tools, rather than standardised testing. For example, the Digital Learning Framework (DLF) helps schools set teaching standards for ethical and safe technology use and supports teachers in aligning these with student learning outcomes. Teachers may use reflective journals, class discussions, and student self-assessment checklists to monitor learners' understanding and personal development in digital spaces. Furthermore, the Webwise Online Safety Review Tool, launched in 2024, supports schools and teachers in evaluating how well digital well-being is embedded in practice. Although not all assessment tools are formal, these approaches enable educators to gauge students' resilience, empathy, and capacity to manage their digital lives responsibly.

The report identifies several key gaps in the development of digital well-being competencies within the Irish education system. One significant gap is the lack of consistent, formal assessment mechanisms to track students' progress in digital well-being, particularly at the national level. While reflective journals and classroom discussions are encouraged, these methods are often informal and not systematically recorded across schools. Additionally, although digital well-being is embedded in

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SPHE and other subjects, it is not treated as a distinct competency with standalone outcomes, which can lead to variable implementation depending on the school or teacher. Another noted gap is the limited integration of PERMA's "Accomplishment" and "Meaning" dimensions into the curriculum, which are essential for promoting positive digital identity and self-efficacy through creative or purpose-driven technology use.

To strengthen digital well-being education, the report recommends additional teacher training, especially around integrating digital well-being into everyday teaching and using student-centred assessment tools. Expanding CPD offerings through Oide to include more advanced modules on digital pedagogy and well-being strategy design would be beneficial. It also calls for more cross-sector collaboration, including the development of curriculum-aligned digital resources co-created with educators, mental health experts, and technology professionals. Finally, increasing parental engagement initiatives, such as school-family agreements on smartphone use or workshops on digital resilience, would help create a consistent support environment for students both in and out of school, supported by frameworks like the Digital Learning Planning Guidelines.

Table 5. The Ireland curricula mapping

Definition of digital well-being in the Curriculum	Ireland's national curriculum does not offer a single, formal definition of digital well-being, but the curriculum includes elements supporting students' cognitive, emotional, and social health in digital contexts
Alignment with PERMA, DigComp and LifeComp	Ireland mirrors DigComp's "Protecting health and well-being" by embedding digital safety and balance across subjects. Ireland's emphasis on resilience, empathy, and ethical technology use reflects LifeComp's core values. While PERMA principles are present, clearer assessment of "Meaning" and "Accomplishment" needed in digital contexts.
Where digital/digital well-being skills are taught	Primary Level (Ages 5–12): "Being a digital learner" and "Being well: Empathy" competencies embedded across the curriculum Junior Cycle (Ages 12–15): well-being programme (300 hours) Includes "Staying Well" key skill and digital learning is embedded across curriculum
What Digital well-being skills are taught	Digital safety & citizenship Cyberbullying prevention, online empathy, digital rights, resilience, empathy, self-regulation Critical digital literacy and media analysis, screen time awareness, digital identity
Methods used to teach and assess digital well-being skills	Interactive, reflective, experiential (e.g., role-play, journaling) Whole-school initiatives like Safer Internet Day, HTML Heroes Assessment mainly formative: journals, discussions, self-assessment No formal or consistent assessment of digital well-being
Challenges	Digital well-being not treated as a distinct competency No standardised evaluation of digital well-being progress Underemphasis on identity-building and purposeful tech use Need for stronger family engagement
Recommendations	Focus more on well-being integration and assessment in teacher training and professional development Co-develop resources and involve educators and mental health experts Strengthen Family Engagement through workshops and school-family

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	partnerships Emphasise PERMA's "Accomplishment" and "Meaning" for deeper digital purpose in the curriculum

2.3 Comparative Interpretation and Review of the Findings from Curriculum Mapping

In all four countries, digital well-being is not treated as a standalone subject but is instead integrated across various curricular areas. Finland and Ireland demonstrate the most comprehensive integration. Finland embeds digital well-being through broad-based competencies such as multiliteracy and ICT competence, which are woven into subjects like language, arts, and mathematics. Ireland similarly integrates digital well-being through its Primary Curriculum Framework and Junior Cycle well-being Programme, with a strong emphasis on socio-emotional development. In contrast, Cyprus and Greece rely more heavily on ICT and health-related subjects to deliver digital well-being content. While Cyprus includes digital well-being topics in Health Education and cross-curricular subjects, Greece incorporates them through mandatory ICT and Informatics courses and the Skills Labs initiative. However, in both cases, the integration tends to emphasise technical and safety aspects rather than emotional or psychological dimensions.

Pedagogically, all four countries promote student-centered and experiential learning approaches. These include project-based learning, collaborative activities, and reflective practices. Ireland stands out for its deliberate focus on socio-emotional learning, using methods such as journaling, role-play, and discussion to foster empathy, resilience, and self-regulation. Finland also encourages inquiry-based and collaborative learning, though its emotional focus is less explicit. Cyprus and Greece employ experiential and constructivist methods, but these are often geared toward technical skill development rather than affective learning outcomes. Assessment practices related to digital well-being are similarly underdeveloped. None of the countries have established formal, consistent methods for evaluating students' digital well-being. Finland and Ireland incorporate digital competence into subject-specific assessment criteria, but these do not explicitly measure well-being outcomes. Cyprus and Greece use tools like SELFIE for Teachers and assess technical outputs such as digital artefacts, but these approaches fail to capture students' emotional growth or behavioral change. The absence of robust assessment frameworks makes it difficult to monitor progress or evaluate the impact of digital well-being initiatives.

Table 6. Comparative findings from the national mappings of the curriculum

Category	Finland	Cyprus	Greece	Ireland
Digital skills in the curriculum	Integrated across subjects; no mandatory ICT subject	Health Education + cross-curricular; ICT mandatory in lower secondary	ICT & Informatics mandatory; Skills Labs nationwide	Integrated across subjects, no mandatory ICT subject
Digital well-being addressed (PERMA domains lens)	Implicit overall well-being, not deeply developed	Limited; mostly technical and safety-focused	Minimal; mostly technical and ethical	Strongest focus on socio-emotional learning, limited integration of "Accomplishment" and "Meaning" dimensions

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Assessment of digital well-being	Embedded in subject criteria, not standalone	Informal; SELFIE used	Technical outputs only; SELFIE; no well-being assessment	Formative methods used; lacks consistency across schools
Family engagement	Mentioned, but not structured	Recognised as important, but underdeveloped	Tools exist (eParents), but no systemic support	Campaigns, workshops, school partnerships

A critical gap across all systems is the lack of structured teacher training specifically focused on digital well-being. While Cyprus and Greece have implemented national ICT training programs, these primarily address pedagogical and technical competencies. Ireland offers more targeted professional development through agencies like Oide and Webwise, yet participation remains inconsistent. Finland, despite its strong curricular integration, does not provide formal training on digital well-being, relying instead on general professional development and teacher autonomy. This widespread gap in teacher preparation limits the effectiveness of digital well-being education and underscores the need for more comprehensive training that includes emotional, psychological, and ethical dimensions.

Family engagement is another area where intentions are not always matched by implementation. Ireland leads in this regard, offering structured initiatives such as the Keeping Childhood Smartphone-Free campaign and workshops organised by the National Parents Council. Finland and Cyprus acknowledge the importance of home-school collaboration but lack dedicated tools or frameworks to support families. Greece provides the eParents App for academic monitoring, yet it does not extend to digital well-being support. Across all countries, there is a clear need for more coherent strategies to involve parents in fostering healthy digital habits at home. Despite these differences, the countries share several common challenges. These include the lack of formal assessment tools, inconsistent implementation across schools, limited attention to emotional and psychological aspects of digital life, insufficient teacher training, and weak family engagement.

To address these challenges, several shared recommendations emerged. These include developing formal assessment frameworks for digital well-being, expanding teacher training to include emotional and ethical dimensions, broadening cross-curricular integration beyond ICT and health subjects, and strengthening family engagement through structured resources and workshops. Additionally, there is a need to leverage European frameworks such as DigComp, LifeComp, and PERMA more holistically, ensuring they inform not only technical competencies but also the emotional and social dimensions of digital citizenship.

Table 7. Recommendations for digital well-being in education from the mapping of the curriculum

RECOMMENDATIONS

- Focus not only on technical skills but also on self-regulation, emotional and social dimensions of digital life
- Embed digital well-being themes across all subjects
- Develop formal assessment tools and consistent frameworks and tools to evaluate digital well-being outcomes in schools
- Enhance teacher training and integrate digital well-being into both initial teacher education and ongoing professional development
- Support family engagement and provide parents with guidance to support digital well-being at home

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3 Policy and Initiatives Mapping

3.1 Methodology: Mapping Practices and Policy Initiatives

This chapter presents the mapping of existing national and EU-level practices and policy initiatives to identify intervention areas (e.g., curriculum, teacher education, pedagogy, learning design, learners' competencies, family/home support), definition of concepts, measures/approaches adopted, the documented results, barriers and success factors in relation to well-being in digital education.

For example, in order to examine how digital well-being competences are integrated in and supported by the Greek educational system, a systematic review of official European and Greek policy documents, academic literature, and implementation reports related to digital education initiatives was conducted. The analysis focused on identifying key intervention areas, including curriculum development, teacher education, pedagogical approaches, learning design, competency frameworks, and family support structures that promote digital well-being in educational settings. Documents were selected based on their relevance to digital well-being, recency, and authority, with particular attention to the Digital Transformation Bible 2020-2025 and other strategic national documents. On another example from Finland, the mapping policies and initiatives search was done on the webpages of the Finnish National Agency for Education (Opetushallitus, OPH) and of the Finnish Government (Valtioneuvosto) for documents on digital well-being. Also, other sources like Finnish Institute for Health and Welfare (Terveyden ja hyvinvoinnin laitos, THL) and nationally well-known organisations and initiatives were considered. Further methodology of how the curricula mapping was performed can be found in Annex 1.

3.2 National Policy and Initiatives Mapping Reports

3.2.1 Cyprus

Multiple national strategy documents support the development of student digital skills, knowledge, and competencies. Strategies, such as the 2020–2025 National Digital Strategy, the 2020 Policy on Digital Education, the 2020 National Strategy on Artificial Intelligence, the 2018–2023 National Strategy for a Better Internet for Kids, the 2021–2023 Strategic Plan of the Ministry of Education, Youth and Sports, and the 2021 National Recovery and Resilience Plan, particularly its strategy 'Towards a Digital Age'. The national policy framework governing digital education is primarily guided by the National Digital Strategy for Cyprus (Digital Cyprus, 2025), and the Ministry of Education, Sport and Youth's (MOEC) Digital Transformation Strategy (Digital Cyprus, 2025). These strategies emphasise the importance of integrating digital tools into classrooms, promoting digital literacy among both students and educators, and ensuring that digital competencies are aligned with the evolving needs of a rapidly changing digital economy. As part of the National Curriculum for Primary and Secondary Education, in a post-pandemic era, digital literacy is now a key area of focus, ensuring students acquire essential skills to navigate the digital world effectively and responsibly. Necessary skills and knowledge include appropriate online behaviour, essential knowledge around cyberbullying, online games, fact-checking and identifying misinformation, preserving privacy and digital identity, digital well-being and safety, screen time, and mental health (CyberSafety, 2019).

As part of the national strategy "Towards a Digital Age," two flagship initiatives have been launched under the leadership of the Cyprus Pedagogical Institute. The Innovative Schools and Educational Coaches program, introduced in September 2023, is an annual initiative targeting both primary and secondary education. It supports schools in assessing their digital education needs and

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guides them in developing customised Digital Action Plans through structured self-evaluation and capacity building. In parallel, the Digital Pioneers initiative focuses on student empowerment, fostering the development of digital competencies, promoting internet safety, and encouraging peer-to-peer mentoring. Together, these programs aim to cultivate digitally confident, responsible, and resilient school communities. These efforts are complemented by teacher support, certification mechanisms, and professional development opportunities, ensuring a sustainable, whole-school approach to digital education (Cyprus Pedagogical Institute, 2024).

The Cyprus Cybersecurity Strategy (Ministry of Research, Innovation and Digital Policy, 2020), declared the need for upskilling and teaching students, teachers, and parents on digital security issues to ensure an improved use of digital means. Primarily this strategy aspires to create critical and responsible users of digital technologies, fostering a culture of safe digital technology. Alongside providing upskilling under the scope of prevention, Cybersafety helpline and Hotline 1480 provide support for online users for issues that may arise such as cyberbullying, safety, phishing, sexting, etc. (CyberSafety Project – A Better Internet for Children in Cyprus).

The Ministry of Education, Sports and Youth (MOEC) of Cyprus's recent initiatives and publications underscore a growing institutional emphasis on digital well-being competence as part of the national educational strategy. The Cyprus Pedagogical Institute's Department of Educational Technology (TET), offers a variety of targeted programs that support the digital transformation of education. Programs such as Safe School for the Internet and Student Internet Radio explicitly aim to cultivate both technical literacy and responsible digital engagement among students and teachers. Collectively, these programs reflect a national policy orientation that implicitly embeds digital well-being within digital competence development. Their influence extends not only to the technical integration of digital tools but also to fostering a culture of reflective, ethical, and psychologically aware technology use, thereby aligning with international calls for comprehensive digital well-being education.

One notable initiative is the EduWeb project, coordinated by the Cyprus Pedagogical Institute. EduWeb is particularly innovative in its intergenerational learning model, which empowers students to become digital literacy trainers for digitally excluded adults in their families and communities. The project offers a comprehensive educational portal featuring instructional materials tailored to both novice and advanced internet users. Through targeted teacher training and peer-led education, EduWeb enhances both youth digital agency and community-level digital inclusion, thereby addressing digital well-being from both a pedagogical and a civic perspective. The project makes a meaningful contribution to reducing digital inequality and fostering safe, creative, and responsible online engagement (Cyprus Pedagogical Institute, 2024).

Several EU-funded programs, such as GLITTER, Digital Harmony, iWell, DRC, are all projects that are centered on digital well-being in educational contexts (see Appendix 3). Collectively, these initiatives reflect a growing recognition of digital well-being as a critical component of digital competence across age groups and learning contexts. These projects encompass teacher professional development, student empowerment, and systemic community engagement. They contribute to Cyprus's overarching educational objectives for digital transformation while ensuring that digital well-being remains a central, cross-cutting priority.

Parental involvement is a crucial yet often overlooked component of digital well-being education. Many parents express concern over their children's screen time, online behaviour, and exposure to harmful content, yet lack the tools or knowledge to address these challenges effectively (Pulse, 2022). While some seminars are through the CPI in collaboration with organised parent

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groups (‘Cyber safety’, ‘Deconnect to connect’), this support operates independently of the schools and is sporadic in its implementation. What is critically needed is the active engagement of these stakeholders within school-based activities and the broader educational community to foster sustained collaboration and mutual support between teachers and parents.

Similar to local approach of mitigating the negative impact that technological exposure has on students in Cyprus, a Nationwide ban on mobile phones in France between the ages of 3–15, which resulted in a reduction in classroom distractions and an improvement in students’ attention, as well as fewer incidents of cyberbullying and peer conflicts during school hours based on school reports, following a study by the French Ministry of Education (The Guardian, 2024). Furthermore, best practices from other countries, such as Finland’s systemic integration of digital well-being in teacher training and curriculum design, or the UK’s Digital Well-being Framework focusing on student resilience and safe technology use, offer valuable models that Cyprus could adapt to its national context (OECD, 2020; UK Department for Education, 2019). These models emphasise continuous professional development for educators, student-centred pedagogies, and active family involvement.

3.2.2 Finland

The Finnish National Agency for Education (OPH) and the Finnish Institute for Health and Welfare (THL) are collaborating to create recommendations for the use of digital devices and content by children and youth during their free time. The recommendation to use digital devices and content is not just about considering screen time, but also about the quality and content of digital use. The initiative promotes balanced use, collaboration between families and schools, and consideration of children's development, particularly in the early years, while highlighting the advantages and disadvantages of digital devices. It involves a broad network of experts - government authorities, researchers, organisations and companies will form a network that will prepare national recommendations. They will first focus on the youngest children. A government proposal to restrict phone use during school hours is being prepared and taking effect in August 2025. Meanwhile, THL and OPH are launching a collaboration to find ways to promote balanced digital device use among children and youth during their free time. (Finnish National Agency for Education, 2024)

The research project "Searching for Information Well-being: Democracy, Inclusion and Well-being in the Information Society" is being conducted by the Finnish Institute for Health and Welfare (THL) in partnership with the Finnish Innovation Fund Sitra. The project's objectives are to define "information well-being", investigate the relationship between information and well-being, and make it useful for stakeholders. It aims to determine how digital information environments impact democracy, inclusion, and the well-being of individuals and to suggest practical solutions for public actors and policymakers (Finnish Institute for Health and Welfare (THL), 2025). Citizens' perspectives on information for well-being survey results report show how the information environment affects digital well-being, expressed using surveys. It highlights that while the information environment may promote the well-being of people by such as connection and communication, there can also be threats to well-being, such as misinformation and overuse. Furthermore, the report explained how the information environment affects different age groups and emphasises that the responsibility for information well-being is shared among everyone. (Finnish Institute for Health and Welfare (THL), 2025)

Save the Children Finland is a national non-governmental organisation whose main goal is to improve the lives of children. In their digital childhood programme, they ensure children’s rights and safety while using digital environments. The programme reinforces digital safety, media literacy and digital well-being for both parents and children. Save the Children Finland offers research, tools,

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materials and information about digital safety and well-being for guardians and professionals working with children. Save the Children Finland has safe online communities meant for children (Netari), and places where you can report if encounter illegal activities towards minors. Therefore, preventing violence, grooming, sexual harassment and sexual violence from happening. Save the Children Finland has made great progress in promoting the welfare of families and children through its services. In 2023, it has supported over 20,000 youths through Netari, enhanced children's digital safety skills via the Huippula service, contributed to anti-radicalisation efforts, and provided vital resources and guidance for recognising and reporting suspected child sexual abuse through the Nettivihje service. (Pelastakaa Lapset ry.,2025)

‘’Digital Well-Being in Families with Children, The Mannerheim League for Child Welfare’’ (Mannerheimin lastensuojeluliitto, MLL). Research about digital well-being in families with children is a publication of the government's analysis that shows how digital devices affect our daily life, mental well-being, and connections with family and relationships. It points out the impact digital media has on physical, mental and social well-being.

The Youth Wiki provided by the European Commission explores youth policy from Finland. Finland’s youth policy is supported by the Youth Act, which promotes social inclusion, opportunities for young people to participate in decisions that affect them, and the development of individual abilities. These policies are coordinated by the Government and the Ministry of Education and Culture. The Government has launched a national cross-administrative National Democracy Programme, which prioritises developing school teaching and other school practices, and supporting children’s and young people’s ability to have a say in their local environment and society. (European Commission, 2024)

The Finnish National Agency for Education’s digitalisation strategy sets national goals for Finland to become the world's leading developer and user of sustainable digitalisation in education, teaching and training by 2027. It promotes responsible technology use, digital inclusion, and equal access. The strategy supports educators with training to promote digital competency and emphasises learner well-being through secure, high-quality digital environments. In order to improve cooperation and service quality, it also promotes data-informed decision-making and the development of interoperable digital solutions. Digitalisation is promoted in a knowledge-based manner in accordance with the principles of sustainable development. (Finnish National Agency for Education 2023)

Policies for the digitalisation of education and training until 2027 are a strategic vision of digital transformation in Finland. The goal is for Finland to become the leader in development, in sustainable digitalisation usage in teaching, training and educating by the year 2027. This strategy would support learners' individual needs at different stages of life with the help of digitalisation and digital tools, therefore making education more equal and accessible for all. (Ministry of Education and Culture, 2023).

3.2.3 Greece

Greece's approach to digital well-being in education is embedded within broader digital transformation strategies that align with European frameworks. The Digital Transformation Bible 2020-2025 (also known as the Digital Transformation Strategy) serves as the cornerstone document outlining Greece's vision for digital education and competence development (Greek Ministry of Digital Governance, 2021). This comprehensive strategy emphasises the development of digital skills across all educational levels while recognising the importance of safe, responsible, and healthy

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engagement with digital technologies. It further delineates specific objectives integrating innovative technologies into primary and secondary education, mandating weekly Informatics instruction in all secondary grades, establishing a Digital Academy for Citizens, standardising certification and training programs, and promoting digital citizenship to ensure structured, lifelong digital upskilling for all age groups.

The Greek national policy framework for digital well-being is bolstered by Greece's active incorporation of the European Digital Education Action Plan (2021–2027) into its educational policies (European Commission, 2020; Fesakis et al., 2022a). The Action Plan sets out two strategic priorities -fostering a high-performing digital education ecosystem and enhancing digital skills and competences for the digital transformation- and aims to improve the use of digital technologies for teaching and learning, develop digital competences and skills related to digital transformation, and enhance education through better data analysis and forecasting.

The Digital School platform, launched in September 2024 and funded by the Recovery and Resilience Fund, represents another significant initiative supporting digital well-being in education (CEDEFOP, 2024). This comprehensive digital portal aims to enhance education for students, teachers, and parents nationwide, with particular benefits for remote regions. In 2025, Greece introduced a comprehensive National Strategy for Protecting Minors from Internet Addiction, which directly addresses digital well-being concerns (Ministry of Digital Governance, 2025). This strategy acknowledges the risks associated with excessive and inappropriate internet use, particularly through social media platforms that may employ design features encouraging addictive behaviours. Key components of this strategy include the development of the "Kids Wallet" application to enhance parental oversight of children's digital activities, age verification mechanisms for digital platforms, educational resources for parents and educators on managing children's online activities, and awareness campaigns about digital well-being and healthy technology use. In June 2020, over 1,700 teachers participated in a national webinar on implementing the SELFIE tool, demonstrating significant interest in systematic assessment of digital skills and well-being (National Documentation Centre, 2020).

3.2.4 Ireland

Ireland's national education policy increasingly supports the development of digital well-being competences in school-aged learners. While not defined as a standalone discipline, digital well-being is interwoven throughout curriculum frameworks, teacher training programmes, school policies, and national digital strategies. Beyond curriculum, national policy strongly reinforces these goals. The Digital Strategy for Schools to 2027 sets out a vision for empowering students to become critically engaged, ethically responsible digital citizens. It emphasises the safe and inclusive use of digital technologies and aligns with broader European frameworks such as the EU's Digital Education Action Plan 2021–2027 and the Council of Europe's Digital Citizenship Education domains.

The Well-being Policy Statement and Framework for Practice (2019) encourages schools to adopt whole-school approaches to well-being, which implicitly include digital dimensions. Many schools implement these frameworks by appointing digital safety leads, integrating cyber safety into anti-bullying policies, and establishing student-led e-safety initiatives. Support for teacher training is coordinated primarily through Oide, the national support service for education. Oide's Technology in Education team delivers professional development resources such as the Online Safety and Digital Citizenship course for primary teachers, which equips educators to teach digital responsibility and resilience. At the post-primary level, the Junior Cycle for Teachers (JCT) service offers subject-specific training on embedding digital well-being into SPHE and Digital Media Literacy courses. However, the report notes a need for more advanced, context-specific training to build teachers' confidence in assessing digital well-being and engaging parents as co-educators in the process. While there is no standardised assessment framework for digital well-being, teachers use reflective tools and classroom-based formative strategies to evaluate student understanding. School-level self-evaluation is supported by the Digital Learning Framework and the Webwise Online Safety Review Tool, which allow leadership teams to assess their digital culture, policies, and teaching practices. Ireland's broader infrastructure supports digital well-being through coordinated national and EU-backed initiatives.

The FUSE Anti-Bullying Programme, developed by Dublin City University's Anti-Bullying Centre and backed by the Department of Education, addresses both offline and online bullying. It provides secondary schools with workshops, toolkits, and whole-school strategies that reinforce empathy and peer leadership around digital issues. In parallel, the Irish Safer Internet Centre, coordinated by Webwise and co-funded by the European Commission, delivers outreach programmes and resources for schools, parents, and communities. Furthermore, initiatives like the Digital Well-being Award, launched in 2023 under the Digital Schools Awards framework, offer schools structured pathways to evaluate and improve their digital well-being provision. These efforts are complemented by "Keeping Childhood Smartphone-Free" guidelines and parent-focused training by the National Parents Council (NPC) helps align school and home environments. These efforts encourage parents to support healthy digital habits and open communication with children about their online lives.

This report indicates that curriculum and policy documents could more explicitly incorporate PERMA's dimensions, particularly Accomplishment and Meaning, to reinforce student agency and motivation in digital spaces. Similarly, assessment strategies could benefit from more structured tools to track digital well-being over time. National curriculum frameworks embed key competences within broader learning areas, while government policy and EU-aligned strategies provide a supportive structure for implementation. Pedagogical practices, professional development programmes, and self-evaluation tools offer a foundation for building digital resilience in young learners. Continued investment in teacher training, parental engagement, and evidence-based assessment will be essential for deepening digital well-being competencies across all levels of the Irish education system.

3.2 Comparative Interpretation and Review of the Findings from the Policy Mapping

This chapter presents a comparative analysis of how four EU countries—Cyprus, Finland, Greece, and Ireland—approach digital well-being in their education systems. Across all four countries, there is a shared recognition of the importance of digital well-being, often embedded within broader educational goals like digital citizenship and media literacy. Each country aligns its efforts with EU strategies and frameworks, and there is a growing emphasis on involving families and communities in promoting healthy digital habits. However, the depth and consistency of implementation vary.

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Table 8. Comparative findings from the national mappings of the policies and initiatives for digital well-being

Country	Cyprus	Finland	Greece	Ireland
Approaches	Awareness campaigns to mitigate risks Digital integration into schools through assessment and training	Recommendations for the use of digital devices and content Relationship between information and well-being Tools, materials and information about digital safety and well-being for guardians and professionals	Digital education and competence development Awareness of risks associated with excessive and inappropriate internet use	School digital strategy for critical and ethical digital citizenship Anti-bullying offline and online “Keeping Childhood Smartphone-Free” guidelines and parent-focused training
Recommendations	Good results of the ban on mobile phones in other countries considered Continuous professional development for educators Student-centred pedagogies and active family involvement	Definitions and resources specifically for digital well-being as a holistic concept for students, teachers and parents Need for a nationwide approach implementation		Need for more advanced, context-specific training to build teachers’ competencies to assess digital well-being Engaging parents as co-educators
Identified intervention areas	Increased involvement of parents Importance of infrastructure		Teacher training and supporting digitalisation with a digital well-being focus	Teacher training, Parental engagement Assessment tools

Table 9. Recommendations for digital well-being in education from the mapping of policies and initiatives

RECOMMENDATIONS
● Define clear definitions and goals for digital well-being in curricula and policies ● Enhance teacher training ● Introduce assessment tools ● Promote whole-school approaches ● Strengthen family & community engagement

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4 Teacher Focus Groups

4.1 Data Collection

Data collection was done through semi-structured focus group discussions following the discussion guide (Appendix 1). All data collection followed European data protection regulations and participants gave informed consent via signing the consent form or by filling out the registration form before focus groups. Data was anonymised and securely stored. The next are presented the data collection of each partnering country with the participant demographics. Further methodology of how the curricula mapping was performed can be found in Annex 1.

4.2 National Focus Group reports

This chapter gives a description of the national focus groups and their themes. The national reports were descriptive of the conversations and their themes and tones and some of them include a first step of thematic analysis (indicated in the section of each country). The reports were mapped against the PERMA framework to identify key activities and challenges. Through the desk research and the comparative analysis of the focus groups emerged the importance of external factors and these factors were also mapped in addition to PERMA domains.

4.2.1 Cyprus

The focus group took place with the participation of six primary education teachers, working in schools across various regions in Cyprus, both urban and rural. Most worked in public and one teacher worked in a private setting. Participants had between 1 and over 20 years of teaching experience and, as is common in Cyprus, taught across all subjects except foreign languages and PE. They reported using digital tools either occasionally (2–3 times per month) or more regularly (over three times per month). The session was facilitated by 2 project managers, who have expertise in the field and deep familiarity with the innovation at the core of the project related to the integration of the PERMA model and the adaptation of the SELFIE tool. The focus group began with a brief introduction outlining the project's background, main objectives, and intended outcomes.

Participants described using various digital tools in their lessons, especially during the past school year. These included creative platforms like Canva, Minecraft Education, MovieMaker, and AI/programming tools such as orgcode.org, along with robotics apps like ProBot. Teachers noted that these tools boosted student engagement, with learners showing more enthusiasm when activities moved beyond textbooks. One example involved fourth-grade students preparing for the digital PIRLS assessment, where their excitement was evident during repeated visits to the computer lab to explore the test interface.

Participants described the adoption of diverse teaching strategies to respond to the interests and learning styles of today's students, whom they characterised as a visual and technology-oriented generation. For instance, drama-based activities were used to address topics such as online behavior, rights and responsibilities in digital spaces, and ethical internet use. Teachers acknowledged that students often become disengaged when instruction lacks interactivity; therefore, they stressed the importance of promoting active participation, focus, and critical thinking skills through interactive, digitally enriched learning experiences.

Most teachers admitted that the term digital well-being was unfamiliar to them, and they were unable to provide a clear definition. Nevertheless, they intuitively identified related aspects,

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recognising digital well-being as connected to the safe, balanced, and ethical use of technology. Participants referred to the ability to navigate digital environments safely, the protection of personal data, and the importance of maintaining emotional balance while online. They also highlighted the need for ethical and purposeful technology use, including critical thinking when engaging with digital content and awareness of others' well-being on social media. Risks such as identity theft, exposure to harmful individuals online, distraction from constant notifications, and cyberbullying were also mentioned as central concerns. While the concept itself was new to many, their responses reflected a broad and meaningful understanding of its underlying dimensions.

Participants expressed a need for clearer guidance on how to support their students effectively. Teachers observed that even young children are exposed to harmful online content and excessive screen time, especially involving violent games, which sometimes leads to imitative behavior. One incident involved a school fight linked to a social media dispute. The lack of parental supervision—evident in early, unsupervised use of platforms like Facebook—was seen as a major barrier. Teachers also noted the absence of structured support, such as written guidelines or frameworks, and limited collaboration with families. Relying solely on Health Education to address these issues was viewed as inadequate.

Participants emphasised the importance of promoting core values as a foundation for responsible digital behavior. Teachers noted that discussions on ethical technology use and online conduct are already taking place within classrooms and can be embedded across various subjects, depending on the context. They highlighted the role of critical thinking, which they aim to cultivate consistently across the curriculum, as a key skill in helping students navigate digital spaces with awareness and responsibility. Despite their efforts, teachers acknowledged that setting boundaries at school is often difficult when students do not experience similar limits at home. This disconnect underscores the critical need for school–family collaboration in establishing consistent norms around digital use. Participants agreed that families play a central role in shaping children's digital habits and must be actively involved in fostering digital well-being. Last, to support both schools and families, teachers proposed the development of an official guide or manual, e.g., a short, accessible booklet outlining principles for the ethical and responsible use of digital tools, including guidance on online safety and cyberbullying. Such a resource, ideally endorsed by the Ministry of Education, could serve as a common framework to be used across schools and shared with students and parents. Teachers also stressed that the absence of clear national guidelines leaves them without a structured approach to teaching digital well-being and limits their capacity to respond effectively to emerging challenges.

Participants highlighted that digital well-being is currently not systematically integrated into the national curriculum. Instruction on this topic tends to be limited to isolated lessons. While digital well-being is not officially embedded as a distinct subject area, some related issues are addressed in certain contexts, particularly within Health Education, where topics such as cyberbullying and responsible use of social media platforms are discussed. Teachers suggested that digital well-being could be incorporated through horizontal integration across all subjects, allowing for a more consistent and comprehensive approach that reflects the nature of the concept. Looking ahead, participants emphasised the need for a systemic approach involving not only educators but also parents and students. They called for institutional support and explicit guidance on how to address issues of digital well-being at school to ensure coordinated and effective implementation.

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Table 10. Summary of findings from the Cyprus teacher focus group

PERMA Element	Themes
Positive Emotion	Students showed enthusiasm and interest when using digital tools like Canva, Minecraft Education, and MovieMaker. Excitement during computer lab visits for PIRLS preparation.
Engagement	Use of interactive and creative digital tools increased student motivation. Drama-based activities and programming tools fostered active participation and critical thinking. Teachers adapted strategies to match students' visual and tech-oriented learning styles.
Relationships	Teachers emphasised the need for school–family collaboration to ensure consistent digital norms. Concerns about lack of parental supervision and its impact on student behavior. Teachers proposed a shared guide for schools and families to promote digital well-being.
Meaning	Teachers recognised the ethical and purposeful use of technology as essential. Discussions on digital rights, responsibilities, and well-being were seen as meaningful and necessary. Teachers viewed their role in shaping digital behavior as part of a larger societal responsibility.
Accomplishment	Students preparing for the PIRLS digital assessment. Teachers' efforts to embed digital well-being across subjects. Proposal for a national guide/manual to support structured implementation.

Table 11. External factor findings from the Cyprus teacher focus groups

External Factor	Themes
Culture	Teachers lacked training and guidance on digital well-being.
Family	Limited parental supervision of children's digital use. Early and unsupervised access to social media. Teachers stressed the need for family engagement in promoting digital well-being. Need for accessible materials (e.g., booklets) for students and parents.
Infrastructure	Without adequate infrastructure, engaging, tech-driven learning experiences would be inaccessible, limiting opportunities for digital skill development and enthusiasm
Policy	Lack of national guidelines and structured frameworks for digital well-being.

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Curricula	Teachers called for Ministry-endorsed resources. Digital well-being not systematically integrated into the national curriculum. Use of digital tools and labs enhanced learning. Teachers adapted methods to align with modern learning preferences. Concerns about cyberbullying, identity theft, and exposure to harmful content. Real-life incidents linked to online conflicts. Teachers emphasised the need for safe and ethical digital practices.

4.2.2 Finland

Two focus groups were held in Finland simultaneously in Finnish with 7 teachers and in English with 4 teachers. In total, 11 teachers from primary, secondary, vocational, and adult education participated, with teaching experience ranging from 2 to over 30 years. They represented a wide range of subjects (languages, maths, sciences, arts) and they reported varied use of digital tools—from projectors and digital books to AI tools, gamified platforms (e.g., Wordwall), and collaborative apps such as Google Classroom, Peda.net, and Wilma. The Finnish focus group was recorded and transcribed, and then analysed. The English one was available for the analysis by taking notes of the main points of the discussion.

Teachers described digital well-being competences as the ability to maintain a healthy balance between digital device use and other aspects of life. This includes taking breaks from social media, managing screen time, and ensuring that digital tools do not interfere with emotional or cognitive well-being. A digitally well individual, according to participants, is someone who can confidently and safely use digital tools, feels in control of their screen habits, and experiences positive outcomes from technology use. Teachers rated their own digital well-being at an average of eight out of ten, noting that they use various strategies to maintain it. These include setting app time limits, using separate devices for work and personal life, and avoiding work-related apps during leisure time. However, they also expressed concern about students' overdependence on digital tools, particularly artificial intelligence and mobile games. Students often struggle to transition from recreational device use to focused learning, and teachers emphasised the importance of self-awareness and reflection in developing healthier digital habits.

In terms of teaching and learning, participants reported that digital well-being is not systematically integrated into classroom instruction. While some digital tools are used for practical purposes—such as Ville, a math learning platform, or wearable devices that track health—there is little structured education around digital well-being. Teachers noted that hybrid teaching, especially during and after the COVID-19 pandemic, was challenging and often overwhelming. They also highlighted a lack of training and institutional support for teaching digital well-being. In many schools, strict phone bans are enforced, particularly in primary education, which limits opportunities to teach responsible digital use. Despite these challenges, some good practices were shared. These included teaching students to use the Purpose, Process, Product (P.P.P.) framework to encourage critical thinking about digital tool use, and inviting external experts such as police officers to educate students about data protection and online safety. Teachers also emphasised the importance of encouraging conscious and purposeful device use in everyday learning.

When comparing curriculum goals with classroom realities, participants noted a significant gap. While general well-being is addressed through school-wide projects, digital well-being is often

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overlooked. Teachers expressed a strong need for more practical resources and training to support their efforts in this area. They recommended integrating digital well-being into existing subjects rather than introducing it as a separate topic. They also suggested that the learning environment should reflect a focus on digital well-being through visual cues such as posters and digital tips. Importantly, they emphasised that messages about digital well-being should target not only students but also teachers and all educational staff, fostering a shared understanding and responsibility across the school community.

Looking to the future, participants expressed a clear willingness to improve digital well-being education. They acknowledged that teachers must first develop their own competencies before they can effectively guide students. Many noted that older generations of educators have not received structured education on digital well-being and must now adapt to rapidly evolving technologies. Empowering young people to use digital tools responsibly is seen as essential, as they will play a central role in shaping future technologies. Participants highlighted the importance of collaboration between home and school to support healthy digital habits across environments. They also called for the development of curriculum frameworks that include digital well-being, and for more opportunities for shared learning and peer support among educators. While some advocated for stricter phone policies, others stressed the importance of teaching conscious and meaningful use of digital tools rather than enforcing bans. Overall, the group agreed that digital well-being should be embedded into the school culture through thoughtful policies, practical teaching strategies, and a commitment to ongoing professional development.

Table 12. Findings from the Finland teacher focus groups

PERMA Element	Themes
Positive Emotion	Students gain confidence and positive experiences using digital tools. Teachers rated their own digital well-being highly (average 8/10), showing satisfaction and emotional balance. Visual cues and posters in schools promote a positive digital culture.
Engagement	Use of games and digital tools can both engage and distract. The P.P.P. (Purpose, Process, Product) framework encourages critical thinking and intentional use. Hybrid teaching and wearable tech used to enhance learning.
Relationships	Emphasis on shared responsibility among students, teachers, and staff. Importance of home–school collaboration to support healthy digital habits. External experts (e.g., police) involved in community-based digital safety education.
Meaning	Digital well-being is seen as part of life balance and ethical responsibility. Teachers aim to embed digital well-being across subjects, not as a standalone topic. Students are encouraged to reflect on their digital habits and understand their impact.
Accomplishment	Students develop self-efficacy and confidence in using digital tools safely. Teachers use strategies like app limits and device separation to manage their own digital well-being. Schools aim to build digital competence through structured practices and visual reminders.

Table 13. External factors findings from the Finland teacher focus groups

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External Factor	Themes
Culture	Teachers call for training, resources, and frameworks. Some schools enforce strict phone bans, limiting teaching opportunities. Teachers request practical tools like posters, guides, and expert visits. Older teachers adapting to new digital realities.
Family	Need for collaboration between home and school to reinforce healthy habits. Students' overuse of mobile games and AI tools often not addressed at home.
Infrastructure	Use of platforms like Ville and wearables for learning. Visual cues in the environment support awareness and reflection.
Policy	Digital well-being is not systematically taught
Curricula	Lack of systematic integration of digital well-being in the curriculum. Concerns about overdependence on AI and games. Students struggle to transition from play to learning. Students described as digitally immersed but needing guidance to balance screen time. Emphasis on self-awareness, reflection, and emotional regulation.

4.2.3 Greece

In total, 6 teachers from primary and secondary schools participated, with teaching experience ranging from 3 to over 37 years, including one teacher who had also served 20 years as a headteacher. The participants mostly used digital tools in the classroom either daily or weekly and one participant reported using them occasionally with project-based learning. Two of the teachers were classroom teachers, so they covered all the subjects with their students. Other subjects covered were theology, informatics programmes, English language, mathematics, science (biology and chemistry) and arts. The focus group discussion was analysed using thematic analysis, following the approach of Braun and Clarke (2006). The session transcript was reviewed in detail, with initial codes assigned to segments of text reflecting recurring ideas, attitudes, and examples. Codes were then grouped into broader themes, which were refined through iterative reading and comparison.

A dominant theme was the educators' call for a holistic approach to technology in education, emphasising that digital tools should enhance -not replace- experiential learning, play, and social interaction. One participant stated that "experiential learning, play and sports should not be set aside; instead, they should be combined so the lesson becomes more attractive and both students and teachers are happier." This sentiment was echoed throughout the group, with consensus that technology should be a means to enrich learning and well-being, not an end in itself.

Educators repeatedly highlighted the motivational power of technology when used creatively and purposefully. Interactive whiteboards, tablets, and digital platforms were seen as tools that "make the lesson more engaging, and the children attend with greater joy." Examples included the use of digital quizzes, podcasts, and eTwinning projects, which fostered "joy, satisfaction, positive emotions, and eagerness for the next lesson." The positive emotional impact was seen as a key component of digital well-being. The discussion revealed a strong focus on collaborative learning and inclusion, supported by digital tools. Participants described group projects using tablets and interactive boards, noting that "the proper use of new technologies is fully inclusive, achieving to engage even less enthusiastic learners." Family engagement was also discussed, with parents

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showing “willingness and interest in learning how to leverage new technologies,” highlighting the importance of home-school partnerships for digital well-being.

Educators identified significant challenges, including limited instructional time, the need for continuous professional development, and insufficient digital resources (e.g., not enough interactive whiteboards for every class). “The challenge for me is to be able to integrate digital tools all and still manage to deliver the lesson I have to teach” one teacher noted, capturing the tension between curriculum demands and innovative practice. The need for more targeted training and resource sharing among teachers was a recurring point. Participants acknowledged both the benefits and risks of digital technology. While digital tools can foster engagement and inclusion, educators stressed the importance of “proper planning and preparation” to avoid negative outcomes such as distraction or superficial learning. The concept of digital well-being was linked to “the satisfaction of leaving the classroom knowing I have achieved a goal… with positive feelings” but also to the need for self-regulation and balance—both for students and teachers.

The focus group revealed that educators value a balanced, integrative approach to digital well-being, where technology is thoughtfully embedded in teaching to promote engagement, inclusion, and positive emotions—while maintaining strong links to experiential learning and collaboration. They expressed both enthusiasm for the opportunities digital tools provide and awareness of the ongoing challenges in training, resources, and emotional regulation. The discussion underscored the importance of continuous professional development, resource sharing, and family involvement in achieving holistic digital well-being for all learners.

Table 14. Findings from the Greece teacher focus group

PERMA Element	Themes
Positive Emotion	Technology use (e.g., quizzes, podcasts) fosters joy, satisfaction, and eagerness. Teachers and students feel happier when experiential learning is combined with digital tools. Positive emotions linked to achieving goals and feeling fulfilled after lessons.
Engagement	Digital tools like tablets and interactive whiteboards increase lesson engagement. Group projects and creative tech use motivate even less enthusiastic learners. Teachers feel motivated and optimistic when discussing digital integration.
Relationships	Emphasis on collaborative learning and inclusive practices. Family engagement is seen as key to digital well-being. Focus group atmosphere was respectful, constructive, and cooperative.
Meaning	Technology should enhance—not replace—experiential learning, play, and social interaction. Digital well-being linked to purposeful, balanced use of tools. Teachers find meaning in creating inclusive and joyful learning environments.
Accomplishment	Teachers feel a sense of achievement when lessons are engaging and goals are met. Use of digital tools supports student success and inclusion. Educators propose practical solutions to overcome challenges.

Table 15. External factors findings from the Greece teacher focus groups

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External Factors	Themes
Culture	Need for continuous professional development and resource sharing. Teachers call for targeted training and support. Importance of self-regulation and balance for both students and teachers.
Family	Parents show interest in learning about technology. Home–school partnerships seen as essential for digital well-being.
Infrastructure	Lack of sufficient devices hinders full integration (e.g., not enough interactive whiteboards). The infrastructure isn't keeping pace with pedagogical innovation Infrastructure should include not just devices, but also the systems that enable training, collaboration, and family engagement
Policy	Policy should include guidelines for responsible use, emphasizing planning, purpose, and balance Policies should encourage inclusive digital practices, with tools and strategies that cater to diverse learning needs Flexible curriculum frameworks that allow for innovation and adaptation to digital methods Need for structured, funded professional development programs embedded in policy, not just one-off workshops
Curricula	Teachers face time constraints balancing curriculum and innovation Risks include distraction and superficial learning if tech is not well-planned. Emphasis on blending traditional and digital methods. Teachers value experiential learning, play, and sports alongside tech.

4.2.4 Ireland

Context analysis of the focus group was facilitated based on the discussion guide. The study involved six educators, each with between 8 and 20 years of teaching experience across a range of subjects including Science, Geography, French, History, and Computer Science. All participants reported regular to daily use of digital tools in their classrooms. Their practices included a variety of technologies such as interactive whiteboards, Chromebooks, Google Classroom, GIS software, virtual labs, and multimedia content like videos and animations.

Teachers broadly defined digital well-being competences as the ability to use digital technologies in a balanced, safe, and informed manner that supports mental, emotional, and social health. Key themes included managing screen time, being mindful of online content, and understanding when to disconnect or take digital detoxes. Some responses also highlighted the importance of fostering independence, experimentation, and confidence in using digital tools without negatively affecting well-being. Teachers generally perceive students as confident and active users of digital technology, but lacking in awareness around healthy digital habits. While educators feel personally informed about digital well-being, they express concern that many students do not critically evaluate their digital use or recognise the impact it has on their mood, mental health, or ability to switch off. Overall, there is a clear gap between students' technical proficiency and their understanding of responsible, well-being-focused digital behaviour.

Teachers experience digital well-being in practice through personal screen-time boundaries, purposeful use of digital tools, and efforts to maintain a healthy relationship with online content. In classrooms, while initiatives like Safer Internet Day and external speakers help raise awareness,

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teachers note a lack of a standardised curriculum or structured approach. Digital well-being competencies are viewed as essential for both productivity and emotional clarity, particularly as students increasingly struggle with constant connectivity, online distractions, and the credibility of digital information.

Teachers identified several factors impacting the digital well-being of both educators and learners, with excessive screen time being the most consistently mentioned concern. Other key issues included lack of self-regulation, online peer pressure, cyberbullying, and inability to critically evaluate content. Teachers also noted the blurred boundaries between personal and professional life, the stress of constant digital availability, and the overwhelming choice of digital tools without sufficient time to explore or manage them effectively. Integration of digital well-being tools into teaching and learning appears to be limited and inconsistent across schools. While one teacher shared that their school uses Webwise.ie resources, celebrates Safer Internet Day, and holds assemblies on device use, several others reported no formal integration of digital well-being practices. A few mentioned using classroom discussions to address media literacy and online behaviour, but overall, the structured and consistent implementation of digital well-being tools remains lacking.

Teachers expressed mixed views on the support provided by educational technology providers for digital well-being education. While some noted that platforms like Google offer digital citizenship content and teacher training, others pointed out that many providers focus solely on delivering hardware and software, with little to no support for well-being. Webwise was highlighted as a valuable Irish resource offering lesson plans and videos, but several respondents emphasised the need for better integration of well-being features—such as monitoring tools and training—into the platforms already in regular classroom use.

Teachers identified several key challenges in teaching digital well-being, including a crowded curriculum, a lack of teacher training, unregulated digital use outside school, and a digital divide between teachers and students. The emotional toll of constant connectivity and students' limited ability to filter information—particularly from social media—were also noted as concerns. However, educators also saw opportunities, such as equipping students with real-world digital life skills and using creative, cross-curricular methods to embed digital well-being education effectively. Teachers use a range of approaches to teach digital well-being skills, often focusing on awareness-raising and reflective practices. Common methods include using Webwise resources during Safer Internet Day, encouraging students to analyse their screen time, and discussing the impact of social media on mental health. Some teachers incorporate digital well-being into subject content, such as evaluating online sources in Geography or exploring media evolution in History. One school engaged older students to design digital safety lessons for younger peers and hosted invited talks, including a session on Coco's Law addressing online abuse and harassment.

Teachers generally felt that current policies and curricula do not fully align with the realities of classroom experiences concerning digital well-being. While there is growing policy awareness, implementation is described as inconsistent and fragmented, with no standardised curriculum in place. Some schools have adopted measures like phone bans to manage screen time, but formal guidance—such as an Acceptable Use Policy or dedicated digital well-being framework—is often lacking. Digital well-being education is frequently sidelined or confined to SPHE-related subjects, leaving a gap between intent and practice.

Teachers recommended several strategies for effectively embedding digital well-being into the curriculum. Key suggestions included the development of a formal, structured curriculum

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specifically targeting digital well-being, alongside the provision of continuous professional development (CPD) for teachers. Some proposed integrating digital well-being into SPHE, while others advocated for it to become a standalone subject or a cross-curricular theme embedded within all core subjects. Respondents also emphasised the need for mandatory teacher training and the creation of age-appropriate frameworks, ensuring digital well-being education is consistent, relevant, and sustainable across the school system.

Digital well-being is seen as a core life skill, potentially on par with physical education in terms of importance. Teachers envision digital well-being becoming an essential and embedded component of future education. They anticipate it will be integrated across subject curricula or potentially developed as a standalone subject or TY module. Suggestions include increasing student voice, running student-led initiatives like competitions, and offering more structured support for teachers. Teachers shared a range of good practices they plan to implement or strengthen to promote digital well-being. These include teaching respectful online communication, encouraging healthy screen time habits, and modelling positive behaviours such as reducing personal social media use. Some educators aim to promote digital detoxes, especially during holidays, and introduce tools for students to log and reflect on their screen time. Others plan to incorporate more offline activities like journaling, physical tasks, and tech-free collaborative learning to create a more balanced classroom experience.

Table 16. Findings from the Ireland teacher focus group

PERMA Element	Themes
Positive Emotion	Technology use (e.g., quizzes, podcasts) fosters joy, satisfaction, and eagerness. Teachers and students feel happier when experiential learning is combined with digital tools. Positive emotions linked to achieving goals and feeling fulfilled after lessons.
Engagement	Digital tools like tablets and interactive whiteboards increase lesson engagement. Group projects and creative tech use motivate even less enthusiastic learners. Teachers feel motivated and optimistic when discussing digital integration.
Relationships	Emphasis on collaborative learning and inclusive practices. Family engagement is seen as key to digital well-being.
Meaning	Technology should enhance—not replace—experiential learning, play, and social interaction. Digital well-being linked to purposeful, balanced use of tools. Teachers find meaning in creating inclusive and joyful learning environments.
Accomplishment	Teachers feel a sense of achievement when lessons are engaging and goals are met. Use of digital tools supports student success and inclusion. Educators propose practical solutions to overcome challenges.

Table 17. External factors findings from the Ireland teacher focus groups

External Factor	Themes
Culture	Teachers call for mandatory CPD, age-appropriate frameworks, and formal policies (e.g., Acceptable Use Policies).

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	Mixed support from edtech providers—some offer training, others focus only on tools. Teachers highlight the emotional toll of blurred personal/professional boundaries.
Family	Unregulated digital use at home is a major challenge. Teachers stress the need for shared responsibility between school and home.
Infrastructure	Use of Webwise.ie, Google digital citizenship content, and external speakers. Teachers request better integration of well-being features into existing platforms.
Policy	Current policies and curricula do not fully align with the realities of classroom experiences concerning digital well-being Formal guidance needed
Curricula	Lack of a standardised curriculum and structured implementation. Students are technically skilled but lack awareness of digital well-being. Teachers must adapt to evolving tech and bridge the gap in digital literacy. Concerns include excessive screen time, cyberbullying, peer pressure, and constant connectivity. Emphasis on self-regulation, digital detoxes, and critical content evaluation.

4.3 Comparative Interpretation and Review of the Findings from Focus Groups

Teachers noted that digital tools spark joy and motivation, especially when paired with experiential learning. Interactive platforms boost engagement, though students need guidance. Relationships thrive through collaboration and respectful online behavior, with school–family cooperation seen as vital. Digital well-being is viewed as a key life skill, and purposeful tech use supports both teaching and personal growth. Students build confidence through safe tech use, and teachers feel accomplished when digital habits improve.

Table 18. Summary of findings from the teacher focus groups

PERMA Element	Themes
Positive Emotion	Digital tools foster joy, enthusiasm, and satisfaction when used creatively Students and teachers feel happier and more fulfilled when experiential learning is combined with technology Positive emotions are linked to goal achievement and feeling safe and emotionally regulated
Engagement	Interactive tools (e.g., Minecraft, quizzes, podcasts) increase motivation and participation. Students are active users but need guidance on healthy habits. Teachers use reflective practices and cross-curricular integration to deepen engagement.
Relationships	Emphasis on collaborative learning, peer-led initiatives, and respectful online communication. Strong need for school–family partnerships to reinforce digital norms. Teachers model healthy behaviors and promote shared responsibility.
Meaning	Digital well-being is seen as a core life skill, essential for navigating modern life.

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Accomplishment	Technology should enhance—not replace—experiential learning, play, and social interaction. Purposeful use of digital tools is central to teaching and personal practice.
	Students gain confidence and self-efficacy through safe, guided tech use Teachers feel accomplished when students reflect and improve their digital habits Use of structured tools supports skill-building and goal achievement.

Teachers highlighted gaps in curriculum, inconsistent support from edtech providers, and generational divides in tech use. Families often lack supervision and shared norms, though parents are interested in guidance. Infrastructure issues like limited devices and time hinder integration. Teachers call for visual aids and expert support. Broader risks require community-wide policies, and curricula should promote self-regulation and critical thinking to address screen addiction, cyberbullying, and emotional strain.

Table 19.External factors synthesis from the focus groups

External Factors	Themes
Culture	Lack of standardised curriculum, structured frameworks, and consistent implementation. Teachers call for mandatory CPD, age-appropriate resources, and formal policies. Mixed support from edtech providers—some offer training, others focus only on tools Students are tech-savvy but lack critical awareness Older educators must adapt to evolving technologies Need to bridge the digital divide between generations
Family	Unsupervised digital use at home is a major concern Teachers stress the need for shared norms and collaboration between school and home Parents show interest but need guidance on supporting digital well-being.
Infrastructure	Use of platforms like Ville, Webwise, Google tools, and wearables Limited access to devices and time constraints hinder integration Teachers request visual cues, guides, and expert visits to support awareness
Policy	Risks extend beyond school, requiring community-wide approaches
Curricula	Teachers emphasise self-regulation, digital detoxes, and critical evaluation of content Concerns include screen addiction, cyberbullying, peer pressure, and the emotional toll of constant connectivity

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5 Technology Providers Focus Group

A virtual focus group was held with six educational technology providers from different partner countries. The focus group aimed to explore the unique perspectives of educational technology specialists (three web developers, one web designer and one regional education manager) whose work directly shapes the digital learning environments of students and teachers. Thematic analysis was used to identify key themes aligned with the focus group topics, and findings were reviewed collaboratively by the research team. These findings were mapped to the PERMA framework, also noting the mentioned external factors. This was done by another researcher separate from the initial analysis. Further methodology of how the curricula mapping was performed can be found in Annex 2.

Table 20. Findings from the focus group with technology providers mapped to the PERMA framework

PERMA Element	Theme
Positive Emotion	Smooth, user-friendly design reduces cognitive load and emotional stress Emotional safety, especially in preventing cyberbullying Tools like mindfulness prompts support emotional regulation
Engagement	Platforms that promote ease and flow enhance sustained attention Multimedia and interactive tools support deeper learning Tools that allow educators to monitor and manage behavior foster safer online interactions Game-based and project-based learning methods increase immersion
Relationships	Emphasis on psychosocial dimensions of digital well-being Collaborative development between educators and tech providers
Meaning	Digital tools should support not just academic goals but broader developmental needs Emphasis on responsible and informed digital use School-based media projects and AI literacy initiatives
Accomplishment	Tools like timers and structured features support task completion Training and support empower teachers and students to succeed

Participants described digital well-being as a multifaceted concept that goes beyond online safety to include the overall quality of digital experiences. A key theme was the importance of designing smooth, efficient, and user-friendly platforms that minimize cognitive load and emotional stress. Digital well-being was seen as the extent to which platforms support users—especially students and educators—in achieving their goals comfortably and effectively.

User interface and design were considered critical. Participants emphasised responsive design, minimal input requirements, and features that promote ease and flow. Good design was linked to deeper learning and sustained attention. Beyond usability, emotional safety was highlighted, with concerns about cyberbullying and the need for tools that help educators manage online behavior. Digital well-being was viewed as a core responsibility in educational technology, supporting both academic and emotional development. Participants stressed that digital well-being depends on both content quality and platform usability. Quality online time was described as the result of two critical factors: the reliability and clarity of the educational material, and the ease with which users can interact with the platform. Effective collaboration between educators and

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developers was seen as essential: educators ensure content relevance, while developers focus on intuitive design. Accessibility, visual clarity, and engaging formats were emphasised, along with features like timers and mindfulness prompts to support healthy digital habits. Flexibility was key—teachers should be able to tailor features to student needs. Participants stressed that platforms should be readable and accessible.

Integration into classrooms raised issues like varying teacher digital skills and infrastructure gaps. Training was seen as vital—not just in tool use, but in pedagogical application. Universal learning design was highlighted to ensure accessibility. Participants called for ongoing professional development, especially in AI literacy and ethical tech use. A key challenge identified was the gap in digital skills among teachers and the lack of adequate infrastructure in some schools. This limits meaningful integration of technology. Teacher training and support were seen as essential. While many teachers are motivated, many lack confidence or skills. Practical training, clear documentation, and incentives were recommended. Simplicity and flexibility in platform design were also seen as indirect support. Systemically, participants called for stronger policy frameworks and a shift from hardware provision to comprehensive strategies that include training and responsible tool use.

Table 21. External factors from the focus group with technology providers

External Factor	Themes
Culture	Addressing digital skills gaps among teachers Capacity building over hardware provision Ongoing teacher training and support, including hands-on practice Incentivised participation AI literacy and ethical use education Addressing digital skills gaps among teachers Capacity building over hardware provision
Family	Focus heavily on educators, students, and platform design, the role of family not explicitly detailed
Infrastructure	Adequate infrastructure in schools essential for meaningful technology integration Design supporting cognitive function and eg functions for breaks Collaboration between educators and developers ensures content accuracy and platform usability
Policy	Government involvement and national frameworks needed for long-term impact and consistency Strategic planning to overcome resistance to innovation and support to systemic change Avoiding simplistic bans on digital tools, focus on educating students for responsible digital engagement
Curricula	Digital well-being must be woven into the curriculum as a foundational capacity and not just as a tech add-on Ongoing teacher training on how to adapt curricula to different platforms and student needs

Finally, participants identified systemic barriers like resistance to innovation and a lack of strategic planning. They warned against simplistic bans on digital tools, advocating instead for education on responsible use. The session concluded with a call for capacity building—empowering teachers and students to use digital tools creatively and safely, supported by ongoing education in

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areas like AI and online safety. The session concluded by underscoring the importance of shifting focus from hardware provision to capacity building. Without proper training, even the most advanced tools remain underutilized. Participants called for initiatives that empower teachers and students to use digital tools creatively and safely, such as school-based media projects, and highlighted the need for ongoing education in areas like AI literacy and online safety.

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6 Summary and recommendations

6.1 Recommendations for PERMA Digital Index and Framework

The PERMA Digital Index expands the traditional PERMA well-being model by introducing External factors as a core area. This addition reflects the critical role of external factors: policies, practices, and infrastructure in fostering digital well-being. Insights from curriculum analysis and focus group data with teachers highlight the need for systemic support to ensure that digital well-being is not only conceptualized but also effectively implemented in educational settings. Key activities in the framework are informed by the curriculum mapping and focus group data examples from teachers. This framework answers to the need of explicit definitions and definitions for digital well-being as well as contextualised understanding of what it means in practice for key stakeholder groups.

- Recognize external factors (policy, curricula, infrastructure, culture, family) as essential components of fostering digital well-being in addition to PERMA pillars of well-being
- Define digital well-being for different stakeholder groups (teachers, students, families).
- Ongoing support to implement and see long-term results

6.2 Recommendations for Policymakers

It is essential to establish explicit definitions and goals within national curricula and policy frameworks for digital well-being to be embedded meaningfully across education systems. Overall well-being is an apparent theme, but the current policies lack the holistic view of well-being, including the current digital landscape and citizenship. These definitions should clarify what digital well-being entails and how it connects to broader educational and societal aims. In addition, tools and indicators should be developed to monitor digital well-being at both school and national levels, enabling data-informed decision-making and continuous improvement. Cross-subject collaboration should be actively promoted, integrating digital well-being into whole-school strategies that support both students and staff. Localised resources must be provided to ensure relevance and accessibility, and parents should be involved as co-educators to reinforce digital well-being practices at home. It is very important that national strategies are coordinated across different education levels and ministries to ensure coherence, sustainability, and shared responsibility.

- Define digital well-being explicitly in national education policies with a holistic view
- Develop monitoring tools and indicators for digital well-being
- Promote cross-subject and whole-school strategies
- Provide localised resources and involve parents as co-educators
- Ensure coordinated national strategies across ministries and education levels

6.3 Recommendation for Curriculum Development

In curriculum development, digital well-being must be explicitly defined within curriculum frameworks, ensuring consistency with assessment. Teachers require continuing support through mandatory professional development that reflects the local environment and pedagogical needs. Digital well-being should be embedded across subjects, encouraging interdisciplinary approaches and fostering a culture of whole-school engagement. Ethical and emotional dimensions of digital life

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should be integrated into both subject-specific and integrated learning goals. Practical tools and resources, including real-world examples and case studies, should be made available to help educators translate theory into practice. Moreover, partnerships with families should be strengthened, recognizing their vital role in shaping students' digital habits, emotional resilience, and overall well-being.

- Define digital well-being clearly in the curriculum, provide guidance and assessment tools for teachers
- Mandatory, context-sensitive and ongoing professional development for teachers about digital well-being
- Embed digital well-being across subjects to support interdisciplinary learning
- Integrate social and emotional aspects of digital life into learning goals
- Strengthen family-school partnerships to support digital well-being at home

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Appendices

Appendix 1. Research PERMA Digital Research and Mapping Report Guide & Template

This guide provides an overview and structured guidance for research and data collection under Work Package 2 (WP2) of the PERMA Digital Project. It serves as a template and support document for all partners across Europe to ensure a consistent and comprehensive approach to collecting, analyzing, and reporting data under Tasks T2.2, T2.3, and T2.4.

1. Introduction

Key Instructions

- Each partner has their own templates to fill out. Please make sure you are in the correct template document by checking its folder location and title.
- Here is the excel sheet that tracks the progress of each partner: Research and Mapping Guideline Tracking Sheet
- Use APA 7th edition for all references. Ensure all borrowed text is properly cited, including page numbers where applicable Refer to APA guidelines.
    - Do not copy-paste from any document without quotation marks and proper referencing
- If you use visual data or infographics, please stick to a maximum of 1-2 in the whole document
- Please ensure the final submission does not exceed 17 pages in total, including the instructions, questions, and bibliography. Each paragraph should be 3–5 sentences long. Note that this document currently appears as 17 pages because space has been intentionally left under each question for you to fill in your responses—not because of excessive content.
- Minimum and maximum content requirements are specified under each section. Please write your answers below those instructions directly.
- We should use British English instead of American English. (main differences in spelling are, for example the usage of 's' instead of 'z' - finalisation instead of finalization)

AI Use

- You are welcome to use AI to review documents, but please review and polish the text to make it relevant to our work package and let us know which sections are AI generated. This will save us so much time when finalising the file, so thank you for your cooperation!
- AI tools may be used for document review, but all content should be refined manually before finalisation and the research method explanations should also indicate and explain which sections are AI-generated for transparency and to support the editors' work.

If you have any questions, suggestions or comments, please contact:
orsolya.o.tuba@jyu.fi, kati.clements@jyu.fi and Erianna Dragona dragona.e@kmop.org from KMOP

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2. Curricula Mapping Analysis

2.1. Definitions and Frameworks

- How does the national curriculum define, mention, use "digital well-being skills"?
- Compare these definitions with those in DigComp, LifeComp, and PERMA. Identify any gaps, similarities, or contradictions.

Please write a 1 paragraph description below. Make an additional note (if necessary) on the linguistic differences, how it is used in your language and what meanings it conveys.

Type here:

2.2. Integration of Digital Well-being competences

- Where are digital well-being skills mentioned in the curriculum? (Specify age levels, subjects, or standalone courses.)
- How are digital well-being skills integrated into other subjects (e.g., STEM, humanities, arts)?
- In which levels is ICT taught in schools as a mandatory or voluntary subject?
- Are digital well-being competencies linked with other key learning areas? If yes, specify.
- Is there anything mentioned in the pedagogy related to learning design, learners' competencies and family/home support?

Please write a 3-4 paragraph description below.

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2.3. Pedagogical Approaches

- Does the curriculum provide any support in teaching digital well-being competencies?
  - If so, what? Specify.
- What common teaching methodologies are used for digital well-being education based on the curriculum?
- Is there anything mentioned in the pedagogy related to digital well-being learning design, learners' competencies and digital well-being family/home support?

Please write a 3-4 paragraph description below.

2.4. Teacher Education and Training

- Does the teacher education curriculum provide any support in teaching digital well-being competencies?
  - If so, what? Specify.
- How are teachers prepared to teach digital well-being competencies?
- What forms of professional development or teacher training exist to ensure educators are equipped to teach digital well-being skills?
- How are teachers prepared to assess the digital well-being of students?

Please write a 2-3 paragraph description below.

2.5. Recommendations and Reflections

- What are the key gaps in digital well-being competence development?
- What additional teacher support, curriculum changes, or resources would help?

Please write a 2-3 paragraph description below.

3. Mapping Practices and Policy Initiatives

Under this task, CARDET, IoD, UCD, KMOP and JYU will map existing national and EU-level practices and policy initiatives to identify intervention areas (e.g., curriculum, teacher education, pedagogy, learning design, learners' competencies, family/home support), definition of concepts, measures/approaches adopted, the documented results, barriers and success factors in relation to well-being in digital education. Provide a clear overview of your research methodology. Identify and analyse relevant international and local literature—such as academic research, policy documents, and related materials—that connect digital well-being competences and practices in school education.

3.1 Key Research Question

How do key national policy documents support the development of digital well-being competences in your country?

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3.2 Further Guiding Questions

- Is there anything mentioned in the pedagogy related to learning design, learners' competencies and family/home support?
- What recent Ministry of Education publications are relevant to digital well-being competence development? How are they influential?
- Are there specific national or regional policies dedicated to digital well-being education?
- What funding programs or support structures exist to enhance digital well-being education?
- Are teacher training and professional development included in national digital well-being education strategies?
- What assessment frameworks exist to measure digital well-being at different education levels?
- Are there any notable national or EU-funded initiatives supporting digital well-being education?
- What role do schools, communities, and stakeholders play in shaping digital well-being education policy?
- What best practices from other countries could be adopted or adapted?

Please write minimum 2 pages maximum 3 pages below. Use APA 7th citation style.

4. Focus Groups Report

In your report, clearly explain the method you used to analyse the data (e.g., thematic analysis), outlining how patterns or themes were identified and interpreted. Present the results by theme, integrating direct participant quotes where appropriate to illustrate key points and give voice to the data.

Additionally, address at least some of the following analytical questions to enrich your interpretation:

- What recurring themes or insights emerged from the discussion?
- How similar or varied were participants' language and responses?
- Was there internal consistency in participants' views, or did perspectives shift over time?
- Did participants elaborate on their points or provide relevant examples when prompted?
- What was the overall tone of the discussion (e.g., positive, frustrated, engaged)?
- How did participants interact with one another—was the group dynamic cooperative, tense, or dominated by certain voices?
- What non-verbal cues (e.g., facial expressions, posture) were observed during the session?

Your summary should aim to capture both the content and dynamics of the discussion, offering a clear and insightful overview of the participants' contributions across the five themes.

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I. <u>INTRODUCTION, ICE BREAKER (15 min)</u>

Please fill out the table on the participants (P) :

P.	Are you a teacher?	How long have you been teaching (how many years)?	Which subject do you teach?	How often do you use digital tools in your classroom?
1				
2				
...				

I. <u>DEFINITIONS AND PERCEPTIONS (20 min)</u>

- How do the participants see / define digital well-being competences?
- What are their own perceptions of their digital well-being competences?
- How do teachers experience digital well-being in practice? How do they see the role of digital well-being competences in their classrooms?
- What are some of the factors that impact the digital well-being of teachers and learners?

II. <u>TEACHING AND LEARNING (20 min)</u>

- Are digital well-being tools integrated into teaching and learning? If so, how? Share some good practices if you can.
- How do educational technology providers support schools in digital well-being education?
- What are the main challenges and opportunities in digital well-being teaching and learning?
- How do you teach skills around digital well-being? Examples?

III. <u>CURRICULUM VS REALITY (20 min)</u>

- How do current policies and curricula align with actual classroom experiences in terms of digital well-being of students and teachers?
- What would be an efficient way of embedding digital well-being into the curricula and what improvements or recommendations do participants suggest for policy or curriculum changes?

IV. <u>ENVISIONING THE FUTURE (15 min)</u>

- How do you see digital well-being skills development in the future?
- What good practices can you change / implement in your teaching to promote digital well-being?

Please write a minimum 1 and maximum 2 pages focus group report below.

5. Ethical Considerations & Data Management

- **GDPR Compliance: Does the data collection fully comply with European data protection regulations?**

  Yes ___ No ___

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- **Informed Consent: Have all participants signed a consent form prior (online or paper) to the focus groups?**

  Yes ___ No ___

- **Confidentiality: Is all data anonymised and securely stored according to data protection standards?**

  Yes ___ No ___

References

Use APA 7th edition for all references. Ensure all borrowed text is properly cited, including page numbers where applicable Refer to APA guidelines.

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Appendix 2. Key Discussion Themes for Focus Group with Technology Providers

I. Perception and Role of Digital Well-Being

- What does digital well-being mean to you as a technology provider?
- How do you see your platform or services contributing to students' digital well-being? Are there specific features or design choices intended to support mental health, focus, balance, or safety in digital environments?

II. Design and User Experience

- How do you ensure that your technology avoids overstimulation, distraction, or digital fatigue?
- What strategies or tools do you use to promote healthy digital habits in students and educators?
- Does your product include timers, usage dashboards, mindfulness prompts, screen time controls, or other features supporting well-being?

III. Implementation in Educational Settings

- How do schools typically integrate your technology into their digital teaching environments?
- What feedback have you received from teachers or school leaders regarding the well-being impact of your product?
- What barriers do schools face in using digital tools in a well-being-sensitive way?

IV. Support and Professional Development

- What training or guidance do you offer to educators on how to use your product to support student well-being?
- Are there guidelines or modules within your platform aimed at raising awareness about digital well-being?
- How could teacher support be improved from your perspective?

V. Impact and Evaluation

- Do you collect or track any data related to user well-being, satisfaction, or engagement?
- How do you measure or assess the positive or negative impacts of your product on learners' digital experience?
- Are schools or education systems asking for well-being-related evidence or features more than before?

VI. Reflections and Future Directions

- From your perspective, what are the biggest risks to student well-being in current digital education environments?- What could governments or schools do to encourage well-being-conscious innovation in EdTech?- Looking ahead, how do you envision your product evolving to better support student and teacher well-being?

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Appendix 3. Cyprus EU-funded programs

GLITTER (Gamified Learning Tools to Improve digital liTERacy and resilience) focuses on developing gamified educational interventions aimed at improving students' resilience to online risks and critical digital literacy. It combines game-based learning with digital well-being objectives, helping learners recognise and respond to online harms such as misinformation, cyberbullying, and addictive behaviors (GLITTER Project, 2023). Similarly, the iWELL project focuses on primary education, aiming to cultivate healthy digital habits and online safety awareness in children aged 6–12 through the use of comics, mini-games, and a dedicated MOOC (iWELL Project, 2022). The DWELL (Digital well-being: A Holistic Approach) project expands on this by integrating digital well-being into school policy and practice through the adaptation of the SELFIE tool and the development of a comprehensive training framework for educators and parents (DWELL Project, 2024). Finally, DigiWELL addresses digital well-being in adult and professional learning environments, proposing a new "Digital well-being Manager" profile and producing qualifications and gamified resources to support healthier technology use in vocational settings (DigiWELL Project, 2023).

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