

Newsletter

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Issue 2

Applying The PERMA Digital Well-being Framework

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How educators can use it to understand and support well-being in digital learning contexts.



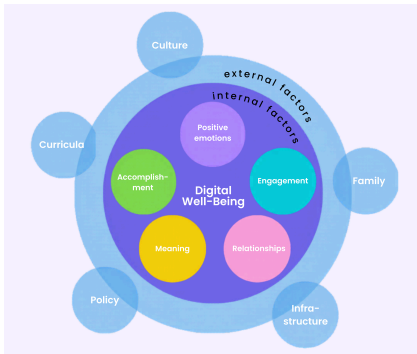
A whole-school approach to digital well-being

Why a whole school approach works for supporting digital well-being.

The PERMA-Digital project aims to develop and implement a whole-school programme for well-being in digital education, assess its impact through mixed methods research across European countries, and explore how it can be scaled and adopted more widely.

PARTNERSHIP:

- Centre for the Advancement of Research and Development in Educational Technology (CARDET) - Cyprus
- University of Jyväskylä -Finland
- Institute of Development -Cyprus
- University College Dublin -Ireland
- KMOP Education and Innovation Hub – Greece
- INNOVADE LI LTD – Cyprus
- All Digital – Belgium
- European Schoolnet - Belgium
- Digital Well-Being in Education: Applying the PERMA Framework



Building Digital Wellbeing: A Framework That Puts People First

Imagine digital wellbeing as two rings. At the centre sits the individual: their mindset, emotions, and sense of purpose. Around them, like a protective outer ring, are the external forces shaping their digital world: access to technology, social pressures, and cultural norms.

This is the logic behind the PERMA Digital Wellbeing Framework, and what makes it distinctive is how it brings existing knowledge together in a new way. Rather than starting from scratch, it weaves together two established European competence frameworks.

DigComp is the EU's blueprint for digital competence, covering skills like navigating information, creating content, communicating online, staying safe, and solving technical problems.

LifeComp is its companion framework for personal and social competence, addressing things like self-regulation, empathy, critical thinking, and a growth mindset.

PERMA-Digital maps both of these onto the five domains of the PERMA wellbeing model, originally developed by Martin Seligman in 2011. These five domains are Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment, and together they create something none of the three frameworks could offer alone.

For example, building Relationships online draws on communication and collaboration skills from DigComp as well as empathy and cooperation from LifeComp.

The result is a practical roadmap for teachers, school leaders, and families to nurture genuinely healthy digital lives, from the inside out and from the classroom outward into the wider school community.



Photo by Max Fischer:
<https://www.pexels.com/photo/a-children-watching-on-the-smartphone-5212671/>

A whole-school approach to digital well-being

A whole-school approach means that digital well-being goes beyond individual teachers and isolated lessons, it is supported across the entire school community.

This approach brings together leadership, teachers, students, families, and support staff to create shared routines, expectations, and values around digital practices. It shapes how communication is handled, how devices are used in lessons, how workload is managed, and how students are supported both emotionally and socially in digital spaces.



Photo from Canva

Applying The PERMA Digital Well-being Framework

During the implementation phase, schools explore how everyday digital practices shape students' emotions, engagement, relationships, sense of purpose, and progress. The PERMA Digital framework supports teachers in reflecting on themes such as sustaining attention, communicating meaning across platforms, and preventing digital overload. Staff explore and adapt routines to suit their own context and consider wider structures such as communication expectations, workload patterns, and the role of families.

The aim is to understand digital well-being not only through individual tools, but through the broader culture in which those tools are used. Schools interested in exploring this work further or joining the project are welcome to get in touch.

