WINDEE

A practical guide for institutions

Operational Guidelines on Implementing & Maintaining Digital Well-Being Practices in Educational Settings

WINDEE — Well-being in Digital Education Ecosystem | Deliverable D4.4

WINDEE

Authors

Diana Miceli
Knowledge Innovation Centre

Contributors

All Partners

Editor

Diana Miceli
Knowledge Innovation Centre

Layout

Tina Cajnkar,
Knowledge Innovation Centre

Lead beneficiary

Knowledge Innovation Centre (KIC)
Work package 4: Educator Empowerment
Public deliverable
Project 101195779

Review version

Review version, 26 October 2026. Institutions should adapt the recommended processes and illustrative examples to their local context before implementation.

Partners

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Co-funded by the European Union

This work is licensed under a Creative Commons Attribution-sharealike 4.0 International

www.windee.eu

Linkedin/windee/

Document information

Field	Detail
Deliverable	D4.4 — Operational Guidelines on Implementing and Maintaining Digital Well-Being Practices in Educational Settings
Project	WINDEE — Well-being in Digital Education Ecosystem (101195779)
Lead beneficiary	Knowledge Innovation Centre (KIC)
Type and dissemination	R — Document, report; PU — Public
Due date	Month 20
Purpose	Procedures for policy development, curriculum integration & stakeholder engagement, with a maintenance cycle.[1]
Status	Final Draft.

[1] WINDEE Consortium (2025). Grant Agreement, project 101195779, Annex 1, WP4 and deliverables D4.4 and D5.1.

List of Acronyms and Abbreviations for the document

Acronym	Full Meaning
AI	Artificial intelligence
CAST	Center for Applied Special Technology
CPD	Continuing professional development
D	Deliverable
DigCompEdu	European Framework for the Digital Competence of Educators
EACEA	European Education and Culture Executive Agency
EdTech	Educational technology
EU	European Union
HBSC	Health Behaviour in School-aged Children
IT	Information technology
KIC	Knowledge Innovation Centre
KPI	Key performance indicator
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
PU	Public — dissemination classification
R	Document/report — deliverable type
SELFIE	Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies
SELFIEforTEACHERS	European Commission tool for teachers' self-reflection on digital competence
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization
WINDEE	Well-being in Digital Education Ecosystem
WP	Work package, e.g. WP4

Table of Contents

Introduction: WINDEE and the purpose of this deliverable 8

How to use this guide 9

1. Foundations and Principles 10

Working principles 10

2. Prepare and Govern the Work 11

Procedure 1: Authorise the Programme 11

3. Establish a baseline 12

Procedure 2: Establish a Proportionate Baseline 12

4. Select and Implement Practices 13

Procedure 3: Pilot an Intervention 14

5. Integrate into teaching and professional learning 15

Procedure 4: The Teaching-Design Check 15

6. Engage Students, Families and Partners 16

Procedure 5: A Consultation Cycle 16

7. Manage Digital Tools and Safeguarding 17

Procedure 6: Respond and Learn 17

8. Monitor, Review and Sustain 18

Procedure 7: Periodic Operational Review 19

9. Adaptation by Setting 19

Institutional Standards and Operating Procedures 20

10. Set a Whole-Institution Digital Well-Being Policy 20

How to implement 21

What to review 21

11. Govern Communication and Digital Workload 21
How to Implement 22
What to review 22
12. Design attention-supportive lessons and assessments 22
How to implement 23
What to review 23
13. Build accessibility and equitable access into the default 23
How to implement 24
What to review 24
14. Protect social connection, identity and belonging 24
How to implement 25
What to review 25
15. Protect physical comfort and varied activity 25
How to implement 26
What to review 26
16. Make procurement and configuration a well-being control 27
How to implement 27
What to review 27
17. Address Data Protection and Safeguarding Together 28
How to implement 28
What to review 28
18. Develop Educators and Managers Together 29
How to implement 29
19. Manage generative AI and emerging features 30
How to implement 30

What to review 30
20. Evaluate implementation without overclaiming impact 31
How to implement 31
What to review 31
21. Crosswalk from the WINDEE framework to institutional controls 32
22. Decision record for adoption and escalation 34
Conclusion 34
Annex A — Institutional Charter Template 35
Annex B — Baseline scan 36
Annex C — Priority and Action Plan 37
Annex D — Digital learning activity check 38
Annex E — Tool Approval Record 40
Annex F — Stakeholder Consultation Record 41
Annex G — Communication Protocol Worksheet 42
Annex H — Pilot review 43
Annex I — Annual maintenance checklist 44
Annex J — Example one-term implementation calendar 45
References 46

Introduction: WINDEE and the purpose of this deliverable

WINDEE is a 36-month Erasmus+ policy experimentation project that brings research, assessment of digital tools, policy mapping and case studies together with educator resources and institutional experimentation. Its Digital Well-being Framework treats well-being as a balanced state shaped by person-specific, device-specific and context-specific factors. This guide translates that framework into decisions, procedures and records that an educational institution can adapt and maintain.[2]

The **Operational Guidelines on Implementing and Maintaining Digital Well-Being Practices in Educational Settings (D4.4)** provide educational institutions with a practical approach to embedding digital well-being across teaching, learning and institutional operations. They translate digital well-being principles into clear policies, shared responsibilities and everyday procedures, taking account of the needs of learners, educators and the wider educational community.

The guidelines explain how institutions can identify priorities, approve policies, involve relevant stakeholders, allocate resources and review and sustain practices over time. They can be adapted to different educational settings, organisational capacities and local requirements, and used independently, supported by the decision steps and practical records in Annexes A–J.

The **WINDEE Handbook on Digital Well-being and Education (D5.1)** complements these institutional procedures with practical strategies, actionable steps, case studies and resources to support their application in educational settings.

The guidelines draw on the WINDEE Digital Well-being Framework (D3.2), Case Study Report (D3.1), Assessment report of digital tools and technologies (D2.2), Policy Mapping Report (D2.3) and Training material on digital well-being for teachers (D4.3). These outputs inform the institutional responsibilities, implementation procedures and review records set out here. The guidelines distinguish evidence reported in the source outputs from recommended practices that institutions should adapt and assess locally.

[2] WINDEE Consortium (2025). Grant Agreement, project 101195779, Annex 1, WP4 and deliverables D4.4 and D5.1; Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J., with WINDEE contributors.
D3.1 Case Study Report. WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.

How to use this guide

This guide supports institutions in introducing and maintaining digital well-being practices. A leadership team or designated working group can work through Sections 2–8 over an academic term, assigning responsibility for each decision and using the annexes to record actions and progress. Smaller institutions may combine roles, while larger institutions may coordinate work across faculties or year groups through a common reporting route. Begin with two or three priorities, test the proposed practices in one setting and review the findings before extending implementation. The suggested sequence, timescale and number of priorities can be adapted to the institution's needs and capacity.[3]

Reader	Starting point	Record to keep
Senior leader	Sections 2, 3 & 8	Charter, action plan, review decisions
Educator or CPD lead	Sections 4 & 5	Teaching-design & learning records
IT, data protection or safeguarding lead	Section 7	Tool decision & incident records
Student or family representative	Sections 3 & 6	Consultation & feedback record

[3] *Ibid.*

1. Foundations and Principles

Digital well-being is more than limiting screen time. A purposeful digital task may enable accessibility, autonomy and collaboration; a poorly designed task may create interruption, overload or exclusion even when it takes little time. The question for an institution is how its teaching, technology and rules support learning and the physical, cognitive, social and emotional experience of students and educators.[4]

WINDEE lens	Institutional question	Example response
Person-specific	Who faces different needs, habits, competences or barriers?	Offer accessible alternatives & differentiated support.
Device-specific	What does the tool prompt, collect or make difficult?	Review notifications, data collection, usability & support.
Context-specific	What in scheduling, pedagogy or culture creates pressure?	Agree communication hours & redesign repeated tasks.

The WINDEE Digital Well-being Framework contains thirteen strategies, including school leadership and management decisions, curriculum integration, parent education and AI leap management. Section 21 maps all thirteen to institutional responsibilities, procedures and evidence. The strategy names and sequence follow the framework figure reproduced in Training material on digital well-being for teachers (D4.3)[5], p. 14; the proposed institutional controls are local implementation guidance.[6]

Working principles

- Start with learning purpose and inclusion. Use technology when it adds educational value and provide a reasonable route for learners who cannot use the chosen format.[7]
- Treat educator workload and learner experience as linked. Do not shift monitoring, messaging or troubleshooting onto staff without time and support.[8]
- Co-design rules with those who live with them. Record dissent and constraints as well as support.[9]

---

[4] *Ibid.*

[5] D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE. https://windee.eu/kic-publication/training-material-on-digital-well-being-for-teachers/

[6] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.

[7] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J., with WINDEE contributors.
D3.1 Case Study Report. WINDEE.

[8] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE.

[9] Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J., with WINDEE contributors.

- Use proportionate evidence. Monitor implementation and experience without collecting unnecessary personal health or behavioural data.[10]
- Review the practice and the system, not only individual habits. Change schedules, defaults or procurement choices when they generate avoidable demands.[11]

2. Prepare and Govern the Work

The head of the institution should appoint a named sponsor and a coordinator with protected time. A small working group should include teaching, student support, safeguarding, IT, accessibility, data protection and student voices. In compulsory education, consult families as appropriate. Give the group a written remit, decision rights, a reporting line and a review date. The institution remains responsible for its local legal and safeguarding obligations.[12]

Role	Decision or responsibility	Evidence
Sponsor	Approve scope, resources & final policy; resolve trade-offs	Signed charter & meeting decisions
Coordinator	Schedule the cycle; maintain action log & version control	Action plan & review log
Teaching / CPD lead	Test curriculum & staff learning changes	Teaching plans & CPD feedback
IT/procurement lead	Review configuration, access and support	Tool assessment
Safeguarding & data protection leads	Check routes for harm, privacy & escalation	Approved protocols
Students, staff & families	Describe lived experience & test proposals	Consultation summary

Procedure 1: Authorise the Programme

- Record the population, settings and existing digital systems covered. Include remote, blended and on-site work.

D3.1 Case Study Report. WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.

[10] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE.

[11] *Ibid.*

[12] Volungevičienė, A., with WINDEE contributors (2026). D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors. D2.3 Policy Mapping Report, updated final version. WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners. D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.

- Identify existing school policy, employment arrangements, accessibility requirements and local protection procedures.
- Name the sponsor, coordinator and working group; agree how concerns can be raised confidentially.
- Approve a one-term pilot timetable, a small implementation budget and dates for review.
- Publish a plain-language statement explaining what the work aims to change and how people can contribute.

Decision point: if the group cannot offer a safe route for reporting serious online harm or cannot support the chosen tool, defer expansion while the relevant duty-holder addresses that gap. This is an operational safeguard, not a substitute for local legal advice.[13]

3. Establish a baseline

Before writing a new policy, identify what actually happens. Bring together existing rules, timetables, workload patterns, accessibility feedback, digital-tool inventories and anonymised incident themes. Ask students and educators when technology helps them learn and when it creates interruption, pressure, discomfort or exclusion. Do not infer a clinical condition from a short survey.[14]

Procedure 2: Establish a Proportionate Baseline

Agree a baseline period proportionate to the institution's size, existing evidence and consultation needs. Annex J illustrates a two-week baseline and consultation period; allow additional time where needed and adjust the subsequent pilot and review dates accordingly.

- Map the current learning journey: platforms, accounts, assignment channels, notifications, response expectations, synchronous time and offline alternatives.
- Review existing evidence and select a short anonymous pulse survey and two or three structured discussions. Provide an accessible and non-digital way to respond.

[13] Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.
[14] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J., with WINDEE contributors.
D3.1 Case Study Report. WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.

- Separate findings by setting or group only when the numbers allow confidentiality. Do not publish identifiable narratives.
- Rate each issue for severity, frequency, affected groups and institutional control. Record what evidence is missing.
- Choose no more than three initial priorities and publish a short "we heard / we will test / we cannot yet resolve" summary.

Signal	What it may indicate	Follow-up
Multiple portals for one assignment	Fragmented workflow	Walk through a real task with staff & learners
Messages outside agreed hours	Implicit availability expectation	Inspect scheduling & leadership practice
Learners cannot complete tasks without a personal device	Access barrier	Test loan & offline routes
Repeated reports of online conflict	Social or safeguarding concern	Use established safeguarding escalation, then review learning design

Keep survey questions short and neutral. Ask about ease of access, clarity of expectations, opportunities to disconnect, physical comfort, belonging and confidence in getting help. Collect only the information needed to decide whether the proposed change works.[15]

4. Select and Implement Practices

A good action is small enough to own and measure, and broad enough to change a source of friction. The WINDEE case study report assembles examples across schools and institutions; these illustrate possibilities, not proof that a particular intervention will work everywhere. Select a comparable example, identify its enabling conditions, and test it locally.[16]

Use the institutional baseline in Section 3 to select a priority and identify the relevant framework strategy through Section 21. The working group should agree on the practice, intended benefit, local adaptation, responsible lead, participating stakeholders and required resources in Annex C. Complete Annex E where a digital tool requires approval, and use Annex H to review the pilot. Distinguish intended benefits from findings reported in underlying evidence and from results observed locally. Existing institutional records may be used where they capture the same information.[17]

[15] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE.
[16] Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J., with WINDEE contributors.
D3.1 Case Study Report. WINDEE.
[17] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J., with WINDEE contributors.

Priority	Institutional practice to test	Owner & Minimum Evidence
Digital demands	One assignment channel; agreed response windows; notification defaults	Teaching lead; staff & learner pulse
Pedagogy	Purpose check before adding an app; planned offline or collaborative alternatives	Department lead; lesson review
Inclusion	Accessible materials, loan route & non-digital fallback	Accessibility lead; barrier log
Online relationships	Class charter & clear reporting route	Safeguarding lead; awareness check
Physical comfort	Breaks, posture & varied activities in sustained digital sessions	Teaching lead; lesson observation
Tool choice	Privacy, accessibility & learning-value review before renewal	IT/procurement; recorded approval

Procedure 3: Pilot an Intervention

- Write the problem, affected users, evidence and intended change in one paragraph.
- Choose a practice aligned with the WINDEE framework and specify what will be changed in a class, department or workflow.
- The coordinator should obtain checks from the teaching, accessibility, data protection, safeguarding and IT leads as relevant, confirm staff time and costs, and seek sponsor approval before the pilot begins. Record conditions and unresolved constraints in Annex C and, for tools, Annex E.
- Explain the pilot to users, including duration, feedback route and what happens if the practice causes harm.
- Run the pilot for a defined period; capture implementation fidelity and a small number of experience measures.
- Decide to adopt, revise or discontinue. Record reasons and the next review date.

A policy statement should identify scope, expected behaviours, responsibilities, exceptions, support and review. For example, a communication policy may state which channel carries routine assignments, when responses are normally expected, how urgent safeguarding matters are reported and how staff and learners request an adjustment. Do not promise a universal "right to disconnect" without checking applicable national and employment rules.[18]

D3.1 Case Study Report. WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.
[18] Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE.

5. Integrate into teaching and professional learning

The curriculum or teaching lead should map digital well-being to existing learning outcomes and course approval processes, agree responsibilities with educators, and obtain the relevant academic approval for changes. Allocate planning time, accessible materials and technical support before implementation. D4.3 provides exercises that educators can adapt; D4.4 establishes the procedure for approving, supporting and reviewing their use. Record the change in Annex C and use Annex D for the teaching-design check.[19]

Procedure 4: The Teaching-Design Check

- State the learning outcome and why a digital activity helps meet it.
- Check the number of platforms, steps, notifications and simultaneous demands. Remove unnecessary switching.
- Provide accessible instructions, reasonable alternatives and a clear help route.
- Plan interaction, reflection and an appropriate break or change of mode.
- Explain respectful communication, privacy and how to respond to a problem.
- Ask learners what worked; adjust the next iteration and note the change.

CPD component	Practical task	Evidence of transfer
Foundations	Map a teaching week against person, device & context factors	One identified pressure point
Boundaries and focus	Try one change to communications or notifications	Reflection on effect & feasibility
Classroom practice	Co-design a digital communication charter	Charter & learner feedback
Institutional practice	Scan current rules & draft an action statement	Proposal to working group
Review	Test a change, collect proportionate feedback & revise	One-page action record

Use peer observation and short planning conversations alongside formal sessions. Give educators time to adapt materials. Avoid asking them to disclose personal well-being information to demonstrate competence. Where training is recognised formally, specify learning outcomes, assessment criteria, issuer and verification arrangements separately; D4.4 itself does not issue a credential.[20]

[19] WINDEE Consortium (2025). Grant Agreement, project 101195779, Annex 1, WP4 and deliverables D4.4 and D5.1; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.
[20] *Ibid.*

6. Engage Students, Families and Partners

The coordinator should identify which students, educators, families and external partners need to contribute to each policy or implementation decision, and record their roles in Annex F. Engagement should influence decisions before approval. In school settings, appoint a family liaison lead to assess parent education needs, arrange accessible guidance on digital routines and reporting routes, and review participation and feedback. Allocate staff time, translation or accessible formats where needed, without assuming equal household connectivity, language or availability. Report which suggestions were adopted and why others were not.[21]

Procedure 5: A Consultation Cycle

- Define the decision that participants can influence and the limits of that decision.
- Invite a mix of users, including those with access and inclusion barriers; offer more than one way to contribute.
- Use scenarios and practical examples rather than asking for sensitive disclosures.
- Summarise themes without attributing comments to individuals; route any safeguarding disclosure immediately through the established process.
- Publish the decision and a date for checking its effect.

The WINDEE WP4 community and stakeholder activities are intended to support discussion and resource sharing. Institutions may use those resources for peer learning, but should maintain their own local ownership of policy, student support and confidential case management.[22]

[21] WINDEE Consortium (2025). Grant Agreement, project 101195779, Annex 1, WP4 and deliverables D4.4 and D5.1; Volungevičienė, A., with WINDEE contributors (2026). D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners. D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.

[22] WINDEE Consortium (2025). Grant Agreement, project 101195779, Annex 1, WP4 and deliverables D4.4 and D5.1.

7. Manage Digital Tools and Safeguarding

Procurement and renewal decisions affect well-being through usability, interruption, accessibility, privacy and teaching workload. WINDEE Assessment report of digital tools and technologies (D2.2) assessed educational tools using pedagogical, person-, context- and technology-specific considerations, including privacy, security and ethical design. A local decision needs the institution's current technical and legal assessment as well as these pedagogical questions.[23]

Gate	Question before approval	Owner
Learning purpose	What does this tool make possible that existing tools do not?	Teaching lead
Accessibility & inclusion	Can intended users complete the task with their available devices & support?	Accessibility lead
Privacy & security	What data are collected, retained, shared or transferred?	Data protection & IT leads
Well-being defaults	Can notifications, streaks, autoplay or public rankings be limited?	IT & teaching leads
Workload & support	Who maintains accounts, answers questions & exits the tool?	Sponsor
Review	When will use, complaints & alternatives be reassessed?	Coordinator

A concern about cyberbullying, exploitation, self-harm or another serious risk goes through the institution's existing safeguarding and emergency pathways. A classroom charter is not an incident response system. Record only the minimum information required, restrict access, preserve relevant evidence according to local procedure and avoid informal investigation by untrained staff.[24]

Procedure 6: Respond and Learn

- Ensure immediate safety and follow the local safeguarding or emergency route where needed.
- Record the concern in the approved system; do not circulate sensitive screenshots through ordinary class chats.
- Assign the appropriate lead to decide support, referral, technical containment and communication.

[23] Mettis, K., Tuul, M., Leoste, J., and Väät, S., with WINDEE contributors.
D2.2 Assessment report of digital tools and technologies, updated final version. WINDEE.
[24] Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.

- After the case is handled, review whether tool settings, teaching design or unclear rules contributed, without exposing the individual.
- Document a systemic change and check its effect at the next review.

8. Monitor, Review and Sustain

Maintenance means giving each adopted practice an owner, a calendar date and a way to learn from experience. Count both implementation and effects: whether people know the rule, whether it is feasible, and whether the problem has reduced. Do not use a single screen-time metric as a proxy for well-being. Institutions should select and adapt the suggested indicators below to their local priorities and available evidence.[25]

Include a measure of beneficial digital experience alongside measures of pressure and barriers. Depending on the priority, institutions may ask whether learners and educators feel confident participating, can make appropriate choices about digital activities, or find it easier to collaborate. Use comparable questions at baseline and follow-up and interpret the findings in context.

Question	Possible measure	Frequency
Was the practice introduced?	Approved policy, configured setting or completed CPD	At launch
Can people use it?	Short awareness & accessibility check	After 4–6 weeks
Did the targeted pressure change?	Comparable pulse item or workflow evidence	End of term
Did it cause a new barrier?	Structured feedback & complaints themes	Continuous
Is it maintained?	Owner, version date & resourcing check	Each term or annual cycle

[25] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.

Procedure 7: Periodic Operational Review

Schedule an operational review at the end of each academic term or equivalent delivery cycle, and a formal policy review at least annually. For shorter programmes, set review points that allow findings to inform the next delivery. Bring a review forward when significant concerns or changes arise.

- Compare the agreed baseline and follow-up evidence, noting missing or incomparable data.
- Ask users whether the practice remains workable, especially those likely to face barriers.
- Review incident themes only in aggregate and through authorised leads.
- Choose one of four decisions: continue, amend, expand or discontinue. Record the rationale.
- Update policy wording, induction, training and tool settings together; publish a short change notice.

Include the policy in new-staff induction and periodic curriculum review. Reassess whenever a platform, timetable, assessment approach, national rule or student population changes materially. Archive superseded versions while keeping the current instructions easy to find.[26]

9. Adaptation by Setting

Setting	Likely Emphasis	Adaptation
Primary or secondary school	Age-appropriate routines, safeguarding, family communication	Use short co-designed rules & a clear home-school channel
Higher education	Autonomy, flexible study, multiple platforms, staff workload	Coordinate across modules & make support routes visible
Vocational or adult learning	Mixed devices, work commitments, varied digital confidence	Offer flexible access & workplace-relevant scenarios
Remote or hybrid delivery	Continuous availability & fatigue	Set synchronous expectations & asynchronous alternatives

The same person, device and context lens applies across settings. The appropriate mix of practices depends on learners' ages, institutional responsibilities, available devices and national requirements. Do not copy a school's safeguarding or data policy into another jurisdiction without local review.[27]

[26] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE.
[27] *Ibid.*

Institutional Standards and Operating Procedures

Sections 10–20 provide topic-specific guidance to support the implementation cycle in Sections 2–8. Each section identifies an institutional practice, steps for implementation and evidence for review. Institutions can consult the relevant sections as priorities emerge and adapt the recommendations to the setting, age group and available resources.[28]

10. Set a Whole-Institution Digital Well-Being Policy

A policy should connect educational purpose, staff working conditions, inclusion, safety and procurement. The 2022 Council conclusions identify digital content and devices, teaching and learning practices, and the digital environment as factors in well-being. The policy therefore needs more than a device restriction: it should explain how the institution makes trade-offs between learning value and potential harm. [29]

Adopt a short purpose statement: digital technology is used when it supports a defined learning goal and reasonable access for all intended learners.

Define scope for on-site, blended and remote learning; institutional devices; personal devices; learning platforms; messaging; and school-related online interactions.

Assign accountable owners for teaching design, accessibility, staff workload, IT configuration, privacy and safeguarding. Specify which decisions require leadership approval.

Include an exception route for accessibility needs, assistive technology, safety, placement requirements and individual learning plans.

Require a termly operational review and an annual formal review; identify how users receive notice of changes.

[28] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; Council of the European Union (2022). Council conclusions on supporting well-being in digital education (2022/C 469/04); UNESCO Global Education Monitoring Report Team (2023). Technology in education: A tool on whose terms?.

[29] Council of the European Union (2022). Council conclusions on supporting well-being in digital education (2022/C 469/04).

How to implement

A policy drafting group should compare existing documents before creating a new one. Keep a one-page policy map: document owner, relevant clause, conflict or duplication, action and approval route. Publish a core policy that staff and learners can read in minutes, supported by detailed procedures. Test the wording with a learner, an educator and a support worker: each should be able to identify the routine channel, a way to request help and the route for an urgent concern.

What to review

Audit whether staff and learners can find the current policy and explain its three most important rules. Sample actual assignments and messages for alignment; a signed policy alone is insufficient evidence that practice changed. [30]

11. Govern Communication and Digital Workload

Digital overload is often produced by institutional expectations: parallel channels, last-minute posts, repeated alerts and an assumed immediate response. A boundary rule will fail if managers model the opposite behaviour or if urgent matters have no separate route. The appropriate response is a workflow redesign with a clear service standard, workload allocation and exceptions.[31]

Choose one authoritative channel for routine assignments and one for institutional announcements. Document how updates and corrections are shown.

Set routine publication and response windows suitable for the setting. Schedule non-urgent messages where systems permit and label genuinely urgent communications.

Agree how quickly students can expect feedback, when staff are expected to respond, and who covers absences. Do not interpret a delayed routine reply as lack of care.

[30] Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; Council of the European Union (2022). Council conclusions on supporting well-being in digital education (2022/C 469/04); UNESCO Global Education Monitoring Report Team (2023). Technology in education: A tool on whose terms?.
[31] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.

Batch low-priority notifications; remove duplicate alerts and unnecessary subscriptions. Keep safeguarding and emergency alerts on a separate route.

Review the number of platforms, accounts and manual data entries required of each educator; retire or integrate tools where feasible.

How to Implement

Map a typical week for an educator and a learner. Count the channels, deadlines and points where one message generates additional tasks. Run a two-week pilot in one team with agreed channel and timing rules. Record deviations and their causes rather than policing individual response times. Revise staffing or scheduling when the workload cannot be met within agreed hours.

What to review

Use short pulse items such as "I know where to find my assignments" and "I understand when a response is expected", alongside counts of duplicate channels, unscheduled notifications and support tickets. Examine results by role without individual performance surveillance.[32]

12. Design attention-supportive lessons and assessments

The goal is purposeful attention and participation, not a blanket ban on digital activity. OECD PISA 2022 found that about 30% of students reported distraction from their own digital device use in mathematics lessons; this is descriptive cross-country evidence, not an estimate of the effect of any local policy. A school should test whether the learning task, device rules and classroom routines help its learners focus.[33]

Require the lesson plan to name the digital learning purpose, estimated active device time and a non-digital or low-bandwidth alternative where appropriate.

Reduce simultaneous windows and app switching. Give concise written instructions before learners open a tool.

Make the transition between explanation, device use, discussion and reflection explicit; include opportunities to move or change posture during sustained sessions.

[32] *Ibid.*
[33] OECD (2023). PISA 2022 Results, Volume II, Chapter 5, distraction from digital devices.

Agree age-appropriate rules on personal devices, notifications, photography and side conversations, with an accessible exception procedure.

Review assessment design for constant connectivity demands, late-night deadlines, unnecessary proctoring and unfair disadvantage to learners sharing devices.

How to implement

Observe one representative activity and ask learners to narrate the steps needed to complete it. Record where they pause, switch systems or lose the task. Compare the intended learning outcome with the observed activity. If a tool mainly duplicates a paper task or adds friction, simplify or replace it. Use the WINDEE D3.1 cases as examples for adaptation, not as a list of universally proven interventions.

What to review

Compare completion, clarity and perceived distraction before and after a redesign. Look separately for learners using assistive technology or shared devices, and check whether the change improved focus at the expense of access.[34]

13. Build accessibility and equitable access into the default

A digital well-being policy cannot work for users who cannot access the materials or must spend disproportionate effort overcoming barriers. CAST Universal Design for Learning Guidelines 3.0 frame learner variability through multiple means of engagement, representation and action and expression. This is a design lens rather than a substitute for applicable accessibility requirements.[35]

Provide accessible document structure, captions or transcripts for essential media, readable contrast and keyboard-operable routes wherever feasible.

Allow more than one way to engage with content and demonstrate learning when this remains consistent with assessment outcomes.

[34] Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J., with WINDEE contributors. D3.1 Case Study Report. WINDEE; OECD (2023). PISA 2022 Results, Volume II, Chapter 5, distraction from digital devices; CAST (2024). Universal Design for Learning Guidelines, version 3.0.
[35] CAST (2024). Universal Design for Learning Guidelines, version 3.0.

Test the assignment on a low-bandwidth connection and a mobile device; state whether institution-issued devices or offline access are available.

Document an adjustment request route that does not require a learner to disclose more health information than necessary to the entire teaching team.

Include learners and staff with access needs in procurement trials and in the review of changes to platforms.

How to implement

Select a common learning journey, such as finding an assignment, opening a resource, submitting work and receiving feedback. Ask people with different devices and access needs to complete it. Log each barrier, its owner, interim workaround and resolution date. Prioritise barriers that block essential participation before adding optional features.

What to review

Monitor unresolved access barriers, support resolution time and whether alternative routes lead to equivalent learning opportunities. Avoid public reporting of small groups when identity could be inferred.[36]

14. Protect social connection, identity and belonging

Online participation can strengthen belonging, but public comparison, unmanaged group chats, exclusion and persistent conflict can undermine it. The institution should teach and model interaction norms, create safe routes for help and retain opportunities for human connection. WHO/Europe reports cyberbullying and problematic social-media-use patterns among adolescents, while also recognising that online interaction may provide connection; these population data do not diagnose individual learners.[37]

[36] Mettis, K., Tuul, M., Leoste, J., and Väät, S., with WINDEE contributors.
D2.2 Assessment report of digital tools and technologies, updated final version. WINDEE; UNESCO Global Education Monitoring Report Team (2023). Technology in education: A tool on whose terms?; CAST (2024). Universal Design for Learning Guidelines, version 3.0.

[37] WHO Regional Office for Europe (2024). A focus on adolescent peer violence and bullying in Europe, central Asia and Canada, HBSC international report; WHO Regional Office for Europe (2024). A focus on adolescent social media use and gaming in Europe, central Asia and Canada, HBSC international report.

Co-design classroom norms for respectful messages, consent before sharing images, handling disagreement and including quiet participants.

Tell learners which institution-managed spaces are moderated, who sees reports and what happens after a report.

Set rules for public rankings, peer feedback and recorded sessions; avoid making social comparison the default motivational mechanism.

Plan teacher-facilitated discussion and peer collaboration alongside self-paced digital work.

Maintain a named safeguarding route and trained response team; do not assign investigation of serious harm to a student moderator.

How to implement

Use a scenario-based workshop: a message is shared outside the class, a learner reports harassment, or a group excludes a peer. Ask each participant to identify the immediate safety route, how to preserve relevant evidence and what should not be shared. Then review whether the platform settings and class activity made the situation more likely. Keep case records in the approved confidential system.

What to review

Check awareness of reporting routes, aggregate incident themes and whether students feel safe asking for help. A rise in reports may reflect improved trust rather than increased harm; interpret it with qualitative evidence.[38]

15. Protect physical comfort and varied activity

Physical well-being includes movement, comfort, sleep and the conditions in which devices are used. WHO guidance recommends reducing sedentary behaviour and promoting physical activity across age groups; it does not prescribe one universal maximum screen time for every

[38] Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE; WHO Regional Office for Europe (2024). A focus on adolescent peer violence and bullying in Europe, central Asia and Canada, HBSC international report; WHO Regional Office for Europe (2024). A focus on adolescent social media use and gaming in Europe, central Asia and Canada, HBSC international report.

educational setting. Institutions should design varied learning activities and ergonomic conditions rather than presenting a single arbitrary screen-time quota as evidence-based.[39]

Break up long continuous device-based sessions with changes in activity and opportunities to move, appropriate to age and accessibility needs.

Check seating, screen positioning, lighting and audio conditions in institution-managed spaces.

Avoid routine late-evening deadlines and notifications that make sleep-protective habits harder.

Provide a way to report discomfort and adjust tasks or equipment through the relevant support service.

Do not replace physical activity or face-to-face interaction with a digital activity when the latter adds no learning value.

How to implement

Facilities, teaching and accessibility leads should walk through a typical learner and educator day. Identify long uninterrupted sessions, poorly fitted equipment and tasks that require late-night access. Prioritise inexpensive changes to the timetable and room set-up, then record any equipment needs in the normal budgeting process. Do not ask educators to make medical assessments.

What to review

Review whether learners and staff report manageable sessions and whether adaptations are available. Record facility actions and unresolved constraints rather than collecting individual health diagnoses.[40]

[39] World Health Organization (2020). WHO guidelines on physical activity and sedentary behaviour.
[40] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; World Health Organization (2020). WHO guidelines on physical activity and sedentary behaviour.

16. Make procurement and configuration a well-being control

Educational tools can create benefit and risk through their defaults, data practices, accessibility and support demands. UNESCO's 2023 Global Education Monitoring Report recommends that technology decisions be appropriate, equitable, evidence-based and sustainable; WINDEE D2.2 examines specific pedagogical, person, context and technology factors. A favourable classroom demonstration is therefore one input, not the approval decision.[41]

Require a short statement of educational need, alternatives and intended users before a product trial.

Assess accessibility, privacy, security, data retention, age suitability, interoperability, teacher workload and exit costs with the relevant specialists.

Inspect default notification frequency, streaks, autoplay, public leaderboards, behavioural profiling and nudges. Disable non-essential attention features where possible.

Separate a time-limited trial from institutional approval. Specify who may create accounts and what data a trial may contain.

Maintain a register with owner, approved use, contractual status, support route, renewal date and a method to export or delete data at exit.

How to implement

Hold a structured review with one representative learner, one educator and the relevant IT, accessibility and privacy leads. Score each criterion as acceptable, needs mitigation or unacceptable; attach evidence rather than collapsing all dimensions into one average. Where a serious privacy, accessibility or safeguarding issue remains unresolved, do not deploy the tool for the affected use. Document the decision and make re-approval necessary when features materially change.

What to review

At renewal, compare learning benefit and usage with complaints, support time, accessibility barriers, configuration drift and vendor changes. Record the decision to renew, restrict, replace or retire.[42]

---

[41] Mettis, K., Tuul, M., Leoste, J., and Väät, S., with WINDEE contributors.
D2.2 Assessment report of digital tools and technologies, updated final version. WINDEE; UNESCO Global Education Monitoring Report Team (2023). Technology in education: A tool on whose terms?.

[42] *Ibid.*

17. Address Data Protection and Safeguarding Together

Well-being monitoring can itself create harm when it becomes intrusive or when sensitive information spreads beyond those who need it. Institutional leaders should design the evidence process with their data protection and safeguarding leads, using applicable law and national procedures. The European Commission SELFIE tool offers an example of anonymous, multi-perspective school self-reflection; it should not be mistaken for a clinical well-being instrument.[43]

State the purpose of each data collection before issuing a survey or activating platform analytics.

Avoid collecting diagnoses, detailed personal histories, private messages or continuous individual behavioural traces merely to evaluate a general programme.

Use aggregate evidence and small-group suppression when reporting, and assign access and retention rules before collecting responses.

Separate anonymous consultation from the confidential route for a learner or staff member who needs immediate help.

Refer serious online harm through existing safeguarding pathways; assign responsibilities for containment, support, recording and follow-up.

How to implement

Complete a data map for each monitoring activity: question, data category, collection method, lawful basis or applicable approval, who accesses it, retention period and deletion. Seek the institution's data protection assessment for higher-risk processing. Train staff with examples of what belongs in a restricted case record and what belongs in an anonymous improvement log.

What to review

Review whether each data item changed a decision. Remove unused fields and confirm that users can find the privacy notice and confidential reporting route. Never publish granular data that could identify an individual in a small cohort. [44]

[43] European Commission (n.d.). SELFIE: an anonymous school self-reflection tool, including school leaders, teachers and students.
[44] Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; European Commission (n.d.). SELFIE: an anonymous school self-reflection tool, including school leaders, teachers and students.

18. Develop Educators and Managers Together

A training session alone cannot compensate for overloaded schedules or contradictory management expectations. The institution should give educators time, resources and authority to adapt teaching, while managers remove system-level barriers. DigCompEdu supports educator competence development, and SELFIEforTEACHERS provides a voluntary self-reflection route; these tools should support professional learning, not serve as an individual performance ranking. [45]

Begin CPD with a real institutional friction point and an educator-designed adjustment, not only generic awareness content.

Use D4.3 as a self-paced foundation and offer facilitated peer planning for classroom transfer.

Train leaders to model message boundaries, commission accessibility checks and allocate support time.

Provide induction for new and temporary staff, including approved tools, communication norms and safeguarding routes.

Record the teaching change and its effect, not a staff member's private health or self-assessment score.

How to implement

Invite teams to redesign one existing lesson, assignment or communication workflow. Give them protected planning time, a peer reviewer and a route for technical help. At the next team meeting, examine what became easier or harder for learners and staff. Share reusable practice notes with context and limitations so others can adapt them responsibly.

What to review

Monitor participation and transfer to practice, including whether staff had time and support. Ask whether leaders themselves complied with the agreed workflow. Do not interpret low training attendance without checking workload barriers. [46]

[45] Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE; European Commission Joint Research Centre (n.d.). DigCompEdu and SELFIEforTEACHERS self-reflection tools.
[46] *Ibid.*

19. Manage generative AI and emerging features

AI-enabled functions may alter feedback, search, monitoring or content creation after a product has been approved. Institutions should treat a material new AI feature as a change in the tool's educational and data risk profile, then revisit its suitability. The procedure applies the WINDEE technology lens and UNESCO's emphasis on evidence-informed governance to the assessment of new AI features and their effects in the local setting. [47]

Keep an inventory of AI functions in approved learning systems, including automated recommendations and generated feedback.

Explain when students or educators may use generative tools and what must remain their own work; apply the rules consistently to assessment.

Require human review of high-impact outputs and provide a correction route for inaccuracies or unfair outcomes.

Check what input data are sent to providers, whether learner data are used for training, and how outputs or logs are retained.

Disable features that create unnecessary pressure, surveillance or opaque decisions until their purpose and safeguards are clear.

How to implement

At each renewal or major release, request a change notice from the vendor and run a short impact screen. Test an ordinary task and an edge case involving accessibility or a language other than the default. Record whether the AI function improves the learning objective, how errors are noticed, and who is accountable for correction. Escalate unresolved legal or ethical questions through the existing institutional governance route.

What to review

Track complaints, corrections, staff review time and effects on participation or assessment integrity. Revise the rules when the feature, evidence or applicable requirements change. [48]

[47] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Mettis, K., Tuul, M., Leoste, J., and Väät, S., with WINDEE contributors.
D2.2 Assessment report of digital tools and technologies, updated final version. WINDEE; UNESCO Global Education Monitoring Report Team (2023). Technology in education: A tool on whose terms?.
[48] *Ibid.*

20. Evaluate implementation without overclaiming impact

An institution should distinguish whether a practice was delivered, whether it was used as intended, and whether outcomes changed. A small before-and-after survey cannot by itself establish causation: timing, response differences and other institutional changes may explain an apparent improvement. Use modest claims that reflect the strength of the evidence. [49]

- Define a theory of change for each priority: problem, proposed mechanism, activities, immediate outputs, expected experience and possible unintended effects.
- Select a few comparable measures before the pilot begins, including one process measure and one learner or educator experience measure.
- Record who responded at baseline and follow-up, whether questions or methods changed, and what groups may be underrepresented.
- Combine short quantitative items with structured discussion or task observation to explain why a result changed.
- Report a decision and its rationale even when the pilot was inconclusive or had to stop.

How to implement

Use the pilot review sheet to make one decision at a scheduled meeting. For example, if a single assignment channel was adopted by most teachers but students still report confusion, inspect naming conventions and course organisation before concluding that the policy failed. State "participants reported clearer deadlines during the pilot" rather than "the policy improved mental health" unless a suitable design and measure support the stronger conclusion.

What to review

Recheck the priority next term. Archive baseline, decision, limitations and current owner so a future team can distinguish maintained practice from a one-off campaign. [50]

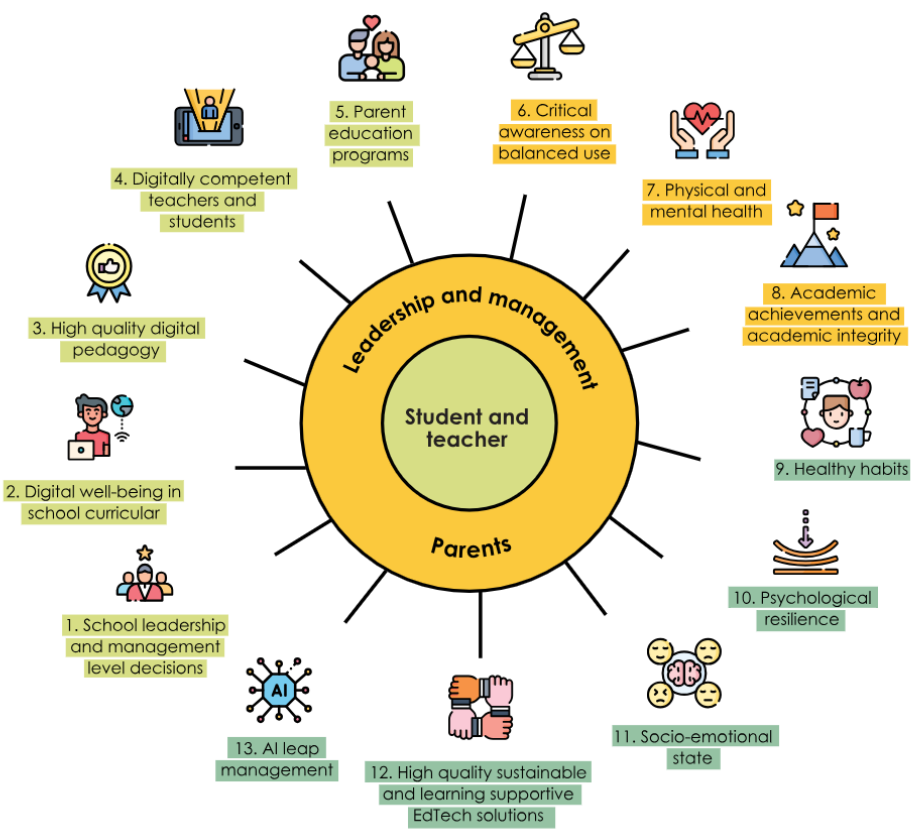
---

[49] Volungevičienė, A., with WINDEE contributors (2026). D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J., with WINDEE contributors. D3.1 Case Study Report. WINDEE; UNESCO Global Education Monitoring Report Team (2023). Technology in education: A tool on whose terms?.

[50] Volungevičienė, A., with WINDEE contributors (2026). D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J., with WINDEE contributors. D3.1 Case Study Report. WINDEE; UNESCO Global Education Monitoring Report Team (2023). Technology in education: A tool on whose terms?; European Commission (n.d.). SELFIE: an anonymous school self-reflection tool, including school leaders, teachers and students.

21. Crosswalk from the WINDEE framework to institutional controls

The following crosswalk covers the thirteen strategies in the WINDEE Digital Well-being Framework, using the names and sequence reproduced in D4.3, p. 14. Each entry identifies an institutional action, responsible stakeholders and a record for review. It links each strategy to procedures and records within this guide, enabling institutions to use the guidelines independently. Institutions should record locally agreed resources and adaptations in Annex C.[51]



1. **School leadership and management level decisions:** Sponsor approves policy, resources and decision rights; coordinator maintains the action log. Sections 2, 10 and 22; Annexes A and C.
2. **Digital well-being in school curricular:** Curriculum lead and educators agree learning outcomes, approval and review arrangements. Sections 5 and 12; Annexes C and D.

[51] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.

3. **High quality digital pedagogy:** Teaching lead supports educators to review learning purpose, attention demands and accessible alternatives. Sections 5 and 12; Annex D and learner feedback.
4. **Digitally competent teachers and students:** CPD lead and teaching teams plan induction, supported learning and review of transfer to practice. Sections 5 and 18; training and teaching records.
5. **Parent education programs:** Family liaison lead consults families, arranges accessible guidance and reviews feedback. Section 6; Annex F and participation records.
6. **Critical awareness on balanced use:** Teaching lead and educators agree how reflective discussion and tool literacy enter learning and consultation. Sections 3, 5 and 7; Annexes B and D.
7. **Physical and mental health:** Teaching and student support leads review session design, physical comfort and referral routes. Sections 7, 15 and 17; timetable review and aggregate support themes.
8. **Academic achievements and academic integrity:** Curriculum and assessment leads agree fair assessment and permitted AI use, with educator and learner input. Sections 12 and 19; assessment review records.
9. **Healthy habits**: Teaching lead and managers agree communication windows, manageable schedules and activity changes. Sections 11 and 15; Annex G and feedback.
10. **Psychological resilience**: Student support and safeguarding leads maintain help routes and follow-up arrangements. Sections 7, 14 and 17; reporting-route awareness and restricted case records where needed.
11. **Socio-emotional state**: Safeguarding lead, educators and learner representatives review belonging, respectful interaction and conflict response. Sections 6 and 14; Annex F and anonymised incident themes.
12. **High quality sustainable and learning supportive EdTech solution**s: IT/procurement lead obtains teaching, accessibility and privacy checks before approval and renewal. Sections 7 and 16; Annex E and tool register.
13. **AI leap management:** Teaching, IT and data protection leads assess new AI features; sponsor resolves escalated concerns. Section 19; Annex E, change decisions and correction records.

22. Decision record for adoption and escalation

At each termly review, the working group should submit a one-page decision record to the sponsor. It should list the practice and owner; baseline and follow-up evidence; accessibility, safeguarding and workload findings; views received, including dissent; the decision to continue, amend, expand or stop; resource implications; and the next review date. Escalate a significant unresolved privacy, safety or access risk to the responsible lead before expansion. The sponsor should communicate the outcome in plain language to the people affected. [52]

Conclusion

Digital well-being becomes an institutional practice when a named team can identify a problem, change the relevant learning or technology conditions, listen to those affected and revise the change. The short cycle in these guidelines — authorise, understand, test, review and maintain — gives institutions a way to act on the WINDEE framework without treating one intervention as a permanent solution. D4.3 supports educators' individual and classroom learning; these guidelines provide the corresponding institutional procedures. [53]

[52] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; European Commission (n.d.). SELFIE: an anonymous school self-reflection tool, including school leaders, teachers and students.
[53] WINDEE Consortium (2025). Grant Agreement, project 101195779, Annex 1, WP4 and deliverables
D4.4 and D5.1; Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J., with WINDEE contributors.
D3.1 Case Study Report. WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.

Annex A — Institutional Charter Template

Prompt	Institutional entry
Institution, unit & version	
Sponsor & coordinator	
Population & settings covered	
Problem & baseline evidence	
Two or three initial priorities	
Decision rights & reporting route	
Staff time & resources	
Safeguarding, privacy & accessibility reviewers	
Pilot start, end & review dates	

Annex B — Baseline scan

Area	Questions to answer	Evidence / owner
Teaching workflow	How many systems does a typical learner use for one task?	
Communication	Are channels & response expectations clear?	
Access	Can learners participate without a personal device?	
Physical comfort	Are sessions varied & breaks possible?	
Relationships	Do users know how to raise online conflict?	
Staff work	Who carries administration & technical support?	
Tools	What data & attention demands do platforms create?	

Annex C — Priority and Action Plan

Priority / Evidence	Change to Test	Owner / Resources	Start & Review	Success & Stop Signals

Annex D — Digital learning activity check

What is the learning outcome? Why is the digital tool needed?

What are the steps, platforms and messages learners must manage?

How will accessibility, device access and offline participation be supported?

Where will learners interact, reflect and change activity?

What privacy and respectful-communication rules apply?

What evidence after the lesson will inform a revision?

Annex E — Tool Approval Record

Review item	Finding, action and owner
Learning value & alternative	
Accessibility & inclusion	
Data, privacy & security	
Attention and notification settings	
Support & workload	
Safeguarding & incident route	
Decision, conditions & review date	

Annex F — Stakeholder Consultation Record

Decision open for input	Who was invited & access routes	Themes, including disagreement	Response & publication date

Annex G — Communication Protocol Worksheet

Routine assignments channel	Expected response period	Urgent safeguarding route	Exceptions & Adjustments

Annex H — Pilot review

Use this record to compare the selected baseline and follow-up measures, noting dates, participation, changes in methods and limitations. Record the evidence supporting the decision, including positive experiences and any unintended barriers, as described in Section 20.

Question	Finding & source
Was implementation completed as planned?	
What changed in experience or workflow?	
Whose experience is missing?	
Any unintended barrier or harm?	
Decision: continue, amend, expand or discontinue	
Owner & next review date	

Annex I — Annual maintenance checklist

- Current policy has an owner, version date and accessible location.
- Induction and CPD match the current policy.
- New or renewed tools have passed a documented review.
- Staff and student feedback has been considered, including access barriers.
- Incident themes have been reviewed through authorised leads.
- Changes and unresolved issues have been reported to the sponsor.

Annex J — Example one-term implementation calendar

Weeks	Activity	Output
1–2	Authorize remit & gather existing policies	Charter & inventory
3–4	Run baseline scan & consultation	Priority statement
5–6	Approve two or three small pilots	Action plan
7–11	Implement, support & gather feedback	Pilot records
12–13	Compare evidence, decide & communicate	Review and policy update

The timetable is illustrative. An institution should adapt it to term length and required approvals.[54]

[54] Volungevičienė, A., with WINDEE contributors (2026).
D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE; Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J., with WINDEE contributors.
D3.1 Case Study Report. WINDEE; Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors.
D2.3 Policy Mapping Report, updated final version. WINDEE; Frelih, K., editor Miceli, D., with WINDEE partners.
D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE.

References

CAST (2024). Universal Design for Learning Guidelines, version 3.0. https://udlguidelines.cast.org/

Council of the European Union (2022). Council conclusions on supporting well-being in digital education (2022/C 469/04). https://www.consilium.europa.eu/en/press/press-releases/2022/11/28/eu-highlights-the-importance-of-well-being-in-digital-education/

European Commission (n.d.). SELFIE: an anonymous school self-reflection tool, including school leaders, teachers and students. https://education.ec.europa.eu/selfie/home

European Commission Joint Research Centre (n.d.). DigCompEdu and SELFIEforTEACHERS self-reflection tools. https://joint-research-centre.ec.europa.eu/scientific-activities/key-competences-lifelong-learning/digcompedu/digcompedu-self-reflection-tools_en

Frelih, K., editor Miceli, D., with WINDEE partners. D4.3 Training material on digital well-being for teachers, final version. Knowledge Innovation Centre / WINDEE. https://drive.google.com/file/d/1XNJ4Q20LC0wC17NUQT5r8uy-IyvInwER/view

Mettis, K., Leoste, J., and Väät, S., with WINDEE contributors. D2.1 Literature review and desk research report, updated final version. WINDEE. https://drive.google.com/file/d/1ARuH-6kslrDM5iWWp4mX6X2sMfWeGnUQ/view

Mettis, K., Männik, K., Leoste, J., and Väät, S., with WINDEE contributors. D2.3 Policy Mapping Report, updated final version. WINDEE. https://drive.google.com/file/d/1dlkYDMWed8IYKjL5exnfglkXeHqBEWHW/view

Mettis, K., Tuul, M., Leoste, J., and Väät, S., with WINDEE contributors. D2.2 Assessment report of digital tools and technologies, updated final version. WINDEE. https://drive.google.com/file/d/1MJ8nyMsEMFxnZSqiPdIWk9dBqEsuDQh2/view

OECD (2023). PISA 2022 Results, Volume II, Chapter 5, distraction from digital devices. https://www.oecd.org/en/publications/pisa-2022-results-volume-ii_a97db61c-en/full-report/component-12.html

UNESCO Global Education Monitoring Report Team (2023). Technology in education: A tool on whose terms? https://www.unesco.org/gem-report/en/publication/technology

Volungevičienė, A., Adomaitienė, K., Tamoliūnė, G., and Naujokaitienė, J., with WINDEE contributors. D3.1 Case Study Report. WINDEE. https://drive.google.com/file/d/1Q9JDF9ORaB2oNkKCl6F9uc9r9EcpbgHt/view

Volungevičienė, A., with WINDEE contributors (2026). D3.2 Digital Well-being Framework. Vytautas Magnus University / WINDEE. https://drive.google.com/file/d/1Bp4e7WYDsHtxFqx0gqC5LkYIlysE9K92/view

WHO Regional Office for Europe (2024). A focus on adolescent peer violence and bullying in Europe, central Asia and Canada, HBSC international report. https://www.who.int/europe/publications/i/item/9789289060929

WHO Regional Office for Europe (2024). A focus on adolescent social media use and gaming in Europe, central Asia and Canada, HBSC international report. https://www.who.int/europe/publications/i/item/9789289061322

WINDEE Consortium (2025). Grant Agreement, project 101195779, Annex 1, WP4 and deliverable D4.4 description; WINDEE project application, WP4 task and milestone tables.

World Health Organization (2020). WHO guidelines on physical activity and sedentary behaviour. https://www.who.int/publications/i/item/9789240015128

WINDEE

Short description of WINDEE

WINDEE is a policy experimentation project aimed at improving the digital well-being of students and educators in educational settings across Europe. It addresses the lack of understanding, strategic approaches, and coherent policies concerning the mental, emotional, physical, and cognitive impact of digital education.

Co-funded by the European Union

www.windee.eu

Linkedin/windee/