

Training kit for student organisations

TO SET UP INITIATIVES TO PROMOTE STUDENT WELL-BEING

Start

Introduction

The training kit is a tool to support student organisations in developing well-being initiatives for their peers.

The kit aims to - Strengthen the capacity of student organisations to develop actions and innovations to promote student well-being;

Duplicate or disseminate the good practice and innovative initiatives identified through O1 and O2;

Train 'ambassadors' for student well-being, who will then be able to pass on their knowledge to other members of their organisations, to create a dynamic.

This kit is aimed at student organisations (associations, trade unions working in their institutions to promote student well-being, informal student groups). They may be volunteers (mainly), but also employees.

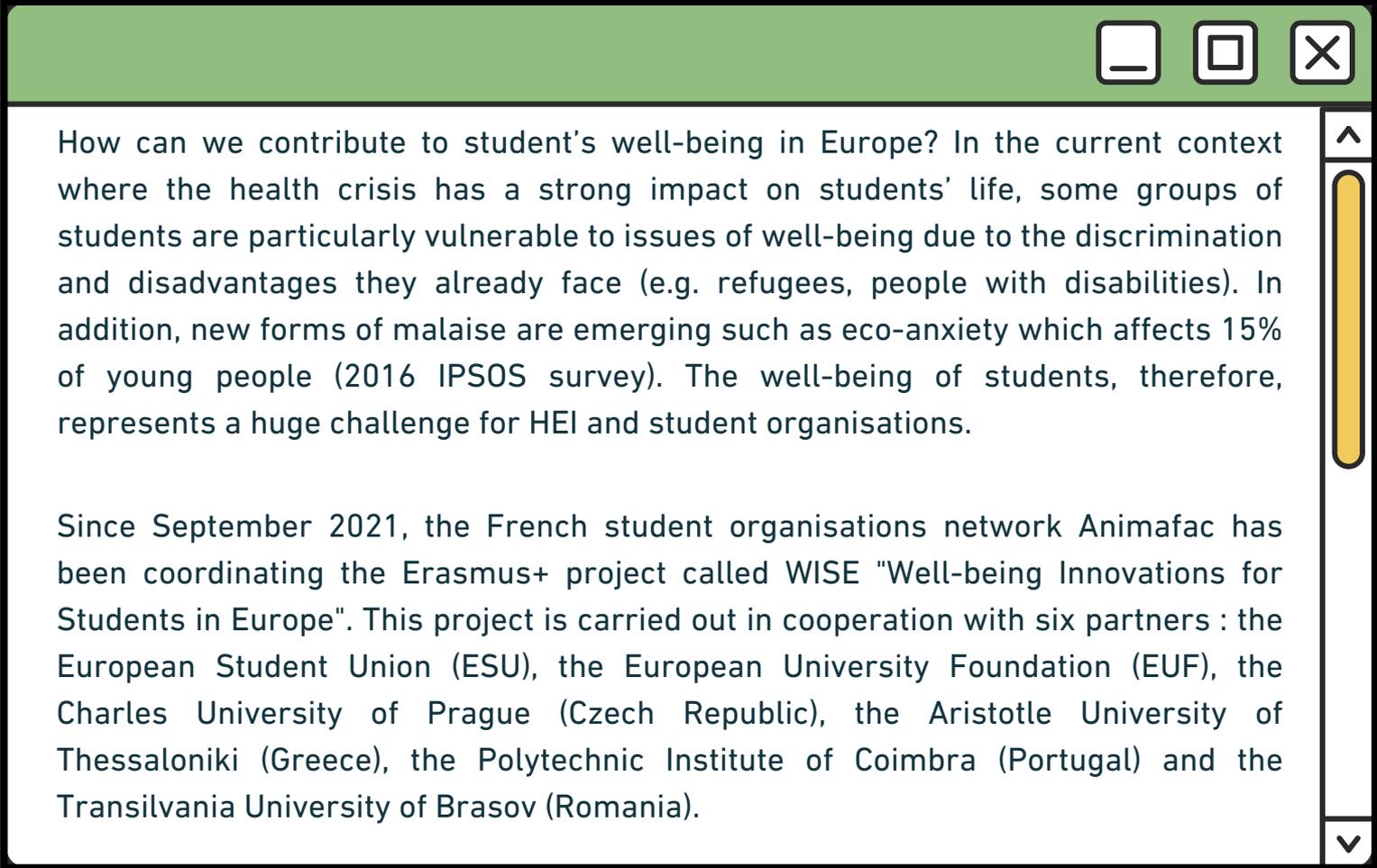
Content: The kit consists of 3 complementary modules:

1) "Understanding" module This module includes some of the same resources as those in the kit dedicated to university staff. However, some resources specific to student organisations are added for this audience (e.g. resources dedicated to action in favour of peers), while others, so specialised for university staff, are removed.

2) "Diagnosis" module This module takes the form of a self-diagnosis questionnaire similar to the one in the kit for university staff. However, the questions asked will be different where necessary, so that the questionnaire can be used by students or student organisations. In addition, the diagnostic is formulated differently, since it is the students and not the institutions who are the target audience.

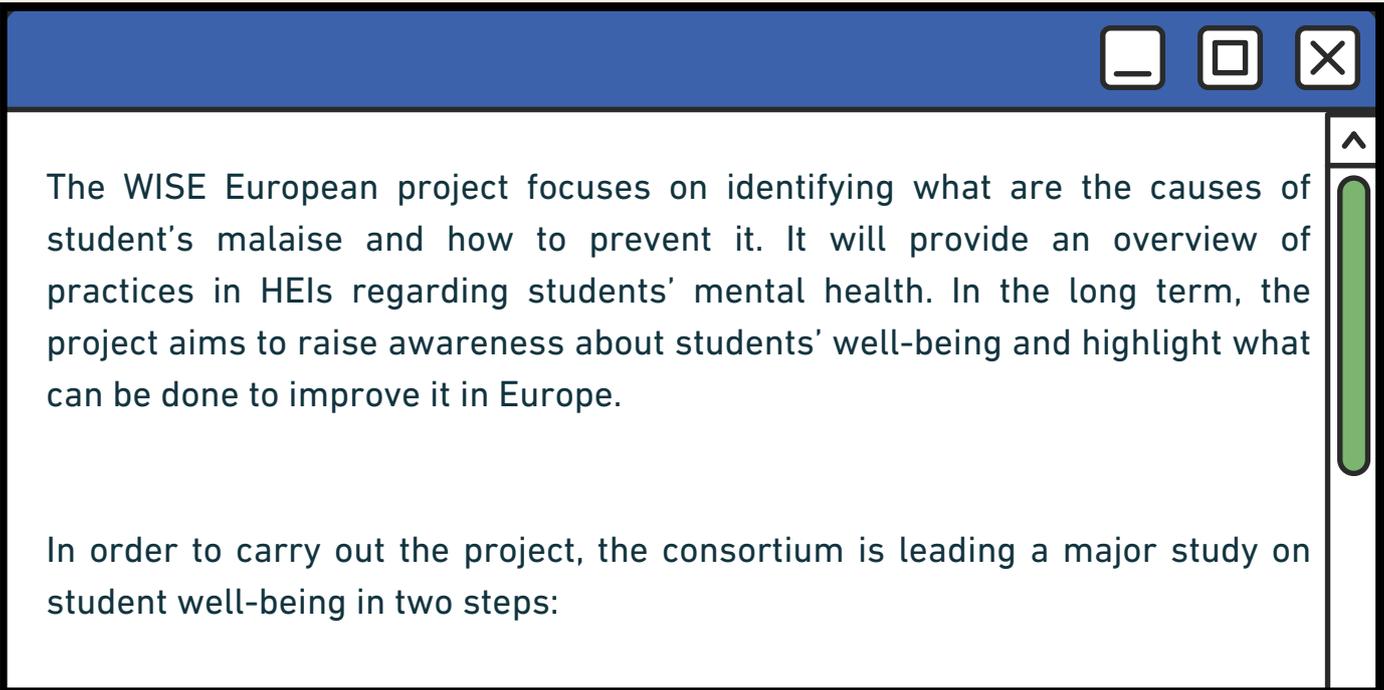
3) "Act and innovate" module This includes training outlines, practical information sheets and videos for student organisations (non-exhaustive list): - Knowing how to identify the needs of your peers (students) on a campus; - Knowing the problems encountered by different student profiles (disabled students, refugees, international students, etc.); - Knowing how to identify partners to develop your well-being project; - Knowing how to propose a well-being innovation in line with student needs; - Knowing how to communicate.

The project & the framework of the report



How can we contribute to student's well-being in Europe? In the current context where the health crisis has a strong impact on students' life, some groups of students are particularly vulnerable to issues of well-being due to the discrimination and disadvantages they already face (e.g. refugees, people with disabilities). In addition, new forms of malaise are emerging such as eco-anxiety which affects 15% of young people (2016 IPSOS survey). The well-being of students, therefore, represents a huge challenge for HEI and student organisations.

Since September 2021, the French student organisations network Animafac has been coordinating the Erasmus+ project called WISE "Well-being Innovations for Students in Europe". This project is carried out in cooperation with six partners : the European Student Union (ESU), the European University Foundation (EUF), the Charles University of Prague (Czech Republic), the Aristotle University of Thessaloniki (Greece), the Polytechnic Institute of Coimbra (Portugal) and the Transilvania University of Brasov (Romania).



The WISE European project focuses on identifying what are the causes of student's malaise and how to prevent it. It will provide an overview of practices in HEIs regarding students' mental health. In the long term, the project aims to raise awareness about students' well-being and highlight what can be done to improve it in Europe.

In order to carry out the project, the consortium is leading a major study on student well-being in two steps:



1. The first step consists of a **quantitative survey** "**Student well-being initiatives in European higher education**". The online survey was addressed to three different publics: one for students, the other for HEIs and the last one for student associations. Here is the **synthesis report concerning these 3 surveys**: it aims to identify what's at stake for students and HEIs and other institutions across Europe(1). For the student organisations survey there have been 55 answers and **we can observe an overrepresentation of the countries which are part of the project consortium**. Indeed 40 answers come from France, Czech Republic, Portugal, Romania or Greece.



2. The second step is a qualitative report based on focus groups and interviews of students, teaching and administrative staff in European HEIs to acquire a precise knowledge of actions for students' well-being in Europe. The objective is to document and deepen the knowledge about a series of interesting practices in favour of student well-being. The following report is referring to these focus groups, although a specific report will analyse deeper these interviews.



3. The third step consists in elaborating training kits addressed to student organisations and university staff.

Start

(1) - This synthesis is based on the survey analysis: Quantitative study about well-being (Authors: Prof. PhD. Ana Maria CAZAN, Prof. PhD. Mariela PAVALACHE ILIE, Master student: Alexander TUDOSE) (Transilvania University of Brasov)

Introduction

PART 1 :

ACQUIRE KNOWLEDGE ABOUT WELL-BEING

Well-being can be defined in many ways. Here is the definition of the World Health Organisation (WHO) Constitution: *"A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity"*.

GENERAL
DEFINITION

This definition is a good beginning but still, this definition does not take into account other variables which are also important for well-being. For example, this definition doesn't include emotional experience, frequent and intense positive states (e.g. joy, hope, and pride) and it doesn't take overall life satisfaction into account. Moreover it does not take into account that having a disease or infirmity is not necessarily an obstacle to having good mental health.

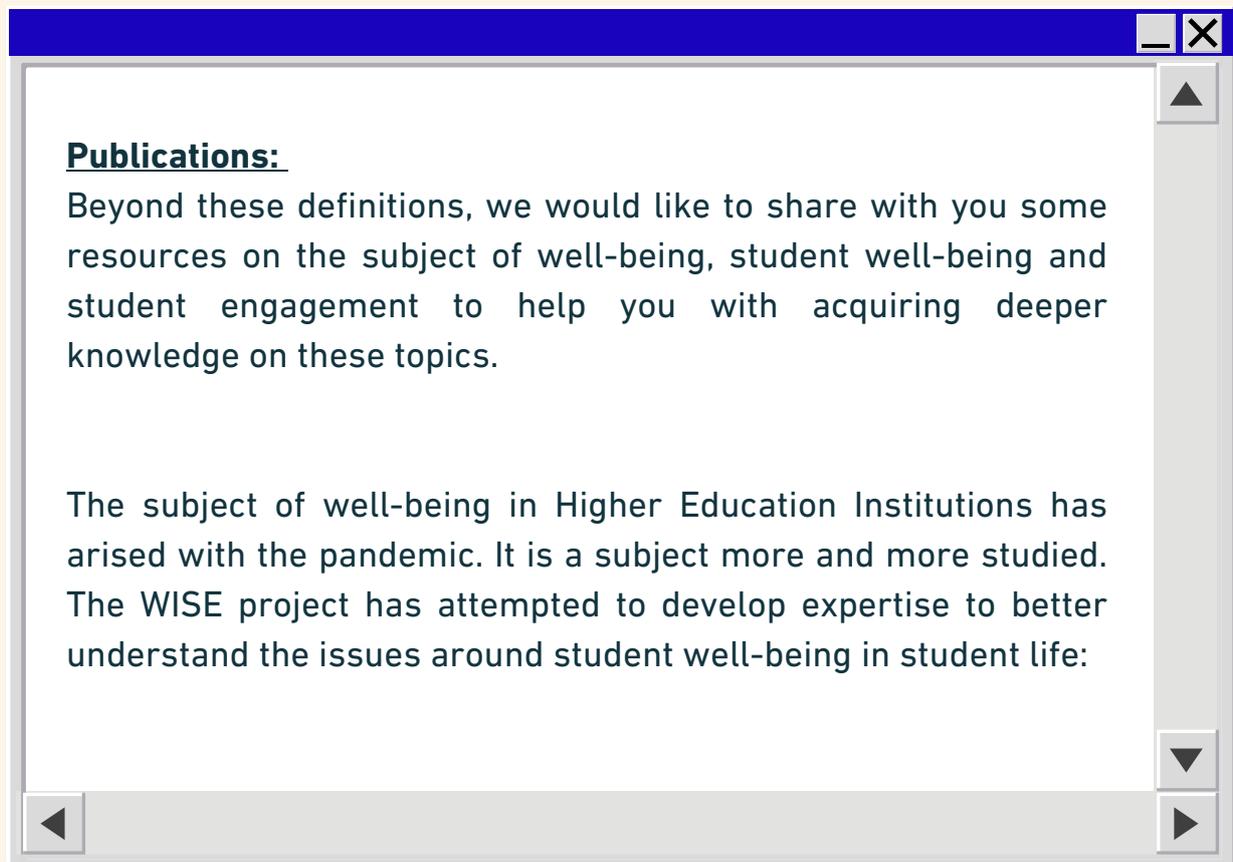
The consortium quickly understood it wasn't easy to come up with a common definition of well-being. Regarding the different definitions, we accept a broad definition of well-being which covers social, economic, physical and psychological aspects. It is the balance between different factors contributing to well-being or malaise. Well-being is not just the absence of disease or illness. It's a complex combination of a person's physical, mental, emotional and social health factors. Well-being is strongly linked to happiness and life satisfaction. In short, well-being could be described as how you feel about yourself and your life.

THE CONSORTIUM
DEFINITION

Introduction

PART 1 :

ACQUIRE KNOWLEDGE ABOUT WELL-BEING



Publications:

Beyond these definitions, we would like to share with you some resources on the subject of well-being, student well-being and student engagement to help you with acquiring deeper knowledge on these topics.

The subject of well-being in Higher Education Institutions has arised with the pandemic. It is a subject more and more studied. The WISE project has attempted to develop expertise to better understand the issues around student well-being in student life:

Run



Section 1: General information on students' wellbeing

The text emphasises the need for targeted well-being initiatives for various student categories, particularly in light of the negative impact of the COVID-19 pandemic on student well-being due to unmet academic needs. Key points include:

- 1. Importance of Connections:** Strong connections with family, teachers, and peers are crucial for student well-being. Nearly 75% of students were significantly affected by the lack of in-person interactions, highlighting the need for social connections.
- 2. Group Differences in Well-being:** Female students and undergraduates tend to have slightly lower levels of well-being compared to other groups.
- 3. Sense of Belonging:** Students value on-campus presence and a sense of belonging to the university, reflecting their high attachment to their institutions.
- 4. Role of Higher Education Institutions (HEIs):** HEIs must provide clear guidance on available support resources, both on-campus and external. Educators should stay informed about these resources to offer accurate advice.
- 5. Recommendations for Support:** The consortium suggests several strategies to improve student mental health and well-being, including:
 - Workshops and resources
 - Promoting student relationships and social interactions
 - Mental health and academic support services
 - Financial aid and curriculum adjustments to raise mental health awareness
- 6. Guidebook for HEIs and Policymakers:** A guidebook of recommendations for HEIs and policymakers will be produced to support the integration of well-being initiatives into their activities.

WISE reports on student well-being: <https://www.animafac.net/wise-well-being-initiatives-for-students-in-europe-english-version/>

Section 2: The impact of Covid-19 on students' wellbeing and its consequences on national

The provided texts collectively explore various facets of mental health and wellbeing among students, particularly in the context of the COVID-19 pandemic and higher education.

- 1. Initiatives to Support Student Wellbeing:** The first text outlines practical initiatives to boost student happiness and mental health, such as mentor programs, free yoga classes, walking groups, outdoor film nights, and celebrating Mental Health Awareness Week. It emphasises creating safe spaces for conversations, like coffee mornings, to address student concerns.
- 2. Impact of COVID-19 on Student Mental Health:** The second text discusses how the pandemic heightened mental health issues among higher education students, prompting action from National Unions of Students, local unions, and governments. It highlights a comparative analysis of student mental wellbeing across different levels and regions, showing increased prioritisation of mental health during the pandemic, especially in Northern and Western Europe.
- 3. Student Experiences During Lockdown:** The third text presents a study on the effects of the pandemic on higher education students' experiences, focusing on the transition to online learning. It identifies both advantages, such as reduced living costs, and challenges, like digital inequalities and varying support networks. The study emphasises resilience and adaptive capacities in maintaining positive academic experiences despite the crisis.
- 4. Broader Impact on Higher Education:** The fourth text synthesises evidence on the pandemic's impact on higher education, specifically teaching and learning, the social dimension, and student mobility. Based on extensive surveys and research, it provides policy recommendations for higher education systems and institutions to address these challenges effectively.

In summary, these texts collectively highlight the multifaceted impact of the COVID-19 pandemic on student mental health and higher education, advocating for supportive initiatives and policy actions to enhance student wellbeing and adapt to new educational realities.

Section 2: The impact of Covid-19 on students' wellbeing and its consequences on national

Inside Government/ Higher Education (2021). 12 Creative well-being approaches in supporting and stimulating student happiness

<https://blog.insidegovernment.co.uk/higher-education/creative-well-being-initiative-examples-that-can-help-boost-student-happiness#:~:text=12%20Creative%20well-being%20Initiatives%20to%20Help%20Boost%20Student,...%208%208.%20Fundraising%20Events%20...%20More%20items>

A Comparative Analysis of Mental Health among Higher Education Students

<https://esu-online.org/publications/a-comparative-analysis-of-mental-health-among-higher-education-students-through-the-perspective-of-national-unions-of-students-across-europe/>

Student life during the Covid-19 pandemic lockdown Europe-wide insights

<https://esu-online.org/publications/student-life-during-the-covid-19-pandemic-lockdown-europe-wide-insights/>

Covid-19 impact on students' finance in Germany and the Netherlands

<https://esu-online.org/publications/covid-19-impact-on-students-finance-in-germany-and-the-netherlands/>

The impact of COVID-19 on higher education: a review of emerging evidence

<https://esu-online.org/publications/the-impact-of-covid-19-on-higher-education-a-review-of-emerging-evidence/>

Section 3: Social inequalities and inclusion

The provided texts collectively highlight various efforts and challenges in higher education concerning inclusivity, equity, and mental health.

- 1. Austria's National Strategy on Social Dimension of Higher Education:** In response to the EHEA Yerevan Communiqué, Austria developed a national strategy aimed at inclusive access and wider participation in higher education. Launched in 2017, the strategy focuses on mainstreaming the social dimension of education at national and institutional levels. The Austrian Federal Ministry of Education, Science, and Research organized a Peer Learning Activity in 2020 to exchange best practices and address challenges, emphasizing the need for continued commitment at all levels to ensure equity in higher education.
- 2. UN Development Goal 4 and SMILE Project:** Despite efforts to promote inclusive and equitable quality education as outlined in the fourth United Nations Development Goal, significant obstacles remain for certain social groups in higher education. Women, students with disabilities, those from low socioeconomic backgrounds, and migrants face considerable challenges in accessing and completing their degrees. Statistics show persistent inequalities, such as low representation of women in full professorships and higher dropout rates among third-country nationals. The SMILE project aims to address these structural inequalities by developing policies and motivating higher education institutions to create more inclusive environments.
- 3. University Mental Health Day and Student Wellbeing:** University Mental Health Day, observed on March 3, aims to promote mental health awareness in higher education institutions. Studies reveal that a significant proportion of students experience mental health issues, with 78% of students in the UK reporting problems and 33% admitting to suicidal thoughts. Similarly, an increase in depression and anxiety symptoms has been noted among US students. The transition to university life can be challenging, and the event underscores the importance of available mental health support and resources for students.

In summary, these texts underscore the ongoing efforts and challenges in making higher education more inclusive and equitable, while also addressing the critical issue of student mental health. Efforts like Austria's national strategy, the SMILE project, and University Mental Health Day represent significant steps towards addressing these multifaceted issues.

Section 3: Social inequalities and inclusion

Mainstreaming the Social Dimension in the EHEA. Country and HEI SD profiles:

<https://esu-online.org/publications/mainstreaming-the-social-dimension-in-the-eha-country-and-hei-sd-profiles/>

Breaking Barriers: Addressing Inequalities in Higher Education through the SMILE Project

<https://esu-online.org/publications/breaking-barriers-addressing-inequalities-in-higher-education-through-the-smile-project/>

University Mental Health & Wellbeing Day: How to cope when studying abroad

<https://esu-online.org/university-mental-health-wellbeing-day-how-to-cope-when-studying-abroad/>

Andrade, M. S. (2006). International students in English-speaking universities. Journal of Research in International Education, 5, 131-154.

<https://doi.org/10.1177/1475240906065589>

Section 4: Student Well-Being and Inclusive Education

The texts collectively explore the use of digital technology and policy frameworks to enhance inclusion and equity in education.

- 1. Digital Technology in Education:** This text discusses the potential of digital technologies to improve education and foster student well-being and inclusion. The European Commission's SELFIE tool helps schools self-reflect on their use of digital technologies. A study in Italy involving 31,912 participants from 201 schools highlighted differences in perceptions of student well-being and inclusion among students, teachers, and school leaders. These findings suggest the need for systemic and coordinated actions to effectively integrate digital technologies and promote well-being and inclusion within the school community.
- 2. Guide for Inclusion and Equity in Education:** This guide aims to help countries embed inclusion and equity in their educational policies, ensuring equal opportunities for all learners. It is designed for government education policy-makers and stakeholders, providing an assessment framework to review current policies, decide on necessary actions for improvement, and monitor progress. The guide includes evidence-based practices, global examples of successful initiatives, and recommendations for further reading, emphasising the need for government-led, system-wide change to overcome barriers to quality educational access and participation.

In summary, the texts emphasise the importance of integrating digital technologies and robust policy frameworks to promote inclusion and equity in education. The SELFIE tool and the guide for educational policy-makers both aim to create systemic change, ensuring that all learners are valued and have equal opportunities for educational success.

Promoting Students' Well-Being and Inclusion in Schools Through Digital Technologies: Perceptions of Students, Teachers, and School Leaders in Italy Expressed Through SELFIE Piloting Activities, Mirella Zanobini, Paola Viterbori : <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7406787/>

The key steps to equity and inclusion in education : <https://www.oecd-ilibrary.org/sites/ca27c1c3-en/index.html?itemId=/content/component/ca27c1c3-en>

UNESCO (2017), A Guide for Ensuring Inclusion and Equity in Education, UNESCO, Paris, <https://unesdoc.unesco.org/ark:/48223/pf0000248254> (accessed on 20 October 2020).

Section 5: Policy papers and recommendations to go further

The three texts collectively emphasise the importance of social inclusion, mental health, and human rights in higher education, presenting comprehensive strategies and policies to address these critical issues.

- 1. Policy Paper on Social Dimension (Text 1):** This text highlights the necessity of making higher education accessible to all to reduce inequalities and promote social justice. It underscores the role of supportive policies in ensuring students' progress and completion of their studies, stressing the need for inclusive, equitable access to higher education. Social dimension policies are seen as holistic systems encompassing access, progress, completion, funding, institutional strategies, and wellbeing policies. These policies vary widely across countries, reflecting national and local contexts, funding models, and historical factors.
- 2. Mental Health Charter 2020 (Text 2):** This document addresses the long-neglected issue of mental health in higher education and society. It advocates for systematic changes to improve the mental health of students and staff at national and European levels. The charter serves as the first ESU policy paper on student mental health, aimed at promoting an inclusive, stigma-free environment in higher education. It positions higher education institutions as leaders in tackling mental health stigma and fostering positive change in society.
- 3. 2019 Human Rights and Solidarity Strategy:** This strategy outlines strategic priorities related to human rights and solidarity, emphasising the equal importance of all priorities. It aims to consolidate work centred around the Students' Rights Charter, realised through solidarity statements and partnerships with European institutions like the Council of Europe and the European Union. The strategy includes both direct action-oriented priorities and principles guiding the conduct of their work.

In summary, these texts advocate for inclusive and equitable access to higher education, address the critical issue of mental health, and emphasise the importance of human rights and solidarity. Together, they present a comprehensive approach to fostering a supportive and inclusive environment in higher education, highlighting the need for systemic changes, advocacy, and partnerships to achieve these goals.

Section 5: Policy papers and recommendations to go further

Policy Paper on Social Dimension – BM85

<https://esu-online.org/policies/policy-paper-on-social-dimension-bm85/>

Mental health charter 2020

<https://esu-online.org/policies/2020-mental-health-charter/>

2019 Human rights and solidarity strategy

<https://esu-online.org/policies/2019-human-rights-and-solidarity-strategy/>

PART 2 : **SELF-DIAGNOSIS**

Welcome to the WISE self assessment tool on Students' Wellbeing.

This self-assessment tool intends to help you evaluate how student well-being is taken into account by your university and your organisation. The following series of questions will help you identify your organisations' strengths and weaknesses but also growth areas in learning and acting in favour of students' wellbeing.

to help you know what already exists and then what can be done or improved.



**STATE OF PLAY OF STUDENT WELL-BEING
AND AVAILABLE SOLUTIONS**

YES/NO
QUESTIONS

ASSESSING YOUR ABILITY TO ACT

RATING
QUESTIONS

**THE PRINCIPLE OF MAIEUTICS AND A CALL
FOR REFLECTIONS TO FIND NEW WAYS OF
SUPPORTING STUDENT WELL-BEING**

OPEN
QUESTIONS



A) YES/NO questions

The first set of questions (Part A) intends to be an introduction. It should allow you to evaluate your understanding of the topic, what you are already doing or not, the level of preparedness of your organisation etc... Part A is divided in 4 main sections to assess 4 different working fields:

- Preparation for health issues
- How to approach the audience
- Diversity and inclusion practices
- Communication and advocacy



Section 1: Preparation and understanding of the concept

Question 1: Does your organisation have an official understanding and definition of students' wellbeing?

YES	NO	UNKNOWN
-----	----	---------

Question 2: Are you trained to deal with and accompany students' with wellbeing issues?

YES	NO	UNKNOWN
-----	----	---------

Question 3: Does your organisation have a point of contact for all questions related to mental health issues?

YES	NO	UNKNOWN
-----	----	---------

Question 4: Do you believe that your organisation has the resources and the relevant information to manage a "crisis situation" involving a distressed person?

YES	NO	UNKNOWN
-----	----	---------

Question 5: Does your organisation have a budget specifically dedicated to wellbeing?

YES	NO	UNKNOWN
-----	----	---------

A) YES/NO questions

Section 2: Actions for students' wellbeing

Question 6: Is your organisation acting in favour of students' wellbeing by developing initiatives on the topic?

YES	NO	UNKNOWN
-----	----	---------

Question 7: Do you act in favour of students' integration, organising social events/activities reinforcing the cohesion of the students' community?

YES	NO	UNKNOWN
-----	----	---------

Question 8: Do you offer solutions to help students reduce their workload?

YES	NO	UNKNOWN
-----	----	---------

Question 9: Do you support students in their demands to get support/help from the HEI regarding their wellbeing?

YES	NO	UNKNOWN
-----	----	---------

Question 10: Do you cooperate with the HEIs services dedicated to students' wellbeing?

YES	NO	UNKNOWN
-----	----	---------

A) YES/NO questions

Section 3: Communication and advocacy work

Question 11: Is your organisation acting in favour of students' wellbeing by doing advocacy towards HEIs and/or local public authorities?

YES	NO	UNKNOWN
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Question 12: Do you believe that most students are aware of the support that they can get from your organisation?

YES	NO	UNKNOWN
-----	----	---------

Question 13: Do you believe that the HEIs services dedicated to students' wellbeing communicate enough on their services to the students?

YES	NO	UNKNOWN
-----	----	---------

Question 14: Do you offer a communication channel allowing students to reach your organisation if needed?

YES	NO	UNKNOWN
-----	----	---------

Question 15: Do you organise communication campaigns towards students to raise awareness on students wellbeing and on the support they could get from your organisation?

YES	NO	UNKNOWN
-----	----	---------

A) YES/NO questions

Section 4: Diversity and inclusion practices

Question 16: Does your organisation have an official definition and understanding of diversity and inclusion?

YES	NO	UNKNOWN
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Question 17: Are you trained to deal with and respond to the marginalisation, discrimination, or harassment experienced by individual students?

YES	NO	UNKNOWN
-----	----	---------

Question 18: Does your organisation have a point of contact for all questions related to diversity and inclusion?

YES	NO	UNKNOWN
-----	----	---------

Question 19: Are you satisfied with the inclusion and diversity measures for cultural change implemented in your organisation?

YES	NO	UNKNOWN
-----	----	---------

Question 20: Are you satisfied with the inclusion and diversity measures for cultural change implemented in your Higher Education Institution?

YES	NO	UNKNOWN
-----	----	---------

A) YES/NO questions

Section 4: Diversity and inclusion practices

Question 16: Does your organisation have an official definition and understanding of diversity and inclusion?

YES	NO	UNKNOWN
-----	----	---------

Question 17: Are you trained to deal with and respond to the marginalisation, discrimination, or harassment experienced by individual students?

YES	NO	UNKNOWN
-----	----	---------

Question 18: Does your organisation have a point of contact for all questions related to diversity and inclusion?

YES	NO	UNKNOWN
-----	----	---------

Question 19: Are you satisfied with the inclusion and diversity measures for cultural change implemented in your organisation?

YES	NO	UNKNOWN
-----	----	---------

Question 20: Are you satisfied with the inclusion and diversity measures for cultural change implemented in your Higher Education Institution?

YES	NO	UNKNOWN
-----	----	---------

Reading grid and self-assessment aids

Step 1: Reporting

Count how many “Yes” you have ticked in this section 1 on “Preparation and understanding of the concept”	/5
Count how many “Yes” you have ticked in this section 2 on “Actions for students’ wellbeing”	/5
Count how many “Yes” you have ticked in this section 3 on “Communication and advocacy work”	/5
Count how many “Yes” you have ticked in this section 4 on “Diversity and Inclusion practices”	/5
Sum of “Yes” in the part A	/20

Paragraphs on the results and what it means

- If you got **under 14 ‘Yes’**, it is great! It means that you are starting. You are only at the beginning of the journey. More importantly, you are willing to act on the topic and it means that you are in the right place.
- If you got **14 or more ‘Yes’**, congratulations! It means that you are already active on the topic and fully engaged in favour of students’ wellbeing. Within the WISE project, we believe that there is always room for improvement but also a need to raise awareness and share knowledge with others. We count on you for this.

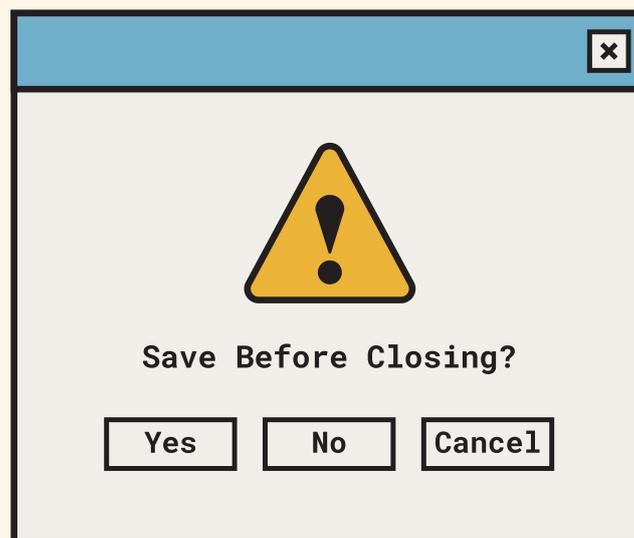
Reading grid and self-assessment aids

Step 2: Identification phase

Please identify the “no” and write down few factors and key words that might be an issue to work on:



Congratulations! You have completed Part 1 of the self assessment tool. Please, note that it is encouraged to reevaluate yourself and your organisation once in a while. We invite you now to move to section B of this self assessment tool.



B) Rating questions

The second set of questions intends to evaluate your ability to act and identify the factors that can be an obstacle to your engagement. While the first section of questions is focused on the endogenous factors, the second section is focused on the exogenous factors preventing students' organisation to properly implement their initiative on wellbeing.



Section 1: Evaluate your actions in favour of students' wellbeing

Q1. How would you evaluate your ability and preparation to receive and accompany a student suffering from mental health issues?

1	2	3	4	5	6

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1	2	3	4	5	6

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1	2	3	4	5	6

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1	2	3	4	5	6

Q1. How would you evaluate your ability and preparation to receive and accompany a student suffering from mental health issues?

1	2	3	4	5	6

B) Rating questions

Section 2: Evaluate the external factors that influence your actions

Q6. Do you believe that your organisation is consulted enough and actually listened to by your HEIs in regards with the students' wellbeing?

1	2	3	4	5	6

Q7. Do you believe that your university's response to student mental health problems is efficient enough?

1	2	3	4	5	6

Q8. Do you believe that your organisation is receiving enough support from your HEIs to face students' mental health issues?

1	2	3	4	5	6

Q9. Do you believe that your higher education environment is safe and prevents harassment and discrimination situation from happening?

1	2	3	4	5	6

Q10. Do you feel that the procedures put in place by your HEI are sufficient to respond in case of harassment or discrimination situations?

1	2	3	4	5	6

Reading grid and self-assessment aids

Step 1: Internal vs external factors? Where are the issues coming from?

Count how many points you scored in "Section 1: Evaluate your actions on students' wellbeing"	/30
Count how many points you scored in "Section 2: Evaluate the external factors that influence your actions"	/30
In which section do you have a better score? It might give you an indication of where to start...	

Step 2: Identify your strengths

Within sections 1 and 2, in how many questions did you tick boxes 5 or 6?	/20
Please identify the high-graded questions (5 or 6 out of 6) and write down few factors and key words; it should highlight your strengths as a student organisation fighting for students' wellbeing:	

Step 3: Identify your weaknesses

Within sections 1 and 2, in how many questions did you tick boxes 1, 2 or 3?	/20
Please identify the low-graded questions (1,2 or 3 out of 6) and write down few factors and key words that might be an issue to work on:	

Congratulations you just finished Part B. We invite you to go through our scenari and then to answer our open questions in order to pave you the way to the initiative's building.

How to start working with your results: Scenari

We have identified 4 majors fields to work on students wellbeing.

I need to work on:

<p>Scenario 1: Internal issues</p> <ul style="list-style-type: none">→ Training the staff→ Internal communication→ Policy recommendation	<p>Scenario 2: External relations and communication</p> <ul style="list-style-type: none">→ External communication→ Relations with HEIs and public authorities
<p>Scenario 3: Diversity and inclusion</p> <ul style="list-style-type: none">→ Training staff→ Inclusive spaces→ Campaign on diversity→ Policy recommendation	<p>Scenario 4: The initiatives and available solutions that we offer to our students</p> <ul style="list-style-type: none">→ Promotion of available solutions→ Ask feedbacks to students

Ok

C) Open questions for self-diagnosis:

General questions

Questions	Answers
Q1. Why do you wish to improve student well-being?	
Q2. What would be idealistic support in your opinion, in terms of material, human resources, and funds?	
Q3. Which initiatives in favour of student well-being do you already know? What are the results of these initiatives?	
Q4. What would be the obstacles you might face when talking about initiatives on student Wellbeing?	

Questions about your student initiative

Questions	Answers
Q4. Which practice do you want to implement or which practice have you been implementing?	
Q5. How could you improve your initiative?	
Q6. What is the planned duration of the initiative you're carrying out or want to carry out?	

C) Open questions for self-diagnosis:

Q7. At which level will/have you first experiment/ed your initiative?	
Q8. Do the actors from your HEIs that can support your initiative clearly are identified?	
Q9. With regards to the issue that you are trying to address, who else could be involved (other bodies from HEIs, other students' organisations, NGOs, civil society, local public authorities...).	
Q10. Have you identified with which actors from local public or civil society or NGOs you can carry out the initiative?	
Q11. What means will you use to carry out the project?	
Q12. How will/have you communicate/d on the experiment?	

HOW TO START NOW WORKING WITH THE RESULTS

Based on the previous question you are prepared to act and innovate in favour of student well-being. We propose you to go further with a detailed process.



PART 3 :
ACT & INNOVATE IN FAVOUR
OF STUDENT WELL-BEING



Step 1: learn about the practices that exist: self-diagnosis

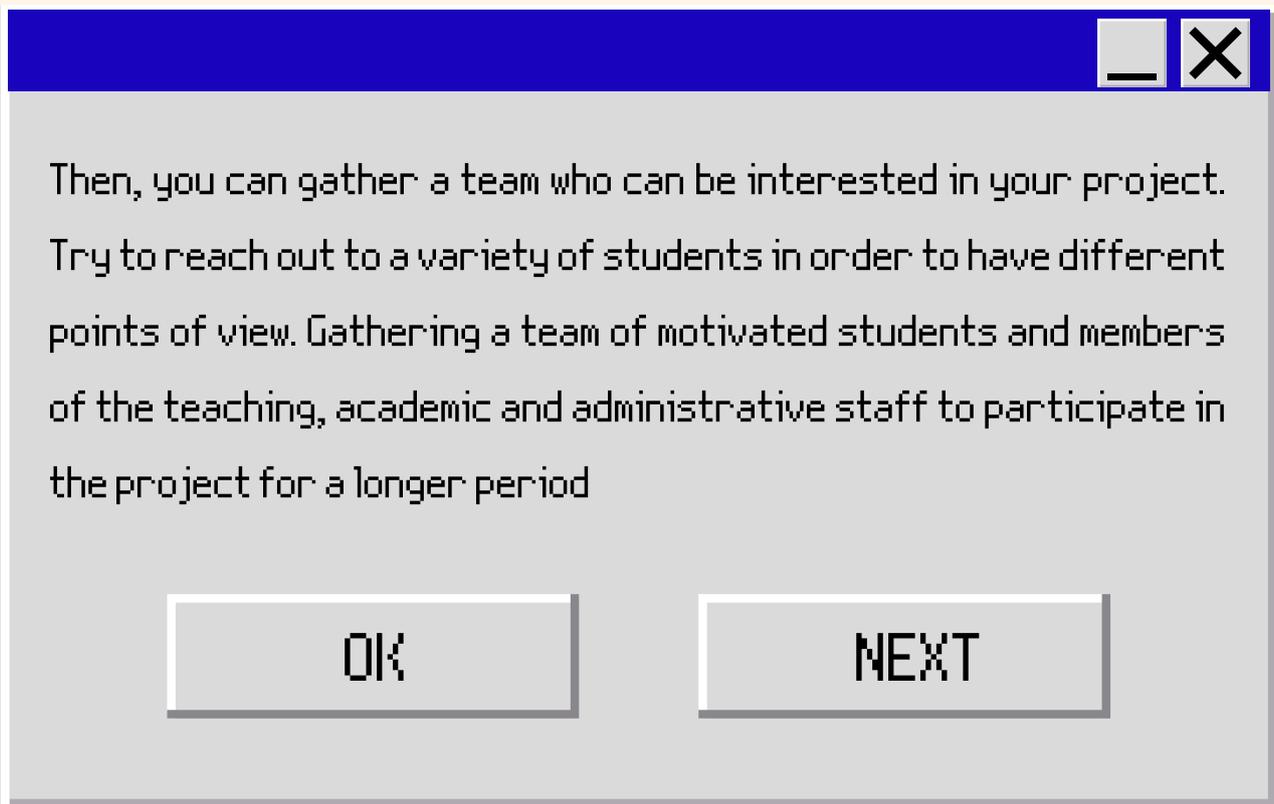
- Gathering data on which practices exist in your institution
- Having a first idea of the changes required in your institution to improve student well-being recognition, and whether or not there is a demand to introduce one or several new practices

Now that you have gathered some information on how student well-being is addressed in your university it is time for you to try to act and innovate in favour of student well-being. It is interesting to gather information on what already exists in your university. It could be the action plan of your faculty or initiatives led by other student organisations. Being aware of this information will help you define what works and what can be supported or improved. You can use the questions presented before to learn more about the subject. Now that you have more knowledge about how student well-being is addressed in your university you can decide what you want to change and implement.

Step 2: Elaborate an action plan

- Identify the changes needed in your university by discussing it with other persons
- Gather a team of motivated students ;

After your self-diagnosis it could be a good idea to take some time to identify and sum up the changes needed in your university.



For this, you can contact representative students.
Here is a list of who you can contact:

- Students representatives** ✓
- Medical and Health Services** ✓
- Office of student life** ✓
- Office of student engagement** ✓
- Disability and Accessibility Services** ✓

Finally, you can define the modalities of acting and improving student well-being: you need to define the priorities and how you want to implement changes. Do you want to improve something that already exists or do you want to innovate? Here are some questions (4WH) that can help you define the modalities of your measure

What/Why	Which measure do you want to implement?
Who	Who are the beneficiaries of this measure?
When	What is the duration of the project?
Where	At which level do you want to implement the measure (faculties, departments) ?
How	Which means are you going to use? How are you going to communicate on the measure?

Step 3: Prepare your advocacy

- Elaborating strong arguments in favour of your initiative
- The target of your advocacy

This part is designed to build an advocacy based on the different information you have gathered until now. For this, you need to clarify the key concepts : what is well-being, what is specific to student well-being. What do you mean by improving student well-being? Elaborate an advocacy with strong arguments in favour of your measure. You need to explain why it will improve student well-being and why it is important for your university. Define the objectives and the modalities of your initiative.

When your arguments are ready it is time to present them to the target audience meaning which actors can help you implement this measure.

Step 4: Lead an experimentation

- Launch the experimentation
- Evaluate the experimentation

Now that you have answered the questions you can launch an experimentation at a local scale.

After a period of time it could be very welcomed to evaluate your initiative with quantitative and qualitative indicators. How many students have you reached? Was the initiative successful?

PART 4 :
GO FURTHER IN TERMS OF ACCESSIBILITY



Beside the traditional definition of student well-being, the research tends to include in this term the question of accessibility and inclusion of different groups of students. So it can be interesting to address some measures in order to include students with specific needs.

Students with disabilities

Students with disabilities represent a minor percentage of the students because at some point, at a European level, we lack of an inclusive program. We miss guidelines to help students with disabilities.

in the EU as a whole the rate of early leavers from school and education was much higher for disabled people than for those not having a disability: 31.5 % compared with 12.3 % (2011)

In our studies, the figures show that most of student with disabilities prefer to study online rather than on campuses. They do not give a lot of time to socialising.

International Students (ESU?)

The survey on the level of happiness among European students realised by Eurostudents 2024 indicates that the overall happiness level is at 58%. Erasmus students, who are part of the popular international exchange program, report a slightly higher happiness level of 67%. However, this is still notably lower than pre-pandemic levels, which were 20% higher, indicating a significant decline in satisfaction likely due to the disruptions and uncertainties caused by the pandemic.

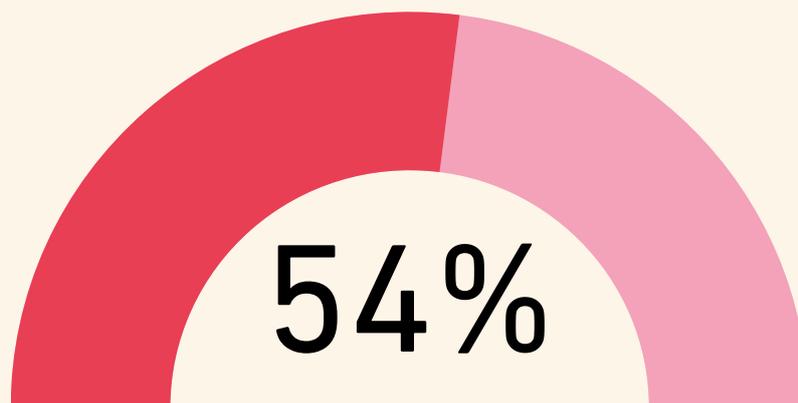
In terms of well-being, the survey reveals concerning statistics: 48% of European students and 37% of international students report a low sense of well-being. This suggests that international students, despite facing the challenges of living abroad, tend to have a slightly better sense of well-being compared to their European counterparts. However, critical mental health issues are more prevalent among international students, with 9% experiencing severe depression compared to 4% of European students. Of those international students facing critical depression, only 3% are receiving treatment. The findings underscore the intense emotional experiences of mobile students, where both positive and negative emotions are significantly amplified, highlighting the need for enhanced mental health support for students studying abroad.



The ESN survey on the challenges faced by students in mobility highlights several key issues. A significant concern is that international students are generally less aware of the support services offered by their hosting universities. This lack of awareness is compounded by the fact that **54%** of students with mental health issues did not seek any help or support from their university, a figure that rises dramatically to **79%** among students in mobility. This indicates a critical gap in support systems for international students, which needs to be addressed to improve their well-being.

Despite these challenges, there are positive aspects as well. Nearly **40%** of the respondents reported receiving strong emotional support from their peers during times of well-being issues. This peer support is crucial as it provides a valuable network for students to rely on, particularly when institutional support is lacking. However, the integration of international students remains a significant problem, with less than one-fifth (**16.19%**) feeling fully integrated into their host communities. This lack of integration can exacerbate feelings of isolation and impact mental health.

The survey also reveals that international students from low economic backgrounds are more likely to experience mental health issues. Additionally, students with impairments or disabilities report feeling out of place in higher education at higher rates. About **15%** of students report an impairment that limits their studies, with the most common issues being mental health problems or chronic physical diseases. Alarmingly, **78%** of students with impairments believe their condition prevents them from participating in student mobility programs. These findings highlight the need for more inclusive policies and support mechanisms to ensure that all students, regardless of background or ability, can fully participate and benefit from international mobility opportunities.



“of students with mental health issues did not seek any help or support from their university”



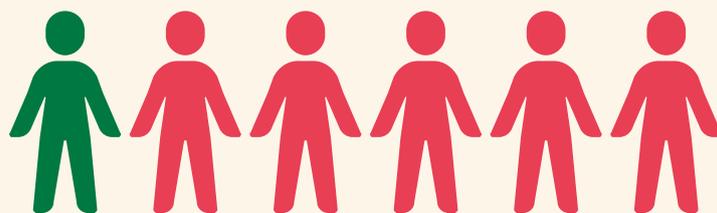
The housing crisis and its effects on international students

The publication "International Student Housing: How are Exchange Students in Europe Navigating the Housing Crisis?" is a collaborative effort by the European Students' Union and the Erasmus Student Network. In response to numerous reports of challenging housing conditions faced by students during their exchanges, a survey was launched in early November 2022. The survey aimed to gather substantial evidence on the housing situations of exchange students across Europe, providing an evidence-based assessment for Higher Education Institutions and policymakers. The survey was highly successful, collecting over 8000 responses in less than a month, thanks to the support from various educational and student organisations.

Following the data collection, both organisations have engaged with institutions and policymakers to ensure the findings are considered in discussions at all levels. The survey highlighted key issues such as the limited availability of affordable housing, poor living conditions, and difficulties in securing accommodation. The report offers recommendations, including developing more affordable housing options, enhancing institutional support services, and implementing policy reforms to improve housing conditions. These efforts aim to enhance the experience and support the growth of exchange students, fostering a more supportive environment for student mobility in Europe.

The survey revealed significant disparities in how exchange students navigate housing across Europe. Only **16%** of students secured accommodation after arriving at their exchange destination, with notable differences between countries; for instance, **28%** of students in Italy found housing post-arrival compared to just **8%** in Poland. Shared flats are the most prevalent housing option, particularly in Southern Europe, while institutional housing is more common in Central and Northern Europe, exemplified by **66%** of incoming students in the Czech Republic living in such accommodations compared to only **2%** in Spain. In Western Europe, private student dorms are more common, especially in Belgium and the Netherlands. Alarmingly, a quarter of respondents experienced scams, with Italy seeing the highest incidence at 38%, while Finland had the lowest at **10%**.

The survey also highlighted issues with institutional support and overall satisfaction. The average satisfaction rating for housing support from both sending and hosting higher education institutions was low, with hosting institutions scoring an average of 2.9 and sending institutions 2.3. Northern Europe received the highest satisfaction levels, with the Netherlands scoring above average despite the housing crisis. Nearly a third of students reported not receiving any housing support from their institutions. The most common support provided was informational websites, with direct contact with housing providers and general market information offered to about a fifth of respondents. Despite regional differences, overall satisfaction with housing quality was high, particularly regarding safety, security, and location, though value for money was rated poorly. More than half of the students spent over 400 euros per month on accommodation, with total expenses heavily influenced by the availability of institutional housing rather than national average housing prices. Disparities in grant levels across countries also affected how much of the housing costs could be covered by scholarships. Key issues reported by students included a lack of information about housing conditions (41%) and excessive deposit payments (49%).



“[1 out of six] of students secured accommodation after arriving at their exchange destination”

-  • **Report “Well-being and mental health among students in European higher education”:** Eurostudent 8 results
https://www.eurostudent.eu/download_files/documents/TM_wellbeing_mentalh_ealth.pdf
- **European Student Network: Report on Mental Health and International Mobility**
<https://www.esn.org/news/report-mental-health-and-international-mobility>
- **ESN - ESU survey on international student housing :** <https://esu-online.org/publications/international-student-housing-report-how-are-exchange-students-navigating-the-housing-crisis/>
- **ESU BM79 statement on housing and transport:** <https://esu-online.org/policies/bm-79-statement-of-housing-and-transport/>
- **ESU BM 84 policy paper on internationalisation and mobility:** <https://esu-online.org/policies/internationalisation-and-mobility-policy-paper-bm84/>
- **ESU BM85 policy paper on social dimension:** <https://esu-online.org/policies/policy-paper-on-social-dimension-bm85/>

-  • **About the effect of the housing crisis on international students. Common work by ESU and ESN**
<https://esu-online.org/publications/international-student-housing-report-how-are-exchange-students-navigating-the-housing-crisis/>
<https://www.esn.org/news/report-mental-health-and-international-mobility>

-  • **LGBTQIA+ Students**
<https://esu-online.org/policies/bm72-statement-experiences-rights-lgbt-students/>

-  • **Useful resources for solutions:**
<https://www.eaie.org/resource/well-being-student-journey.html>

-  • **Useful scientific sources:**
Jelena Maricic, Sila Bjelic & Katarina Jelic. (2023) The Role of Self-Compassion and Attributions in the Mental Health of Older Adolescents amid the COVID-19 Pandemic. International Journal of Environmental Research and Public Health 20:21, pages 6981.
<https://www.tandfonline.com/doi/full/10.1080/07294360.2023.2234315?scroll=top&needAccess=true>

Ok



Well-being of the volunteers - Pistes pour prendre en compte le bien-être dans son équipe bénévole

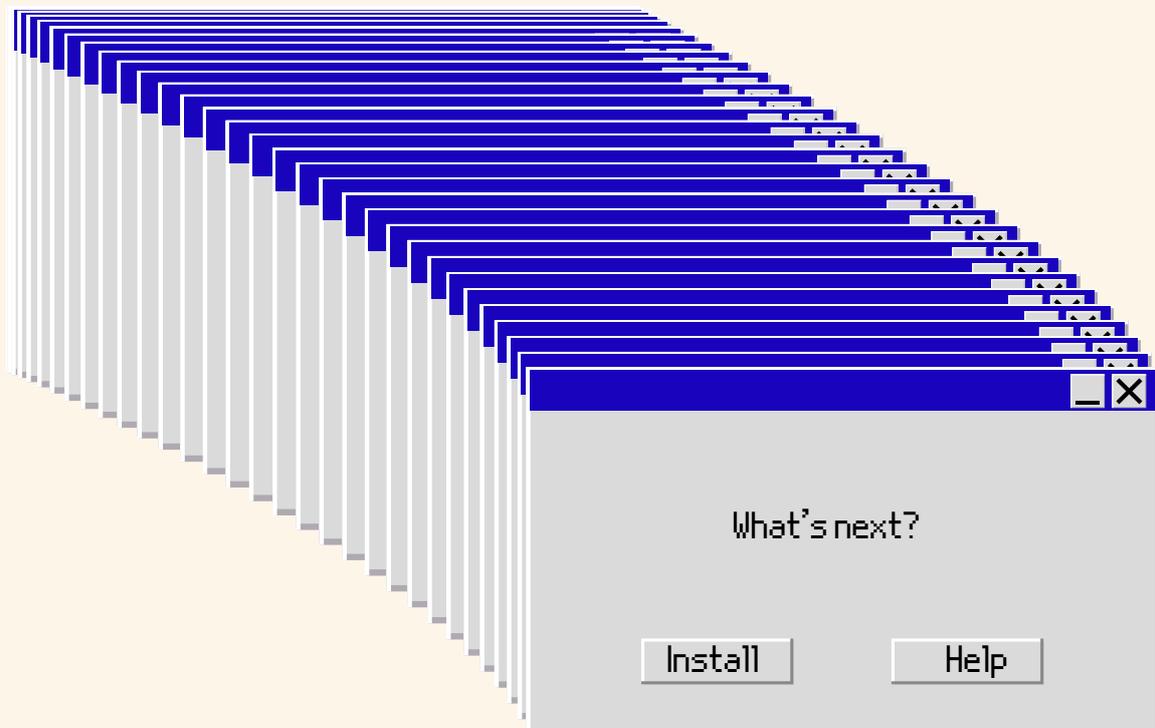
The well-being of volunteers is a key element in an association to ensure that everyone can get involved under the right conditions. On the one hand, volunteering can be a source of well-being for many students, enabling them to fulfil their potential, to feel useful and involved on their campus, and to feel valued. On the other hand, it can also have a negative impact on the well-being of some students when, for example, things don't go according to plan, or when too much time is devoted, or for other reasons.

All the subjects covered in this guide to developing well-being for the well-being of their peers can also provide your organisation with ideas for facilitating volunteer well-being internally. These are just some of the non-exhaustive avenues you can explore to make progress in addressing the issue of volunteer well-being in your team.

Integrating the notion of well-being into your association's culture: Deciding to take action to promote well-being is a powerful act for an association, but it can also be a cross-cutting part of its operations and culture. Initiating projects, practices or initiatives to promote student well-being can give your association the opportunity to place this issue at the heart of your project and help to define you. In this way, a student wishing to join your association will be able to understand from the outset that, without being a specialist or perfect association in this field, well-being occupies a specific place in your project and is part of your association's culture. This will make it easier to focus attention on this notion and to raise questions that can be used to develop your organisation as a whole towards practices that take into account the issue of well-being.

Raising your team's awareness of the issue of well-being and mental health: All of the information and data presented in module 1 can be shared with a team of volunteers, for example as part of a presentation, to give everyone a better understanding of the concept of well-being. If your association wants to take action to promote well-being, it makes sense for volunteers to be able to understand this concept and put it into words. While understanding is not everything, raising awareness is the first step in enabling volunteers to gain a better grasp of this concept, so that they can better question their own relationship with well-being within the association.

Make it easier for your team to get to know the local players involved in well-being: If your association works with other specialist players (university departments, health institutions, local associations, etc.), it may be a good idea to enable all the volunteers in the team to find out what these structures are, what their role is and how they operate, so that they can better identify the resource players they can call on individually for the well-being-related issues that concern them, but also collectively if the association wishes to be supported in this approach.



PART 5 :
HOW TO COMMUNICATE ON YOUR INITIATIVE



KNOW YOUR AUDIENCE



AGE



IDENTITY



CULTURAL BACKGROUND

INTERESTS: TAILOR YOUR MESSAGE TO RESONATE WITH STUDENTS' INTERESTS AND HOBBIES.

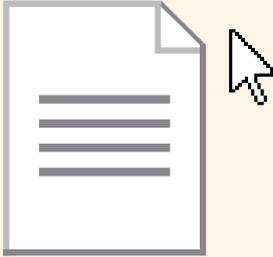
VALUES: IDENTIFY COMMON VALUES SHARED AMONG STUDENTS TO FRAME YOUR CAMPAIGN EFFECTIVELY.

LIFESTYLE: CONSIDER THE DAILY ROUTINES AND CHALLENGES STUDENTS FACE IN MANAGING THEIR MENTAL WELL-BEING.



TYPES OF FORMAT

REEL



- Mix educational, entertaining, and inspirational content.
- Use trends and challenges relevant to your audience.
- Eye-Catching Thumbnails
- Use bright, high-contrast images.
- Include text overlays to summarize content.
- Captivating First Few Seconds
- Hook viewers immediately with a strong opening.
- Add a call-to-action (CTA) encouraging likes, shares, and comments.
- Respond to comments to foster community interaction.

- Suitable for sharing images, infographics, and written content.
- Static posts remain visible on profiles and can attract engagement over time.
- Use clear, high-resolution images.
- Keep captions concise but informative.
- Maintain a consistent style and tone.
- Use brand colors and fonts to create a cohesive look.
- Provide content that resonates with your audience.
- Share static posts in stories to increase visibility.
- Save key posts in highlights for ongoing engagement.
- Repost content from followers to build community.
- Adjust your strategy based on what works best.

POST

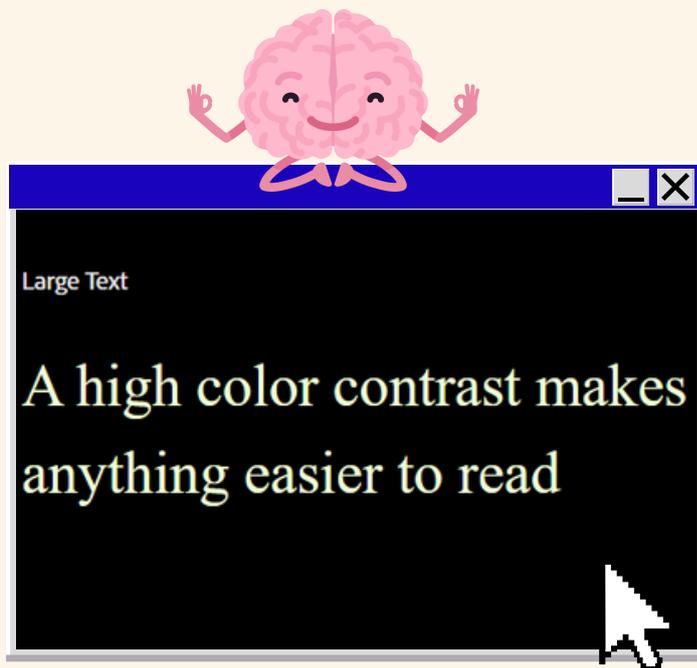
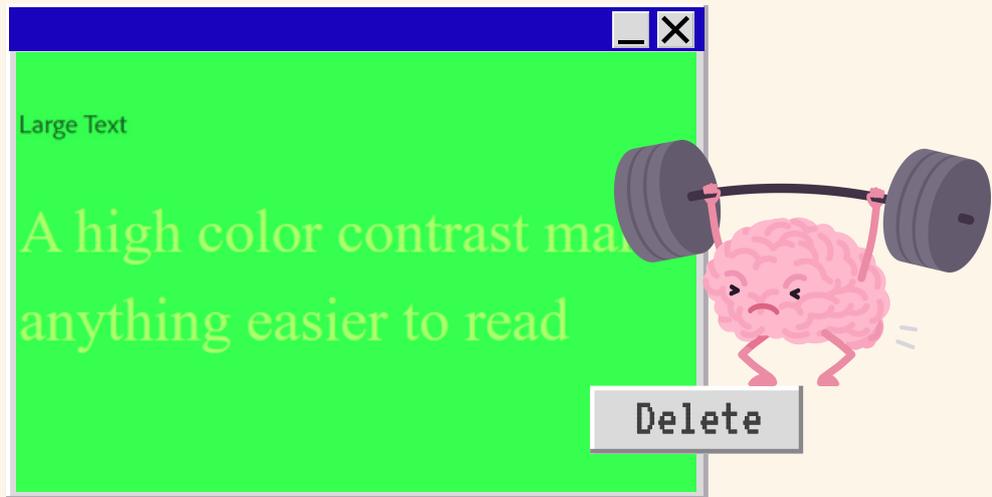


- Aim for brevity: Be clear and direct.
- Use 1-2 relevant hashtags to increase discoverability.
- Avoid overloading with too many hashtags.
- Pose questions to encourage replies.
- Use Twitter polls to increase interaction.
- Prompt followers to retweet, reply, or click a link.
- Clear CTAs drive engagement and traffic.
- Start with a strong hook.
- Use emojis to make your caption stand out.
- Stories create a deeper connection with your audience.
- Provide tips, facts, or inspirational quotes.
- Post when your audience is most active.
- Maintain a consistent posting schedule.

TEXT



UNDERSTANDING THE VISUALS

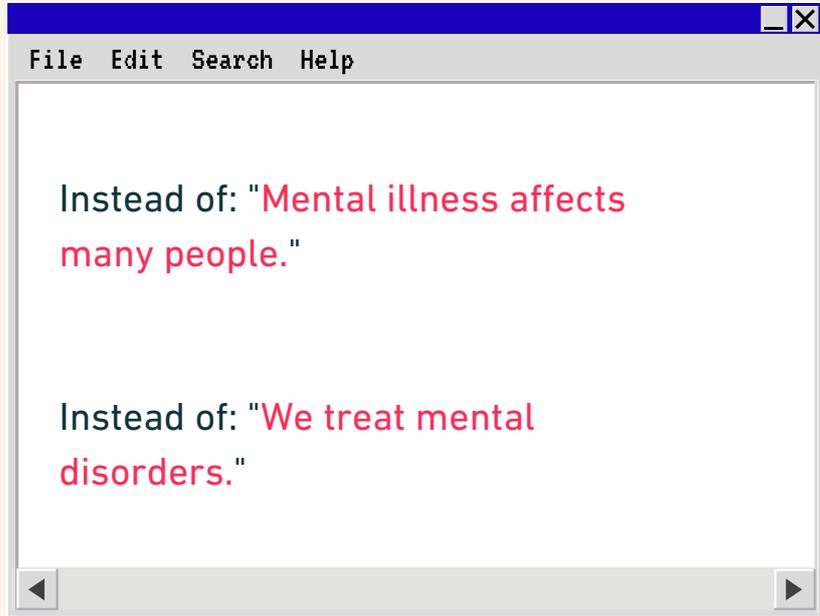


UNDERSTANDING THE WORDING

USE ENGAGING HEADLINES

"YOUR MENTAL HEALTH MATTERS"

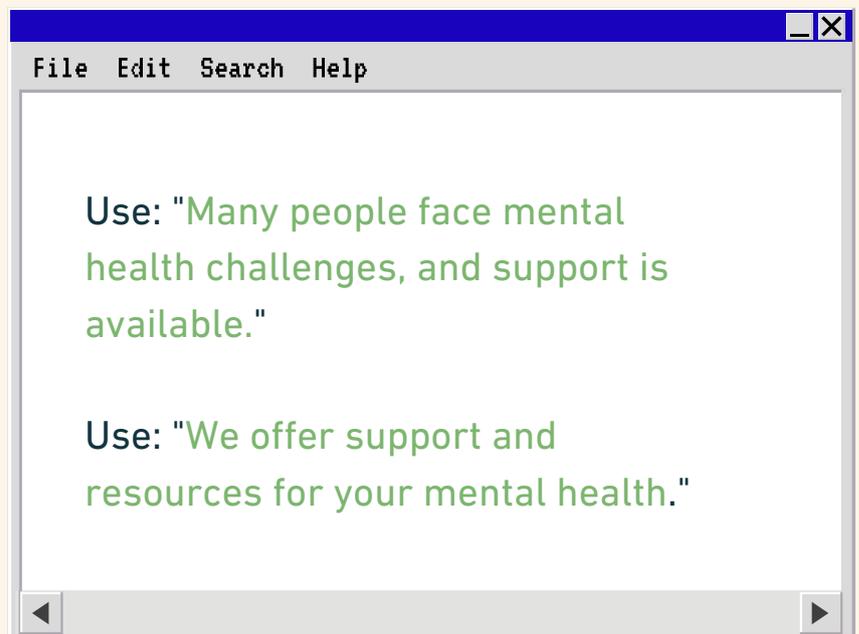
"SUPPORT IS **JUST A CALL AWAY**"



LEVERAGE POSITIVE ACTION WORDS

"**EMPOWER YOUR MIND**"

"DISCOVER YOUR **STRENGTH**"



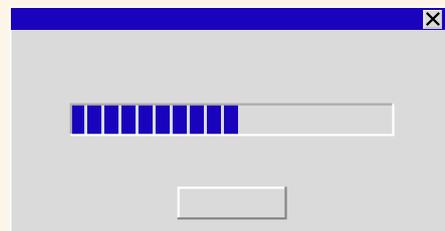
PROACTIVENESS



SHORTEN URLS



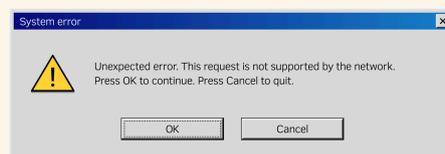
POSTERS



USE EMAIL BANNERS



PRESENTATION TOPICS



Animafac has been working for years to promote the involvement of young people, particularly students, and to make it easier for students to get involved. It has put forward a number of proposals to the public authorities to provide better support for young people involved in identifying and developing their skills.

We hope that this guide has given you a better understanding and awareness of the recognition of student engagement in France and that it has inspired you to initiate change in your institution.

The other activities of the WISE project aim to develop tools to support both students · e · s and higher education institutions.