**Follow-up to the European Parliament resolution on the impact of COVID-19 closures of educational, cultural, youth and sports activities on children and young people in the EU**

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**3. Date of adoption of the resolution:** 13 September 2022

**4. Competent Parliamentary Committee:** Committee on Culture and Education (CULT)

**5. Brief analysis/ assessment of the resolution and requests made in it:**

Most of the requests made in the resolution have already been implemented, at least partially, or are in the course of implementation. These initiatives, among which Pathways to School Success and the Expert Group on supportive learning environments for groups at risk of underachievement and for supporting well-being at school, support the development of comprehensive approaches around mental health and well-being in educational and vocational institutions. They address the needs of learners and young people irrespective of their personal characteristics, family, socio-economic and cultural background. Beyond the traditional school settings and actors, various initiatives acknowledge and build on the role youth workers, cultural and sport institutes, non-formal learning must play in addressing mental health and well-being of young people. In particular, the initiatives within the European Year of Youth and its legacy and the follow up to the Conference on the Future of Europe are and will be further contributing to breaking the silence surrounding mental health issues and eliminating the stigma associated with them.

**6.** **Response to requests and overview of action taken, or intended to be taken, by the Commission:**

In relation to the call on the Commission to raise awareness of mental health in educational institutions (**paragraph 3**) and to develop a common holistic understanding of health and safety **(paragraph 5),** on 29 November 2021, the Council adopted the **Council Recommendation on blended learning approaches for high-quality and inclusive primary and secondary education**[[1]](#footnote-2), following a proposal by the Commission. The Council Recommendation includes shorter-term measures to address the most pressing challenges and inequalities exacerbated by the COVID-19 pandemic. It also strives to achieve longer-term preparedness by blending learning environments and tools in primary and secondary education and training. It recommends to prioritise, inter alia, the mental well-being of learners and their families and to increase focus on the well-being of teachers and trainers. Furthermore, the Commission adopted on 30 June the proposal for a Council Recommendation on Pathways to School Success (COM/2022/316 final), a flagship initiative of the European Education Area aiming to enhance the inclusive dimension of education. The proposal calls for developing or further strengthening **an integrated and comprehensive strategy towards school success**. It proposes a broad approach to ‘school success’ based on the key principles of engagement, achievement and well-being. Learners' well-being is defined in the context of an environment where learners can develop their potential, learn and play creatively and productively, build and enjoy positive relationships with others, have a sense of self-esteem and self-efficacy, as well as have supportive relationships with teachers and peers. Pathways to School Success also addresses well-being of teachers and their working conditions (e.g.: well-being and mental health, conflict resolution, fighting bullying, etc.). It is recommended that well-being be fully incorporated in school planning and governance processes. The proposal for a Council Recommendation on Pathways to School Success outlines a new framework for action, which should inspire Member States when developing their strategies towards school success (thus addressing recommendations in **paragraph 8**)[[2]](#footnote-3).

Furthermore, and in relation to the call on the Commission to develop a common holistic understanding of health and safety **(paragraph 5),** in September 2022 the Commission launched the call for applications for the informal **expert group on supportive learning environments for groups at risk of underachievement and for supporting well-being at school**, with the deadline of 31 October 2022. The group’s objective shall be to assist the Commission in developing evidence-based policies on the promotion of supportive learning environments and well-being in school at European and national levels and in individual schools. The expert group will also assist with the development of implementation paths to support national stakeholders. It will be composed of up to 18 experts and will start its activities in 2023. The Expert Group will base its activities on current scientific evidence such as the “systemic, whole-school approach to mental health and well-being in schools in the EU – NESET” report[[3]](#footnote-4), which recognises the need for schools in Europe to prioritise and actively promote the mental health and well-being of school children within safe and inclusive contexts. The report develops a theoretical framework to guide the way in which a whole-school system, in collaboration with the community, can be mobilised at various levels to promote mental health and well-being. The report makes recommendations for the prevention of bullying in schools across the EU. The Expert group on well-being will further develop this approach toward a concrete up-take of innovative policies and practices.

The EU’s new “Healthier Together” Initiative[[4]](#footnote-5) also addresses the call for developing common holistic approaches (**paragraph 5**), as it offers comprehensive and structured support for Commission’s action on mental health. The Initiative will help roll out high-impact actions across the board – from well-being and proactive prevention to social inclusion for people with long-term conditions, protecting rights, and tackling stigma.

In relation to the call on the Commission to pay special attention to children and young people who are particularly vulnerable, such as LGBTQ+ youth, racialised children, and those with pre-existing mental health needs (**paragraph 15**), equity and inclusion are at the heart of European Education Area strategic framework for cooperation. The challenge to decouple educational achievement from socioeconomic background and personal characteristics is an entrenched issue, which has been exacerbated due to the long-term impacts of the pandemic. The Pathways to school success initiative in particular aims to promote better educational outcomes for all young Europeans, irrespective of their personal characteristics, family, socio-economic and cultural background. The Expert Group on well-being will prepare EU guidelines for promoting well-being, enhancing mental health, resilience and preventing bullying at school.

In relation to the call for the establishment of an active European network for exchanging best practices and methods to deal with these challenges **(paragraph 8)** andthe call on the Commissionto facilitate the exchange of good practices and mutual learning between Member States on these matters (**paragraph 36**), the existing strategic framework of European cooperation in education and training towards the European Education Area and beyond (e.g.: the Working Groups 2021-2025) cater for this need. The overall objective of the Working Groups is to promote mutual learning on policy reform of national education systems with a view to effectively contributing to the achievement of the European Education Area by 2025. In particular, Working Group Schools – Pathways to School Success subgroup (2021-2025) will address the learning climate, mental health, well-being, and fighting bullying through supporting a positive environment for teaching and learning, especially for groups at risk, and promoting students and teacher well-being at school.

In relation to the call on the Commission to conduct research with a complete assessment of the long-term effects of all measures related to the COVID-19 pandemics taken by the Member States on children and young people (**paragraph 4**), the Commission carried out an analysis report on “The impact of the COVID-19 pandemic on the mental health of young people”[[5]](#footnote-6). The report, which is based on data provided by the Youth Wiki Network, analyses how European countries have addressed the challenges posed by the pandemic to the mental and emotional wellbeing of young people. After an overview of the main factors that have provoked a deterioration in the mental wellbeing of many young Europeans, the report focuses on the policy response given by countries. Several policy areas are analysed (healthcare, education, information, youth work, leisure and sport) and an array of examples of good practices are described. In general, the report concludes that the European countries have been proactive in establishing measures to support young people during the pandemic. Findings also point at some fields of action where further actions could be taken, such as youth work and sport. Based on the evidence provided and on the analysis conducted, the report can serve as inspiration for further actions.

The Commission has carried out several studies in relation to mental health and the impact of COVID-19 among which:

* 2021 edition of Education and Training Monitor which examines in depth the well-being of students and teachers[[6]](#footnote-7);
* “Impacts of COVID-19 on school education” that examines how the pandemic led to changes in learning conditions and affected educational outcomes in schools[[7]](#footnote-8);
* Additionally, the Commission is planning to conduct research on the socio-economic impacts of loneliness, under the research and innovation activities of Horizon Europe Cluster 2.

In relation to the call on the Commission to launch an EU-wide campaign to raise awareness of mental health in educational and vocational institutions in order to combat the existing stigma, to provide young people with access to mental health information and to create a clear and broader social understanding of mental health issues (**paragraph 3**), the Commission designated 2022 as the **European Year of Youth** in recognition of the sacrifices youth have made during the COVID-19 pandemic. As an overall goal, the European Year of Youth aims to encourage all young people to make their voices heard, and to participate by sharing their visions and hopes for Europe’s future in relation to the Year’s key topics. Eight policy areas have been identified based on the political priorities and on what is relevant for young people, among which the area of health, well-being and sports which include a number of initiatives focusing on mental health. Boosting young people’s personal, social, and professional development, including attention for mental health is fully in line with the EU Youth Strategy 2019-2027, Goal 5: “Achieve better mental wellbeing and reducing the stigma of mental health issues, thus promoting social inclusion of all young people”. Moreover, as part of the European Year of Youth communication campaign, mental health is the focus topic for the month of October with social media activations, press information and events.

Part of the European Year of Youth, the Voice recording Platform[[8]](#footnote-9), an innovative digital 3D platform, enables young people to share their views, concerns and ideas. Young people can record their voices, and this way express their views and opinions, on the policy areas under the European Year of Youth. Of all voices recorded under the “Health, well-being and sport” category, one third of young people call for an increase in awareness for mental health and affordable access to mental health professionals. The European Commission recognises young people’s voices as a driver of change and a co-developer of future policy. The Voices platform gives a ‘home’ to their thoughts, questions, concerns, ideas, hopes and dreams. It aims to empower them to connect with other European youth, local, regional, national or European associations that share similar beliefs, ideas and aspirations.

In relation to the call on the Commission to consider supporting and funding mentoring programmes at European level in order to encourage their development in all Member States (**paragraph 13**), the importance of mentoring is clearly recognised in policy documents at EU level. The Council Recommendation on blended learning for high quality and inclusive primary and secondary education (2021/C 504/03) and the Commission proposal for a Council Recommendation on ‘Pathways to School Success’ (COM/2022/316 final), both make explicit reference to mentoring, for example as an important tool for targeted and enhanced individualised support for learners facing learning difficulties or at risk of underachievement. The Staff Working Document accompanying the Commission proposal for a Council Recommendation on Pathways to School Success offers further insights and examples of good practices. Mentoring is at the heart of several Erasmus+ projects, promoting this approach, in formal and non-formal settings, to empower students, learners and adult learners, fight early school leaving and low achievement, support teacher professional development, ensure quality vocational education and training, support the inclusion of pupils with migrant background, etc. In the school education field – 2014-2020, Erasmus+ programme co-funded nearly 70 strategic partnerships projects which introduced and applied the concept of mentoring. Within the 2021 and 2022 calls, there are 23 strategic partnerships (including small-scale partnerships) projects ongoing which plan to apply the mentoring scheme among others for the well-being of pupils and the integration of pupils facing various obstacles. In the adult education field – 2014-2020, Erasmus+ programme co-funded approximately 110 strategic partnerships projects which successfully applied mentoring techniques to help in social inclusion and better skills of vulnerable groups. In vocational education and training there are nearly 30 strategic partnerships ongoing (including small scale partnerships projects) selected within the 2021 and 2022 calls where mentoring is applied and helps with leadership skills for teachers, trainers and learners. Also, 5 centres of vocational excellence projects selected in 2019 and 2020 highlight the importance of mentoring in designing training for a continuing professional development of VET teachers.

In relation to the calls on the Commission to designate a European Year of Mental Health and to develop a European plan for the protection of mental health in education, vocational training, and informal and non-formal learning (**paragraph 39**) and in relation to the call on the Commission to follow the recommendations of the Conference on the Future of Europe (**paragraph 41**), in the letter of intent accompanying the State of the Union speech, President von der Leyen announced a comprehensive approach to mental health as a key new initiative for 2023. In 2023, the first results of the Expert Group on well-being will be available.

In relation to the call on the Commission to propose a robust legacy of the European Year of Youth 2022 (**paragraph 42**), the European Year of Youth closing Conference: “Claim the Future”, co-organised by the Czech Presidency, the European Parliament and the European Commission, on 6 December 2022 in the premises of the European Parliament, will be the moment to take stock of the achievements during the Year. The main objective of this conference will be to launch the legacy of the Year and discuss how youth policy can remain an important topic on the policy agenda. Mental health is one of the topics chosen by the young people for the workshops at the conference.

The Commission agrees that youth work makes an important contribution to young people’s personal development and well-being (**paragraph 6**) and that it is central to young people’s socialization (**paragraph 7**). In this regard, the Commission highlights activities and schemes specifically meant to strengthen and support youth workers, such as mobility projects under the Youth chapter of Erasmus+, which support youth workers and help them develop their skills and competences. These schemes have an impact on the development of quality youth work at local, regional, national, European and international level.

Furthermore, the Erasmus+ programme supports through its **Training and Cooperation Activities** a long-term strategic activity on “Mental health in youth work” (coordinated by the Finnish National Agency), which links up to the 5th Youth Goal and focuses on preventive work and promotion of mental health. Youth workers’ role enabling discussion about wellbeing, promoting mental health and challenging the stigma is very relevant. **Training and Cooperation Activities** target youth workers, with the aim of equipping them with the skills they need to support young people in a changing world (digital youth work, sustainable and green topics, but also mental health, etc.). The recently revised European Training Strategy sets a strategic framework for the development of youth workers education and training and, among its goals, aims to work on innovative approaches towards the development of quality and “future-fit” youth work.

The Commission would also like to highlight the resources made available by the (Support, Advanced Learning and Training Opportunities) SALTO Resource Centre[[9]](#footnote-10). These accessible materials help youth workers address mental health issues in young people.

In relation to the call on the Commission to support the work of youth organisations more systematically and financially (**paragraph 10**), Youth Participation Activities, the new action format introduced as from 2021 under the youth chapter of Erasmus+, supports in particular youth-led local and transnational initiatives run by informal groups of young people and/or youth organisations, as a pathway to active participation of young people from all backgrounds. In 2022, the action has a budget of EUR 30 million, which will allow the funding of at least 500 projects, each with a budget of up to EUR 60 000. This will provide the opportunity for several thousand young people to design and implement their own projects with activities potentially reaching hundreds of thousands of young people across Europe and benefiting large communities by driving positive societal change.

In terms of the call to promote mobility opportunities in Europe and increase funding for Erasmus+, Creative Europe and the European Solidarity Corps and to make the programmes more resilient (**paragraph 17**), the Commission points out that the Erasmus+ programme has a 7-year budget of more than EUR 26 billion, which is nearly a double increase when compared to the predecessor programme. It is complemented by around EUR 2.2 billion from the EU external cooperation instrument. The Commission agrees that outreach activities are crucial to promoting the programme opportunities among underrepresented target groups. National Agencies undertake outreach as part of their national inclusion plans. European Solidarity Corps programme has a 7-year budget of more than EUR 1 billion. It will offer opportunities to at least 270 000 young people to help address societal and humanitarian challenges through volunteering or by setting up their own solidarity projects.

Concerning the mobility of artists and cultural professionals (**paragraph 19**), the Commission launched on 10 October “Culture Moves Europe”, a new permanent mobility scheme of the Creative Europe programme. It offers mobility grants to individual artists, cultural professionals and host organizations regularly organising residencies or other types of place-bound cultural projects and interested in hosting artists and cultural professionals. Culture Moves Europe has a budget of EUR 21 million between 2022 and 2025 which can finance grants for approximately 7 000 artists, creators, and cultural professionals (6 000 individual trips and 1 000 through residencies) to go abroad for professional development or international collaborations, co-produce and co-create.

In relation to the effect of the Recovery and Resilience Facility (RRF) on children and young people (**paragraph 18)**, it is important to highlight that Member States have launched several immediate response measures to compensate learning losses caused by COVID-related closures of educational and cultural institutions. These measures are generally embedded in longer-term strategies covering the decade to 2030. The measures are supported by EU funds and guided by the objectives of the European Education Area. In particular, the RRF and the cohesion policy funds provide substantial financial support to compensatory learning programmes, as well as more comprehensive measures aimed at promoting access to quality education for all, including curricular reforms. Moreover, EU funds are helping to modernise infrastructure, strengthen equal access to quality and inclusive education services, provide innovative learning environments and improve the conditions for inclusive digital education through equipment and platforms. As regards the call to improve funding and the working conditions of artists, authors and creators (**paragraph 18**), the Commission points out that cultural and creative sectors and industries (CCSIs) will benefit to a large extent from the support under the Recovery and Resilience Facility directly, through measures targeting the CCSIs in the national recovery and resilience plans, and indirectly through horizontal measures benefitting all sectors. The National Recovery and Resilience Plans (NRRPs) include reforms and investments that will help the sectors recover and emerge stronger from the crisis as well as to accelerate their digital and green transitions. The measures directly supporting culture and the creative industries amount to more than EUR 10 billion.

On 29 September, the Commission adopted new guidelines clarifying when self-employed people, such as actors, musicians and gig workers, can collectively negotiate better working conditions without breaching competition rules. In terms of boosting mobility for teachers, volunteers, youth workers and other groups (**paragraph 19**), the Commission will, by the end of 2023, make a proposal for a Council Recommendation on a new European learning mobility framework to move towards making learning periods abroad a norm rather than exception.

As for the call to support and fund leisure, non-formal and informal learning activities, paying particular attention to disadvantaged groups (**paragraph 25**), the Commission points out that the framework for inclusion measures set up under the Erasmus+ and European Solidarity Corps programmes 2021-2027 reinforces actions to support, monitor and report on the implementation of inclusion measures. This framework includes namely opportunities for specific funding for people in need of additional support, personalised accompanying measures and more flexible project formats. The Preparatory Action CultureForHealth[[10]](#footnote-11) includes 6 pilot actions implemented at the local level. One example, “Social well-being laboratories” by Associazione Oltre in Bologna, Italy is specifically dedicated to children and youth from disadvantaged communities.

In relation to the importance of resources in developing the capacity of educators to address gender equality (**paragraph 32**), examples of projects co-funded by the Commission include the [Women Legacy Project](https://womenslegacyproject.eu/) funded under the Erasmus+ programme. The project promotes inclusion of women protagonists of history and culture and their legacy in the educational content. The goal is to bring about a change in the transmission of culture in the classroom that restores the cultural and historical legacy of women, and promotes feminine role models, therefore contributing from the basis to the eradication of gender inequalities.

The Commission shares the view of the European Parliament, which underlines the fundamental importance of culture in the development of the individual identity of children and young people, as well as for their education, including their understanding of society, and for their overall well-being **(paragraph 22)**. In relation to the need to include and upscale all forms of artistic expression **(paragraph 23)**, the Commission shares the view of the European Parliament and highlights that enhancing free artistic expression and creativity should be a key long-term strategic objective in education policy and in related policy fields.

Since 2018, the updated European reference framework on key competences for lifelong learning includes **Key Competence No 8 “Cultural awareness and expression”**. It is one of the eight key competences that EU Member States are expected to integrate into their lifelong learning strategies.

However, policy-steering leverage at European level is limited. Already in 2008, in the context of implementing the European Agenda for Culture, the Council of Ministers of Culture established a peer-learning Working Group with experts from the Member States, with a mission to develop synergies between education and culture, notably through arts education. In its final report published in 2010, this Open Method of Coordination Working Group (with experts from 27 countries) identified best policies and practices and put forward recommendations for specific policy measures to the Member States and to the Commission.

In the context of implementing the Work Plan for Culture 2011-2014, the Commission (at the request of the Council) set up an Open Method of Coordination peer-learning Working Group on “Creative Partnerships”, that is partnerships between cultural institutions and other sectors(such as education, training, business, management, research, agriculture, social sector, public sector). The group identified successful partnerships and practices and highlighted their positive impacts. The Commission issued the Working Group’s “Policy Handbook on Promotion of Creative Partnerships” in March 2014.

In the context of implementing the Work Plan for Culture 2015-2018, the Commission set up another peer-learning Working Group of experts from the Member States. The Working Group’s “Cultural Awareness and Expression Handbook” was published in December 2015.

The Commission oversees the implementation of the Preparatory Action “CultureForHealth”, implemented by a consortium led by Culture Action Europe. Mental and social health and well-being are one of the main important topics tackled. A webstreamed workshop will take place on 16 November in the European Parliament, on the topic of “Culture and Creativity for mental health and well-being”, co- chaired by Mariya Gabriel, European Commissioner for Innovation, Research, Culture, Education and Youth and Sabine Verheyen, Chair of the Committee on Culture and Education.

The “Voices of Culture” is the structured dialogue of the European Commission with the civil society. A Voices of Culture group on Youth, mental health and culture has started working on 4 October; a report expected to be available at the beginning of 2023.

In relation to the need to speed up the digitalisation of cultural and heritage resources and of audiovisual libraries, and to introduce discount schemes allowing universal access to cultural resources **(paragraph 34)**, a new strategic initiative has been envisaged by the Commission under Horizon Europe Cluster 2 intervention area for Cultural Heritage, Cultural and Creative Industries. It aims to support cultural heritage professionals at large and their crucial needs linked to emerging functions and technologies to face the digital transition of museums and Cultural Heritage (CH) institutions.

Other programs have been and will be implemented in order to speed up this process.

* The new work programme 2023-2024 of the Horizon Europe programme will include the setting-up of a European Collaborative Cloud for Cultural Heritage, a collaborative space through cutting- edge digitisation techniques dedicated to cultural heritage scholars, curators, archivists and conservators from all over Europe. It will facilitate access to advanced technologies and aim to remove barriers for smaller and remote cultural institutions. The Cloud will develop tools for digitising artefacts, studying artworks, and better documenting and interpreting data, all of which will improve preservation, conservation and restoration procedures as well as promotion and enhancement of CH.
* The Commission oversees projects related to digitisation of cultural heritage. In January 2021, the European competence centre aiming to preserve and conserve European Cultural Heritage was launched for a period of three years and with the support of Horizon 2020 programme. The competence centre will set up a collaborative digital space for cultural heritage conservation and give access to repositories of data, metadata, standards and guidelines.

Additionally, in November 2021, the European Commission has published a recommendation on a common European data space for cultural heritage in order to accelerate the digitisation of all cultural heritage monuments and sites, objects and artefacts for future generations, to protect and preserve those at risk, and boost their reuse in domains such as education, sustainable tourism and cultural creative sectors. Europeana, the European digital cultural platform, will be at the basis for building the common data space for cultural heritage. It will allow museums, galleries, libraries, archives across Europe to share and reuse the digitized cultural heritage images such as 3D models of historical sites and high-quality scans of paintings. In relation to the call to the Commission to improve access to digital infrastructure, hotspots and non-for-profit educational platforms (**paragraph 28**), it is important to point out that the Commission has been working towards closing the digital divide in terms of infrastructure, connectivity and digital tools through its funding programmes, such as the Recovery and Resilience Facility, the Structural funds and the Connecting Europe Facility, where education is a priority area in the calls for 5G. In addition, the upcoming Commission proposal for Council Recommendation on the enabling factors will focus on investment, capacity building and successful use of digital technologies in formal education and training. It will address gaps in the provision of connectivity and equipment and related rural urban divides. The Commission has also made available to schools the free online SELFIE self-assessment tools which allow all schools to assess and improve how they are using digital technologies for teachers to review and build their digital skills. The Commission continues to finance and strengthen the educational platforms such as EPALE (Electronic Platform for Adult Learning in Europe), eTwinning and the School Education Gateway (the latter two were merged in the European School Education Platform in October 2022). For example, offering tools such as partner search in support of the Erasmus+ programme are enhanced to comply with users expectations.

In terms of improving digital literacy and tackling digital exclusion (**paragraph 29**), the Commission recognises the key importance of promoting digital literacy among young people to ensure that they are informed, critical and empowered citizens of the digital age. On 11 October the Commission published guidelines for tackling disinformation and promoting digital literacy through education and training, aiming to support teachers in addressing these issues in the classroom. This includes addressing such online threats as disinformation, deepfakes and conspiracy theories. In addition, Erasmus+ has been supporting grass-root projects in the area on a regular basis. More generally, in 2023 the Commission will propose a Council Recommendation on improving the provision of digital skills in education, setting out what is needed to promote digital skills early on and at all stages of education and training.

The Commission also agrees that equal access to digital infrastructure, digital skills and high-quality resources and tools is crucial to enabling an inclusive and accessible digital education and training (**paragraph 30**). As such, the Digital Education Action Plan (2021-2027) encompasses a holistic approach and addresses the “building blocks” needed to provide a truly inclusive digital learning experience (e.g., infrastructure, connectivity, accessibility and assistive technology, digital education content) as well as the equally important skills dimension (e.g., digital literacy, computational thinking, science, technology, engineering and mathematics (STEM).

In terms of the call to make sure that young people use the Internet in a safe and proper way (**paragraph 37**), the Commission strongly believes that young people’s safety online is a key priority. In addition, the recently updated Digital Competences for Citizens Framework (DigComp 2.2) includes a dedicated competence on protecting oneself and others from possible dangers in digital environments, including cyber bullying. Lastly, the European network of Safer Internet Centres helplines provide information, advice and assistance to children, young people and parents on how to deal with issues associated with mental health and well-being, including addressing harmful online content, harmful contact and harmful conduct.

1. Council Recommendation on blended learning approaches for high-quality and inclusive primary and secondary education: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32021H1214%2801%29> [↑](#footnote-ref-2)
2. For details of the measures proposed in relation to well-being and mental health, please consult the Annex of the Proposal for a Council Recommendation on Pathways to School Success [↑](#footnote-ref-3)
3. [A systemic, whole-school approach to mental health and well-being in schools in the EU - NESET (nesetweb.eu)](https://nesetweb.eu/en/resources/library/a-systemic-whole-school-approach-to-mental-health-and-well-being-in-schools-in-the-eu/) [↑](#footnote-ref-4)
4. [Healthier together – EU non-communicable diseases initiative (europa.eu)](https://health.ec.europa.eu/non-communicable-diseases/healthier-together-eu-non-communicable-diseases-initiative_en) [↑](#footnote-ref-5)
5. [The impact of the Covid-19 pandemic on the mental health of young people | YouthWiki (europa.eu)](https://national-policies.eacea.ec.europa.eu/youthwiki/publications/the-impact-of-the-covid-19-pandemic-on-the-mental-health-of-young-people#:~:text=The%20COVID%2D19%20pandemic%20has,have%20heavily%20disrupted%20interpersonal%20relations.) [↑](#footnote-ref-6)
6. [Education and Training Monitor 2021 (europa.eu)](https://op.europa.eu/webpub/eac/education-and-training-monitor-2021/en/) [↑](#footnote-ref-7)
7. [Impacts of COVID-19 on school education - Publications Office of the EU (europa.eu)](https://op.europa.eu/en/publication-detail/-/publication/e3804ae5-f68d-11ec-b976-01aa75ed71a1/language-en) [↑](#footnote-ref-8)
8. [European Year of Youth (europa.eu)](https://voices.youth.europa.eu/#/) [↑](#footnote-ref-9)
9. [SALTO-YOUTH - Erasmus+](https://www.salto-youth.net/about/about/yiayouthpolicy/) [↑](#footnote-ref-10)
10. The official title of this Preparatory Action is “Bottom-up Policy Development for Culture and Well-being in the EU”. [↑](#footnote-ref-11)