



# ANALYTICAL COMPARISON AND RESULTING RECOMMENDATIONS

## Summary Report

DIGITAL STEPPING STONES TO WELL-BEING

ERASMUS+ KA210 PARTNERSHIP  
2023-1-CZ01-KA210-ADU-000158852



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DIGITAL STEPPING STONES TO WELL-BEING

## Summary Report

# Analytical comparison and resulting recommendations

Project name	Digital Stepping Stones to Well-being
Project acronym	<b>LEAD-WELL</b>
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(Czech republic)



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DIGITAL STEPPING STONES  
TO WELL-BEING  
ERASMUS+ PARTNERSHIP

# INTRODUCTION



The project **Digital Stepping Stones to Well-being** develops social and communication skills of adults which in turn can have positive impact on well-being and overall quality of life. More active involvement of adults in various kinds of non-formal learning activities improves their well-being, cognitive abilities and overall motivation for active participation in work and everyday life. In view of the post pandemic return to work and day-to-day activities, remote work and the hybrid version of organizing work, we intend to research the experiences of adults, the change in their needs, the skills they have developed in order to adapt to the new circumstances.

Two parts of the project were carried out:

1. First, an initial analysis where existing publicly available results of Erasmus+ projects on similar topics were examined, with the aim of better understanding the impact and adaptation rates of adults.
2. Introductory analysis, which was focused on finding answers to basic research questions
  - what were the pandemic and post-pandemic experiences of Covid-19
  - what skills the target audience had to adapt to these circumstances.
  - what helped them achieve and maintain their well-being
  - how they tried/were able to maintain their well-being in the midst of the challenges they had to face at work and in their daily activities.

The research is focused on outcomes in relation to well-being:

- levels of motivation,
- skills adults to develop for work and in their everyday lives,
- which of these skills they still use or don't use,
- how many of these skills are digital/green/artistic/other,
- what helped them reach and maintain their well-being, etc.

The field research took place between February and March 2024. A total of 167 persons responded to the questionnaire. The results were analyzed for each project country separately and in aggregate.

# ANALYSIS OF IMPLEMENTED PROJECTS

We researched the existing publicly available Erasmus+ project results with similar topics, our aim being better understanding of the impact and the extent of adaptation of adults.

## Happiness report 2023

The World Happiness Report is an annual publication prepared by The Sustainable Development Solutions Network in collaboration with economists, psychologists, and statisticians worldwide. The report measures the level of happiness among residents of different countries and evaluates the factors influencing their well-being. The main happiness indicator used in the report is the Gallup Happiness Poll, which measures residents' subjective experience of happiness.

A summary of the report includes the current state of happiness across countries, assessments of happiness trends in previous years, an analysis of factors most strongly associated with happiness, and any policy suggestions that could enhance residents' well-being. It's also important to mention that the study focuses on various aspects of life such as income, social support, health, freedom of choice, generosity, and corruption to provide a comprehensive picture of people's happiness.

The report states that the evaluation of the average life (2020 – 2022) in the countries involved was the Czech Republic in the 18th place, Slovenia in 22nd place and Greece in the 58th place.

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Helliwell, J. F., Layard, R., Sachs, J. D., De Neve, J.-E., Aknin, L. B., & Wang, S. (Eds.). (2023). World Happiness Report 2023. New York: Sustainable Development Solutions Network. – direct link: <https://happiness-report.s3.amazonaws.com/2023/WHR+23.pdf>

## How have life evaluations changed during COVID-19 for different people?

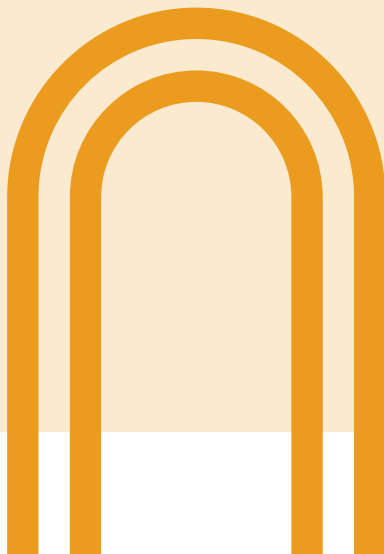
Life evaluations during the COVID-19 pandemic showed remarkable resilience across different populations. Globally, average life evaluations during the years 2020-2022 remained as high as those in the pre-pandemic years 2017-2019. Finland continued to maintain its top position for the sixth consecutive year, while war-torn Afghanistan and Lebanon remained the least happy countries. These countries' average life evaluations were significantly lower than those in the happiest countries.

The document details various impacts on life evaluations, highlighting a stability in the global average, despite the pandemic. For instance, countries that implemented strong community suppression strategies for the virus generally saw lower death rates and maintained better overall well-being. Moreover, the data for 2022 showed that prosocial acts remained approximately one-quarter more common than before the pandemic, indicating a sustained increase in benevolence globally.

Furthermore, while the magnitude of suffering and damage in Ukraine during 2022 was significant, life evaluations in September 2022 remained higher than after the 2014 annexation, supported by a stronger sense of common purpose, benevolence, and trust in Ukrainian leadership. Conversely, in Russia, while there was an increase in government support, it was less pronounced, and support for Russian leadership from Ukrainian regions was virtually non-existent.

These observations suggest that societal resilience, trust, and social support can significantly buffer the negative impacts of crises on life evaluations.

The analysis of the projects undertaken to date has found that each project has brought new insights and strategies that can be used in practice or research to improve wellbeing and mental health in a variety of work and social settings. These projects highlight the importance of a proactive approach to managing wellbeing and mental health, both at the individual and organizational level. Further information, including links to individual projects, is available in the appendix section at the end of this document.



## WELLY

**The WELLY project** addresses the impact of the physical and psychosocial work environment on the health and well-being of employees. The aim is to introduce a new professional profile of wellbeing manager to improve stress management in the workplace. Through training and training courses, modular training programs have been developed that specifically focus on the development of managerial and psychological skills. An empirical study was also carried out which involved data collection directly in the companies and analysis of wellbeing management in the organization. The whole project is supported by a certification process for managers to assess their well-being skills.

## REINTEGRATE WELLBEING

**The Reintegrate Wellbeing project** aims to support employees affected by burnout and long-term unemployment to reintegrate into the labor market. The project involves the development of a methodological framework and toolkit aimed at creating a healthier workplace through improved engagement and well-being. It also includes the development of a 360° curriculum and mentoring activities, along with a MOOC platform offering e-learning modules, and the organization of mini job fairs.

## MENTAL HEALTH AWARENESS

**The Mental Health Awareness project** focuses on raising awareness of mental health and coping. It offers a mental health game that contains useful information to improve mental health, and training tools and materials on topics such as self-esteem, assertiveness, relaxation, communication and problem solving. The project also includes an information forum that serves as a platform for discussion about mental health.

## WELLNESS - DEVELOPING SKILLS FOR WELLBEING

**The Wellness - Developing Skills for Wellbeing project** focuses on training professionals and participants in adult learning. Its main objective is to equip this group with the skills to cope with everyday challenges and maintain well-being. The project has developed training programs, workshops and new learning tools such as manuals and online platforms for sharing materials. The results of these activities were tested and evaluated to ensure their effectiveness.





## BE WELL - POSITIVE PSYCHOLOGICAL INTERVENTIONS FOR IMPROVING THE WELL-BEING AND MENTAL HEALTH OF SECONDARY SCHOOL STUDENTS

The project **BE WELL - Positive Psychological Interventions for Improving the Well-being and Mental Health of Secondary School Students** aims to train secondary school teachers and school counsellors in the use of positive psychological interventions. The aim of this approach is to reduce the risk of mental disorders and improve the well-being of students, especially those disadvantaged from less stimulating backgrounds. The project includes teacher training and the development of a catalogue of good practice examples and interactive teaching materials that will serve as a basis for further training activities. The project is currently still ongoing, so its concrete results and impacts are yet to be seen.

*This initiative demonstrates a global approach to improving wellbeing and mental health in a variety of contexts from the workplace to the school environment. Each project brings specific tools and strategies to address specific mental health and wellbeing needs and challenges.*

## SMARTPHONE LEARNING OPPORTUNITIES FOR YOUNG EMPLOYEE WELLBEING

The project **Smartphone Learning Opportunities for Young Employee Wellbeing** focuses on the development of physical and mental health and wellbeing, collaboration between educational institutions and the business community, and the development of digital skills and competences. The project includes a range of tools and resources including a 28-day wellbeing planner, a 42-hour CPD program for trainers and a library of open educational resources to support wellbeing in the workplace.

## MENTAL HEALTH FIRST AID IN THE WORKPLACE

The aim of the **Mental Health First Aid in the Workplace project** is to improve mental health awareness in the workplace, access to disadvantaged and disabled people. Outputs of the project include guides for employers and employees and short guides to start conversations about mental health and its management in the workplace.



## **POSITIVE CAREER GUIDANCE FOR LOW SKILLED ADULTS**

The **Positive Career Guidance for Low Skilled Adults project** offers innovative curricula and training methods to support unemployed young people and improve equality and inclusion in the labour market. The project includes case studies, a toolkit for developing psychological capital, training for trainers and counsellors, an adult education course and a theoretical framework with policy recommendations.

## **EDUCATIONAL MOBILE APP FOR DOMESTIC VIOLENCE PREVENTION**

The project **Educational Mobile App for Domestic Violence Prevention** was developed in response to the increased incidence of domestic violence during the COVID-19 pandemic and quarantine measures. The project focuses on health and well-being, gender equality and equal opportunities and includes the development of innovative educational methods and courses.

## **CULTURE AND ARTS FOR RESTORATIVE JUSTICE**

The project **Culture and Arts for Restorative Justice** focuses on issues of social exclusion and discrimination, particularly among migrants. The project includes research reports, pilot workshops and training programs aimed at bringing people together and improving their well-being through restorative justice and the arts.

## **CONSCIOUS AGEING**

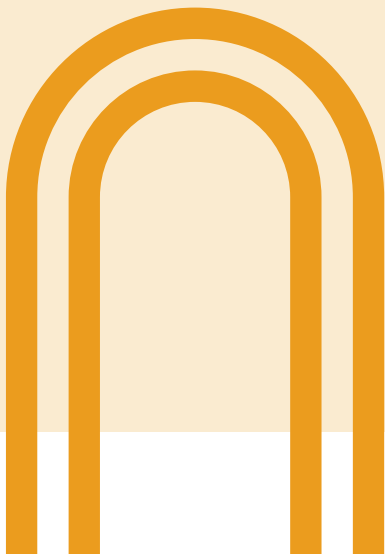
The **Conscious Ageing project** aims to promote a positive outlook on ageing and increase the mental well-being of older people in order to prevent potential physical and mental health problems. The project includes benchmarking reports, outcome evaluation, a facilitator and learner guide and policy frameworks.

## TRAINING LOW-SKILLED WORKERS TO REDUCE RISKS AND INCREASE RESILIENCE IN A CHALLENGING INDUSTRY USING VIRTUAL REALITY

The project **Training low-skilled workers to reduce risks and increase resilience in a challenging industry using virtual reality** aims to improve the psychosocial competences of workers in high-risk occupations and crisis management. The project provides tools and strategies to improve resilience and crisis management.

## HI-ABILITY - DEVELOPING SOCIAL AND PROFESSIONAL SKILLS THROUGH OUTDOOR EXPERIENCES

The project **Hi-Ability - Developing Social and Professional Skills through Outdoor Experiences** offers pedagogical tools and guidance for using outdoor activities to develop social and professional skills for people with disabilities and special needs. The project includes policy recommendations and a report on the findings of the pilot project.



# ANALYSING OF RESULTS

## CZECH REPUBLIC

### Introduction

A total of 67 respondents were interviewed. The largest group consisted of women (59 people), of which women aged 36-45 years (23 people), women aged 46-55 years (21 people) and women aged 55+ (10 people) were the most represented. There were 8 men involved in the survey, their distribution was even, always two respondents from each age group, except for the 16-25 age group, in this category no man was involved in the research. From the point of view of education, the group of persons with higher education prevailed (57). From the point of view of employment, the group of workers as employees prevailed (61 persons). Most respondents in this study live in a municipality with 21,000-100,000 inhabitants (21), followed by a town with a population of over 100,000 (18 people). Most respondents live with a partner (28) or with a partner and a child (17).

**Q: What does well-being mean for respondents NOW? (there were several possible answers in order of importance, so we ranked them from 1 = most important to 3rd place)**

1. Work-life balance/time for work and personal life	23 replies / 34 %
2. Time for yourself/leisure/hobbies	19 replies / 28 %
3. Time spend with family	13 replies / 19 %

**Q: What did well-being mean for respondents DURING PANDEMIC? (there were several possible answers, we ranked them from 1 = most important to 3rd place)**

1. Time spent with family/friends	22 replies / 33 %
2. Work-life balance/time for work and personal life	16 replies / 24 %
3. Feeling healthy	14 replies / 21 %

**Q: What skills did you learn for your job during the pandemic and are you still using them? (sorted by ranking, 1 = most important to 3rd place)**

**1. Digital skills**

The most common examples: using MS Teams, Zoom, Google meet; online education, virtual meetings and meetings with clients, correct password setting and defense against phishing attacks.

35 people  
Initial level 5  
Current level 8-9

**2. Organizational skills**

The most common examples: ability to organize time, organize priorities, manage change, patience, distinguish the important from the unimportant, always have a backup plan (spare variant).

12 people  
Initial level 5  
Current level 7

**3. Health and stress management skill**

The most common examples: managing stress in a team, understanding interpersonal relationships in times of crisis.

8 people  
Initial level 4  
Current level 8

**Q: What skills have you learned for your personal/family life during the pandemic and are still using them? (ranked in order, 1 = most important to 3rd place)**

**1. Digital skills**

The most common examples: using MS Teams, Zoom, Google meet to communicate with friends, more use of apps on the phone to communicate with friends and family, verifying sources of information, video calls with friends and family.

14 people  
Initial level 4-5  
Current level 8-9

**2. Stress Management**

The most common examples: maintaining a good mood - not succumbing to panic and fear, exercise, elimination of "fake" friends.

13 people  
Initial level 6  
Current level 9

**3. Working with false information**

The most common examples: critical thinking, thinking more about what the media publishes, recognizing hoaxes, scams, phishing, fake news.

11 people  
Initial level 5  
Current level 8

**Q: Is there a skill you learned during the pandemic for work that you don't use/use as much anymore?**

1. The most common answer was that they continue to use the skills they have acquired during the pandemic.
2. They don't use digital skills – virtual work meetings.
3. They don't use health skills – there is no more space during the working week for physical activities, walks in nature.

**Q: Is there a skill you learned during the pandemic that you no longer use/use as much in your personal/family life?**

1. They now use digital skills less – there is no longer a need to see each other online, using video calls, it is already possible to meet in person again.
2. Skills for better health and/or physical activity – there is no longer as much time for physical activities as exercise, physical movement has moved back to weekend activities, space for personal development has been limited.
3. Hobbies, creative work and creativity – it was mainly supported by the period of isolation, when it was not possible to meet, now there is no longer such space for hobbies.

**Q: What was the strongest motive for learning new skills? 50 answers**

1. Work	45 %
2. Family	31 %
3. Personal development	30 %

**Company Friendliness**

- Company Friendliness
- Family, the ability to slow down and go more inward
- time with family, exercise
- Contact (even online) with friends and family, relaxation, following up on verified information, getting enough sleep
- Not perceiving negative information
- Environment, amenities.
- My Optimism in Life
- It was definitely the support from the government (Twenty-Five, etc.), living in my parents' house, and the fact that the world kind of "stopped" for a while and didn't move forward at such a fast pace
- To disconnect from the negative news

***Personal development, pleasant relationships with family, friends, etc.***

- Personal development, pleasant relationships with family, friends, etc.
- Distinguish between work and personal life
- Internal Mind-Set
- Family
- Time for yourself, time with family
- Self-development, movement, mindfulness techniques
- Family/work balance
- Possibility of partial Home Office.
- Motto - that everything that has a solution I solve and everything that doesn't have a solution I don't deal with
- Work, family and friends
- Motivation to go with my girlfriend to work abroad, outside the Czech Republic.

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**Conclusion**

From the monitored sample from the Czech Republic, it is possible to observe that respondents, especially in their working lives, are trying to continue to use the skills they have acquired during the Covid 19 pandemic (especially digital skills, health care, working with stress). A certain distance is evident in the restriction of digital technologies (which may be due to their forced overuse during the Covid 19 pandemic), as well as the reduction in exercise priorities during the working week (which may be due to the reduction in the rate of home office, which during the Covid 19 pandemic was strongly represented especially among university-educated employees, who make up the predominant sample in this study).

In private life, the situation is different, where it can be seen that they are trying more to return to the previous state before the Covid 19 pandemic, especially in the area of limiting the use of online ways of meeting/communicating with friends and family.



# ANALYSING OF RESULTS

## GREECE

### Introduction

The survey was realized at the starting point of the project. In order to carry it out, DAFNI KEK translated in Greek the common open-ended questionnaire while received feedback from 50 people from the broader area of Achaia prefecture.

Two main pivots/axes were observed:

- a) How citizens perceive the concept of Wellbeing, during and after the pandemic
- b) Which skills contributed to the shaping of their Well-being, before, during and after the pandemic and to what extent these skills are subject to (lifelong) learning

### Results of the survey

#### *Demographic Characteristics (Profile of Respondents)*

In total 50 participants replied, the majority of whom were **adults aged 46-55** (16 participants) followed as second representative in equal, the age strands: 26-35 (10), 36-45 (10).

In gender aspect, **31 replied, were women** while **24 people reported higher education graduated** (with the next most representative being secondary education (14), 26 of them been employed, followed by 12 persons in the broad category: Unemployed. Retired/on maternity leave. Geographically, 30 of them are residents of an urban area with > 100,000 inhabitants, followed by the category of 21,000-100,000 inhabitants. Most of the respondents live with a partner (23) followed by those living with their parents (11) equivalent to the category - living alone (11).

#### *Q: What does well-being mean for respondents NOW? (there were several possible answers in order of importance, so we ranked them from 1 = most important to 3rd place)*

- |  |                   |
|--|-------------------|
| 1. Time spent with family/friends  | 32 replies / 61 % |
| 2. Making choices/freedom  | 25 replies / 50 % |
| 3. "Myself/leisure time/hobby" <b>equal to</b> "work life balance/time for work and personal life" | 21 replies / 41 % |



**Q: What did well-being mean for respondents DURING PANDEMIC? (there were several possible answers, we ranked them from 1 = most important to 3rd place)**

1. Time spent with family/friends	32 replies / 61 %
2. Feeling healthy	25 replies / 50 %
3. Myself/leisure time/hobby	23 replies / 46 %

**Q: What skills did you learn for your job during the pandemic and are you still using them? (sorted by ranking, 1 = most important to 3rd place)**

<b>1. Digital skills</b>	34 replies
Examples: distance working applications and programs for communication, use of the digital government services, certification on ICDL	Initial level 2,5,8 Current level 7-9
<b>2. Skills for health</b>	25 replies
Examples: I learned to manage my health anxiety making physical workouts, becoming critical about news distribution	Initial level 6, 8 Current level 7-9
<b>3. Coping with stress</b>	24 replies
Examples: dealing with fake news in a better way, become creative (learning to sketch and illustrate)	Initial level 2, 6, 8 Current level 8-9

**Q: What skills have you learned for your personal/family life during the pandemic and are still using them? (ranked in order, 1 = most important to 3rd place)**

<b>1. Organizational skills</b>	24 people
Examples: manage to avoid conflicts, problem solving, stop overanalyzing, support by psychologist, set limits to my job	Initial level 3, 8 Current level 7, 9
<b>2. Skills for health</b>	23 people
Examples: becoming more cautious, learn to filter what we learn as news and from whom about such a serious issue as our health.	Initial level 6, 8 Current level 6, 8
<b>3. Artistic skills, creativity, craft</b>	20 people
Examples: sketching, illustration, jewelry etc.	Initial level 0 Current level 7-9

**Q: Is there a skill you learned during the pandemic for work that you don't use/use as much anymore?**

34 did not answer any (so all are quite useful). The ones replied (10%) consider Digital Skills not so useful (explaining that communication and working with others is more balanced between face2face and digital ways) while health stress is not in the center of the discussions

**Q: Is there a skill you learned during the pandemic that you no longer use/use as much in your personal/family life?**

32 responded that they do not consider any of them as not useful anymore while among replies received (15 %) artistic skills are less useful for the current needs regarding time availability, while 5,7 % believe that they don't need to manage stress specifically.

**Q: What was the strongest motive for learning new skills?**

1. Family	25.7 %
2. Personal development	20 %
3. Work	17.1 %

**Personal development, pleasant relationships with family, friends, etc.**

Thirty (30) answers received prioritizing during pandemic

- a) family-friends,
- b) physical exercise
- c) feeling of being healthy,

while currently main motives remain:

- a) family, friends,
- b) work-life balance,
- c) physical workouts.

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## Conclusion

We conducted a survey with a total of 50 respondents who gave a profile representative of skills before, during and after the pandemic. Conspicuously their responses during the pandemic period highlight the differentiation in the use of technology as key and learning ways to manage stress due to health issues but also redefining time and its allocation (many acquired creative skills as an anti-stress activity). After the pandemic in the current period, the circumstances put them in the situation to maintain the balance between work and personal life, with less emphasis on digital communication, more time for personal development holistically, personally and socially.

## ANALYSING OF RESULTS

### SLOVENIA

#### Introduction

50 people were interviewed. Most of the responses came from people in the age of 36-45 (32 %). 64 % of the respondents were women with higher/university education (62 %). 64 % were employed and 60 % of the respondents live in a place with up to 5000 inhabitants. Respondents live with a partner (34 %).

**Q: What does well-being mean for respondents NOW? (there were several possible answers in order of importance, so we ranked them from 1 = most important to 3rd place)**

- |                                       |                   |
|---------------------------------------|-------------------|
| 1. Time spent with family/friends     | 41 replies / 82 % |
| 2. Feeling healthy                    | 38 replies / 76 % |
| 3. Time for myself/leisure time/hobby | 31 replies / 62 % |

**Q: What did well-being mean to the respondents DURING PANDEMIC? (there were several possible answers, we ranked them from 1 = most important to 3rd place)**

- |                                       |                   |
|---------------------------------------|-------------------|
| 1. Feeling healthy                    | 39 replies / 78 % |
| 2. Time spent with family/friends     | 38 replies / 76 % |
| 3. Time for myself/leisure time/hobby | 32 replies / 64 % |

**Q: What skills did you learn for your job during the pandemic and are you still using them? (sorted by ranking, 1 = most important to 3rd place)**

- |   |                                      |
|---|--------------------------------------|
| <b>1. Digital skills</b>  | 28 people                            |
| Most common examples: use of Zoom or Teams application; distance learning; Remote Meetings/Meetings | Initial level 6<br>Current level 8-9 |
| <b>2. Have not learned new skills</b>   | 21 people                            |
| <b>3. Organizational skills and time management</b>   | 19 people                            |
| Most common examples: recognizing and managing stress, being organized, learning to manage time.    | Initial level 4<br>Current level 7-8 |

**Q: What skills have you learned for your personal/family life during the pandemic and are still using them? (ranked in order, 1 = most important to 3rd place)**

<b>1. Have not learned new skills</b>	19 people
<b>2. Skills to improve health and/or physical activity</b>	15 people
Most common examples: more exercise to improve well-being, exercises in nature.	Initial level 4 Current level 9
<b>3. Stress management/news/information</b>	12 people
Most common examples: critical view of the media, exercise, walking for stress management.	Initial level 6 Current level 9

**Q: Is there a skill you learned during the pandemic for work and that you no longer/do not use as much? 49 responses**

1. The largest response was that they didn't learn any new skills that they would not use now (61%)
2. They don't use digital skills – zoom/teams apps
3. They don't use skills for health – not so physically active

**Q: Is there a skill you learned during the pandemic that you no longer/do not use as much in your personal/family life? 49 responses**

1. Most responses told that they didn't learn any new skills that they wouldn't use now (63%).
2. Skills for better health and/or physical activity - no time for sport activities (run, exercise); less exercise during the week, more exercises at weekends; no time for hobbies; no time for personal development.
3. Critical thinking, effective problem solving - less thinking about what is right and what is wrong; what I can do and what I can't do.

**Q: What was the strongest motive to learn new skills? 50 answers**

1. Personal development	36 %
2. Work	34 %
3. Family	30 %

**Q: What has helped you to reach and maintain your well-being DURING the PANDEMIC? (most answers were related to this three answers) 50 answers**

1. Walk in the nature (physic active, making sport in the nature, nature)
2. Time with family
3. Positive thinking

**Q: What has helped you to reach and maintain your well-being NOW? (most answers were related to this three answers) 49 answers**

1. Face to face contact
2. Hanging out with friends (with those who they didn't have personal contact during pandemic)
3. Traveling

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### Conclusion

Our responders are trying by their work to continue to use the skills they have achieved during the pandemic (digital skills, organization skills and time management skills and other skills that they have learned before the pandemic).

In private life our responders use skills that they have learned before the pandemic. Very important for them is to spend time in nature (walking, jogging, doing other physical activities). After the pandemic is in the personal life very important the face-to-face contact with friends and family. By work our responders are still using online meetings.



DIGITAL STEPPING STONES TO WELL-BEING



## SUMMARY OF THE RESULTS AND KNOWLEDGE RESULTING FROM THE ANALYSIS

The COVID-19 pandemic has brought many challenges on a personal and professional level around the world. Here is an analysis of the main experiences and skills that people gained during and after the pandemic:

### **Pandemic and post-pandemic experience**

**Health impacts:** Many people have experienced the direct health impacts of COVID-19, including long-term effects known as "long COVID."

**Social isolation:** Lockdowns and restrictions have led to widespread social isolation, which has affected the mental health of many individuals.

**Working from home:** The pandemic accelerated the shift to teleworking or a hybrid work model, requiring adaptation by both employees and employers.

### **Skills for adaptation**

**Technology skills:** Knowledge and mastery of digital tools and platforms have become crucial for effective work-from-home work.

**Self-reflection and self-respiration:** The ability to maintain motivation and effective work habits without direct supervisor supervision.

**Communication skills:** Effective remote communication, often through video calls and virtual meetings, was essential.

### **Maintaining well-being**

**Routines and boundaries:** Establishing clear boundaries between work and personal life helped maintain mental health.

**Physical activity:** Regular exercise has been important for reducing stress and improving overall well-being.

**Social interaction:** Keeping in touch with loved ones and colleagues, either virtually or in person,

## Newly Acquired Skills for Adults

Time management: Effective day planning to manage working from home along with other household commitments.

Emotional resilience: Developing resilience to stress and the ability to cope with uncertainty and rapid changes in the world.

**Learning and development:** Many adults have had to learn new skills quickly in order to stay competitive at work.

Mental health management techniques, such as art, music, or gardening, which can act as therapeutic and provide relief from the stresses of everyday life.

## Other strategies for maintaining well-being


- **Taking on new hobbies:** Many people have found solace in mastering new hobbies or reviving old interests, which have helped keep their minds active and distracted from the stressors of the pandemic.
- **Educational courses and workshops:** Participating in online courses and workshops has not only provided opportunities for learning and personal growth, but it has also helped to create a sense of community and purpose.
- **Volunteering and community engagement:** Engaging in local community projects can increase feelings of well-being by providing meaningful activity and helping to strengthen social networks.

These skills and techniques not only helped people survive the challenging period of the pandemic but also provided them with the tools to better manage future challenges. Adaptability, emotional resilience, and technological literacy have proven to be key attributes for modern living and working environments. The COVID-19 pandemic has also highlighted the importance of taking care of one's own mental health and creating more resilient community and professional structures to support individuals during crises.

- **Mindfulness and meditation:** Techniques aimed at reducing anxiety and stress.
- **Community support:** Engaging in online groups and forums that provide peer support and experience sharing.
- **Professional help:** Utilizing psychological help or therapy for mental health management.
- **Maintaining well-being in everyday life**
- **Flexible work arrangements:** Adaptation of work processes to be compatible with personal needs.
- **Educating yourself about personal well-being:** Gaining information and tools to better manage stress and health issues.



# ANSWERING RESEARCH QUESTIONS



## PANDEMIC AND POST-PANDEMIC EXPERIENCE

**Czech Republic:** Increased importance of digital skills, reprioritization of work-life balance.

**Slovenia:** Great emphasis on health and family time, moving from digital communication back to face-to-face contact.

**Greece:** Strong emphasis on social interactions and health, as well as artistic skills and time management.

## SKILLS FOR ADAPTATION

**Czech Republic:** Digital skills and time management were key; increased attention to health and stress.

**Slovenia:** Many did not learn new skills, but those who did emphasized digital skills and improved physical activity.

**Greece:** A significant increase in skills in digital technologies and the arts, as well as improvements in problem-solving and time management.

## MAINTAINING WELL-BEING

**Czech Republic:** Family relationships, working from home and personal development were key factors.

**Slovenia:** Walks in nature, personal contact and travel were the main factors in achieving well-being.

**Greece:** It was important to maintain physical activity, work-life balance.



## MANAGING STRESS AND MAINTAINING WELL-BEING

**Czech Republic:** Stress management and health management have been key; many have reduced the use of digital skills in their personal lives.

**Slovenia:** Critical thinking and improved stress management; reduction of physical activity during the working week.

**Greece:** Artistic skills and time management, reducing the use of some skills such as artistic creation.

## MOTIVATION LEVEL

### **Czech Republic:**

Strongest motivation for learning new skills: Work (45 %), Family (31 %), Personal development (30 %)

### **Greece:**

Strongest motivation for learning new skills during the pandemic: Family (25.7 %), Personal development (20 %), Work (17.1 %)

### **Slovenia:**

Strongest motivation for learning new skills: Personal development (36 %), Work (34 %), Family (30 %)

## MAINTAINING WELL-BEING

**Czech Republic:** Family relationships, working from home and personal development were key factors.

**Slovenia:** Walks in nature, personal contact and travel were the main factors in achieving well-being.

**Greece:** It was important to maintain physical activity, work-life balance.

## SKILLS DEVELOPED BY ADULTS FOR WORK AND IN EVERYDAY LIFE

### CZECH REPUBLIC

#### WORK SKILLS

- Digital skills (e.g., using MS Teams, Zoom, Google Meet; online education, virtual meetings and client meetings, setting passwords and defending against phishing attacks)
- Organizational skills (time management, ability to organize time and priorities, change management, patience)
- Health and stress management skills (team stress management, understanding interpersonal relationships in times of crisis)

#### PERSONAL / FAMILY SKILLS

- Digital skills (communicating with friends and family using apps, using multiple apps on phone, checking sources of information, video calling friends and family)
- Stress management (maintaining a good mood, exercise, eliminating "fake" friends)
- Working with fake information (critical thinking, recognizing hoaxes, scams, phishing, fake news)

### GREECE

#### WORK SKILLS

- Digital skills (e.g., using apps for remote work and communication, using digital government services, ICDL certification)
- Health skills (e.g., health anxiety management, physical exercise, critical thinking about message distribution)
- Stress management (e.g., better management of fake news, creative activities such as sketching and illustrating)

#### PERSONAL / FAMILY SKILLS

- Organizational skills (e.g., time management, conflict management, problem solving, setting limits at work)
- Health and physical activity skills (e.g., filtering messages, being careful about health issues)
- Artistic skills (e.g., sketching, illustration, jewelry making)

### SLOVENIA

#### WORK SKILLS

- Digital skills (e.g. using Zoom or Teams; distance learning, online meetings)
- Organisational skills and time management (e.g. recognising and managing stress, being organised, time management)

#### PERSONAL / FAMILY SKILLS

- Skills to improve health and physical activity (e.g., more exercise, outdoor exercise)
- Stress and information management (e.g., critical perspective on media, exercise, walking for stress management)

## WHICH OF THESE SKILLS DO THEY STILL USE OR NOT USE

### CZECH REPUBLIC

Skills still used for work

Digital skills (35 people)  
Organizational skills (12 people)

Skills still used for personal/family life

Digital skills (14 people)  
Stress management (13 people)

Skills not used

Digital skills for virtual meetings  
Health skills (e.g. physical activity during the work week)

### GREECE

Skills still used

Digital skills  
Health skills  
Stress management

Skills not used

Digital skills (e.g. for virtual meetings)  
Stress management is not a focus

### SLOVENIA

Skills still used

Digital skills (28 people)  
Organizational skills and time management (19 people)

Skills not used

Digital Skills for Zoom/Teams  
Health skills (e.g. physical activity during the work week)

## HOW MANY OF THESE SKILLS ARE DIGITAL/GREEN/ARTISTIC/OTHER

### CZECH REPUBLIC

#### Digital skills

Using MS Teams, Zoom, Google Meet, online learning, virtual meetings, protection against phishing attacks

#### Other skills

Organizational skills (time management), Health and stress management, Dealing with false information

### GREECE

#### Digital skills

Using apps for remote working and communication, Using digital government services

#### Artistic skills

Sketching, illustration, jewelry making

#### Other skills

Health skills, Stress management, Organizational skills

### SLOVENIA

#### Digital skills

Using Zoom or Teams, Distance learning, Online meetings

#### Other skills

Organizational skills and time management, Skills for health and physical activity, Stress and information management

## WHAT HELPED THEM ACHIEVE AND MAINTAIN WELL-BEING

### CZECH REPUBLIC

#### During the pandemic

Time spent with family/friends, Work-life balance, Feeling healthy

#### After the pandemic

Work-life balance, Time for self, Time spent with family

### GREECE

#### During the pandemic

Family and friends, Physical exercise, Feeling healthy

#### After the pandemic

Face-to-face contact, Meeting friends, Travel

### SLOVENIA

#### During the pandemic

Walks in nature, Time with family, Positive thinking

#### After the pandemic

Face to face contact, Meeting friends, Travel

# RECOMMENDATIONS FROM RESEARCH ANALYSIS

Based on an analysis of pandemic and post-pandemic experiences and skills in the Czech Republic, Slovenia and Greece, we have developed proposals that could support improvements in well-being and possible adaptation in the event of further significant changes

## Czech Republic

**Promoting digital skills and technology:** As digital skills have been important during the pandemic and remain crucial post-pandemic, it is important to invest in educational programs that increase digital literacy for all age groups.

**Improving the work environment and flexibility:** Promoting hybrid work models and improving the work environment can help maintain work-life balance, which has been key during the pandemic.

**Mental health support:** Expanding the availability of mental health and stress services, including workshops and therapeutic services in work and community settings.

## Slovenia

**Encouraging face-to-face contacts and social activities:** Since face-to-face contact and time spent with family and friends has been key to maintaining well-being, the organization of community and outdoor activities that encourage social interactions should be encouraged.

**Health and physical activities:** Investing in programs and infrastructure that encourage physical activity, such as parks, sports facilities, and health programs, can help residents maintain good health.

**Education in stress and time management:** Providing courses and training in stress management and effective time management could help people better manage work and personal commitments.

## Greece

**Developing artistic and creative skills:** As artistic skills have had a positive impact on well-being during the pandemic, the availability of artistic and creative activities and education for all age groups should be encouraged.

**Integrating digital education into everyday life:** Increasing access to digital educational resources and promoting digital literacy can help residents adapt to the changing technological environment.

**Promoting personal and professional development:** Creating programs that promote lifelong learning and the development of problem-solving, time management, and critical thinking skills can contribute to better adaptability and coping with change.

# CONCLUSION

Research into well-being outcomes provides fascinating insights into how adults develop and use different skills in their professional and personal lives, which has a direct impact on their overall well-being. One of the key aspects of this research is examining the levels of motivation that affect both an individual's ability to learn new skills and their willingness to maintain and apply that knowledge in practice.

The skills that adults develop can be broadly categorized as digital, green, artistic or other. In today's digitized era, it is increasingly important to have information technology skills, which translates into survival and success in the job market. Green skills that promote sustainable lifestyles are increasingly at the forefront of public interest and companies trying to minimize their environmental impact. Artistic skills, although less emphasized in traditional educational and work contexts, play a key role in personal development and mental health, providing space for creative expression and emotional alignment.

Examining which skills are still being used and which have been abandoned is also crucial. This insight can uncover trends in the lasting value of certain skills and provide insight into how job roles and personal environments are changing. For example, skills acquired during the COVID-19 pandemic, such as remote work, can have a long-term impact on how people work and communicate.

Ultimately, it's crucial to understand what helps individuals achieve and maintain well-being. Factors such as the availability of resources for self-development, a supportive social environment, and access to mental health services play a vital role in maintaining good mental health and overall well-being.

Research on well-being and skills offers valuable insights that can inform policy, curricula, and work practices to better meet the needs of adults in an ever-changing world. Developing and maintaining skills that are relevant and useful are crucial for individuals' personal satisfaction and professional success.



## The key findings of our study are:

**Digital transformation:** All three countries have seen an increase in the importance of digital skills during the pandemic, but post-pandemic developments show mixed results in their continued use.

**Health and well-being:** Health was the main focus during the pandemic in all countries, but the ways in which it was achieved after the pandemic varied.

**Social interaction:** While digital communication was key during the pandemic, the post-pandemic period sees a return to preferential face-to-face interaction.

**Adapting to change:** The pandemic has required rapid adaptation to changes in work and personal lives, which has led to the acquisition of new skills, especially in time management and digital

**Raising awareness of the importance of mental health:** Campaigns to raise awareness of the importance of mental health and maintain it can help destigmatize the search for help and support in this area.

**Fostering community networks:** Building strong community networks can help people feel less isolated and increase their sense of belonging and support during stressful times.

**Developing infrastructure for remote work and learning:** Improving technology infrastructure to support effective working and learning from home could help people better adapt to future pandemics or other crises.

**Integrating flexibility into the work environment:** Flexible work arrangements can help employees better balance their personal and professional lives, which can lead to higher satisfaction and productivity.

Based on the findings from this study, the research questions could be answered:

### **1. Motivation level**

In the Czech Republic, the main motivation for learning new skills was work, followed by family and personal development. Greece and Slovenia had similar priorities, where family and personal development were also important motivators.

### **2. The skills that adults developed for work and in everyday life**

All three countries significantly developed digital skills for work (e.g. use of online tools and apps) during the pandemic. For personal life, stress management skills and digital skills for communication and organization were key, with the addition of artistic and physical skills in Greece and Slovenia.

### **3. Which of these skills are still used or not used**

Digital skills and organizational skills remained key for work purposes after the pandemic in all three countries. In personal life, skills for improving health and managing stress remained in use. Some digital skills for virtual meetings and health skills lost importance as face-to-face contact was restored and physical activity during the work week was reduced.

### **4. How many of these skills are digital/green/artistic/other**

In all three countries, digital skills were the most frequently developed and used for work and personal purposes. Artistic skills were more strongly developed in Greece and Slovenia. Green skills were not strongly represented but were mentioned as part of skills for health and stress management.

### **5. What helped them achieve and maintain wellbeing**

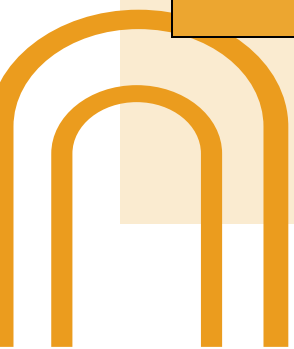
All three countries reported that support from family and friends, physical exercise and stress management were important for maintaining wellbeing during the pandemic. After the pandemic, they focused on personal contact with friends and family and travel to achieve and maintain well-being.



# ATTACHMENTS

**European projects** – direct links and additional information to the projects that were mentioned in the submitted report

<b><u>WELly: Introducing the Job Profile of a Manager for Work Well-being to Prevent and Combat Work-related Stress</u></b>	
<b>Topics</b>	<p>Impact of the physical and psychosocial work environment on the health and well-being of employees.</p> <p>Partner countries: Greece, Portugal, Spain, Italy, Slovenia</p>
<b>Key results</b>	<p>The State of the Art in partners' countries, EU and USA was carried out and lead to a summary of literature and collection of case studies of companies that applied tools and rules to Research Analysis of manage and guarantee the organizational well-being. Also an empirical research was conducted to gather data directly from the companies.</p> <ul style="list-style-type: none"> <li>- <b>Training</b> Developed Professional Profile for managers introducing the new professional profile of the Work Well-being Manager and a modular training curriculum that specifically addresses the development of management and psychological skills for the work wellbeing management.</li> <li>- <b>Training Course</b> The development of a Training Course and its experimentation through pilot tests into the partners' countries and evaluation based on defined evaluation criteria.</li> <li>- <b>Certification Process</b> To evaluate Work Well-being Manager's skills and exploitation activities were conducted.</li> </ul>
<b>Other notes</b>	<p>Introducing the Job Profile of a Manager for Work Well-being to Prevent and Combat Work-related Stress, addresses the impact of the physical and psychosocial work environment on the health and well-being of employees.</p> <p>Exploring link between management behavior and employee well-being</p>

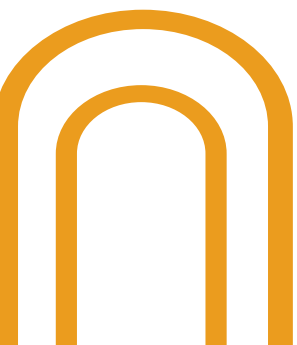


## **Reintegrate Wellbeing**

Topics	<p>To support employees who are victims of burnout and often in long-term unemployment to reintegrate into the job market, by showing them how to re-find motivation and self - confidence.</p> <p>To create a healthier workplace in terms of the engagement and well-being in the work environment - soft skills.</p> <p>Partner countries: Germany, Italy, Portugal, Belgium, Sweden, Austria</p>
Key results	<ul style="list-style-type: none"><li>• Methodological framework and Policies &amp; Practices Toolbox</li><li>• 360° Curriculum and Mentoring Activities</li><li>• MOOC Platform with e-learning modules, mini-Job Fairs</li></ul>
Other notes	-

## **Wellness – Developing skills for well-being**

Topics	<p>An international study on the well-being of professionals and participants in adult education.</p>
Key results	<ul style="list-style-type: none"><li>• Development of high-quality training programmes for adult education professionals and interesting workshops for the training of participants.</li><li>• Implementation of programmes (they were tested in the developed programmes for professionals and participants in adult education).</li><li>• Development of the new tools and aids (a guide for professionals in adult education, leaflets, and an online platform for sharing materials and experiences among professionals).</li></ul>
Other notes	<p>The purpose of the project was to equip professionals in adult education and their participants with practical skills that will enable them to successfully cope with daily challenges, ensuring sustainable well-being.</p>



## **BE WELL**

Topics	<p>Positive psychology interventions to strengthen high school students' well-being and mental health</p> <p>To train secondary school teachers and school counselors in the use of positive psychological interventions to reduce the risk of mental health disorders and enhance the well-being of secondary school students, especially disadvantaged students from less socially stimulating backgrounds.</p>
Key results	<p>The project will implement:</p> <ul style="list-style-type: none"><li>- Training of at least 30 teachers and social workers from the participating countries to be trained in the use of positive psychological interventions.</li><li>- A catalog of good practices on the use of positive psychological interventions in secondary schools. The Catalog will form the basis for the development of the BE-WELL curriculum and training for teachers/school counselors.</li><li>- Interactive training materials (eGuide for teachers, eToolkit for students)</li></ul>
Other notes	-

## **Smartphone Learning Opportunities to Promote Well-being in Young Employees**

Topics	<p>Physical and mental health, well-being</p> <p>Cooperation between educational institutions and business</p> <p>Digital skills and competences</p>
Key results	<p>Results not available yet but include:</p> <ul style="list-style-type: none"><li>- 28-day well-being planner; and an accompanying handbook of self-help resources.</li><li>- 42-hour CPD program for VET trainers</li><li>- A library of 35 OERs to support workplace well-being.</li></ul>
Other notes	<p>Developing well-being self-management skills for workplace related issues through a series of available tools and strategies</p>



## **Mental Health First Aid in the Workplace**

Topics	Access for disadvantaged Health and wellbeing Disabilities - special needs
Key results	- A handbook for Employers Title “Safeguarding Employee Mental Health”  - A handbook for Employees Title “Mental Health Awareness - A Workplace Guide”  - 2 short handbooks, “Starting a Conversation about Mental Health” and “Managing Mental Health in the Workplace”
Other notes	Focuses heavily on mental health in the workplace

## **Positive career guidance for low skilled adults**

Topics	Labour market issues incl. career guidance / youth unemployment New innovative curricula/educational methods/development of training courses Inclusion - equity
Key results	<ul style="list-style-type: none"><li>- Case studies</li><li>- Toolkit for development of psychological capital</li><li>- Training course for trainers/counsellors</li><li>- Training course for adults</li><li>- Resources</li><li>- Theoretical framework and report</li><li>- Policy recommendations</li></ul>
Other notes	-

## **Educational Mobile Application for Prevention of Domestic Violence**

Topics	Health and wellbeing Gender equality / equal opportunities New innovative curricula/educational methods/development of training courses
Key results	Domestic violence increased remarkably since social isolation and quarantine measures came into force due to the COVID-19 pandemic. It affects on the well-being of the whole family and results serious physical, mental, sexual-and reproductive health problems
Other notes	-

## **Culture and Art for Restorative Justice**

Topics	New innovative curricula/educational methods/development of training courses Migrants' issues Creativity and culture
Key results	Who support migrants and especially those who are at risk of marginalization, dealing with an increase in public sentiment against migration and multiple environments which contributed further to segregation. the project explores restorative justice and art to bring people closer and increase well-being <ul style="list-style-type: none"><li>- research reports</li><li>- piloting workshops</li><li>- training programs</li></ul>
Other notes	It deals with the issue of social exclusion based on discrimination which also causes political issues

## **Mindful Ageing**

Topics	Civic engagement / responsible citizenship New innovative curricula/educational methods/development of training courses Health and wellbeing
Key results	The goal was to nurture a positive outlook towards ageing and bolster mental well-being, averting potential physical/ mental health concerns' <ul style="list-style-type: none"><li>- comparative reports from piloting</li><li>- evaluations of the results</li><li>- guide for facilitators and learners</li><li>- policy frameworks</li></ul>
Other notes	-

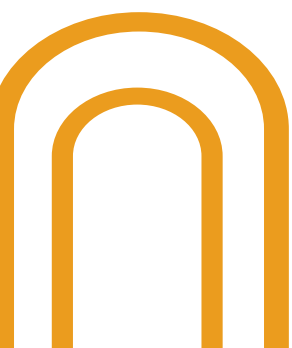


## Training low qualified workers to reduce RISKS and increase resilience in demanding industry using virtual REALity

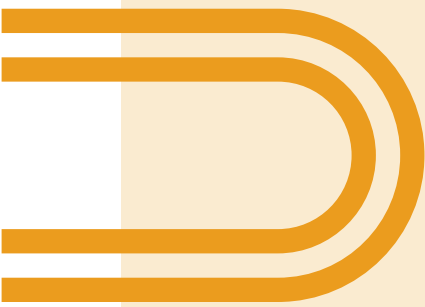
Topics	ICT - new technologies - digital competences Labor market issues incl. career guidance / youth unemployment Overcoming skills mismatches (basic/transversal)
Key results	Tools for people working in jobs where exist psychosocial occupational risks related to emergency management  “People at risk of social, economic or educational exclusion, with low-skilled profiles, interested in improving their psychosocial or soft skills competencies”
Other notes	The aspect of psychosocial risks related to dealing with emergencies seems interesting

## Hi-Ability - Developing social and professional skills through outdoor experiences

Topics	Access for disadvantaged New innovative curricula/educational methods/development of training courses Disabilities - special needs
Key results	Toolkit for educators - guide for using outdoor activities to develop these skills  Policy recommendations  Report on piloting findings
Other notes	-







DIGITAL STEPPING STONES TO WELL-BEING



<https://www.facebook.com/digitalsteppingstonestowellbeing>

## DIGITAL STEPPING STONES TO WELL-BEING

ANALYTICAL COMPARISON AND RESULTING RECOMMENDATIONS

JULY 2024

### ERASMUS+ KA210 PARTNERSHIP

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