



**“Well-being at school, the key to success”**: an Erasmus+ seminar brings together education professionals from France, Italy, and Polynesia in Strasbourg

From January 4 to 10, 2026, twelve education professionals from France, Italy, and French Polynesia gathered in Strasbourg as part of the European project “Well-being at school, the key to success,” supported by the Erasmus+ program. The goal: to exchange innovative practices aimed at improving the school climate, promoting inclusion, and preventing violence in schools.

## **Contrasting school realities, but one common denominator: the need to take action**

The seminar gave each country the opportunity to present its education system and the challenges it faces. In French Polynesia, particularly in Tahiti, schools are faced with a lack of supervision at lunchtime (six supervisors for more than 400 students) and a lack of activities or recreational equipment, which leads to boredom and conflict. Questionnaires completed by students during the project confirm that a lack of activities is a key factor in violence.

In Italy, systems vary greatly from region to region. In the south, schools are often located in old buildings but are run by highly committed teams. In the north, lower salaries attract staff from the south. Schools welcome students with disabilities into regular classrooms, with personalized programs and a high degree of local autonomy. Bullying, which is rare in elementary school, becomes an issue in middle school.

In Strasbourg, particularly in the city's priority neighborhoods, learning difficulties, precarious living conditions, and allophony were highlighted.

## **Les Pinsons School: a model inspired by Finland**

A visit to Les Pinsons School in Strasbourg was organized during the seminar. This school applies teaching methods inspired by the Finnish model and welcomes children with learning disabilities or school phobia: project-based learning, short class times with regular breaks, multi-age classes, little homework, and strong family involvement. Teachers receive regular training, particularly on mental health and learning disorders. Social clubs (mediation, communication, teamwork) complement the educational program.



# Best practices for a peaceful school environment

Each partner came to the seminar with concrete best practices:

- Dialogue and empathy to manage bullying
- Redesign of playgrounds into separate areas (games, reading, rest)
- Talking circles
- Kindness challenge
- Theater and psychosocial skills
- The student council and the message box
- Meditation: the mindfulness break
- Shared concern method
- The clear message
- The friendship tree
- Cardiac coherence
- The Local School Support Contract (CLAS)
- Music as a vehicle for well-being
- Communication notebook
- Mismatched socks day



# Psychology training: tools for managing stress and emotions

On Wednesday, January 7, psychologist Nadine Lyamouri-Bajja led a workshop on managing stress, strong emotions, and difficult situations involving children. The focus was on the importance of not forcing children to talk immediately after a traumatic event, but rather offering them resources to help them feel safe. Simple tools were shared for both students and adults.



# La Mosaïque School: An alternative school inspired by Freinet

Finally, participants in the project were able to visit La Mosaïque school, which is run by an association and applies the Freinet teaching method. With small class sizes (10 to 13 students), teachers working in pairs, and activities focused on the interests of the children, this school promotes oral expression, self-confidence, and teamwork. Students actively participate in school life through student councils, suggestion boxes, and a jointly developed document of rules: the Mosagenda.

Parents are heavily involved: financial contributions based on income, volunteer work, and seats on the board of directors.

Homework is rare, except in fourth and fifth grades to prepare for middle school. Accommodations are available for students with difficulties.



At the end of the seminar, participants expressed their satisfaction and their desire to implement these practices in their schools and after-school centers. All emphasized the importance of adapting the tools to their local context.

“This seminar was a rich, reassuring, and motivating experience. It makes us want to continue working for the well-being of students: because without well-being, there can be no success.”

## About the KA210 project

This seminar is part of the European Erasmus+ project “Well-being at school, the key to success,” which aims to strengthen innovative educational practices that promote student well-being and combat various forms of violence and harassment through the transfer of skills and the exchange of knowledge, experiences, and good practices across sectors.



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