



Project 2022-1-BG01-KA220-SCH-000085347
Healthy at school. Supporting the well-being and mental health
of students and teachers / HAS, Erasmus+



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Report on Pilot Implementation

of the Strategy for planning the professional development of employees in

accordance with individual needs

Project 2022-1-BG01-KA220-SCH-000085347

Healthy at school. Supporting the well-being and mental health of

students and teachers / HAS,

Erasmus+



Title „Report on Pilot Implementation of the Strategy for planning the professional development of employees in accordance with individual needs“

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I. Project information

This document is part of Project 2022-1-BG01-KA220-SCH-000085347 „Healthy at school. Supporting the well-being and mental health of students and teachers/ HAS “, Erasmus+ program, with the financial support of the European Commission.

Project period: 01/11/2022 - 31/10/2024 (24 months)

Leading organization: Association of Psychologists in Bulgaria, Varna, Bulgaria

Partner organizations: Hristo Botev School, Bulgaria; IMS Private School, Cyprus; and WYZSZA SZKOLA BIZNESU I NAUK O ZDROWIU (WSBINOZ), Poland.

The mission of the project is to modernize and strengthen the capacity of the education and training system to address the main challenges in today's world, to improve mental and physical health and well-being (incl. of teachers/trainers and students/trainees), to promote social, civic, and intercultural competencies, and intercultural dialogue. This mission is achieved through the development of the products in accordance with the individual needs of both trainees and trainers, and partner schools at the organizational level.

The project's aim is also to help deal with the unfavorable learning conditions caused by the difficulties in online learning, social distancing, and immobility. It focuses on the improvement of basic skills as a prerequisite for the prevention of early school leaving, incl. from vulnerable groups.

The main project objectives are:

- Increasing the knowledge of mental health, safety and management of psychosocial risks;
- Overcoming the consequences of social isolation and immobility;
- Overcoming and preventing stress and difficulties in online/distance learning and teaching;
- Increasing students' motivation to learn;
- Improving the mental health and wellbeing of teachers and students;
- Increasing the motivation for teaching and career development of teachers;
- Providing opportunities for career and personal development, increasing the professional capacity and basic skills of teachers and other educational staff;

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- Greater effectiveness of activities for vulnerable groups in the field of inclusion and diversity education;
- Creating mutual assistance and intervention groups;
- Promoting common values, civic engagement and participation.



II. Implementation of the Strategy for the professional development of employees

Before the implementation, each partner organization must prepare a Strategy for the professional development of employees for their own organization (in English and in their respective language), consisting of the following chapters:

- I. MISSION, VISION AND VALUES OF THE ORGANIZATION
- II. CURRENT SERVICES/PROGRAMS OF THE ORGANIZATION
- III. SWOT ANALYSIS
- IV. STRATEGIC PRIORITY AREAS AND OBJECTIVES (SHORT-TERM AND LONG TERM)
- V. ACTIONS AND INITIATIVES TO ACHIEVE THE STRATEGIC PRIORITIES
- VI. EXPECTED RESULTS
- VII. TIMELINE AND ESTIMATED BUDGET FOR IMPLEMENTATION
- VIII. POSSIBLE RISKS AND PREVENTIVE STEPS (ACCORDING TO ISO 450003-2021)

The main stages of implementation of the WP3A2 Strategy for the professional development of employees are the following:

- Preparation stage: this stage consists of identifying the needs of the target group (employees/staff in educational organizations such as teachers/trainers, administrative staff, management staff and other); selection of participants for the implementation of the Strategy without taking into account factors such as gender, sex, sexual orientation, gender identity, religion, ethnicity, origin, race, political beliefs, socioeconomic status, presence of a disability, and other characteristics; preparation of the necessary materials and documents (e.g. program/agenda, presentation, the Strategy for the professional development of employees of each organization, attending lists, feedback forms and other); logistics; preparation of the room/hall for the pilot implementation; preparation of flipchart and multimedia.
 - Implementation stage: this stage consists of implementing the Strategy for the professional development of employees to the selected participants (employees/staff in
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educational organizations). The stage also involves completing the attendance lists by participants, presenting the prepared materials (e.g. presentation), taking pictures for evidence, and gathering feedback from participants to evaluate the contents and overall effectiveness of the resource).

- Assessment stage: The last third stage includes the preparation of a Report and analysis of the results from the feedback forms (with conclusions and recommendations). This Report is prepared by all organizations which have implemented the Strategy. The document includes relevant graphics and/or tables with the results (raw data), their analysis, as well as important recommendations and conclusions. This Assessment stage will serve as a basis for improvement.

1. Application of the feedback survey

As part of WP3A2 “Strategy for professional development of employees and steps to introduce ISO 45003:2021”, activity under project 2022-1-BG01-KA220-SCH-000085347 “Healthy at school. Supporting the well-being and mental health of students and teachers / HAS”, Erasmus+, the three partner educational organizations (“Hristo Botev” School in Bulgaria, IMS Private School in Cyprus and WSBINOZ in Poland) distributed feedback forms among their **teachers to assess their attitudes on implementing the Strategy for planning the professional development of employees in accordance with individual needs**. The sample size in each school was **20 teachers/staff**. They were included in the study without taking into account factors such as age and years of experience in the field of education and /or training, gender, sex, gender identity, religious beliefs, ethnical background, origin, race, socioeconomic status (SES), political beliefs, presence of a disability, or other protected characteristics.

For the purposes of the study, the teachers were asked to provide information about where they are from, as well as what positions they hold in the organization. However, they did not write down their names and remained fully anonymous for their protection and according to the requirements of the General Data Protection Regulation (GDPR). We observed the principle of data minimization and collected and processed only as much data as absolutely necessary for the purposes of the analysis.

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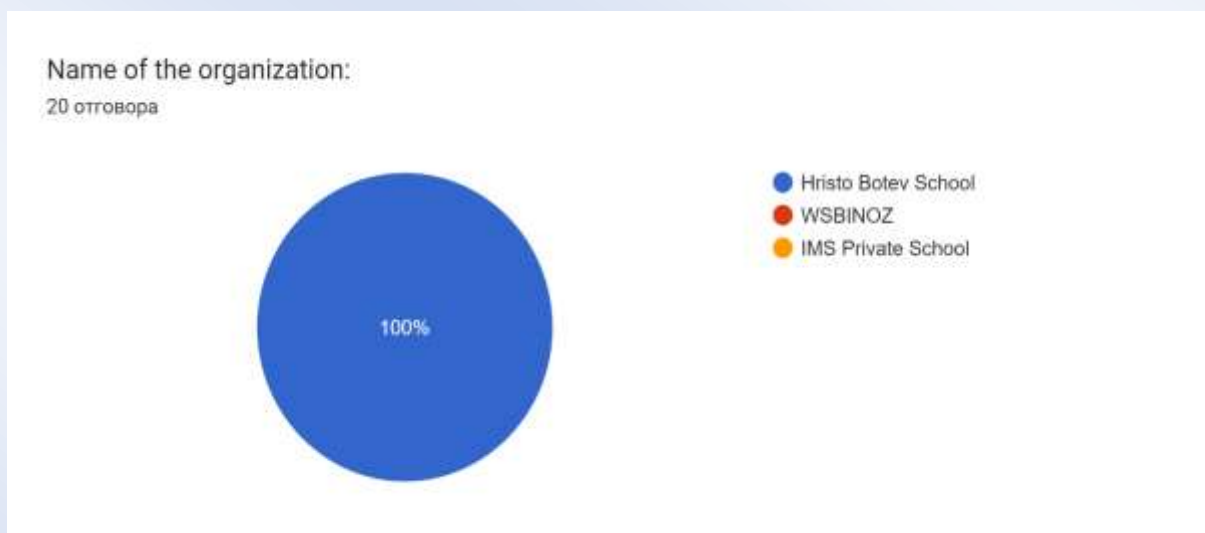
The questionnaire that was applied was a **Feedback form for WP3A2 Strategy for planning the professional development of employees in accordance with individual needs** ([Appendix 1](#)). The questionnaire has a paper version in all partner languages (Bulgarian, Greek and Polish) and is available in English in an online format in Google Forms.

2. Hristo Botev Primary School (Bulgaria) - Results analysis

WP3A2 Analysis of results from the Feedback forms assessing the Strategy for planning the professional development of employees in accordance with individual needs (Bulgaria)

The Feedback form for WP3A2 Strategy for planning the professional development of employees in accordance with individual needs was filled out by **20 teachers/ staff**.

As regards demographic data, 100% of the participants are from Bulgaria and from Hristo Botev School.





Name of the organization:

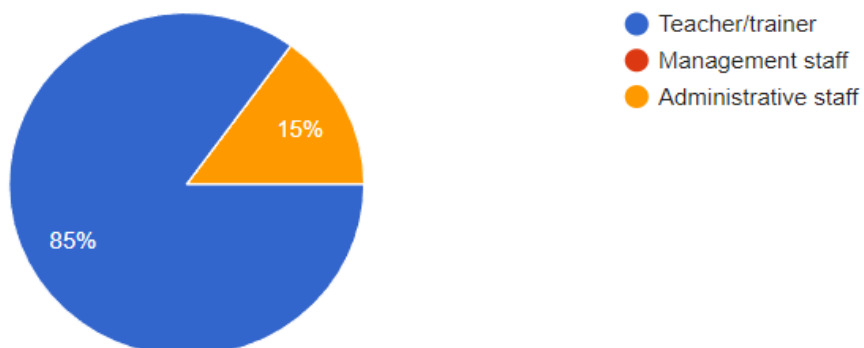
20 responses



85% of the participants are teachers and 15% are administrative staff.

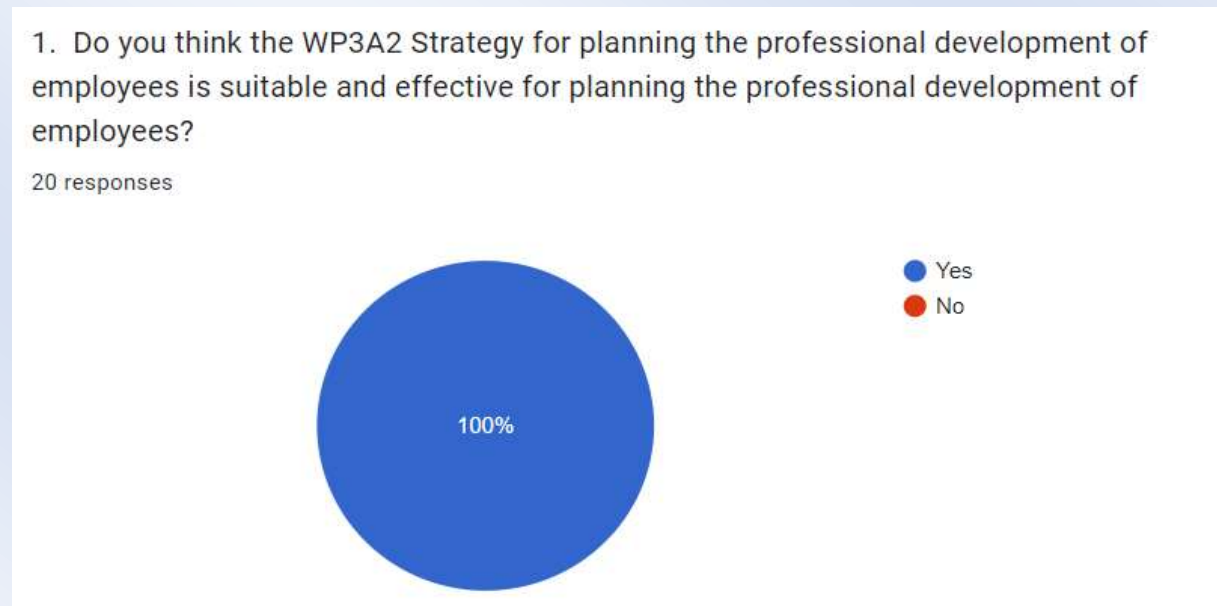
Connection with the organization:

20 responses





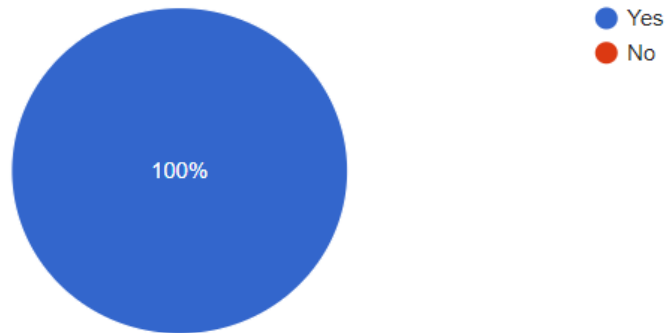
The first question in the main body of the questionnaire assessed whether teachers think the “Strategy for planning the professional development of employees” is suitable and effective for planning the professional development of employees. The results indicated that all of the participants (100%) agree and feel the presented Strategy would be effective in their professional development.



The second question focused if the teachers believe the WP3A2 Strategy contains valuable steps for implementing ISO 45003:2021 "Occupational health and safety management — Psychological health and safety at work — Guidelines for managing psychosocial risks". Same as the previous question all of the teachers agree (100%).

2. Do you believe the WP3A2 Strategy contains valuable steps for implementing ISO 45003:2021 "Occupational health and safety management – Psychological health and safety at work – Guidelines for managing psychosocial risks"?

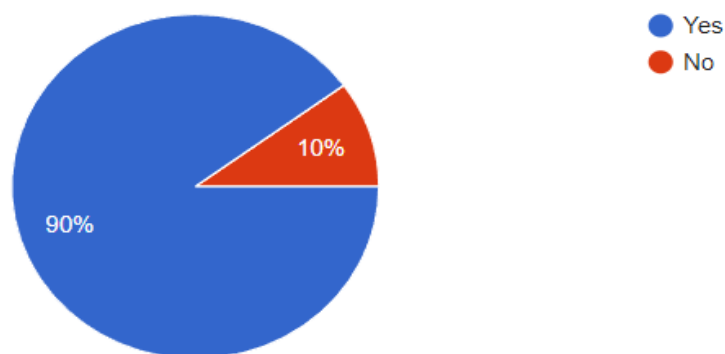
20 responses



The next question evaluated if the teachers think the structure of the WP3A2 Strategy is appropriate. The majority replied they agree (90% answered “Yes”) and a small percentage answered “No” (10%).

3. Do you think the structure of the WP3A2 Strategy is appropriate?

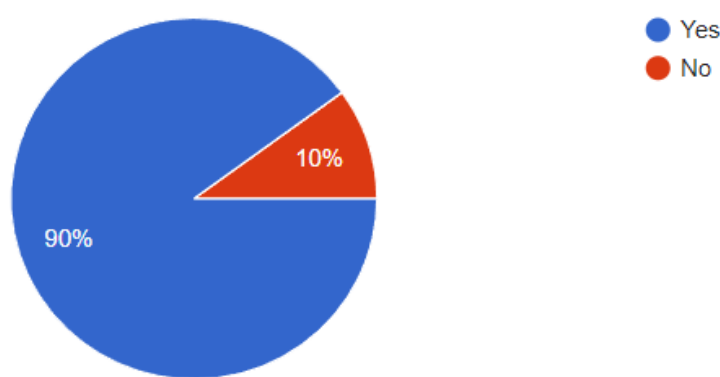
20 responses



The fourth question deals with the level of understanding of the Strategy and its implementation in the educational organization. The results showed that the larger part of respondents felt they understand (90%), and only 10% of them did not understand and find the implementation not good.

4. Do you consider the WP3A2 Strategy easy to understand and implement in educational organizations?

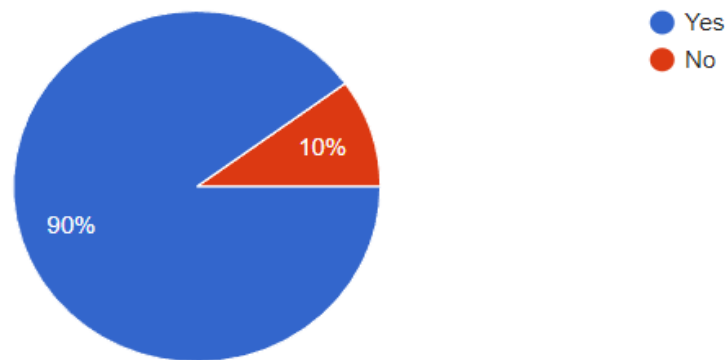
20 responses



The next question stated, “Do you think the implementation of the WP3A2 Strategy at your educational organization is going to benefit the staff in the long term”. Here, the results were very optimistic – 90% shared that they think the implementation of the Strategy at the said educational organization is going to be beneficial for the staff in the long term, and only 10% are skeptical about the long-term positive effect of the implementation of the Strategy.

5. Do you think the implementation of the WP3A2 Strategy at your educational organization is going to benefit the staff in the long term?

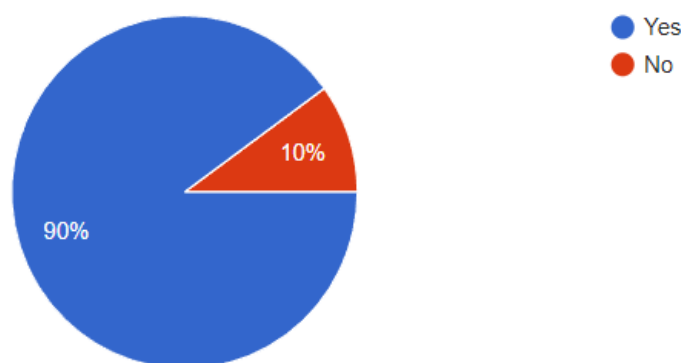
20 responses



The sixth question is about whether teachers feel confident that the expected results envisioned in the WP3A2 Strategy can be achieved. The result again is similar to the previous questions – 90% think the results can be achieved and only 10% have doubts about the positive achievement of the results.

6. Are you confident that the expected results envisioned in the WP3A2 Strategy can be achieved?

20 responses



Finally, the **7th question** (which is open-ended) stated: “Are you confident that the expected results envisioned in the WP3A2 Strategy can be achieved.” None of the participants gave any recommendations.

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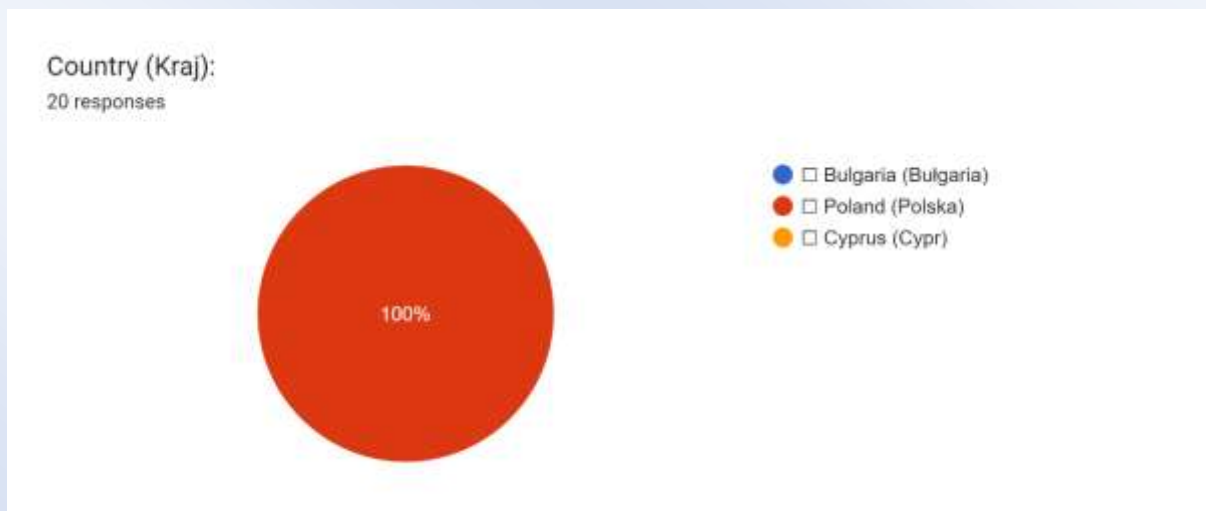
3. WSBINOZ (Poland) – Results analysis

WP3A2 Analysis of results from the Feedback forms assessing the Strategy for planning the professional development of employees in accordance with individual needs (Poland)

The first chart represents the responses from participants regarding the name of their organization. The chart shows that 100% of the responses were attributed to a single organization, indicating unanimous participation from one specific institution. All 20 responses were from participants associated with WSBINOZ, as indicated by the solid red color representing 100% of the responses.



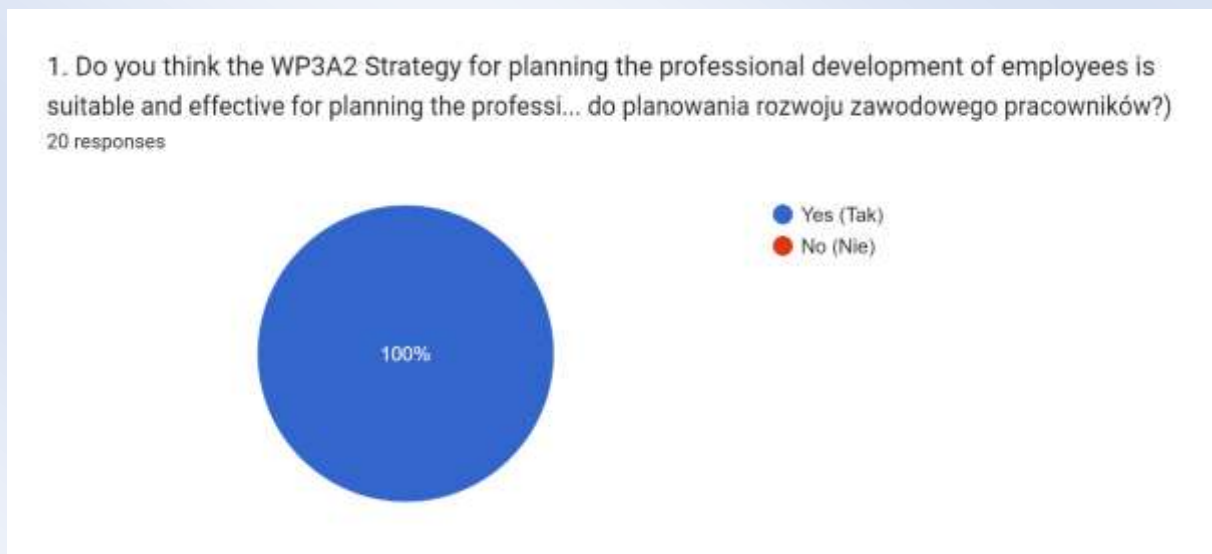
The second chart displays the distribution of respondents by country. The chart shows that 100% of the responses were from participants in a single country, indicating unanimous participation from one specific country. All 20 responses were from participants residing in Poland, as indicated by the solid red color representing 100% of the responses.



The third chart illustrates the types of connections respondents have with their organization. The data is divided among several categories, with the majority of respondents identifying as teachers or trainers. The chart indicates that the majority of the respondents, 55%, are teachers or trainers. Management staff makes up 25% of the respondents, while administrative staff constitutes 20%. There were no responses from students or other categories, which implies that the feedback was mainly from educational and administrative professionals within the organization.



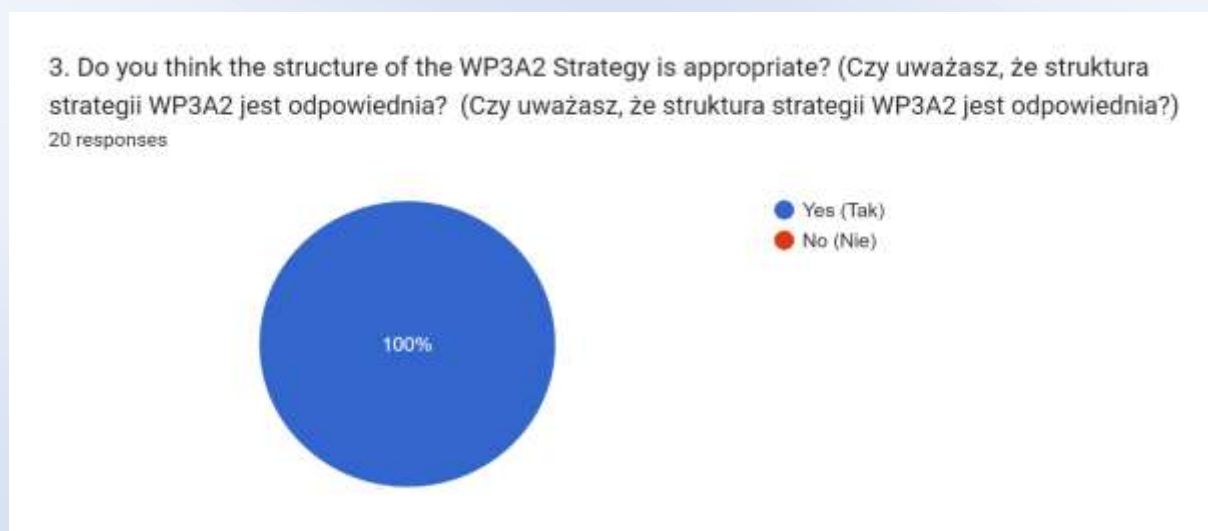
The next chart shows the responses to the question regarding the suitability and effectiveness of the WP3A2 Strategy for professional development. The unanimous agreement among the respondents indicates a positive perception of the strategy's effectiveness. All 20 respondents believe that the WP3A2 Strategy is suitable and effective for planning the professional development of employees, as indicated by the solid blue color representing 100% of the responses. There were no negative responses, suggesting strong support and approval for the strategy among the participants.



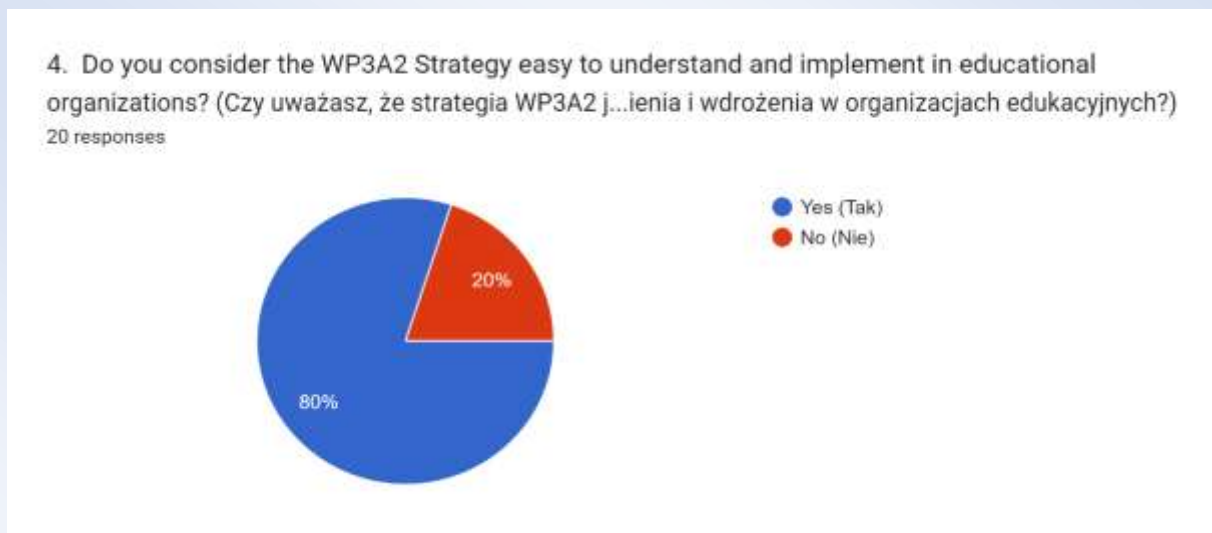
The next chart represents the responses to the question about whether the WP3A2 Strategy includes valuable steps for implementing ISO 45003:2021. The unanimous agreement among the respondents indicates a positive perception of the strategy's value in this context. All 20 respondents believe that the WP3A2 Strategy contains valuable steps for implementing ISO 45003:2021, as indicated by the solid blue color representing 100% of the responses. There were no negative responses, suggesting that the participants unanimously recognize the strategy's value in managing occupational health and safety, particularly in the context of psychological risk management.



The chart no 6 displays the responses to the question regarding the appropriateness of the WP3A2 Strategy's structure. The unanimous agreement among the respondents indicates a positive perception of the strategy's structure. All 20 respondents believe that the structure of the WP3A2 Strategy is appropriate, as indicated by the solid blue color representing 100% of the responses. There were no negative responses, suggesting that the participants unanimously approve of the strategy's structure. This consensus indicates strong support for the organizational framework of the WP3A2 Strategy among the survey participants.

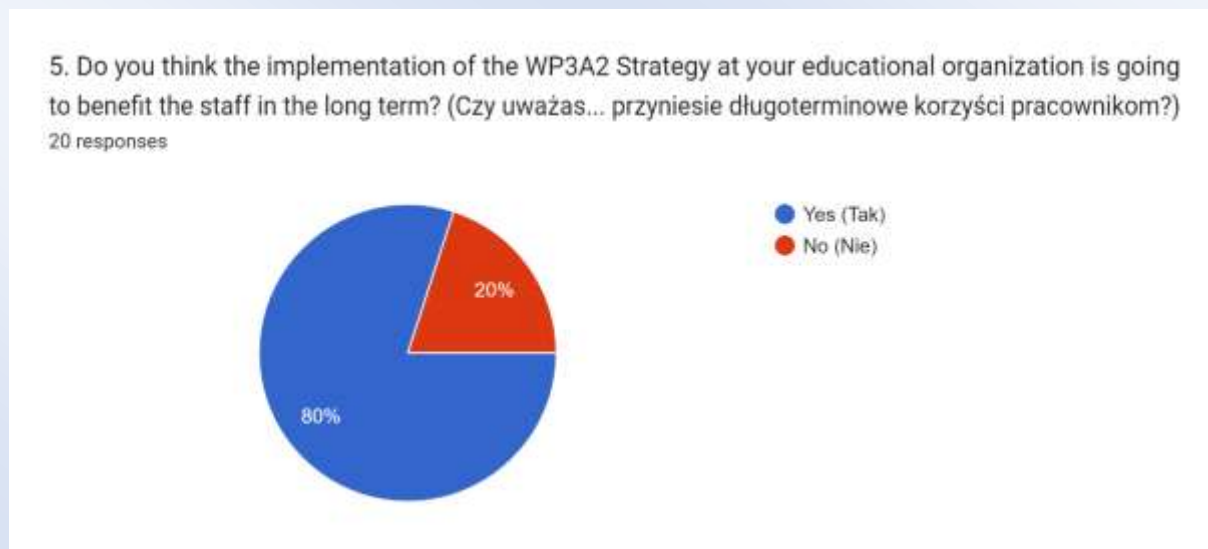


The chart no 7 illustrates the responses to the question about the ease of understanding and implementing the WP3A2 Strategy in educational organizations. The majority of respondents agree that the strategy is easy to understand and implement. Out of 20 respondents, 80% believe that the WP3A2 Strategy is easy to understand and implement in educational organizations, while 20% do not share this view. This suggests that while the majority find the strategy accessible and straightforward to apply, there is a minority that may find it challenging or complicated. This feedback could indicate areas where further clarification or support may be needed to enhance the strategy's comprehensibility and implementation in educational contexts.



The next chart presents the responses to the question regarding the anticipated long-term benefits of implementing the WP3A2 Strategy for the staff at educational organizations. The majority of respondents believe that the strategy will provide long-term benefits.

Out of 20 respondents, 80% believe that implementing the WP3A2 Strategy at their educational organization will benefit the staff in the long term, while 20% do not share this view. This indicates that the majority are optimistic about the positive long-term impacts of the strategy, although there is a notable minority that remains skeptical or unsure about its benefits. This feedback could be useful for identifying potential concerns and areas for improvement to ensure the strategy's long-term success and acceptance.



The next chart illustrates the responses to the question about confidence in achieving the expected results of the WP3A2 Strategy. The majority of respondents are confident that the strategy's envisioned results can be achieved.

Out of 20 respondents, 85% are confident that the expected results of the WP3A2 Strategy can be achieved, while 15% are not. This indicates a strong majority of participants who believe in the feasibility and effectiveness of the strategy in reaching its goals. However, the presence of 15% who are not confident suggests that there are some concerns or doubts that may need to be addressed to ensure broader confidence in the strategy's outcomes.



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7. Do you have any suggestions or recommendations? (Czy masz jakieś sugestie lub rekomendacje?)20 responses

No

No

Out of 20 responses, all participants answered "No," indicating that they did not have any additional suggestions or recommendations. This unanimous response suggests a general satisfaction with the current strategy or a lack of additional input from the respondents.

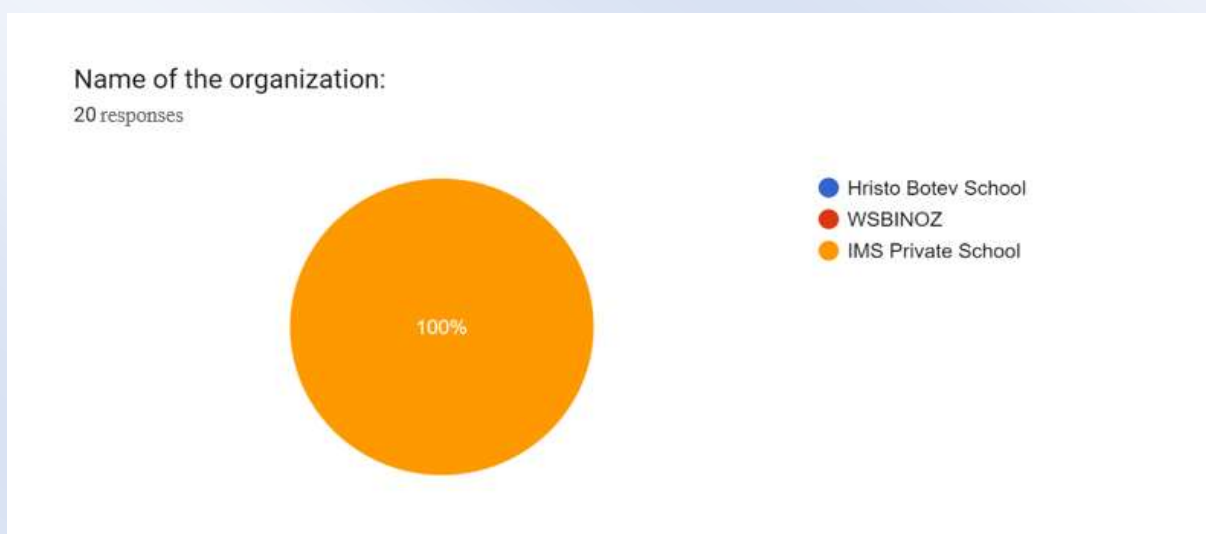
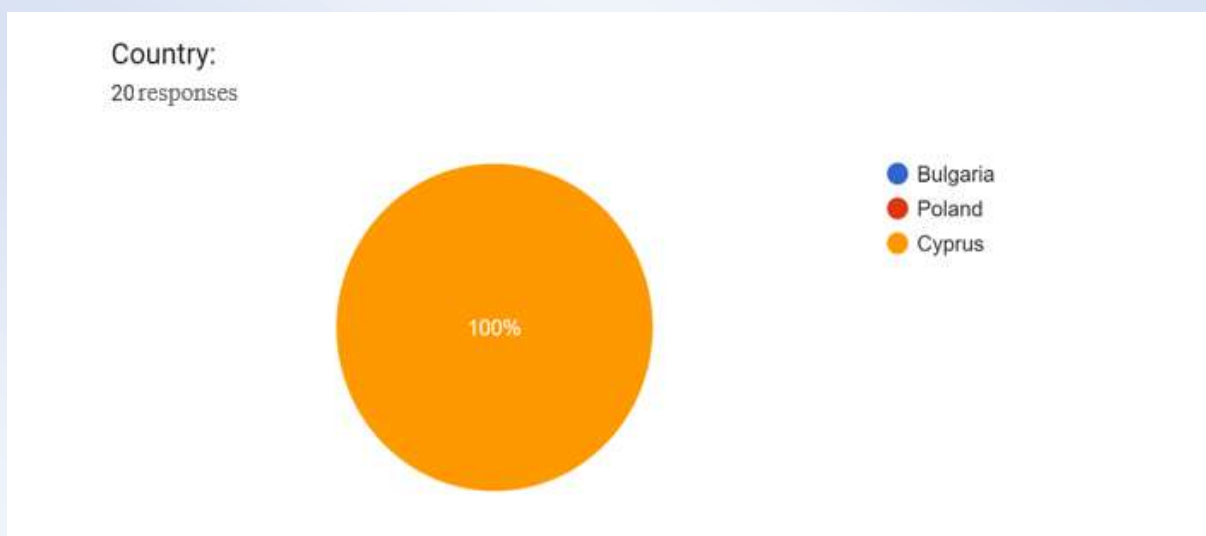


4. IMS Private School (Cyprus) – Results analysis

WP3A2 Analysis of results from the Feedback forms assessing the Strategy for planning the professional development of employees in accordance with individual needs (Cyprus)

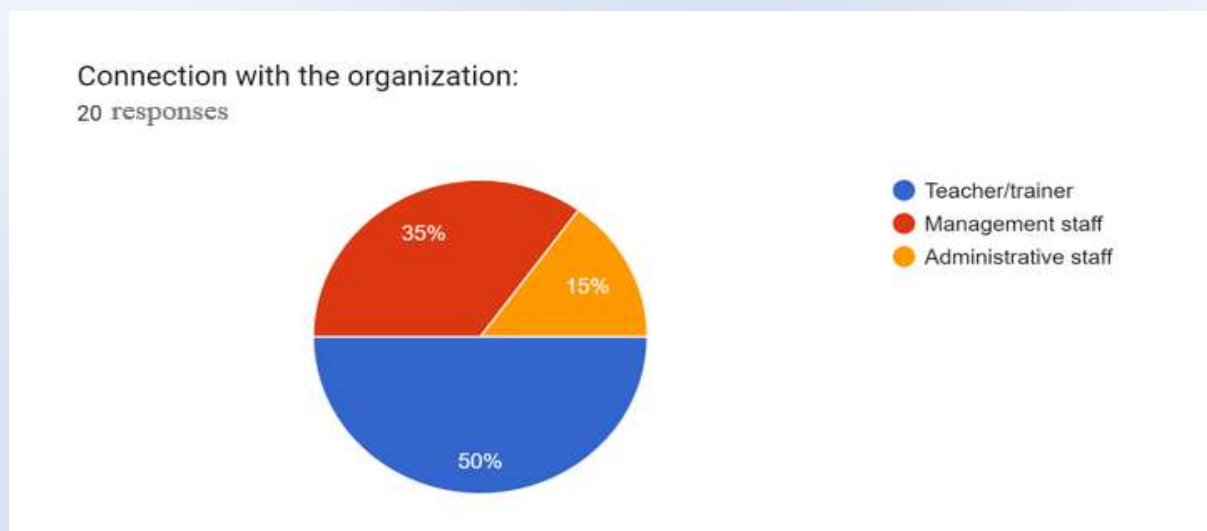
The Feedback form for WP3A2 Strategy for planning the professional development of employees in accordance with individual needs was filled out by **20 teachers/ staff**.

Regarding demographic data, 100% of the participants are from Cyprus and IMS Private School.

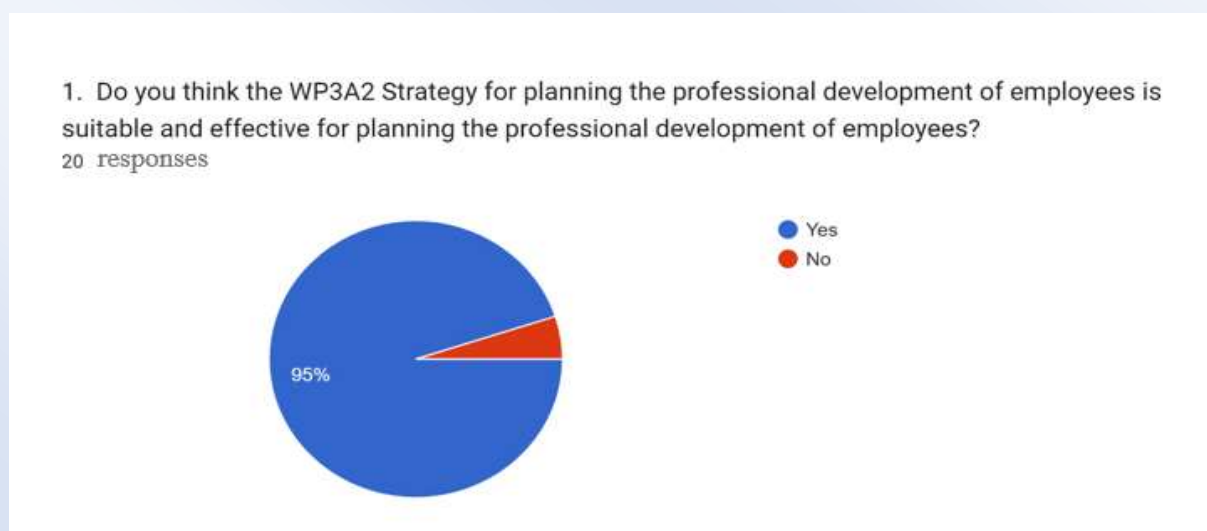


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50% of the participants are teachers, 35% are management staff, and 15% of the responders are administrative staff.



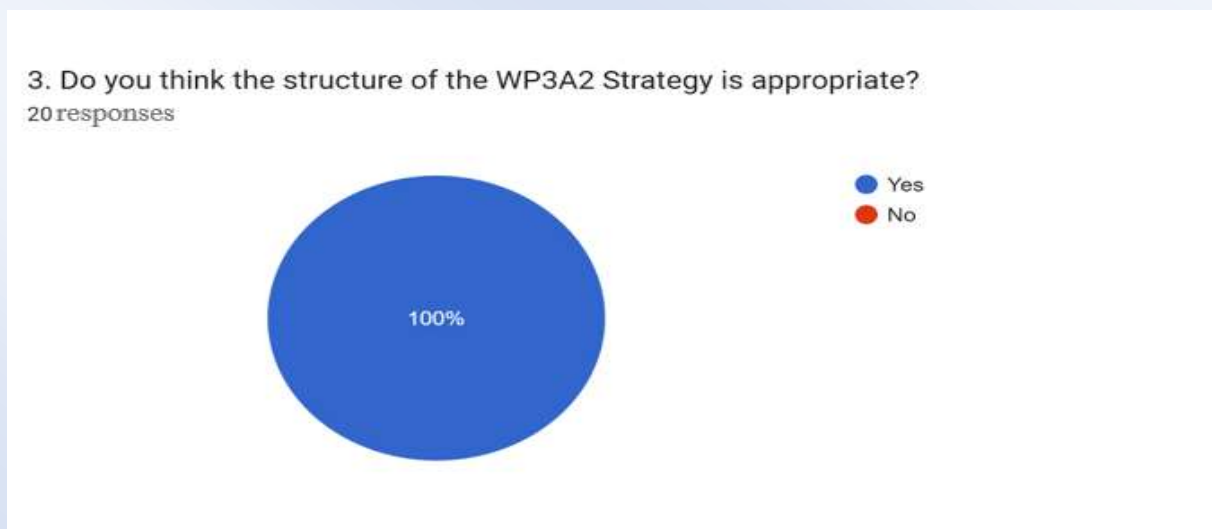
The first question in the main body of the questionnaire assessed whether teachers/ staff members think the “Strategy for planning the professional development of employees” is suitable and effective for planning employees' professional development. The results show that all but one participant (95%) agreed and felt that the strategy presented would be effective for their professional development.



The second question focused on the teachers' belief the WP3A2 Strategy contains valuable steps for implementing ISO 45003:2021 "Occupational health and safety management — Psychological health and safety at work — Guidelines for managing psychosocial risks". Similar to the previous question, 19 respondents (95%) answered “Yes” and only one indicated a negative answer.



A follow-up question aimed to ascertain respondents' views on the suitability of the WP3A2 strategy structure. All participants (100%) gave positive answers, leading to the conclusion that the strategy is well organized.



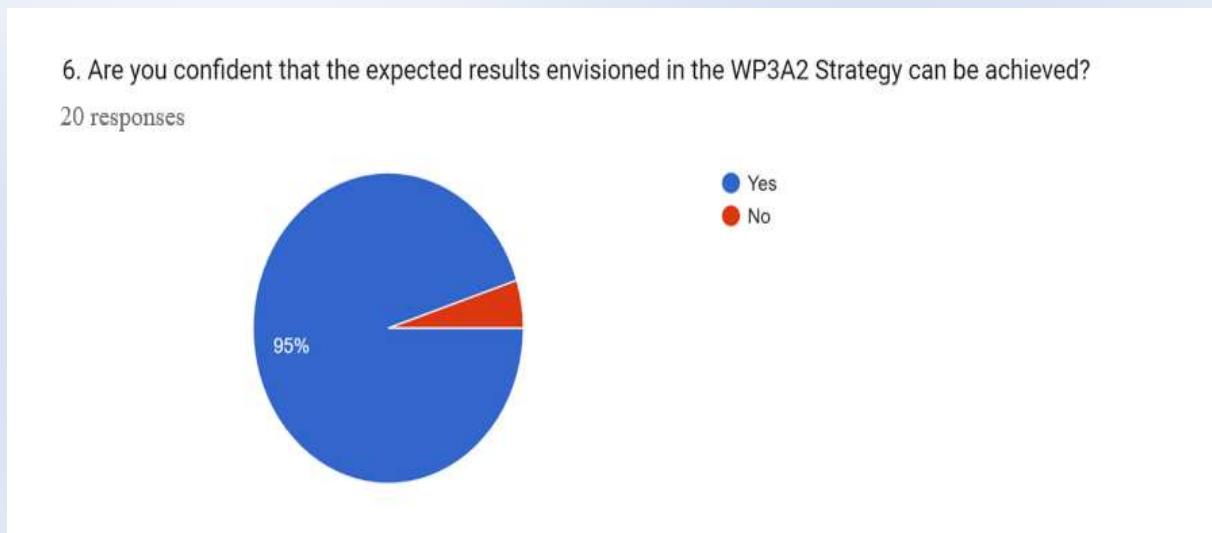
The fourth question deals with the level of understanding of the Strategy and its implementation in the educational organization. The results showed that all 20 people surveyed (100%) felt that they understood the Strategy and that implementation was good.



The next question stated, “Do you think the implementation of the WP3A2 Strategy at your educational organization is going to benefit the staff in the long term?”. Here the results are very optimistic - all respondents (100%) said that the implementation of the Strategy in the named educational organization will benefit staff in the long term.



The sixth question is about whether teachers/ staff members feel confident that the expected results envisioned in the WP3A2 Strategy can be achieved. The result again is similar to the previous questions – 95% think the results can be achieved and only 5% have doubts about the positive achievement of the results.



Finally, the **7th question** (which is open-ended) stated: “Are you confident that the expected results envisioned in the WP3A2 Strategy can be achieved.” None of the participants gave any recommendations.



III. Conclusions

The examination of feedback for the WP3A3 Training Program for personnel in educational institutions uncovers various crucial observations. The feedback indicates a significant degree of contentment with the WP3A2 and WP3A3 programs in all three institutions of implementation. The respondents unanimously confirmed that the WP3A2 Strategy for professional development and occupational health and safety management is suitable, effective, and appropriate. They strongly approved of the current initiatives.

Between 80%-100% of the participants hold the belief that the implementation of the WP3A2 Strategy will yield long-term advantages for the personnel. This demonstrates a high level of assurance in the strategy's ability to have a beneficial effect on the long-term growth and well-being of the personnel. Moreover, a significant majority of 85% to 100% of the participants express confidence in the feasibility of achieving the anticipated outcomes outlined in the WP3A2 approach, indicating that they perceive the approach as both practical and achievable. The majority of respondents (80%-100%) perceive the WP3A2 Strategy as comprehensible and feasible. In Poland a significant minority (20%) may have difficulties in understanding and implementing it. This suggests that in WSBINOZ there is a requirement for further assistance or explanation in order to guarantee that the strategy is completely understandable and available to all individuals involved. Moreover, the unanimous negative response to the inquiry regarding any further comments or recommendations signifies a widespread contentment with the existing approach. This implies that the participants do not perceive any urgent areas for enhancement or have any extra requirements presently.

The feedback was solely provided by participants affiliated with the three educational organizations, so representing the experiences and viewpoints of these particular organizations and countries. In general, the feedback shows a high level of endorsement for the HAS Strategy, with participants expressing assurance in their efficacy and enduring advantages. The absence of any more suggestions or recommendations serves to emphasize the contentment with the current strategy. The knowledge gained from these insights will be extremely important for consistently upgrading the training program and assuring its success in boosting the skills and overall well-being of educational professionals.

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IV. Recommendations

The below-mentioned important recommendations are based on the results obtained from the feedback forms completed by all participants (teachers/staff from Bulgaria, Cyprus and Poland) after the Pilot implementation of the Strategy for planning the professional development of employees in accordance with individual needs.

Based on the results from Bulgaria, Poland and Cyprus, from the **Feedback form for the WP3A2 Strategy for planning the professional development of employees in accordance with individual needs**, the following recommendations can be made:

- The continuous application of the Strategy in the educational organization is recommended as it is suitable and effective for planning the professional development of employees which will be beneficial in the long term;
- The valuable steps for implementing ISO 45003:2021 "Occupational health and safety management — Psychological health and safety at work — Guidelines for managing psychosocial risks" should be followed for better effectiveness;
- It is recommended for the Strategy for planning the professional development of employees in accordance with individual needs to include the following important aspects: mission, vision and values of the educational organization; current services/programs of the organization; SWOT analysis; strategic priority areas and objectives (short-term and long-term); actions and initiatives to achieve the strategic priorities; expected results; timeline and estimated budget for implementation; possible risks and preventive steps (according to ISO 45003:2021).
- Nevertheless, the 20% of participants from WSBINOZ (Poland) who perceive the strategy as difficult to comprehend and execute emphasize the necessity for continuous assistance and possible improvements to guarantee that the method is completely accessible and efficient for all individuals involved.



V. Appendix 1: Feedback form template

FEEDBACK FORM

For WP3A2 Strategy for planning the professional development of employees in accordance with individual needs

created under project 2022-1-BG01-KA220-SCH-000085347 “Healthy at school. Supporting the well-being and mental health of students and teachers / HAS”, funded by the European Union under the Erasmus+ programme.

Name of the organization:

- Hristo Botev School
- WSBINOZ
- IMS Private School

Country:

- Bulgaria
- Poland
- Cyprus

Connection with the organisation:

- Teacher/trainer
- Management staff
- Administrative staff
- Other.....

Please CIRCLE or CROSS the answer you think is true:



1. Do you think the WP3A2 Strategy for planning the professional development of employees is suitable and effective for planning the professional development of employees?

YES/NO

2. Do you believe the WP3A2 Strategy contains valuable steps for implementing ISO 45003:2021 "Occupational health and safety management — Psychological health and safety at work — Guidelines for managing psychosocial risks"?

YES/NO

3. Do you think the structure of the WP3A2 Strategy is appropriate?

YES/NO

4. Do you consider the WP3A2 Strategy easy to understand and implement in educational organizations?

YES/NO

5. Do you think the implementation of the WP3A2 Strategy at your educational organization is going to benefit the staff in the long term?

YES/NO

6. Are you confident that the expected results envisioned in the WP3A2 Strategy can be achieved?

YES/NO

7. Do you have any suggestions or recommendations?

.....
.....
.....
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.....



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Healthy at school. Supporting the well-being and mental health
of students and teachers / HAS, Erasmus+



Association of Psychologists in Bulgaria, Bulgaria, 2024

For more information about the project:

e-mail: aypbvarna@gmail.com

web: <https://behealthybg.com/en/project/>

Social media: <https://www.facebook.com/HealthyAtSchool>

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