



COURSE DESCRIPTION

Digital Wellbeing: Attention, Phones and School Life

Your school will decide something about phones this year, or it already has. This week is about what decides whether anything actually improves.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

By Friday you have a written plan for attention in your own classroom, and a proposal your school can act on.

- **Monday** — you work out what your school is actually trying to fix, and what the evidence does not settle.
- **Tuesday** — you redesign one of your own lessons around how attention really behaves.
- **Wednesday** — you draft the rule itself: what it says, who was asked, and how it is explained to families.
- **Thursday** — you plan the six weeks after a rule starts, and describe the kinds of students it will not work for.
- **Friday** — you set out what a school still owes its learners digitally, and assemble everything into one pack.

You go home with three things you can use: a redesigned lesson, a one-page policy draft with the parent letter that goes with it, and a plan for the students the rule will fail. Nothing here needs a budget, a new platform, or permission you do not already have — the classroom work starts the week you return, whatever your school decides about the rule.

02 Course description

A quiet finding sits underneath the whole European debate about phones in school: the way a policy is implemented matters as much as, or more than, what the policy says. That sentence comes from the European Commission's own analysis, and it is the thesis of this week. Schools that moved carefully built rules that held. Schools that moved fast got friction. The text of the rule was not what separated them.

The week is built on one document. [Mobile phone bans in schools across the EU](#) is an analytical report by ENESET, a European Commission network of education experts, published in February 2026 for the Commission's Directorate-General for Education, Youth, Sport and Culture. It maps policy across the Member States and then does something

most policy papers do not: it goes into four countries — France, Hungary, Italy and Sweden — and asks teachers, leaders, parents and students what actually happened. Field research, document analysis, stakeholder interviews. The course takes its parts in turn, one for each of the first four days, and the fifth day puts them together.

The evidence is real but narrower than the headlines. A phone appears to cost concentration even when it is not in use, and PISA's newest results, released in September 2026, found that 28% of students across OECD countries reported classmates distracted by digital devices in most or every science lesson, a finding about the room rather than the individual. Much of the link to attainment also runs through sleep, which points somewhere other than the corridor.

From there the week moves from the lesson a single teacher controls, to the rule itself as one instrument among several, to what has to sit around any rule: a transition of roughly four to six weeks, a minority of students for whom the phone was never the problem, and the equity gap between a student who can hand in a second, dummy phone and one whose phone is the only connected device they have.

Friday takes the position that a restriction is not a digital strategy: if phones go away and nothing replaces them, a school has become less digitally capable, not more. The week closes by sorting everything into what you can do alone, what needs one colleague, and what you have to ask your leadership for. How phone and platform design keeps students' attention is the work of Digital Literacy: Teaching Students How Platforms Are Designed; a teacher's own stress and attention practices belong to Empowering Educators through Mindfulness and Well-Being; and school-wide approaches to a positive climate belong to For Teachers: New Strategies for a Positive and Happy School.

03 Learning outcomes

- 01 Separate the two concerns behind phone policy — classroom distraction and adolescent wellbeing — and say which one your own school actually has evidence for.
- 02 Redesign one lesson around where attention is really lost, and teach it in your first week back.
- 03 Write a one-line classroom device norm and a spoken response you can use the moment a phone appears, with or without a school policy behind you.
- 04 Draft a one-page school phone policy stating why, when, where and how, together with the parent letter that goes with it.
- 05 Plan the first six weeks after a rule starts, and describe the kinds of student for whom the standard approach is likely to fail, and what happens instead.
- 06 State what a school still owes its learners digitally once devices are restricted, and put your request to leadership in writing, addressed to a named person.

04 Methodology

One Document, Four Countries

The week works through a single European Commission analysis and the four national case studies inside it, read directly rather than through summaries of it.

Your School Is the Case Study

Every output is your own school's material — your lesson, your families, your students — rather than a worked example discussed in the abstract.

Evidence, Suggestion, Open Question

Participants mark which of the three each of their own claims is, because a proposal that overstates its evidence is the one a headteacher rejects.

Sorted Into Three Piles

From Wednesday onwards, every idea generated is placed in one of three columns — what you can do alone, what needs one colleague, and what you have to ask leadership for — so Friday produces something realistic rather than a wish list.

Day 1

What Are We Actually Trying to Fix?

- **Icebreaker:** introductions and a round on what phones currently look like in each participant's school
 - The two concerns that get argued as if they were one: classroom distraction, and adolescent wellbeing
 - **Attention residue:** why an interrupted task keeps costing something after the phone is face-down
 - What PISA's 2025 results found about digital distraction in science lessons, and how that compares with PISA 2022's finding on maths lessons
 - The sleep pathway, where much of the academic effect appears to run, and what that implies for a school whose only lever is the school day
 - **The limits:** the questions this body of evidence does not answer
 - **Close:** each participant writes a one-page problem statement for their own school — what has been seen, what has been assumed, and what belongs to families rather than the timetable, with each claim marked as evidence, suggestion or open question
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Day 2

The Classroom You Control

- **Warm-up:** “The last time I lost the thread” — in pairs, describe the last time your own attention slipped in a meeting or lesson and what pulled it away; it opens the day on attention
 - Where attention is lost inside a single lesson, and what task-switching actually costs
 - Each participant maps one lesson they really teach, minute by minute, and marks the losses
 - **Rebuilding that lesson:** the transitions, and the moments a device genuinely earns its place
 - Writing a one-line classroom device norm a single teacher can hold with no backing from above
 - A short spoken response for the moment a phone appears — neither a confrontation nor a shrug
 - **Close:** in small groups, each response is tested against the difficult version of the student
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Day 3

The Rule as One Instrument Among Several

- **The European map:** full-day bans, classroom-only restrictions, and systems moving from advisory to binding rules
- Conditional restriction as the dominant European model — off by default, permitted for medical needs and special educational needs, and in most systems not applied to teacher-supervised educational use
- Each participant locates their own country and their own school on that map
- **Drafting the rule:** why, when, where and how, and how exceptions are handled openly
- The parent letter, including the published route a parent uses to reach their child during the school day
- **Who is consulted before rather than after:** students, staff and families

- **Close:** the logistics that quietly decide the outcome — who collects, whether storage is trusted enough to be used, and why a gap between a strict and a lenient colleague damages a policy from inside; today's ideas go onto the three-column sheet — alone, with a colleague, needs leadership

Day 4

What Has to Sit Around Any Rule

- **The transition nobody plans:** the four to six weeks in which some students show irritability, anxiety or withdrawal
- What break times need in them, and how to notice the student whose social life ran through a screen
- Each participant builds a six-week transition plan for their own school
- **The compliance gap:** why a rule works for students who were already engaged and adds friction for those whose difficulties were never about the phone
- The equity edge — the family that can afford a decoy handset, and the student whose phone is the only connected device they own
- **Composite profiles, no names:** writing what happens differently for a student the standard rule will fail
- **Close:** the staff side — the relief teachers report at no longer fearing they are filmed without consent, the burden of policing, and the unfair expectation that a teacher should out-compete optimised content for attention; today's ideas also go onto the three-column sheet

Day 5

A Restriction Is Not a Digital Strategy

- What a school still owes its learners once phones are away: devices that work, connectivity, somewhere to charge them
- **Teacher discretion:** authorising a phone for a clearly defined purpose, and why most European systems leave that door open
- The contrast the report draws between systems that moved incrementally and consultatively and those that moved fast and centrally
- **Assembly:** everything produced this week sorted into three columns — alone, with a colleague, needs leadership
- Writing the third column as a request addressed to a named person, with a date to review it
- Each participant names the single change they will make in their first fortnight back
- Certificate ceremony

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Mobile phone bans in schools across the EU (ENESET analytical report for the European Commission, February 2026) — the document the week is organised around, including its four country case studies and its recommendations for schools
- The report's mapping of national approaches across EU Member States, used on Day 3 to locate each participant's own system
- A policy drafting template and a parent-letter outline, both structured around the report's recommendations for school leaders
- A three-column sorting sheet — alone, with a colleague, needs leadership — used from Wednesday onwards to sort ideas, and assembled on Friday
- The reference list behind the report's evidence chapter, so participants can cite primary sources in their own proposals

07 How to prepare

- If your school has a phone rule, it helps to know roughly what it says, in whatever form it exists; if there is nothing written down, that is a starting point rather than a gap.
- It helps to have one lesson you teach in mind, because Day 2 rebuilds it; a sample lesson is supplied if you prefer.
- Come able to describe, roughly, how your school currently handles a phone that appears in class. No data, records or statistics are needed; what you know is enough.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ Programme Guide names digital transformation as a horizontal priority, stating that "the Erasmus+ programme plays a key role in supporting citizens of all ages in acquiring the digital skills and competences they need to live, learn, work, exercise their rights, be informed, access online services, communicate, critically consume, create and disseminate digital education content" (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 8). This week works from the European Commission's own analysis of how Member States regulate device use in schools, and produces school-level material on digital competence, wellbeing and inclusion — with explicit attention to the learners a blanket rule leaves behind.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.