



Wellness Integration and Smart Education for Understanding and Prevention

Progress Report Year 1

Development of Methodology & France Deployment

Submitted by

AMLE — Association Méditation Laïque pour l'Éducation

WP2 Task 2.2 Lead Partner — France

Reporting period: September 2025 – July 2026

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PROJECT & PARTNER IDENTIFICATION

Project title	WISE-UP — Wellness Integration and Smart Education for Understanding and Prevention
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Reporting partner	AMLE — Association Méditation Laïque pour l'Éducation (France)
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1. EXECUTIVE SUMMARY

This report presents the Year 1 progress of Work Package 2 (Development of Methodology) and partial WP1, WP3 phases of the WISE-UP Erasmus+ project, as submitted by AMLE (France), Task 2.2 lead. It covers the full period from September 2025 to July 2026 and reports on AMLE's activities as both WP2 methodology lead and the national implementing partner in France.

WP2 has delivered all planned Year 1 outputs: the Trainers Workbook (Del 2.1.A), Educator's Workbook (Del 2.1.B), Student Workshop Materials (Del 2.2), and a comprehensive set of evaluation tools (Del 2.3). All deliverables are finalised, translated into seven languages, and shared with the consortium.

In France, Cohort 1 ran from September 2025 across 16 pioneer schools in 6 academic regions - reaching 147 education professionals (16h training) and over 700 students (4h workshops). Approximately 1,500 student questionnaires were administered across active and control groups. Post-training evaluation data collected from 98 respondents shows exceptional outcomes: **9.0/10 overall satisfaction, 95% achieving objectives, and 92% willing to recommend. Follow-up at 45 days confirms growing classroom integration.**

The Berlin consortium meeting (7–8 May 2026) reaffirmed strong alignment across partners on the need to simplify materials, build teacher confidence, and strengthen dissemination. France's Year 1 data contributes directly to these discussions.

This report also covers France's financial expenditure (€40,905.59 across WP1, WP2 and WP3), the full evaluation toolset deployed, WISE-UP app usage by French educators, and a first media coverage milestone.

2. WP2 — DEVELOPMENT OF METHODOLOGY

2.1 Overview of WP2 and AMLE's Role

Work Package 2 (Development of Methodology) is responsible for the pedagogical framework and all training documentation underpinning the WISE-UP programme. Five tasks are distributed across the consortium:

Task	Description	Lead
T2.1	Questionnaire creation	Digivis
T2.2 ★	Development of project methodology	AMLE (Lead)
T2.3	Creation of educational materials	AMLE
T2.4	App development	Zen in the City
T2.5	Training of mindfulness experts	All partners

As Task 2.2 lead, AMLE's responsibilities covered: formulating the overall methodology; producing all core training documents; benchmarking partner programmes; coordinating contributions from Zen in the City, Mindfulness Project and AKIJU; suggesting the handbooks organisation and final workbooks editing, developing and validating the French-side evaluation questionnaires.

2.2 Methodology Development Process

Methodology was developed through five stages:

Step 1 — Partner Benchmark

AMLE mapped all six partner programmes (PEACE, PAUSE, AKIJU, Mindfulness Project, IIMEM, YOMN) on a shared comparative spreadsheet covering module structure, session lengths, theoretical approach and existing materials.

Step 2 — Co-Design Sessions

A working group with Zen in the City, Mindfulness Project and AKIJU produced shared orientation and Zoom review sessions to align on the framework, pedagogical choices and module sequencing.

Step 3 — Drafting and Iteration

AMLE drafted the initial structure. Partners contributed module content. Write-up sessions were split across three partners — AMLE, Zen in the City and Mindfulness Project — with AMLE providing a common template and assuming final editing and quality assurance.

Step 4 — Finalisation and Translation

Following consortium quality review, Deliverable 2.1 was submitted. Seven language versions (FR · EN · DE · ES · GR · TR · IT) were completed and uploaded to the shared drive.

Step 5 — Deployment

Documentation was handed to WP3 implementing partners. In France, deployed from September 2025 across Year 1.



2.3 Deliverables Produced

Four core deliverables produced under WP2 during the reporting period:

Code	Title	Lead	Type	Status
Del 2.1.A	Trainers Workbook (16h, 8 modules)	AMLE	Training manual	✓ Finalised
Del 2.1.B	Educator's Workbook	AMLE	Participant handbook	✓ Finalised
Del 2.2	Student Workshop Materials (4h)	AMLE / other WP2 partners	Facilitator guide	✓ Finalised
Del 2.3	Evaluation Questionnaires (×3 adult + school + trainer)	AMLE and all partners / Digivis	Assessment tools	✓ Deployed — Year 1

Del 2.1.A — Trainers Workbook

The Trainers Workbook is the central methodological document of WISE-UP, designed for certified trainers delivering the 16h teacher training. It comprises three parts: (1) theoretical and scientific foundations; (2) scripted session plans for all 8 modules; (3) an annex of 16 key practices with audio, accessible via the WISE-UP app. The eight modules cover: mental health and digital well-being; body awareness; attention and autopilot; negativity bias; digital stress; mindful communication; difficult emotions; and real-life application. All seven language versions are complete.

Del 2.1.B — Educator's Workbook

The participant handbook given to each trained educator mirrors the Trainers Workbook module by module, providing key concepts per session, guided practice scripts in the native language, personal reflection space, and classroom transfer tools for immediate professional use.

Del 2.2 — Student Workshop Materials

The facilitator guide for the 4h student programme addresses four themes: digital habits and emotional responses; identifying personal stress triggers; attention training and reconnection; and

online/offline balance. Any trained educator can deliver it following a free 2h online briefing and training onsite.

Del 2.3 — Evaluation Questionnaires

See Section 5 for full detail on the evaluation toolset. 3 adult forms were produced under Del 2.3: for France: an end-of-training evaluation, a J+45 follow-up, and a school bilan form. The student wellbeing questionnaire is managed by Digivis under the research protocol.

3. BERLIN CONSORTIUM MEETING - KEY TAKEAWAYS FOR FRANCE



The WISE-UP consortium met in Berlin on 7–8 May 2026 to review implementation progress, educational materials, questionnaire development, app dissemination, and long-term project sustainability. The meeting reinforced strong collaboration across partners and confirmed shared priorities for Year 2.

3.1 Shared Consortium Priorities

- Simplify educational materials while preserving programme quality and evidence-based depth.
- Increase practical classroom usability - shorter activities, more ready-to-use tools for teachers.
- Build teacher confidence and digital wellbeing literacy as major implementation priorities.
- Improve questionnaire clarity, participant age tracking and follow-up data procedures.
- Strengthen dissemination, stakeholder engagement and project visibility across countries.
- Develop sustainability planning and future funding pathways beyond the current project phase.

3.2 App Discussion at Consortium Level

The Berlin meeting included a dedicated session on app development and dissemination. Key points relevant to France:

- The app is viewed as a critical long-term scaling and support tool across all partner countries.
- Some partner countries are already actively using app-based resources to support classroom use and teacher practice.

- The consortium agreed that project visibility and app promotion require further strengthening in all countries.
- France's current registration figure of 92 educators is a baseline - increasing uptake is a Year 2 priority.

3.3 Potential Role for France / AMLE in Year 2

- Stakeholder forum development and dissemination coordination.
- Supporting questionnaire tracking procedures and follow-up processes across the French cohort.
- Contributing to Version 2 material refinement based on Year 1 field data.
- Supporting teacher implementation strategies and follow-up at school level.



4. FRANCE — YEAR 1 DEPLOYMENT

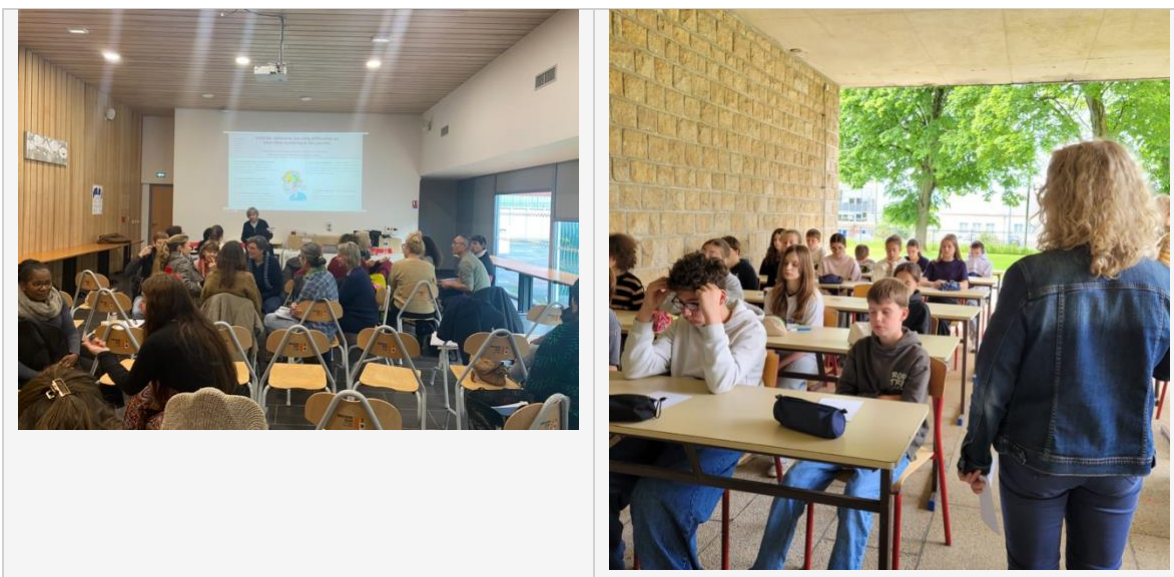
4.1 Overview

Cohort 1 ran from September 2025 to July 2026. AMLE coordinated all aspects of national deployment: trainer selection and certification, school onboarding, training delivery, evaluation collection and follow-up. Ten trainers are now certified and eight were active across Cohort 1.

4.2 Pioneer Schools

Sixteen institutions participated in Cohort 1 across 6 academic regions, including Guadeloupe. The cohort includes public and private institutions spanning end of primary to upper secondary levels:

Region	School	Type
Guadeloupe	Lycée Juminer - Lamentin	Lycée
	Lycée Faustin Fléret - Morne-à-l'Eau	Lycée
	Lycée Yves Leborgne - Sainte-Anne	Lycée
	École Élémentaire Bourg - Lamentin	École primaire
PACA	Lycée Pro Léon Blum - Draguignan	Lycée Pro
	Lycée Jean Moulin - Draguignan	Lycée
	Lycée Jean d'Ormesson - Châteaurenard	Lycée
	Lycée Jean Lurçat - Martigues	Lycée
	Collège Émile Thomas - Draguignan	Collège
	Collège Anne Franck - Morières-lès-Avignon	Collège
Île-de-France / Normandie	Collège Alain Fournier - Orsay	Collège
	Collège A. Fleming - Orsay	Collège
	Collège Charles Péguy - Verneuil-l'Étang	Collège
	Collège Jules Verne - St-Hilaire-du-Harcouët	Collège
Occitanie / Nouvelle-Aquitaine	Collège Maurice Becanne - Toulouse	Collège
	Collège Saint Vincent - Hendaye	Collège



4.3 Key Figures — Year 1

16

Pioneer Schools
across 6 regions

147

Educators Trained
(16h)

700+

Students Reached
(workshops)

~1,500

Questionnaires (T1+T2, all groups)

10

Certified WISE-UP Trainers (France)

4.4 School Review Questionnaire - Outcomes

A school bilan questionnaire was sent to all 16 school referents and heads of establishment at the close of Cohort 1. Five responses have been received to date:

- All 5 responding establishments confirm that the planned programme steps were completed.
- All 5 confirm they would work with the same trainer again, without reservation.
- NPS (Net Promoter Score): scores of 10, 10, 9, 7, 10 - average 9.2/10.
- Most frequently cited enabler: engagement of trained personnel.
- Most frequently cited obstacle: calendar / team availability constraints.
- Most frequently requested next step: simple reusable resources for ongoing practice.

⚠ Pending - 11 school feedback responses outstanding

- 11 of 16 school referents have not yet completed the bilan questionnaire.
- A follow-up reminder should be sent before 15 July 2026 to maximise the response rate for this report.

5. TRAINER NETWORK — FRANCE

5.1 Cohort 1 Trainers

Nine certified WISE-UP trainers delivered Cohort 1 across all French regions. A tenth trainer is certified and available for future deployment. Trainer debrief questionnaires have been collected, surfacing rich qualitative field data:



5.2 Field Observations from Trainer Debriefs

Trainer debrief responses reveal concrete, observable effects in trained schools:

"Many educators removed applications from their phone after the training."

Trainer — Guadeloupe

"Some teachers set up short breathing rituals at the start of their lessons — they noticed students were more settled."

Trainer — Île-de-France

"One teacher introduced stretching movements at the start of a lesson and noted that students were calmer, more relaxed — 'a real time saver and benefit for everyone.'"

Trainer — Orsay

"Finally — a training where the well-being of educators is taken into account."

Trainer — Guadeloupe

5.3 Cohort 2 Trainer Formation

Trainer formation for dissemination is underway. A total of 69 applications have been received since recruitment opened, with 27 trainers currently in the formation pipeline. The target is to have a self-sustaining national network operational by September 2027.

6. TRAINING OUTCOMES & PARTICIPANT FEEDBACK

A post-training evaluation questionnaire was administered to all 147 trained educators. Of these, 98 responded (67% response rate). A follow-up questionnaire was deployed 45 days later to the same population. Results draw from both instruments.

6.1 End-of-Training Results

9.0/10

Overall
satisfaction (98
respondents)

95%

Objectives fully or
mostly achieved

4.8/5

Average trainer rating

92%

Would recommend
without hesitation

88%

Plan to apply tools
soon

6.2 Key Takeaways Reported by Participants

- Becoming aware of one's own emotions in order to better acknowledge and respond to students' emotions.
- Practical tools immediately applicable in the classroom (breathing exercises, body scan, STOP technique).
- Understanding the connections between technology use, emotions and behaviour.
- Taking care of oneself as a prerequisite for effectively supporting others.
- The importance of personal practice as a foundation for teaching mindfulness to students.

"The importance of pausing to become aware of ourselves and what we're feeling, and of accepting and embracing our emotions so we can guide our students."

Teacher, Alexander Fleming Middle School, Orsay

"I learned the importance of taking a step back — gaining a better understanding of students' attitudes, and acting effectively with concrete tools, which fosters a sense of hope."

Teacher, Jean Moulin High School, Draguignan

6.3 Professional Practice Change

- 45% of respondents reported a major or significant change in their professional approach.
- 88% observed at least a partial change in how they work with students.
- 86% practiced WISE-UP exercises between training sessions.

"Essential training to help us address students' emotional distress, opening up discussion within a very busy schedule."

Teacher, Jean d'Ormesson High School, Châteaurenard

6.4 J+45 Follow-Up: Classroom Effects

Among respondents who applied WISE-UP tools in class by the 45-day mark:

- 36% reported improvement in student attention.
- 21% observed a calmer classroom atmosphere.
- 14% noted higher quality of student discussion.

"We did the 'Stop' and 'Time In' exercises before a challenging lesson. The class was calmer, students less distracted, more engaged."

Teacher, Jean d'Ormesson High School, Châteaurenard

"A council circle about digital habits. They weren't expecting it. They really opened up."

Teacher, 10th Grade

6.5 An Unexpected Collective Effect

A recurring spontaneous theme in feedback was the collegial dimension of the training - the opportunity to share, connect and collaborate with colleagues across the school:

"Thank you for training that fostered genuine collaboration and camaraderie among colleagues."

Teacher, Lycée Jean Lurçat, Martigues

"I'd love to train other teachers on this topic in the future!"

Teacher, Charles Péguy Middle School



7. EVALUATION & QUESTIONNAIRE TOOLS - FRANCE

AMLE developed and deployed a comprehensive evaluation system covering all participant groups throughout the programme cycle. The table below summarises all instruments in place for Cohort 1 and their current status as of July 2026:

Tool	Target	Timing	Status
A. Pre-Training Questionnaire (adult)	147 educators	Immediately before training	✓ Deployed
B. Post-Training Questionnaire (adult)	147 educators	Immediately after training	✓ Deployed
C. J+45 Follow-Up Questionnaire (adult)	147 educators	45 days post-training	✓ Partially Deployed
School Review Questionnaire (direction / referent)	16 referents / heads	End of deployment	5/16 responses received
Trainer Debrief Questionnaire (formateur bilan)	9 active trainers	End of mission	✓ Deployed & collected
Trainer Engagement Agreement	69 candidates	On selection	23 signed
Student Wellbeing Questionnaire (T1 + T2 - Digivis)	~1,500 students	Before & after workshops	✓ T1 done; T2 completed

7.1 Adult Evaluation Pathway (A → B → C)

The three adult questionnaires form a longitudinal tracking pathway:

- A Pre-training (baseline): maps prior experience with mindfulness, digital well-being and classroom tools before any WISE-UP content.
- B Post-training (immediate): measures satisfaction, perceived objective achievement, trainer quality, and stated intentions for classroom application.
- C J+45 follow-up: deployed 45 days post-training to assess actual practice adoption, classroom integration, perceived barriers, and app usage.

7.2 School and Trainer Evaluation

- School Bilan Questionnaire: completed by the establishment referent or head. Assesses overall programme delivery, programme fit, trainer quality, and likelihood of continued engagement. 5 responses received as of July 2026.
- Trainer Debrief Questionnaire: completed by each trainer at mission close. Documents delivery quality, observed effects, challenges encountered, and recommendations. All 9 Cohort 1 trainers have submitted responses.
- Trainer Engagement Agreement: signed by each trainer candidate on selection for formation. Formalises pedagogical and ethical commitments. 23 signed agreements on file as of July 2026.

7.3 Student Wellbeing Questionnaire (Digivis T1 / T2)

The student questionnaire is administered by Digivis under the project's scientific evaluation protocol (WP5). It is deployed at two time points (T1 before workshops, T2 after) to both active

participant groups and control groups. Approximately 1,500 questionnaires were administered in France during Cohort 1. T2 administration is still in progress for some upper secondary schools - all T2 data collection has been completed before 30th June 2026.



8. WISE-UP APP USAGE — FRANCE

The WISE-UP application (developed under T2.4 by Zen in the City) provides educators with guided mindfulness practices, a meditation timer and digital well-being resources. The Berlin consortium meeting identified app promotion and uptake as a shared priority for all countries in Year 2.

Metric	Data
French users registered on the WISE-UP app	92 (confirmed as of July 2026)
% of trained educators who downloaded the app	65,31
Active users - last 30 days	[TBC — request from app platform analytics]
Most-used content type	[TBC — no data available yet]
Main barrier reported (qualitative)	Lack of time and difficulty establishing regular practice habit
Consortium assessment (Berlin)	App promotion requires strengthening in all countries (agreed May 2026)

9. MEDIA COVERAGE & DISSEMINATION

France achieved its first significant media milestone during the reporting period, with a feature article published in a specialist education and mindfulness publication and another article published in a regional media, highlighting one of our schools.

9.1 Initiative Mindfulness France - May 2026



Santé mentale des adolescents : la prévention à l'épreuve du numérique

Initiative Mindfulness France · May 2026

<http://www.initiativemindfulnessfrance.com/nos-actualiteacutes.html>

The article positions WISE-UP within the French national public health context and includes direct quotes from Candice Marro, AMLE President and France WISE-UP coordinator. Key points covered:

- Mental health designated as France's national priority (Grande cause nationale), renewed in 2026.
- Approximately 1.6 million children and adolescents in France live with a mental health disorder.
- Digital technology is described as 'an amplifier of mental health issues' - WISE-UP framed not as prohibition but as a tool to help young people self-regulate in a digital environment.
- WISE-UP received more school applications than it could accommodate in Cohort 1.
- Two regional health promotion structures (attached to Agences régionales de santé - ARS in Moselle-Alsace-Lorraine and Guadeloupe) confirmed that no existing nationally referenced programme addresses the intersection of mental health, digital use, and adolescents in France. Both are exploring future programme registration.
- The article features a reference to France's Cohort 1 figures (145 educators trained, 800 students).
- Independent scientific evaluation (results expected 2027) highlighted as a key strength of the programme's credibility with institutions.

"The idea of WISE-UP is not to prohibit, but to give young people the keys to self-regulate in their digital environment."

Candice Marro, AMLE President, Initiative Mindfulness France, May 2026

i Dissemination pipeline - Year 2

- Build on ARS interest (Guadeloupe + Moselle-Alsace-Lorraine) for potential programme registration.
- Identify further media and professional publication opportunities for Cohort 1 impact data.
- Contribute to European-level consortium dissemination activities as agreed in Berlin.
- Stakeholder forum and institutional partnership development (académie level) as Year 2 priority.



Santé mentale des adolescents : la prévention à l'épreuve du numérique

La santé mentale des jeunes est devenue une priorité publique. Mais entre la mobilisation politique et l'action préventive, un cap doit être franchi. Le projet européen WISE-UP expérimente une réponse structurée et évaluée, avec un volet Pleine conscience.

Environ 1,6 million d'enfants et adolescents souffrent d'un trouble psychique en France. Depuis la pandémie du COVID-19, les demandes explosent dans les services spécialisés, les délais d'attente s'allongent, les enseignants se retrouvent face à des situations qu'ils ne savent pas toujours gérer. La santé mentale est devenue une priorité publique : le gouvernement en a fait la Grande cause nationale¹, reconduite en 2026, avec une attention particulière portée aux jeunes.

L'adolescence, une fenêtre critique

L'adolescence constitue une phase de déséquilibre, à la fois biologique et social. Les émotions s'intensifient, tandis que les capacités de régulation – portées par le cortex préfrontal – sont encore en construction. À ce déséquilibre, s'ajoute un

environnement qui a profondément changé. « Le numérique agit comme un amplificateur des problématiques de santé mentale », observe Candice Marro, présidente de l'AMLE et coordinatrice de WISE-UP en France. Dernière certains usages, il devient même un outil de régulation émotionnelle par défaut. « L'idée de WISE-UP n'est pas d'interdire, mais de donner des clés pour apprendre aux jeunes à se réguler dans leur environnement numérique », précise Candice Marro.

Financé par le programme européen Erasmus+, WISE-UP rassemble six pays autour d'un même objectif : introduire la Pleine conscience dans les établissements scolaires comme outil de prévention en santé mentale. Plus précisément, l'utiliser pour contribuer au développement de l'attention et la régulation émotionnelle².

Initiative Mindfulness France / 16/03/2026

ranche

SANTÉ MENTALE DES ADOS Ce collège est seul en Normandie dans ce projet européen

Face à la dégradation de la santé mentale des adolescents, l'Europe réplique. Un projet vient de naître pour un meilleur usage du numérique.

Les liens entre le numérique et la santé mentale convergent de la recherche à l'action. WISE-UP, l'Europe a engagé la lutte contre les impacts négatifs des écrans sur les adolescents. Elle allie ainsi, par le biais d'Erasmus+, dans les lieux stratégiques de plusieurs pays, les collèges.

Un projet expérimental, nommé Wise Up, est ainsi né, pour aider les élèves à travailler sur leurs émotions et accompagner les personnels des établissements dans ce combat contre les addictions. France, Italie, Allemagne, Grèce, Espagne et

Irlande y participent. Au collège Jules Verne de Saint-Hilaire-du-Harcourt, une dizaine de professeurs, surveillants ou conseillers d'éducation se sont lancés dans ce défi depuis la rentrée. Également, ils se réunissent dans une salle de l'établissement pour aborder causes et conséquences de l'exposition aux écrans chez les élèves de 6^e.

Le téléphone.

Michèle Letellier s'occupe de leur formation sur les comportements à adopter. « L'adolescence, c'est le moment où le regard change, où les émotions peuvent devenir très fortes. Aujourd'hui, le numérique possède une grande influence sur ce que les enfants ressentent », explique la formatrice.

« Lorsque des émotions comme la colère ou la tristesse se déclenchent, les élèves se réfugient automatiquement dans leur téléphone. Cela provoque une interruption émotionnelle. Je ne veux pas au bout de ce qu'ils ressentent. Nous nous retrouvons donc face à des classes épuisées, fatiguées, avec des problèmes d'attention ».

Un usage plus sain des écrans

« Au-delà de son poste dans l'éducation nationale, Michèle Letellier est également thérapeute. Elle est ainsi spécialisée dans les méthodes de relaxation physiques et mentales. Des compétences précieuses pour le projet Wise Up.

Ce programme ne vise pas à diaboliser les écrans, c'est une lutte impossible. En revanche, nous cherchons à sensibiliser à une utilisation plus saine. À leur faire comprendre qu'ils ont besoin de moments de régulation et d'activités sans téléphone. C'est à cet âge qu'ils sont le plus aptes à intégrer cela », assure l'enseignante.



Quatrième à droite, Michèle Letellier forme les collègues du collège Jules Verne de Saint-Hilaire-du-Harcourt, dans la but de mieux gérer les émotions des élèves. Crédit : C. Marro

« Les écrans provoquent une interruption émotionnelle. Nous nous retrouvons donc face à des classes épuisées, fatiguées, avec des problèmes d'attention », explique Michèle Letellier, formatrice et professeure d'anglais.

« Si les téléphones portables sont interdits dans les collèges, l'application de ce règlement reste difficile et bon nombre d'élèves parviennent à le contourner. »

« Nous constatons une véritable dégradation de la santé mentale des élèves depuis le Covid. Les réseaux sociaux l'y ont aidé. Ils savent comment exploiter les faiblesses de l'addiction. Nous devons les éduquer avec intelligence sur ce sujet. Cela commence par notre propre comportement, d'adultes. Certains d'entre nous sont trop souvent sur leur téléphone », intervient Marie Faure, institutrice du collège Jules Verne.

« La formation porte déjà ses fruits. Certains professeurs ont réduit leur utilisation et

appliquent les protocoles recommandés par Wise Up aux élèves. Nous constatons à ces derniers comment ils se sentent après avoir joué ou consulté les réseaux sociaux, nous leur montrons qu'ils ne sont pas esclaves », explique Michèle Letellier.

Plusieurs réseaux d'adultes ou leurs usages ou l'identification du stress numérique sont utilisés dans les emplois du temps des classes pour une utilisation plus saine.

« Nous constatons une véritable dégradation de la santé mentale des élèves depuis le Covid. Les réseaux sociaux l'y ont aidé. Ils savent comment exploiter les faiblesses de l'addiction. Nous devons les éduquer avec intelligence sur ce sujet. Cela commence par notre propre comportement, d'adultes. Certains d'entre nous sont trop souvent sur leur téléphone », intervient Marie Faure, institutrice du collège Jules Verne.

La professeure d'anglais distribue même des carnets à ses élèves, dans lesquels ils peuvent écrire leurs émotions et la manière dont ils se sentent avant et après les écrans. À la fin d'un journal intime, « Le téléphone offre une bulle de bien-être, mais pas une bulle de bien-être. Ce n'est pas une bonne solution pour échapper à ce que l'on ressent. Nos méthodes

viennent à apaiser ces émotions, améliorer l'attention et, ainsi, le climat scolaire », dit-elle.

« Pour le moment, Wise Up possède aussi ses limites. En France, seuls 16 établissements ont adopté le projet bon de cette année de l'année, touchant 800 adolescents. La plupart se trouvent dans le Sud-Ouest, en Provence ou en région parisienne.

Le collège de Saint-Hilaire-du-Harcourt est le seul institué en Normandie et plus largement dans le Grand Ouest, à avoir adopté le projet. « On a quelques années, l'année à venir, à exporter ces compétences dans d'autres établissements du secteur », annonce Michèle Letellier.

La sophrologie envisage également de multiplier les échanges avec les parents. « Ils doivent être sensibilisés à cette exposition aux écrans, au risque d'être eux-mêmes très présents et s'en servir pour les dédramatiser ou pour eux-mêmes addicts. Très peu d'élèves n'ont pas de téléphones en 6^e et ce sont surtout des enfants issus des catégories socio-professionnelles les plus dévies », détaille Michèle Letellier.

La lutte contre les addictions aux écrans est un enjeu global et le projet Wise Up poursuit tout au long de l'année scolaire, au sein des établissements, au prochain, grâce à de nouveaux formations. Après les 6^e, ce sont les 5^e qui seront intégrés au projet en 2026-2027, dans le collège Jules Verne.

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L'Europe s'attaque aux addictions des ados à travers un programme expérimental dans certains collèges. Crédits : C. Marro

10. CHALLENGES ENCOUNTERED & SOLUTIONS APPLIED

Challenge	Solution / Response
⚠ Write-up sessions split across 3 partners with different content backgrounds	✓ AMLE provided a common template for all partner contributions and assumed final editing and quality assurance, ensuring consistency across the full document.
⚠ Ensuring classroom transferability across 6 countries	✓ Universal session structure + country-specific facilitator notes. Certified trainers adapt delivery while maintaining methodology fidelity.
⚠ No fully remote format permitted (EU project requirement)	✓ Hybrid model formalised: 8h on-site minimum + 8h online. Communicated to all schools at onboarding and included in FAQ document.
⚠ Managing trainer quality and consistency at national scale	✓ Eligibility criteria, competency framework and formal trainer engagement agreement produced. AMLE authorisation review required before any deployment.
⚠ Institutional resistance within the French national education system	✓ AMLE has prioritised academy-level partnerships and institutional credibility. Erasmus+ co-funding framing has been effective in opening access.
⚠ Lack of time and habit formation - main barrier for educators	✓ J+45 data incorporated. Session formats in following years will be better adapted to team schedules; post-training resources enhanced.



11. INDICATORS & TARGETS - YEAR 1 (FRANCE)

i Note on this section

- This table is proposed as an output indicator summary. Cross-reference with the officially agreed indicator framework in the Grant Agreement and Annex I before formal submission.
- Additional quantitative indicators from the Erasmus+ programme or WP5 (Digivis) should be added if required by the reporting template.

Indicator	Target (Y1)	Achieved	Status
Schools participating	4-15	16	✓ Exceeded
Education professionals trained (16h)	40	147	✓ Exceeded
Students reached via workshops	350	700+	✓ Exceeded
Student questionnaires administered	335	~1,500	✓ Exceeded
Del 2.1.A Trainers Workbook submitted	Yes	Yes	✓ Completed
Del 2.1.B Educator's Workbook submitted	Yes	Yes	✓ Completed
Del 2.2 Student Workshop Materials	Yes	Yes	✓ Completed
Del 2.3 Questionnaires deployed	Yes	Yes	✓ Completed
Language versions of workbook	7	7	✓ Completed
Active certified trainers (France)	5+	10	✓ Exceeded
Trainer applications received	—	69	→ Ongoing
Trainers in formation (Cohort 2)	—	27	→ Ongoing
Trainer engagement agreements signed	—	23	→ Ongoing
App users registered (France)	TBC	92	→ In progress
Schools pre-registered for following years	—	20	→ In progress
Media / press articles published	—	2	→ In progress

12. NEXT STEPS — YEAR 2 PRIORITIES

13.1 Immediate (July – September 2026)

- Finalise Cohort 1 evaluation reporting: compile all adult questionnaire data (A, B, C) and produce synthesis.
- Collect outstanding school bilan questionnaire responses (11 of 16 pending).
- Confirm app usage data: cross-reference J+45 responses and request platform analytics from Zen in the City / Digivis.

13.2 September – December 2026

- Deploy updated training materials incorporating Cohort 1 field feedback (simplified formats, strengthened digital dimension).
- Contribute Year 1 France data to WP5 European impact evaluation and consortium policy recommendations.
- Continue stakeholder engagement: build on ARS interest for programme registration.

13.3 Strategic Ambitions — 2026–2027

- Build a self-sustaining national trainer of staff working in schools network capable of autonomous deployment beyond AMLE direct delivery.
- Deepen institutional partnerships at académie and ARS level across all regions.
- Contribute French impact data to the WP5 European evaluation report (results expected 2027).
- Explore post-2027 continuity, replication and funding strategy.
- Continue media and dissemination strategy.