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IPVET

IVV, Belgium: Feedback analysis of pilots

1.11.2024–31.10.2026

**Project number:
2024-1-FI01-KA220-VET-000253830**



Background of pilot

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- Number and roles (e.g. teacher / student counsellor etc.) of participants
 - All secondary teachers and higher vocational nursing teachers;
 - Mentor team student guidance
 - Two final year students psychology
- Implementers of pilot (persons and organisations involved in pilot implementation)
 - The three driving forces (Cindy, Laurien and Grietje),
 - Artevelde Hogeschool (Webinar),
 - Team student support counsellor
 - Two final year students psychology
 - Marlies Cosyn (second webinar)

Background of pilot

- The content of pilot (short, summarized)

Setting up a test-anxiety programme.

A support box was compiled (including materials provided during a webinar) to help teachers coach students in building resilience and coping strategies against test anxiety. Feedback was collected via focus groups, but there was little interest.

***Adjustment:** The student guidance team set up a **structured test-anxiety programme**, led by two external clinical psychologists. Teachers will select students (intake by the student guidance team); students commit to the full trajectory (5 sessions in 5 week, starting from now), framed positively as a **“Power Up”** programme.*

*In addition, we want to organise a more **targeted webinar**. We will also put stronger emphasis on group-building and connection, creating a safe environment through bonding and relational work.*

- How was feedback collected? What were the questions used etc.? The number of feedback providers.

Along with the support box came a QR code linking to a Google Form. We also had informal hallway conversations.

The feedback of participants

Feedback pilot participants - “what did you take away from the webinar?”

→ Approach the **group first** (creating a sense of safety) rather than focusing solely on strengthening the individual student; prioritising **connection and belonging** through relational work. → webinar 2

→ Use **growth-oriented language**
(*growth mindset language / the language of growth*).

The feedback of participants

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The feedback we collected largely showed that

- there is a strong need for support.
- At the same time, teachers were confronted with limited time, which meant that implementing the project as we had initially planned was not feasible.
- Therefore, we shifted course and will receive support from the student guidance team and two clinical psychologists in training.
- In March, the **POWER UP** sessions will be delivered, after which we will be able to report back with concrete feedback.
- To address the comment that group dynamics are important, our **second webinar** will focus on this.

The feedback of pilot implementers

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We initially wanted to involve the entire staff, but this is not realistic.

There are multiple projects running at the same time, and this one is not seen as a priority.

We still want to involve teachers in the project by offering a second webinar, which is very practical.

The goal is to provide several practical, accessible methods they can test in practice. For example, focusing on group processes is an important first step at the start of the school year.

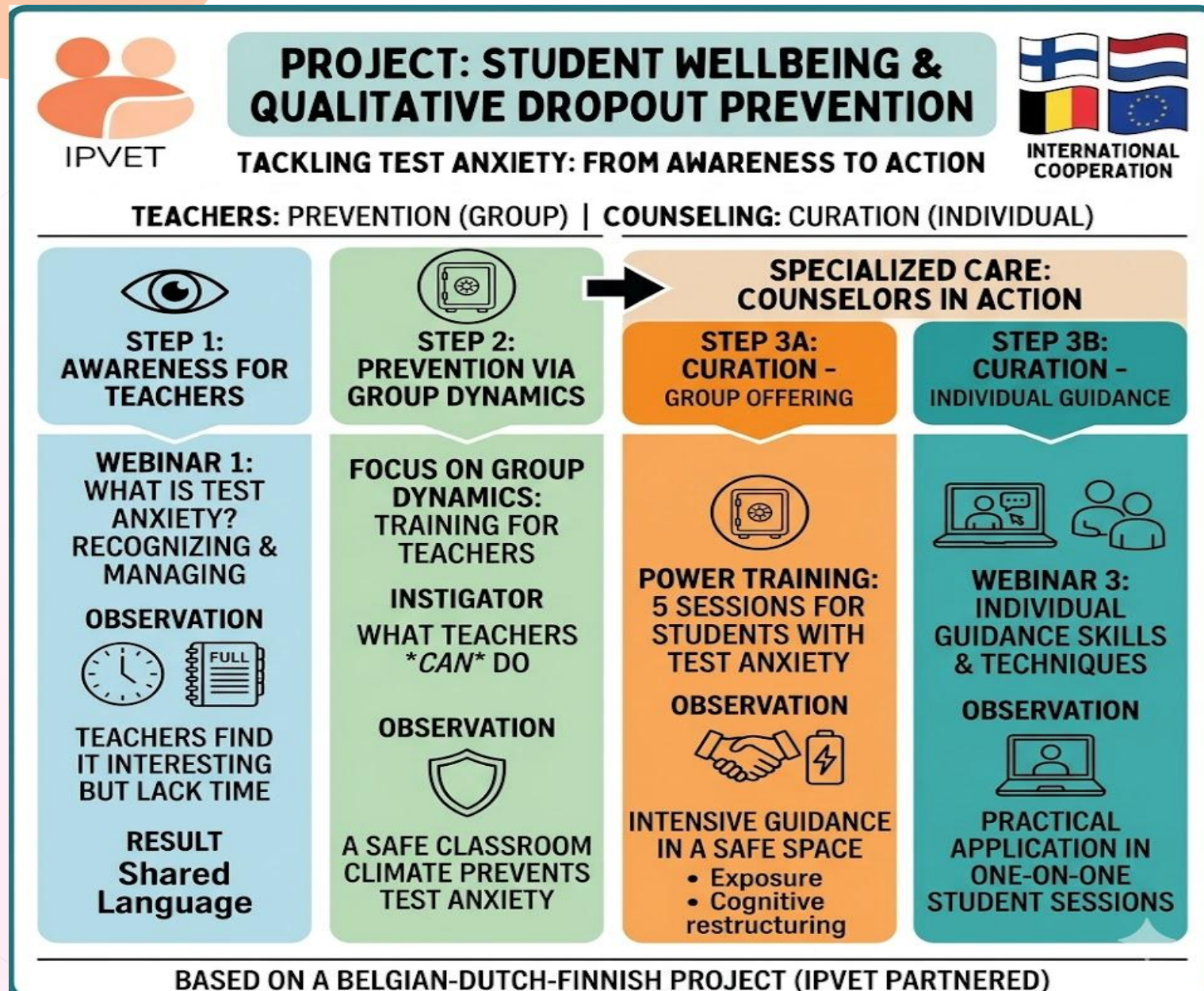
The student guidance team, however, is enthusiastic about the support box, and together with them we will now develop training sessions delivered directly to students.

Conclusions and follow-up measures

It seemed appropriate to involve all teachers, but it has become clear that this topic is best addressed through **the student guidance team**.

The workshop facilitator of the POWER UP sessions will keep track of how many students they reach and will conduct a pre- and post-measurement.

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Conclusions and follow-up measures

- What are your plans concerning WP4 - Learning and orientation material that is applicable at VET schools and useful for the personnel addressing students that struggle with social, mental, and physical wellbeing.

Package the **Power-Up training** into a ready-to-use programme for the coming school years and for partner organisations.

Wild slide – brainstorming during workshop

Results of brainstorming during workshop 12th FEB 202

- It is good that you target both teachers and student counselors.
- There are government programs that do the same thing.
→ We are aware of similar government programs and use them as inspiration for our approach.
- How will you anchor the solution within schools and ensure sustainable implementation?
→ We ensure sustainability by tailoring the solution to the needs of the target audience, remaining flexible, and continuously adapting based on feedback. In addition, we will advocate for its inclusion in the curriculum, which would help embed it structurally within schools.