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WinNova, Finland: Feedback analysis of pilots

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IPVET

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2024-1-FI01-KA220-VET-000253830**



Background of the pilot

- The duration of the pilot was from 6th September to 9th December 2025 (3 months).
- A total of approximately 68 people visited the SolutionWin service. Most of these were teachers and student counsellors.
- Implementers of the pilot: Three senior WinNova lecturers.
- How did we gather feedback? A Forms survey was used, containing three open questions and one scale question. Three questions were asked about the background information of the respondents. There were 28 respondents in total. Visitors also provided feedback during their SolutionWin visit.

Support and well-being for teachers in their everyday work - SolutionWin

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- SolutionWin provided teachers at Pori's YTO and Wellbeing units with practical support for the challenges they face in their daily lives. The aim was to strengthen pedagogical well-being and coping mechanisms at work, both individually and collectively.
- The teachers were able to take part in confidential peer discussions, relax in a designated space, and receive support for dealing with students with mental health issues and solving pedagogical problems. The activities were tailored according to the participants' wishes.
- The implementers also visited several student groups, offering help to teachers and presenting concentration tools and break exercises.
- In addition, two trained neuropsychiatric coaches offered neuropsychiatric coaching to four students of social and healthcare & common units. Two senior lecturers (working for the project) have this qualification and were able to provide this service.

The feedback of participants

- direct quotations

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"Pleasant atmosphere and warm way to meet another person. I was listened to and interested in exactly things that concerned my mind. Thank you for a lovely moment!"

"Thank you for warm welcome"

"Peaceful and homey place for discussion and relaxation. I will continue to use Ratkowin in the future."

"Thanks a lot, I will certainly visit again Ratkowin & get some new ideas and developmental ideas from Ratkowin."

"Thank you for thinking about us teachers"

"The best is exchange of thoughts"

"Open-minded and cheerful actions while working."

On a scale from 1 to 10, how likely would you be to recommend Ratkowin to your colleagues?

A total of 28 responses were received.

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Feedback from pilot implementers

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- Practical support could be provided directly in the classroom through co-teaching.
- Coaching neurodivergent young people (NEPSY) can be challenging; persuading them to seek help in the first place can be difficult. Furthermore, arranging appointments did not always result in meeting the young person. How can we ensure that the support available matches the need for it?
 - Students faced challenges due to mandatory lessons and the fact that NEPSY coaching was only available one day a week. Changes in a student's personal circumstances, such as spending several weeks in a work placement, also made it difficult to continue the coaching, even though remote sessions would have been possible.
 - While some NEPSY coaching sessions were successful, others were arranged more by school staff than based on the wishes of the young person themselves.
 - During the coaching sessions, students expressed their relief at having someone to talk to about the things that were troubling them, particularly if they did not have anyone to listen to them at home.
 - The coaching aimed to help students find concrete ways to cope with the everyday challenges they had identified themselves. Gratitude and success journals helped students to recognize the positive moments in their daily lives, feel empowered and see themselves in a new light.

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Feedback from pilot implementers 2

- Classroom visits were beneficial: students found the tips they received useful. The most popular learning support tools were weighted cat plushies, colouring pages, tangles, headphones and seat cushions. Guided breaks were also considered useful during theory lessons.
- Student feedback on the learning support tools was very positive: 13 out of 19 students gave excellent feedback.
- It would be important to have a relaxing and calm space available for teachers and counselors. While students have access to a school counsellor and psychologist, teachers do not have access to any low-threshold support within the organization. Running the SolutionWin space and service was experienced as valuable support for teachers.

Conclusions and follow-up measures

What are your plans for WP4, which involves creating learning and orientation material applicable at VET schools and useful for personnel addressing students who struggle with social, mental and physical wellbeing?

- **WP4**

The material to be developed should not be created in vain. While there is already a wealth of excellent resources available, the real issue is how to implement and disseminate them effectively. It would be helpful to compile a list of ways in which teachers can support neurodivergent students pedagogically.

- **The WinNova team will focus on creating a learning badge related to this topic.** It will be integrated into our digital learning environment (Itslearning) and made available to all WinNova staff.

Conclusions and follow-up measures 2

Ideas for future development (we are not going to do these during IPVET-project):

- A Ratkowiin-type guidance workshop could operate on every campus, with one staff member maintaining it each weekday. Teachers could book a discussion slot in advance. If there were no bookings, the Ratkowiin staff member could join lessons as an additional adult, for example in groups that struggle with restlessness.
- Regular peer-support training workshops to help teachers address challenges that arise in their work. In these workshops, teachers could share successes and good practice, and receive peer support and new ideas. Meetings could be held once every two weeks and participation would be voluntary. In addition, there could be a series of closed small-group sessions, consisting of four sessions, for example.
- We could create a step-by-step guide for preparing relaxation/wellbeing spaces based on the pilot. This would cover aspects such as a suitable location, longer opening hours, a borrowing box system and class visit practices. — could be included in a step-by-step list. The idea is that another school could simply download the guide from the project website and start implementing it

Wild slide – brainstorming during workshop

Results of brainstorming during workshop 12th FEB 2026

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Strengths

- The aim of strengthening pedagogical well-being and coping at work through peer support and providing a 'safe' place to share thoughts and feelings seemed to work well, and the service offering was versatile.
- The pilots were mainly targeted at teachers and student counsellors, but also at students directly.
- Practical support in the classroom, e.g. co-teaching, would be a valuable resource.

Weaknesses

- The actual impact on student dropout rates is unknown and difficult to estimate, since the SolutionWin service mainly impacted teachers' and student counsellors' well-being, and had an indirect impact on students' well-being.
- Providing practical support in the classroom, e.g. co-teaching, is costly and requires structural reform.
- The target group of the pilot was limited due to resources.

Opportunities

- Visitors to SolutionWin felt that it would be important to have a relaxing and calm space available for teachers and counsellors. This would not be very difficult or costly to implement.

Threats

- Differences between countries (e.g. regulations and funding) could complicate implementation.
- Uncertainty about measurable outcomes (e.g. reducing student dropout rates) could affect stakeholder support.