

UMSZKI INSTITUTIONAL DEVELOPMENT ACTION PLAN

**SCHOOL DEVELOPMENT FOR THE PROMOTION OF MENTAL WELL-BEING AMONG STUDENTS AND
TEACHERS, AND THE CREATION OF A MENTALLY SAFE, STIGMA-FREE LEARNING AND SOCIAL
ENVIRONMENT**

UMSZKI – HUNGARY

14 March 2026

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1. Introduction

This institutional development plan is the short- and medium-term action plan for UMSZKI Technikum covering the period from 1 September 2026 to 31 August 2030. The document is primarily based on the 360-degree institutional self-assessment (involving management, teachers and students) conducted during the 2025–26 academic year as part of the ISA (Institutional Self-Assessment of Mental Health Readiness), and is founded on the conclusions drawn from it and the priorities established. The plan includes urgent, two-year system-wide interventions (2.3, 2.4), a three-year training programme (2.2), and a long-term, four-year cultural and values-based programme (2.1)

The results of the ISA self-assessment were reviewed by a group established by the institution for this purpose, which identified the following priorities and key areas for development (in order of importance):

1. **Creating an inclusive organisational culture and classroom atmosphere:** The development of ISA Area 3 (ISA 3 – Shared values, institutional culture and a positive classroom atmosphere) is one of the most important tasks, as this determines the everyday sense of psychological safety for pupils, teachers and leaders within the school. Greater attention must be paid to building a sense of mental safety and trust among students (focus areas 3.11 and 3.12), and to practising active listening and empathy in everyday life (focus areas 3.2 and 3.5)
2. **Introduction of teacher training, development of student mental health literacy and awareness, and related programmes, alongside the provision of a dedicated budget (ISA 1 and ISA 6 areas):** Although the strategy may include a budget for mental health initiatives, data suggests that few are aware of this. Expanding the innovative training provided for teachers (2.6) and communicating this internally could boost teachers' confidence in supporting students. Furthermore, **providing Well-being and Mental Health Prevention Programmes in schools (ISA 6)**
3. **Review of 'Flexible Teaching and Learning' (ISA – Area 2):** The aim is to establish an independent forum operating alongside the student council, which focuses specifically on the meaningful involvement of students (those with mental health issues) and/or seeking their views on decisions regarding how to reduce workload (2.4) and providing flexible support for those with learning difficulties (2.3) could be implemented more effectively in everyday life.
4. **Bridging the perception gap between teachers, management and pupils:** Management, teachers and pupils view the school's situation in completely different ways. The **aim** is to establish a 'Mental Health Working Group' in which all three parties are represented, so that management strategies are implemented not only in theory but also at the student level.
5. **Transparent communication regarding mental health procedures:** As nearly a third of students do not know how or where to report their concerns regarding mental health issues (ISA - 1.8), or where to seek help (ISA - 8.2), the **aim** is to establish an easily accessible, clearly visible communication channel (e.g. posters, a dedicated section on the school website, information from form tutors) regarding the process of mental health support.

In the institutional development plan, these objectives must build on one another in a coherent manner, and a key requirement is to address the shortcomings identified during the ISA survey and analysis

The above development directions and areas have been transformed into SMART objectives, and the key milestones of the development action plan have been designed on this basis, taking into account:

- the expected impact of the objectives;
- the estimated probability of success
- the estimated resistance/obstacles to implementation
- the difficulty of implementation
- the need to involve stakeholders.

In drawing up the development plan and setting priorities and objectives, we took the following institutional documents into account:

- Results of the Institutional Self-Assessment (ISA report)
- Institutional mission, vision and shared values
- UMSZKI's educational objectives and pedagogical philosophy
- The institution's pedagogical programme, which includes its equal opportunities and inclusion strategy
- The institution's Rules of Organisation and Operation
- The institution's internal operating procedures, including the house rules governing the exercise of pupils' rights and duties
- Rules governing the investigation and handling of cases of student abuse

Further documents:

- VET 4.0 – System-wide renewal and further development of vocational education and training and adult learning (HU)
- Wellbeing and mental health at school - Directorate-General for Education, Youth, Sport and Culture

2. Priorities, goals and actions

2.1 Creating an inclusive organisational culture and classroom atmosphere, developing organisational and class community values

Action 1	
MI (Description of the measure)	The first objective of UMSZKI is to develop an inclusive and safe school/classroom atmosphere, which directly addresses the shortcomings in values identified in the ISA report. The aim is to build on existing institutional values to develop new ones, which in practice means consciously fostering a sense of everyday mental safety among pupils and teachers, as well as mutual trust. In other words, we aim to create a stigma-free, supportive community where every student and teacher can turn to others for support and help in their daily lives without fear of stigmatisation. Given that changing organisational culture, values and the associated conscious behaviours is a long process, this package of measures aims to bring about a comprehensive cultural and value-based paradigm shift over a four-year period (1 September 2026 – 31 August 2030). Directions for the development of values. Developing and reinterpreting the existing values of UMSZKI Based on the findings of the ISA report, existing values must be shifted and fine-tuned in the following directions: • Professional excellence → “People-centred professionalism”: Professional excellence should not only mean technical knowledge for learners, teachers and management, but also the ability of these stakeholders to recognise and manage learning or mental health difficulties. In other words, knowledge relating to mental wellbeing must also become part of professionalism. • Openness → “Stigma-free openness”: Openness should apply not only to new technologies but also to honest, non-judgemental dialogue about mental health issues. The goal here is for seeking help to be seen not as a sign of weakness but as a sign of awareness in school communication. • Adaptability and flexibility → “Complementing with flexible learning pathways”: Based on the findings of ISA Area 2, flexibility must be applied in assessment and workload distribution through the introduction of new, innovative and digital learning techniques.

	• Preserving traditions → “The tradition of care and a caring community must also be incorporated into our traditions”: Our centuries-old history must be redefined as a value that includes the fact that this is a community that has always looked after its members. To this end, mentoring and supportive teacher-student relationships, as well as the celebration of one another, must be introduced, developed and elevated to become part of official school traditions. Developing and supporting new values To strengthen the sense of belonging and engagement among students and teachers with mental health challenges, the value of Psychological Safety must be systematically integrated alongside UMSZKI’s existing values. This creates an environment where acknowledging one’s vulnerabilities does not lead to stigmatisation, and where everyone can be themselves. • Psychological Safety as a new value: Although ‘Openness’ and ‘Adaptability’ are already included among UMSZKI’s values, these must be supplemented with psychological safety. This value creates the foundation for those struggling with mental health issues not to feel “worthless” in terms of their studies or within the community, but rather as full members of the community who have specific needs for support, participation and learning. To achieve this, all target groups (management, teaching staff, students) must communicate openly that mental health is just as much a priority as academic success. • Use of stigma-free language and communication: In the institution’s day-to-day communication, stigma-free language must be established and maintained in teacher-teacher, teacher-student and student-student interactions. Teachers and management must set an example in its application.
WHICH AREA IS THIS TARGETED AT (ISA domain, specifically certain statements within it.)	The measure focuses on developing ISA Area 3 (Shared Values, Culture, and Positive Classroom Climate), with particular emphasis on building trust and everyday psychological safety (focus on ISA 3.11 and 3.12), fostering an atmosphere of mutual care and support, and fine-tuning organisational and class community values (focus on ISA 3.2 and 3.5).
HOW (Breakdown of necessary activities into SMART steps and milestones)	2.1.1. Tasks, milestones and deadlines. Developing UMSZKI’s existing values does not mean discarding the old values, but rather modernising them, supplementing them with aspects of mental health, and establishing new values that strengthen

mental well-being. The ISA report highlighted that, although the institution has strong professional foundations and traditions, due to the ‘perception gap’ evident in institutional values and the trust indicators, the value system must be made more tangible, understandable, interpretable and visible in practice for both students and staff.

2.1.1.1. The process of implementing the shift in values

The shift in values through changes in everyday practice.

Phase 1: Values audit and ‘alignment’ – Preparation phase (1 September – 31 December 2026)

1. **Establishment and operation of the Mental Health Working Group:** decisions are made in line with the values with the participation of the three parties (management, teachers, students).
2. **Inventory of values and clarification and reformulation of values**
3. **Value interpretation workshops with students and teachers:** With the involvement of the Student Council, clarifying what a ‘safe school’ means in practice for students and teachers – a place where it is good to be and good to learn (and teach).
4. **Review of regulations:** A thorough review of the School Rules and the School Regulations to ensure they do not contain any provisions or sections that conflict with the new set of values.
5. **Establishing World Mental Health Day as an annual tradition, developing a programme of events and integrating it into UMSZKI’s educational activities (10 October each year)**
6. **Pilot of the “Decreasing the stigma and discrimination of all stakeholders” training and workshop series developed by the project.** (Topics: The Pain of Stigma; Stigma Ends with Me – Stigma-free climate and stigma-free language; With Empathy Towards Better Understanding; Myths vs. Facts (Stereotypes, prejudices, stigma); Building supportive communities)

Phase 2: Visibility and Communication (January 2027 – 30 June 2028)

1. **Introduction and implementation, as required, of the “Decreasing the stigma and discrimination of all stakeholders” training and workshop series developed by the project**
2. **Visual communication of the value system and its integration into the communication environment:** As part of the 2.4 Transparent communication on mental health procedures, rules and support options action package 2.4.1.2 – Development of student-focused information channels – updating the “Values Poster” with new messages. Placing QR code access points.

3. **“Values Months” campaign:** Community events organised each month around a specific value (e.g. empathy, trust), demonstrating the value through everyday actions.
4. **Developing an Institutional Mental Health Calendar and running programmes**
5. **Development of a class-level “Code of Trust”:** Establishing the cornerstones of stigma-free behaviour accepted by everyone in the class during form time.
6. **Development of a school-level “Code of Trust” for teachers and management:** drafting guidelines that set out the cornerstones of a supportive attitude towards students.
7. **As part of 2.4.1.3. Establishing teacher and parent-focused information channels: Establishing and operating teacher Case Discussion Groups:** A monthly session for teachers to jointly process difficult classroom situations in an empathy-based manner.
8. **Introduction of a regular ‘check-in’ routine:** Adaptation of 5-minute emotional state assessment methods for use at the start of lessons or during form periods.
9. **Organising professional experience-sharing sessions for teachers/managers with other institutions**

Phase 3: Practical integration and routines (1 September 2027 – 31 August 2030)

1. **Operational functioning of the Mental Health Working Group:** Joint case studies involving the three parties (management, teachers, students), where decisions are made in line with the project’s values.
2. Full implementation and on-demand application of **the training programmes developed by the project** (a series of five monthly workshops and a one-and-a-half-day residential training course) in the following areas: Decreasing the stigma and discrimination of all stakeholders; Increasing sensitivity to mental health issues/illnesses
3. Delivering the institutional mental health calendar programmes
4. **Establishing a “peer support” network:** Training students to act as a “first line of defence” in supporting their peers
5. **Inclusive communal spaces:** Creating physical spaces within the school where even the most anxious individuals can feel safe.
6. Introduction of **Mental Wellbeing Week**
7. **Final ISA follow-up survey:** Measuring the effectiveness of the shift in values at the end of the 2027–2028 academic year by repeating the ISA questionnaire.

	Specific milestones and deadlines (including the necessary financial and human resource requirements) will be determined by 15 November 2026, following the adoption of the overall concept, taking into account the workload of teachers and pupils and in line with further measures under the strategy.
RESPONSIBLE PARTIES (e.g. management, specific individuals, etc.)	• School management • Student Council management • Form tutors • Senior lecturer officially appointed to this role and responsibility
PARTICIPANTS (e.g. student representatives, external mental health organisations, individuals with mental health issues, students, school psychologist, parents, etc.)	• School management • Student council management • Designated members of the student council • Form tutors • A designated teacher officially entrusted with this task and responsibility • School psychologist • External experts and institutions • Other VET schools formulating and implementing similar objectives
REQUIRED RESOURCES – IMPLEMENTERS, PARTICIPANTS, SUPPORTING STAKEHOLDERS	
SUCCESS CRITERIA, SUCCESS INDICATORS	By 30 June 2028, the following indicators must be met: 1. An increase in ISA Area 3 scores to above 3.0, with particular regard to the strikingly low scores in the 2026 ISA survey 2. At least 35% of pupils have participated in one of the anti-stigma workshops 3. At least 66% of teachers have attended one of the anti-stigma workshops 4. Mental Wellbeing Week is held

	By 31 August 2030, the following indicators must be met: 1. Sustained improvement in ISA Area 3: In the 2030 final assessment, the average score for ISA Area 3 (Shared Values, Institutional Culture) will consistently exceed 3.5, with particular focus on indicators 3.11 and 3.12, which previously indicated a critical lack of trust. 2. Adherence to codes of trust: At least 80% of classes successfully apply and refer to their own self-created, stigma-free Code of Trust in disciplinary and conflict management matters. 3. Pupil involvement: at least 80% of pupils have participated in at least one workshop (per topic) from the range of anti-stigma, prevention, awareness-raising and social-emotional skills development workshops 4. Teacher involvement: at least 90%, and 100% of new staff, have attended at least one workshop (per topic) from the range of anti-stigma, prevention, awareness-raising and social-emotional skills development workshops. 5. Community integration: Mental Wellbeing Week becomes an integral, indispensable part of the local Curriculum and the school year's schedule.
RISKS AND RISK MITIGATION MEASURES (What might hinder or prevent implementation?)	2.1.2. Risks, obstacles, risk mitigation measures 1. Teachers' motivation must be fostered at an institutional level. It cannot be achieved in isolation, relying solely on the internal motivation of one or two teachers. This must be addressed at a systemic level, which may provoke personal resistance. 2. Change fatigue due to the long-term nature of the programme: Initial enthusiasm may wane over the 4-year timeframe. Proposed solution: focused, thematic campaigns (2.4) and the regular celebration of small victories (e.g. Mental Wellbeing Week). 3. Time required for implementation and resistance stemming from teacher overload – teachers are already very overburdened and, in some cases, show signs of burnout, so they have no time to carry out other activities alongside teaching: Proposed solution: we should incorporate the routines outlined in 2.1 not as a mandatory additional burden, but as part of existing form-tutor periods and staff meetings, taking into account the results of the Workload Audit in 2.3. 4. Lack of financial resources to engage external specialists and trainers. Proposed solution: funding of at least 100,000 euros must be secured for the entire strategic programme. 5. Generational risks in the context of communication/training/workshops – There may be a gap of at least two, and in some cases three, generations between teachers and new students (a Generation X teacher aged 55+ and a Generation Alpha student aged 14)

6. Students who already have significant mental health issues may exclude themselves from participation
7. The introduction of the training series has not been well received by participants, so it cannot be continued (particular attention must be paid to the successes of the initial phase)

2.2 Introduction of teacher training, development of pupils' mental health literacy and awareness, and related programmes, and provision of a dedicated budget.

Measure 2	
MI (Description of the measure)	In response to the shortcomings identified in Section 6 of the ISA report – ‘Introduction and regular provision of teacher and student training, mental health prevention programmes, mental health literacy training and programmes’ – the management of UMSZKI is committed to enhancing both students’ and teachers’ general and preventive knowledge regarding mental wellbeing, and consequently their ability to recognise specific critical mental ‘situations’ and their sensitivity to seeking help. The aim is to achieve significant progress in the following areas: For teachers: Providing regular programmes to enhance mental and emotional well-being so that the relevant score rises to at least 3.5 in the coming period For pupils: the institution has set itself the goal of comprehensive school-level development across several areas: Firstly, – similarly to teachers – ‘Providing regular programmes to enhance mental and emotional well-being’. In addition, a key role will be given to familiarising pupils with techniques aimed at preventing mental health issues and managing stress (knowledge of these, and their provision at school level, is currently completely lacking). For both target groups, in line with the objectives set out in the first point, all four training and workshop series will be introduced and implemented for both teachers and management, as well as for pupils. These training sessions will be advertised regularly, and participants may attend on a voluntary basis. These training sessions and MOOC course materials will ensure, at school level, an increased level of integration for students struggling with mental health issues and their sense of belonging to a supportive community.

WHICH ISA AREA IS TARGETED (ISA area, including specific statements within it.)	The focus of the measure is on the development of ISA Area 6 (Well-being and Mental Health Prevention Programmes in Schools), with particular regard to the following areas: 6.1 - Practices have been established to celebrate cultural diversity 6.4 - providing techniques aimed at preventing mental health problems and managing stress 6.5 - providing regular programmes to enhance mental and emotional well-being (e.g., meditation, mindfulness).
HOW (Breakdown of required activities into SMART steps and milestones)	2.2.1. Tasks, milestones and deadlines 2.2.1.1. Preparation, assessment of training needs among teachers and budget planning (1 September 2026 – 31 January 2027) a) School-level training needs assessment: This involves conducting focus group interviews and anonymous online surveys among teachers based on data from ISA domains 6 and 2.6. Asking teachers which mental health issues they feel least confident in managing. Milestone: Evaluation of the needs assessment and compilation of the final training portfolio – 30 October 2026 b) Establishing links with external experts: Establishing contact with organisations that provide practical mental health (MH) training. Collecting best practices and building professional networks Milestone: 30 October 2026 c) Pilot training sessions and technical integration of the MOOC: Incorporating training sessions tailored to the needs identified in the previous point into the school’s vocational and social programme, working with selected groups of volunteer teachers and students. Technical integration of the 12-module online course (MOOC) into the school’s e-learning system. Milestone: Completion of the pilot training sessions and integration of the MOOC curriculum by 31 January 2027. d) Joint development of the mental health budget: Setting the budget allocated for mental health initiatives with the involvement of the school’s governing body (BMSZC). Subsequently, the Student Council and staff representatives will jointly vote on/develop the specific allocation of 20–30% of the budget (organising training sessions, inviting external trainers where necessary, developing communal spaces). Milestone: Approval of the budget and transparent communication to all stakeholders – 15 December 2026

- e) **Planning the first year's training series for the period January–December 2027:** Compiling a detailed training calendar (training plan) for 2027 based on the needs assessment and pilot experience. This includes the precise scheduling, target groups and steps for the introduction of the MOOC for the teacher and student programmes “Prevention of mental health problems/illnesses”, “Increasing sensitivity to mental health issues/illnesses”, and “Decreasing the stigma and discrimination of all stakeholders” as detailed in the description of the **First Objective**. The training programme will be designed with the involvement of the Student Council
Milestone: Adoption and announcement of the final 2027 training plan to stakeholders – 31 January 2027

2.2.1.2. System-wide implementation of prevention and mental health literacy development training for teachers and students, and interim effectiveness measurement (1 February 2027 – 30 June 2029)

- a) **Implementation of teacher and student training and MOOCs in accordance with the schedule:** Integration of awareness-raising, prevention and anti-stigma training into school activities. Making the MOOC compulsory for new teachers and practical instructors.
Milestones/Sub-milestones: 40% of teaching staff and 25% of pupils (15 December 2027), 66% of teaching staff and 35% of pupils from each group have completed one of the training courses (30 June 2028). Then 80% of teachers and 80% of students by 30 June 2029
- b) **Establishment of a professional support network (external, internal and peer support) at institutional, teacher/tutor and student levels**
Milestone: Full establishment of all three networks – 1 April 2027
- c) **Creation of a dedicated platform/opportunity/forum:** where teachers who have participated in the training regularly share the methods they have learnt, their practical application, and any challenges with their colleagues. This activity will be fully integrated into the internal teacher Teams/Moodle channel specified in point 2.4.1.3, thereby avoiding parallel systems.
Milestone: 31 March 2027
- d) **External communication of results (in line with point 2.4) – communicating results and development activities to parents, professionals and funding bodies:** Transparent communication of the development activities undertaken, in coordination with steps taken towards creating a stigma-free environment, and the initial results of to parents and the school authority (BMSZC). The aim is to enhance the institution's external and internal appeal ahead of the

arrival of new year groups. This task is organically integrated into the parent forums and open days under point 2.4.1.4.

Milestone: Preparation and publication of information materials, Facebook posts/sub-menus, holding of parent forums and open days prior to the enrolment period – 30 April 2027. Further deadline: 31 March 2028.

- e) **Assessment of results and progress, and planning of training and courses for the next period:** Interim evaluation of the effectiveness of the programmes introduced at the end of 2027 (participant satisfaction, monitoring of achieved indicators). Based on experience, refinement and preparation of the training and communication plan for the period from January 2028 to 30 June 2029 (Phase 2.2.1.3).

Milestone: Interim evaluation report and finalisation of plans for 2028 – 15 December 2027.
Finalisation of plans for the first half of 2029 – 15 December 2028

2.2.1.3. Ensuring the sustainability of the systems introduced and the objective measurement of results over a 3-year period.

- a) **Integration of training programmes into institutional routines:** Ensuring the continuous provision of training sessions and the MOOC programme. Operating case study groups for teachers, where they apply what they have learnt in training to everyday practice and share current challenges.
Milestone: Integration of the training system into the annual work plan for the next academic year – 31 January 2029.
- b) **Comprehensive 3-year final ISA control measurement and impact assessment:** Measuring the effectiveness of training and development programmes at the end of the 2027–2028 and 2028–2029 academic years by repeating the ISA questionnaire and the project’s introductory questionnaire. Comparison of the results with the 2026 baseline data, focusing on the reduction of the perception gap and the improvement of indicators in Area 6.
Milestone: Re-conducting the ISA measurement and the project’s first comprehensive survey, and preparing the evaluation report – 15 June 2028 and 15 June 2029 respectively.
- c) **Planning for the period after 2029:** The Mental Wellbeing Working Group and the Student Council will jointly evaluate the results and determine the focus areas for the next development cycle.
Milestone: Approval of the draft training plan for the new action plan – 31 August 2029

RESPONSIBLE PARTIES (e.g. management, specific individuals, etc.)	• Institution management • Student Council management • Form tutors • A designated teacher officially entrusted with this task and responsibility • School psychologist
PARTICIPANTS (e.g. student representatives, external mental health organisations, individuals with mental health issues, students, school psychologist, parents, etc.)	• School management • Student council management • Designated members of the student council • Form tutors • A designated teacher officially entrusted with this task and responsibility • School psychologist • External experts and institutions • Other VET schools with similar objectives
REQUIRED RESOURCES	
SUCCESS CRITERIA, SUCCESS INDICATORS	The following indicators must be met by 30 June 2029: 1. An increase in ISA Area 6 scores to above 3.5, particularly in light of the strikingly low scores in the 2026 ISA survey 2. Teacher training coverage: 40% of the teaching staff (15 December 2027), then 66% (30 June 2028), and finally 80% of teachers (by 30 June 2029). (Each group will participate in one of the training sessions. Furthermore, with this schedule and percentage distribution, they will successfully complete the 12-module online MOOC training. 3. Mandatory onboarding rate for new entrants: All new teachers and practical trainers will participate in the MOOC programme 4. Student training coverage: 25% of students (by 15 December 2027), then 35% (by 30 June 2028), and finally 80% of students (by 30 June 2029) will complete one of the training sessions from each training group 5. Collaborations and exchange of experiences: Links with partner schools will be established and the exchange of experiences will begin from September 2027.

	6. Stable integration of the 12-module MOOC: By 31 January 2027, the MOOC will be integrated into the school's Moodle e-learning system, and user-friendly, measurable and stable access will be provided to users throughout the entire three-year period. 7. Integrated teacher knowledge-sharing: the internal experience-sharing platform for teachers will go live by 31 March 2027 on the internal Teams/Moodle channel specified in point 2.4, and methodological case and crisis discussions among the teaching staff will take place at least four times a year. 8. Integration into institutional routines: By 31 January 2029, the successful prevention, awareness-raising, anti-stigmatisation and social-emotional skills development training modules, awareness-raising campaigns and training obligations for new entrants will be formally and permanently integrated into the UMSZKI annual work plan and the Pedagogical Programme, ensuring self-sustainability.
RISKS AND RISK MITIGATION MEASURES (What might hinder or obstruct implementation?)	2.2.2. Risks, obstacles, risk mitigation measures - Teachers' motivation must be fostered at an institutional level. It cannot be achieved in isolation, relying solely on the internal motivation of one or two teachers. This must be addressed at a systemic level, which may provoke personal resistance. - Time required for implementation – teachers are already very overworked and, in some cases, show signs of burnout, so they have no time to carry out other activities alongside teaching. - Lack of financial resources to engage external specialists and trainers. - Generational risks in the case of communication/training/workshops – There may be a gap of at least two, and in some cases three, generations between teachers and new pupils (a Generation X teacher aged 55+ and a Generation Alpha pupil aged 14) - Learners who already have significant mental health issues may exclude themselves from participation - The introduction of training series does not meet with the participants' approval, so it cannot be continued (particular attention must be paid to the successes of the initial phase)

2.3 Review and development of Flexible Teaching and Learning

Measure 1

MI

(Description of the measure)

The development of ‘Flexible Teaching and Learning’ (ISA Area 2) is also a key priority at UMSZKI, as the survey showed that students gave the lowest ratings in this area. Similarly low scores appear in the teacher evaluations, specifically regarding burnout resulting from excessive workload. The aim of this package of measures is to implement changes based on innovative digital pedagogy and innovative teaching methods, which, on the one hand, are tailored to the school’s capabilities and resources, as well as to teachers’ skills and experience in digital education, and its principles of inclusivity, and which takes into account the individual mental and physical well-being of both pupils and teachers, whilst significantly improving ISA scores. Below is a comprehensive action plan encompassing mental support for teachers and pupils, pedagogical development and structural transformation, the key elements of which, to be implemented in the long term, are as follows:

1. Flexible Delivery & Learning Environments

- Blended and Online Learning
- Flipped Classroom Models

2. Flexible Assessment & Progress Monitoring

- Competency-Based Education (CBE)
- Formative Assessments
- Flexible Assignment Formats

3. Structural and Systemic Flexibility

- Supportive Timetabling:
- Peer Support and Mentorship

4. Pedagogical Flexibility

- Supportive Pedagogy:
- Embedded Wellbeing Activities (in accordance with goals 1 and 2).

The following unified action plan integrates European best practices (Whole-School Approach, *Education International*’s recommendations for preventing teacher burnout), the principles of equity in UMSZKI’s own Pedagogical Programme, and the guidelines of the official Hungarian **Vocational Education 4.0** strategy (digitalisation, project-based learning, and flexible learning pathways).

WHICH ISA AREA IS TARGETED (ISA area, and specific statements within it.)	In this package of measures, we aim to achieve flexibility through a combined, system-level transformation of timeframes, pedagogy and assessment. These measures are aimed at addressing the following statements in ISA domain 2: - Students experience traditional educational frameworks; those struggling with mental health issues and consequently facing learning difficulties do not receive visible, personalised support in their day-to-day learning. (statement 2.3 – Flexible learning opportunities and pedagogical methods) - Students and teachers feel significantly overburdened. This creates a major obstacle to their participation in the school’s social and professional life (statement 2.4 – Reducing workload and preventing burnout). Besides causing early burnout, it also accelerates the breakdown of the social, supportive community relationships (commitment, attachment, belonging) needed to maintain mental health, prevent illness and seek help.
HOW (Breakdown of necessary actions into SMART steps and milestones)	2.3.1. Tasks, milestones and deadlines 2.3.1.1. Reducing teachers’ workload and changing the methodological culture Teachers cannot be burdened any further. The reforms are based on reducing bureaucracy, spreading the examination workload, and ensuring that teachers participate in modern methodological training from internal and corporate/industrial environments in the spirit of Vocational Training 4.0. a) Reducing teachers’ workload – Workload Audit and Administrative Freeze: The use of the School Workload Reduction Toolkit to identify and eliminate unnecessary administration. Relieving the teaching staff’s workload: in September and October 2026, the immediate suspension of all meetings and administrative tasks that do not directly serve students’ development or ensure the quality of teaching and learning and equal access to it. Involving teachers in the design of the administrative system. Milestone: Development, piloting, finalisation and adoption of an ‘Administrative Relief Package’ (deadline: 20 October 2026). b) Development of a flexible system for learning/teaching, assessment, timetabling and support, and the ETSZ concept: Involving teachers and pupils in reforms relating to timetabling, assessment and digital pedagogy/learning (thereby also eliminating the sense of exclusion highlighted in point

3.7 of the ISA). Establishment of an expert group – Adaptation of **the European ‘Blended Learning’ model¹**, Planning **modular/block timetables** (introducing longer, 90–150-minute learning blocks instead of fragmented 45-minute lessons, which reduces the stress arising from daily subject changes for both parties), developing and introducing exam-free periods, and officially recording **the protocol of the “Individual Learning Agreement”** (ILC) protocol for those struggling with mental health issues, which may provide exemption from certain attendance or synchronous assessments. Modification of the School’s Pedagogical Programme and timetable. Development of a framework for **portfolio-based assessment and flexible assessment methods²** for the pilot in the coming academic year. Conversion of the Moodle system into self-directed learning pathways.

Milestone: Finalisation of the new assessment principles, the pilot timetable and the ETSZ protocol; presentation to the Centre; approval (deadline 15 December 2026).

c) **Pedagogical and Digital Methodology Training:** Training for teachers and trainers in the pedagogy of asynchronous teaching (Flipped Classroom) and in asynchronous/digital and project-based knowledge assessment. In line with the objectives of Vocational Training 4.0, mastering the use of digital teaching tools (Moodle, e-learning materials) for interactive, independent learning, differentiation and alternative assessment methods.

Milestone: 25% of teachers will complete the Blended Learning and Flipped Classroom methodology foundation course (28 February 2027). A further 25% by 15 April 2027, and finally a further 50% of teachers by 15 June 2027.

2.3.1.2. Pilot of asynchronous flexible learning pathways, assessment methods, and block-structured timetables

Pilot of flexible systems within the institution, alongside continuous monitoring and the maintenance of a teacher support network.

¹ The theoretical part of the curriculum is studied at the learner’s own pace at home using the flipped classroom method, with the help of Moodle. Time spent in person at school (during lessons) focuses on project work, discussions, mentoring and teacher-student interaction. Those living with mental health conditions can work through the theory at their own pace. Full-scale school implementation of the methodology developed during the Di-struct! – Restructuring subjects by digitalising VET project and piloted at the institution.

² Formative and portfolio-based assessment: Assessment is based on ongoing project work, digital quizzes (Moodle) and individual portfolios, which reduces the burden on teachers of marking large numbers of papers at once and gives students with mental health difficulties the opportunity to demonstrate their actual knowledge.

- a) In two or three pilot classes, the introduction of the ‘flipped classroom’, modular/block timetables, and portfolio-based assessment and flexible assessment methods in place of traditional frontal teaching, taking into account the guidelines of Vocational Training 4.0.

Milestone: Evaluation of the pilot programme with the joint involvement of students and teachers. Presentation to the centre’s management. (deadline: 15 June 2027)

- b) Adapting the institution’s teaching materials to flexible learning pathways (flipped classroom, Moodle-based digital materials, development of formative assessment tasks).

Milestone: Development of teaching materials in a phased approach (deadline: 15 August 2027 for Years 9–10; 15 June 2028 for Years 10–12)

2.3.1.3. Institutional-level introduction of asynchronous flexible learning pathways, assessment methods, and block-structured timetables

- a) **Gradual transition at institutional level through a phased approach and the introduction of a Teacher Peer-Support system:** Extension of the modular timetable and asynchronous learning to the school. Introduction of mandatory monthly ‘Professional Learning and Support Community’ meetings to combat teacher burnout, where colleagues share best practices in differentiation and the use of digital tools (monthly in the first academic year, quarterly in the second).

Milestone: Implementation of the flexible teaching structure and launch of the teacher support system in Years 9–10 on 1 September 2027. In Years 10–12 on 1 September 2028.

- b) **Minimising exam stress and the marking workload:** Reducing the number and weighting of traditional end-of-term exams by 30%. Shifting to formative assessment: automatically marked tests via Moodle, student portfolios and project presentations will account for the majority of marks. Relieving teachers of the burden of paper-based marking and reducing students’ performance anxiety

Milestone: Full institutionalisation of portfolio- and project-based assessment in a two-stage phased system (deadlines: 1 September 2027 and 1 September 2028).

- c) **Reassessment of the results of teacher workload reduction:** Re-application of the *School Workload Reduction Toolkit*, comparison and evaluation of results, necessary changes and fine-tuning of the system.

Milestone: For teachers in Years 9–10, with a deadline of 28 February 2028. For teachers in Years 10–12, with a deadline of 28 February 2029.

	d) Ongoing and final evaluation and ISA control survey: Conclusion of the cycle with the 2027, 2028 and 2029 ISA questionnaires. Measuring whether students' workload (2.4) and flexible support (2.3) have improved, whether dropout rates have decreased, and whether teacher wellbeing considerations have been addressed. Milestone: Impact studies as per the schedule e) Finalisation and adoption of the post-2028 institutional strategy (31 August 2028).
RESPONSIBLE PARTIES (e.g. management, specific individuals, etc.)	• Institutional management • Student Council management • Form tutors • Senior teacher officially appointed to this role and responsibility
PARTICIPANTS (e.g. student representatives, external mental health organisations, individuals with mental health issues, students, school psychologist, parents, etc.)	• School management • Student council management • Designated members of the student council • Form tutors • A designated teacher officially entrusted with this task and responsibility • School psychologist • Student Forum on Mental Wellbeing, established specifically for this purpose³ • External experts, institutions, trainers, Moodle developers, digital education experts. - Centre management and experts - Other VET schools formulating and implementing similar objectives
REQUIRED RESOURCES (funding, human resources, other)	

³ A permanent working group where students with mental health challenges can directly indicate if the workload (2.4) is unsustainable. Quarterly consultations with department heads regarding the current volume of assignments, submissions and study requirements, as well as the quality of digital learning materials.

SUCCESS CRITERIA, SUCCESS INDICATORS (how do we know if the activity has been implemented?)	Improvement in ISA indicators: During the final ISA control assessment in 2028, the scores for statements 2.4 (workload) and 2.3 (flexible support for those facing difficulties) – deemed the most critical – will rise steadily from the critical average of below 2.5 to above 3.5. Reduction in absenteeism and dropout rates: Among pupils diagnosed with mental health issues, the number of absences and the dropout rate have fallen by at least 20% thanks to the flexible framework. Transformation of the assessment system: The proportion of traditional (lecture-based, simultaneously written) summative end-of-unit exams within subject assessments will demonstrably decrease to a maximum of 30%. The remaining 70% will consist of formative, project-based, or asynchronous tasks and portfolios completed independently on Moodle. The spread of the "Flipped Classroom": By the end of the two-year cycle, some of the vocational or theoretical subjects at the institution will be taught using the asynchronous Blended Learning model (digital preparation + face-to-face project work). Operation of Individual Learning Agreements (ILAs): All students diagnosed with severe mental or learning difficulties who require support will be given the opportunity to enter into an ILA. Completion of the Administration and Workload Audit: The audit takes place in the first semester, following which the institution's management issues an official 'relief package' that demonstrably reduces teachers' non-teaching administrative burdens. Qualification indicator: At least 50% of the teaching staff (with particular regard to those participating in the pilot programme) successfully complete internal or external methodological training courses preparing them for asynchronous digital teaching and formative assessment.
RISKS AND RISK MITIGATION MEASURES (What might hinder or impede implementation?)	2.3.2. Risks, obstacles, risk mitigation measures Too fast, forced institutional transition: The simultaneous introduction of a flexible learning model may place excessive implementation pressure on teachers and students. This can be particularly risky if the lessons learned from the pilot phase are not adequately incorporated into the institutional-level transition. The institution therefore implements mandatory pilot evaluations and a quarterly monitoring system.

2. **Digital access equity issues:** Asynchronous Moodle-based learning may exacerbate digital inequities among students who lack adequate devices or self-learning skills. This may particularly affect students from disadvantaged backgrounds. The institution can support access through a mentoring system.
3. **Misinterpretation of formative assessment:** Formative and project-based assessment may be misinterpreted by parents or educators, giving the impression that the institution is lowering its standards. To address this, the institution pays close attention to teachers' knowledge and practice in this area.
4. **Difficulties in adapting to the block schedule:** The 90–150-minute blocks may cause concentration difficulties or attention overload for some students. The institution therefore establishes a protocol for movement and breaks and mandates activity changes during block periods. A mandatory regular student feedback system must be operated during the first year.
5. **The importance of wellbeing goals being sidelined:** There is a risk that the reform will be perceived solely as a digital initiative, even though its primary goal is to reduce mental strain and create more flexible learning pathways. The institution will therefore implement wellbeing-focused communication and a workload-monitoring system.

2.4 Transparent communication regarding mental health procedures, rules and support options

Measure 1	
MI (Description of the measure)	The ISA report clearly highlighted the critical issue that nearly a third of students do not know how and where to report their concerns (indicator 1.8), or under what protocol they can seek help (indicator 8.2). The same applies to teachers. Consequently, this section of the action plan will address this shortcoming by building on the previously established principles of ‘psychological safety’ and ‘genuine student involvement (co-creation)’. In this section, we have essentially based our approach on the students’ views regarding the improvement of school communication, and we have integrated the suggestions they put forward (the physical/digital Noticeboard, TikTok/Instagram, posters and infographics, and a student-focused social media presence) into the relevant points of the development tasks linked to the ISA findings. Accordingly, the general aim and direction of the measures, as well as the relationship between the success criteria and the findings of the ISA analysis, can be summarised as follows: The measures focus on improving transparent communication, the main aim of which is to eliminate the lack of information and the uncertainty surrounding requests for help within UMSZKI, as well as to ensure clear communication regarding the development of a sense of institutional mental safety towards teachers, pupils, parents and the external environment. We aim to achieve this by establishing a clear, fundamentally student-centred, proactive communication process. This model utilises students’ channels (e.g. TikTok, Instagram, physical and digital ‘Noticeboards’, posters and infographics) and builds on reinforcing a sense of ‘we-feeling’ (a sense of belonging: this is a place where it is good to be, good to learn, good to teach, because we are cared for). The aim is to ensure that knowledge of the process of seeking help, as well as the options and ‘rights’ of students and teachers with mental health issues, and the relevant rules and practices, becomes fundamental, easily accessible knowledge for all students and teachers, and also strengthens the trust of parents and the wider community in the school.
WHICH ISA AREA IS TARGETED (ISA area, including specific statements within it.)	Since nearly a third of students do not know how and where to report their concerns (1.8) or where to ask for help (8.2), an easily accessible, highly visible communication channel (e.g., posters, a dedicated tab on the school website, class-teacher briefings) must be created regarding the process

	of seeking mental health support. Furthermore, relevant and up-to-date information must be provided to students at all levels (see weaknesses with scores below 3). This part of the action plan aims to address the findings of ISA 1.8, 5.1 (collaboration and communication with families) and 8.2.
HOW (Breakdown of necessary actions into SMART steps and milestones)	2.4.1. Tasks, milestones and deadlines 2.4.1.1. Creation of a ‘Mental Health and Wellbeing’ section on the school website, including contact details and an anonymous reporting system a) Developing the concept for the MEJ – Mental Health and Wellbeing – subpage: the concept for the MEJ subpage must be developed by establishing and involving a joint team comprising students, teachers and external mental health professionals. The aim is to ensure that the method of seeking help is transparent, visually understandable, familiar and accessible to everyone (students and teachers). The relevant regulations must be presented on the MEJ subpage in the students’ own language. It must provide direct, discreet access to the short, concise MOOC materials developed as part of the project (Developing mental health literacy), the internal anonymous help-seeking channel, a mental health events calendar (including dates of training sessions and informal events), the school psychologist, and external specialist services (Blue Line, etc.) Milestones: Concept development 15 October 2026. Presentation of the concept to students and teachers 31 October 2026. Finalisation 15 November 2026. b) MEJ – Mental Health and Wellbeing – design and launch of the sub-site: the sub-site will be designed taking pupils’ views into account – ensuring that the design and language used to describe mental health procedures are concise, easy to understand, clear, visual, non-stigmatising and appealing. Milestone: launch of the subpage on 1 March 2027 2.4.1.2. Development of student-focused information channels a) Design and creation of physical and digital ‘Noticeboards’: Based on a student proposal, the creation of a central physical and digital ‘Noticeboard’ accessible to everyone, and its placement on each floor of the institution at . This platform will permanently display the contact details of the school psychologist and external specialist services, the procedures for seeking help both within and outside the institution, as well as the current events on the "mental health calendar".

Milestone: Launch of the Noticeboard in the corridors and on the school’s internal network – 2 January 2027

- b) Design of posters and infographics:** designing visual materials (posters, infographics) that explain the process of seeking help in an accessible, non-stigmatising visual language (e.g. “Guide for when things go wrong”). Placing the materials at all key points in the school: in classrooms, corridors, and particularly on the “Noticeboard”. Paying particular attention to places where students may be alone (e.g. toilets, changing rooms), placing smaller, discreet “help cards” or QR codes here.

Milestone: Establishment and deployment of the complete physical information network – 15 March 2027

- c) Social media strategy:** Developing a content strategy for the institution’s Instagram and TikTok accounts to convey messages of “we-feeling” and psychological safety. Rewriting official procedures and student rights into short, easy-to-understand scenarios.

Milestone: 31 January 2027

- d) “How to ask for help?” multi-channel educational campaign:** Launching an intensive poster campaign to address gap 8.2 (lack of knowledge about the process for asking for help). In parallel, training form tutors to explain reporting and support options to their classes during a dedicated lesson.

Milestone: Completion of the poster campaign and class teacher briefings – 15 March 2027

2.4.1.3. Establishing information channels focused on teachers and parents

- a) Internal information channel for teachers:** creation of a closed, internal platform (e.g. a dedicated Teams channel) for teachers, where teachers and practical instructors have immediate access to mental health procedures and crisis protocols. This platform will also serve to share internally the training experiences gained in point 2.2.

Milestone: Launch of the teachers’ channel – 15 November 2026.

- b) Parent-focused communication:**

- **Parent Safety Guide:** Compiling a digital and printed publication for parents that transparently explains how the school safeguards children’s mental well-being and what to do in the event of a

	crisis. Milestone: Finalisation of the publication – 15 December 2026. • Thematic Parent Meetings on Mental Wellbeing: organising and holding parent forums focused exclusively on pupils’ mental wellbeing, prevention and the school’s support system. Milestone: At least one parent meeting focused on “Safety and Well-being” in every year group – 20 January 2027, and updated annually thereafter. 2.4.1.4. Future student focus – enhancing the institution’s appeal • Contemporary “influencer” content and the external and internal reinforcement of the “We-feeling”: the practical implementation of the image “it’s good to be here, it’s good to learn, you’re important to us, we care about you” on social media platforms. Creating short educational videos (e.g. in TikTok format) with student involvement on stress management and normalising the act of asking for help, psychological safety, and the possibility of flexible learning/teaching. Milestone: Publishing at least 2–3 pieces of social media content on mental health topics per month – from March 2027 onwards. Ongoing. 2.4.1.5. Final survey and recording at the SZMSZ level • Conducting the final ISA control measurement in 2028, focusing on the development of awareness indicators (1.8, 8.2) and teacher engagement (3.7) Milestone: 15 June 2028 • The mandatory incorporation of communication methods proven successful during the pilot phase (MEJ subpage, Noticeboard, regular parent and teacher forums) into the official communication protocol of the Organisational and Operational Regulations (SZMSZ). • Milestone: 31 August 2028
RESPONSIBLE PARTIES (e.g. management, specific individuals, etc.)	• School management • Student Council management • Form tutors • Senior teacher officially appointed to this role and responsibility

PARTICIPANTS (e.g. student representatives, external mental health organisations, individuals with mental health issues, students, school psychologist, parents, etc.)	• School management • Student council management • Designated members of the student council • Form tutors • A designated teacher officially entrusted with this task and responsibility • School psychologist • External experts, institutions, trainers, Moodle developers, digital education experts. • Centre management and experts • Other VET schools formulating and implementing similar objectives
REQUIRED RESOURCES (funding, human resources, other)	
SUCCESS CRITERIA, SUCCESS INDICATORS (how do we know if the activity has been implemented?)	1. A dramatic improvement in ISA indicators 1.8 and 8.2: By the final assessment in 2028, the ‘lack of information’ among students will have drastically decreased: at least 90% of pupils will state that they know exactly where to seek help (statement 8.2) and where to report their mental health concerns (statement 1.8). 2. Social media presence and strengthening of the “We-feeling”: At least 2–3 pieces of educational content are published monthly on the newly launched or revamped institutional TikTok and Instagram pages. 3. Parents’ sense of security and awareness: The published “Parent Safety Guide” reaches everyone concerned. In a quick satisfaction survey conducted following themed parent-teacher meetings focused on mental health, at least 80% of responding parents state that they view the school’s safety net and procedures as transparent, clear and secure. 4. Active use of the internal information network: An internal digital platform dedicated to teachers (e.g. a Teams channel) is established, where crisis protocols, procedures for dealing with abuse and mental health policies are accessible to all teaching staff. 5. Teacher engagement (improvement in ISA 3.7): teachers’ sense of engagement will improve measurably. In the 2028 follow-up assessment, the ISA 3.7 indicator (which previously stood at

	the most critical score of 2.2) will have consistently moved out of the critical zone and will reach or exceed an average of 3.5.
RISKS AND RISK MITIGATION MEASURES (what might hinder or impede implementation?)	2.4.2. Risks, obstacles, risk mitigation measures 1. Information overload: Parallel communication channels can cause information overload for students and educators, and as a result, critical information may get lost in the general flow of communication. To avoid this, the institution must use a consistent visual identity across all four parts of the action plan. 2. Social media risks: Institutional use of social media platforms can lead to negative external reactions. The institution must operate an official moderation and crisis communication protocol with joint student-teacher oversight. 3. Credibility gap between communication and operations: It can pose a risk if institutional communication conveys a supportive environment, while students do not experience this in their daily lives. This can lead to a rapid loss of trust and a cynical attitude toward the institution. The institution must operate a feedback system that provides immediate, anonymous feedback on an ongoing basis. 4. Parental Misunderstandings and Resistance: Communication regarding mental well-being may appear to some parents as an overly psychologized program. This can result in resistance and misunderstandings. The institution must therefore implement regular parent information sessions. 5. Internal Platforms Becoming Passive: Internal digital platforms may become passive or formal over time, losing their community-supporting function. This can reduce the effectiveness of professional collaboration and knowledge sharing. To avoid this, the institution must operate dedicated moderators, well-being briefings, and quarterly activity monitoring. 6. Crisis communication errors: Communication errors in acute mental health crisis situations pose a significant risk. An inadequate response can lead to panic, rumors, or a loss of trust. The institution therefore implements a separate Mental Health Crisis Communication Protocol and provides crisis communication training for managers.

2.5 GANTT Chart of the UMSZKI Institutional Mental Well-being Development Action Plan

