



Wellness2: A Step forward in Wellbeing in the field of
Adult Education

IO2.A1 Methodology Report

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Introduction

In many occasions the formal and non-formal evaluation of the training courses for adults has reported that adult trainees often feel extremely stressed and overwhelmed by the challenges of their professional and personal lives. In order to be motivated, the adult learners has to be trained in a learning environment that will enable them to implement the training paths in a state of well-being. On the other hand, the wellbeing of the adult trainee passes through the right teaching approach, the wellbeing of the trainers themselves and their skills to create a «wellbeing learning environment».

An important role, within this framework, is also played by the adult education institutions, who have the responsibility to provide the proper organisational aspects (in terms of physical structures for the implementation of the courses, and the provision of training material and administrative/bureaucratic organization).

Our project aims at facilitating the development and validation of «wellbeing learning environment» in adult staff and learners as we perceive wellbeing to be the foundation for effective teaching and learning and utilizing one's potential. The results of the project will empower the above target groups through mental social and physical programs, as keys to the success in learning. Based on the new Estonian Education Development Plan 2021– 2035 that was launched a well-being learning environment is defined as:

"A well-being learning environment is a combination of mental, social and physical conditions created for learning that supports the learner's self-efficacy and self-esteem, the development of life skills and social competences, and mental and physical health in general."

According to the research conducted in **Estonia, Cyprus, Italy, Poland** and **Bulgaria** during the Output 1 development, partnership identified six trends that can effectively raise the awareness of educators to support and empower the learners as well as the holistic approach to the Wellbeing concept:

1. Support all aspects of educators and administrative staff well-being: physical, social, emotional and financial.
2. Increased recognition of the importance of stress management for three target groups.
3. Increased awareness to support mental health issues of trainers.
4. Recognition by administrative staff that the well-being of their teams is their important responsibility. They are responsible for creating the physical environment.
5. Training, as well as guidance, of trainers and administrative staff through specialized, consulting psychologists.
6. Enhancing diversity, with actions focused on empowering women, older people and people with disadvantages and other vulnerable groups

Following an in-depth analysis of these trends, aspects have been identified that can be improved through training activities. These aspects have been collected in 5 modules which will be the basis of this curriculum.

Within this document, the main aspects of the training methodology will be presented such as the target groups, the learning objectives, the description of the modules, and an overview of the timing and conditions necessary for the realization of the training. On the basis of the analysis conducted in the previous phase, the Training Tools produced under the "Wellness2" project will be adapted in the perspective of their use as part of the "protocol" (in the framework of the validation of the wellbeing learning environment). These Training Tools, addressed to adult education trainers, will follow two main roadmaps:

- the first one concerns new or revised teaching methodologies/approaches, jointly designed by the project partners, tailored on the wellbeing needs of adult trainees and trainers; the methodologies will be firstly tested and piloted on a group of adult trainers;
- the second one concerns the transfer of particular skills to the adult trainers, not only technical skills related to their professional sphere, but also soft skills, that are considered necessary to facilitate the creation of wellbeing-oriented adult learning environments.

Learning outcomes

The learning outcomes are connected with the five main spheres of wellbeing: physical, psychological, spiritual, emotional and social. The trainers involved in the international Training in Italy, must have relevant professional experience and qualification in adult education courses. They will be trained in how to use the training tools according to the project methodology. Indeed, the main aim of this training activity is to facilitate trainers/operators to improve their skills and enhance their performance as trainers and their capacity to involve and train adult learners in training activities. Moreover, another key aspect of this training activity is to prepare trainers to provide trainings on local level about the nature and creation of wellbeing learning environment.

Successful graduate of the training will be able to:

- understands and explains the components of a learning environment that creates well-being;
- analyses the key elements of a well-being-creating learning environment from the perspective of the learner, the trainer and the trainings` manager;
- supports the creation of a well-being learning environment;
- handle job issues with stronger awareness and capacity to cooperate with colleagues;

Trainers, adult educators and training managers could support the personal wellbeing of adult learners by implementing new practices, new courses, new ways of attracting adult learners, new ways of solving problems etc., as well as identifying factors of wellbeing and developing social identity.

Total volume of the course (in academic lessons) including auditory, practical and independent work

The total volume of the course will be of 7 hours per day, 5 days = 35 hours + 3 days online (expected 6 hours per day), in total 53 hours (about 2 credit points). The planned online training (3 days in total) can function as a preparation/evaluation phase for the topics of the training course; **(ECQ)** will be in charge for the online training, creating the structure and evaluation contents. The online training will be implemented in beginning of October 2021 before the Training starts and 5 day after the TC completion. The assessment could include formal but also non-formal methods as they were pointed out to be important for the wellbeing in the project research phase.

Descriptions of target groups

Main target groups are teachers and trainers from partner countries who work with adult learners with experience in welfare related areas.

All in all, the spectrum of adult education staff is extremely broad – which is not surprising given the integration of adult education in all societal sectors. For the professional development in adult education, it will however be especially interesting not to concentrate on full time professionals only – which do not exist in great numbers in any country – but to take into account also other groups who work only partly for adult education, or who are not even considered as adult educators, at all or do not consider themselves as such, but whose activity is nevertheless relevant for adult education. The updating of their skills and competencies will be of crucial importance for assuring a high-quality level of adult learning.

Pre-conditions for starting the course

The participant:

- Is an active trainer who has teaching experience in welfare-related areas.
- Full time participation.
- Higher education (bachelor-level is required).
- after completing the training, she/he is ready to share the knowledge in local trainings.
- She/he participates in previous online learning and follow-up.
- English speaker (level required B2).

Description of the training environment

A Training for Trainers will be conducted by all project partners. Each partner will send 4 trainers to a 5-day training in Palermo, Italy hosted by PRISM. From a methodological point of view, the Training Tools will be created taking into account the so called "Blended Methodology": a strategy that encompasses moments of training (both in presence and at a distance), such as:

- On-site training
- Use of learning platforms
- Use of electronic tools

Moreover, according to the aforementioned "Blended Methodology" used within this project, the joint staff training will be complemented by 3 additional days of training (2 days before and one day after the training), through the Project Platform <https://wellness2portal.eu/>. The trainers must have relevant professional experience and qualification in adult education courses. They will be trained in how to use the training tools according to the project methodology and approaches of wellbeing, in different suitable methods. The Training Programme will be developed by all partners. The plan will outline the main features for the courses. Upon implementation, the partners will be able to adopt it to their needs concerning their national specifics. The short-term Joint Training Event will be evaluated by participants and as a result produced an Evaluation Report. Methods of evaluation will be: questionnaires and interviews – Open and close questions with a wide space for suggestions and improvements to justify eventual weak scores. Training activities implementation:

- C1: Training /coaching courses (short terms) for trainers/operators.
- Duration: 5 days in Italy (+ 3 online).
- Number of participants: 24 trainers.
- Participant profile: trainers who work with adult learners.

The seminars developed under this package will be the foundation for the piloting phase that will allow fine-tuning of the content and methodology of the trainings, and the creation of the training tools (and the protocol).

Graduation requirements, assessment and document issued

The training course have to be considered completed when participants have attended at least 75% of the course and performed all independent work tasks.

Course participants will be issued a course graduation certificate when all learning outcomes have been achieved and evaluated. In case learning outcomes cannot be evaluated or they have not been achieved, participants will be issued an attendance certificate.

Assessment methods	Assessment criteria
Independent work: e-learning before the training	<ul style="list-style-type: none"> · All materials have been read; · Answering questions about the material that have been read; · Positive self-assessment tests; · Performing and presenting independent work tasks; · Active participation in pre-training online activities.
Case study	<ul style="list-style-type: none"> · Active participation in discussions, presentations.
Group work	<ul style="list-style-type: none"> · Active participation in group works, presentations.
Non-formal activities during the training	<ul style="list-style-type: none"> · Active participation in non-formal activities; · Describing emotions using special tools (e.g. cards, colours etc.).
Independent work after the training (online)	<ul style="list-style-type: none"> · Answering post-training program questionnaires; · Giving feedback about the training.