



Wellness in European Adult Education

Map of Wellbeing in Adult Education 2022



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Preface

Wellness 2 is a two-year project which derives from the perception (acquired through the direct observation and assessment of the impacts of training courses) that the motivation of adult learners in adult education, due to the particular target group, is one of the key aspects of the success of this particular sector of education.

On the basis of the analysis conducted, a "map" of all the key elements necessary to define a learning environment for adult as "wellbeing learning environment" (in terms of teaching methods and approach, physical environment, organisation of the courses etc.) is developed. This map summarizes the state of the art of the wellbeing in adult education, covering a variety of diverse methods combining elements from national best practices in the countries involved, the most common needs of learners, trainers and administrative staff, most common obstacles, habits and behavior of these target groups. The map contains also a scheme listing the key features to define a wellbeing learning environment.

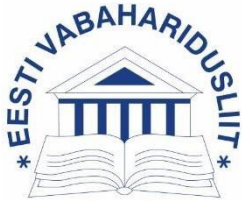
The first section of the map contains the results of the "Wellness 1" project. This section of the map encloses an analysis of the results and products of the predecessor project "Wellness", with a view to use them for the purposes of this project.

The second section of the map presents and analyzes the National Best Practices as a result of examining literature and methods in the partnership countries. The information gathered by all the partners shows that there are many different practices enhancing the wellness across partner countries, which makes it even more interesting to compare them.

The third section is based on focus groups findings held in the first phase of the project with three different target groups. The compiled Report on Good Practices provides useful insights regarding the practices that are used in the five countries as a way to embrace the wellbeing in adult education.

Lastly the fourth section illustrates recommendations to achieve Wellness 2 project's purposes based on focus group findings and best practices national reports comparison of selection methodologies, presenting similarities and differences related to the wellness of the people in education in partner-countries.

The Wellness 2 Consortium



the development of civil society.

Estonian Non-Formal Adult Education Association (ENAEA) is the umbrella organization for Estonian non-formal education providers and its membership consists of 60 organizations (NGOs). ENAEA is a member of the European Association for the Education of Adults and the European Basic Skills Network, and participates in national and international projects. The mission of the ENAEA is to raise awareness of non-formal education and lifelong learning in society and to support its members in creating the learning environment necessary for



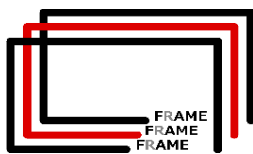
among which are educational institutions and universities, qualification centers etc.

European Center for Quality Ltd. (ECQ) is a modern consulting company founded in 2001 in Bulgaria. ECQ is specialized in two spheres, development and management of projects and development and implementation of international standards for quality management. ECQ is a member of several networks and works in close cooperation with a number of foreign partners,



comprehensive consulting services to the public and private sectors. The company also cooperates with external experts in various thematic areas and has a wide network of local partners in the field of education and culture, youth and employment, justice and public order, human resource development, citizen protection, social innovation and entrepreneurship etc.

ENOROS Consulting Ltd. was established in 2006 and has since been active in the field of Project Management in Cyprus and in the European area, providing



FRAME is a young foundation that was created in response to the observed changes in the socio-economic environment of Poland and Europe. FRAME creates a new quality and synergic value of implementation of new solutions to the observed challenges. It aims to develop and promote international cooperation of local communities supporting education, professional activity and the wellbeing of citizens.



Promozione Internazionale Sicilia Mondo (PRISM) is a non- profit association evoking social, cultural and economic change in people themselves. PRISM supports the social, cultural and economic development of the territory in which it operates. It acts as a qualified development agent able to monitor and boost in the territory the development policies promoted by local and transnational bodies, in particular by the European Union through structural funds and direct funding programmes managed by the European Commission or its executive agencies.



Promimpresa SRL is a private company which provides and promotes services for enterprises. Promimpresa offers training for employees working for private companies or local authorities. Its training offer is aimed at acquiring objectives and professionalization of skills through a specific teaching method. The mission of the company is to support their clients during their path of development, providing qualified assistance and monitoring of all activities. Promimpresa provides its services to SMEs, public entities, manufacturing and service companies operating in various fields.

Executive Summary

Adult Education contributes to the development of the skills that citizens need throughout their lives. It also plays an important role in developing citizenship and competence. In addition, it helps combat problems that “specific” categories of the population face, such as early school leavers, people with low reading, writing, math and new technologies, the elderly, people with disabilities or people at risk of social exclusion because of their non- participation in education. Adult education is also, an essential part of the European Commission's lifelong learning education policy, which automatically creates the necessity for the governments of participating countries to respect and embrace this priority. It is notable that in the examples shown and expanded below, the well-being of adults in education is in a practical manner, describing potential examples that can productively increase interest, evolve attention and persuade the participation of more adults.

***“EDUCATION IS THE PASSPORT TO THE FUTURE, FOR TOMORROW BELONGS TO
THOSE WHO PREPARE FOR IT TODAY.”***

MALCOLM X

Research Methodology Abstract

DESK RESEARCH PHASE

A step forward in wellbeing in the field of adult education. Wellness2 (Intellectual Output 1)

Elaborating of the methodology

Identification and reporting of a number of good practices

DESK RESEARCH - GOOD PRACTICES

The National Reports on Good Practices & Data Selection:

3 practices from Poland
3 practices from Estonia
6 practices from Italy
3 practices from Bulgaria
3 practices from Cyprus

18 GOOD PRACTICES IN EUROPE

RESEARCH PHASE

Qualitative Research
FGIs scenario
Focus Group sessions

FGI in Poland:
FGI with trainers (n=6)
FGI with adult learners (n=7)
FGI with managerial/administrative Staff (n=5)

FGI in Italy:
FGI with trainers (n=13)
FGI with adult learners (n=15)
FGI with managerial/administrative Staff (n=13)

FGI in Estonia:
FGI with trainers (n=7)
FGI with adult learners (n=5)
FGI with managerial/administrative Staff (n=5)

FGI in Bulgaria:
FGI with trainers (n=4)
FGI with adult learners (n=5)
FGI with managerial/administrative Staff (n=5)

FGI in Cyprus:
FGI with trainers (n=6)
FGI with adult learners (n=5)
FGI with managerial/administrative Staff (n=5)

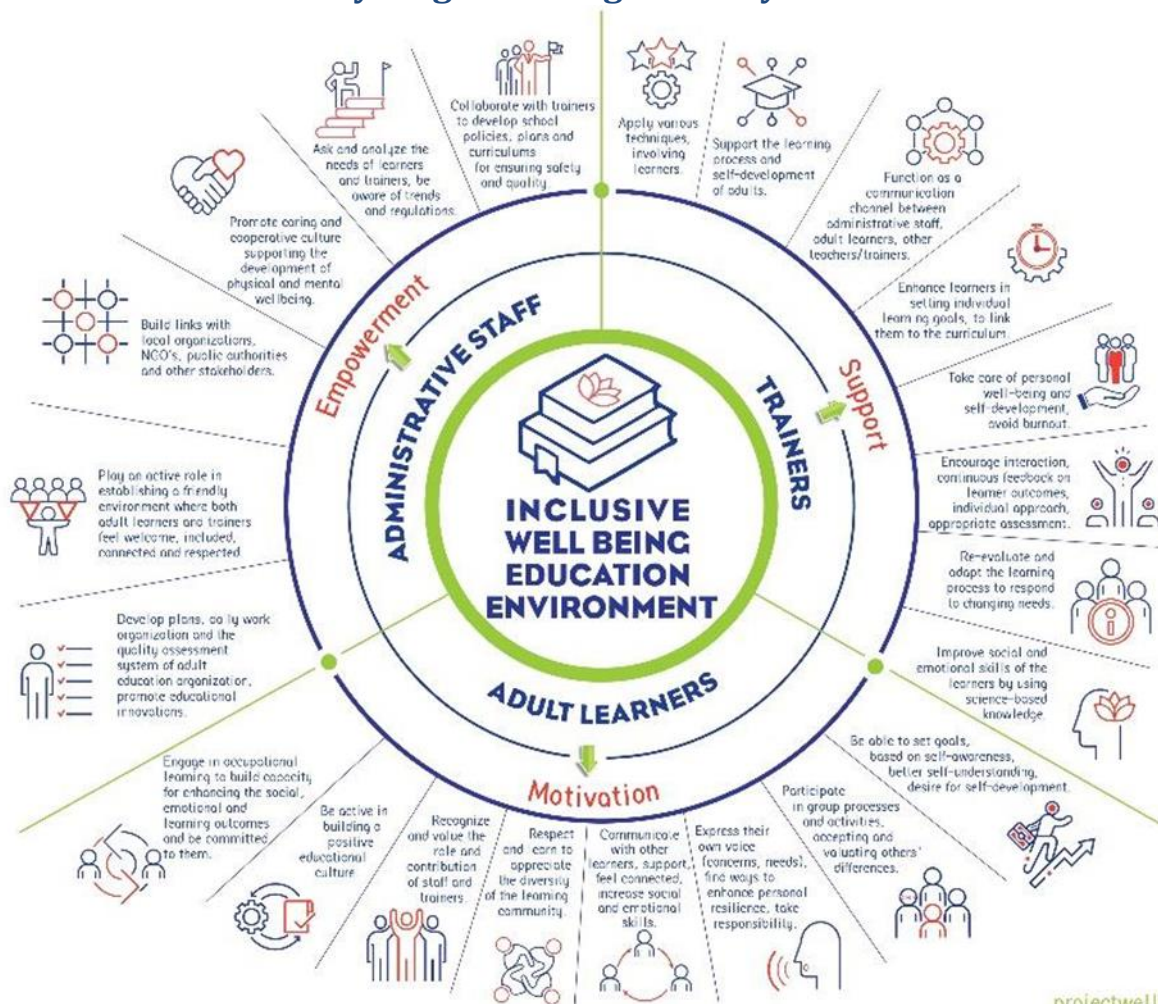
National Reports of Focus Group Sessions

report from Poland
report from Estonia
report from Italy
report from Bulgaria
report from Cyprus

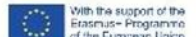
It is necessary to use a comprehensive approach in evaluating the material; **it is difficult to simply translate the results of**, for example, a focus study into a Wellness2 infographic. The Wellness2 wheel is a determinant of spheres and guidance for all participants in the process, however, **the process itself does not undergo such dichotomous divisions as one would expect from the wheel**. The spheres shown there interpenetrate each other, they can't be delineated so easily, for the wheel doesn't directly show (because that wasn't its assumption either) dependencies. It only shows certain directions of solutions in particular areas. It has the character of a general guideline, symbolizing issues. It should also be remembered that the focus research is only a part of the research done to develop the methodology, but also the tools in the project. Therefore, when looking for references to the focus research, one could refer primarily to the tools and to the course developed in the project. It is especially it that often responds to the demands and suggestions shown in the focus studies. In addition, the results of the focus studies do not always fall into the appropriate spheres, that is, for example, research among trainers indicates solutions that need to be implemented among administrative staff. Therefore, **simple parallels between survey results and the Wellness Circle2 itself do not seem legitimate**. And expecting them constitutes a faulty way of reasoning. Moreover, some of the results are not solvable through the creation of training methodologies, because no one has yet come up with a workshop to make courses and training "more affordable."

Considering the innovation of the project, it is worth pointing out the **comprehensiveness**, that is, the tools may look schematic, but they **are precisely the result of a holistic approach to needs research**: from the solutions proposed in the literature, through good practices to focus studies. It is not simply a collection of tools, which in themselves may not be innovative in the face of the ever-evolving field of research and solutions on well-being in education. But the project is not and was not intended to invent new tools, but what is innovative here is precisely the comprehensive approach that takes into account all actors in the educational scene; it does not propose separate exercises for each group, but combines the needs of each person involved in the educational process. It is the results of the project that show that **it is impossible to create well-being for only one group**, for example, the trainees, without taking into account the well-being of the trainer or management. It is also impossible to create psychological well-being without taking into account physical conditions (obvious), but also systemic conditions. A trainer can try very hard to create a friendly atmosphere, but the mere fact that the system provides for an examination before a committee will effectively erode well-being. It should be emphasized that the project captures all these areas and spheres and shows how to combine them into a whole. Therefore, it should be treated holistically, not piecemeal. Of course, the tools can be applied piecemeal or selectively, but then the project itself does not guarantee success in their application. Therefore, they are part of the whole course, not simply a set of tools.

Comprehensiveness and synergistic design are key here.



projectwellness.eu



With the support of the Erasmus+ Programme of the European Union

Introduction

The Map of Wellbeing in the field of Adult Education is a solid desk research that aims to illustrate a ground-breaking strategy based on comparative data by the staff of the project in every partner organization. Each partner gathered relevant information through literature review, focus groups and from examining a variety of sources related to wellbeing in education. The objective of this strategy is to familiarize the partners with the current situation describing facts, approaches and methods that embraces educational wellbeing in their country in adult education. The term wellbeing is a social construct. It brings together economic, social, environmental, democratic and personal outcomes. Thus, the meaning of wellbeing is not fixed, it is a primary cultural judgement, which provides a way to understand what's needed and how best we can all work together to improve our lives in a complex world. It may also include other things, such as how satisfied people are with their life a whole, their sense of purpose, and how in control they feel. This comparative research aims to explore the concept of well-being, particularly in adult education. Wellbeing in general relates to job satisfaction and learning in different ways. The main source of information is online materials gathered from academic sources and educational articles. Different cases were identified and compared in each country aiming to investigate the methods of imposing wellbeing in education.

1. Results Report on Findings from Predecessor, Wellness 1 Project

Wellness 1 project, abbreviation for “**Skills for True Wellbeing** (acronym **WELNESS**)”, was carried out in 24 months between 01/10/2012 and 01/10/2014 under the Grundtvig LLP Programme 2007-2013 and seven partners were involved:

- 1.1. West university of Timisoara (Romania)
- 1.2. Akademia humanistyczno-ekonomiczna w Łodzi (Poland)
- 1.3. Health Psychology Management Organisation Services (UK)
- 1.4. Razvojno izobraževalni center Novo mesto (Slovenia)
- 1.5. Promimpresa srl (Italy)
- 1.6. ShipCon Limassol Ltd. (Cyprus)
- 1.7. FormAzione Co&So Network

(Italy) [Image 1: Wellness 1 project logo](#)



In **Wellness 1** project the partnership focuses on subjective wellbeing that mainly includes three components, which are strongly interlinked with each other:

1. positive emotion
2. lack of negative emotion
3. general sense of satisfaction in life

In the guidebook of Wellness1 project there are areas of well-being described as: „The maintenance and promotion of health is achieved through different combinations of physical, mental, and social well-being, together sometimes referred to as the health triangle. The fourth part is the spiritual factor. “

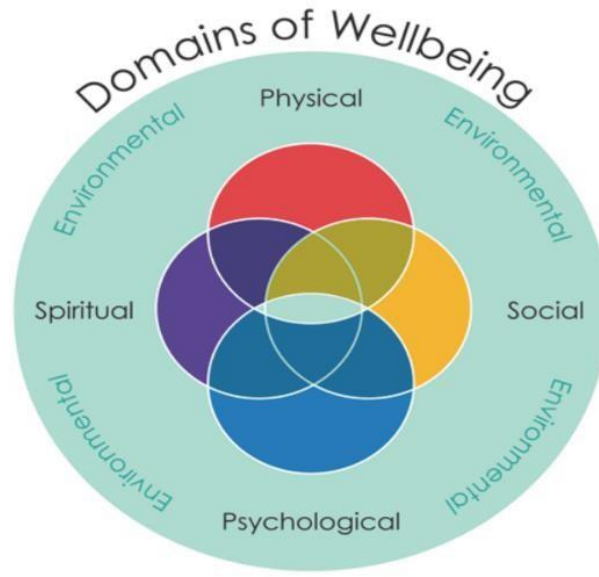


Image 2: Domain of Wellbeing according to wellness1 project

The attention of Wellness 1 was focusing on the personal Wellness of adult learners and adult educators. It can be said that the explicit objectives of Wellness 1 project were successfully met. The majority of the objectives, such as to spread the awareness of wellbeing, to empower adult education staff and learners, to provide tools, to increase job satisfaction, work engagement, prevent burnout syndrome, and to enhance teaching and learning ability of target groups, were mainly achieved through the exploring questionnaires, workshops for adult education professionals and learners and the guidebook.





In facts, Wellness 1 project managed to succeed in the following goals: to examine the needs of professionals of adult education, via organizing local focus groups and data collections, to examine needs of adult learners via creating and sharing questionnaires, local focus groups and data collections. Last but not least the creation of a guidebook with exercises to fight stress and communicate properly, reach self-esteem and teach effectively as well as to develop measurable indicators of wellbeing via effective teaching methods (educators) and self- presentation (learners).

It is interesting to see the obstacles of the learners as appears from Wellness 1 project and to compare them with the research completed for Wellness 2 project. The most crucial obstacles are: high level of stress, low self-esteem, problems with motivation and inability to organize




learning effectively. While on the other hand their strongest skills include: effective coping with stress, self-motivation, ability to deal with negative emotions and socio- psychological skills such as communication and self-esteem. Regarding the trainers/educators they face high level of stress, organization of work and negative disturbing emotions they have. Contrary others stated that they can cope with stress effectively, have high professionalism, they are able to deal with negative emotions and they have high self-esteem and advanced communication skills.

Following there are some methods and techniques are that were suggested as a way to enhance the wellbeing of the learners and educators in the project:



How to effectively fight stress:

-  breathing techniques
-  grounding and awareness building techniques
-  ice-break for different situation
-  visualization techniques (ie “the garden of life”)


How to communicate properly:

-  nonverbal exercises
-  active listening techniques
-  assertiveness

How to reach higher self-esteem:

-  self-discovery exercises
-  techniques to create a confident state

How to teach effectively:

-  methods to enhance creativity (ie mind mapping, brainstorming, active learning methods, etc)

The upcoming tables demonstrate the main findings of Wellness 1 project for the obstacles and the contradicting skills of the two categories of the target groups.

LEARNERS

OBSTACLES	SKILLS
High level of stress	Effective coping with stress
Low self - esteem	Self-motivating
Problems with motivating	Ability to deal with negative emotions
Inability to organize learning effectively	Socio-psychological skills (Communication; self-esteem)

EDUCATORS

OBSTACLES	SKILLS
High level of stress	Effective coping with stress
Factors related to organisation of work	Professional skills (motivation; teaching techniques)
Disturbing emotions	Ability to deal with negative emotions
	Socio-psychological skills (Communication; self-esteem)





1.1 Objectives of Wellness 2 and Correlation to the Objectives of Wellness 1

The training tools created within the Wellness project will be the starting point of all the “pilot” project activities in Wellness2. The Training tools already tested during the previous project, will be analyzed and upgraded, in particular the focus of the analysis will be on their role on the improvement of the learning environment in terms of quality and impact of the training courses.

To be more precise, this project adds to the Wellness results, as innovative elements, the research and identification of the key aspects (not only related to training approaches) that ensure the quality of a learning environment in terms of wellbeing of all the actors involved (above all, trainers and trainees) and the certification and validation of the above-mentioned aspects (through the EQF).

The Wellness 2 project has specific objectives, in order to continue the operations for the improvement of the Wellbeing level of adult learners, trainers and administrative staff such as:

to equip and support trainers/administrative staff with soft skills and life competences and new tools;

-  to test innovative learning methods. The main aim of this pilot training activity is to facilitate trainers/operators to improve their skills and enhance their performance as trainers and their capacity to engage and involve and train adult learners in training activities in order to foster the improvement of their skills as well as to acquire a job;
-  to use methodologies that enhance well-being of the learning community (learners and trainers and staff of the training provider), in order to increase their problem-solving ability, work performance and most of all job satisfaction;
-  to develop and validate a "wellbeing learning environment" in adult staff and learners, to guarantee an effective teaching and learning environment;
-  to create a protocol containing the procedures for the certification of the competencies (in the frame of the EQF) of trainers related to the creation of a wellbeing learning environment for adult learners

To begin with, the designing of new tools and methodologies is a process that began in Wellness 1 but has to be continued in Wellness 2. The reason for doing so is because the tools and methodologies were developed six years ago and from partners in different parts of Europe. Potentially, the enrichment of knowledge in the field will assist in adding more views and other kind of strategies. The **second** objective that the project aims to tackle is the creation of a well-being learning environment for all. In Wellness 1 the techniques aimed on improving "yourself" which means that different ways were presented for the person to feel better, for instance, how to use a technique to reduce my stress or anxiety. In this project there is a shift in the emphasis since attention is laid on how I could improve not only my personal wellbeing but also the wellbeing of the people around me whether this is someone from my team or my classmates, or my students if I am the teacher. This is a process that started in Wellness 1 and is expected to be continued in Wellness 2.

Regarding the involvement of the training institution in terms of improving the environmental Wellbeing is a completely new objective that was not examined in the previous case study (for

example, the responsibility to provide the proper organizational aspects such as physical structures, materials, organization, etc.)

Moreover, **Wellness 2** aims to test the "ideal" learning environment in normal conditions and in a real environment something that did not occur practically in the previous project and is another completely new objective. Last but not least the final objective of Wellness 2 is to create a protocol with procedures to certify skills (in EQF frame) of trainers that are able to create and maintain this wellbeing learning environment which is again a completely new objective and a process that is relatively new to the partnership. **Wellness 2** also pays attention to a third target group which is the administrative staff. The involvement of administrative staff in adult education adds value to this project since the only way to establish wellness and pros. **The wellness 2** project as an additional element includes the wellbeing of the organizers.

WELLNESS 1	WELLNESS 2
Focus especially on Learners and Trainers	Focus on Learners, Trainers and Staff
Need of tools for self-management/self-wellbeing	Need of tools for mutual wellbeing
Focus on subjective wellbeing, that is identifying and developing in the target groups practical skills that help to enhance and sustain one's wellbeing	Focus on objective wellbeing, that is identify and develop in the target groups practical skills that guarantee a wellbeing environment thanks to the external validation scheme for an objective wellbeing environment
Comparison of data from 6 different countries	Comparison of data from 4 different countries (2 more countries than wellness1: Bulgaria & Estonia)
Methodologies and tools developed in 2012	Methodologies and tools developed after 2019 (time factor)
Support adults in ongoing personal development through providing them with skills for wellbeing and elevating their optimism, life satisfaction,	Support adults in ongoing personal development through providing them with skills for wellbeing and elevating their optimism, life satisfaction, confidence and

confidence and sense of fulfillment through the whole lifespan	sense of fulfillment through the whole lifespan with new and extra tools
the dimension of well-being is analyzed and justified from a physical, psychological, social and spiritual perspective (image: domain of wellbeing according to wellness 1 project)	The term wellbeing has been developed and deepened over the years and in wellness 2 are considered dimensions that in the previous project have not been analyzed

2. Partner's National Adult Education Systems

In this section of the Map, a summary of the National Education Systems in the partner's country aims to shed light in understanding the organizational structure. Adult education is structured differently in very country. The following descriptions are retrieved from the Eurydice webpage.¹ To begin with, adult education in **Cyprus** is the responsibility of both, the Ministry of Education and Culture and the Ministry of Labor, Welfare and Social Insurance. It is offered in the form of formal education, non-formal education and vocational training, either in public institutions, or by semi-government or private organizations. Adult education offered in public institutions is to a large extent free. However, a large number of training courses, mostly offered by private or semi-government organizations, involve fees.

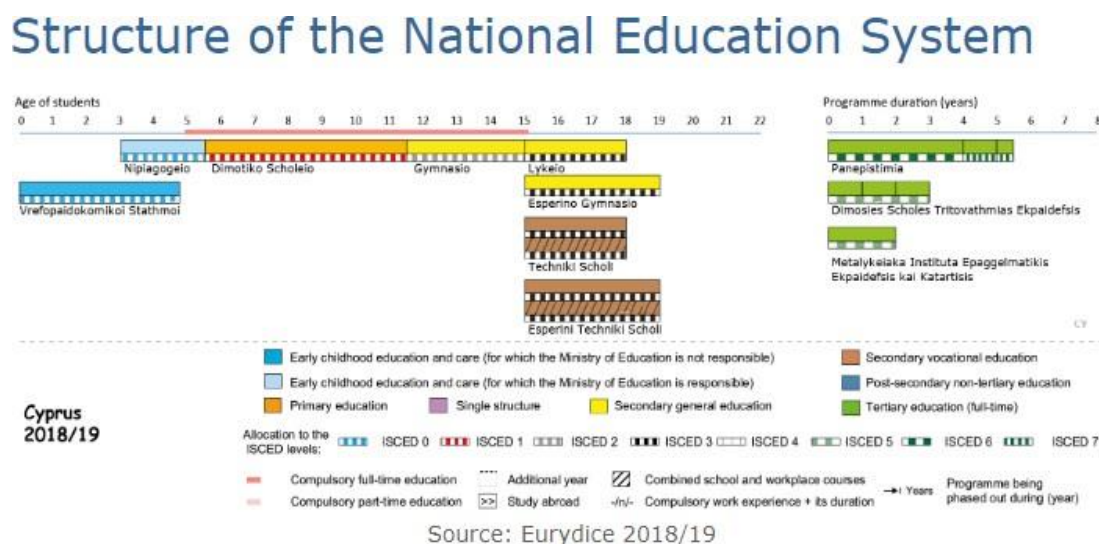


Image 3: Structure of the National Education System (Cyprus)

In **Bulgaria**, Adult education is a priority and takes many forms, ranging from formal class-based learning to self-directed and e-learning. Local authorities are responsible for framing adult education policies for their respective regions. Adult education is most often provided by Licensed Vocational Training centers, as well as Trade Unions.

¹ https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en

² https://eacea.ec.europa.eu/national-policies/eurydice/content/cyprus_en

Structure of the National Education System

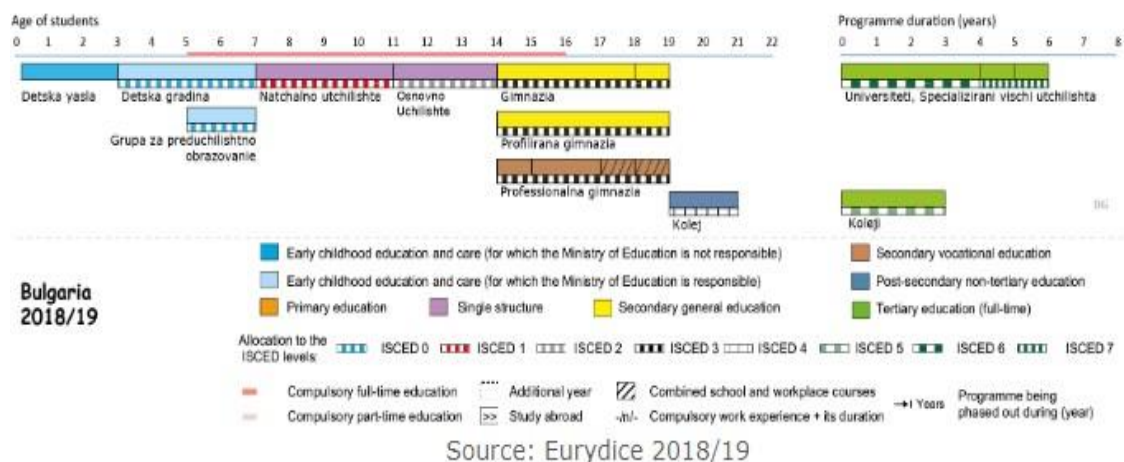


Image 3: Structure of the National Education System (Bulgaria)

In **Estonia** adult education is divided into formal education, informal work-related training and retraining and popular adult education. Flexible study opportunities have been created for adult learners: distance learning and evening courses, external study and part-time study, as well as participation in various courses. In addition to formal education, institutions of vocational education and higher education are providing increasingly more continuing education courses and retraining courses. Courses are also provided by many non-formal education centers and private companies.

³ https://eacea.ec.europa.eu/national-policies/eurydice/content/bulgaria_en

Structure of the National Education System

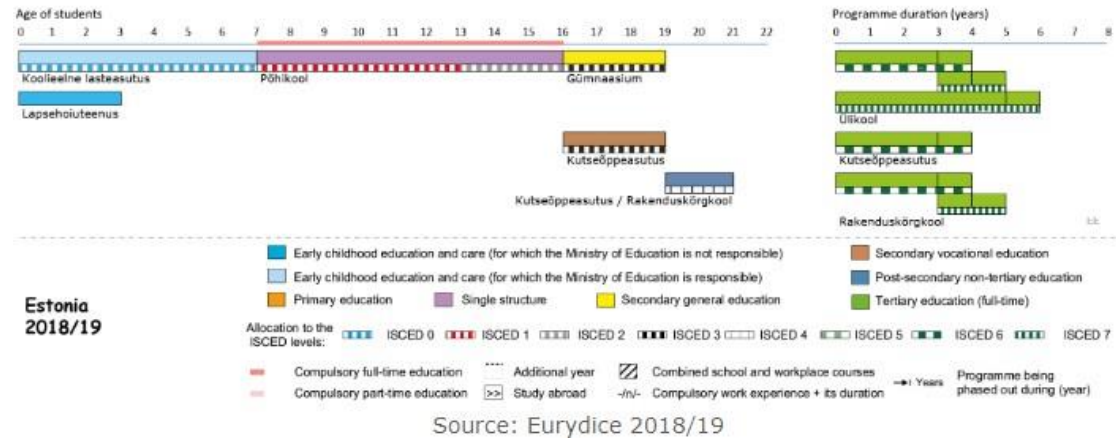


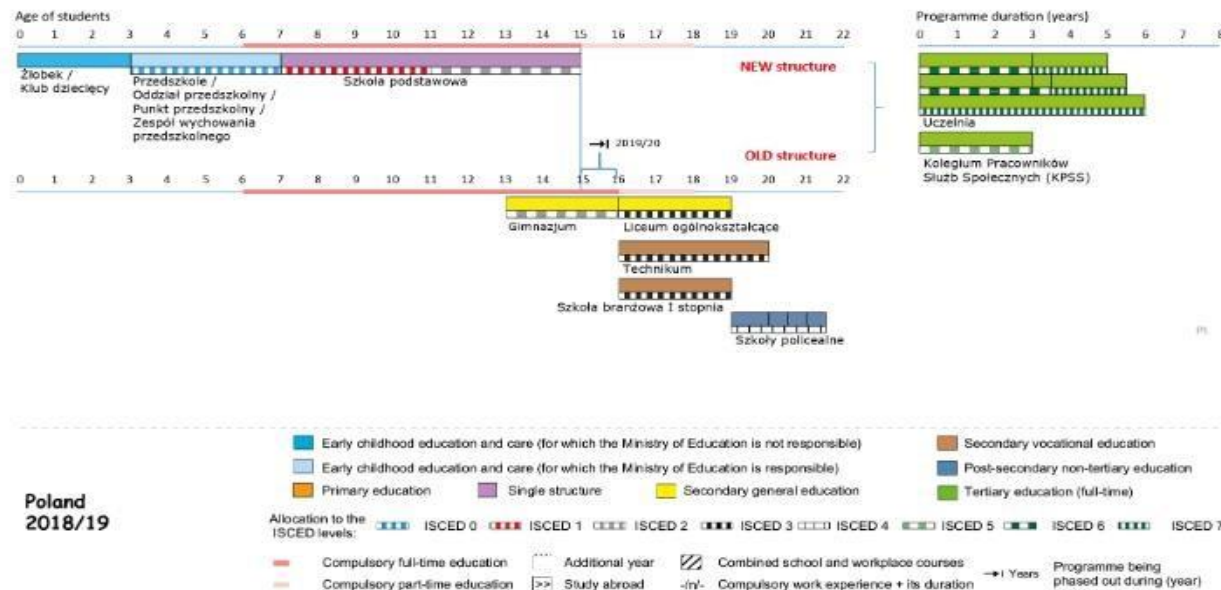
Image 5: Structure of the National Education System (Estonia)

Regarding the Adult Education system in **Poland**, it is open to adults who wish to complete school education on primary and secondary level or acquire new vocational qualifications and skills for professional or personal reasons.

It is organized, in school and non-school settings, by:

- 🌈 Continuing Educational institutions
- 🌈 practical training institutions
- 🌈 in-service training centres
- 🌈 HEIs as non-degree postgraduate programmes.

Structure of the National Education System



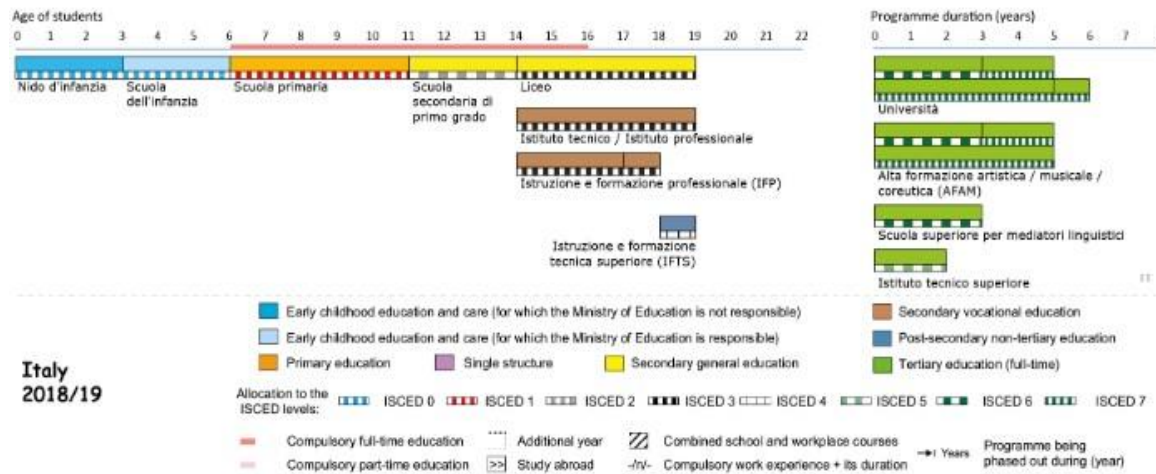
Source: Eurvdice 2018/19

Image 6: Structure of the National Education System (Poland)

In **Italy** however, Adult education includes all activities aimed at the cultural enrichment, requalification and professional mobility of adults. Within the broader term ‘adult education’, the domain “school education for adults” (*istruzione degli adulti*) only refers to the educational activities aimed at the acquisition of a qualification as well as to literacy and Italian language courses. Adult education is provided by centres for school education for adults (*Centri provinciali per l’istruzione degli adulti - CPIA*) and by upper secondary schools.

⁵ https://eacea.ec.europa.eu/national-policies/eurydice/content/poland_en

Structure of the national education system



Source: Eurydice 2018/19

Image 7: Structure of the National Education System (Italy)

⁶ https://eacea.ec.europa.eu/national-policies/eurydice/content/italy_en

3. Good Practices in Partner Countries

The Wellness consortium have completed a National Best Practices Report in which they analyzed three best practices per organization in order to find out more about the adult education policies and practices. Each country based on its findings identified different categories that fall in adult education and wellbeing context. There are different adult education wellness approaches in the five countries but there are not targeted regulations on that. As appears from the comparison, legal systems are “limited” to formal means of teaching and learning. Yet, the necessity of establishing wellness in educational environment of adults is still growing. The support from the government in frame of national and EU funded projects is important for the promotion of lifelong learning and participation in adult education. Consequently, it can be said that the success element in adult education is a combination between the latest achievements in the field of the science and wellbeing.

The data collection process from all the partners, occurred on a standardized process. The partners have researched thoroughly the material available on adult education and collected the data. All the relevant data were gathered and filtered in order to come up with the most accurate results that would assist in the implementation of the Map. Conducting this academic work is mainly based on scientific articles. In order to collect the best practices, the partner’s searched for information and retrieved data from recently published studies and research. Based on the bibliography that the partners used, their research included scientific journals and journal archives, national strategies, action plans, dissertations, research publications, photographic material, scientific disciplines. The partners during this process, claimed to use official statistics (refer to public information which is produced for the benefit of the society and is funded by the state budget under the official or European Union statistical programme). The National reports are also based on analysis of information collected through desk research of different sources including: Ministries of Education, National Agencies for Vocational Education and Training, Ministries of Labour, Employment Agencies, and other European and national projects. It was interesting that no specific problems were encountered during this process.

The official statistics comply with international classifications and methodologies and meet the principles of impartiality, reliability, relevance, cost-effectiveness, confidentiality and clarity. Also, as an additional element for the research regarding adult education in Europe we used platforms and material provided by the European Union. The constantly evolving internet is the right tool to find the right resources that helped the partners to compose their own work. A large number of documents was examined simultaneously on the basis of a common methodology. Such surveys allow discovering common trends

and developments in people's lives and determining the idiosyncrasies of European countries, comparing and ranking the countries.

3.1 Good Practices in Cyprus







Based on the research carried out in Cyprus, Enoros Consulting Ltd gathered three best practices used in adult education. The government has established National Training Centers for adults, and created basic business plans through Human Resource Department for adult learners. Also, worth mentioning is the adoption of a contract which ensures the maintenance of a wellbeing environment by following generally agreed rules among trainees' trainers and staff in adult education. In this way they can guarantee the achievement of equality, social consensus and active citizenship.

A. Contract as an educational technical approach for adult learning

The Cypriot Ministry of Education and Culture has found some techniques to enhance the interest and involvement of adult learners, in which the key to success in this field, lies in activating the learner's cognitive which actually means to awaken the person's mechanisms through his or her internal drive for learning.

Main findings

Emphasis is laid mainly on the personal view of the adult learner. The learner should believe that he or she is in a place where both the instructor and the whole team respect its. Also, another significant tip is to make the learner feel as if he is an active member of the team whose success is based on his own contribution. As a way to make the learner more focused on learning and committed to it, the creation of a "contract", which will be co-decided among all team members. This contract must be reconciled to receive the required respect and it could include:

-  Listen carefully view / perspective of others.
-  Maintain confidentiality with respect to personal information shared by people of the group.
-  Avoid to make generalizations about certain groups of people.
-  Share the speaking time with others.
-  Focus on our own learning.
-  Let the team know if we are absent.

Summary

This example of good practice in Cyprus could be easily reformed and potentially supplement the Outputs of the Wellness 2 project. The creation of something similar or a “contract” combining components for learners, trainers and staff could be an added value in the project.

B. National Training Centers for Adults

Training Centers in Cyprus started operating in 1960. They offer training opportunities to thousands of people 15 years and over. They offer about 70 different subjects each year and have been acclaimed as a worthy adult education program, and a large number, over 20,000 a year, are massively involved in it, providing training opportunities to thousands of people aged 15 and over. They offer about 70 different themes each year and have been acclaimed as a worthy adult education program, and a large number, over 20,000 a year, are massively involved.

Main findings

At the same time, the Training Centers organize, each year, free of charge, in Institutions, Adult Homes, Elderly Care Centers, etc., special groups in which handicapped, disabled, trapped, convicted, mentally ill people study and expand their knowledge. They offer free Greek language lessons to repatriated Cypriot and repatriated children and Turkish Cypriots, as well as free Turkish language lessons to Greek Cypriots. etc. They also offer free Greek language lessons to repatriated Cypriot and repatriated children and Turkish Cypriots, as well as free Turkish language lessons to Greek Cypriots. The Adult Education Centres offer also a variety of interdisciplinary courses which focus mainly on the teaching of foreign languages, arts and crafts, cultural programmes, health and other issues of general interest, as well as on teaching professional and vocational skills.

Summary

The overall purpose of the Training Centers is the comprehensive development of each person's personality and the social, economic and cultural progress of the citizens and society at large. The Adult Education Centres have been acknowledged by the citizens of the Republic of Cyprus as the most important programme of general adult education with the provision of a variety of qualitative courses.

C. Entrepreneurs Business Plan by Human Resource Development Authority of Cyprus

The Human Resource Development Authority of Cyprus (HRDA) aims in upgrading human resources in Cyprus, improving productivity and enhancing the competitiveness of businesses through enhancing its quality assurance and efficiency. HRDA organizes different trainings and develops systems that involve

cooperation with businesses to train unemployed or young graduates. Developing, the creativity and innovation of adults and their learning environments. Similar programmes can be applied in many countries and this practice can add value to the suggestions of the Wellness 2 project.

Main Findings

The HRDA in Cyprus promotes programs with the aim of recruiting adults in business through recruitment and training. As a part of these programmes, unemployed graduates of universities or higher/ technical schools cooperate with managerial staff. These programs include theoretical and practical training and curricula of the programme involve skills related to information technology. New HRDA training opportunities in Cyprus gave the opportunity to 48,400 employees and unemployed adults to enhance their skills with € 15.2m expenses to be calculated within the first semester of 2020. The HRDA pays 80% of the total fees for participants from small-sized enterprises, 70% for participants from SMEs (small and medium-sized enterprises) and 60% of the total fees for larger companies;

Summary

This employment opportunity increases the wellbeing of adults since the companies that integrate these people are certified and acknowledged that they fulfil the necessary criteria and the reach the standards.

3.2 Good Practices in Bulgaria

The National report of Good Practices in Wellbeing in the field of Adult Education in **Bulgaria** demonstrates four diverse examples in order to support the adult education and the concept of wellbeing in this field. The first good practice shows how a person who followed her passion could create a training opportunity for adults taking into account their needs and limitations and establishing positive learning environment. The second good practice illustrates how developing the soft skills of the adult learners is important have a positive impact on the different aspects of their wellbeing. The third good practice which is in detail expanded in this report, introduces a successful innovative and modern model for education of programming specialists, which combines the latest development in the IT field with creative and fostering wellbeing environment. The fourth practice presents stimulating measures taken by the Bulgarian government with the financial support of EU to promote the participation in adult education in the country because Bulgaria is on one of the last places in EU according to this criterion.

A. DynamiX Lab

DynamiX Lab is a training agency focused on design and delivery of trainings, which foster positive transformations on personal, team and organizational levels and lead to unlocking the hidden potentials









and achieving the best version of the adult learners and the organizations they work for. DynamiX Lab is acknowledged and recommended by many national and international companies for its custom-designed training & team-building programs improving the motivation and performance of their employees and the climate in their organisations.

Main findings

In its practice, the agency follows an interdisciplinary approach that encompasses the latest developments in business practice, as well as in the scientific and academic worlds, where the goal is to find the right and not the easy solution. The training model of Dynamix Lab is interactive and based on involving and engaging the audience in the process, as opposed to the inert consuming of information. Thus, through methods of “experiential learning”, the participants become an active and dynamic element of the process, as opposed to passive spectators in a lecture. This approach ensures long-term and sustainable results and creates a stimulating and well-being learning environment.

Summary

The training model and approach of DynamiX Lab in development of soft skills contributed to achievement of different aspects of the wellbeing as effect of their implementation:

-  positive impact on the organisations (occupational);
-  positive relationships with co-workers (social);
-  reduced stress level (physical);
-  improved emotional climate (environmental);
-  improved motivation and initiative at the work place which might lead to better financial situation (financial);
-  open mindedness to new ideas and experiences (intellectual);
-  improving the inner dialog in the process of unlocking and tapping into hidden potentials (spiritual)
-  better understanding and ability to cope with emotions at the work place (emotional).








B. Software University

The Software University was founded with the idea of an innovative and modern educational center that creates professionals in the programming world. Programming courses, team projects, hands-on experience and in-depth knowledge in the most popular technologies make the students ready to start

their careers as successful software engineers. For the founders of the University, providing quality software education that is of real value to people is their contribution to the realization of a dream - Bulgaria - Silicon Valley of Europe! This practice is chosen because of its high popularity in the country and acknowledgement with many awards for their achievements.

Main Findings

The complex of factors that form the successful educational model of Software University with high added value for establishment of creative and wellbeing environment could be summarized as follows:

-  Free of charge beginner programming course that aim is to find your passion about programming and to decide if it is for your and it worth the efforts to start the education in SoftUni.
-  Modern practical training in attendance and online form according curriculum carefully designed with the direct involvement of IT companies.
-  The practical training is combined with various laboratory exercises as well as individual and team practical projects through which students acquire both technical and personal skills that they will apply in their future work as specialists.
-  Active involvement of adult learners in the entire learning process - Students have the opportunity to receive internships and scholarships from Software University and companies. Software University trainees and fellows have the opportunity to participate directly in the development of the entire learning process, drawing from the direct experience of their professors.
-  Applying “learning by doing” approach that allows the learned to be applied quickly and successfully.
-  Career assistance - Software University works directly with over 70 leading companies in the software industry, helping their students to become successful software engineers. Already during their studies, students who have shown excellent results receive direct recommendations from the Career Center of the Software University to start a job, depending on their preferences and goals.
-  Teaching staff - The high quality of training at Software University is guaranteed by a teaching staff consisting of some of the best practitioners and trainers in the software industry in the country.

Summary

The efficiency of the training model established by Software University is proven by the fact that 97% of graduates start working in the IT sector. The key of their success is the combination of the latest development in the IT science and business field with creative, supportive and fostering wellbeing environment.

C. Vouchers for employed persons project

The project "Vouchers for employed persons" is co-financed by the European Social Fund of the European Union through Operational Program "Human Resources Development" 2014-2020. The operation enables employees to gain new or expand their knowledge and skills by acquiring professional qualification and key competences in line with current business needs. The project is operated by the Employment Agency to the Ministry of Labour and Social Policy in Bulgaria and it is a continuation of the schemes "I can more" and "I can" implemented in the previous period of Operational Programme "Human Resources Development" 2007-2013. The project is chosen because of the high interest on behalf of the final beneficiaries and as a good example for supportive and continuing efforts for promotion of lifelong learning participation in the country.

Main Findings

The opportunity to benefit from the project have all persons employed on a permanent contract in enterprises outside the state administration and who have a secondary or lower level of education. In the second call for applications under the project, employees over the age of 54 with higher education are also offered the opportunity to benefit from it.

Those wishing to participate in the project have the opportunity to undergo attendance vocational training and / or training for the acquisition of key competence with vouchers in accordance with Council of Ministers Decree No 280/2015. Key competence training can be communication in foreign languages - KC 2 or digital competence - KC 4. The application procedure is electronically / or in paper form at all Labour offices in the country.

Unlike the previous schemes "I can" and "I can more" where the grant is 100%, in the current project the trainees have to co-finance by themselves 15% of the value of the voucher (in the first call for applications) and 50% (in the second one). This leads to greater engagement on the part of individuals regarding the quality of training and create the preconditions for shared responsibility between them and the training institution for better results. Employees' own investment is envisaged as a way to increase their

motivation to successfully complete the course. The project grant is 85% and 50% of the value of the voucher respectively for the first and for the second call.

Once approved for training and receiving a voucher, employees are free to choose from a list of licensed VET providers approved by the Employment Agency.

Summary

The current project is a good example how the state through existing EU funding opportunities promotes the lifelong learning of the employed adult population. It also presents a model of successful cooperation between different interested parties – state, training institutions, business, employees. For the period of its implementation (2017-2019), 27 105 employed persons received vouchers to enhance their professional and key competences.

3.3 Good Practices in Estonia

The **Estonian** National report on Good Practices in Wellbeing in the field of Adult Education presents three projects in different areas. The first example is “Handmade Wellbeing” handbook. This project aimed to enhance and expand professional competences of arts and crafts practitioners to conduct craft activities. The second example is the project B-inclusive. The aim was to ensure that all kinds of adult education should be accessible for all persons with disability. As a third example it was chosen to be the master thesis of a researcher outlining

the characteristics of future workplaces that are considered motivating.




A. The creation of a personalised self-realisation instrument, i.e., a work happiness model for supporting individuals on their career path and helping organisations to grow.

Third case is a very interesting master thesis “The creation of a personalised self-realisation instrument, i.e., a work happiness model for supporting individuals on their career path and helping organisations to grow” by Tiina Saar-Veelmaa, who is well-known Estonian specialist on work happiness. Occupational wellbeing is a field that affects almost everybody, every day. This case was chosen because of the focus on the working environment, and how wellbeing can be ensured on an organisational level.

Main findings

The concept of the self-realization instrument (the work happiness model) is based on previously researched scientific approaches and theories of work happiness, changing demands on the labour market and people’s expectations of their own professional self-realization. The empirical section of the

dissertation was based on 259 case studies of career counselling clients that describe their expectations of jobs that would bring them happiness and offer self-realization. The hypotheses of the current research were:

-  Employees are willing to contribute more and invest a higher percentage of their knowledge and experience to the enterprise they work for than the current structures enable;
-  Back-office employees are not satisfied with their present work situation, they expect to undertake job roles that contain a bigger meaning, visible outcomes and a sense of being useful;
-  The characteristics of future workplaces that are considered motivating have been worked out by using the self-realization instrument, that is, **the work happiness formula** and they can be described as follows:

People wish to work for enterprises that are willing to provide job roles where a feeling of being useful for others can be experienced (the need for recognition) and that have a potential of improving their life quality, especially for the new generation is important to:

- a) change the world and a green lifestyle (**heart-component**);
- b) people prefer to see long-lasting genuine and tangible outcomes of their actions, a sense of achievement (**mammoth component**);
- c) people expect to fulfil their personal needs in their workplaces, flexibility is important, the employee wants the employer to consider his or her privacy and hobbies (**self-component**).

Lack of work happiness leads to burnout and career crashes. The work culture of the new era also causes changes in the work environment. In addition to the supportive psychosocial work environment, the physical also has a role to play: rest areas, areas for cooperation and opportunities to be alone etc.

Summary

In this work there was given an overview of various job satisfaction and work happiness concepts was given, in addition, various career paradigms and work life trends in society have been investigated. Author herself found the characteristics of future workplaces that are considered motivating have been worked out by using the self-realization instrument, that is, the work happiness formula.

B. Handmade Wellbeing – Collaborative learning in craft and welfare interfaces

Handmade Wellbeing is a handbook based on the experiences gained in an Erasmus+ (KA2 Adult Education) project 'Handmade Wellbeing – Collaborative learning in craft and welfare interfaces'. This example was chosen because this practice is a result of international cooperation so it has already a broader influence than just on national level and has proven practical output. It is meant to serve educators, students and staff in arts, crafts and culture as well as in health and social services on local, national and international levels.

The main targets of this case were to expand professional competences of arts and crafts specialists, to work in the elderly care sector to co-create and research pedagogy for working creatively with older people to support the overall wellbeing of older people through creative activities to distribute the outcomes, such as working methods for suitable pedagogy and research results.

Main findings

The Handmade Wellbeing project focused on developing the pedagogy for arranging creative activities for older people in care settings. Often the pedagogical aspect is forgotten or taken for granted in these contexts. In the Handmade Wellbeing project, the learner-artists and students were practicing how to arrange art and craft workshops for older people, and they received supervision for this. They reflected on their experiences and chosen methods, both in their respective institutions and during the training weeks arranged in other partner countries.

When putting the handbook together, they brought in a European-level understanding of the suitable pedagogy for this context. The international perspective makes this project different from many other projects in the field that often operate on a national level. In this project, the importance of a reflective approach to professional development of the facilitator, and to improvement of the quality of pedagogy, proved to be highly important. It is important to reflect on the choices made before conducting a workshop, and it is important to reflect on the workshop activities after them, to improve the approach later.

The focus of this project was on older people in the care settings with several infirmities, especially dementia. This is a special focus group representing older people who require care but also need meaningful activities for a good life. Collaborative working with the older people, who are all individuals with the best understanding of their needs, was emphasized throughout the project. The multi-

professional cooperation between the colleagues and the care staff was perceived as a crucial aspect of arranging high-quality, creative activities. It is a good idea to collaborate professionally and give a workshop together with a pair or a team of facilitators and staff members. Working with a colleague gives the opportunity to reflect on the choices, the experiences and give mutual feedback. During this project, the learner artists, students and educators working together formed a collegial network. However, in reality many artists work alone. In the future, it is necessary to put more emphasis on creating artist networks to make the coordination, funding and development of arts and crafts in health and wellbeing services more efficient and professional.

Also, the cooperation with care settings needs to be developed and enhanced. The emphasis should change from providing activities for care settings to planning the activities with them. The strength of this handbook is in bringing together the grass-root level experiences that are shared internationally. The purpose of the creative activities in the workshops was to support the overall wellbeing of older people. There were many signs about a positive impact on those involved with the project. For example, a noticeable uplifting of mood in people living with dementia following the workshops, and better sleep were reported by the staff. Some of the residents have never had the opportunity to explore their creativity before, and this was a new journey for them, highlighting the value of lifelong learning. For people who struggle on a daily basis to express themselves in words, art is an important outlet for their feelings and emotions.

Summary

The aim of the Handmade Wellbeing project was to enhance and expand professional competences of arts and crafts practitioners to conduct craft activities in elderly care contexts. Arts and crafts professionals are increasingly employed in challenging areas of community engagement that are outside their traditional core skills and abilities. They are often employed to work in cooperation with other experts in specialist fields, particularly in wellbeing and health-related services. The need for services, for older people especially, is expected to increase in the future, because people are living longer and the older population is growing fast all around the world.

C. Organizing Inclusive Adult Education

This example is about general and specific guidelines for teachers with a description of each kind of disability, how persons with disabilities perceive the environment and how to deal with persons with disabilities.

The project “**B-inclusive – education for all?**” was chosen as a good practice in order to share with our partners the special guidelines that have been developed in Estonia during a Nordplus project in order to give added value to the “Wellness2” project as well. These guidelines is a good methodological tool which can be very useful for other countries as well.

Main Findings

The guidelines for teachers regarding inclusive education of persons with disabilities aim to guarantee equal opportunities and non-discrimination. The aim was to ensure that all kinds of adult education should be accessible for all persons with disability. In order to do so, the teachers should be given better tools to teach in classes with both persons with disability and persons without disability, so the inclusive education is a realistic opportunity. Also, we must accept, if persons with disability prefer to go in a segregated class. No one should be forced to join inclusive education against their will. Therefore, it was recommended to work with different levels of inclusion. If possible and if the student wants to be included in a class with students without disability, it's our obligation to make sure, that the settings – teachers qualifications, accessibility, the non-disabled students attitude etc. – in a positive way support the inclusive education.

If the student with disability prefers to go in a segregated class, it should be in an inclusive environment, so it is possible to meet non-disabled students in the breaks.

General step-by-step Guidelines by organizing Inclusive Adult education are:

- 1. To do when you wish to adapt your courses to include learners with disabilities:** Check out if your course is accessible for people with disabilities when it comes to announcement and learning place. Contact disability organizations if you need guidance.
- 2. To do when you have decided to announce one specific course as accessible to all:** Be specific about program, contents and goal as you define your target groups.
- 3. To do after learners have registered and you actually know you have learners with disabilities:** Collect relevant information about the participants with disability, such as: communication skills, mobility and previous experience. Then adapt the course with suitable learning material, length of course and breaks and eventually any need for assistance. Prepare the learner with disability, and if necessary all the learners, with relevant information.
- 4. During the course:**

The first meeting: Learners with disabilities are first and foremost learners like any other. A friendly welcome and focus on the course content is important. This is much easier if you are well prepared and

have already made the necessary adaptations. Prepare before each lesson, you may have to make changes as the course progresses.

5. Evaluation:

Evaluation according to the purpose of the course. Evaluation by the learners according to expectations.

Summary

In this case there were produced general step-by-step guidelines for more inclusive education for adults with disabilities - and specific guidelines for inclusive education for adults with visual, hearing and intellectual impairments. These guidelines will help teachers and adult education providers to adapt their curricula accessible for persons with disabilities and they are very useful and adaptable for other countries as well.

3.4 Good Practices in Poland

Wellbeing according to the Polish report has recently been more and more raised, as the institutions responsible for adult education are dealing with the problem of demographic low and decreasing number of people learning. It seems that creating the atmosphere for wellbeing requires open minded and flexible approach and does not need any specific systematic solutions, however it depends on the system. It requires awareness of its importance and some ideas and tools to create it. The polish report provides a summary of the student care support system introduced by the Jagiellonian university, and a project “Improving the Trainers of Support of Education”, aiming to improve competencies of school support trainers, especially on the area of developing methods of teaching key competences at schools. Furthermore, another project made by Association for Mental Health of Children and Families to adapt and implement the newest knowledge, methods and techniques from business trainings to the area of education of parents.

A. Intergenerational learning

The example is based on international EU project LIST: Leveraging ICT Competencies Senior Women, Founded by European Commission from the Grundtvig Programme. The duration of the project was 2013-2015. The main aim of the project was to include the senior women by improving their digital and ICT competencies into social life by developing the methodology of courses. One of the main assumptions for the methodology was to include the young generation that is familiar with modern ICT technology to the trainings. The partners of the project were: European Centre for Women and Technology (Norway), Folkuniversitetet in Uppsala (Sweden) University of Social Science (Poland), University of Strathclyde (Scotland) and Centre for Social Innovation in Vienna (Austria).

Main findings

One of the most important factors to create the atmosphere of wellbeing and wellness in education is to make the process more informal. It can be achieved by including the people that use the subject of the training in everyday life, into the training itself. The people that are using the subject of trainings are the most familiar with all the aspects of it and know much about the methodology of learning and using. Thus, they are not theoretical, but practical experts. By personal contacts with the learner they can sometimes teach in the best way, also by creating the informal atmosphere of learning (social meetings instead the trainings). Also, the idea of making young people that are mostly trainees, the trainers creates the specific atmosphere of responsibility and makes the training process more effective.

Summary

The idea of the project was to create the methodology and the curriculum of the ICT trainings for senior women that are the most excluded group from the growing digital society. But the idea was to engage students to be individual tutors for senior women during the training. The young people are the most familiar with the modern technology and cannot only easily use it, but also smoothly teach how to do it, as they are mostly self-learner son that area. During the piloting phase it turned out, that the idea of mix two different generation not only works but is also very effective. Furthermore, there was an effect of synergy: young people were training patience but also got a lot of life experience from elder, and the elder were very ambitious and eager to learn but also not hesitating of asking even the simplest questions. This was achieved by the informal atmosphere of the training, by individual tutoring. The trainer was only a facilitator and by giving the directions about the topics and time, was leading the whole course. It was more the role of supervisor than trainer. The piloting was very high rated not only by the senior women who were the trainees, but also by young tutors who pointed out, that they were not expected the process of teaching such pleasant and satisfactory.

B. Making the stakeholders the decisionmakers

The example is based upon the Project “Improving the Trainers of Support of Education”, conducted by Foundation of Developing Local Democracy from Lodz, Poland. This project is Founded by European Social Funds, supervised by the Ministry of Development and Ministry of Education. The aim of the project is to improve competencies of school support trainers, especially on the area of developing methods of teaching key competences at schools. This project is also a response to legal changes within the education law that leads towards planning local school policies regarding teachers development. School should make development plans not for individual teachers, but for the school as an organization.

Main Findings

Building the good atmosphere to develop professional skills of adults requires not only changes in legal system, but most of all, it requires democratic participation of the stakeholders in the creating of the process. Apart from the needs that are indicated by the system or are naturally derived from it, there should be also participation of the stakeholders in developing the curriculum or the plan of professional development.

What is also important is to mix hard and soft skills, especially social skills that are extremely needed by stakeholders.

Summary

The methodology of the project is simple: to make trainings for the trainers consists of the material regarding main aims of the project but also with knowledge, skills and tools to be supportive to the teachers and principals in schools. Then, every trainer should conduct the complete plan of school development in chosen school, as a supporter for the teachers and the principal, who is responsible for the process. The process should be evaluated, but the role of the trainer is only supportive, not conductive. He/she should be only the facilitator of the creation of the process of teachers' development.

The idea is that the trainer's task is to encourage and support teachers in developing their own policy of development, their own policy of improving the work of the school. The process is fully democratic, and the teachers are in fact the decision makers on what they need to their own development. The trainer is a kind of tutor, or coach that show the possibilities and help to find the needs. So, the trainer should prepare and do the diagnosis process and by showing to the teachers the results of diagnosis, help them to establish the main goals for development. Then the goal should be instantiated in proper manner, according the SMART methodology. Thus, the teachers are also equipped with the tools to organize their own work.

C. Support for students at Jagiellonian University in Cracow

The Jagiellonian University in Cracow has introduced complex support for students. The Jagiellonian University is the oldest and the second biggest (after University of Warsaw) university of Poland. It offers the most complex support, presenting thus the policy of complete taking care of student. There are a lot of universities: public and private that provide support for students, but this is the example of the widest and most considered helping to cover almost all areas necessary to create wellbeing atmosphere. The

beginning of it was in 2010 from the project Constellation of Leo (from the EU Human Capital Programme). This project concerned only psychological and psychiatric help, but it was expanded to complex support for students.

Main Findings

This example shows that what is the most important issue for creating the environment for wellbeing in education is the complexity of efforts. According the four main spheres of wellbeing: physical, psychological, spiritual and social, it is important to cover as much of it as it is possible within the organization. The Jagiellonian University is a good example of complexity and the approach of complexity. What is worth here to point out, is that competences of institutions are elusive: even if the students are not well informed in the address of their issues, they can find help and support – they are not sent back because this is not the right Department for specific issue. Even if it is, the student will be informed what to do and where to go. It is difficult from the perspective of organization as it requires a good information flow, but as shows the example it is possible.

Summary

This is the example of well-considered policy of helping from the organizational issues that are the subject of the Department of Student Affairs. Then we have the Centre of Didactic Support in which there can be found the information and support regarding the issues of learning, such as: organization of the process of learning, internships, developing competencies, international students support or disabled students support. The next area is an area of physical safety. This is subject to the area of “Safe student” web page, where we can find the information about the safety issues such as: questions of calling the police to the University, guides of how to react in critical situation. Moreover, the University provides also legal help for students. The area of psychological support is covered by SOWA (acronym of Polish words: Student Support and Adaptation Center). Here students can find the psychological help: telephone number in the case of emergency, but also times and places of psychological consultations as well as support groups in specific problems. There’s even a help for students that are parents: the University offers nursery and kindergarten for students’ kids as well as financial support or places adapted for mothers (like rooms for feeding babies).

3.5 Good Practices in Italy

This section of the report regarding the selection of good practices in Italy, is a combined work by two partners in the region, PRISM and Promimpresa. Since the two organizations are geographically close by

and belong to the same country their reports had similar examples of practices regarding the wellbeing in adult education. The first section of three good practices in Italy comes from Promimpresa, and the following three good practices are identified by Prism.

A. "Breathe culture"

This project focuses on the wellbeing of the person between yoga and culture. This is the initiative proposed by the Grandi Fiumi Museum (Rovigo) in collaboration with the Provincial Museum System. The project focus on the union between culture and health. The main idea is that cultural heritage is a wealth that makes the person grow. A growth that must also create positive physical sensations. This project involves all these aspects, in a place like the Museum, which is of wisdom and which also puts it in contact with its own cultural roots.

Main findings

A lot of people joined the project and is still joining it (the project will last till the end of 2020). The most appreciated aspect of the activity was that at the end of the visit to the museum (with yoga lesson) people felt better both physically and psychologically. Learning, combined with physical well-being, was highly appreciated and many people participated a second time. There have also been requests to propose the same activity in other museums in the city.

Summary

The event brings together yoga trainers and cultural guides to make the experience of learning (during the visit in the museum) a relaxing and healthy moment. The activities of the project are divided into three moments, the first for adults: "WELLBEING between yoga and culture". It is an unusual holistic journey in 4 events that combine self-discovery, exploration of one's past, knowledge of one's own territory and the knowledge of the museum itself. All these aspects are mixed with the guide of the 5 elements of Ayurvedic discipline (earth, water, air, ether, fire).

B. Education for Adults according to Miur

Lifelong learning consists of "any activity undertaken by people in a formal, non-formal, informal way, in the various stages of life, in order to improve knowledge, skills and competences, in a personal, civic, social and employment perspective "(Law 92 of 28.06.2012, article 4, paragraph 51). Territorial networks for lifelong learning (Italian acronyms RETAP) play a fundamental role among the strategic infrastructures for implementing the lifelong learning system.

Main findings

Adult education is promoted by the CPIA (literally translation “Provincial Centers for Adult Education”) established by decree 263 of the President of the Republic of 29 October 2012. They constitute a type of autonomous educational institution with its own staff and specific structure didactic and organizational. The CPIAs carry out the following activities: Adult Education Pathways, Initiatives for expanding the educational offer, Research, experimentation and development activities in the field of adult education.

Summary

The CPIA, as a territorial service network divided into three levels, performs the following activities:

- 1) Adult education courses aimed at the achievement of educational qualifications and certifications;
- 2) Initiatives to expand the training offer aimed at integrating and enriching adult education paths and / or favoring the connection with other types of education and training courses (the CPIAs promote integrated education and training projects, which require collaboration with other public and private training agencies, including by participating in regional, national or community programs.);
- 3) Research, experimentation and development activities, in the field of adult education, aimed - among other things - at enhancing the role of the CPIA as a "service structure".

As for Adult education pathways, the courses are organized in the following three types:

- a) first level education courses (divided in 2 teaching periods: the first allows to obtain the final qualification of the first cycle; the second allows to obtain the certification attesting the acquisition of the basic skills related to the obligation of education related to the activities and general teachings common to all the addresses of professional institutes and technical institutes);
- b) second level education courses (created by the CPIA didactic unit, allow to obtain the diploma of technical, professional and artistic education);
- c) literacy courses and learning the Italian language (to obtain a qualification attesting the achievement of a level of knowledge of the Italian language not lower than level A2 of the Common European).

C. BETAMAN project (by CPIAs national network)

The BETAMAN project has the objective of identifying, experimenting, share and disseminates the high

quality skills and knowledge required by market, supporting adults in the acquisition and development of both basic skills and key skills. The ultimate goal of project is to promote employability and socio-educational development and personal wellness.

Main findings

- 🌈 Identification and screening of skills available in adults, (including those acquired in informal and non-formal contexts) and their validation;
- 🌈 the adoption of effective awareness strategies, orientation and motivation in developing and improving their skills;
- 🌈 the development of mechanisms for monitoring the effectiveness of the learning policies of adults and the inner state of learners

Summary

BETAMAN is plan of “guarantee of competences” for adults with low qualifications (e.g. people who have not completed upper secondary education e that are no longer part of the youth guarantee projects). The main objective is to help people to develop a path of building skills, with attention to their inner state, in three phases:

Phase 1: assessment of skills

Phase 2: training offer

Phase 3: validation and recognition

During phase one skills assessment) a lot of importance is given to the transversal competences, especially the transversal competences which are useful for a correct perception of one's role, of the objectives, and of the correct evaluation of the possibilities and potentialities. All these skills are related to the degree of well-being that they can bring if maintained, if improved and if not improved.

After the training, in phase three, an assessment of the skills acquired is carried out with particular attention to the transversal skills and life skills identified in phase one.

D. MedLit#45+

The MedLit#45+ project promoted innovative systems to facilitate the access to work of

Adults. Within the project a pilot phase of the training material has been produced in 5



nations (Italy, Romania, Spain, Greece, Portugal).

Main findings

The main findings regard the way of involving adult learners in the benefit of using e-learning programs. More than 70 people has been trained and the majority have completed all the stages of the e-learning platform, created for the project. Useful tips have been gathered in order to involve adult learners in using a learning environment as the one driven by digital technologies.

Summary

The MedLit#45+ major goals are described as follow:

-  Developed the digital/media competences of low-skilled/low-qualified unemployed adults 45+ through innovative tools so that they are motivated and able to build a robust online professional identity to strengthen their access to employment, leading to social & economic inclusion
-  Enhanced the knowledge of employment/career counselors and/or relevant authorities, organisations & companies working with low-skilled/low-qualified unemployed and equipping them with a new approach & tools for supporting and interacting with middle-aged unemployed persons through social media. The e-learning platform is a comprehensive tool to increase the capacity of adult learners in finding a job using digital technologies. Is available on the project website in 6 languages.

MedLit45+ targets:

1. low-skilled / low-qualified unemployed adults 45+ in Romania, Greece, Portugal, Spain & Italy
2. employment / career counsellors and/or relevant authorities, organisations and companies working with low-skilled/low-qualified unemployed

E. “Yoga della risata”

The analysis in Italy was conducted through desk research, by which numerous adult education cases were analyzed in detail. Among the various cases presented, the information was filtered in order to find those relating to the educational environment of adults and strategies to make it as attractive as possible. Moreover, were selected the most innovative methodologies able to give added value to the “Wellness2” project.



Main findings

Artificially inducing laughter, stimulating the production of happiness molecules, has a calming effect on the mind, regulates the digestive system, respiratory functions and improves self-esteem. In this way the

participants acquired knowledge and competences regarding Medicine, Health, Wellness and Motor Activities.

Summary

"Yoga della risata" Laughter Yoga is the action of laughing for no reason accompanied by rhythmic clapping and spontaneous movement, combined with breathing exercises and short meditation breaks. The trainers of this course have many years of experience in adult education and have identified yoga as the ideal system for combining the physical and mental commitment of the learners, in a stimulating environment. At the end of the course the participants were awarded with certificates such as: "Joy Dance" and "Bones for life". The course was divided into 10 weekly meetings each of 1 hour and a half. The course was based on practical lessons, with group exercises as a verification system. The promoter is the Municipality of Montale in Tuscany, following the inputs coming from the Program for Non formal education created by the Province of Pistoia. The Non-formal Adult Education System of the Province of Pistoia has the objective of:

-  maximize the opportunities for citizens to participate in non-formal adult education activities,
-  ensuring the quality and continuity of educational activities.

It is composed of the network of Public Administrations (in the ways provided for by the Regional Law 32/02) and of the subjects operating on the provincial territory in the sector of non-formal adult education (associations, bodies, training agencies, cooperatives, etc.) moves with a view to the Lisbon objectives trying to facilitate:

- citizens' access to educational opportunities;
- integration, management and planning processes at provincial level;
- the meeting between the demand and the offer of adult educational activities.

At the basis of the educational system is the belief that lifelong learning constitutes an essential element not only for the professional qualification of citizens, but also for the overall quality of their life and for the ability to really exercise their rights and active citizenship.

F. Learn Festival

The analysis in Italy was conducted through desk research, by which numerous adult education cases were analyzed in detail. Among the various cases presented, the information was filtered in order to find those relating to the educational environment of adults and strategies to make it as attractive as possible. Moreover, were selected the most innovative methodologies able to give added value to the “Wellness2” project.

Main findings

The Lernfestival aims to creatively motivate adults to participate in education courses and to think about lifelong learning. The events offer low-threshold learning opportunities for visitors so that they can meet informal as well as formal education opportunities. Another useful aspect of Lernfestival are the many networking opportunities for the various subjects operating in the educational sector.

Summary

In the Lernfestivals the organizers want to reach the wider public and especially those who are far from training. The festival brings together trainers, job market officials, politicians, regional actors, and of course the general public with special attention to adults who are far from training. In addition to the general method described above, they actively seek to involve the target group, offering many low-threshold learning opportunities. Various competitions with prizes are organized to involve people in the events, such as "Supercervello", "Paesaggio Formazione" or "Star Walk". As an innovative method to reach disadvantaged people, they have implemented the "BeratungsMobil". They take a bus to reach different cities where Lernfestivals will take place and try to reach people on the street. The bus is a red bus like London buses and attracts people's attention. A low threshold educational guide is offered and people can actively try to do something with their hands and learn at a very low level. There are also circus performers to get people's at



4 Mapping of Good Practices



Mapping of Good Practices

01

Establishing the same conditions for all adult education centers show the guidelines that should be followed CY

02

There are some evaluation and qualification procedures in order to recognize skills of adults no matter how they acquired them CY

03

Based on the study we conducted, happiness should be a priority for trainers' staff and learners. Creating a consistent atmosphere of pedagogical well-being for trainees is enjoyed by both the trainer and staff as it guarantees fewer problems mainly in the practical field. CY



Mapping of Good Practices

04

The success model of adult education is a combination between latest achievements in the field of the science and business and creative and fostering wellbeing environment. BG

05

A training model which is interactive and based on involving and engaging the audience gives positive results as regards to effective and pleasant learning process. BG

06

The "experiential learning" ensures long-term and sustainable results and creates a stimulating and well-being learning environment. BG

Mapping of Good Practices



07

Trainers need to know about learners disabilities and special needs and how to adapt teaching to provide inclusive learning environment for all. EE

08

Communication, experience and reflection of choices, knowledge and feedback exchange between trainers is important for professional self-development

1. Evaluation of one's own activities in the learning process;
2. Maintaining one's physical, mental and emotional health;
3. Professional Development. EE

09

The work happiness formula:

- a) The employee needs recognition and a feeling that her/his work is changing something and she/he is beneficial to someone, (heart-component);
- b) people prefer to see long-lasting genuine and tangible outcomes of their actions (mammoth component);
- c) people expect to fulfill their personal needs in their work places (self-component).

Mapping of Good Practices



10

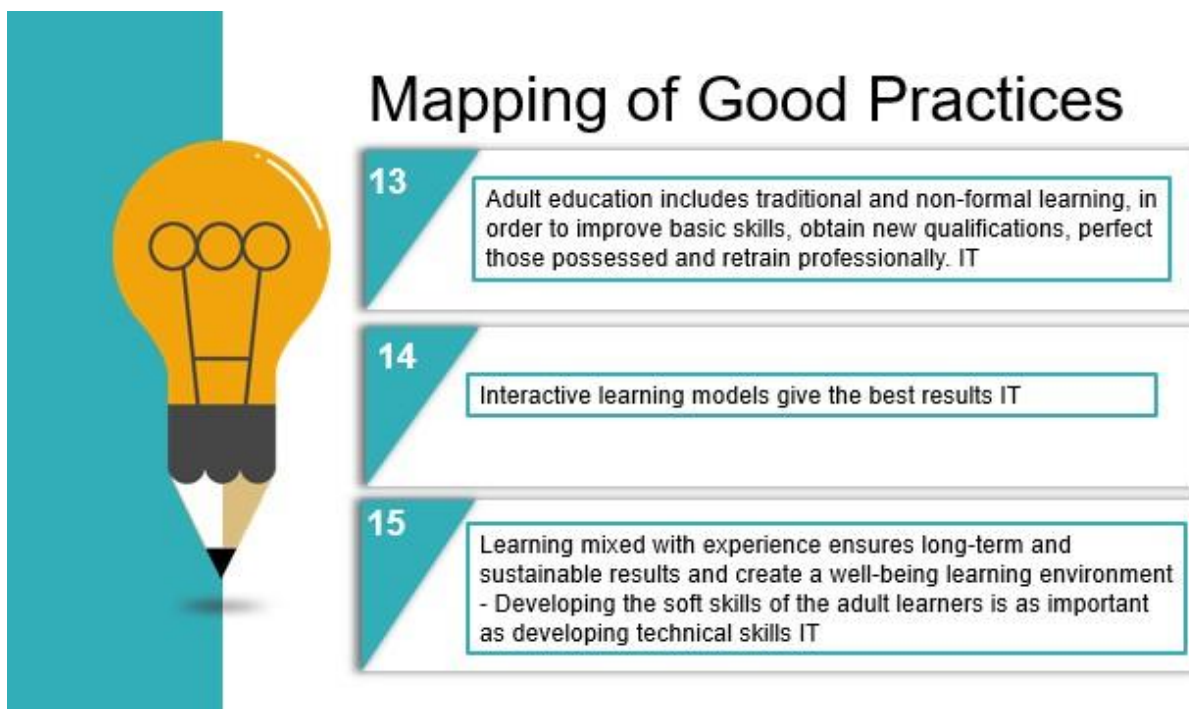
The stakeholders should be included in the process of planning, organizing and conducting the process of education. People know their needs but sometimes they have no tools to diagnose or express their needs. PL

11

Interdisciplinary approach is the key. It does not mean that we should not focus on the specific subjects, but the softer skills and soft competences we include into curricula, the more effective the education will be. PL

12

To create a friendly atmosphere, the education process can be as much informal as it is possible. It can be created by many means, e. g. by tutoring process engaging people who are not trainers but who are specialist on the field that is the subject of education. PL



5 Legislation regarding wellbeing from partner countries

This section of the Map of Wellbeing in Adult Education is a short analysis of the legislation in the partner countries regarding adult education. During the process of identifying good practices the partners managed to point out legislations and regulations. The legislations provided by the partners were filtered and some of them were selected as the most innovative methodologies able to give added value to the “Wellness2” project since it is important to compare what the governments have decided and approved about adult education and how they are implemented in national plans. However, the Map suggests that based on a comparison of these national reports, we shouldn’t be examining any specific legal regulation of a certain country specifically but it is better to focus on the conditions that we can introduce to adult education managers in order to create the right atmosphere.

Based on the research in [Estonia](#) the document “*The Welfare Development Plan 2016- 2023*” which is a creation of the Estonian Ministry of Social Affairs, presents regulations and solutions on labor market, social protection, gender equality, and equal treatment policies for 2016–2023. This comprehensive plan provides an overview of the main objectives, courses of action, and problems regarding those policies. The Development Plan was compiled due to the need to establish a unitary strategic basis for the

policymaking of the aforementioned spheres, which would, at the same time, take into account the needs of people, society, and economy, the challenges arising from demographic and socio-economic trends, international commitments, and the capability of the state. Another, more specific strategic document dealing with wellbeing in Estonia, is the [Mental Health Strategy for 2016-2025](#). The Estonian Coalition of Mental Health and Wellbeing (VATEK) was established in Estonia in 2012 on the initiative of the Estonia-Swedish Mental Health and Suicidology Institute (ERSI) and with the support of the Ministry of Social Affairs, which from 2014-2016 developed This is not a development document approved at the state level that would bring about obligations; it is a document created by Estonian mental health experts that can be used as a pointer in planning activities in the area of mental health. The summary of the strategy mainly contains information about the situation in Estonia and the recommendations of VATEK about further activities. At the moment Estonia is compiling a comprehensive strategy “Estonia 2035” describing the global tendencies around the world:

5.1 The world's population is growing and ageing

5.2 Technology is getting faster

5.3 Business models and the nature of work change

5.4 Migration and urbanisation are growing

5.5 Natural resources are decreasing

5.6 Climate change is continuing and the environment is deteriorating.

Strategic objectives related to wellbeing are:

🌈 Estonian people have knowledge, skills and attitudes that enable self-fulfilment and personal development.

🌈 Create flexible learning opportunities that meet human needs throughout your life

🌈 Improving human health and extending their healthy life expectancy.

As reported by the [Italian](#) partners, The Italian legislation about Adults Education has been deepened to identify data from official legislation at national level. Research centres and territorial plans are described to evaluate the Italian approach to lifelong learning. The law 92 (28.06.2012, article 4, paragraph 51), regulate the institutions involved and is the official framework for Lifelong learning in Italy. According to Italian legislation, Lifelong learning consists of "any activity undertaken by people in a formal, non-formal, informal way, in the various stages of life, in order to improve knowledge, skills and competences, in a

personal, civic and social perspective". Territorial networks for lifelong learning (RETAP) play a fundamental role among the strategic infrastructures for implementing the lifelong learning system. The CPIA, as the Territorial Service Network of the education system, which is responsible for carrying out both educational activities for adults who RS&S activities in the field of adult education, is a public reference subject to establish territorial networks for lifelong learning.

Adult education is promoted by the CPIA (Provincial Centers for Adult Education) established by decree 263 of the President of the Republic of 29 October 2012. They constitute a type of autonomous educational institution with its own staff and specific structure didactic and organizational. The CPIAs carry out the following activities: Adult Education Pathways, Initiatives for expanding the educational offer, Research, experimentation and development activities in the field of adult education. Regional Research, Experimentation and Development Centers (CRRS & S); The CPIA as autonomous educational institutions carry out, pursuant to article 6 of the Presidential Decree 275 of 8 March 1999, Research, Experimentation and Development (RS&S) activities in adult education. The Directorate-General for school systems and the evaluation of the national education system (DGOSV) has activated in a CPIA of each region a Regional Center for Research, Experimentation and Development (CRRS & S) for adult education. Each CRRS & S is coordinated by a technical-scientific committee in which, among others, representatives of the regional school offices and universities also participate.

Furthermore, the Activity Plan for Adult Education Innovation (P.A.I.DE.I.A.) connects the transition to the new adult education system is accompanied by "national system measures" for updating the managers, teachers and administrative, technical and auxiliary staff of the Provincial Centers for Adult Education (decree of the President of the Republic 263 of 29 October 2012). The Directorate General for school systems and the evaluation of the national education system (DGOSV) has promoted the Adult Education Innovation Activity Plan (P.A.I.DE.I.A.) since the 2014/2015 school year. The Plan is aimed at acquiring the managerial, organizational and teaching skills required at various levels, to support and encourage the application of the new organizational and didactic structures.

Regarding the approach for the **Cypriot** case, the research revealed that all the activities related to the provision of adult education are legitimized by the Council of Ministers and regulations passed by the House of Representatives. There is not a comprehensive legislative framework for Adult Education in Cyprus but there are many different legislative provisions that are based on European standards and are related to the different authorities involved in the field. This creates the necessity to establish a comprehensive political and legal structure to be implemented. The Cypriot National Lifelong Learning










Strategy (2014-2020), formulates four priority areas for the improvement of lifelong learning in Cyprus including:

- a) Increase accessibility of education and training systems for all citizens of Cyprus and to facilitate the links to the labor market
 - b) Improve infrastructure of education and training systems, including infrastructure for continuing training, accreditation, validation and certification of qualifications in order to meet the educational and training needs of Cypriot society
 - c) Enhance research and development activities, including skills forecasting and research on the economic and social outcomes of education and training
 - d) Attain efficiency in governance of lifelong learning systems, introducing new governance mechanisms and tools for efficient governance of the education and the training system
- Adult Education in Cyprus is provided by three main types of educational institutions public institutions, semi-governmental institutions and private institutions. However, the Adult Education Centres have been acknowledged by the citizens of the Republic of Cyprus as the most important programme of general adult education with the provision of a variety of qualitative courses. The Adult Education Centres offer a variety of interdisciplinary courses which focus mainly on the teaching of foreign languages, arts and crafts, cultural programmes, health and other issues of general interest, as well as on teaching professional and vocational skills.

Furthermore, every year the **Adult Education Centres** organize free of charge learning activities for various target groups, such as people with literacy difficulties, people with special needs, enclaved Cypriots, prisoners, mentally ill and elderly people. They also offer, free of charge, Greek language courses to children of repatriated Cypriots, to political refugees and to Turkish Cypriots. Moreover, Turkish language courses are offered free of charge to Greek Cypriots.

In **Bulgaria**, “ *The National Lifelong Learning Strategy*” sets out the strategic framework for national education and training policy for the period 2014-2020, aimed at achieving the European goal of smart, sustainable and inclusive growth. It identifies the main policies and aspects for the development of the adult learning system. At the Bulgarian National level, concrete measures are being implemented to build an adaptive system for adult education and training. It covers all educational and qualification levels of general, vocational, higher education and adult learning and in all its aspects - formal, non-formal and informal learning. The measures taken are linked to the creation of an educational environment that enables adults, regardless of their personal, social or economic status, to acquire, enrich and develop throughout their lives the specific skills and key competences necessary for their employability. The aim

is to provide a sustainable harmonious and diverse learning environment for representatives of vulnerable groups, including adults with special educational needs and chronic illnesses, as well as those disadvantaged with a view to ensuring equality and access to quality education and training, a more complete realization of the labour market. Efforts are being made to develop education and training adaptive to the needs of the labour market and to assume shared responsibility for the preparation and implementation of curricula, to improve career guidance practices, and to ensure the equality of formal education and training, the non-formal training and self-learning through the introduction of a system for validation of learning outcomes. Among the main challenges is to promote the acquisition by all citizens of universal key competences, such as learning, initiative and entrepreneurial skills, cultural awareness, and so-called 'soft skills' such as teamwork, decision-making, conflict resolution, etc. Adult curricula support the acquisition and continuous development of the nine key competences for adult learning:

-  competences in the field of the Bulgarian language;
-  language skills;
-  mathematical competence and basic competences in science and technology;
-  digital competence;
-  learning skills;
-  social and civic competences;
-  initiative and enterprise;
-  cultural awareness and expression skills through creativity;
-  skills to support sustainable development and a healthy lifestyle.




Despite the measures undertaken in the field of adult education, the participation in adult learning in Bulgaria remains very low in comparison to other EU countries (2.3% in 2017 vs 10.9 % EU average).

Polish legal system in adult education is constantly being changed. Reforms included higher education (on academic level), as well as vocational training for adults are changing and developing the system of organization the process, as well as a system of qualification. Yet, the changes do not include the area of wellbeing or mental health. This second aspect is a subject of system solutions only regarding children and youth (Psychological and Pedagogical Support for Children Act). Regarding the wellbeing of adults in educational system, there is no specific legislation. In the General and Vocational Education of Adults Act, there is only mentioned, that the organization of educational process requires proper rooms and didactic equipment as well as conditions that meet the Health and Safety Rules. In the Act that is called

“Constitution for Sciences and Arts”, that regulates the organization of academic education, the questions of wellbeing (apart of social conditions and social scholarships) are not mentioned, however, there is a high autonomy according to the manners in which the organization of education can be done.

This is all, due to the assumption that the process of education depends on the organization of the institutions themselves and they can do what they need to do within the existing framework of legal system. In other words: what is not forbidden, is allowed, so there’s no need to make regulations to things that can be specifically organized by schools or trainers themselves. Even the strategy for sustainable development, issued in 2017, focuses on availability of education of adults, especially for disabled people (inclusive education), not on the wellbeing. However, the general rule is pointed, that one of the specific goals is the harmonious development of the entire country, sensitive to territorial diversity and its advantages, while ensuring that the entire society has a high quality of life. Some institutions are planning solutions along with idea of wellbeing within existing legal framework. It seems that Polish government is focused on the organizational and institutional changes at first, which can be exemplified with the Integrated Qualification System that is constantly introduced in Poland, or big reform of Higher Education system from 2018.

European Union has been a concrete supporter of the Member States efforts in providing the best possible education and training for all their citizens. EU is also in favor of promoting multilingualism practices in Europe, contributing to language teaching and learning, encouraging the mobility of students, trainers, and therefore facilitating the exchange of information and experiences. On a European level, based on the **Education and Training 2020**, (Improving Policy and Provision for Adult Learning in Europe) “adult learning was established in 2013 as one of six thematic working groups that support Member States in furthering policy development. Its mandate was to support mutual policy learning and develop policy recommendations on:

-  addressing adult basic skills,
-  promoting the use of new technologies and Open Educational Resources (OER) in adult learning,
-  enhancing the effectiveness, efficiency and coherence of adult learning policies.

The existence of the policies and regulations by the European Commission has made the goals and proposed interventions much clearer, more functional and more instructive towards the states, as they contain proposals for action at national level and at European Union level.

The cooperation of the competent bodies, mobility, lifelong learning and social cohesion are among the issues that become apparent in the text for Europe 2020. Also, lifelong counseling in the form of vocational guidance has its place in the services offered through lifelong learning and works in response to the constant change in work time. Adult learning is therefore increasing the recognition of skills acquired through transparency and skills certification will work positively to increase mobility and attract trainees from other countries inside or even outside the European Union, which is a desirable outcome.

Also, it is mentioned that strategic, long-term focus on sustainable adult learning provision, requires effective governance and a more systemic approach that can improve basic skills, will benefit a broad range of policy areas. Furthermore, as stated in the paper, “policies that support the recognition of prior learning represent a shift of focus away from the measurement of learning inputs and processes to learning outcomes. Validation recognises that much skills development happens outside of academic settings. For adult learners, validation of skills developed in informal and nonformal settings can provide necessary qualifications, allowing entry into better employment and/or further educational opportunities.” Adult learning policies should become more coherent and inclusive.

The responsibilities regarding adult learning policy in Europe is a mixture of several ministries and agencies such as ministry of education, ministry of justice, training centers, etc. and several levels of policy making such as local, regional and national. This distribution of duties and sharing of responsibilities can lead to a fragmentation of adult learning policies and its efficiency suffers from insufficient coordination.

Given the rapid changes in the labor market, the Council of Ministers recognizes that professional standards and training standards should be reviewed regularly, in line with their current developments. A prerequisite for this review is close and constructive cooperation between them. By them we mean the business sector, social companies, civil society and providers, the so-called abasive rules, that play a key role in the new data, as set out in the announcement for lifelong learning.







Benefits of Lifelong Learning - (BeLL) study investigated the benefits to learners of participation in organised non-formal, non-vocational, voluntary adult education in Europe. Funded by the European Commission within the Lifelong Learning Programme (“Studies and Comparative Research, KA1”), the BeLL study was carried out by a consortium of partner organisations from nine Member States plus Serbia as a tenth associated partner. Interviews highlight the importance of benefits related to social interaction and social networks as well as those related to individual wellbeing and life satisfaction.

The data showed that adult learners experience numerous benefits from liberal adult education. They

feel healthier and seem to lead healthier lifestyles; they build new social networks and experience improved wellbeing. Moreover, adults who participate in liberal adult education appear to feel more motivated to engage in lifelong learning and view it as an opportunity to improve their lives. These benefits were reported by learners across all course areas, ranging from languages and the arts to sport and civic education. However, one of the major challenges of the project was to be clear that the study provides evidence on self-reported perceptions of the benefits of learning by learners themselves and not objective evidence about benefits observed in practice or measured in behavioural modifications.

European Union has also introduced the **European Agenda for Adult Education**. The purpose of this European initiative is political cooperation Member States to enable and encourage adults to develop and improve their skills and abilities in every stage of their lives. At the heart of this policy is the understanding that education in adulthood is a vital part of the path to lifelong learning.

As stated in the European Agenda for adult learning “In 2011, the Education Ministers of the Member States committed themselves to work towards a long term vision for adult learning, including:

-  Better possibilities for all adults to access high-quality learning opportunities at any time in their lives, for any purpose
-  Focus on learner autonomy
-  Greater awareness of need for learning throughout life
-  Effective lifelong guidance and validation systems
-  Flexible arrangements including in-company and workplace-based learning
-  Involvement roles of social partners and civil society; central and local authorities.

The **European Council Recommendation** of 22 May 2018 refers to key competences for lifelong learning. In this document wellbeing is mentioned in context of 2 competences:

Personal, social and learning to learn competence:

The competence is based on a positive attitude toward one’s personal, social and physical well-being and learning throughout one’s life. It is based on an attitude of collaboration, assertiveness and integrity. This includes respecting diversity of others and their needs and being prepared both to overcome prejudices and to compromise. Individuals should be able to identify and set goals, motivate themselves, and develop resilience and confidence to pursue and succeed at learning throughout their lives. A problem-solving attitude supports both the learning process and the individual’s ability to handle obstacles and change. It

includes the desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and develop in a variety of life contexts.

Digital competence:

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

The **European Association for the Education of Adults** has created **The Manifesto for Adult Learning in the 21th century**. On the field of Health and well-being it explains that: “Adult learners lead healthier lifestyles and experience improved well-being. Adult education contributes to personal development and fulfilment. The health of our societies depends upon lifelong learning.” Through this manifesto, Europe that is able to tackle the future positively and with all necessary skills, knowledge and competences. The Manifesto is considered as an extremely useful manual for adult education. According to the document, it helps change human lives and totally transform societies and perceptions. Education is universally a human right and common good. It is important to strengthen adult education at the European level. This manifesto outlines how adult education contributes to the positive development of Europe.

As characteristically stated in the Manifesto, *“Health and education are linked: to take care of our health and well-being over our lifespan requires knowledge, skills, behaviors and attitudes developed throughout life. The health of our societies depends upon lifelong learning. Learning makes people more self-confident, self-efficacious and aware of their own capacities and skills, which translates to a greater ability to manage their own lives and health. Adult learning courses provide opportunities to bring people together in person and therefore strengthen their social networks, which is crucial for well-being. These benefits contribute not only to their personal development and fulfilment, but also have a very positive impact on their work life.”*

Occupational Wellness is the ability to get personal fulfillment from our jobs or our chosen career fields while still maintaining balance in our lives. Our desire to contribute in our careers to make a positive impact on the organizations we work in and to society as a whole leads to Occupational Wellness.

Intellectual Wellness is the ability to open our minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment. The desire to learn new concepts, improve skills and seek challenges in pursuit of lifelong learning contributes to our Intellectual Wellness.

Environmental Wellness is the ability to recognize our own responsibility for the quality of the air, the water and the land that surrounds us. The ability to make a positive impact on the quality of our environment, be it our homes, our communities or our planet contributes to our Environmental Wellness.

Social Wellness is the ability to relate to and connect with other people in our world. Our ability to establish and maintain positive relationships with family, friends and co-workers contributes to our Social Wellness.

Financial Wellness is your relationship with money and skills in managing resources. It is an intricate balance of the mental, spiritual and physical aspects of money. Having an understanding of your financial situation and taking care of it in such a way that you are prepared for financial changes contributes to Financial Wellness.

Physical Wellness is the ability to maintain a healthy quality of life without undue fatigue or physical stress. The ability to recognize that our behaviors have a significant impact on our wellness and adopting healthful habits (routine check ups, a balanced diet, exercise, etc.) while avoiding destructive habits (tobacco, drugs, alcohol, etc.) will lead to optimal Physical Wellness.

Spiritual Wellness is the ability to establish peace and harmony in our lives. The ability to develop congruency between values and actions and to realize a common purpose that binds creation together contributes to our Spiritual Wellness.

Emotional Wellness is the ability to understand ourselves and cope with the challenges life can bring. The ability to acknowledge and share feelings of anger, fear, sadness or stress; hope, love, joy and happiness in a productive manner contributes to our Emotional Wellness.



Image 8: Wellness wheel with every aspect of Wellbeing by the center for Health and Wellness

6 Mapping of Focus Groups

In the framework of IO1 activity in Wellness 2 project there were 106 people participating in 15 focus meetings in total. The research findings have been influenced by participants' personal point of view and their experience. Generally, the results demonstrate a common pattern and revealed that respondents have similar views on the subject. What we observed through our interaction and focus groups with the target groups is that there is a need for creating innovative tools focusing on mental health and wellbeing and understand that a long-term effort is needed in order to achieve the desired result. The questionnaires that were spread during the focus groups is the instrument of this process and the choice of methods are the focus groups. One of the most important factors to create the atmosphere of wellbeing and wellness in education is to make the process more informal. It can be achieved by including the people that use the subject of the training in everyday life, into the training itself. This means that people, who are dealing with the subject in practical manner (for example by practicing the skills that are about to be taught) are the most familiar with all the aspects of it and know much about the methodology of learning and using. By engaging them (along with the teachers) the training staff prevents the trainings from being too much theoretical. By personal contacts with the learner they can sometimes teach in the best way, also by creating the informal atmosphere of learning (social meetings instead the trainings). Also, the idea of making young people, that are mostly trainees, the trainers, creates the specific atmosphere of responsibility and makes the training process more effective. Following, there is a need/obstacles behavior analysis of each target group and in a particular category.



7 Outcomes of Focus Groups per selected category

Environment

Adult learners	
<i>Needs</i>	Creating wellness environments by respecting the trainers.
	Raising their personal awareness regarding the benefits of wellbeing.
	Follow the lesson in more comfortable positions; trainings are generally carried out on desks and chairs but in some cases, more comfortable seats (such as armchairs, sofas) and mobile PC supports, instead of desks, could allow a more relaxed atmosphere.
<i>Obstacles</i>	Lack of finances, lack of time and lack of information about learning programmes.
	Inappropriate material base, cost of the training course.
	Location of the training course
	Personal discomfort based on group's destructive behavior.
<i>Behaviour- habits</i>	Adult learners can bring their own coffee mug. It is good for creating both green thinking and personal attitude and not just to conduct environmentally conscious (plastic-free, no-paper-based) training.
	Increase their awareness and understanding of environmental protection.

Environment

Trainers	
<i>Needs</i>	Ensure the blended methodology, applying modern practically oriented training methods such as gamified learning, problem-based learning; simulations, digital

	<p>learning tools, etc. is advised. Such methods can be systematically collected and explained with strengths and weaknesses enabling the trainers to choose the most appropriate ones.</p> <p>The trainers should be supported in delivering practically oriented trainings by using gamified methods, problem-based learning, collaborative learning, and inverted classrooms.</p>
<i>Obstacles</i>	Lack of management, the inappropriately structured programmes, especially limitations for online training. Very important is participants' feedback is to be taken into account.
<i>Behaviour- habits</i>	Ensuring that they (as well as administrative staff) is available there, waiting and greeting, guiding, showing where the training class, making an indication of where to have a cup of coffee or where are toilets, an introduction at the beginning of the training.

Environment

Administrative staff	
<i>Needs</i>	Pre-mapping learners' expectations and the participants of the training group can help in limiting the problems that may arise afterwards.
<i>Obstacles</i>	Lack of management.
	Inappropriately structured programmes, especially limitations for online training.
	Lack of time to evaluate each participants' feedback and taken into account.

	Re-construction and Repair of Facilities that break of get destroyed by the use and time.
	Lack of equipment.
<i>Behaviour- habits</i>	Co-operation between participants and administrative staff is essential in preparing well-executed and useful training.

Soft Aspects

Adult learners	
<i>Needs</i>	<p>Pre-training information is of great importance to the learner (food, clothing, need for computers, etc.).</p> <p>Motivations arise from the desire to continue to push their passions such as traveling or cooking but adapting to the new needs of the modern world.</p> <p>Using innovative approaches.</p>
<i>Obstacles</i>	Problems arise of English language or ICT skills which are the basis of almost all current training courses.
<i>Behaviour- habits</i>	<p>Good social relationships, equality, cooperation, solidarity, and a friendly environment.</p> <p>Work transversely on each theme, looking at it from different perspectives.</p>

Soft Aspects

Trainers	
<i>Needs</i>	<p>Further qualification and personal development through trainings. (Specific soft skills for working in adult education).</p> <p>Scenarios of integration exercises, also for stress relieving or relaxing are suggested.</p>

	Improve digital skills in line with the technologies affecting adult education.
<i>Obstacles</i>	Lack of training that is needed in order to handle communication problems when dealing with problematic learners.
<i>Behaviour- habits</i>	Trainers initiate conversations between group members, especially at the beginning and during the training.
	Good social relationships, equality, cooperation, solidarity, and a friendly environment.
	Using methods for ice breaking, opening up groups for further communication, and creating opportunities for identification of similarities.
	Trainer should not make any assumptions but ask and take into account the needs of the learners.
	Create synergy in the work groups, team building and team working games are often used.
	Trainers should start the lessons from the learners' life experiences, with the aim to work on the pleasure of being together in the classroom without weighing them down with homework.
	Extra communication that the trainer maintains - for example in social media, especially for longer courses - promoting active communication between group members.
	Implement 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.

Soft Aspects

Administrative Staff	
<i>Needs</i>	The administrative staff needs its own training and retention that can effectively enhance their leadership skills and assist in making them more decisive and efficient.
<i>Obstacles</i>	Adult Education Centers have the responsible administrative staff that can identify their facility needs and devise creative solutions, but without the relevant fund they cannot transform those visions into reality.
<i>Behaviour- habits</i>	<p>Good social relationships, equality, cooperation, solidarity, and a friendly environment can enhance the wellbeing of trainers, trainees and staff working in adult education.</p> <p>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.</p>

Soft Aspects

Administrative Staff	
<i>Needs</i>	The administrative staff needs its own training and retention that can effectively enhance their leadership skills and assist in making them more decisive and efficient.
<i>Obstacles</i>	Adult Education Centers have the responsible administrative staff that can identify their facility needs and devise creative solutions, but without the relevant fund they cannot transform those visions into reality.
<i>Behaviour- habits</i>	Good social relationships, equality, cooperation, solidarity, and a friendly environment can enhance the wellbeing of trainers, trainees and staff working in adult education.

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.



Organisational Issues

Adult learners	
<i>Needs</i>	They need to ask questions or clarifications for anything they don't understand from the beginning or during the learning process.
	They need their voice to be heard and evaluated often regarding their wellbeing.
<i>Obstacles</i>	The adult learners do not always have the necessary fees to pay for their education when it is done by public institutions.
	The extremely quick pace of life and responsibilities decrease the time they have for themselves.
<i>Behaviour- habits</i>	Adult learners are busy people coming from different professional and educational backgrounds with specific needs and problems that they seek to resolve through education. Thus, the training curriculum should be adapted

	according to the audience and its preliminary feedback regarding expectations and needs.
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Organisational Issues

Trainers	
<i>Needs</i>	<p>The most important part of the training is (coffee) break that helps socializing between learners and trainers.</p> <p>Need to create some kind of “checklist” what should be done in order to have the course well prepared. It should include tips for preparation, with the necessity of sending the proper and full information to the trainees some (what) time before the course begins, till the facilities needed for the course itself, to the necessity of contacting the beneficiaries after the training.</p> <p>Important aspects such as a lot of talking, communicating are happening during that time.</p> <p>Important aspect that the trainer will present half an hour early and half an hour later to answer questions.</p> <p>If the trainer himself / herself is ready to maintain so-called additional communication with the trainees, either in social media or after the training, this will increase openness and group awareness and ensure adult learner’s interest for further training.</p> <p>Trainings for the trainers can help them identify and understand the needs of their target group and they are deemed necessary.</p> <p>Lessons should be organized using little paper and lots of visual material such as PowerPoint and infographics. Outdoor</p>

	activities have to be organized to diversify the learning environment.
Obstacles	Lack of structural and financial resources to implement properly the educational activities.
	Lack of interaction with the institutions to strength the link between educational programmes and employability. Educational programmes centred on the life experience of adult learners and creating specific plan suitable with their needs are needed.
Behaviour- habits	The trainers / staff working in adult education can support the wellbeing of the trainees through increased information and awareness. They should promote solidarity lifestyles and positive choices, supporting and nurturing human development and relationships.
	Include as much examples, tips and tricks where available. Especially instead of theory.
	Flexibility – regarding methods, material and time. The planning of time should include possibility of late start, and also late finishing. There also should be some time for people that have troubles with understanding some topics.
	Engagement of all members of the process: trainer and trainees. Thus, the techniques of motivating and how to draw an attention should be included.
	Friendly” evaluation, without stressing the trainees. The tests and exams, in general, recalls the times of school and stresses caused by exams.

Organisational Issues

Administrative staff	
<i>Needs</i>	Include the mnemonics and the ways of learning for various learning styles. Also information on how to organize time, how to deal with the stress evoking by learning after a long time.
<i>Obstacles</i>	Education should be perceived as a natural thing no matter of the age. It should not be regarded as a duty, rather something that is natural. Although since they deal with adult people and not youngsters sometimes, they have urge to explain all their moves and actions to avoid conflicts. Their duties derived from the strict system of education.
	Flexibility is a crucial - flexibility of time, content and methods. But most of all: Flexibility of the system. Not all for all, but what is interesting for the people interested in the topic. Therefore, it is better to leave general knowledge of the system and concentrate on specific, professional courses afterwards. The reality is changing so the needs for the specific skills are also changing. Administrative staff lacks flexibility in the system.
<i>Behaviour- habits</i>	The concept of well-being means a harmony of elements for the staff that must fit together to allow students to find sources of motivation in every aspect of learning, from the administrative part to the attendants who take care of the cleaning of the classes. One of the most powerful statement is that education at any age is a process that involves an effort by the learner, and therefore if this effort is activated in an environment of well-being it is less heavy.
	Staff working in adult education can support the wellbeing of the trainees through increased information and awareness.

Promote solidarity lifestyles and positive choices, supporting and nurturing human development and relationships.

Bring chargers, extension cords with the training - these are always asked by the trainees.



6.1 Suggested Stages of the Training Process as rebuilt by the Focus Groups

STAGES OF THE TRAINING PROCESS

Pre training	During training	Post training
<p>preliminary feedback regarding expectations and needs</p> <p>identifying factors of wellbeing considering Wellness2 concept</p> <p>the learners' expectations in the context of participation of students in creating/adjusting the shape of the course</p> <p>to build the learner's self-motivation.</p> <p>Pre-training information (food, clothing, need for computers, etc.)</p>	<p>Integration: time for ice breaking, opening up groups</p> <p>practically oriented trainings: using gamified methods, problem-based learning, collaborative learning, inverted classrooms; to include as much examples as it is possible</p> <p>Innovative and interested: new practices, new courses, new ways of attracting adult learners, new ways of solving problems; mnemonics and the ways of learning for various learning styles; lots of visual material such as PowerPoint and infographics</p> <p>Flexibility: regarding methods, material and time. The planning of time should take into account students' capabilities, their work and other commitment. There also should be some time for people that have troubles with understanding some topics;</p> <p>Engagement of all members of the process: trainer and trainees. Thus, the techniques of motivating and how to draw an attention should be included as energizers or free-games activities;</p> <p>Transversely work on each theme, looking at it from different perspectives</p> <p>Supportive: students may need support, for example in terms of the English language or the use of</p>	<p>„Friendly” evaluation, without stressing the trainees. The tests and exams, in general, recalls the times of school and stresses caused by exams</p> <p>appealing to the needs identified by the listeners at the beginning and to what extent they were satisfied</p> <p>Training managers should also be offered study visits, self-development opportunities to develop new ideas</p>

	computers in levelling out	
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SOFT ASPECTS TO BE TAKEN INTO ACCOUNT BY EDUCATION PROVIDERS

social identity, increased information and awareness, solidarity lifestyles, positive choices, supporting and nurturing human development and relationships; motivations and passions; social relationships, equality, cooperation, solidarity; communication between group members

8 Key Elements of the Map



This section analyses the **Map of Wellbeing in adult education**, identifying the key areas on improving the learning process for learners, educators and administrative staff. 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.***" For the purposes of this Map this definition will be the first milestone.

Building on the findings from a comparative literature review and its applications in the workplace through direct communication with the target group, The Map suggests that focusing on day-to-day support and empowerment should be the priority for all the interested parties.

After the completion of data analysis, the information was processed and evaluated by the partnership coded six learning-oriented trends that should dominate the adult education field and are as follows:

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

According to the research conducted in **Estonia, Cyprus, Italy, Poland and Bulgaria** partnership identified these 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.

Below there are 6 key points for every category of the target group. **The Map suggests that the administrative staff should focus on the concept of Empowerment, the trainers should focus on the aspect of Support and lastly the adult learners should focus in Motivation.**

Map of Wellbeing



play an active role in establishing a friendly environment where both adult learners and trainers feel included, connected and respected

Constantly ask and analyze the needs and feedback of learners and trainers, intermediate information between learners and trainers, are aware of trends and regulations in the field of education.



NGO's, public authorities and local stakeholders that can support adult education centers in covering their needs through cooperation

In collaboration with the trainers they can develop school policies, plans and structures for protecting the safety and promoting the wellbeing of staff, students, and families.

Administrative Staff

Development plans, daily work organization and the quality assessment system are promoting the dissemination and implementation of educational innovations and the creation of the wellbeing learning environment



The organizational culture is caring and cooperative, supports the development of soft skills and the well-being of all (administrative staff, trainers, adult learners), including better physical and mental health, constructive resolution of disagreements and crises

the curriculum

important for the adult educator.

Trainers

The trainer supports the learning process and self-development of adults in a purposefully created learning situation, takes into account the individuality and group processes and supports their personal development.

Applies various techniques to create a supportive social environment for learning, involving learners
Creates a physical, mental conducive to learning, even in difficult conditions, using one's creativity and experience.



Use of teaching methods that encourage interaction, continuous feedback on learner outcomes, individual approach, use of assessment that is constructive, not judging.

Re-evaluate, adjust (or adapt) often the learning process and inform the administrative staff on time to improve the decision-making process as a way to respond timely to learners changing needs, provides feedback to learners.

Adult Learners

Understanding and awareness of personal motivation, ability to set goals, based on self-awareness, better self-understanding, desire for self-development

Communicate with other learners, support each other maintain positive and caring behavior relationships, feel connected with each other and increase their social and emotional skills to be respectful, tolerant and resilient



Engage in occupational learning to build capacity for enhancing the social, emotional and learning outcomes and be committed to them

Have their own voice and don't be ashamed to express their concerns and needs and find ways to enhance personal resilience, realize that their wellbeing is also their personal responsibility

Adult Learners

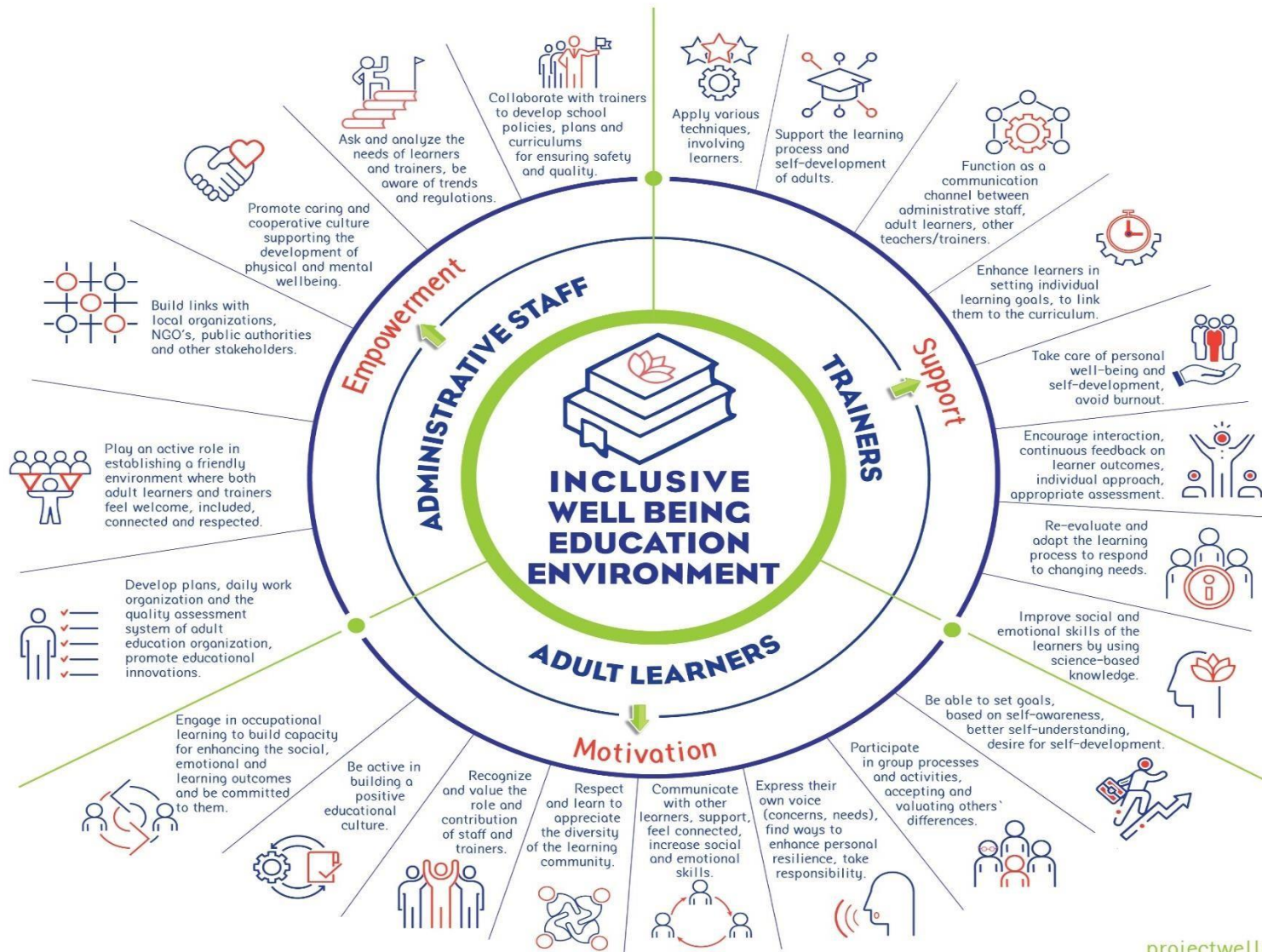
Respect and learn to appreciate the diversity of the learning community and support all adult learners and families, including those from vulnerable groups

Belonging to a group, participating in group processes and activities, accepting and valuing others' differences, appreciating the contribution of others – gratitude

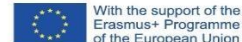


All members of the educational community are active participants in building a welcoming educational culture that values diversity, and fosters positive, respectful relationships.

Recognize and value the role and contribution of staff and trainers, in creating and maintaining the positive environment



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With the support of the Erasmus+ Programme of the European Union

9 Concluding Remarks

This research is an overall presentation of the studies examining the theoretical and practical implication of “wellbeing” in adult education. Regarding the four main spheres of wellbeing: physical, psychological, spiritual and social, it is important to guarantee that these characteristics will be met when designing models for adult education. Wellbeing in education relates to satisfaction and emotional mindfulness. The state of wellbeing for the purposes of this project is a reflection of the quality of adult education. How trainers see and feel, in which ways learners learn more effectively, and how the staff in education can do their job better are only some of the factors that come up as, a result of emotional psychological and spiritual wellbeing. It is notable that the results of examining different procedures in the five partner countries has shown us that there are different practices when it comes to wellness. Alternative types of learning in adult education are also empowered by the governments. As revealed, the opportunities provided to the learners to get a chance in knowledge despite their age, motivates them to keep learning. What is common however, in all the cases examined, is the importance given to the maintenance of wellness in education. This report presents the findings of the research in Cyprus, Bulgaria, Estonia, Poland and Italy analyzing one best practice that can potentially make an impact for the purposes of this project. The innovative map combines recommendations on how to establish and improve wellbeing in adult education made from a comparative research in Estonia, Bulgaria, Cyprus, Poland and Italy.

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Annex II – Focus Groups Findings Compiled Report



A STEP FORWARD IN WELLBEING IN THE FIELD OF ADULT EDUCATION WELLNESS 2 POLAND- CYPRUS -ITALY-BULGARIA-ESTONIA COMPILED REPORT OF FOCUS GROUP SESSIONS



PREFACE

WELLNESS 2 is a two-year project which derives from the perception (acquired through the direct observation and assessment of the impacts of training courses) that the motivation of adult learners in adult education, due to the particular target group, is one of the key aspects of the success of this particular sector of education.

The compiled Report on Focus Groups provides useful information gathered by all the partners during research provided between December 2019 and January 2020 across partner countries. which makes it even more interesting to compare them and includes the following chapters:

This report presents main findings of wellbeing in adult education in Estonia, Bulgaria, Cyprus, Poland and Italy from trainers, adult learners and people associated with management and administration in adult education.

The report is crowned with recommendations formulated for further stages of the project.

Frame, Poland

February 2020

Introduction

In *A Step forward in Wellbeing in the field of Adult Education* project for the proper recognition of needs and the correct design of further stages, in the first months of the project duration research was designed and implemented. One stream was the search for good practices. In order to create this compiled report regarding the “Wellbeing in the field of Adult Education in partner-countries” a solid desk research was conducted in every partners country. Each partner explored the concept of well-being, particularly in education and different cases were identified as inspiring practices of imposing wellbeing in education.

A second stream of research was to conduct Focus Group Interviews (FGI’s) in each of the partner countries. The methodology of focus meetings together with questionnaire was agreed by the whole consortium. The three groups of respondents include:

- Trainers working in adult education;
- Adult trainees;
- Staff of adult education training organisations.

In the framework of IO1 activity in Wellness 2 project there were 106 people participating in 15 focus meetings in total (Table 1). The research findings have been influenced by participants' personal point of view and their experience.

Table 1 FGI' participants (in numbers)

<i>Cyprus</i>	<i>Bulgaria</i>	<i>Poland</i>	<i>Estonia</i>	<i>Italy</i>	<i>Total</i>
FOCUS GROUP WITH TRAINERS					
6	4	6	7	8+5	36
FOCUS GROUP WITH ADULT LEARNERS					
5	5	7	5	10+5	37
FOCUS GROUP WITH MANAGERIAL / ADMINISTRATIVE STAFF					
5	5	5	5	8+5	33
16	14	18	17	41	106

Sources: own elaboration

In total 106 people took part in these focus groups with a very similar number in each group: trainers working in adult education (36); adult trainees (37) and staff of adult education training organisations (33). This is a solid research sample.

Generally, the results demonstrate a common pattern and revealed that respondents have similar views on the subject. General conclusions and recommendations based on the focus groups' findings will follow in the upcoming parts.

GENERAL CONCLUSIONS FROM FOCUS GROUPS

Partners in their reports on the focus group formulated the main conclusions.

In Cyprus after the completion of the three focus groups, the observation is that the understanding of the term "wellbeing" is **different for every person**. However, after examining multiple definitions and meanings and come up to the conclusion that the term wellbeing is a social construct and **is not fixed** - it cannot be. Education and wellbeing are interconnected since education is the way to achieve personal fulfilment. Education is often used by people to shape their '**social identity**', framing their understanding of themselves and their relationships with other people. A positive, affirming social identity is associated with a range of positive outcomes in life, such as increased wellbeing, health, social trust and political engagement. Any disruption of these associations can negatively affect self-esteem and wellbeing. There is a strong **link between adult education and health**. Two crucial aspects that need

special attention: improving health behaviors and attitudes and addressing inequalities as a cause of poor health. Also some of the elements that are needed in order to create wellbeing in adult education are: the creation of an emotional, intellectual, and physical safe environment. The provision of an equitable, culturally responsive, and cohesive curriculum with clear instructions is deemed necessary. Furthermore, meeting the needs of diverse learners is considered vital.

In Bulgaria the most general conclusion was similar. Wellbeing was recognized a **broad concept** which covers all aspects of life – health, family, professional realization, education, financial and physical security, emotional comfort. As a whole, the wellbeing is connected with the state of **general happiness and satisfaction**.

Studies have shown that wellbeing and adult education are connected. Through education one can improve their status in society; gain new knowledge, competences and skills necessary for better professional realization and improvement of confidence and satisfaction with the achievements.

To create wellbeing in adult education, have to combine the personal wellbeing of the trainers and adult learners. An individual approach should be applied to cover the specific needs of each adult learner, while the trainer should be highly qualified with extensive knowledge and experience and motivated to conduct inspiring and effective training. The training approach should be **practically oriented**, based on rich and **interactive materials** in line with the new technologies. The wellbeing environment is described as a group of maximum 12 adult learners following a balanced practically oriented training programme at a **convenient time and place** with balanced schedule in a favorable physical environment. Important aspects are the sense of common objective and community where each individual can feel appreciated, inspired, challenged, and part of a community.

In turn, the obstacles in implementing wellbeing in adult education can be lack of time and appropriate material base, cost of the training course, the location of the training course or personal discomfort based on group's destructive behaviour. Another factor that limits the wellbeing can be the lack of management, the inappropriately structured programmes, especially limitations for online training. Very important is participants' feedback taken into account.

The wellbeing of adult learners can be supported from the trainers and managers through applying individual approach, practically oriented training methods and non-formal communication, friendly learning environment, collaborative work. The specific needs of the adult learners to enhance their wellbeing are: homogeneous training groups; adequate and quality educational materials taught in an

interactive way; transparent system for knowledge assessment from ethical point of view. For the personal wellbeing of the trainers they need to improve their own qualification, competences and digital and soft skills. Their wellbeing will be improved also through financial incentives.

All three parties in adult education can affect the wellbeing environment and the personal comfort and performance of each individual. By consciously supporting themselves and the others, better results can be achieved and everyone **can enjoy the learning process**.

In Estonia, respondents noticed, that if a person is satisfied with his/her life, and well-being is guaranteed, then a person is more prepared to learn, to attend training.

For the adult learner the main obstacles to well-being are lack of finances, lack of time, lack of information about learning programmes.

It is regarded as a positive impact, if someone on the managerial staff is present all the time during the training period. Both trainers and adult learners can turn to them, they will be greeted and guided.

The **extra communication** that the trainer maintains - for example in social media, especially for longer courses - is very important for creating a unified group and promoting active communication between group members. It is of great value if the teacher provides their **contacts** so that if questions arise later, they can write or call afterwards.

One way a trainer can support a learner, is by not making too many assumptions, but rather by supporting, asking and trying to understand your learners.

Co-operation between process participants is essential in preparing well-executed and useful training that ensures the wellness of all parts of the programme. Also **pre-mapping learners' expectations** and the participants of the training group can help.

Another finding is that participants stress the importance of financial aspect of the educational offer. The experience with a free of charge training programme is that it is not really sustainable because the potential learner does not have as much responsibility and motivation to come and complete the course unless they have paid for it themselves. It seems that free things are not valued after all. People are often unaware of the costs of organizing a training.

During Polish focus groups results have been collected that can be divided into several areas.

As in other countries, it was hard to clearly define the term 'wellbeing'. Wellbeing is when **people are happy**. And there are as many descriptions of happiness as the people in the world. So trying to be happy with remembering that happiness is different for different people can be a starting point to create the state of wellbeing.

From the educational point of view, education should be perceived as a natural thing no matter of the age. So it should not be regarded as a duty, rather something that is natural. The duty is derived from the strict system of education, while the feeling of wellbeing requires flexibility. Flexibility is a crucial - flexibility of time, content and methods. But most of all: **flexibility of the system**. Not all for all, but what is interesting for the people interested in the topic. So it is better to leave general knowledge of the system and concentrate on specific, professional courses afterwards. The reality is changing so the needs for the specific skills are also changing.

Respondents noticed that in sustainable environment everyone should feel safe in the process. It means that there should be no pressing of time, flexibility, especially in methods of teaching and learning. So the role of the trainer should be more as a mentor than teacher and the learners should feel important, having an influence on what is going on during the process.

The environment should be adjusted to the needs of the learners: proper room with facilities, all necessary information before the course and attract their attention after (by sending reminders, or thanks for the attendance).

The systematic and strict approach to the process is needed, without barriers, which causes the learners to be afraid of even asking the questions. Also criticising and searching for the weakness of the trainee by the trainer make the trainees taking a confrontational position. If the trainer does not feel good in what he/she is talking about, the audience will also feel uncomfortable and won't be convinced to the subject of the course. So the trainer should be well prepared and convinced of what he/she says. The trainer must be responsive to the group needs, be decisive and assertive. But most of all should be supportive. It is also good to **create the environment for collaboration among trainees**.

Italian team stressed, that the information capacity of these focus groups lies in the debate that was created between the participants under the guidance of the moderator. It is these actors who interacted with each other, verbally and non-verbally, that has contributed to the co-production of this final report. The main result has been the subjective dimension of wellbeing and the strictly relation with personal history, however it is objective the connotation of "positive status". Education and training are seen as

activities that surely could contribute to the general and durable wellbeing of a person, but people often find it difficult to overcome the initial obstacle of starting training, activities that they find stressful as they are full of expectations that may not come true and therefore lead to a person's mortification. A first step that becomes necessary is therefore an objective evaluation of the pros and cons of starting a training course, and of the psychological preparation of adults who could experience training in a negative way (example with frustration for the inability to achieve a goal prefixed). From another point of view, it is essential that the trainers live the training as a positive experience of knowledge transmission and not a "life mission" that must necessarily lead to the completion of the path by the adult learners. It is therefore essential to prepare the trainers and training centers on what they must, can and cannot do, to ensure first of all their well-being and a positive approach to training.

It is also important to work on relationships: the old approach that provides that a methodology is effective for each user (and vice versa that each trainer has the same expectations and requests from the students) is to be transformed into new and targeted relationships and teaching and learning mechanisms about learners in the classroom. The role of the training center is fundamental to guarantee these solutions and standards and to be the guiding thread of the learner-trainer relations.

From the second Italian partner's perspective, the results of focus group meetings highlighted **the need to intervene** from the point of view of well-being in the learning environments to increase the motivation not only of the learners, but also of all the staff who organize and produce the lessons. Numerous ideas have been collected that could be helpful to evaluate the current situation of wellbeing environments on educational issues. Has been reached the aim of the focus group in order to identify, directly from the target groups, their needs and their point of view on the topic addressed by the project. Furthermore, similarities have been found in the problems presented in the partner countries and this reinforces the drive to try to resolve these issues using an approach that foresees European cooperation.

Among the target groups, those who showed greater depth of analysis were the teachers who, thanks to over 20 years of experience, have described **some systems to improve motivation in adults**. These systems are easy to implement and describe some social dynamics that demonstrate how the attention in the class composition is one of the aspects with the greatest impact on well-being in learning. The students, showed instead that the **motivation to undertake training courses in adulthood**, is **the main lever** not only to start such studies, but above all to complete them. Many of them have stated that over the years the lack of the right inputs from teachers has led to the drop out of studies. From Administrative

Staff the concept of well-being means **a harmony** of elements that must fit together to allow students to find sources of motivation in every aspect of learning.

It can be concluded that a wellbeing of learning environment in adult education field can be created and ensured through support on different criteria's according to those 8 dimensions*:

- 1) **Physical wellbeing** - a good physical environment is being provided - spacious, airy, well-lit, warm enough/not too hot room with comfortable seats and tables; space layout is based on the nature of the training; suitable background sound/not noisy; appropriate study materials for the training; technology works without problems, snacks and beverages (coffee-tea, water, something sweet, salty and fresh) are provided, dining facilities nearby; the necessary conditions for people with disabilities are guaranteed; training room is easily accessible and parking is available nearby.
- 2) **Social wellbeing** - training group is small in numbers /suitable to achieve the aims of training; trainer creates possibilities for communication and identification within the training group; there are no conflicts among the group members /previously unsatisfied needs in the group
- 3) **Spiritual wellbeing** - the trainer is highly experienced, well-balanced and well-prepared for the training; the trainer also feels safe and confident and will ensure the mental wellness of the learners; the individual approach to different learners whenever needed, adult learners themselves are aware of the objectives of the training and are self-motivated to learn;
- 4) **Occupational wellbeing** can be achieved by comprehensive cooperation between the trainer and the staff both before and during the training; the staff will collect necessary background information and will assist the trainer with technical issues before and during the training;
- 5) **Intellectual wellbeing** - there is an overall expectation to get new knowledge or skills; in addition, training should be fun and exciting to all participants, out of the routine. Also, the intellectual wellness of trainers and staff is important - they need to improve themselves as trainers or organizers, ensure the professional development;
- 6) **Emotional wellbeing** – the trainer is attentive and present during the training, will detect the emotions of the learners; the trainer should have enough various tools in the toolbox for balancing appearing emotions. Emotional wellness starts at the moment of the arrival of the learner to the training - if and how he/she is being welcomed;
- 7) **Economic wellbeing** - financial security is crucial in order to create a sense of overall security and to even start to think about educational development. Money / the price of training should not be the main obstacle in the aim to develop oneself. So various options, including on the state level, should be ensured that adult learners need for trainings are fulfilled;
- 8) **Environmental wellbeing** – environmental aspects and sustainability, “thinking green” has a growing approach in adult education. Therefore, it can be a positive outcome that should be realized when planning training - avoid unnecessary printouts, to use non-plastic, reusable cups etc.

**based on FGI in Estonia*

RECOMMENDATIONS FOR WELLNESS2 PROJECT DERIVED FROM CONDUCTED FOCUS GROUPS

The task of conducting the research in the first phase of the project was to provide recommendations for the completion of the first intellectual output of the Wellness project. This phase provided fruitful insights on what could potentially change, be added or influence the way adult education functions.

General recommendations

- Defining the individual approach and its applications to the specifics of the adult training. Adult learners are busy people coming from different professional and educational backgrounds with specific needs and problems that they seek to resolve through education. Thus, the training curriculum should be adapted according to the audience and its preliminary feedback regarding expectations and needs. **BG**
- 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. **CY**
- Trainings for the trainers can help them identify and understand the needs of their target group and they are deemed necessary. **CY**
- The trainers / staff working in adult education can support the wellbeing of the trainees through increased information and awareness. They should promote solidarity lifestyles and positive choices, supporting and nurturing human development and relationships. **CY**
- The trainers should be supported in delivering practically oriented trainings by using gamified methods, problem-based learning, collaborative learning, inverted classrooms, etc. Such methods can be systematically collected and explained with strengths and weaknesses enabling the trainers to choose the most appropriate ones. **BG**
- Wellness can be created as soon as you enter the training area both for the trainer and for adult learners by ensuring that staff is available there, waiting and greeting, guiding, showing where the training class, making an indication of where to have a cup of coffee or where are toilets, an introduction at the beginning of the training. **ET**
- What is needed is the methodology for trainings that can create wellbeing of all involved; this methodology should include as follows: (1) Flexibility – regarding methods, material and time. The planning of time should include possibility of late start, and also late finishing. There also should be some time for people that have troubles with understanding some topics; (2) Engagement of

all members of the process: trainer and trainees. Thus, the techniques of motivating and how to draw an attention should be included; (3) „Friendly” evaluation, without stressing the trainees. The tests and exams, in general, recalls the times of school and stresses caused by exams. **PL**

- As stated by all trainers, their key need is for further qualification and personal development through trainings for trainers. They need to acquire specific soft skills for working in adult education because they rely only on their experience and practice. The trainers need to improve their digital skills in line with the technologies affecting adult education. By supporting the trainers in the improvement of their skills, the Wellness 2 Training tools will enable them to create a better wellbeing learning environment for the adult learners and for themselves. **BG**
- Regarding adult learners’ respondents stressed that trouble may arise because of the English language or the use of computers, which are the basis of almost all current training courses. They are willing to keep up with the times, but now the technological capacity is too different, and today's adults have a delay that is too difficult to fill. Moreover, the motivations arise from the desire to continue to push their passions such as traveling or cooking but adapting to the new needs of the modern world. **IT**
- It is helpful for the training manager and the trainer to ask the learners' expectations before the training. This will also benefit the learner's self-motivation. Pre-training information is of great importance to the learner (food, clothing, need for computers, etc.) **ET**
- It would be perfect to include the mnemonics and the ways of learning for various learning styles. Also information on how to organize time, how to deal with the stress evoking by learning after a long time. **PL**
- It is also good to include as much examples as it is possible. Also tips and tricks where available. Especially instead of theory. **PL**
- Considering the trainers, the main findings in terms of needs are detected in the lack of structural and financial resources to implement properly the educational activities. Moreover, there is a lack of interaction with the institutions to strength the link between educational programmes and employability. Educational programmes centered on the life experience of adult learners and creating specific plan suitable with their needs are needed. In the CIPIA educational programme, these obstacles are overcome thanks to the 40 hours of assessment carried out, once received the subscription to the school. **IT**

- The other reflection about wellbeing in the classroom and motivation of learners regards mainly the equipment and the importance of using innovative approaches. In this sense, to increase motivation, it is useful to work transversely on each theme, looking at it from different perspectives. Lessons should be organized using little paper and lots of visual material such as PowerPoint and infographics. Outdoor activities have to be organized to diversify the learning environment.
- Trainers should start the lessons from the learners' life experiences, with the aim to work on the pleasure of being together in the classroom without weighing them down with homework. **IT**
- Training managers should also be offered study visits, self-development opportunities to develop new ideas. **ET**

Environment

- The wellness of learners can be supported by creating wellness environments respecting the trainers and by raising learner's awareness regarding the benefits of wellbeing. **CY**
- In order to save time and ensure the Blended Methodology, applying modern practically oriented training methods such as gamified learning, problem-based learning; simulations, digital learning tools, etc. is advised. **BG**
- Suggestion for environmentally conscious training are: (1) to offer participants the opportunity to bring their own coffee mug. It is good for creating both green thinking and personal attitude; (2) not just to conduct environmentally conscious (plastic-free, no-paper-based) training, but also to refer the training participants to increase their awareness and understanding of environmental protection. **ET**
- It would also be good to prepare some flexible ways of the course instead of the one possible and right way. Be flexible when want to teach flexibility. **PL**
- Well-being can be supported through the possibility of following the lesson in more comfortable positions; trainings are generally carried out on desks and chairs but in some cases, more comfortable seats (such as armchairs, sofas) and mobile PC supports, instead of desks, could allow a more relaxed atmosphere. **IT**

„Soft” aspects

- Good social relationships, equality, cooperation, solidarity, and a friendly environment can enhance the wellbeing of trainers, trainees and staff working in adult education. **CY**

- It increases wellbeing when the trainer will initiate communication between group members, especially at the beginning and during the training as much as flexible as possible. **ET**
- For the trainer some scenarios of integration exercises, also for stress relieving or relaxing. **PL**
- In order to create wellness, it's good to spend some time for ice breaking, opening up groups for further communication, and creating opportunities for identification of similarities. **ET**
- Analyzing the attitude of the trainer can be seen, that the trainer should not make any assumptions (as you all know...), but ask and take into account the specifics of the learners. **ET**
- To create synergy in the work groups, team building and team working games are often used: the same should be done within adult learners training courses. The duration and scope of the activity must agree with the duration of the course and the type of team you want to create. **IT**

Organizational issues

- Organizational issues related to the training are: (1) The most important part of the training is (coffee)break. (2) Important aspects such as a lot of talking, communicating are happening during that time. The break is also a chance for students to ask the trainer what they may not want to do in front of others. It is also important that the trainer is present half an hour early and half an hour later to answer questions. (3) If the trainer himself / herself is ready to maintain so-called additional communication with the trainees, either in social media or after the training, this will increase openness and group awareness and ensure adult learner's interest for further training. (4) bring chargers, extension cords with the training - these are always asked by the trainees. **ET**
- For the organizers and management there's need of some kind of "checklist" what should be done in order to have the course well prepared. It should include tips for preparation, with the necessity of sending the proper and full information to the trainees some (what) time before the course begins, till the facilities needed for the course itself, to the necessity of contacting the beneficiaries after the training. **PL**
- From perspective of administrative and management staff, the concept of well-being means a harmony of elements that must fit together to allow students to find sources of motivation in every aspect of learning, from the administrative part to the attendants who take care of the cleaning of the classes. One of the most powerful statements is that education at any age is a process that involves an effort by the learner, and therefore if this effort is activated in an environment of well-being it is less heavy. **IT**

In relation to the IO3 Protocol

- The participants in the focus group have provided a clear definition for the “wellbeing learning environment” which should be taken into account in the development of validation methodology of the Protocol. **BG**

CONCLUDING REMARKS

Focus groups are a component of Wellness 2 project, funded by the Erasmus+ program of the EU, research process, planned and implanted in the first phase of the project. A total of 106 people took part in 15 focuses in focus studies of the Wellness 2 project.

The respondents were recruited from three groups of stakeholders: (1) Trainers working in adult education; (2) Adult trainees; (3) Staff of adult education training organisations. They are the key entities for the complex training, education and development process.

Focuses were organized according to a common methodology to make the results comparable to maintain and increase wellness in education.

This comparative report on Focus Group presents the findings of the research in project countries: Cyprus, Bulgaria, Estonia, Poland and Italy.

Considering the use of information obtained from research for the design and training process in the Wellness2 project, the most systematic information was collected broken down into stages of the training process.

STAGES OF THE TRAINING PROCESS		
Pre training	During training	Post training
<p>preliminary feedback regarding expectations and needs</p> <p>identifying factors of wellbeing considering Wellness2 concept</p> <p>the learners' expectations in the context of participation of students in creating/adjusting the shape of the course</p> <p>to build the learner's self-motivation.</p> <p>Pre-training information (food, clothing, need for computers, etc.)</p>	<p>Integration: time for ice breaking, opening up groups</p> <p>practically oriented trainings: using gamified methods, problem-based learning, collaborative learning, inverted classrooms; to include as much examples as it is possible</p> <p>Innovative and interested: new practices, new courses, new ways of attracting adult learners, new ways of solving problems; mnemonics and the ways of learning for various learning styles; lots of visual material such as PowerPoint and infographics</p> <p>Flexibility: regarding methods, material and time. The planning of time should take into account students' capabilities, their work and other commitment. There also should be some time for people that have troubles with understanding some topics;</p> <p>Engagement of all members of the process: trainer and trainees. Thus, the techniques of motivating and how to draw an attention should be included as energizers or free-games activities;</p>	<p>„Friendly” evaluation, without stressing the trainees. The tests and exams, in general, recalls the times of school and stresses caused by exams</p> <p>appealing to the needs identified by the listeners at the beginning and to what extent they were satisfied</p> <p>Training managers should also be offered study visits, self-development opportunities to develop new ideas</p>

	<p>Transversely work on each theme, looking at it from different perspectives</p> <p>Supportive: students may need support, for example in terms of the English language or the use of computers in levelling out</p>	
<p>SOFT ASPECTS TO BE TAKEN INTO ACCOUNT BY EDUCATION PROVIDERS</p>		
<p>social identity, increased information and awareness, solidarity lifestyles, positive choices, supporting and nurturing human development and relationships; motivations and passions; social relationships, equality, cooperation, solidarity; communication between group members</p>		

Annex III Questionnaires for the Target Groups

QUESTIONNAIRE

SUGGESTED QUESTIONS TO BE IMPLEMENTED IN THE FOCUS GROUP FOR THE WELLBEING OF THE TRAINERS WORKING IN ADULT EDUCATION

Questionnaire No.	1
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Obstacles & Needs Analysis of the trainers (in education)

This questionnaire has been elaborated in the framework of the project “Wellness 2 – A step forward in Wellbeing in the field of Adult Education” and forms part of the methodology used to identify the needs of trainers in Estonia, Bulgaria, Cyprus, Italy and Poland. Focus groups based on this questionnaire will be held each country in order to evaluate the current situation of wellbeing environment on educational issues. The aim of the focus group is to identify, directly from the target groups, their needs and their point of views on the topic addressed by this project.

Your contribution will be of most importance in understanding a wide range of relevant challenges that influence the wellness in an educational system

1. What do you think is meant by "trainer's wellbeing"? Are you aware of others adopting different meanings for this term?
2. What are the specific kinds of things that you believe impinge on trainer's wellbeing? Are there both work and non-work-related factors of conditions?
3. Should trainer's wellbeing be seen as having different needs from those of other groups of workers? Why should this be so and is there evidence on such matters?
4. In what ways can you ensure a well-being learning environment?
5. Do you have any best practice that you can share for a wellbeing learning environment program? (During the training or afterwards)
6. Did you experience any practical challenges during a training and how did you solve them?
7. What is your mentoring philosophy?
8. How do you approach discipline and what role does it play in learning?
9. Do you have any particular needs based on your experience when delivering a workshop? (Practical materialistic, ethical etc.)
10. What is your view about the relationship between teacher wellbeing and the effectiveness of student's learning? Do you know any evidence about this relationship?

Thank you for your participation!

The Wellness project team

QUESTIONNAIRE

SUGGESTED QUESTIONS TO BE IMPLEMENTED IN THE FOCUS GROUP FOR THE WELLBEING OF ADULT TRAINEES

Questionnaire No.	2
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Obstacles & Needs Analysis of the adult learners

This questionnaire has been elaborated in the framework of the project “Wellness 2 – A step forward in Wellbeing in the field of Adult Education” and forms part of the methodology used to identify the needs of adult trainees in Estonia, Bulgaria, Cyprus, Italy and Poland. Focus groups based on this questionnaire will be held each country in order to evaluate the current situation of wellbeing environment on educational issues. The aim of the focus group is to identify, directly from the target groups, their needs and their point of views on the topic addressed by this project.

Your contribution will be of most importance in understanding a wide range of relevant challenges that influence the wellness in an educational system

1. Do you have any particular needs when taking part in a program to enhance your wellbeing? (practical materialistic, ethical etc.)
2. How would you personally describe a wellbeing learning environment?
3. If you had a problem would you ask for assistance from a trainer?
4. Do you usually find any obstacles during the learning process?
5. Are you, regularly reminded of your potential strengths as learners?
6. Do you have any particular needs that are not covered usually?
7. How does the trainer support you when you do not understand?
8. If you had a problem, would you ask for assistance from a trainer?
9. Do you feel challenged in the programs? Do you feel engaged somehow?
10. What is your view about the relationship between teacher wellbeing and the effectiveness of student's learning? Do you know any evidence about this relationship?

Thank you for your participation!

The Wellness project team

QUESTIONNAIRE

SUGGESTED QUESTIONS TO BE IMPLEMENTED IN THE FOCUS GROUP FOR THE WELLBEING OF STAFF OF ADULT EDUCATION TRAINING ORGANIZATIONS

Questionnaire No.	3
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Obstacles & Needs Analysis of the staff of adult education training organizations

This questionnaire has been elaborated in the framework of the project “Wellness 2 – A step forward in Wellbeing in the field of Adult Education” and forms part of the methodology used to identify the needs of the staff of adult education training organizations in Estonia, Bulgaria, Cyprus, Italy and Poland. Focus groups based on this questionnaire will be held each country in order to evaluate the current situation of wellbeing environment on educational issues. The aim of the focus group is to identify, directly from the target groups, their needs and their point of views on the topic addressed by this project.

Your contribution will be of most importance in understanding a wide range of relevant challenges that influence the wellness in an educational system.

1. How would you personally describe a well-being learning environment?
2. How important do you think is the establishment of a wellbeing environment in the effective functioning of an educational system?
3. Does anyone else have a say in the management of the educational center?
4. What challenges do you face in your daily/ professional life when working with trainers or learners?
5. What is your view about the relationship between teacher wellbeing and the effectiveness of student's learning? Do you know any evidence about this relationship?
6. Should trainer's wellbeing be seen as having different needs from those of other groups of workers? Why should this be so and is there evidence on such matters?
7. How can you ensure the safety in a learning environment?
8. Do you have any particular needs as staff that are not covered usually?
9. Do you feel like you have a responsibility in helping the educational center to achieve its wellbeing?
10. What kind of new research would you give a high priority to in the field of educational wellbeing and why?

Thank you for your participation!