

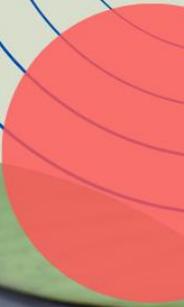
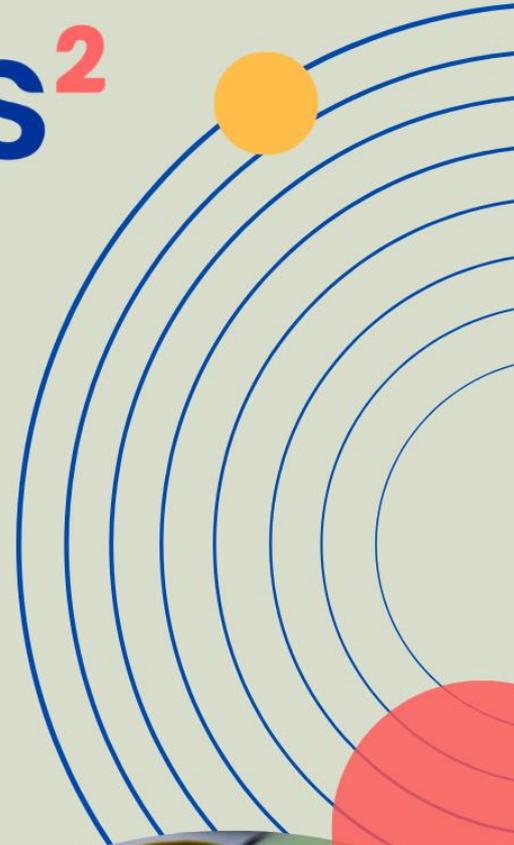


Co-funded by the
Erasmus+ Programme
of the European Union

Wellness²

A Step forward in Wellbeing in the field
of Adult Education – **Wellness 2**

(Ref. No 2019-1-EE01-KA204-051726)





Wellbeing Learning Environment

IO 3 Validation Protocol





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Introduction

About ... Wellbeing in Adult Learning

"A good quality education is the foundation of health and well-being. For people to lead healthy and productive lives, they need knowledge to prevent sickness and disease. For children and adolescents to learn, they need to be well nourished and healthy"

(UNESCO Strategy on Education for Health and Well-Being)

"The level of mental health and well-being in the population is a key resource for the success of the EU as a knowledge-based society and economy"

(EUROPEAN PACT FOR MENTAL HEALTH AND WELL-BEING)

Adult Education has a major contribution to the development of the skills that citizens need throughout their lives. 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.

The Wellness.2 project aims to expand on how improving adults' well-being in education can potentially increase not only their interest, and involvement during training, but also serve as an invitation for more adults to consider learning as a life-long journey.

Wellness2 project's idea

A consortium of six European organisations from Estonia, Cyprus, Italy, Poland and Bulgaria combined its members' efforts and experience in a project entitled "WELLNESS2 – A Step forward in Wellbeing in the field of Adult Education" (2019-1-EE01-KA204-051726). Funded through the Erasmus+ Key Action 2 Strategic Partnership programme (Adult education), the two-year project is running from September 2019 until August 2022. The partnership represented a healthy mix of different experts, consisting of training institutions, consultancy companies, a competence certification organisation and a not for profit, not governmental organisation promoting non-formal adult education.

WELLNESS2 wanted to address the priorities of Erasmus+ Strategic partnership projects of "Extending and developing the competencies of educators and other personnel who support adult learners" as well as the "Transparency and recognition of skills and qualifications", through the creation of 3 intellectual outputs:

- **A Map of Wellbeing in adult education**, that is a document summing up the state of the art of wellbeing in adult education, starting from the best practices in the countries involved, the most common and the specific needs of learners and trainers, most common obstacles, habits and behavior of the target groups.
- **Training tools**, tailored to the wellbeing needs of adult trainees and trainers, all focused on transferable skills that are considered necessary to facilitate the creation of wellbeing-oriented adult learning environments.
- **A Protocol**, which is a procedural document containing all the key aspects of a learning environment, able to validate it as a "wellbeing learning environment".

The training tools created within the Wellness project are the starting point of all the "pilot" project activities in Wellness2. The Training tools already tested during the previous project have been analyzed and upgraded. The focus of the analysis was on their role in 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 the 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 project's objectives were:

- to raise awareness about the importance of Wellbeing in adult education and the workplace;
- to increase participants' knowledge on the concepts of Wellbeing at work and in adult education;
- to equip and support trainers/operators with skills, key competencies and tools that allow social and economic wellbeing of the community and of the territories involved;
- to facilitate trainers/operators in improving their skills and enhance their performance as trainers and their capacity to engage, involve, and train adult learners in training activities in order to foster the improvement of their skills and job acquisition opportunities;



- to increase the target groups' problem-solving abilities, work performance and job satisfaction;
- to train methodologies, professional and interpersonal skills that can be applied in the work context.

The target groups are:

- Trainers, adult educators, teachers and lecturers
- Adult Learners
- Administrative Staff of Training Centers and Adult Education Institutes

Wellness2 results

In line with the project's objectives, the Wellness2 results are:

1. Use, among adult educators and adult education institutes, of new tools and methodologies based on Wellbeing in adult education principles.
2. Increased awareness among adult trainers about their role with a view to stimulating wellbeing in adult education;
3. Adoption of intervention and certification protocols in selected adult education institutes;
4. Improvement of adult learners' participation in and strategies to develop talent;
5. Certification of competencies for 24 teachers on the basis of the EQF.

The proposal upgrades and adapts the results to the Wellness project and it adds new theoretical and practical elements to the training tools and piloting the transferred solution with the target groups. The existing training tools were upgraded through better suiting to the demands on the European labor market by testing them under a new perspective (validation) and adding new modules about elements related to the logistic aspects of the implementation of training courses for adults.

In this framework, the project has produced:

- Report on Wellbeing needs in adult education
- Report on Wellness results
- Report on Validation of learning environment
- Focus group workshops
- Report for amendment training tools
- Pilot version of training tools
- Pilot version of the map of key elements for “wellbeing learning environment”
- Final Version of training tools
- Final Version of map of key elements for “wellbeing learning environment”

The importance of the Wellbeing in the context of Adult Education

Occasionally, the formal and non-formal evaluation of training courses for adults, have reported that adult trainees often feel extremely stressed and overwhelmed by the challenges of their professional and personal lives. Because of that adult learners require to be trained in an environment that is more relaxing, and in turn - healthy. This allows the participants to be motivated to understand and put to practice the studied material.

The optimal teaching technique, the trainers' personal wellbeing, and their capacity to generate a "wellbeing learning environment" all affect the adult learner's wellbeing. Adult education institutions play an important role in this paradigm since they are responsible for supplying appropriate organizational components (such as physical infrastructure for course execution, training materials, and administrative/bureaucratic organization).

We believe that wellbeing is a core component for successful teaching and learning, as well as maximizing one's potential. Following this philosophy, the project further charged the development and validation of a "wellbeing learning environment" among adult staff and learners.

The need for a European approach to the topic is justified from the following description taken from EPALE: There is a strong link between adult education and health and well being; learning can provide a healthy lifestyle, encourage personal well being and overall happiness.

The Office for National Statistics (ONS) released data on personal well-being in the UK, a three year survey from 2012 – 2015. The release has shown early findings that those aged 65 to 79 reported the highest levels of personal well being and represented the 'happiest' age group. Those aged 45 to 59 reported the lowest levels of life satisfaction whilst reporting higher levels of anxiety.

In a European Association for the Education of Adults (EAEA) policy paper: Adult education and health, the conclusion was that adult education needs better support as learning has proven to create a sense of wellbeing and personal happiness.

Adult education is vital as it allows people to live a progressively more fulfilling and pleasant life. A greater understanding of health literacy enables a person to make more and better-informed health decisions. For example, understanding the benefits of a balanced diet and the need for regular exercise can contribute to cultivating a healthier lifestyle, decreasing unnecessary stress and anxiety - both emotionally and physically.

Similarly, Activities in a non-formal setting can help to boost one's self-esteem, performance and attitude. Such classes may bring individuals together, improving social contact and lowering the risk of loneliness, both of which are important for overall well-being. That is why it is critical to consider the learning environment and its potential influence on the well-being of adult learners.

Following this context, the development of a "Protocol" containing procedures for the certification of trainer competencies (in the framework of the EQF) related to the creation of a wellbeing learning environment for adult students is considered a milestone. This "Protocol" serves as a foundation for validating and certifying these skills and learning settings as "Wellbeing learning environments."

Educators are provided with new training tools and strategies to use in a variety of adult learning contexts; learning is made more accessible for adults.

Wellness dimensions and wellbeing learning environment

Wellness 2 aims to test the "ideal" learning environment in real conditions. This is something that did not occur in practice during the previous iteration of the project, making it a completely new objective for the project.

The final objective of Wellness 2 is to create a protocol with procedures to certify the skills of trainers who are able to create and maintain this wellbeing learning environment by also following the EQF skills frame. Wellness 2 also paid attention to a third target group which is the administrative staff.

The involvement of administrative staff in adult education provided additional value to the final result of the project. In doing so, the partnership ensured that all included wellbeing practices can serve the largest number of people within an organization.

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. All was achieved through focus group activities in all partnering countries, followed by a report summarizing the results from these activities.

In relation to the IO3 protocol, the participants have provided a clear definition for a "wellbeing learning environment" which should be taken into account in the development of the validation methodology of the Protocol. This definition represents the following 8 dimensions:

- Physical Wellbeing - taking into account the physical health of the participants, is to be supported by a good physical environment;
- Social Wellbeing - training groups are to be smaller, allowing easier communication and attention to the specific needs of every participant;
- Spiritual Wellbeing - the trainer is well-balanced, and prepared, while the adult learners are aware of the objectives of the training and are self-motivated to learn;
- Occupational Wellbeing - achieved by cooperation between trainer and staff both before and during training
- Intellectual Wellbeing - the intellectual improvement of adult learners, as well as the trainer and the staff, all through the means of growth mindset and excitement
- Emotional Wellbeing - the trainer's attentiveness to the learners' emotional states and abilities to attend to those states;
- Economical Wellbeing - considering the price range of training and providing different financial options that would allow participation
- Environmental Wellbeing - avoiding practices and materials that are not environmentally sustainable

The information obtained from the focus group research was then used for the design of the training process in the Wellness2 project. The most systematic information was collected and broken down into what were the stages of the training process in the second intellectual output.

A Learning, Teaching and Training Activity (LTTA) has been designed for the testing and further development of the training process and materials. Each partner organisation was responsible for the delivery of a training segment in cooperation with all other partners and the trainers that have been involved in the training activity.

After the LTTA an online evaluation form was distributed among the participants with the aim to collect their opinion about the quality of the activities in which they were involved and to identify any suggestions for its improvement.

In relation to the IO3 protocol, the LTTA and all related feedback provided clear guidelines which should be taken into account in the development of the validation methodology of the Protocol. These guidelines map onto the suggested training material that was presented during each day of the activity:

- Module 1: Educational Framework - focusing on the principles that go into planning, executing and concluding a consistent training
- Module 2: Wellbeing Environment - focusing on the environmental aspects that affect the physical and mental health of adult learners during training
- Module 3: Innovative Activities to Increase Motivation - focusing on practices for enhancing the interaction between trainer, participants and the studied material
- Modul 4: Harmony of and Between Educational Actors - focusing on the importance of developing healthy team dynamics and communication
- Module 5: Flexibility of the System - aiming to facilitate the studied material throughout the week and prepare the participants for its implementation

The main target groups for the LTTA were adult educators from the partner countries who both work with adult learners and have experience in welfare-related areas.

The Protocol's objectives

In establishing policies that safeguard and proactively support the wellbeing learning environment, Wellness2 Competence validation Framework aims to:

- creating a specific and clear validation and certification path of the skills, testing new approaches to developing and assessing competences;
- providing a source of inspiration and a reference document for national and international Adult Education Providers. Further, this competence model supports trainers, adult educators, members of the staff of Training Provider in assessing their own competences. This in turn helps them identify areas where they need further training;
- helping institutional stakeholders determine a wellbeing learning environment and the recognition of its dimension in the training sector;
- Identifying and describing trainers/educators and adult education providers' staff members competences better, this will help improve the image and recognition of the importance of a wellbeing learning environment. At the same time, we have developed strategies, tools and educational materials that will make this more effective.

The Wellness2 Competence validation Protocol focuses on competencies identified from the project Partner Organizations and needed to prepare, implement and evaluate learning pathways for trainers/adult educators and adult education providers' staff members to foster the wellbeing during the teaching training activity. It is not meant to be seen as a "must-have" list of competencies. However, it includes a number of desirable competencies and behaviors that reflect healthy underlying attitudes. This is a basic model and it is not exhaustive, it's not set in stone, but should serve as a dynamic framework that will keep on evolving.

How does Wellness2 Competence validation Protocol work?

According to the Classification of European Skills, Competences, Qualifications and Occupation (ESCO)¹ which identifies and categorizes skills, competences, qualifications and occupations relevant for the EU labor market and education and training, *Trainer profile and Training Support Officer* come with an occupational profile and a list of the knowledge, skills and competences that experts considered relevant terminology for these occupations on a European scale.

The ESCO's definition of Trainer is:

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“Someone who develops and coordinates projects for people through a variety of activities and projects in the community that are created on the basis of social, behavioral and health development. Trainer is engaged in a large spectrum of activities by, with and for people young or not, (supervision of activities, work independently in areas of their own responsibilities). They can be volunteers or paid professionals who facilitate non-formal and informal learning processes. They teach and support adults aspiring to broaden their knowledge and their personal and professional skills and/or to achieve further qualifications. Further education teachers consider the previous knowledge and the work and life experience of the learners. They individualize their teaching and involve the students in the planning and executing of their learning activities. Further education teachers design reasonable assignments and examinations suitable to their adult learners.”

The Wellness.2 certification of competences will follow these 3 different phases:

- Identification and Document verification
- Assessment and Validation
- Certification

1. *Identification of non-formal and informal learning* is seen as a process which “... records and makes visible the individual’s learning outcomes. This does not result in a formal certificate or diploma, but it may provide the basis for such formal recognition”²
2. *Assessment of learning outcomes* is defined as “... appraising knowledge, skills and / or competences of an individual against predefined criteria, specifying learning methods and expectations. Assessment is typically followed by validation and certification. “There are two different types of assessment, i. e. formative assessment, which is “a two-way reflective process between a teacher / assessor and learner to promote learning”, and summative assessment, which is “the process of assessing (or evaluating) a learner’s achievement of specific knowledge, skills and competence at a particular time”. Validation (4) of non-formal and informal learning “... is based on the assessment of the individual’s learning outcomes and may result in a certificate or diploma”³. The term “*validation of learning outcomes*” is understood as “the confirmation by a competent body that learning outcomes (knowledge, skills and/or competences) acquired by an individual in a formal, non-formal or informal setting have been assessed against predefined criteria and are compliant with the requirements of a validation standard. Validation typically leads to certification.
3. *The certification of learning outcomes* is the process “... of formally attesting that knowledge, skills and / or competences acquired by an individual have been assessed and validated by a competent

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body against a predefined standard. Certification results in the issue of a certificate, diploma or title”⁴.

Reference documents and definitions

The standard Certification of competences procedures requires the collections of all the following documents, that we call Annexes, while for the specific case of the Wellness Certification Protocol for Trainers and Training Support Officer, ICEP is providing just the following schemes:

- **Trainer with Competences to create a "Wellbeing Learning Environment"**
- **Training Support Officer with Competences to create a "Wellbeing Learning Environment"**

(see Annexes below):

- Annex I - Certification of Competences Request (ICEP format provided in english)
- Annex II - Certification Scheme for Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment” (included in this protocol)

Conditions for the concession and maintenance of certification

All people aspiring to be a certified as a Trainer, Training Support Officer, Training Manager or Head of Training with Competencies to create a “Wellbeing Learning Environment”, without any discrimination for nationality, sex, religion, race and political orientation, can submit Certification of Competences Request.

To obtain and maintain certification over time, the aspiring Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” must:

- identify and comply with all the requirements specified in the Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment” Certification Scheme;
- provide to Wellness2 partnership and ICEP (Certification Body) with any necessary and mandatory information and / or documents;
- respect, even over time, all the provisions of Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment” Certification Scheme;
- keep the conditions for the entire period of validity of the certification;
- in case of complaints, provide Wellness2 partnership and ICEP (Certification Body) with all information and / or documents necessary for the correct management and resolution of them;
- undertake to use the certificates and / or logos and / or ICEP (Certification Body) certification marks in a proper way, as explained in this document;
- respect the deontological code unconditionally read and accepted by signing the Certification of Competences Request.

Certification of competences procedure

Aspiring Certified Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment” who wants to obtain the Certification of Competences, must make a specific written request to the Certification Body (Certification of Competences Request – Annex 1), which must be dated, signed and transmitted to Certification Body, with all the attachments.

The signing of the Request implies acceptance of the procedures for the use of certificates and / or logos and / or certification marks and the deontological code.

Once the Request has been received, the Certification Body proceeds to carry out a preliminary examination, informing the aspiring Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment” of the acceptance or refusal of the Request. The Certification Body can request additional documentation, in order to gain more useful information to the assessment.

It is also possible to request the Certification Body support for the correct completion of the Certification of Competences Request.

PHASE 1: IDENTIFICATION & DOCUMENT VERIFICATION

Once received the Request with all the required documentation, the Certification Body starts the verification procedure.

In the case of lack of documentation, a formal request is sent by mail or fax to the aspiring certified Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment”, who has 10 working days to provide for the integration.

The Certification Body, after receiving all the complete documentation, provides the rejection or the acceptance of the request by giving an official communication by mail to the Trainer or Training Support Officer with the related reasons.

In the case of rejection, the Trainer or Training Support Officer may ask to re-examine the decision by giving detailed explanations of the re-examination request. If the reasons are deemed acceptable, the Certification Body can re-evaluate the Certification of Competences Request by confirming or modifying the decision taken. In the latter case, the decision is final.

PHASE 2: ASSESSMENT & VERIFICATION OF SKILLS

Phase 2 of verification is carried out under the direct responsibility of the Examiner, delegated by the Certification Body.

The exam can be conducted remotely via testing or in-person with an examiner and a witness.

This phase consists in the verification, by the Examiner, if exam is in person of the truthfulness of all the information contained in the Certification of Competences Request and in the enclosed documents, through telephone interviews or "face-to-face" with Institutes, Universities, organizations, companies, bodies and / or organisms, etc. or even through research and / or by directly interviewing the aspiring Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment”.

The aspiring Trainer or Training Support Officer must accept and authorize Certification Body to contact organizations and / or persons mentioned in the documentation provided.

The purpose of this phase is to ascertain the truthfulness of information and to assess the Trainer and Training Support Officer competences.

At the end of this evaluation process, the Examiner can either express a positive opinion or carry out additional surveys.

Exam and Competences assessment

The Exam and Competences assessment are parts of the second Phase of the certification process. It is carried on by the identified Examiner and monitored by Certification Body staff (Witness).

The exam can be conducted remotely via testing. The test will be 30 multiple choice questions for the Training Support Officer with Competencies to create a “Wellbeing Learning Environment”

and 30 multiple choice questions for the Trainer with Competencies to create a “Wellbeing Learning Environment”. In order to obtain the certification you will have to answer at least 80% of the questions exactly within 90 minutes.

The exam has the aim to evaluate the Competences of the candidate related to the use of his specific knowledge, skills and tools in the job’s profile, as explained in the Certification Scheme (Annex II).

The exam in person is conducted by the Examiner assigned by the Certification Body and it can be done in two ways:

- Written test: a questionnaire of 30 multiple choice questions covering all the topics covered by the CPS for the Training Support Officer with Competencies to create a “Wellbeing Learning Environment” and 30 multiple choice questions for the Trainer with Competencies to create a “Wellbeing Learning Environment”. You are asked to find the correct answer on a basis of 3. A point is given to each correct answer (and no points to wrong or missing answers). The candidate needs to get at least 80% overall to pass the exam.

As an alternative

- Practical exam: it consists of an interview with the Examiner in order to ascertain the real Competences of the Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment”. The candidate will take the exam in the classroom or remotely with video mode (e.g. Zoom, Teams) and there will always be the Certification Body (Witness) supervisory staff. An evaluation with a maximum of 100% is foreseen (case well exposed and key topics fully defined). The candidate needs to get at least 60% overall to pass the exam. The practical examination, after the written test, will ensure the independence and impartiality of the Examiner and the Witness. Each part of the exam provides a score.

The examination is considered to be passed if the Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” obtains a minimum score, established by each Certification.

The Examiner and Certification Body staff will guarantee the correct management of the exam, such as:

- ensuring compliance with all health and safety requirements;
- verifying that any need for special assistance beforehand request is met;
- illustrating the methods of conducting the exam and the criteria for passing them.

Independent Evaluation of the Certification Re-Examiner

The evaluation and ratification activity is carried out by a Re-Examiner that - after having examined the entire documentation of the first evaluation - who ratifies or not the Examiner's assessment.

Findings

The results of all the phases of verification and evaluation conducted by the Examiner and the Re-Examiner are kept in electronic form for a period of at least 5 years. Security backups are systematically carried out.

Grant of certification of Competences

The achievement of the certification is communicated by the Certification Body to the Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment”. Granted the certification, the Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” will be included in the Register of Certification Body - Register of Certified Trainers and Training Support Officers. This information becomes public.

Together with the Certificate of Competences, the Certification Body logo and / or mark is sent to the certified Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment” in electronic format.

The issued Certification of the Competences is valid for five years from the date of issue and is subject to annual surveillance activities in correspondence with the interim annual deadlines.

At the end of the five-year period of validity it is necessary to fill in and send again the Certification of Competences Request only for the necessary parts (personal data, registration of activities related only to the last three years), before the expiration of the Certificate of Competences validity.

The process of evaluation and granting of renewal is exactly the one described up to now with the only difference that the written and / or oral examination is re - carried out only in the case of a new edition of the reference standards.

Maintenance and monitoring

During the entire period of validity of the Certificate of Competency issued, Certification Body will conduct control and monitoring activities in order to verify the maintenance of compliance with all the requirements of the Certification Scheme for Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment”; If, during the period of validity, discrepancies emerge from the requirements defined by the Certification Scheme, the Certification Body certified aspiring Trainer or Training Support Officer must comply with the instructions to keep the certification. Failure to comply with the commitments will cause the temporary suspension, reduction or revocation of the issued Certificate of Competences.

Modification, extension and/or reduction of the granted certification of the competences

At any time the aspiring Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” can request to modify the certification of the Competences. For this purpose, it is necessary to complete the Certification of Competences Request in the necessary parts and send it to Certification Body enclosing the additional documentation aimed at objectifying the possession of the requisites.

Once the request has been received, the Certification Body carries out the verification activities according to the previously described procedures and communicates whether the modification and / or the extension and / or the requested reduction can be granted. Due to the reduction of a certification, the aspiring Trainer or Training Support Officer is required to:

- return the original of the certificate of Competences, ie in the case of temporary reduction, do not use the certification and / or logo and / or certification mark during the reduction period;
- delete documents that refer to the certification currently in force with the specific area before the reduction;
- do not use the certification outside the scope specified in the certificate following the reduction.

Modification of rules, guidelines, regulations and laws in the context of Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment” Certification Scheme

The Certification Body will implement the appropriate actions to ensure the validity of certification, if the Certification Scheme and the Regulations are modified by:

- changes in the professional and / or legal status of the Certification Body;
- directives, regulations and laws in the framework of Trainer and Training Support Officer competences.

The aspiring Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” for the aforementioned changes, must adapt and acknowledge all the requirements modified in the times and methods deemed appropriate and / or envisaged.

Validity and renewal of the certification contract

The Certification Contract and the Certification of Competences are valid for five years and run from the date of submission of the Request.

After this period the aspiring Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” has to send a new Request, completed in the necessary parts, and send it to Certification Body, following the instruction above mentioned.

Once the request has been received by the Certification Body, the staff and the Examiner carry out the verification and evaluation activities.

The obtainment of the renewal of the certification is communicated by Certification Body to the aspiring Trainer or Training Support Officer.

Waiver, suspension and revocation of the certification

WAIVER

Certified Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment” may waive the Certification of Competences in the following cases:

- if the Trainer or Training Support Officer does not accept any changes to these Rules;
- if the Trainer or Training Support Officer does not accept any changes introduced by Certification Body in the Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment” Certification Scheme
- at any time depending on the Trainer and Training Support Officer’ needs.

The Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” must communicate in writing (mail) his own decision within three months from the date of notification of the changes by Certification Body.

The Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” until that moment will:

- give back the Certificate;
- no longer declare the possession of the certification of Competences and delete from all documents any reference or symbol relating to this;
- immediately cease the use of the certificate and / or logo and / or certification mark and the distribution of any material.

Upon receipt of the waiver, Certification Body provides immediately to:

- delete the Certificate of Competences;
- delete the Trainer or Training Support Office from the Register of Certified

SUSPENSION

The validity of the Certification can be suspended by the Certification Body in the following cases:

- if the certified Trainer or Training Support Officer has misused the certificate and / or logo and / or certification mark;
- if the certified Trainer or Training Support Officer has not put in place suitable corrective actions, required by Certification Body;
- if the certified Trainer or Training Support Officer does not send, during the annual assessment phases, the documentations required or send incorrect documentation.

The suspension is communicated to the certified Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” in writing by mail, specifying the conditions and the deadline for the restoration of the certification.

During the suspension period, the certified Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” cannot use the certificate and / or the logo and / or mark on the documentation, nor use the Certificate of Competences in any form. The suspension can also be the consequence of an agreement between a certified Youth Worker and Certification Body; in any case it is formally notified by Certification Body by mail or fax.

The suspension does not change the validity period of the certification.

REVOCATION

The revocation is decided and communicated in writing, by mail or fax, to the certified Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment”, in the following cases:

- when the causes that led to the suspension of the Certificate of Competences are not removed within six months;
- in the presence of violation of the deontological code (Annex V);
- ascertained non-compliance with the provisions of this document and the annexes;
- for sending false and / or counterfeit documentation;
- for misusing the certification and / or the logo and / or the trademark.

Following the revocation, the Trainer or the Training Support Officer undertakes to:

- Give back the original of the Certificate of Competences;
- Do not use the Certificate of Competences and immediately cease using the logo and/or certification mark by removing them from all documents.

Withdrawal means that the Certification Body must delete the certified Youth Worker by the Register of Certified Trainer and Training Support Officer with Competencies to create a “Wellbeing Learning Environment”.

Notifications of revocation are formalized by mail or fax to the Trainer or Training Support Officer by Certification Body.

Claims, complaints, appeals and disputes

CLAIMS

A Certified Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” may file a claim with the Certification Body in writing if he believes that the quality of the offered certification, maintenance or renewal services do not comply with the provisions of this regulation.

The claim must be presented to Certification Body always in writing (e-mail or fax or by post), reporting exactly the subject of the complaint and documents that support the complaint itself.

The Certification Body, by verifying the completeness of the information, decides on the validity of the claim, in a constructive, impartial and timely way (max 5 working days).

The Certification Body communicates in writing (e-mail, fax, mail) the decision of the treatment process.

COMPLAINTS & APPEALS

The certified Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” may complain/appeal against Certification Body decisions, explaining the reasons for dissent, within 5 working days from the date of notification of the decision. In that way, the certified Trainer or Training Support Officer with Competencies to create a “Wellbeing Learning Environment” does not accept the decision taken by the Certification Body.

The Certification Body, receives the complaint / appeal, starts to examine it within 10 working days of its presentation, even hearing the certified Trainer or Training Support Officer and/or other people involved.

Certification Body always provides to notify the applicant in written form (e-mail or fax or mail) of the receipt, progress and outcome of the appeal itself.

PROCESSING OF PERSONAL DATA & AUTHORIZATION OF USE

In terms of processing personal data and authorization for use, Certification Body will apply the provisions of the Regulation (EU) 2016/679 of the European Parliament and of the Council, of 27 April 2016 “on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation)”.

ANNEX 2

Document Code: ESCO 2359.9

<p>Wellness2 Certification Scheme</p> <h1>Trainer</h1> <p>with Competences to create a "Wellbeing Learning Environment"</p> <p>English Version</p>

Profile		
Trainer (TR)	<p>Who develop and coordinate projects for people through a variety of activities and projects in the community that are created on the basis of social, behavioural and health development. Trainer is engaged in a large spectrum of activities by, with and for people young or not, (supervision of activities, work independently in areas of their own responsibilities). They can be volunteers or paid professionals who facilitate non-formal and informal learning processes. They teach and support adults aspiring to broaden their knowledge and their personal and professional skills and/or to achieve further qualifications. Further education teachers consider the previous knowledge and the work and life experience of the learners. They individualize their teaching and involve the students in the planning and executing of their learning activities. Further education teachers design reasonable assignments and examinations suitable to their adult learners.</p>	<p>Work experience as qualification requirements</p>

1. STANDARDS & GUIDLINES

	Contents	Notes
Guide CEN 14	Guidelines for standardisation activities on the qualification of professions and personnel of professions and personnel	(latest edition)
UNI Framework	Outline for the development of standards in the field of unregulated professional activities	(latest edition)

ESCO	European Classification of Skills, Competences, Qualifications and Occupations	
UNESCO	UNESCO strategy on Education for Health and Well-being	
European Union	European Framework for Action on Mental Health and Wellbeing	(latest edition)
EQF	European Qualifications Framework	(latest edition)
Project documentation	Erasmus+ KA2 project "A step forward in Wellbeing in the field of Adult Education" - project number 2019-1-EE01-KA204-051726	

2. KNOWLEDGE SKILLS COMPETENCES

2.1 Professional Qualification

His or her professional qualification is at an advanced level whereby he or she will operate independently having acquired mastery and critical understanding of the context. Has developed specialised, problem-solving skills necessary in research and/or innovation in order to develop new knowledge and procedures and integrate knowledge obtained in different areas. Is able to manage and transform complex, unpredictable work contexts that require new strategic approaches. Can take responsibility for contributing to professional knowledge and practice and/or reviewing the strategic performance of teams to facilitate an environment of educational well-being.

2.2 knowledge skills competences

The Trainer promotes social participation and the development of the potential of young people individually or in groups or communities, prevent social problems, promote social change, work within communities, prepare youths for adulthood, communication, apply anti-oppressive practices, assess social service users' situation, assess the development of persons, communicate on the youth's and adults well-being, contribute to developing activities for the prevention of discomfort, facilitate inclusion, participation and social aggregation of people with the aim of stimulating expression, communication and participation of individuals or groups, contributing to the improvement of their quality of life.

The actions are part of a broader socio-educational path designed in team. Through many activities and tools, he/she promotes the recovery and development of personal potential, inclusion and social participation of subjects, defining interventions of social, educational and recreational-cultural animation in response to identified needs. It is a facilitator towards all the activities of participation in the training experience by supporting the participants, personally and in groups, in the learning path.

The skills that the trainer must possess to facilitate an environment of educational well-being can be

described as follows:

2.3 Competency Index for create a "Wellbeing Learning Environment"

Essential skills	<ul style="list-style-type: none"> → adult education → assessment processes → curriculum objectives → learning difficulties → training subject expertise
Competences	<p>S1 - communication, collaboration and creativity</p> <p>S1.3.0 - teaching and training</p> <p>S1.8.0 - working with others</p> <p>S1.8.1 - working in teams</p> <p>S1.8.2 - giving instructions</p> <p>S1.8.5 - following instructions and procedures</p> <p>S2 - information skills</p> <p>S2.1.0 - conducting studies, investigations and examinations</p> <p>S2.7.0 - analysing and evaluating information and data</p> <p>S1.3.0 - teaching and training/use learning strategies</p> <p>S4 - management skills</p> <p>S4.1.6 - developing educational programmes</p> <p>construct individual learning plans</p> <p>Support learners' and educators' wellbeing</p> <p>employ pedagogic strategies to facilitate creative engagement</p> <p>apply teaching strategies</p> <p>Conflict resolution</p> <p>capture people's attention</p> <p>Create an inclusive and wellbeing learning environment</p> <p>Active Listening</p> <p>Promote personal development</p> <p>Team building</p>



2.3.1	
DESCRIPTION	USEFULNESS TO GUARANTEE WELLBEING ENVIRONMENT
Analyse the existing curricula of educational institutions and from government policy in order to identify gaps or issues, and to develop improvements.	<ul style="list-style-type: none"> test curriculum, evaluate curriculum, investigate curriculum - developing collaborative learning environment - improve information/knowledge transfer - more fun and enjoyable training
Working with other people, understanding and respecting the roles and competencies of others	<ul style="list-style-type: none"> analyzing organizational culture promoting wellbeing solutions manage Team communication designing trainer- and participant-friendly interiors/spaces requires
Provide an environment that supports and values both the learners and the educators and promotes emotional self-management and trust relationships with others	<ul style="list-style-type: none"> promoting practices that ensure emotional self-management among learners and educators
Conflict resolution skill is related to techniques and strategies that allow two disputing parties to work toward a mutually satisfactory agreement. An effective conflict resolution is one in which both disputants leave feeling that their concerns have been heard and some or all of their needs have been met.	<ul style="list-style-type: none"> conflict resolution skills resolving conflicts build stronger work relationships
Approach people and draw their attention to a subject presented to them or to get information from them	<ul style="list-style-type: none"> - collaborative learning environment - mutual respect - stimulation of learners' interest

2.3.2	
DESCRIPTION	USEFULNESS TO GUARANTEE WELLBEING ENVIRONMENT
<p>Collecting, storing, monitoring, and using information; Conducting studies, investigations and tests; maintaining records; managing, evaluating, processing, analysing and monitoring information and projecting outcomes.</p> <p>Conducting studies, investigations, and examinations to increase knowledge and understanding, diagnose problems or identify needs and requirements.</p> <p>Managing people, activities, resources, and organisation; developing objectives and strategies, organising work activities, allocating and controlling resources and leading, motivating, recruiting and supervising people and teams.</p>	<p>helps educators/trainers and educational organisations to identify, what they do well and what is missing from their quality system; make an action plan for improvement development curriculum, training environment, materials etc and actually implement good quality practice.</p>
<p>Working with other people, understanding and respecting the roles, behaviors and competencies of others</p>	<p>When analyzing style of living, lifestyle, attitudes and habits related to eating, sleeping, physical activity, etc., your wellness awareness increases</p>
<p>Apply various methods that can improve learners' wellness by assessing, responding and being flexible to their needs. Promote different communications skills and consider the emotional wellbeing of the learners by assessing their body language/gesture etc. Discuss the use of language and the practical implications of creating an inclusive environment.</p>	<p>By understanding the methodology of assessing, responding and being flexible to learners' needs using various communications skills, an educator can safeguard a safe environment not only for the learner but also for themselves. Ensuring the trust between learner and trainer will secure an inclusive environment.</p>
<p>Active listening refers to a pattern of listening that keeps Educators and Learners engaged with their conversation partner in a positive way. It is the process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said, and withholding judgment and advice.</p>	<p>Active listening builds strong relationships between educational actors and, while it may not come naturally to several people, it's an invaluable communication skill. Becoming an excellent listener will take determination and practice and it will be well worth it for both Educators and Learners in their professional and personal life.</p>
<p>Set up, in collaboration with the student, an individual learning plan (ILP), tailored to the student's specific learning needs, taking into account the student's weaknesses and strengths.</p>	<ul style="list-style-type: none"> - attention to learners' special educational needs - facilitation of learning - improving learner performance

2.3.3	
DESCRIPTION	USEFULNESS TO GUARANTEE WELLBEING ENVIRONMENT
<p>Assess the realisation of the training's learning outcomes and goals, the quality of teaching, and give transparent feedback to the trainers and trainees.</p> <p>Conducting studies, investigations, research or surveys to increase knowledge and understanding.</p> <p>Communicating, collaborating, liaising, and negotiating with other people, developing solutions to problems, creating plans or specifications for the design of objects and systems, composing text or music, performing to entertain an audience, and imparting knowledge to others.</p>	<p>giving and receiving feedback</p> <p>attention to learners' special educational needs</p> <p>facilitation of learning</p> <p>improving learner performance</p> <p>- improving adult trainer/educator performance</p> <p>- improving training center staff performance</p>
<p>Collecting, storing, monitoring, and using information; analysing and monitoring information and projecting outcomes.</p>	<p>following the rules of wellness requires knowledge and scientific information</p>
<p>Apply techniques and methods used to promote self-development, provide self-reflection techniques to identify personal needs and goals for personal development. Promote self-awareness and stress-management skills.</p>	<p>A person who can identify their needs and goals and knows how to employ self-reflection techniques can focus more efficiently on self-development. Meeting self-development goals can create a sense of wellness and satisfaction</p>
<p>Team building is knowing how to help individuals work as a cohesive group where all members feel invested in the direction and accomplishments of the team. All members have input towards developing goals and defining the steps to take to reach those goals.</p>	<p>Team building enables educators to learn from others and develop new skills. Working in a team helps them take on leadership roles and see their team members fulfill their responsibilities. To perform and achieve their goal, they need to arrive at a consensus before making any decisions. This requires educators to hold discussions, communicate and actively listen to each other.</p>
<p>Employ various approaches, learning styles, and channels to instruct students, such as communicating content in terms they can understand, organising talking points for clarity, and repeating arguments when necessary.</p> <p>Use a wide range of teaching devices and methodologies appropriate to the class content, the learners' level, goals, and priorities Communicate to others on devising and facilitating creative processes through the use of a range of tasks and activities appropriate to the target group.</p>	<p>improve information/knowledge transfer</p> <p>more fun and enjoyable training</p> <p>taylor-made training for learners</p> <p>flexible learning system adapted to the target group</p>

2.3.4	
EQF	Knowledge Grade 7 – Skill Grade 6 – Competence Grade 7
ESCO Code	ESCO 2359.9 - Further Education Teacher
Linguistic Equivalents	(ar) مدرسة تعليم إضافي / مدرس تعليم إضافي (bg) учител, продължаващо образование (de) Lehrkraft für Fort- und Weiterbildung (el) εκπαιδευτής ενηλίκων/εκπαιδεύτρια ενηλίκων (en) Further Education Teacher (es) profesor de educación permanente para adultos/profesora de educación permanente para adultos (fr) formateur de la formation continue/formatrice de la formation continue (lt) docente dell'istruzione per adulti (lv) tēstīnio švietimo mokytojas (pt) Professor especialista em educação de adultos/Professora especialista em educação de adultos (sk) učiteľ/učiteľka pre ďalšie vzdelávanie

3. FIRST CERTIFICATION REQUIREMENTS TABLE

Requirements	
Instruction	High school diploma or Degree (1st or 2nd level)
Qualified training	none
Specific training	Specific training course of at least 8 hours on the field of competences on the table 2.3
Working experience	Experience working in the adult education of at least six months or at least 80 hours of specific experience in the role
Certification criteria	Individual credential evidence dossier drawn up and signed in accordance with the provisions of Annex 4 (if requested)

4. VALIDITY

Validity	The validity of the certification is five years

Criteria and methods for evaluation, certification, surveillance, renewal, extension, suspension and revocation

The description of all the criteria and methods adopted by ICEP (including the code of conduct) are clearly described in the applicable Staff Certification Regulation (RCER) in revision to which reference is made. Therefore, this Regulation is an integral part of this Certification Scheme.

5. REQUIREMENTS AND ANNUAL MAINTENANCE TABLE

Requirements	
Professional ethics	No negative reports regarding compliance with the Staff Certification Regulation
Correct use of certification and brands	No negative reports regarding compliance with the Staff Certification Regulation
Complaints	Absence
Annual fee	/
Professional updating and continuous improvement	<p>The certified Trainer with Competences to create a "Wellbeing Learning Environment" is required to fulfil what is required annually for maintenance and every five years for renewal, as described below:</p> <ul style="list-style-type: none"> ● attendance, for at least 8 hours per year in total in the thematic area of competence, of seminars, specialised conferences, refresher courses, ● perform a minimum of 80 hours per year of Training activities <p>Note: the renewal of the certification will be confirmed only after a positive outcome of the assessment of compliance with the required requirements</p>

6. RENEWAL REQUIREMENTS TABLE FOR 5 YEARS

Requirements	
Professional ethics	Compliance with the provisions of the Staff Certification Regulations
Correct use of certification and brands	Compliance with the provisions of the Staff Certification Regulations
Complaints	Absence
Annual fee	if applicable
Professional continuity	at least six months of work activity in the role in the five years or 150 hours of training in the five years
Professional updating and continuous improvement	At least 40 hours of updating in the five years qualified or recognized by theoretical/practical in the areas of competences to create a "Wellbeing Learning Environment"

7. MAIN EXAM TOPICS

Main Exam Topics	
	Content
Competences Area 1	on the Table 2.3.1
Competences Area 2	on the Table 2.3.2
Competences Area 3	on the Table 2.3.3
Regional and national laws	Laws, regulations, circulars implementing training management
<p>Written test on the independent and third part platform www.competenceinstitute.com</p> <p>It is a questionnaire made up of 30 random multiple-choice questions covering all the topics covered by the Certification Scheme for the Trainer with Competences to create a "Wellbeing Learning Environment" on the basket of a minimum 90 multiple choice questions.</p> <p>You are asked to find the correct answer on a basis of 3. A point is given to each correct answer (and no points to wrong or missing answers).</p> <p>THE EXAM IS INTENDED TO PASS after reaching a minimum percentage of 80%</p>	



8. REFERENCE DOCUMENTS

We gathered existing material related to International certification of competences schemes. We list the sources and materials that we used for the Trainer with Competences to create a "Wellbeing Learning Environment" Protocol below:

- Council of Europe, website: www.coe.int
- CEDEFOP 2009, BBT 2009, <https://www.cedefop.europa.eu/it>
- European Commission, "Get to know ESCO", website: <https://ec.europa.eu/>, article link: <https://ec.europa.eu/esco/portal/home?resetLanguage=true&newLanguage=en>
- European Framework for Action on Mental Health and Wellbeing Final Conference - Brussels, 21 - 22 January 2016
- Cedefop (2015). European guidelines for validating non-formal and informal learning. Luxembourg: Publications Office. Cedefop reference series; No 104. <http://dx.doi.org/10.2801/008370>
- UNESCO strategy on Education for Health and Well-being
- Manifesto of Adult Learning in the 21st century: The Power and Joy of Learning Publisher: European Association for the Education of Adults – EAEA.2019

ANNEX 2

Document Code: ESCO 3343.1.6

Wellness2 Certification Scheme Training Support Officer with Competences to create a "Wellbeing Learning Environment" English Version
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Profile		
Training Support Officer (TSO)	<p>Who provide different types of services for the successful execution of a training as part of a horizontal project management office. They offer administrative support, assistance and training to project managers and other staff members, manage the project's documentation and assist the trainer with training scheduling, resource planning, coordination and reporting. Training Support officers are responsible for quality assurance activities and for monitoring the adherence to methodology guidelines and other organisational standards. They also offer advice on training tools and related administrative services.</p>	Work experience as qualification requirements

1. STANDARDS & GUIDELINES

	Contents	Notes
Guide CEN 14	Guidelines for standardisation activities on the qualification of professions and personnel of professions and personnel	(latest edition)
UNI Framework	Outline for the development of standards in the field of unregulated professional activities	(latest edition)
ESCO	European Classification of Skills, Competences, Qualifications and Occupations	
UNESCO	UNESCO strategy on Education for Health and Well-being	
European Union	European Framework for Action on Mental Health and Wellbeing	(latest edition)

EQF	European Qualifications Framework	(latest edition)
Project documentation	Erasmus+ KA2 project "A step forward in Wellbeing in the field of Adult Education" - project number 2019-1-EE01-KA204-051726	

2. KNOWLEDGE SKILLS COMPETENCES

2.1 Professional Qualification

His or her professional qualification is at an intermediate level whereby he or she will operate independently having acquired sufficient mastery and critical understanding of the context in which he or she operates. He/she has developed skills necessary to manage both administrative and educational training activities for youth and adults. Collaborates to implement training activities taking responsibility for assigned tasks to facilitate an environment of educational well-being.

2.2 knowledge skills competences

The training support officer actively collaborates to create an educational training environment that develops the potential of youth and adults both individually and in groups. His or her job is to help create an efficient and inclusive educational environment that has as its goal the overall well-being of the individual. It facilitates inclusion, participation and social aggregation of people with the aim of stimulating expression, communication and participation of individuals or groups, contributing to the improvement of their quality of life.

The actions are part of a broader socio-educational path designed in teams.

The skills that the training support officer must possess to facilitate an environment of educational well-being can be described as follows:

2.3 Competency Index for create a "Wellbeing Learning Environment"

Essential skills	<ul style="list-style-type: none"> → office software → project configuration management → project management methodology → project management principles → quality assurance methodologies
Competences	S1 - communication, collaboration and creativity

	<p>S1.8.0 - working with others</p> <p>S1.8.1 - working in teams</p> <p>S1.8.2 - giving instructions</p> <p>S1.8.5 - following instructions and procedures</p> <p>S2 - information skills</p> <p>S2.7.0 - analysing and evaluating information and data</p> <p>S4 - management skills</p> <p>Support learners' and educators' wellbeing</p> <p>employ pedagogic strategies to facilitate creative engagement</p> <p>Conflict resolution</p> <p>capture people's attention</p> <p>Create an inclusive and wellbeing learning environment</p> <p>Active Listening</p> <p>Promote personal development</p> <p>Team building</p>
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2.3.1	
DESCRIPTION	USEFULNESS TO GUARANTEE WELLBEING ENVIRONMENT
Working with other people, understanding and respecting the roles and competencies of others	analyzing organizational culture promoting wellbeing solutions manage Team communication designing trainer- and participant-friendly interiors/spaces requires
Provide an environment that supports and values both the learners and the educators and promotes emotional self-management and trust relationships with others	promoting practices that ensure emotional self-management among learners and educators
Conflict resolution skill is related to techniques and strategies that allow two disputing parties to work toward a mutually satisfactory agreement. An effective conflict resolution is one in which both disputants leave feeling that their concerns have been heard and some or all of their needs have been met.	conflict resolution skills resolving conflicts build stronger work relationships

Approach people and draw their attention to a subject presented to them or to get information from them	<ul style="list-style-type: none"> - collaborative learning environment - mutual respect - stimulation of learners' interest
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2.3.2	
DESCRIPTION	USEFULNESS TO GUARANTEE WELLBEING ENVIRONMENT
<p>Collecting, storing, monitoring, and using information; maintaining records; managing, evaluating, processing, analysing and monitoring information and projecting outcomes.</p> <p>Managing people, activities, resources, and organisation; developing objectives and strategies, organising work activities, allocating and controlling resources and leading, motivating, recruiting and supervising people and teams.</p>	<p>helps educators/trainers and educational organisations to identify, what they do well and what is missing from their quality system; make an action plan for improvement development curriculum, training environment, materials etc and actually implement good quality practice.</p>
<p>Working with other people, understanding and respecting the roles, behaviours and competencies of others</p>	<p>When analyzing style of living, lifestyle, attitudes and habits related to eating, sleeping, physical activity, etc., your wellness awareness increases</p>
<p>Apply various methods that can improve learners' wellness by assessing, responding and being flexible to their needs. Promote different communications skills and consider the emotional wellbeing of the learners by assessing their body language/gesture etc. Discuss the use of language and the practical implications of creating an inclusive environment.</p>	<p>By understanding the methodology of assessing, responding and being flexible to learners' needs using various communications skills, an educator can safeguard a safe environment not only for the learner but also for themselves. Ensuring the trust between learner and trainer will secure an inclusive environment.</p>
<p>Active listening refers to a pattern of listening that keeps Educators and Learners engaged with their conversation partner in a positive way. It is the process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said, and withholding judgment and advice.</p>	<p>Active listening builds strong relationships between educational actors and, while it may not come naturally to several people, it's an invaluable communication skill. Becoming an excellent listener will take determination and practice and it will be well worth it for both Educators and Learners in their professional and personal life.</p>

2.3.3



DESCRIPTION	USEFULNESS TO GUARANTEE WELLBEING ENVIRONMENT
<p>Assess the realisation of the training's learning outcomes and goals, the quality of teaching, and give transparent feedback to the trainers and trainees.</p> <p>Conducting studies, investigations, research or surveys to increase knowledge and understanding.</p> <p>Communicating, collaborating, liaising, and negotiating with other people, developing solutions to problems, creating plans or specifications for the design of objects and systems, composing text or music, performing to entertain an audience, and imparting knowledge to others.</p>	<p>giving and receiving feedback attention to learners' special educational needs facilitation of learning improving learner performance - improving adult trainer/educator performance - improving training center staff performance</p>
<p>Collecting, storing, monitoring, and using information; analysing and monitoring information and projecting outcomes.</p>	<p>following the rules of wellness requires knowledge and scientific information</p>
<p>Team building is knowing how to help individuals work as a cohesive group where all members feel invested in the direction and accomplishments of the team. All members have input towards developing goals and defining the steps to take to reach those goals.</p>	<p>Team building enables educators to learn from others and develop new skills. Working in a team helps them take on leadership roles and see their team members fulfill their responsibilities. To perform and achieve their goal, they need to arrive at a consensus before making any decisions. This requires educators to hold discussions, communicate and actively listen to each other.</p>

2.3.4	
EQF	Knowledge Grade 6 – Skill Grade 5 – Competence Grade 5
ESCO Code	ESCO 3343.1.6 Project Support Officer/Training Support Officer
Linguistic Equivalents	(ar) موظف دعم المشروع (bg) сътрудник по проекти/сътрудничка по проекти (de) Fachkraft für Projektunterstützung (el) υπάλληλος υποστήριξης έργου (en) Project support officer (es) responsable de apoyo para proyectos (fr) responsable du soutien aux projets (It) responsabile del supporto ai progetti (lv) projekto rēmimo specialistas (pt) responsável pelo apoio a projetos (sk) odborný referent pre podporu projektov/ odborná referentka pre podporu projektov

3. FIRST CERTIFICATION REQUIREMENTS TABLE

Requirements	
Instruction	High school diploma or Degree (1st or 2nd level)
Qualified training	none
Specific training	Specific training course of at least 8 hours on the field of competences on the table 2.3
Working experience	Experience working in the adult education of at least six months or at least 80 hours of specific experience in the role
Certification criteria	Individual credential evidence dossier drawn up and signed in accordance with the provisions of Annex 4 (if requested)

4. VALIDITY

Validity	The validity of the certification is five years

Criteria and methods for evaluation, certification, surveillance, renewal, extension, suspension and revocation

The description of all the criteria and methods adopted by ICEP (including the code of conduct) are clearly described in the applicable Staff Certification Regulation (RCER) in revision to which reference is made. Therefore, this Regulation is an integral part of this Certification Scheme.

5. REQUIREMENTS AND ANNUAL MAINTENANCE TABLE

Requirements	
Professional ethics	No negative reports regarding compliance with the Staff Certification Regulation
Correct use of certification and brands	No negative reports regarding compliance with the Staff Certification Regulation
Complaints	Absence
Annual fee	/
Professional updating and continuous improvement	<p>The certified Trainer with Competences to create a "Wellbeing Learning Environment" is required to fulfil what is required annually for maintenance and every five years for renewal, as described below:</p> <ul style="list-style-type: none"> ● attendance, for at least 8 hours per year in total in the thematic area of competence, of seminars, specialised conferences, refresher courses, ● perform a minimum of 80 hours per year of Project Support Officer/Training Support Officer activities <p>Note: the renewal of the certification will be confirmed only after a positive outcome of the assessment of compliance with the required requirements</p>

6. RENEWAL REQUIREMENTS TABLE FOR 5 YEARS

Requirements	
Professional ethics	Compliance with the provisions of the Staff Certification Regulations
Correct use of certification and brands	Compliance with the provisions of the Staff Certification Regulations
Complaints	Absence
Annual fee	if applicable
Professional continuity	at least six months of work activity in the role in the five years or 150 hours of Project Support Officer/Training Support Officer in the five years
Professional updating and continuous improvement	At least 40 hours of updating in the five years qualified or recognized by theoretical/practical in the areas of competences to create a "Wellbeing Learning Environment"

7. MAIN EXAM TOPICS

Main Exam Topics	
	Content
Competences Area 1	on the Table 2.3.1
Competences Area 2	on the Table 2.3.2
Competences Area 3	on the Table 2.3.3
Regional and national laws	Laws, regulations, circulars implementing training management
<p>Written test on the independent and third part platform www.competenceinstitute.com</p> <p>It is a questionnaire made up of 30 random multiple choice questions covering all the topics covered by the Certification Scheme for the Trainer with Competences to create a "Wellbeing Learning Environment" on the basket of a minimum 90 multiple choice questions.</p> <p>You are asked to find the correct answer on a basis of 3. A point is given to each correct answer (and no points to wrong or missing answers).</p> <p>THE EXAM IS INTENDED TO PASS after reaching a minimum percentage of 80%</p>	



8. REFERENCE DOCUMENTS

We gathered existing material related to International certification of competences schemes. We list the sources and materials that we used for the Trainer with Competences to create a "Wellbeing Learning Environment" Protocol below:

- Council of Europe, website: www.coe.int
- CEDEFOP 2009, BBT 2009, <https://www.cedefop.europa.eu/it>
- European Commission, "Get to know ESCO", website: <https://ec.europa.eu/>, article link: <https://ec.europa.eu/esco/portal/home?resetLanguage=true&newLanguage=en>
- European Framework for Action on Mental Health and Wellbeing Final Conference - Brussels, 21 - 22 January 2016
- Cedefop (2015). European guidelines for validating non-formal and informal learning. Luxembourg: Publications Office. Cedefop reference series; No 104. <http://dx.doi.org/10.2801/008370>
- UNESCO strategy on Education for Health and Well-being
- Manifesto of Adult Learning in the 21st century: The Power and Joy of Learning Publisher: European Association for the Education of Adults – EAEA.2019