

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

IO2.A3 Training for Trainers

Palermo, Italy \\\ 11th – 15th October 2021

Lead Partner: PRISM Impresa Sociale s.r.l., Italy



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Training Report

Title of the Capacity Bulding event

Wellness2 – Learning/Teaching/Training Activity – Training for Trainers

Duration of the project			
The Activity started:	11/10/2021	The Activity ended:	15/10/2021
	Total duration of the	5	
Venue(s): Palermo, Italy		_	

A. Information on the PARTICIPANTS directly involved in the activity (excluding support staff, experts...)

Composition of the group of people by country of residence participating in the LTTA. This list matchs with the signed participant list annexed to this report.

Country of residence	Partner	Total number paxs
Estonia	ENAEA - Eesti Vabaharidusliit – Estonian Non- formal Adult Education Association	4
Poland	FRAME - Fundacja Rozwoju Aktywności Międzynarodowej i Edukacyjnej	4
Cyprus	Enoros Consulting LTD	3
Bulgaria	ECQ – European Center for Quality	4
Italy	PRISM Impresa Sociale s.r.l.	3
Italy	Promimpresa srl	4
	Total participants	22





Description of training activities

I. Achievements

The Wellness2 – Learning/Teaching/Training Activity – Training for Trainers, have been hosted in Palermo (Italy) by PRISM Impresa Sociale s.r.l., from 11th to 15th of October, 2021. #22 representatives of Wellness2 project partners from Estonia, Poland, Bulgaria, Cyprus and Italy attended the event.

This Learning/Teaching/Training Activity (LTTA) is very important for the achievement of the project objectives because provided the participants with the competences needed to:

- perform the pilot testing of the Training Methodology and Modules developed within IO2
- facilitate the future multiplier events
- transfer acquired knowledge and competencies to other colleagues from their organizations

The main objectives of the "Training for Trainers" LTTA were:

- To test the developed Intellectual Output 2 Training Tools
- To allow partners to experiment, evaluate and optimize the developed IO
- To allow partners to interact each other and change ideas regarding IO
- To train the persons who will carry out pilot testing and/or facilitate multiplier events.

During the 5 days of training, each module of the Training Tool (IO2) was tested through interactive sessions made by the trainers in front of the other partners representative. All the participants gave feedback (evaluation, improvement ideas, etc.).

The Wellness 2 LTTA was scheduled for implementation in 06/2020. Due to covid-19 social interaction and travel limitations, the training event was postponed of 16 months to 10/2021.

II. Daily work program and detailed explained agenda

The Training programme (Agenda), addressed to adult education trainers, followed two main roadmaps:

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

During each of the 5 training days, there were 2 sessions scheduled (morning and afternoon).

Each partner leaded the activities implemented during a training whole day, supported by PRISM as IO2 and LTTA Leader, and hosting Partner, as following:





Training Module 1: Educational Framework [EANEA]

- · Adult educator qualification, profession and self-improvement
- Ten recommendations to ask feedback or feedforward
- Providing and Receiving Feedback

Training Module 2: Wellbeing Environment [FRAME]

- · Wellbeing environment
- · Case study With "Dzieweczka" on her lips

Training Module 3: Innovative Activities [ENOROS]

- Social and psychological aspects ensuring the learning environment. Inclusive and well-being learning and teaching method
- Support of learning/teaching process and the self-development of adults.
- · Taking responsibility in learning process
- · Career and self-fulfilment planning

Training Module 4: Harmony of and between actors in Adult Education [PRISM]

- · Communication system among educational actors
- · Effective collaboration on workplace
- · Wellness approach to maintain sustainable and positive relations

Training Module 5: Flexibility of the System [PROMIMPRESA]

- · Flexibility of the systems to enhance diversity
- Skills to improve the groups adaptability and flexibility

Full set of training resources are available Wellness2 LTTA Materials.

III. Preparation with partner organisations

In the framework of the Training, concrete and up-to-date information and analyses on "well-being" in the framework of adult education in partner countries were conducted in order to identify the target groups needs and the different institutional approaches on the validation of competencies and learning environment in the partner countries and at European level.

Therefore, preparation has been done by the partner organisations and their project working teams, which were also responsible for the delivery of the activities in cooperation with all the partners and the trainers that have been involved in training activity.

The Learning Teaching Training Activity has been designed to test, further develop and implement the Intellectual Output 2 – Training Tools developed by the project consortium. It functioned as been designed as the central laboratory for exploring innovative and effective methods and attitudes as described in the Training Modules developed within IO2 in practice and are therefore one of the lynchpins of the entire project.

The Wellness2 Palermo INFO-PACK





IV. Participant profiles

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

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

Information o	on the EXPERTS (speakers, trainers, facilitators, etc.) involved in the activity					
Partner	Profile of expert(s)					
EANEA (Estonia)	Ena Drenkhan - qualified <u>adult educator, level 7,</u> MA in Social Sciences (School Leadership), training areas: entrepreneurship, key competencies, quality management in education, andragogy.					
	Margit Düüna - qualified <u>adult educator, level 7</u> , MBA Social Sciences (Marketing and Leadership), teaching fields: marketing, leadership, quality management in education, facilitation skills in non-formal education.					
	Kadi Kass - adult educator, qualified youth worker, level 6, MA Social Sciences (teacher of history and social studies) teaching fields: organisational behaviour and management, history and social studies, information science, safety.					
	Ene Raid - psychologist, qualified adult educator, level 6, BA (psychology), MA in creative arts therapy – ongoing, teaching fields: psychology, personal and social skills, coaching skills, creative arts therapy;					
	Ingrid Põldemaa - Trainer, lawyer, project manager, patient advocate (President of Estonian Rheumatism Association)					
	Reet Romet - Head Of Administration at Estonian Entrepreneurship University of Applied Sciences					
	Raine Eenma – Lawyer and Trainer					





	Izabela Warwas – academic teacher and adult educator. MA – Economy, PhD and habilitation – Management. Teaching fields: communication (social, science), human resources management, work-life balance, competence management.
FRAME	Adam Gogacz, Ph.D. educator, trainer with 20 years of academic background, now involved in teacher and social worker trainings, President of the Center for Excellence and Science Foundation. Teaching fields: (inter)cultural education, soft skills and social competences, e-learning methods.
(Poland)	Edyta Weigel, Ph. D., is a trainer, academic teacher, specialist in the area of NGO sector development and volunteering. Area of scientific interest: sociology of cities and villages, development of local communities, civic activity.
	Marta Kędzia - researcher and certified Project Management Professional (PMP). She is a business trainer of adult learners and an author of many interesting international projects implemented under various EU programs. She is actively involved in promotion of wellbeing in education.
	Anna Michael - adult educator, BSc Accounting and Finance, MSc Counseling , Certified professional coach, yoga instructor, training areas: counseling and training, non-formal education skills.
ENOROS (Cyprus)	Dimitris Psoma – adult education trainer, BSc in Physics, MA in Science Education, training areas: banking sector related training, environmental awareness, skills in formal education, teaching physics to students.
	Yiota Veloudi – experience with training and learning development in Adult Education, MA in Strategic Management, MRes in Health Sciences, PhD in Medical Research, training areas: key competencies, quality management in sports settings, designing and delivering training in facilitating skills for both formal and non-formal education
	Mariya Ivanova - Bachelor's degree in Intellectual property and business, she has participated in the team for organization and implementation of local trainings for organizational innovation coaches in SMEs in the frame of Erasmus00 FLOURISH project. She is currently involved in various EU projects and initiatives in the field of adult education.
	Maria Tasheva` - EU projects and programmes expert
ECQ	Ana Antonova - Master's degree in Political Science and Government, at Università degli Studi di Milano (Milan, Italy); currently applicant for a PhD in international law at Sofia University St Kliment Ohridski (Sofia, Bulgaria). Former expert - Schengen, Borders, Migration and Asylum; EU and International Cooperation Directorate at the Ministry of Interior (Sofia, Bulgaria). Area of scientific interest: asylum and refugee law, migrant integration, international and European law, human rights.
	Teodor Karayonchev - Psychologist/educator





	Alessandro Mellillo - Degree in European studies, Master degree in International business and public policies. Experienced trainer in the field of European Projects and Project Management. Senior consultant for the design and implementation of training courses, webinars and on-the-job coaching addressed to the staff of various Departments of the Sicilian Region, on EU funding programmes and project management.
PRISM Impresa Sociale s.r.l.	Luisa Ardizzone - Certified senior grade Trainer "Leveraging the Entrepreneurial Competences of Adults to Extenuate the Business Knowledge Divide". ICEP - Certificate of Competence (Document Code: CC) - Rev. 8 10.01.20 - PJF: 1 Management System. Design and implementation of European projects since 2005 related to Youth, School and Adult, VET, Higher Education (TEMPUS, H2020), Justice DPIP, Daphne III and FESR (URBACT II, Thematic networks).
	Federico Mazzara - Holding a bachelor degree in International Relations and a Master in International Cooperation and protection of human rights. Almost one year of experience on EU project management and several stages and mobility experiences on the field.
	Emanuela Riggi - Project Manager of Eu-funded projects focusing on entrepreneurship, women socio economic inclusion, sustainable development, social inclusion, language acquisition, digital and online learning. She is a trainer and she has experience in activities relating to the certification of formal and non-formal competences of individuals and professionals.
Duranianana	Dafne Modaffari - She graduated from University for Foreigners in Siena with a master's degree in Linguistics, she has always been interested in foreign cultures and language acquisition and learning. She has had experience in cultural promotion at the Italian Cultural Institute in Los Angeles, and she has also collaborated with her University in the field of education as an academic tutor for students with disabilities and specific learning needs.
Promimpresa	Ornella Basile - Facilitator with experience in International Relations and Communication. She collaborated with several non profit Organizations and Research Institute in education and inclusion projects designing and coordination. She collaborates as EU-funded Program Officer in Euro-Mediterranean Institute of Science and Technology (IEME.ST), Palermo. She is a trainer in KA1 training courses for teachers.
	Vassil Simeonov - Experienced training specialist and content creator with well- established, demonstrated history of working in the professional training & development industry. Skilled in content development & delivery, talent management, professional business skills improvement, project management, recruitment. Strong training & talent development professional with Bachelor's degree focused in critical thinking, analysis and cultural studies from Sofia University.





V. European dimension and synergies

According to European Council, inclusive and high-quality education and training, at all levels, as well as the European dimension of teaching, are paramount for creating and maintaining a cohesive European society.

This Learning/Teaching/Training Activity led participants, as both European Citizens and professionals involved in educational activities, to have the chance for a deeper understanding Europe's common cultural heritage and diversity, as essential knowledge for every EU citizen.

VI. Impact, dissemination and multiplying effect

Implementing training activity (both formal and non-formal) is the most common approach to improving educator quality in the developing their competences. Educators' wellbeing is both a contextually, environmentally and culturally specific factor influencing teacher quality. It interacts with variables to determine quality related outcomes for teachers, such as work conditions, relationships, expectations and behaviour. The LTTA implemented within Wellness2 Project focused on the range of incentives that can be introduced to improve teachers' wellbeing, enhance the quality of their performance and, hopefully, raise learners' one.

Specific attention will be paid to dissemination and exploitation of effective practice across Partner Countries and education providers, and wishing at ensuring feedback and impact also at policy level.

Through the use of various dissemination channels at transnational, national and/or regional levels for the progressive roll-out of project deliverables, these are expected to engage relevant stakeholders within and outside the participating organisations and ensure a lasting impact also after the project lifetime.

This activity is expected to have a positive multiplier effect, as educators involved integrate health and well-being oriented competences, knowledge and practices into the daily routines of families and communities.

VII. Training Evaluation

This evaluation report is related to the Learning, Teaching Training Activity provisioned by the project Wellness2 and realized in Palermo under the responsibilities of PRISM Impresa Sociale s.r.l. (hereafter PRISM) from 11th to 15th October 2021. This report aims to summarize the evaluation results and to suggest improvements to IO2- Training Curriculum. An online LTTA 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. PRISM as Activity leader received feedback forms from 18 out 22 participants belonging to 6 partner organizations (ENAEA, FRAME, ENOROS CONSULTING LTD, ECQ, PRISM and PROMIMPRESA.).

LTTA: evaluation form, training activities





Evaluating the the LTTA and IO2 Materials – Training Curriculum

Overall, to what extent do you think the training has contributed to the achievement of the foreseen learning objectives:

00/00/00/00					
	Very much	Good	Average	Satisfact ory	Poor
Understand and explain the components of a learning environment that creates well-being	11	7	/	/	/
Analyse the key elements of a well-being-creating learning environment from the perspective of the learner, the trainer and the trainings` manager	13	5	/	/	/
Support the creation of a well-being learning environment	10	7	1	/	/
Handle job issues with stronger awareness and capacity to cooperate with colleagues;1062/					
Very much Good Average Satis	factory	Poor			
5					
0 Understand and explain the components of a lea Support the Analyse the key elements of a well-being-cre	e creation of a	-		iment; e job issues wit	th strong

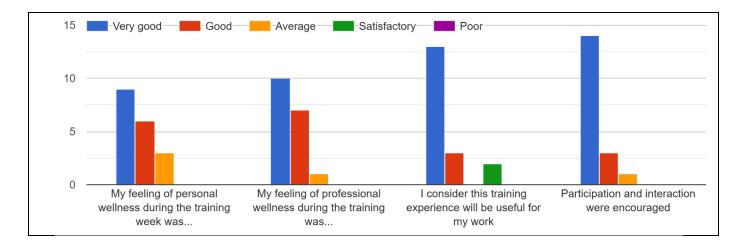
Analyse the key elements of a well-being-creating learning...

Please rate your overall satisfaction with:

•						
	Very good	Good	Average	Satisfact ory	Poor	
My feeling of personal wellness during the training week	9	6	3	/	/	
My feeling of professional wellness during the training	10	7	1	/	/	
I consider this training experience will be useful for my work	13	3	/	2	/	
Participation and interaction were encouraged	15	3	1	/	/	







What did you like MOST about this training?

The most appreciated aspects of this training were:

- The interaction between people of different cultures, professional backgrounds and the overall attachment/bond between the individuals
- Various styles and approached of presenters and the fact that each day was focused on a different aspect.
- Energy and competences of participants, atmosphere of mutual support, good mood.
- Group, ideas, experience and different approach to wellbeing

What did you like LEAST about this training?

The least appreciated aspects of this training were:

- Too much discussion-related activities and instead of training activities;
- Not all participants were equally active and participating.
- The lack of connection and continuation between the different learning days
- Time commitment e sometimes heavy informational load in a short time
- The City area of the venue where the training took place at

How do you hope to change your practice as a result of this training?

The most relevant changes expected by participants in their practice were:

- To start using the practical tools experienced.
- To be more mindful of the trainer's and learners' wellness
- To become a better trainer, able to use different methods and approaches
- To take more and more into account the trainees' needs, ensuring their mental and physical wellbeing above everything else.
- To include wellbeing aspects into everyday practice





What can be improved with regard to the structure, format, and/or materials?

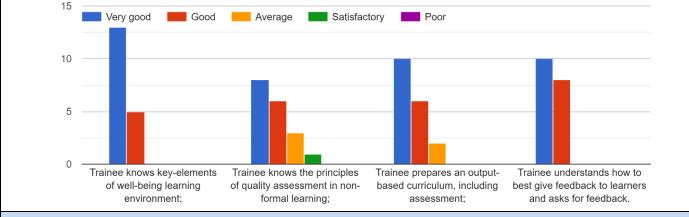
The suggestions of participants about possible improvements mainly focused on:

- Clarity as to what the learners are going to achieve by the end of each training day
- To have a clearer structure and continuation between learning days/modules
- Better information sharing processes to avoid content overlapping between the different modules and results from each day.
- To have shorter theoretical part shorter whole training week more balanced.

Module 1. Educational framework: EANEA, Estonia [Monday 11/10/2021]

To what extent do you think you the training has contributed to the achievement of the foreseen learning objectives of MODULE 1:

Very good	Good	Average	Satisfact ory	Poor
13	5	/	/	/
8	6	3	1	/
10	6	2	/	/
10	8	/	/	/
	good 13 8 10	Good Good 13 5 8 6 10 6	good Good Average 13 5 / 8 6 3 10 6 2	good Good Average ory 13 5 / / 8 6 3 1 10 6 2 /

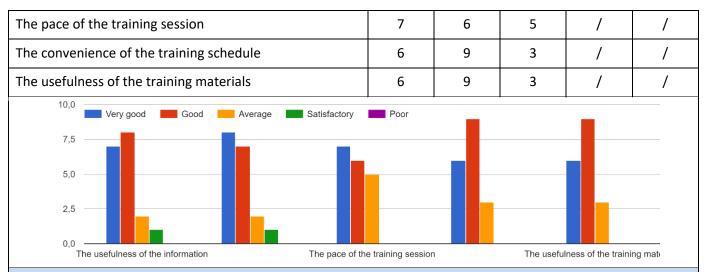


Please rate the content and structure of MODULE 1:

	Very good	Good	Average	Satisfact ory	Poor
The usefulness of the information	7	8	2	1	/
The structure of the training session	8	7	2	1	/







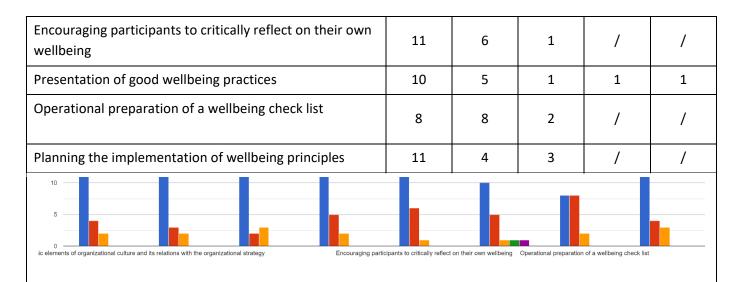
Module 1: Any other comment you would like to share or feedback to the trainer to improve the delivery of the content?

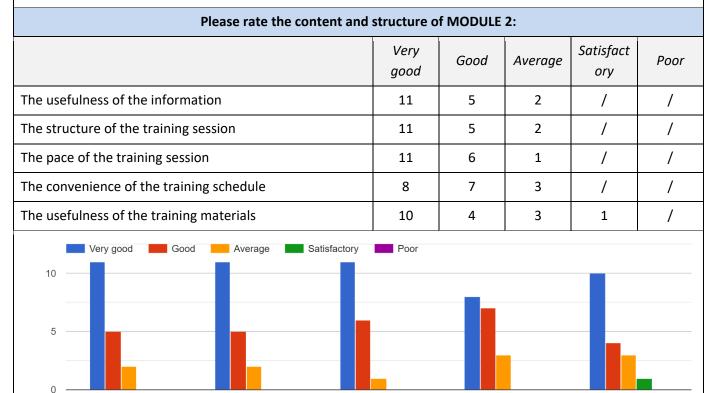
- Maybe the hero of one of the workshops (Santa Claus) could be replaced by someone more universal, but the idea of the workshop was brilliant
- The "Santa Claus" exercise was one of the more useful, practical and well-placed exercises in the whole training. The information related to feedback was very valuable I would have liked if we had the opportunity to practice giving feedback following a specific process. I remember that we discussed quality assessment practices in different countries, but I am unable to recall the best practices we may follow in our own work.
- Improve the delivering towards a more participatory approach. Being more flexible with the time scheduled for each activities More interaction and less formal setting of the session

Module 2. Wellbeing Environment: FRAME, Poland [Tuesday 12/10/2021]

To what extent do you think you the training has contributed to the achievement of the foreseen learning objectives of MODULE 2:								
	Very good	Good	Average	Satisfact ory	Poor			
Familiarize participants with the basic elements of organizational culture and its relations with the organizational strategy	12	4	2	/	/			
Learning about the example of organizational culture	13	3	2	/	/			
Presenting wellbeing as an element related to culture and strategy	13	2	3	/	/			
Familiarizing participants with the elements of wellbeing in relation to the individual	11	5	2	/	/			







The usefulness of the information

The pace of the training session

The usefulness of the training mate

Module 2: Any other comment you would like to share or feedback to the trainer to improve the delivery of the content?

• The case study exercise was one of the better exercises during the week. I would have loved an additional part or exercise where we can spend time reflecting and working on the cultural elements that we recognize in our own professional context and how we can develop them further. I liked the "Audit of Energy Resources" exercise. In addition I would have liked if we were introduced to more best practices that would allow us to decide what and how we can do better for ourselves, based on the information from the audit. The importance



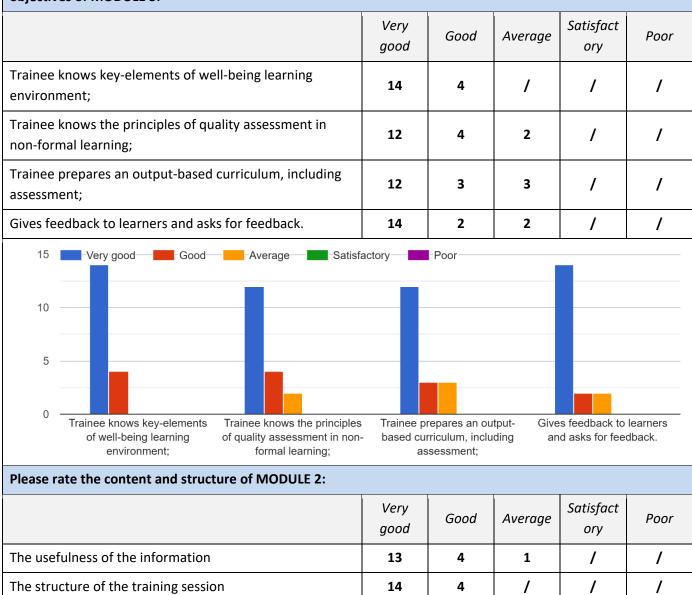


of critical thinking and science-based approach to work and learning was one of my favorite parts in the training. As a continuation of the discussion I would have been very happy if we explored practical tools and processes to develop that critical, scientific approach to our work.

- Very good pace of the training sessions, but I felt that the last part with the sticky note on the toolkit was slow, especially going through each post and suggestions, mostly because the major part were not actually "concrete" good practices but more suggestion and ideas not well defined.
- Maybe the topic in the end of the day wasn't suitable.

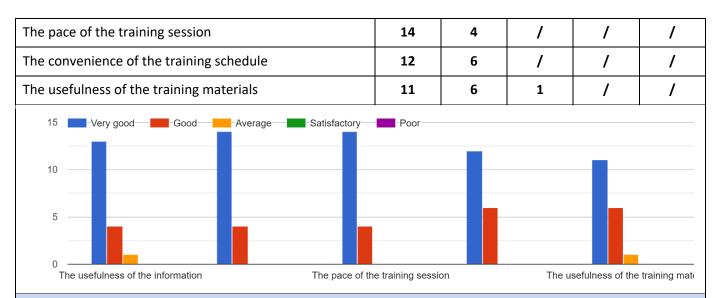
Module 3. Innovative activities to increase motivation: Enoros, Cyprus [Wednesday 13/10/2021]

To what extent do you think you the training has contributed to the achievement of the foreseen learning objectives of MODULE 3:









Module 3: Any other comment you would like to share or feedback to the trainer to improve the delivery of the content?

- There was a lot of valuable information presented the first part of the day. In addition to the discussions
 we had, it could've been useful to have time to think and build on our personal methods for motivating
 students and developing a healthier psychological environment. I remember "the soup" example it
 would've been nice to have an exercise where we come up with our own "soup" examples and how we
 would approach explaining them in our own training contexts. The second part of the training day was
 probably the most well-structured part of the whole week. I find it useful to move it earlier in the week
 because the goal setting may be quite valuable to get the most out of all the trainings.
- I really liked the Dimetris mood and way of delivering the content, very attractive and with a very good pace. One suggestion, for this kind of training courses I would make the approach more participatory and a bit less hierarchical (from the teacher to the students).

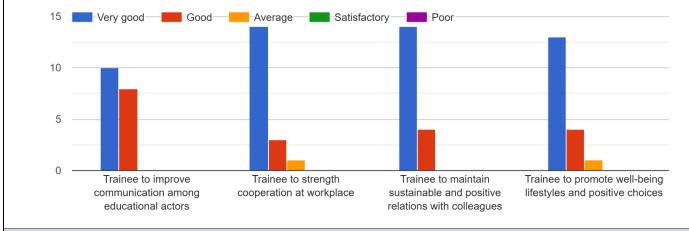
Module 4. Harmony of and between educational actors: PRISM, Italy [Thursday 14/10/2021]

To what extent do you think you the training has contributed to the achievement of the foreseen learning objectives of MODULE 4:

	Very good	Good	Average	Satisfact ory	Poor
Trainee to improve communication among educational actors	10	8	/	/	/
Trainee to strength cooperation at workplace	14	3	1	/	/
Trainee to maintain sustainable and positive relations with colleagues	14	4	/	/	/
Trainee to promote well-being lifestyles and positive choices	13	4	1	/	/







Please rate the content and structure of MODULE 4: Very Satisfact Poor Good Average good ory 7 1 The usefulness of the information / / 11 The structure of the training session 7 1 / 10 1 The pace of the training session 10 6 2 1 / The convenience of the training schedule 11 6 1 1 1 The usefulness of the training materials 9 8 1 / / Very good Good Average Satisfactory Poor 10 5 0 The usefulness of the information The pace of the training session The usefulness of the training mate

Module 4: Any other comment you would like to share or feedback to the trainer to improve the delivery of the content?

- The first part of the training presented valuable perspective related to communication and working as part of
 a team. The way we approached the majority of the training (through discussion) served as an excellent selfvalidating point as to the importance of communicating in a fruitful way. In addition, I would've loved to have
 some communication and active listening frameworks introduced in the beginning, that we could've have used
 to follow and practice during discourse.
- I liked the parallelism with the music world, and the balance between the first part more talkative and oral and the second workshop focused on practical activity.
- the experience of the workshops with Alessandro will stay with me forever. Thank you





- Maybe it's good add some brief activity at the end of this module.
- It will be difficult to use these issues and the training G. Zappulla. You have to be an expert to bring these issues into the program. Very interesting, engaging but difficult to repeat.

Module 5. Flexibility of the system: Promimpresa, Italy [Friday 15/10/2021]

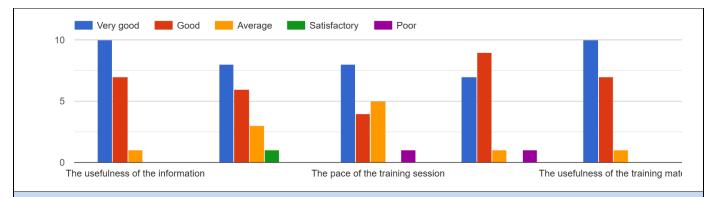
To what extent do you think you the training has contributed to the achievement of the foreseen learning objectives of MODULE 4:

	Very good	Good	Average	Satisfact ory	Poor
Trainee to build an inclusive, learning-friendly environment	10	7	1	/	/
Trainee to learn about adaptation of the learning process to respond to changing needs	10	7	1	/	/
Trainee to acquire skills to improve adaptability and flexibility	13	5	/	/	/
Trainee to build a positive educational culture	7	9	/	/	/
	actory cquire skills to ing process to		-	exibility e to build a po	sitive ed

Please rate the content and structure of MODULE 4:								
	Very good	Good	Average	Satisfact ory	Poor			
The usefulness of the information	10	7	1	/	/			
The structure of the training session	8	6	3	1	/			
The pace of the training session	8	4	5	/	1			
The convenience of the training schedule	7	9	1	/	1			
The usefulness of the training materials	10	7	1	/	/			







Module 5: Any other comment you would like to share or feedback to the trainer to improve the delivery of the content?

- I would like to share that the information was useful, but next time you can include more activities
- There is a lot of useful material that is prepared and can be used to further enhance the training content from previous days. However, each partner already has significant amount of information acquired which may lead to cutting the majority of new information that is to be presented during this final day. In doing so, the training time and focus may be reduced to facilitating the information covered in previous days and focus on devising a plan for its implementation in the professional context of the participants. The effort of combining personal and professional goal-setting in the initial exercise is good. This is to say that it makes sense for the materials to focus on the professional goal-setting and implementation of the learned material only. The conflict management questionnaire is to serve as a basis to explore the world of negotiations, underlying needs and devising a strategy to negotiate the changes that each participant recognizes as next steps in their own learning context, company, and community.
- Taking into account it was the 5th day it might have been a bit more energetic and "light". Deep introspection on that day, after 4 days of heavy training was not the best moment.
- I really liked the active re-calling part. The questionnaires tailored on the topic of education were very well made and useful as well as some of the technics shared.
- The educator was really good and I tried to listen. One of the partners' complaints was disturbed. The length of the day for such long training should be shorter.





Evaluation Conclusion

This evaluation report helped to collect the participants' opinion about the quality of LTTA and IO2: Training Curriculum and to identify any suggestions for its improvement. Participants' comments and suggestions should be taken into consideration for the future improvement, use and exploitation of the Training Curriculum.

As this is one of the most relevant steps of the Project, the LTTA represented the chance for testing the project outputs and to measure their quality is very important starting point. Based on the opinion of the participants the activities provisioned within IO2: Training Curriculum have to be considered adequate and only minor changes have to be implemented.

This result gives the confidence of the partners that their work for IO2 and the LTTA itself were successful and that the next project output will be developed at the same quality and correspondence to the needs of the project target groups.

VIII. Training Follow-up

All the reference documents and proofs of the activities implemented have been collected and shared with the participants at the following links:

- Wellness2 Training PICTURES
- Wellness2 Trainers' CONTACT LIST
- Wellness2 Training Attendance Certificates

