



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

IO2.A1 Training Methodology and implementation Report

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



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Introduction

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

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

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

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

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

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

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

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

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

Learning outcomes

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

Successful graduate of the training will be able to:

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

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

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

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

Descriptions of target groups

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

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

Pre-conditions for starting the course

The participant:

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

Description of the training environment

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

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

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

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

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

Graduation requirements, assessment and document issued

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

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

Assessment methods	Assessment criteria
Independent work: e-learning before the training	· All materials have been read; · Answering questions about the material that have been read; · Positive self-assessment tests; · Performing and presenting independent work tasks; · Active participation in pre-training online activities.
Case study	· Active participation in discussions, presentations.
Group work	· Active participation in group works, presentations.
Non-formal activities during the training	· Active participation in non-formal activities; · Describing emotions using special tools (e.g. cards, colours etc.).
Independent work after the training (online)	· Answering post-training program questionnaires; · Giving feedback about the training.

Training Report

Title of the Capacity Building event
Wellness2 – Learning/Teaching/Training Activity – Training for Trainers

Duration of the project
The Activity started: <u>11/10/2021</u> The Activity ended: <u>15/10/2021</u>
Total duration of the Activity, excluding travel days: <u>5</u>
Venue(s): Palermo, Italy

A. Information on the PARTICIPANTS directly involved in the activity (excluding support staff, experts...)		
<i>Composition of the group of people by country of residence participating in the LTTA. This list matches with the signed participant list annexed to this report.</i>		
Country of residence	Partner	Total number paxs
Estonia	ENAEA - Eesti Vabariidusliit – 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:

1. 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;
2. 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 \[EANE\]](#)

- 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 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

FRAME (Poland)	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.
	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.
	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.
ENOROS (Cyprus)	Anna Michael - adult educator, BSc Accounting and Finance, MSc Counseling , Certified professional coach, yoga instructor, training areas: counseling and training, non-formal education skills.
	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
ECQ	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
	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

PRISM Impresa Sociale s.r.l.	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.
	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.
Promimpresa	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.
	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.
	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.).

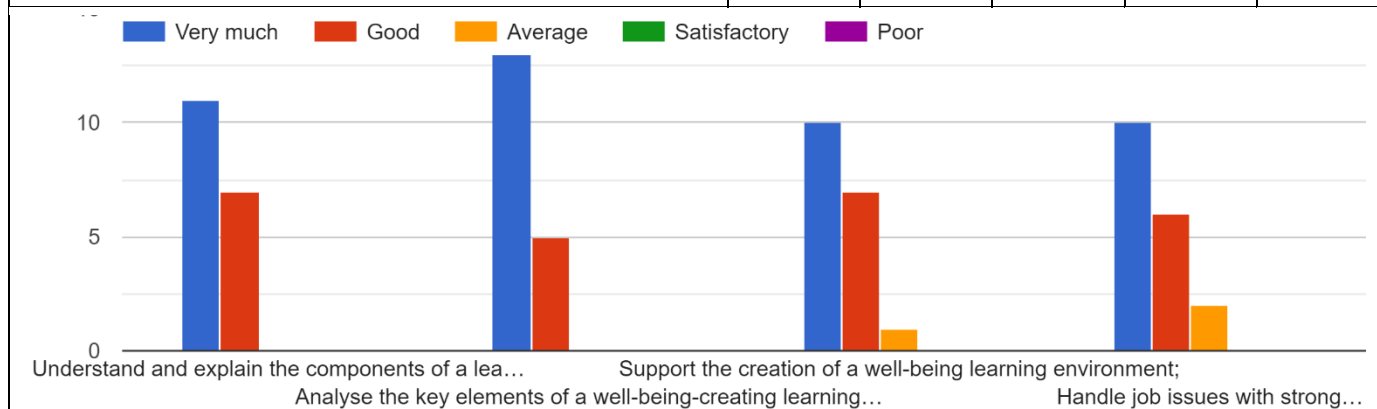
[LTТА: evaluation form, training activities](#)



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:

	<i>Very much</i>	<i>Good</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Poor</i>
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;	10	6	2	/	/



Please rate your overall satisfaction with:

	<i>Very good</i>	<i>Good</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Poor</i>
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 approaches 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 and 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?

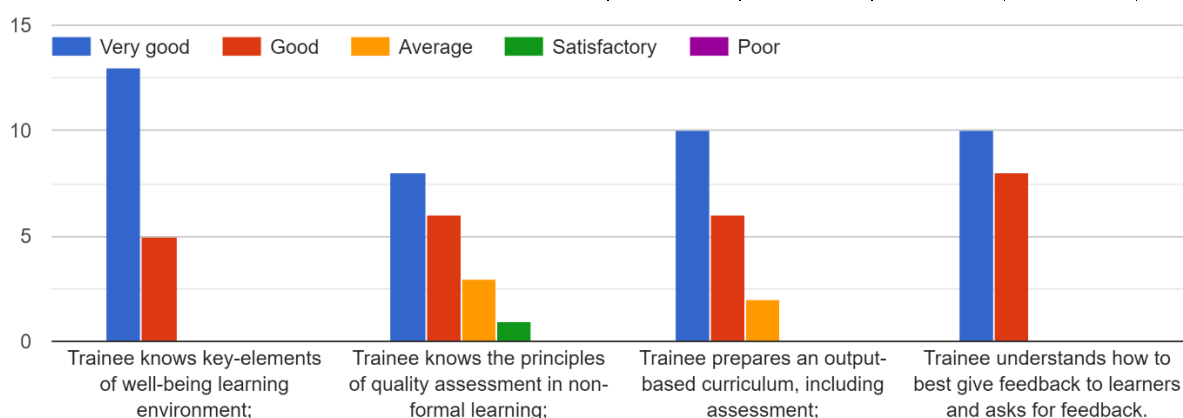
The suggestions of participants about possible improvements mainly focused on:

- 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: EANE, 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:

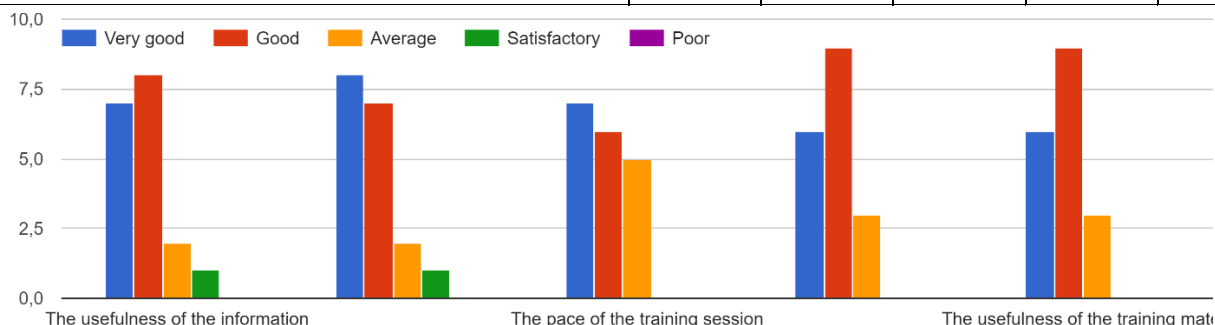
	<i>Very good</i>	<i>Good</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Poor</i>
Trainee knows key-elements of well-being learning environment;	13	5	/	/	/
Trainee knows the principles of quality assessment in non-formal learning;	8	6	3	1	/
Trainee prepares an output-based curriculum, including assessment;	10	6	2	/	/
Trainee understands how to best give feedback to learners and asks for feedback.	10	8	/	/	/



Please rate the content and structure of MODULE 1:

	<i>Very good</i>	<i>Good</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Poor</i>
The usefulness of the information	7	8	2	1	/
The structure of the training session	8	7	2	1	/

The pace of the training session	7	6	5	/	/
The convenience of the training schedule	6	9	3	/	/
The usefulness of the training materials	6	9	3	/	/



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

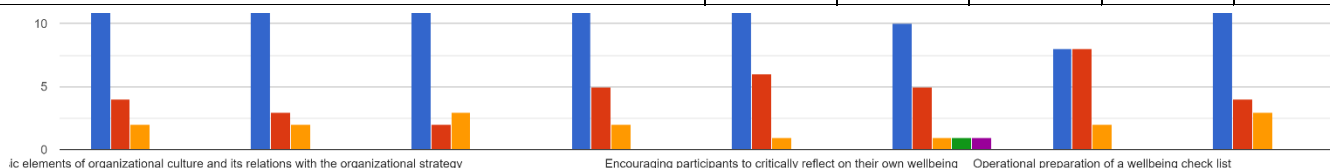
- Maybe the hero of one of the workshops (Santa Claus) could be replaced by someone more universal, but the idea of the workshop was brilliant
- The "Santa Claus" exercise was one of the more useful, practical and well-placed exercises in the whole training. The information related to feedback was very 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:

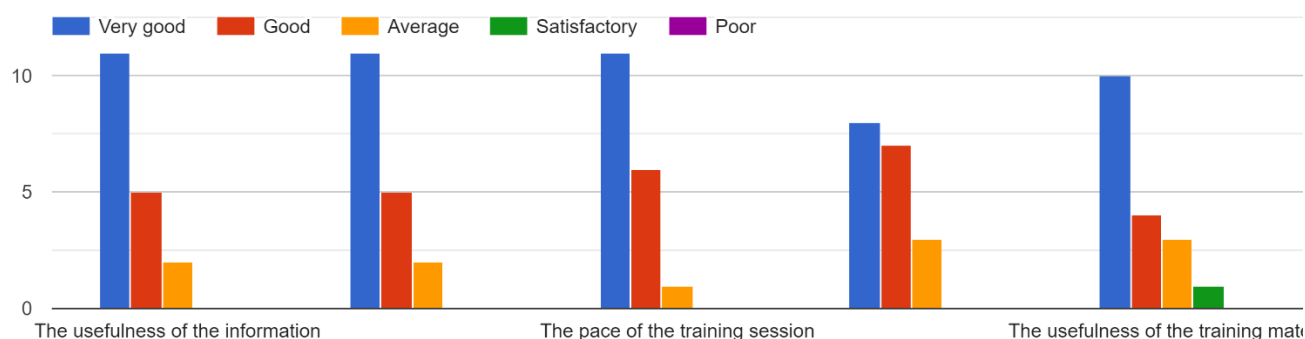
	<i>Very good</i>	<i>Good</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Poor</i>
Familiarize participants with the basic elements of organizational culture and its relations with the organizational strategy	12	4	2	/	/
Learning about the example of organizational culture	13	3	2	/	/
Presenting wellbeing as 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	/	/

Encouraging participants to critically reflect on their own wellbeing	11	6	1	/	/
Presentation of good wellbeing practices	10	5	1	1	1
Operational preparation of a wellbeing check list	8	8	2	/	/
Planning the implementation of wellbeing principles	11	4	3	/	/



Please rate the content and structure of MODULE 2:

	<i>Very good</i>	<i>Good</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Poor</i>
The usefulness of the information	11	5	2	/	/
The structure of the training session	11	5	2	/	/
The pace of the training session	11	6	1	/	/
The convenience of the training schedule	8	7	3	/	/
The usefulness of the training materials	10	4	3	1	/



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

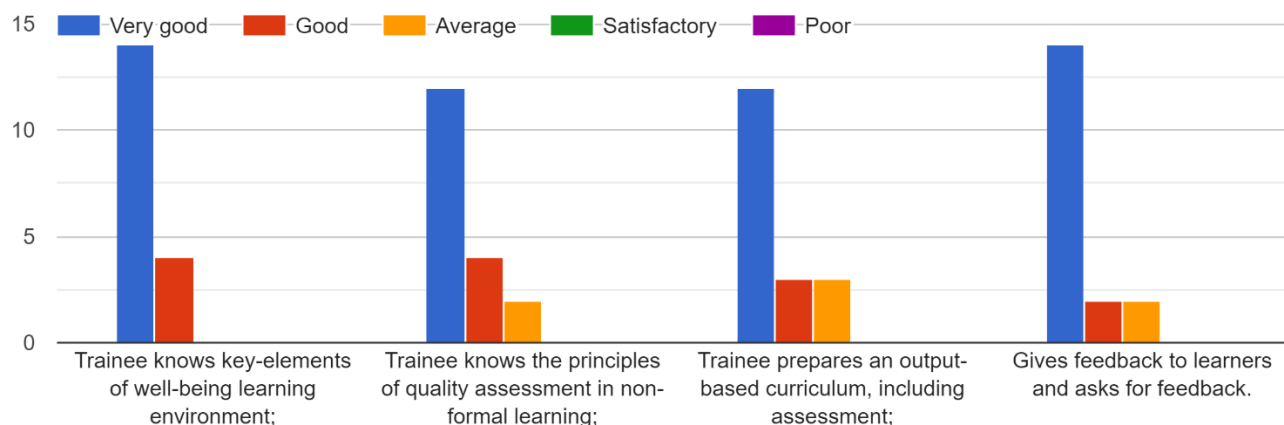
training. As a continuation of the discussion I would have been very happy if we explored practical tools and processes to develop that critical, scientific approach to our work.

- 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:

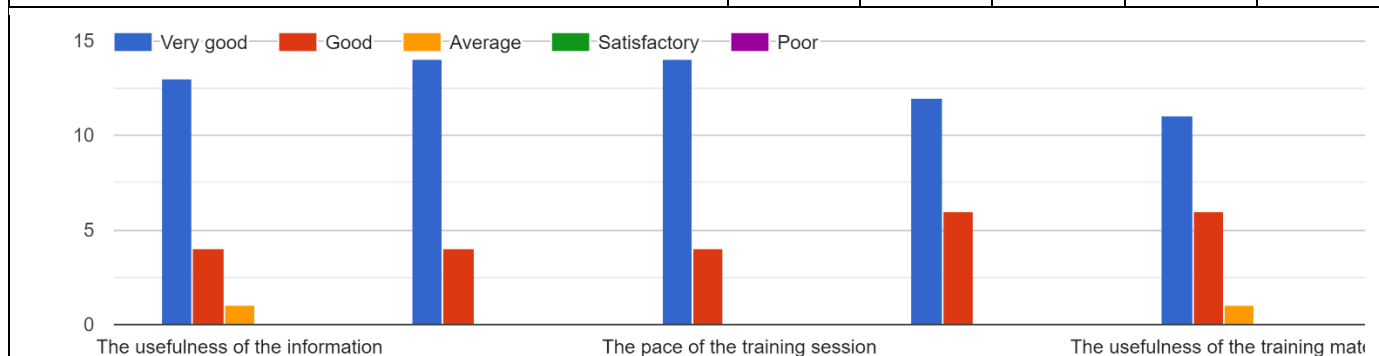
	<i>Very good</i>	<i>Good</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Poor</i>
Trainee knows key-elements of well-being learning environment;	14	4	/	/	/
Trainee knows the principles of quality assessment in non-formal learning;	12	4	2	/	/
Trainee prepares an output-based curriculum, including assessment;	12	3	3	/	/
Gives feedback to learners and asks for feedback.	14	2	2	/	/



Please rate the content and structure of MODULE 2:

	<i>Very good</i>	<i>Good</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Poor</i>
The usefulness of the information	13	4	1	/	/
The structure of the training session	14	4	/	/	/
The pace of the training session	14	4	/	/	/

The convenience of the training schedule	12	6	/	/	/
The usefulness of the training materials	11	6	1	/	/



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]

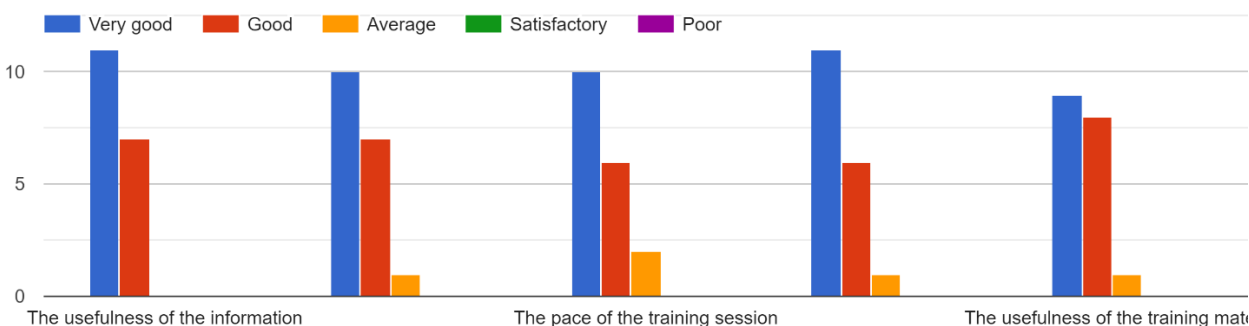
To what extent do you think you the training has contributed to the achievement of the foreseen learning objectives of MODULE 4:

	<i>Very good</i>	<i>Good</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Poor</i>
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:

	<i>Very good</i>	<i>Good</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Poor</i>
The usefulness of the information	11	7	/	/	/
The structure of the training session	10	7	1	/	/
The pace of the training session	10	6	2	/	/
The convenience of the training schedule	11	6	1	/	/
The usefulness of the training materials	9	8	1	/	/



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

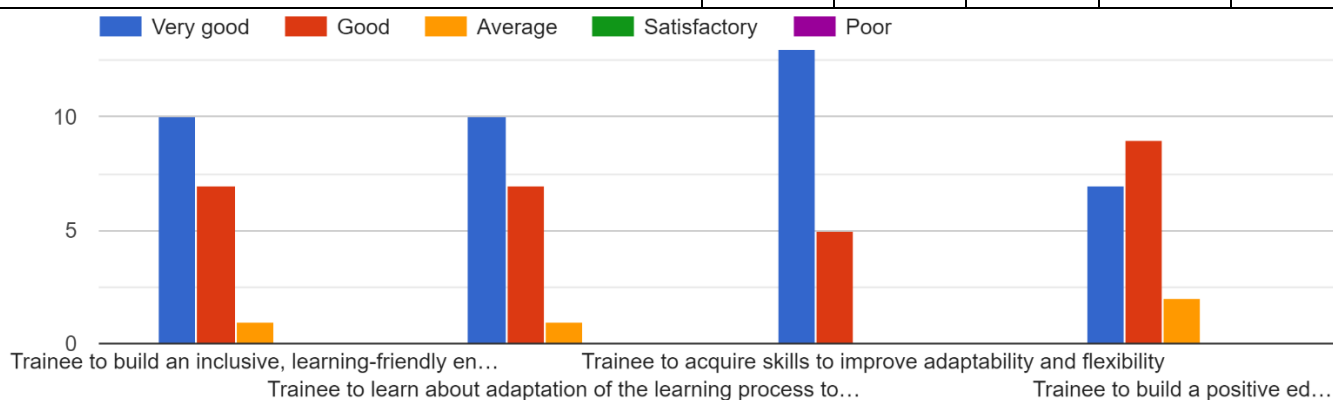
- The first part of the training presented valuable perspective related to communication and working as part of a team. The way we approached the majority of the training (through discussion) served as an excellent self-validating point as to the importance of communicating in a fruitful way. In addition, 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]

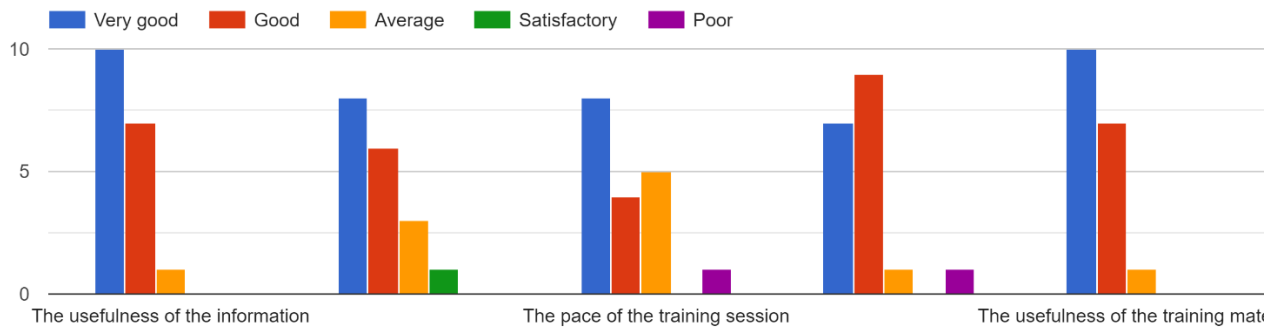
To what extent do you think you the training has contributed to the achievement of the foreseen learning objectives of MODULE 4:

	<i>Very good</i>	<i>Good</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Poor</i>
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	/	/	/



Please rate the content and structure of MODULE 4:

	<i>Very good</i>	<i>Good</i>	<i>Average</i>	<i>Satisfactory</i>	<i>Poor</i>
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](#)