



**EDU MENT**

**Project Acronym: EDU-MENT**

**Project title: Education in Mental Health for Nurses in Home and Residential Care**

## **EDU-MENT Train the Trainer Brief**

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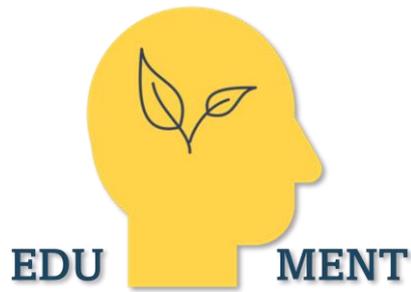


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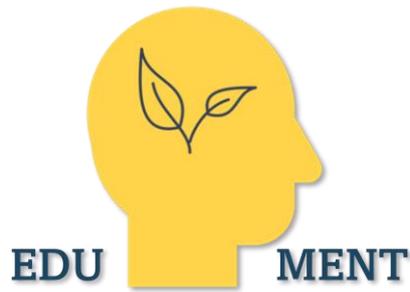
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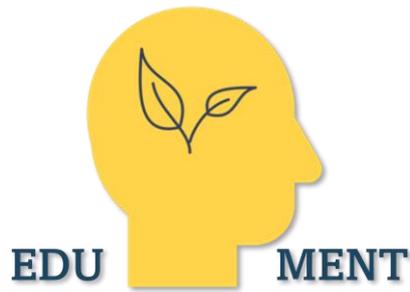
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1	UM FHS	26. 9. 2025	Draft
2	UMIT-TIROL Sarah House	14. 10. 2025	Document split and restructured into two deliverables (Train the Trainer Brief and National TtT Program); attachments organized and titles standardized.
3	UM FHS	22. 10. 2025	Formatting corrections only
4	UM FHS	16. 1. 2026	Final formatting
5	UMIT-TIROL Sarah House	20. 1. 2026	Final Edits for Dissemination



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## 1 Executive Summary

The EDU-MENT Train-the-Trainer (TtT) programme forms a cornerstone of the project's capacity-building strategy, ensuring that mental health education is delivered effectively, consistently, and sustainably across all partner institutions. By combining a consortium-level foundation with localized and contextual country-specific implementation, the programme builds both shared standards and local ownership. This two-tiered design strengthens the link between theory and practice while embedding EDU-MENT expertise within institutional frameworks for long-term impact.

**The EDU-MENT Train-the-Trainer (TtT) programme provides a structured and scalable approach to prepare trainers for delivering mental health education to nurses in home and residential care. It includes two complementary pathways:**

**1.1 M3 Partner Consortium TtT tutorials and follow-up training** – Core consortium partners are trained during the EDU-MENT M3 meeting in Slovenia to standardizing content delivery and demonstrating the use of digital tools. Through the Partner TtT, one lead trainer from each EDU-MENT implementing partner (Agecare, UM FHS, and UMIT-TIROL) is trained to deliver and support National EDU-MENT TtT sessions, enabling effective local implementation of the EDU-MENT pilot.

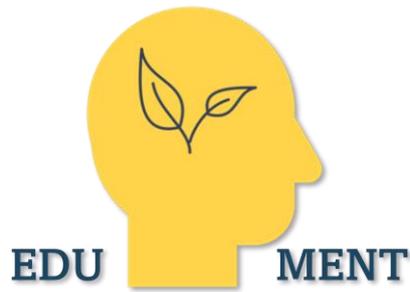
**1.2 National TtT Programme – Course delivery and support** – Partner institutions deliver National localized Train-the-Trainer programmes to train additional national trainers, providing practical support for EDU-MENT course delivery at the local level. This step expands training coverage, strengthens delivery capacity, and supports the sustainability and scaling of EDU-MENT implementation within each partner country.

The approach ensures consistency, practical and contextual application, and long-term embedding and support of EDU-MENT expertise across institutions.

## 2 Introduction

### 2.1 Project Context and Rationale

Developing a strong and sustainable training network is central to the success of the EDU-MENT project. The Train-the-Trainer (TtT) programme was therefore established to ensure that each partner institution can deliver high-quality, evidence-based mental health education independently and consistently. By equipping trainers with both pedagogical and digital competencies, the programme strengthens local capacity,



promotes professional excellence, and ensures long-term continuity of training delivery across all partner countries.

## 2.2 Objectives of the EDU-MENT TtT Programme

**The EDU-MENT TtT programme addresses the critical need for qualified trainers who can:**

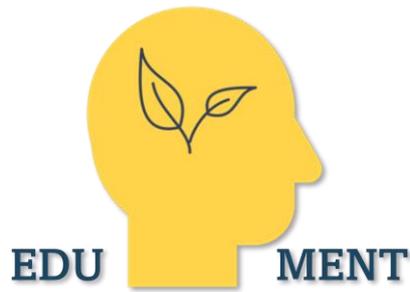
- Deliver the blended-learning curriculum independently and in a local context.
- Apply digital mental health screening tools effectively.
- Support professional development in home and residential care settings.

The comprehensive, multi-layered TtT programme is designed for scalability, sustainability, and quality assurance, ensuring each partner institution has at least two trained trainers, meeting the EU project targets of 12 certified trainers across the consortium.

## 2.3 Contribution to Erasmus+ KA220-VET Cooperation Partnerships

The EDU-MENT Train-the-Trainer (TtT) approach actively supports the objectives of Erasmus+ Cooperation Partnerships in Vocational Education and Training by fostering structured transnational collaboration, shared pedagogical innovation, and institutional capacity-building across partner organisations. Through the consortium-level TtT, academic and practice-based partners jointly co-construct, validate, and standardise curriculum content, training methodologies, and digital tool integration. This collaborative knowledge production ensures academic rigour, comparability of learning outcomes, and alignment with European VET quality standards, while enabling partners to exchange evidence-based practices and contextual expertise.

At the national level, the cascading TtT model operationalises cooperation by translating shared consortium knowledge into locally embedded training systems. Partner institutions assume active roles as knowledge multipliers, reinforcing mutual trust, inter-institutional learning, and long-term cooperation beyond the project lifecycle. By embedding EDU-MENT competencies within institutional training structures, the TtT approach strengthens organisational learning, supports professionalisation within the VET sector, and contributes to the development of resilient transnational training networks. This dual-level design not only enhances the effectiveness and sustainability of the EDU-MENT intervention but also exemplifies the added value of European cooperation in advancing innovation, quality assurance, and workforce development in vocational education and training.



### 3 Methods

The EDU-MENT Train-the-Trainer (TtT) programme is designed to build a cadre of qualified trainers capable of delivering the blended-learning curriculum and digital mental health tools across partner institutions. The programme follows a **two-tiered structure**: first, the **M3 Consortium TtT** provides intensive, standardized training for core trainers, combining in-person and asynchronous online sessions to ensure mastery of content and methods. Second, the **National TtT Programme** enables each partner country to train additional national trainers, contextualising the curriculum for local implementation and ensuring scalability, sustainability, and long-term professional development across institutions.

#### 3.1 Programme Design and Scope

##### EDU-MENT Train the Trainer Scope

##### 1. EDU-MENT Grant Deliverable Alignment

- 1.1. 4.7 – *Pilot and evaluate the training concept in Slovenia (Train the Trainer)*
- 1.2. 4.8 – *Pilot and evaluate the training concept at institutions in each country (participation and case studies for the blended-learning training)*
- 1.3. 5.5 - *Pilot and evaluate the digital tools on patients together with the responsible staff in each country, adaption and customizing to the needs of the organization.*

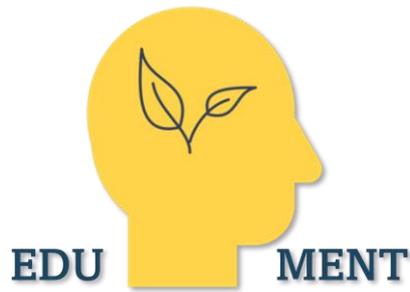
##### 2. Objectives of TtT Tutorials

- **Test and apply** the blended-learning curriculum and digital screening tools in national contexts.
- **Produce** a training manual for educators/trainers in partner languages
- **Plan and implement EDU-MENT TtT** at their institutions to ensure sustainability and scalability.
- **Contribute to pilot activities and case studies** that demonstrate practical application and provide evidence for evaluation

#### 3.2 Two-Tiered TtT Structure: Partner and National Level

The EDU-MENT Train-the-Trainer (TtT) programme is structured around a **two-tiered model** to ensure both standardisation and contextual relevance in the delivery of mental health education for nurses.

##### 3.2.1 Partner-Level TtT (Consortium Core Trainers):



At the consortium level, core trainers from each partner institution participate in intensive, structured tutorials during the M3 meeting. These sessions focus on standardising curriculum content, demonstrating the use of digital screening and monitoring tools, and embedding evidence-based pedagogical strategies. Partner-level trainers are equipped not only to deliver the blended-learning curriculum effectively but also to mentor and support national trainers, providing resources, guidance, and secure communication channels to ensure continuity and fidelity across all institutions. This tier guarantees that the programme's learning objectives, quality standards, and digital competencies are consistently understood and implemented across the consortium.

### **3.2.2 National-Level TtT (Cascading Local Implementation):**

The national-level TtT programme builds on the consortium foundation by training additional certified trainers within each partner country. These trainers translate the standardised curriculum into locally relevant formats, adapting materials, exercises, and digital tool applications to the specific institutional, cultural, and professional context. Hands-on pilot micro-sessions and case studies enable national trainers to consolidate practical skills, provide feedback for iterative refinement, and embed EDU-MENT competencies into local training structures. This cascading model ensures scalability, sustainability, and long-term institutional ownership, while reinforcing professional networks and enhancing capacity within the vocational education and training sector.

Together, the two-tiered structure balances **transnational quality assurance** with **local flexibility**, creating a robust framework for delivering high-quality, contextually adapted mental health education across multiple institutions and countries.

### **3.3 Curriculum and Digital Tool Integration**

The EDU-MENT TtT programme combines a blended-learning curriculum with digital mental health tools to deliver theory-informed, practice-oriented training. Trainers learn to integrate learning objectives, pedagogical strategies, and digital tool application, ensuring skills are directly transferable to clinical practice. This approach supports contextual adaptation while maintaining standardisation and fidelity across partner institutions.

### **3.4 Quality Assurance and Evaluation**

Quality assurance is embedded throughout the TtT programme through monitoring, formative assessments, partner pilot micro-sessions, and participant feedback. Partner-level trainers provide guidance and evaluate delivery, ensuring continuous refinement of materials, methods, and digital tools. This framework guarantees measurable, scalable outcomes aligned with national and European VET quality standards.



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### 4 TtT Programme Structure

#### 4.1 Partner Level Training

##### 4.1.1 TtT Tutorial Sessions at M3 (Agenda attached in [Supplement](#))

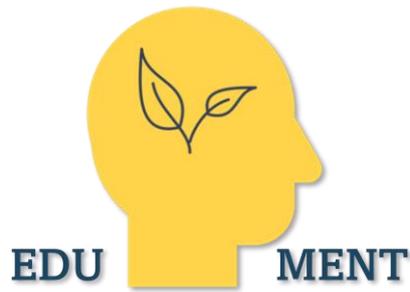
After careful review of the M3 (September 18<sup>th</sup> – 19<sup>th</sup> 2025) agenda and structure by our quality assurance partner, it was recommended that 1.5 days be allotted for Training the Trainer (TtT) Tutorials and 0.5 days allotted for the international partner meeting.

##### Expected Outcomes of TtT tutorials at M3

- 9 core trainers trained from Austria, Cyprus and Slovenia (in English)
- Evaluation of Learning Materials and Digital Tools
- Adaptation to local contexts (Austria, Cyprus and Slovenia)
- National TtT planning and strategy developed
- Standardised training manuals and approach implemented

##### EDU-MENT Partner TtT Structure

Phase	Format	Date / Release	Duration	Hours	Focus / Content	Completion Deadline
Day 1	In-person	18 Sept 2025	1.0 day	8	Full in-person training	Completed
Day 2 (morning)	In-person	19 Sept 2025	0.5 day	4	In-person training continuation	Completed
Online Session 1	Online – asynchronous	2 Dec 2025	0.5 day	4	Assessments and evaluation rubrics	Complete on the same day
Self-learning Block 1	Self-learning	starts after Online 1	0.75 day	6	Independent study following Session 1	1 week after Online 1 release
Online Session 2	Online – asynchronous	16 Jan 2026	0.5 day	4	In-class activities scripts & assignments	Complete on the same day
Self-learning Block 2	Self-learning	starts after Online 2	0.75 day	6	Independent study following Session 2	1 week after Online 2 release
<b>Total</b>			<b>4.0 days</b>			



#### 4.1.2 Roles and Responsibilities of Partner-Level Trainers

Partner-level trainers—appointed from each consortium institution (Austria, Cyprus, Slovenia)—serve as the foundational experts within the EDU-MENT TtT framework. Their responsibilities encompass the following:

1. **Curriculum Standardisation and Delivery:** Ensure consistent implementation of the EDU-MENT blended-learning curriculum by providing structured tutorials, demonstrating digital tool usage, and modelling evidence-based pedagogical approaches.
2. **Mentorship and Capacity-Building:** Provide ongoing guidance, support, and professional mentoring to national trainers, including troubleshooting, pedagogical advice, and adaptation strategies for local contexts.
3. **Resource Provision and Knowledge Management:** Disseminate standardised training materials, assessment rubrics, and case-study resources; maintain secure channels for exchange of instructional content and participant data.
4. **Quality Assurance and Evaluation:** Monitor the fidelity of curriculum delivery, evaluate learning materials and trainer performance, and provide feedback to refine training modules and digital tools.
5. **Strategic Coordination:** Lead planning and coordination of National TtT programmes, ensuring alignment with consortium goals, compliance with Erasmus+ quality standards, and sustainability of training initiatives across partner institutions.

By fulfilling these roles, partner-level trainers operationalise transnational cooperation, ensure pedagogical rigor, and establish the infrastructure necessary for long-term, scalable, and sustainable training networks.

## 4.2 National TtT Programme

The EDU-MENT National Train-the-Trainer (TtT) Programme equips at least two certified trainers in each partner country (Austria, Cyprus, Slovenia) to independently deliver the blended-learning curriculum and apply digital tools in practice. Through hands-on case studies, pilot micro-sessions, and structured feedback, trainers consolidate practical skills while contributing to ongoing refinement of materials. This approach strengthens local ownership, builds institutional capacity, and supports sustainable implementation of mental health education across home and residential care settings.

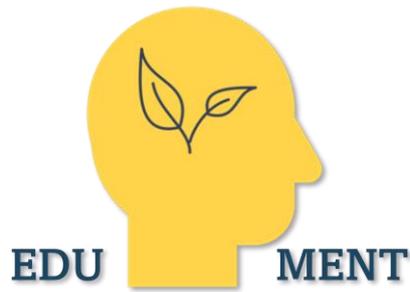
### Expected Outcomes of National TtT Programme



- At least two national trainer per partner country (Austria, Cyprus, Slovenia) trained and certified.
- Trainers prepared to deliver EDU-MENT modules and apply digital tools independently.
- Practical skills reinforced through case studies and micro-sessions.
- Feedback and evaluation used to refine materials and inform future training cycles.
- Enhanced local ownership and institutional capacity for sustainable implementation.

#### 4.2.1 Training Schedule and Structure

Phase	Format	Date / Release*	Duration	Hours	Focus / Content	Completion Deadline*
National Trainer Selection	Internal	≤ 2 weeks after M3	-	-	Nominate one national trainer and confirm with UMIT	+14 days after M3
Online Session 1	In-person	country-set	0.5 day	4	Introduction to the EDU-MENT Trainer Manual; understanding structure and key guidance	Same day
Self-learning Block 1	Self-learning	after Session 1	0.75 day	6	Independent review of all self-study materials to gain detailed knowledge of the blended-learning curriculum	+7 days
Online Session 2	In-person	country-set	0.5 day	4	Practical work with case studies and full hands-on use of the EDU-MENT digital tool	Same day
Self-learning Block 2	Self-learning	after Session 2	0.75 day	6	Learning and practising assessment methods and evaluation procedures for national implementation	+7 days
Pilot Micro-session	In-person	country-set	1.0 day	8	Deliver pilot, collect feedback	+7 days after Session 2
Evaluation & Reporting	Online - asynchronous	country-set	0.5 day	4	Submit pilot report & trainer self-assessment	+2 weeks after programme
<b>Total</b>			<b>4.0 days</b>	<b>32 h</b>		

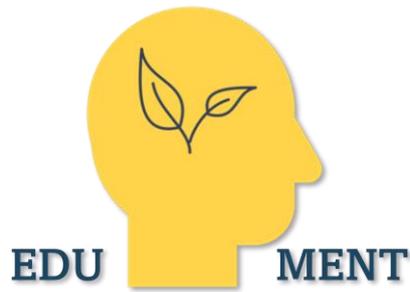


#### 4.2.2 Roles and Responsibilities of National-Level Trainers

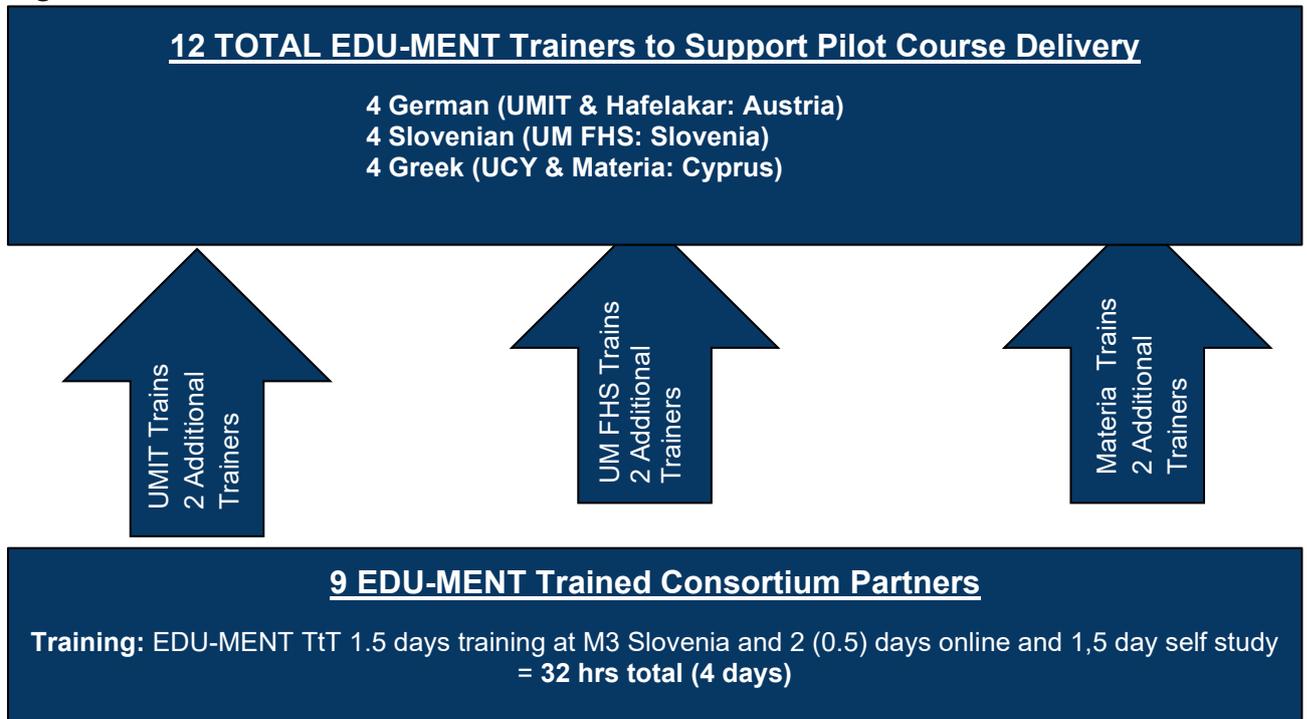
National-level trainers—selected and certified within each partner country—act as the primary facilitators of the localized EDU-MENT programme. Their responsibilities include:

1. **Curriculum Delivery:** Independently implement the EDU-MENT blended-learning modules in home and residential care settings, applying digital mental health tools and assessment instruments with fidelity to the standardised framework.
2. **Practical Skills Application:** Conduct pilot micro-sessions, case-study exercises, and hands-on activities to reinforce competencies, consolidate practical skills, and contextualise learning to local needs.
3. **Evaluation and Feedback:** Collect participant feedback, conduct self-assessment, and contribute to the refinement of training materials, ensuring continuous improvement and relevance to national contexts.
4. **Local Capacity-Building:** Mentor colleagues within their institution, promote adoption of digital and pedagogical tools, and strengthen the organisational infrastructure for sustained delivery of mental health education.
5. **Reporting and Documentation:** Submit pilot session reports, track learner progress, and communicate implementation outcomes to partner-level trainers for quality assurance and strategic oversight.

Through these responsibilities, national-level trainers serve as multipliers of knowledge, translating consortium-level expertise into locally embedded, sustainable practice while ensuring alignment with European VET quality standards and project objectives.



**Figure 1:** Train-the-Trainer Structure



## 5 Results

The EDU-MENT Train-the-Trainer (TtT) programme is structured to ensure measurable, sustainable outcomes that strengthen both institutional and individual training capacity. By combining standardized instruction with practical application, the programme aims to equip trainers with the skills, tools, and confidence to deliver high-quality mental health education independently within their institutions and professional networks.

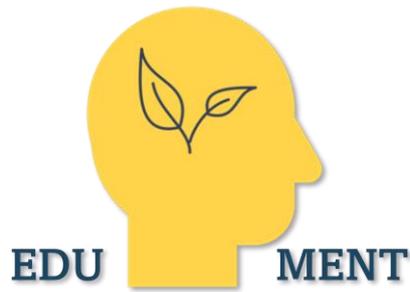
### 5.1 Expected Outcomes and Evaluation

#### Expected outcomes of the TtT programme:

- Minimum of 12 certified EDU-MENT trainers.
- Each partner institution has 2 trainers for redundancy and coverage in local institutions.
- Trainers capable of independent delivery, assessment, and evaluation.
- Practical integration of digital tools into professional practice.

#### Expected Outcomes

The EDU-MENT TtT Programme is designed to generate measurable capacity-building, quality assurance, and sustainability outcomes at both consortium and national levels.



At **partner level**, the programme is expected to:

- Establish a cohort of **9 certified core trainers** across Austria, Cyprus, and Slovenia with a shared pedagogical and methodological foundation.
- Ensure **standardised delivery** of the EDU-MENT blended-learning curriculum through harmonised trainer manuals, assessment rubrics, and digital tool usage.
- Strengthen **transnational cooperation** by embedding shared quality standards while enabling structured adaptation to national and institutional contexts.
- Produce **national TtT implementation strategies**, supporting scalability and long-term uptake within partner organisations.
- Validate and refine **learning materials and digital tools** through structured trainer feedback and evaluation processes.

At **national level**, the programme is expected to:

- Certify **at least two national trainers per partner country**, capable of independently delivering EDU-MENT modules.
- Translate consortium-level expertise into **locally embedded practice** in home and residential care settings.
- Reinforce trainers' **practical and pedagogical competencies** through case studies, pilot micro-sessions, and applied use of digital tools.
- Strengthen **institutional ownership and sustainability**, enabling partners to continue EDU-MENT delivery beyond the project lifecycle.
- Generate structured feedback to inform **continuous improvement** of curricula, assessment methods, and training design.

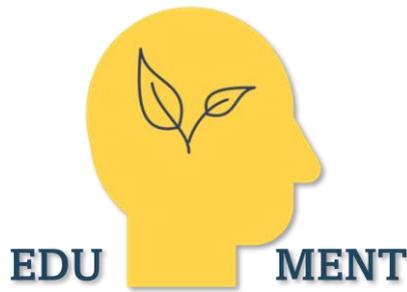
Collectively, these outcomes support the creation of a **multiplier system** in VET, where expertise is transferred efficiently from European to national and organisational levels, ensuring impact, coherence, and durability.

### **Evaluation Framework**

Evaluation of the TtT Programme is embedded throughout its phased structure and combines **formative and summative approaches** aligned with Erasmus+ quality standards.

Key evaluation mechanisms include:

- **Trainer self-assessment and reflective learning tasks** during online sessions and self-learning blocks.



- **Structured review of learning materials and digital tools** at partner level, coordinated by the quality assurance partner.
- **Observation and assessment of pilot micro-sessions** at national level to evaluate trainers' readiness, pedagogical competence, and fidelity to the EDU-MENT framework.
- **Standardised assessment rubrics and reporting templates** to ensure comparability across countries.
- **Feedback loops** between national trainers and partner-level trainers to support iterative refinement of content and methods.

Evaluation findings are systematically documented and used to:

- Confirm trainer certification and readiness for independent delivery.
- Inform adjustments to training materials and digital tools.
- Support evidence-based reporting on programme effectiveness, cooperation outcomes, and capacity-building impact.

Through this structured evaluation approach, the EDU-MENT TtT Programme ensures **academic rigor, transparency, and continuous quality enhancement**, while directly contributing to sustainable cooperation partnerships in vocational education and training.

## 6 Discussion

### 6.1 Impact of the Two-Tier TtT Approach

The two-stage structure of the EDU-MENT Train-the-Trainer (TtT) programme was intentionally designed to balance **quality assurance at the consortium level** with **flexibility for national implementation**. This approach ensures that all trainers share a common foundation in curriculum content and methodology, while allowing for adaptation to specific institutional, cultural, and professional contexts. The result is a cohesive yet scalable training model that strengthens both immediate project outcomes and long-term institutional capacity.

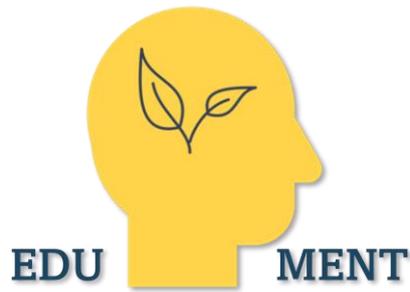
#### **Justification for the Two-Stage Approach:**

- M3 Consortium TtT ensures consistency and quality across all partner institutions.
- National TtT Programmes allow contextual adaptation and local scaling of training.
- Embeds EDU-MENT skills into institutional practice, creating a force multiplier effect.
- Reduces risk of training gaps due to staffing changes.

#### **Practical Impact:**

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1. Direct link to clinical practice through active healthcare staff.
2. Simultaneous pilot courses possible across different facilities.
3. Sustainable knowledge transfer embedded in institutions.
4. Peer learning and cascade training amplify project impact.

## 6.2 Partner Participation and Contribution

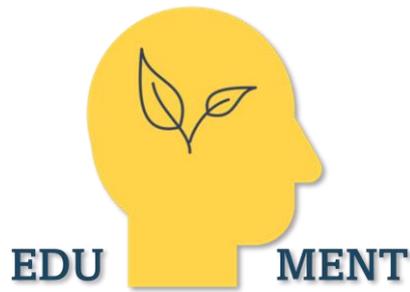
Building on the main results of **WP2 – Needs and Requirements Analyses**, which included national-level research and the specification of requirements for WP3 and WP4, the active participation of consortium partners is central to the success of the EDU-MENT Train-the-Trainer (TtT) programme. Each partner institution contributes highly competent and experienced trainers, drawn from diverse academic and professional backgrounds across home and residential care, ensuring both pedagogical rigor and practical relevance. These trainers bring established networks of colleagues, practitioners, and institutional support, which extend the reach and impact of the programme beyond the immediate pilot sites. Their expertise enables not only the standardised delivery of curriculum content and digital tools but also the mentoring and capacity-building of national-level trainers, supporting the localisation and contextual adaptation of the EDU-MENT blended-learning programme and digital screening tool to meet specific institutional, cultural, and professional needs. By guiding national trainers in tailoring materials, exercises, and assessments to local practice settings, partners reinforce both local ownership and sustainability. The collective engagement, credibility, and professional standing of the partners underpin the quality, scalability, and long-term success of the TtT programme, ensuring that the knowledge, skills, and practices developed are embedded across institutions and disseminated through professional networks at national and transnational levels.

## 7 Conclusion

The EDU-MENT TtT programme provides a robust, practical, and scalable framework for developing qualified trainers. The two-phase approach—M3 Consortium TtT followed by national training—ensures standardised quality, local adaptability, and sustainable long-term professional development in mental health for nurses.

## 8. References

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## 8 Annexes

### 8.1 M3 Train the Trainer Agenda

<b>Event:</b>	Education in Mental Health for Homecare and Residential Nurses (EDU-MENT) Train the Trainer Tutorials & Transnational Partner Meeting
<b>Date:</b>	18 <sup>th</sup> & 19 <sup>th</sup> of September, 2025
<b>Time:</b>	09:00 – 16:30 CET; 9:00 – 16:45
<b>Place:</b>	UM FHS, Žitna ulica 15, 2000 Maribor, Slovenia
<b>Host:</b>	UM FHS
<b>Participants:</b>	UMIT, Hafelekar, University of Maribor, University of Cyprus, Matera Group
<b>Online Access</b>	<a href="#">🔗 Join Microsoft Teams Meeting</a>

#### Day 1 + morning of Day 2 – Train the Trainer (TtT)

Interactive tutorials designed to achieve key outcomes:

- **Training review:** consolidate and standardize content for quality and consistency
- **Digital tools application:** strengthen practical skills using EDU-MENT digital screening and monitoring tools
- **Evaluation:** embedded strategies to assess training effectiveness, identify learning gaps, and ensure readiness for local implementation

#### Afternoon of Day 2 – International Partner Meeting

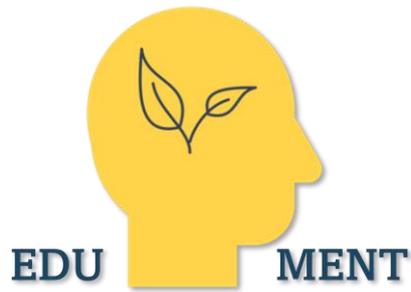
- Focused on **timelines and evaluation**, using practical tools to address **what, who, and when** for tasks and milestones
- Support structured planning, monitoring, and sustainable implementation

#### Detailed Agenda

***M3 Day 1: 18th September 2025***



<i>Time</i>	<i>Topic/WP</i>	<i>Presenter</i>
09:00 – 09:30	<p>Welcome and Outline of the Day: TtT Tutorial</p> <p>Set expectations, clarify TtT objectives, and align participants on the day's structure</p>	UMB FHS & UMIT TIROL
09:30 – 09:45	<p>WP4: Blended-Learning Training Review and Timelines</p> <p>Confirm current status, refine timelines, and ensure partner alignment on training rollout.</p>	UMB FHS
09:45 – 11:00	<p>WP 3: EDU-MENT Tool Overview and Hands-on Training Session</p> <p>Provide an overview of the tool, clarify functionality, and prepare participants for hands-on application.</p>	Materia Group & University of Cyprus
11:00 – 11:30	<p>WP 4: E-Platform Overview</p> <p>Present platform features, clarify integration with blended learning, and ensure participants' readiness to use it.</p>	University of Cyprus
11:30 – 11:45	<p>WP4: Evaluation of EDU-MENT Training Strategy</p>	UMB FHS



11:45 – 12:30

TtT Tutorial - Module 1: UMB FHS  
 Psychosocial Monitoring & Digital Tools  
 Understand the importance of early detection and digital tools in psychosocial care.

Lunch Break

13:30 – 14:30

TtT Tutorial - Module 2: Materia Group, UMB FHS  
 Application of EDU-MENT Tool

Apply the screening tool to detect and document psychosocial changes.

14:30 – 15:15

TtT Tutorial - Module 3: Holistic UMB FHS  
 Care Planning

Utilize EDU-MENT results to provide holistic care.

15:15 – 16:15

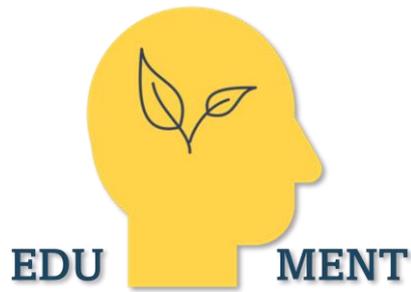
TtT Tutorial - Module 4: UMB FHS  
 Addressing Loneliness and Social Participation

Apply strategies to reduce loneliness and isolation in older adults by facilitating social interactions and networks.

16:15 – 16:30

Review of Day 1 and Outline of Hafelakar  
 Day 2

Summarize achievements, identify open issues, and prepare participants for Day 2.

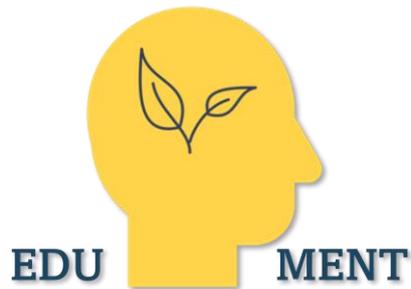


18:00

Project Consortium Dinner

**M3 Day 2: 19th September 2025**

<i>Time</i>	<i>Topic/WP</i>	<i>Presenter</i>
09:00 – 09:15	Welcome and Outline of the Day  Reconfirm agenda, objectives, and expected outputs for Day 2.	UM FHS & Hafelakar
09:15 – 10:15	TtT Tutorial - Module 5: Interprofessional Collaboration  Explain the principles of effective interdisciplinary collaboration in delivering holistic care.	UMB FHS
10:15 – 10:45	TtT Next Steps - Localized Materials  Review, adapt, and agree on localized training materials for country-specific implementation	ALL
10:45 – 11:15	TtT Next Steps - Training the Trainer, Recruitment Strategies, and Implementation Planning for EDU-MENT Blended Learning Training  Define trainer roles, finalize recruitment strategies, and align implementation planning	UNIT TIROL
11:15 – 11:45	TtT Next Steps - Final  EDU-MENT Train the Trainer Brief	Hafelakar



Evaluation

Collect feedback on TtT, assess learning outcomes, and confirm readiness for local rollouts.

11:45 – 12:15

TtT Wrap Up - Questions and Discussion Hafelakar

Address open issues, clarify responsibilities, and finalize tutorial takeaways.

12:15 – 12:45

Partner Communication and Dissemination: KPI Review and Partner Collaboration Update: Materia Group

Review dissemination KPIs, align partner roles, and strengthen collaboration on outreach.

Lunch Break

14:00 – 14:15

Partner Update: WP 1 – Interim Report Feedback and WP4 and WP5 Reporting Requirements UMIT TIROL

Review interim report feedback, clarify reporting requirements, and planning for the final evaluation.

14:15 – 14:45

Partner Update: WP5 Quality Management and Evaluations Hafelakar and UMIT TIROL

14:45 – 15:30

Conclusions and Next Steps Hafelakar



## EDU MENT

### 8.2 National Trainer Programme Report Template

#### EDU-MENT National Trainer Programme Report

Country / Institution: \_\_\_\_\_

Trainer Name and Surname: \_\_\_\_\_

Trainer Professional Background: \_\_\_\_\_

Lead Trainer Delivering the Training: \_\_\_\_\_

Training Dates: \_\_\_\_\_

#### Training Overview *(tick boxes as appropriate)*

- Handbook orientation completed
- Self-study review completed
- Case-study & EDU-MENT tool workshop completed
- Assessment & evaluation training completed

#### Feedback & Recommendations

Strengths of the training: \_\_\_\_\_

Areas for improvement: \_\_\_\_\_

#### Evidence of Training

Attendance list and/or official digital attendance report (Teams/Zoom) attached:  Yes

Participant Signatures:

Participant Name	Institution	Signature	Optional Comment

#### Optional:

- Photo with date and location (if consent given):  Attached

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Lead Trainer Signature: \_\_\_\_\_ Date: \_\_\_\_\_