



**CODE  
YAA**  
Palliative Care EDUcation



ics  
Universidad  
de Navarra

ATLANTES  
GLOBAL OBSERVATORY OF  
PALLIATIVE CARE



## SUMMER SCHOOL, Pamplona, Spain 2025

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### Memory and Evaluation Report

The Summer School organised by Working Group 4 (WG4) took place from 9 to 13 June 2025, at the University of Navarra Museum in Pamplona, Spain.

This program was co-chaired by Vilma Tripodoro (Spain/Argentina) and Simone Veronese (Italy), and brought together participants and faculty from across the WHO European Region to focus on the development of leadership and ethics in palliative care (PC) education.

WG4's Summer School was built on three foundational pillars:

1. Leadership and Strategic Capacity Building
2. Ethics in Clinical and Research Practice
3. International Networking and Collaboration

The initiative aimed to:

- Empower future leaders in PC education, public health policy, and evaluation.
- Foster ethical decision-making and research integrity among young professionals and academics in the FIRE, TORCH, and THUNDER networks.
- Address current and future challenges in the delivery and governance of palliative care systems.

The program welcomed young researchers and clinicians, preferably under 40 years old, with a particular focus on participants from Inclusiveness Target Countries (ITC). Ideal candidates demonstrated a clear interest in PC education and policy, commitment to interdisciplinary learning, and motivation to lead cultural and institutional change in healthcare.

**Two parallel learning tracks were implemented:**

**Leadership Group 1** focused on enhanced leadership competencies, strategic understanding of service transformation, curriculum innovation, and tools for international collaboration.

**Ethics Group 2** emphasised ethical reasoning, culturally sensitive research, and advocacy for ethics as a core healthcare competency.

Each group participated in 10 interactive workshops, structured to promote reflection, dialogue, and co-construction of knowledge.

## 1. General Overview

The CODE YAA@PC EDU Summer School 2025 was held from June 9 to 13, 2025, at the University of Navarra Museum in Pamplona, Spain. Organised under Working Group 4 (WG4), the event gathered around 40 participants and facilitators from diverse countries across the WHO European Region. The summer setting in Pamplona offered a pleasant and engaging environment that encouraged learning, exchange, and collaboration.

## 2. Educational Objectives

The summer school aimed to develop, transform, and empower emerging leaders in PC education, training, and practice. It specifically targeted the advancement of leadership and ethics competencies among young researchers and healthcare professionals. The program's two main tracks were designed to build:

- Strategic leadership, management, and policy capacities in PC.
- Robust clinical and research ethics practices, with an emphasis on intercultural sensitivity and accountability.

### 3. Participants and Faculty

The program welcomed around 40 participants, primarily young professionals under 40 years old, selected for their motivation and commitment to improving PC education and systems. Many came from ITC countries, with academic or clinical backgrounds and strong interests in policy, ethics, and leadership.

A total of 12 faculty members facilitated the workshops, representing institutions from Spain, Italy, Serbia, Israel, the UK, Canada, Turkiye, Malta, and Germany. Their combined expertise covered educational innovation, healthcare leadership, bioethics, and cultural competence.



### 4. Structure of the Program

The program was structured into two thematic groups:

- Leadership Track (Group 1) – focused on competencies in strategic leadership, curriculum development, gender-sensitive leadership, team management, and innovation.
- Ethics Track (Group 2) – focused on ethical dilemmas, moral distress, cultural sensitivity in research, autonomy, and interprofessional dialogue.

### 5. Detailed Description of the Educational Program

The Summer School included 5 days of workshops and group activities. Each day was divided into morning and afternoon sessions. Participants attended 16 formal workshops and several integrated plenary discussions. The structure of the week's programme was as follows:

	Monday 9/6	Tuesday 10/6	Wednesday 11/6	Thursday 12/6	Friday 13/6
9-13 hs Workshops		Leadership 2	Leadership 4 +Ethics 1	Ethics 3	Ethics 5
13-14 hs	LUNCH BREAK				
14-18 hs Workshops	Leadership 1	Leadership 3	Leadership 5 +Ethics 2	Ethics 4	

## 5.1 Day-by-Day Workshop Programme at the University of Navarra Museum



### *MONDAY – AFTERNOON (14 to 15:45)*

- **Welcome words**, UNAV Faculty of Medicine Vice Dean Prof Leire Arbea, Prof Carlos Centeno (Atlantes director), Prof Piret Paal, CODE YAA EDU@ Director (Estonia) Vilma Tripodoro and Simone Veronese, WG4 Co-Chairs, Introductions & Icebreakers.
- **Workshop L1 Transformational leadership.**  
Facilitator: Román Sklotskiy (Executive Director, PACED - The Foundation for Palliative Care Education (UK)) and Katarina Vojvodic (Gender Equality Officer) (Serbia).  
This dynamic session will explore the four core components of transformational leadership and their significance in emotionally demanding care environments. Through interactive exercises and guided reflection, participants will examine their leadership identity and envision their role in shaping the future of palliative care.

### *MONDAY – AFTERNOON (16.15 to 18)*

- **Workshop L2 Leadership in Curriculum Design**  
**Facilitators:** Prof. José Pereira (UNAV, Pallium Canada) and Tania Pastrana (Aachen, Germany).  
This workshop explored various aspects of leading curriculum development and implementation. Using case examples (from the facilitator and participants), this explored different curriculum development approaches and frameworks, various education delivery methods (classroom, online, hybrid, and flipped), and the selection of other learning and teaching methods (from case-based and problem-based learning to reflections, standardised patients, and humanities). It will review emerging approaches such as competency-based education and the use of artificial intelligence.



#### **TUESDAY – MORNING (9 to 10:45)**

- **Workshop L3 Leadership Competencies for Transforming Palliative Care. What leaders need to know, show, and grow**

**Facilitators:** Román Sklotskiy (UK) and Katarina Vojvodic (Gender Equality Officer) (Serbia).

This session introduced core leadership competency clusters in PC and how they align with key leadership models. Participants explored the critical competencies driving progress in palliative care and reflected on how to develop these skills in their leadership journey.

#### **TUESDAY – MORNING (11:15 to 13)**

- **Workshop L 4 Design Thinking in Educational Projects**

**Facilitators:** Leire Arbea (Vice Dean of Educational Innovation) and Dean Prof. Dr Marta Ferrer Puga (Faculty of Medicine, UNAV).

In this workshop, participants experienced the foundations of the Design Thinking process and explored how it can support leadership and innovation in medical education related to PC. The aim is to inspire educators and students to rethink how they influence care systems through education and how Design Thinking can serve as a tool for leading that transformation.

#### **TUESDAY – AFTERNOON (14 to 15:45)**

- **Workshop L 5 Leadership in Curriculum Evaluation and Research**

**Facilitators:** Prof. José Pereira (UNAV, Pallium Canada) and Tania Pastrana (Germany).

Using real-life examples and case studies, this workshop explored approaches to evaluating and studying education interventions. While it explored assessment methods for various competencies in undergraduate, postgraduate, and continuing professional development education, it focused more on evaluation and research at the program level. Domains such as impact and implementation will be included.

#### **TUESDAY – AFTERNOON (16:15 to 18)**

- **Workshop L 6 Breaking Barriers: Addressing Gender Disparities in Leadership in Palliative Care Education and Science**

**Facilitators:** Katarina Vojvodic (Serbia) and Román Sklotskiy (UK).

This workshop aimed to raise awareness about gender disparities in education and science, exploring their root causes, from unconscious bias to systemic barriers. It empowered attendees with tools and resources to advocate for gender equity in their professional contexts.

#### **WEDNESDAY – MORNING (9 to 10:45)**

- **Workshop L 7 +E 1 Ethics Group welcome Empowering Leaders: Project Management Strategies in Palliative Care.**

**Facilitators:** Simone Veronese (Italy) and Eduardo Garralda (UNAV Spain).

This interactive workshop utilised the project management framework to enable

participants to develop their leadership skills. The Atlantes project was used as an example, and the various phases of the project were discussed. Participants were invited to design their projects.

#### **WEDNESDAY – MORNING (11:15 to 13)**

- **Workshop L 8 + E 2 Ethics in Everyday Education: Navigating Power, Culture, and Emotions in Palliative Care Teaching**

**Facilitators:** Irem Ozgoren Kinli (Turkey), CODE YAA ETHICS Officer and M<sup>a</sup> Jesús de la Ossa (CUDECA, Spain).

This interactive workshop explored how ethical challenges in PC teaching arise through subtle cultural tensions, emotional norms, and power dynamics in everyday interactions. Drawing on Norbert Elias's sociology and the article Twelve Tips to Teach Culturally Sensitive Palliative Care (Medical Teacher, 2021), participants critically reflected on real-life scenarios. The aim was to foster awareness of the hidden emotional codes that shape culturally sensitive teaching and care.

#### **WEDNESDAY – AFTERNOON (14 to 15.:45)**

- **Workshop L9+ E3 Arts, Empathy and Reflection in Serious Illness: A Meaningful Path to Teaching Palliative Care**

**Facilitators:** Prof Carlos Centeno (Spain, UNAV) and Teresa Barrios (UNAV Museum, Spain)

This workshop explored how the arts, empathy and reflection can shape meaningful palliative care education. Based on years of experience at the University of Navarra, it combined practical activities in the University Museum with live sharing of professional experiences in serious illness and end-of-life care. Participants engaged with visual art, small-group reflection, and real-life insights from clinical practice to rediscover the human core of teaching and caring.

#### **WEDNESDAY – AFTERNOON (16.15 to 18)**

- **Workshop L10 +E4 Strengthening Interaction between Healthcare Professionals and Patients**

**Facilitators:** Pierre Mallia (Malta) and Daniel Sperling (Israel).

In many countries, PC is restricted to departments, PC units and/or community hospices. Also, it is a decision that the consultant frequently makes. Conversely, within the hospital ward setting, there is often a delay in starting pain relief as a palliative treatment, mostly due to a lack of interprofessional communication. One may make an effective consultation that takes a couple of days. The workshop was about improving the speed, and therefore interaction, of starting PC and educating health care professionals who at this stage should not be worried about addictions, as often happens with those not versant in palliative treatment.

#### **THURSDAY – MORNING (9 to 10:45)**

- **Workshop E5 Becoming Health Professionals: The Journey of Medical Identity at UNAV**

**Facilitators:** Carlos Centeno and Leire Arbea (UNAV, Spain).

This workshop presented the Medical Identity Project of the University of Navarra, an educational initiative that integrates ethical, humanistic, and professional values into the formation of future health professionals. Led by its core teaching team, the session shared the evolution of this project, including its design, methodology and real impact through students' reflections and experiences. Participants discussed how to foster medical identity through structured reflection, clinical practice, and formative feedback.

#### **THURSDAY – MORNING (11:15 to 13)**

- **Workshop E6 Ethical Dimensions in Palliative Care Research**

**Facilitators:** M<sup>a</sup> Jesús de la Ossa (CUDECA, Spain) and Irem Ozgoren Kinli (Turkey).

In this workshop, we addressed the central ethical dilemmas in the care and research of patients with advanced and terminal illnesses through a discussion of cases based on our experiences.

#### **THURSDAY – AFTERNOON (14 to 15:45)**

- **Workshop E 7 Conducting culturally sensitive research on palliative care: Protecting patients, their families, and the researchers.**

**Facilitators:** Daniel Sperling (Israel) and Frank Elsner (Germany).

In this workshop, we discussed the micro-, meso-, and macro-level aspects of conducting rich, culturally responsive research on palliative care, specifically involving cultural minorities. We critically examined the methodological and ethical challenges that arise in such research and engaged in reflection to better understand our roles as researchers in the field.

#### **THURSDAY – AFTERNOON (16:15 to 18)**

- **Workshop E 8 Balancing Pain Relief and Avoiding Futile or Disproportionate Treatment.**

**Facilitator:** Pierre Mallia (Malta).

Cancer patients may continue to receive treatment for cancer long after it has been considered futile. There is no objective way to determine when to stop treatment and start palliative care. Unfortunately, this leads the doctor to switch between the two without preparing the patient and family. The workshop focused on implementing advanced care planning and avoiding conflict with families regarding the continuation of futile treatments.

#### **FRIDAY – MORNING (9 to 10:45)**

- **Workshop E 9 Research in Ethics in Palliative Care Settings. Focus on ACP with frail patients.**

**Facilitators** Simone Veronese (Italy) and Vilma Tripodoro (Spain).

This interactive workshop proposed examples of research projects used to implement the advance care plan (ACP) in frail people. Specifically developed tools were provided, and participants were invited to reflect and propose adaptations in their care settings.

#### **FRIDAY – MORNING (11:15 to 13)**

- **Workshop E 10 Ethical Challenges in Clinical Practice: A Discussion of Case Reports**

**Facilitator:** Frank Elsner (Germany)

After discussing ethical theories and practical implications concerning various aspects of PC, this final workshop aimed to recap these aspects through case reports in small group work. Small groups presented their discussion results shortly, followed by an exchange of thoughts in plenary.

### **6. Evaluation and Participant Feedback**

In alignment with the original objectives, the whole Summer School programme was successfully implemented as planned. In addition, a structured evaluation strategy was developed to assess the overall impact of the Summer School and the specific outcomes of the Ethics Training School.

For the Ethics group, a pre- and post-training evaluation was conducted using an online survey completed by participants before and after the event. A follow-up reassessment is planned three months after the training to capture medium-term impact.

The evaluation protocol was jointly designed by Frank Elsner (Germany), Daniel Sperling (Israel), and Vilma Tripodoro (Spain), with the participation of Daniela Suárez (Spain), research fellow at the Atlantes Research Program. It included both a digital form and an observational analysis of workshop participation. Ethical approval was received from Haifa University.

The evaluation forms can be accessed at the following links:

1. **General reflections:**

<https://www.soscisurvey.de/leadershipandethics/?q=SP>

2. **Reflections on the Ethic Course Pre-Evaluation:**

<https://www.soscisurvey.de/leadershipandethics/?q=qnr1>

3. **Reflections on the Ethic Course Post-Evaluation:**

<https://www.soscisurvey.de/leadershipandethics/?q=Post>

### **7 Reflections and Testimonials**

#### **Facilitators' Comments**

1. As a facilitator, it was a true honour to be part of the outstanding team behind the CODE-YAA Leadership School, organised within the framework of COST Action CA22127. This initiative is not only timely and necessary — it's a powerful learning



journey. It was a privilege to contribute to the sessions, exchange ideas with colleagues from across Europe, and reflect together on what leadership means in palliative care today. I also found great inspiration in observing my fellow facilitators and their approaches to teaching and group work.

As a participant, I deeply appreciated the opportunity to broaden and deepen my understanding of leadership in palliative care. The School offered a rich and layered perspective — from exploring transformational leadership driven by passion and vision, to examining concrete leadership competencies and how they can be taught as part of professional curricula. The diversity of participants added even more value, as it allowed us to look at leadership through interdisciplinary and intercultural lenses. The format was well-balanced: theory, practice, and plenty of space for meaningful networking.

These were inspiring, thought-provoking days in sunny and welcoming Spain, under the warm guidance of the Atlantes Global Observatory of Palliative Care team. I have no doubt that this initiative will bear fruit that will help ensure palliative care is available to everyone who needs it. My heartfelt thanks to all the organisers, especially Dr Vilma Tripodoro and Dr Simone Veronese. **Roman Sklotskiy, PACED (The Foundation for Palliative Care Education), Managing Director.**

2. I wish to thank you all for a very fruitful and productive meeting. The atmosphere was nice and welcoming, and the venue was excellent. Well done to the team at Pamplona **(Prof. Pierre Mallia, University of Malta).**
3. It was our pleasure to work with you all at the University of Navarra. I hope to have more opportunities to meet you and work with you in the same direction to promote palliative care education effectively across Europe. For us, it was a fantastic experience to host the summer school here with such an enthusiastic group of facilitators and juniors. Thanks also for the opportunity to participate with our young people and some other locals. **(Prof Carlos Centeno, University of Navarra, Spain)**
4. Also, my big thank you for this wonderful experience. Everything was planned very well, and people were nice and appreciative. As already pointed out during the meeting, if another summer school will be planned next year, I would like to suggest communication as one major topic. **(Prof Frank Elsner, Germany)**
5. I have no more words to thank all of you for participating, and Vilma, Carlos and all their wonderful staff for organising so well **(Prof Simone Veronese, Italy).**
6. It was a real pleasure to be part of this inspiring group and to contribute to such a meaningful and well-organised event. Many thanks to Vilma, Carlos, and the entire team for the warm welcome and seamless coordination throughout. Looking forward to future collaborations! **(Dr Irem OZGOREN KINLI, Ethics officer, Turkey)**

7. Many thanks on my behalf as well. This was an enriching experience. I was glad to meet and discuss with new people. **(Prof Daniel Sperling, University of Haifa, Israel)**
8. It was inspiring to witness how young professionals from diverse countries shaped common visions and projects in such a short time. **(Vilma Tripodoro, Senior researcher, MD, ATLANTES, Spain)**

### **Participants' Voices**

1. Participating in the CODE-YAA Summer School has been a truly transformative experience. I gained new insights into leadership, curriculum design, and the value of design thinking in education. The combination of theoretical frameworks and practical group work helped me reflect on my own leadership style and gave me concrete tools to implement change in my context. I leave the course inspired, more confident, and connected to a vibrant international community of professionals committed to improving palliative care education. **(Ignacio Borque, MD 39, Participant Leadership from Spain)**
2. I would like to express my sincere gratitude for the opportunity to be in Pamplona and take part in this Summer School. It was, without a doubt, the most impactful and inspiring learning experience I've ever had, and it will certainly transform the way I teach palliative care. These were intense days of learning, reflection, and sharing that truly touched my heart — and, above all, challenged me to also touch the hearts of my students **(Rita Figueredo, Prof of Nursing, Madeira, Portugal)**.
3. I would like to express my gratitude for a most enjoyable summer school. **(Birutė Bartkevičiūtė, MD from Lithuania)**
4. Once again, all congratulations for the excellent summer school. Many thanks for the right topics in palliative care, which were very useful, and for the network of experts involved in palliative care, which is especially valuable **(Olivera Jovanovic, from Ministry of Health of the Republic of Serbia)**.
5. Attending the Summer School on Leadership and Ethics in Education in Palliative Care was one of the most enriching experiences of my PhD journey. As an organisational psychologist and doctoral researcher, I found the programme to be exceptionally well-designed, offering a thoughtful blend of theory, practical exercises, and interactive learning. The balance between conceptual discussions and practical activities allowed for deep engagement with the material, and created a stimulating environment for reflection and growth.  
What truly stood out was the dedication of the lecturers. Each expert brought a unique perspective grounded in real-world experience, making complex topics highly accessible and relevant. All the topics covered were meaningful, not only for researchers like myself, but also for educators and healthcare professionals working

across different palliative care contexts. Sessions on ethical leadership, interdisciplinary collaboration, and curriculum development in palliative care education were particularly valuable, and I left with concrete tools and ideas that I have already begun to integrate into my own work.

The school also offered a unique opportunity to connect with an international and interdisciplinary cohort of peers. The diversity of professional backgrounds—ranging from medicine and nursing to psychology and education—greatly enriched the discussions and created a strong sense of community and shared purpose.

I wholeheartedly recommend this summer school to researchers, educators, and practitioners who are passionate about improving palliative care education. It fosters not only academic development but also personal and professional growth, equipping participants with the skills, confidence, and ethical grounding to make a meaningful impact in their fields. **(Tamara Radojicic, a PhD candidate, 33, from Montenegro)**

## 10. Visual Highlights from the Week

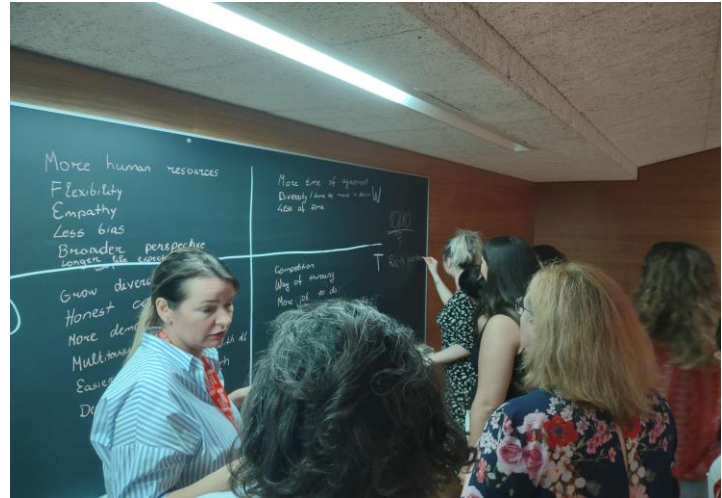
1. Opening Session with ATLANTE Director Prof Carlos Centeno and Prof Leire Arbea, Vice Dean UNAV Faculty of Medicine, and CODE YAA WG4 co-chairs Vilma Tripodoro and Simone Veronese.



## 2. Interactive Group Activities









### 3. Leadership and Ethics Joint Workshop on Compassion at the Museum of the University of Navarra



#### 4. Social activities and informal networking opportunities



**Annexe: Testimonial letter from a young participant Dr. Jiangtian Xu (49, China, Norway)**



**Reflections on CODE-YAA Training Schools on Ethics and Leadership of Palliative Care at the University of Navarra, Spain**

Great Appreciation for giving me the honor to participate in the brilliant University of Navarra's CODE-YAA Training Schools on leadership and ethics of palliative care for 5 memorable days!

I have learned a lot during the in-class teaching and discussion as well as after class communications with all participants.

After finishing the Harvard Medical School's flagship Program of Palliative Care Education and Practice Program with full funding, Global Academy of Palliative Care at St. Jude Children's Research Hospital in Memphis, USA as well as the Global Fellowship of St. Christopher Hospice in the UK, I did believe I know many aspects of palliative care for sure, but I have never ever received any trainings on the leadership and ethics of palliative care in the manner of classroom teaching in the prestigious university. University of Navarra made my dream come true by providing these tailor-made trainings to me which is not only supplementary to what I have learned from Harvard, UCSF, St. Jude and St. Christopher, but more importantly opened the new door for my research and practices of palliative care in my future career and academic development.

Starting from day 1 till day 5, I enjoyed every single moment from A to Z.

It was the first time in my life till now that I heard the medical school building is a castle which was the vivid description from Professor Carlos Centeno. This starting milestone assertion of the training school did give me the best flavor of the first ever training schools on palliative care in Continental Europe. Professor Centeno did leave me very good impression as a scholar to talk about the palliative care research on various subject, as a professor to deliver the class on arts and palliative care, as a doctor to wear the mask when he feels necessary and not to

be too close to the person as also as a very nice person to discuss various issues in the classroom and during the break. It is very memorable that Professor Centeno did engage with every single remark and question directly which definitely attracted all the attention of participants.

From Professor Jose Pereira, I can make the conclusion that the members of the palliative care team at University of Navarra have very good relationships with each other. Because during his two brilliant seminars, he mentioned names of all persons of the palliative care team at University of Navarra in very positive and integrative ways. I have never seen any professor before with such a high capacity of including all teammates seamlessly in his teaching and assertions perfectly and smoothly.

In addition to the sky-high interpersonal skills of Professor Jose Pereira, I have to say almost all his teachings were new to me, from the theories to the practices. From Pallium Canada, to establishing of National Summer School of Switzerland, from the advantages of being native speaker to the confusing case of being trilingual, from the various theories I have ever heard of before in many different subjects in relation to the palliative care research to the vivid photos of the two cakes implying that the implementation is crucial because different approaches of implementation can lead to disasters, in combinations with all the new theories in education, palliative care research and practices, he definitely grasped all my attentions in every single minutes during his teaching.

It is very touching that Professor Pereira did encourage all medical professionals to be engaged in research activities as well as giving very solid assertion and logics on why the palliative care education and research can be done in many different ways to attract the attentions of all participants for their contributions on both medical practices and researches. It is also very surprising that Professor Pereira will go to other small cities around Pamplona to teach the local doctors on the values, knowledge and skills of palliative care. I never know that a professor will promote public education on palliative care himself, which gave me a very good impression on the palliative care education promotion in Spain because in many countries, the actual work of the promotion was not done by Full Professors.

I also enjoyed it very much during the break, because it is full of humor and wisdom. I have to confess that from his, I know that the Portuguese name Jose can have different pronunciations in different countries, because Jose Mourinho is my hero in football world since I worked for China Central Television Sports Channel, but I always believed Jose only has one pronunciation before Professor Pereira mentioned the other alternatives in different occasions. In addition, Professor Pereira vividly told me that the difference between Spanish and Portuguese is just like the difference between Mandarin and Cantonese. I have to say I have been thinking that these two languages are like British English and American English before having a very enjoyable conversation with Professor Pereira.

Professor Pierre Malia actually gave me double surprises. Firstly, his teachings were always from some philosophical questions and abstract concepts followed by the concrete contents

of essential values, knowledges and skills in relation to palliative care. His style of teaching is quite unique to me which I have never encountered in all my previous educations in Europe, Asia and USA. Secondly, it is a big surprise that Professor Malia was actually the one who received the newspaper interviews on euthanasia several years ago, I did have very active interactions with him on various issues in relation to euthanasia during the break which I regarded as the biggest bonus of my training school attendance. Professor Malia definitely gave me a lot of new visions on how to approach euthanasia from different perspectives politically, economically, culturally.

Encountering Professor Tania Pastrana was very much unexpected to me, because she has been quite famous in China's social media on promoting palliative care in China by delivering speeches in Xiamen City of China. It is very enjoyable to see her in person because she has very enjoyable characteristics. At the same time, she was very serious when discussing academic issues and research topics. It is very enjoyable talking with Professor Pastrana as we do know some people in common on various occasions.

Last but not Least, Professor Vilma Tripodoro, Ms Laura Monzón Llamas as well as other training school organization team members and Atlantes team members all gave me very good impressions on their high effectiveness and efficiencies on their organizing for the two training schools and Atlantes training seminars which I had the honor to attend in 2024.

In Particular, I have attended 10 COST Action events. Professor Tripodoro is the only organizer of all these 10 events who stayed from the first seminar till last seminar, she also gave a lot of shining remarks during these seminars. Additionally, it is very good that she also exchanged emails with participants before and after the events. I have to say she gave me an extremely good impression as the Professor from Argentina!

Through participating in these events, I truly understand the most important reasons for the successes of both Atlantes Project and the two training schools are actually because all team members have good capacities and capabilities. I definitely believe the palliative care team of University of Navarra will achieve successes sustainably in the long future.

Lastly, I do hope the University of Navarra and CODE- YAA can organize more training events in the future so that I can learn more from the CODE-YAA training through teachings of professors and engagement of all excellent participants. I do hope I can have the honor to attend future training in the near future and have more engagements with all members of CODE-YAA!