Projekte Gesundheit und Pflege KA 2 BB

Zusammenstellung der Projekte zum Thema Gesundheit und Pflege in Erasmus+ KA2 Partnerschaften für Zusammenarbeit ab 2021

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Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in vocational education and training

Project Title

Förderung der Bereitschaft und Befähigung zum berufsschulspezifischen Einsatz digitaler Technologie in der Berufsasbildung des Gesundheitswesens.

Project Coordinator

Organisation	Thüringer Agentur für Europäische Programme e.V.
Address	Eugen-Richter Str.44 , 99085 Erfurt , THÜRINGEN , DE
Website	www.thaep.de

Project Information

Identifier	2021-1-DE02-KA220-VET-000025061
Project Web Site	http://www.pro-digit-erasmus.de
Start Date	Nov 1, 2021
End Date	Apr 30, 2024
EC Contribution	356,566 EUR
Partners	Asociatia pentru Educatie si Dezvoltare Durabila (RO) , Asociatia pentru Dezvoltarea Resurselor Educationale (RO) , Institut für angewandte Assistenzsysteme im Gesundheitswesen (AT) , Promimpresa Società Benefit S.R.L. (IT) , UNIWERSYTET JAGIELLONSKI (PL) , Bildungswerk für Gesundheitsberufe e.V. (DE)
Topics	New learning and teaching methods and approaches ; Open and distance learning

Project Summary

Background

First, it should be stated that this project deals with vocational education in the health sector. The European Skills Agenda for Sustainable Competitiveness, Social Fairness and Resilience notes with regard to digitalisation and vocational training that, in particular, improving the readiness of vocational training institutions, including vocational training teachers, is a significant focus of digitalisation, along with improving digital infrastructure.
With its "Osnabrück Declaration", the meeting of EU education ministers also made it clear that the digitalization of vocational education ensures its future viability. With schools closed for most of the year because of the COVID-19 Pandemic, it is now clear how important it is for both teachers and students to embrace digitally-based, pedagogically-adapted online learning in a goal-oriented and qualitative manner.
The lockdowns showed in all partner countries, albeit to varying degrees, that this is not the case to a sufficient extent today. This is not only a question of digital infrastructure, but evidently a question of the willingness / ability of teachers and students to master the use of digital technologies.
On the other hand, the advancing digitalization of the labor market is creating new requirements in the workforce training which must also be addressed.
Here, promoting the use of digital technologies in training also helps breaking down barriers regarding the subject of Care and Health 4.0 and thus ensuring the future viability of the training from two sides.
The project partners noticed these challenges first-hand in their own training activities and in the cooperation and networking with other training institutions in the healthcare sector, trainees and teacher training institutions.
Even though there are some digital solutions and theoretical studies existing today, they do not address the full scope of the issues at hand. If one looks at the practice regarding continuous processes, the above-mentioned deficits can be easily identified.
This was the reason to come together in a conversation during preparation, to exchange ideas and to let them flow into a project concept.
Cross-border cooperation makes it possible to implement different solutions from various education systems, to exchange positive results but also negative experiences and wrong turns from different stages of development and to draw conclusions from them, to generalize them and to regionalize them again at a higher level. Therefore, the project partners submit this application.

Objectives

The explicit goal is to jointly create a bridge by the end of the project, which will span from existing content and recommendations to active use in vocational schools. This bridge is to be built using special tools and training courses (see educational products / results 1-3) for vocational training in the healthcare sector.
Objectives of the project: Providing tried and tested educational products (see item results) by the end of the project for the target groups (direct: teachers / trainers / learners / decision-makers from vocational training institutions; indirect: further training institutions, practical partners in vocational training, educational departments of municipal and regional institutions and ministries) to create prerequisites, so:
• the target groups can be enabled to use digital applications,
• the target group of teachers can be motivated by educational / individual added value (including insight into the necessity of digitalization),
• an effortless handling of a learning management system can be assured.
These goals require reaching a higher, very specific objective of the project work - the achievement of positive learning results for the participants in the blended learning course (LTTA) as a feature of qualitative and

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goal-oriented work.

The achievement of goals is measured and documented gradually by the quality of the educational products provided and the results of the target group after working with said educational products. The quality to be achieved is defined by quality criteria, which are used for verification.

The educational products (EP) consist of an interactive, dialogue-based and recommendation-generating application (EP 1), a training module to increase willingness to use digital technologies and methods of teaching (EP 2) and a blended learning course on EP 1 (curriculum, workshop guide, parts practical implementation of what has been learned- EP 3).

An important criterion is the practicability of the developed educational products and their effect in practice. In this respect, a work objective for the project staff, including intermediate results reflected in practice (partial implementation, reviews of the direct target groups), must be documented in a qualified manner in order to draw appropriate conclusions or define intervention strategies.

Another goal of the project partners is to generate knowledge and understanding of the interrelationships, processes, and responsibilities for vocational training in the partner countries based on successful cooperation. Such project cooperation also promotes awareness and pride that the country is a member of the EU and that successful pan-European approaches have been found.

Activities

The project includes product developments and their implementation, quality assurance activities and, most importantly, management at project and project partner level. For the individual work packages, working groups are formed under the direction of a project partner, which carry out the activities according to a working group-specific detailed plan.

The required activities for the development of the educational product 1 (interactive, dialogue-based and recommendation-generating application) will consist of the following working aspects.

Information will be collected (target group inputs, existing usable content, etc.), analyzes carried out, conclusions drawn and a development concept elaborated, which amongst other things, leads to a specification sheet for the development of the educational project.

A functional requirements document is generated from this specification sheet in cooperation with the IT specialists, the content of which becomes part of the quality assurance plan.

The developed product is subjected to an internal test (alpha testing) with selected testers (representatives of the target groups), the results of which are included in the refinement process, both in terms of content and programming.

After the refinement process has been completed, broad beta testing is carried out and the educational product is used in the LTTA. The feedback is used for final refinement, optimization and provision. This working group is headed by ThAEP e.V.

The educational product 2 "Training module to promote the willingness to use digital technologies and methods of teaching" is based on the methodological and content-related experience of the employees involved and follows training principles of self-motivation.

Instruments such as the value manager are implemented digitally at this level and a module for determining the individual value system, the influence of external conditions affecting the person and the personal benefit of actions are integrated.

With the help of these instruments, new personal goals can be identified and thus effective self-motivation can be achieved. The module is implemented as a digital self-learning module.

The created educational product will also undergo an alpha and beta test and corresponding refinements will be implemented based on the received feedback. This working group is headed by the Jagiellonian University.

The educational product 3 represents a blended learning course for dealing with the educational product 1. In addition to this self-learning module for preparation, it contains workshops on questions, contributions, and

discussions as well as a practical implementation of a selected content, which will be presented and further discussed.

After completion of the project, it is planned for all three educational products to be integrated into the training of the corresponding teacher of the respective responsible structures of the partner countries. This working group is headed by the Promimpresa SRL.

The quality assurance activities will be carried out with the aforementioned criteria and test methods, as well as documents such as the specification sheet for educational product 1.

Monitoring will be carried out along the critical path defined jointly at the beginning of the work. The frequency corresponds to the measuring points of the critical path along the time axis.

Since the language, structure of the educational units as well as the media and event landscape are country-specific, the dissemination activities will be carried out based on a pre-defined concept and are in the hands of the respective partners.

The overall concept therefore contains, as stated, sub-concepts and joint work in terms of web presence and English-language publications for the stake-holder meetings.

A detailed plan for the implementation activities from the viewpoint of the overall project is attached.

Impact

As a result of the project work, product results and manifested results in the mind of the participants will be achieved.

This is an increase in knowledge, newly identified goals to encourage motivation and a new openness to changes, which subsequently lead to long term behavioral changes, as is intended by the project.

The educational products (EP) will be an interactive, dialogue-based and recommendation-generating application (EP 1), a training module to promote the willingness to use digital technologies and methods of teaching (EP 2) and a blended learning course EP 3 for EP 1 (curriculum, workshop guide, practical implementations of what has been learned) as a result from the project work.

The educational product 1 is an instrument for determining the position of the individual and the vocational school.

In the following areas below, the vocational school-specific or individual current status is entered along the necessary steps to establish a technical infrastructure, the framework conditions (which can and cannot be influenced) and qualifications/competences with regard to the use of digital technologies and teaching forms/classroom management of the teachers. An analysis module compares the entered current status with a predefined target status and identifies interdependencies between the areas that are conducive or obstructive. Based on this, recommendations for action are issued.

Accordingly, the application consists of an input section, an analysis module, an information unit and a module for issuing specific recommendations.

The technical infrastructure, the organizational structure, the qualifications of the teachers and the framework conditions are intended as input areas. These areas are further subdivided to achieve a meaningful representation.

Educational product 2 is a training module that contains tools for determining personal values as well as benefit expectations and identifications as the basis of any motivation.

The benefit components relate to the working environment of the EP user and its digitalisation components. In addition, decision-making scenarios are shown and brought up. As a result of the training, an openness to change, rethinking of the status quo, new pedagogical approaches and resulting behavior change should emerge. The module is created as an online module.

The educational product 3 is a blended learning course that includes a self-study component (EP 1), online seminars as well as workshops for reflection on what has been learned, for discussion between the participants

and for the selective implementation of examples such as proportionate teaching concepts and the specifics of the health professions. The course also includes a learning outcomes assessment tool.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in vocational education and training

Project Title

Eco- therapy for people with substance abuse disorders

Project Coordinator

Organisation	BUPNET BILDUNG UND PROJEKT NETZWERK GMBH
Address	AM LEINEKANAL 4 , 37073 GOETTINGEN , NIEDERSACHSEN , DE
Website	www.bupnet.de

Project Information

Identifier	2021-1-DE02-KA220-VET-000025287
Project Web Site	https://ecotherapy.bupnet.eu
Start Date	Feb 28, 2022
End Date	Feb 27, 2024
EC Contribution	250,871 EUR
Partners	FORMACION PARA EL DESARROLLO E INSERCION, SOCIEDAD LIMITADA (ES) , SOSU OSTJYLLAND (DK) , KMOP - Education and Innovation Hub (EL) , OVAR FORMA-ENSINO E FORMACAO, LDA (PT)
Topics	Creating new, innovative or joint curricula or courses ; Inclusion, promoting equality and non-discrimination ; Social assistance and welfare

Project Summary

Background

Substance abuse is one of the biggest challenges EU societies are facing. According to EMCDDA, each year it is estimated that approximately more than 15 million Europeans use a class of drugs such as cocaine, methamphetamines, MDMA and opioids. At the same time, according to WHO, per capita alcohol consumption in the WHO European Region, including the European Union (EU), is the highest in the world.

Eco-therapy is a formal type of therapeutic treatment, which involves doing outdoor activities in nature. It involves varying amounts of physical activity, depending on the type of programme. It can include activities that focus on:

- working in nature, such as gardening
- experiencing nature, such as physical activity in nature, cycling, etc.

Eco-therapy, especially structured eco-therapy that incorporates aspects of psychotherapy and CBT (cognitive behavioral therapy) is found to be effective in managing health disorders. Specifically, eco-therapy has multiple benefits, which drug & alcohol abuse counsellors can tap into with the appropriate training:

- It significantly reduces stress levels (Park & Mattson, 2009)
- It helps against PSTD (Hawkins et al., 2016)
- It improves physical health (heart rate, obesity, etc.)
- It reduces pain (Malenbaum et al., 2008)

These benefits can have a tremendous impact in the rehabilitation process of people suffering from substance abuse disorders, as stress, PTSD and pain management are important factors for recovery (Rosenblum et al. 2003; Gielen N. et all. 2012).

However, despite the research done in the field of eco-therapy and its impact on health disorders, this method is still not utilized in the field of substance abuse disorders in Europe.

In this context, the project aims at supporting drug & alcohol abuse counsellors in their important role at supporting and guiding people with substance abuse disorders, by providing them with a new and innovative tool for recovery and rehabilitation, the eco-therapy methodology.

Objectives

The objectives of the project are:
- to educate professionals and build on their capacities to better support people with substance abuse disorders
- to introduce the innovative approach of eco-therapy to drug and alcohol abuse counsellors
- to respond to the need for high qualified professionals in the field of drug & alcohol abuse
- to support VET institutions and therapy centres at adopting eco-therapy courses and sessions (respectively) in their structures

Activities

The following activities are going to be implemented by the project

- Mapping of best practices in the field of eco-therapy
- Interviews with professionals & trainers on eco-therapy and its potential
- Study of current curricula / gap analysis
- Creation of the curriculum outline, teaching methodologies and curriculum plans
- Development of the educational material and interactive training resources for trainers
- Development of the digital eco-therapy toolkit
- Creation of the piloting methodological framework
- Networking and identification of participants for the pilot implementation
- Reporting on the pilot implementation
- Development of the EcoTherapy MOOC

Impact

The following project results are foreseen in the project:
R1: Guide for therapy centers and VET institutions on eco-therapy for substance abuse disorders
R2: Eco-therapy curriculum and Open Educational Resources
R3: Eco-therapy digital toolkit for VET trainers
LTTA: Eco-therapy resources training for partners' staff
R4: Eco-therapy MOOC
R5: Eco-therapy training sessions for professionals

Apart from the above-mentioned results, the project will also produce results relating to dissemination. In detail these are:

- A project website & project information material, which will be used to promote and disseminate the project to stakeholders and the target groups, as well as to host (website) the project results and to ensure open access to them
- A Dissemination & Exploitation strategy, which will set the basic scope, aims, objectives and channels of the dissemination of the project and the considerations for the exploitation of the project results.

Lastly, at the end of the project the following outcomes are expected:
- Enhanced capacity of drug & alcohol abuse counsellors to support people with substance abuse disorders
- Increased use of the tool of eco-therapy in substance abuse disorders
- Better accessibility to quality services for people with substance abuse disorders

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Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in vocational education and training

Project Title

Health Care 4.0. goes Mobile

Project Coordinator

Organisation	Europcare GmbH
Address	Klausnerring 1 , 85551 Kirchheim bei München , BAYERN , DE
Website	https://europcare.eu/

Project Information

Identifier	2021-1-DE02-KA220-VET-000029482
Start Date	Nov 1, 2021
End Date	Jun 30, 2024
EC Contribution	282,739 EUR
Partners	BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH (AT) , SOCIAL COOPERATIVE COMPANY FOR COLLECTIVE AND SOCIAL BENEFIT -HOSPITAL CARE IN HOUSE (EL) , AGECARE (CYPRUS) LTD (CY)
Topics	Creating new, innovative or joint curricula or courses ; Digital content, technologies and practices ; The project is focusing on work-based learning and its implementation in the specific sector

Project Summary

Background

According to the Federal Labour Agency in Germany a clear shortage of skilled workers in the HEALTH CARE SECTOR is noticeable and bearing statistics of the German Federal Statistical Office in mind which indicate 4,13 Million care- dependent people throughout Germany in 2019 the situation is likely to worsen. The number of care dependant people increased by 21% compared to 2017 (Source: Statistics of the Federal Labour Office- Dec., 2020). Numbers in Austria are similar: prognostications of the Federal Statistical Office Austria illustrates the increase in the 65+ population in the coming years and decades. According to forecasts the population in this age group will increase by about 56% over the next three decades, from the current 1.7 million to 2.6 million people, and the number of 85+ will rise by 155% (Source: Federal Statistical Office Austria, 2020). Similar dramatic situations are faced by the participating countries Greece and Cyprus (Source: Lamnisos, D., Giannakou, K. & Jakovljevic, M-.Demographic forecasting of population aging in Greece and Cyprus: one big challenge for the Mediterranean health and social system, 2021)
It is argued that the shortage of skilled labour can no longer be met with domestic workers alone. Health Care Institutions need to recruit personnel from abroad. But newly arrived migrants (NURSES AND CARE HELPERS) are facing many obstacles when coming to a new home country such as Work related skills gaps due to differing requirements in new home countries, Work related language skills gaps, cultural differences and social barriers. The obstacles of newly arrived migrants to integrate smoothly in the new world of work can be summarized as followed:
- Work related skills gaps due to differing work requirements in new home countries
- Work related language skills gaps
- Cultural differences- newly- arrived migrants- people with linguistic adaptation and cultural inclusion difficulties
- Social barriers = social adjustment difficulties such as limited social competences in regards to the customs in the new home country- an especially sensitive topic in the health care sector

Objectives

The need for the project is born due to feedback of health care institutions who employ newly arrived migrant nurses. It is a clearly identified need of the labour market. The project consortium has come up with innovatives solution to tackle the problems of the target group (newly arrived migrant nurses) and beneficiaries (health care institutions). It therefore supports the aim to adapt vocational education and training to labour market needs.
This is designed as a flexible learning offer adapted to the learning needs of the target group (blended learning translated into an mobile app). The Health Care 4.0. Mobile App (Result 3) can be used location independently and can therefore reach many migrant nurses. This therefore contributes to increasing the flexibility of opportunites in VET.
As the target group of our project (newly arrived migrant nurses) is facing obstacles in integrating smoothly in the world of work and at the same time the recruitment from personnel abroad can help destination countries to counteract a shortage of skilled staff in the health sector it is of urgent need to support measures, which aim at the efficient and smooth integration of those individuals so that they can be successfully integrated in the new home countries and with the workplace namely the health care institutions (beneficiaries). It is argued that a shortage of staff in the health care sector can no longer be met with domestic personnel so one objective of our project is to encourage health care institutions to recruit personnel from abroad as our Health Care 4.0. Mobile App will help with a smoother, quicker and efficient way to recruit newly arrived migrants in the workplace.
Our Results will therefore contribute overall to a better integration of newly arrived migrants in their new home

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country and therefore support also the aim of the European Union for Inclusion and Diversity in all fields of education, training, youth and sport.

Activities

Our project is based on the currently running EU funded project with the same project consortium namely Health Care 4.0. (2020-1-DE02-KA202-007553). During this project we will have finalized a list of criteria on current practices in the participating health care institutions and the determination of gaps which lays the ground for this project and the development of Result 1.
To reach our goals and objectives we will implement the following project activities which will ultimately lead to the production of quality project results.

Result 1: "HEALTH CARE 4.0. – Curriculum" (Lead: Europcare)
R1/ PA1: Development of Curriculum based on skills, competences and knowledge for MIGRANT NURSES
R1/PA2: Highlighting of existing similarities for the second target group of MIGRANT CARE HELPERS
R1/PA3: Feedback from beneficiaries (health care institutions) and experts in the field
R1/PA4: Adaptation and finalisation of contents for curriculum (incl. Translation)

Result 2: "Health Care 4.0.- Audiovisual Material" (Lead: Europcare)
R2/PA1: development of script for mobile app based on finalized curriculum
R2/PA2: development of content: filming of video sequences, production of Audio
R2/PA3: Feedback from target group 1 (MIGRANT NURSES) , target group 2 (CARE HELPERS), beneficiaries (health care institutions)
R2/PA4: Adaptation and finalisation of contents incl. Translation
R2/PA5: Translation of contents which forms the basis for the Mobile App in all partner languages

Result 3: "HEALTH CARE 4.0.- Mobile App" (Lead: BEST)
R3/PA1: Technical set up (hosting, server, theme and other plug-ins implementation and testing, general settings like the user profiles and rights, navigation)
R3/ PA2: set up (implementation of course setting, navigation, invitation setting, announcements, grading and grouping etc.)
R3/ PA3: Content implementation and adaptation (interactivity, follow ups and assessments, course contents)
R3/ PA4: Evaluation and User management (Usability testing and content peer review (within the partnership) with first technical and content adaptations
R3/PA5: Pilot test with target group
R3/PA6: Technical and Content finalisation after Pilot test (incl. translations)

Further more- as we want to generate an impact on health care institutions and the health care sector it is of utterly importance that we will implement the outlined promotion and dissemination activities (outlined in the communication and dissemination plan- please see Annex) including the planned Multiplier Events (please also see Gantt Chart in Annex).

Impact

The project will produce the following results:
Result 1: "HEALTH CARE 4.0. – Curriculum"
Result 2: "Health Care 4.0.- Audiovisual Material"

Result 3: "HEALTH CARE 4.0.- Mobile App"

With these results we aim to create an impact on local, regional, national and European level. The project results can be updated and are adaptable to the individual needs of the target group (newly arrived migrants and newly arrived Care helpers) as well as the health care institutions the project believes this project lays the basis for a local, regional, national and even European level impact:

- local and regional: health care institutions which see currently obstacles to recruit health care staff from abroad will be encouraged through the innovative and efficient solution the project will have developed namely the Health Care 4.0. Mobile app to do so. This will ultimately lead to the minimisation of a shortage of staff. In addition the staffing of positions with better qualified professionals leading will lead to a minimized turnover of staff and therefore more efficient and service orientated care institutions

- national wide and beyond:
the whole care sector namely care institutions such as hospitals, rehabilitation clinics, retirement homes, day care centres and domiciliary care organizations including non profit organisations such as Caritas, Diakonie, Red cross etc.) as they get an innovative, flexible and digitally based learning offer for new employees with a migrant background which allow a better, smoother and quicker integration into daily work practice within the care institution.
The reality is that during the COVID 19 pandemic many care institutions needed to close departments due to a shortage of skilled staff. The project and it`s results does counteract this supply gap.
In the case of Cyprus especially as the partner MATERIA describe the situation in Cyprus as in a primitive stage when it comes to the development of the Health sector and the acknowledgment of professions. They see a chance to gradual enrich the workforce population, improvement in skills and competitive care sector and this will lead to the development of the sector with possible outreach as a paramedical/care tourism destination, favoured by the climate and position of Cyprus.
Greece is formulating a similar situation and expects through the project to enhance knowledge and expertise through the exchange of best practices and cumulative experience and contribute to the design, implementation, and evaluation of innovative practices, processes, policies and application in the field of nursing care in the country. Particularly for the island of Crete, it will provide insights and information that is not easily accessible or available and it will be vital for the sustainability and improvement of existing services.
- On EU Level: the project results will enable care institutions in whole Europe and beyond to better integrate migrants with nurse certifications in their work processes. Already now - beside Germany and Austria- the scandinavian countries and the Benelux states are suffering of a severe shortage of skilled staff in the care sector. Unfortunately, this development is expected to worsen so also other European countries- beyond the countries represented by the project consortium- would tremendously benefit of those results.

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in vocational education and training

Project Title

Digital Reality in Foreign Language Education for medical professionals

Project Coordinator

Organisation	Internationale Akademie für Management und Technologie (INTAMT) e.V.
Address	Alt-Pempelfort 15 , 40211 Düsseldorf , NORDRHEIN-WESTFALEN , DE
Website	www.intamt.de

Project Information

Identifier	2021-1-DE02-KA220-VET-000029922
Start Date	Jan 1, 2022
End Date	Feb 29, 2024
EC Contribution	339,725.2 EUR
Partners	Internationale Agentur für Marketing und Technologietransfer (INTAMT) GmbH (DE) , TECHNOLOGIKO PANEPISTIMIO KYPROU (CY) , SPRACHiNVEST GmbH (DE) , Utenos kolegija (LT) , UMEA UNIVERSITET (SE)
Topics	Digital content, technologies and practices ; Digital skills and competences ; New learning and teaching methods and approaches

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Project Summary

Background

The future of Europe depends on how well it will succeed in securing and expanding the skilled labour base, to a large extent. This is especially true for nursing and caretaking professions. The labour situation in this sensitive area is already extremely tight today. In the future, the need for skilled workers will increase even further due to demographic change. At the same time, the number of employable persons will decrease. In Germany alone, depending on the forecast model, there will be a shortage of 150,000 nursing staff by 2035 or even 500,000 by 2030 (2021 - Bertelsmann Stiftung). One of the possibilities to compensate for this deficit is to attract more workforce from the other EU or even non-EU countries, who need to posses or acquire not only the required minimum qualification, but also the professional language skills.

One of the emerging opportunities to accelerate the development and improvement of the learning competences has been lately recognized in using the digital reality instruments, including augmented reality (AR), virtual reality (VR) or a combination of both (mixed reality or MR) along with the integrated speech recognition applications supported by Artificial Intelligence (AI). It allows a learner to engage with interactive digital enhancements - individually or in a group - in real or digital worlds simulating a typical working environment and standard situations of the nursing profession. Virtual highly valuable didactic environments comprehend an important number of learning-related strategies and realities, provides freedom in the development process and several valuable and applicable features for foreign language education (Peixoto et al 2021).

The use of gamification along with MR technology in foreign language education has already emerged in recent years, but needs yet to be included in the teaching and learning practice of foreign language education (FLE) for professional use across Europe.

The aim of the project is to support digital transformation in FLE in the EU, whilst focusing on filling the existing gaps and raising efficacy of foreign language education by nursing and caretaking students, as well as already qualified professionals, through Immersive learning environments that can address the challenges of digitization in educational systems (Hein et al 2021).

First of all, new digital skills are required for the new technologies - the more efficient integration of MR applications in the teaching and training practice is slowed down by a lack of technological knowledge, experience and convenient testing and demonstration environments. Secondly, mechanisms of the cross-discipline collaboration of foreign language teachers, media didactics specialists, software developers etc. in the process of MR applications design and production is needed. Thirdly, in order to achieve the main goal which is a successful integration of MR applications into FLE for healthcare professions, the partners want to collect, analyze and systemize the current knowledge and experience gathered at the partner organizations, other HEIs and VET institutions across Europe and around the globe, defining and adopting best practices and finding new solutions of MR applications development and integration into teaching and learning.

MR-supported FL instruction facilitates language learning and significantly improves student learning outcomes.Previous evidence-based research (Scrivner et al., 2019) has shown that immersive technologies such as VR are "an ideal instrument for language instruction"

Thanks to the complexity of the set objectives, the project responds to both priorities of the Digital Education

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Action Plan (2021-2027): "Fostering the development of a high-performing digital education ecosystem" and "Enhancing digital skills and competences for the digital transformation".

Objectives

The increased use of the AR/VR /MR technology in FLE has already been a trend for a number of years. Previous studies have reported that the application of MR in education, immersion, presence, and affordance must be considered (Turchet et al., 2015). These are essential factors that facilitate learners' engagement (Shin et al.,2019). It is crucial to understand that both effective and efficient MR learning can only be achieved through proper integration between pedagogy, technology and organization's culture and needs. The consortium aims to create a relevant, innovative and handy set of tools to provide the most crucial elements, to consider and implement the technological advantages of MR in FLE for healthcare more actively, following the principles based on the simplified form of the Bloom's classical taxonomy: inspire, inform, activate and then support by implementation and multiplication. Once the acquaintance phase is completed and the new technology begins being implemented on a mass scale, the software and hardware investment, as well as an overall cost of organizational effort will inevitably sink per student. In this way the profound integration of MR used in combination with other technologies of digital learning and teaching, such as open educational resources, mobile learning etc. will provide a sustainable improvement of the education systems on the European level.

The main goal of the project is the adoption of immersive MR, combined with speech recognition and artificial intelligence in FLE for med. professionals in Europe. This should be achieved through the development of a standardized procedure, including technology, organizational structure, operation mechanisms and a digital tool set for efficient multidisciplinary collaboration throughout the development and implementation of the modern MR simulations into language education for healthcare professions. Based on the experiences and findings of the project a demonstration and learning courseware on MR application opportunities in FLE will be developed. This shall enhance an effective collaboration between the education providers and software developers and close the current gap between the needs of FLE for healthcare professionals and the great potential of the mixed-reality technology.

The added value of MR is its three-dimensional representation, construction, and visualization of the learner's concept. Therefore the goals of this project are to bring the MRtechnology closer to the main target group(those involved in FLE for nursing and caretaking) by developing an efficient way to understand the potential and main advantages of MR, adopt this advanced digital technology in educational practice and teach to conceptualise, design and develop customized MR-based training applications

In the above mentioned context the following main objectives shall be reached within the project:
1.Identification of the appropriate contents of medical language courses suitable for transfer into MR applications
2.Development of the customized collaboration procedure for design and implementation of immersive MR simulations in FL training
3.Bringing the technology closer through a developed demonstration toolkit for its experiencing and understanding
4.Pilot development of mixed technology LE modules, for practical application of training scenarios in professional language skills improvement for nursing and caretaking, their implementation into the training curricula of partner institutions and evaluation of its efficacy
5.Online training course for FL teaching staff and management helping those interested to create the required tools together with software developers and implement MR into the teaching and learning practice

By the end of the project, the participating institutions should have significantly improved their know-how and will

be in a position to use and design MR-based teaching and learning materials for the purpose of FLE for med.professions.

Activities

DR FLEMP is a complex project that includes different types of activities throughout corresponding stages of the project development.
These include among others:
- Desk research
- Data collection & analysis
- Dissemination
- Survey with focus group interviews
- Curriculum development
- Learning course development
- Software Design
- Software Prototyping
- Software development
- Empirical study
- Evaluation
- Exploitation, etc.

To successfully conduct these and achieve the overall project objectives, the work scope will be divided as following:
- all actions were split up in smaller manageable tasks, sequenced and prioritized (refer to work plan)
- for each project result (PR), the lead partner and support partners who are responsible for the result quality and timely implementation have been assigned based on expertise and in accordance with the project goals (refer to work plan).
- the project management strategy, monitoring tools and communication infrastructure have been prepared and successfully implemented in the previous Erasmus+ projects that were delivered in the planned quality, amount and time (refer to project timeplan)

All project activities are developed based on the Successive Approximation Model (SAM), a cyclical model with three iterations on the familiar instructional design steps of evaluation/analysis, design, and development. The activities are distributed within the project life cycle to achieve the set goals.
Starting from M1 the following activities will form the solid base for a successful project implementation: development of partnership agreement, project's management handbook (MH), communication plan (CP), dissemination plan and infrastructure, evaluation and monitoring schedule. The MH and CP should be ready in an early phase of the project and therefore these tasks will be finished in M2. The overall project management, dissemination and exploitation plan and activities and the evaluation and monitoring activities will last until the end of the project. During the project the internal audits will be conducted in months 7, 13 and 22, based on progress reports that will be submitted by partners to the coordinator in months 6, 12, 19 and 26. Financial Reports – every 6 months, action list review and update will be done on a monthly basis.

Development of the results will be performed in an SAM iterative approach combined with prototyping, frequent evaluations and, if necessary, reconceptualization steps. Using this basic, iterative approach, everyone's ideas and assumptions can be discussed, prototyped, and tested early on bringing all partners closer to a usable product more quickly. Evaluation will be based on usability and technology acceptance, with test persons from the partner institutions. Furthermore, the developed MR scenarios and collaboration framework will also be examined

for their effectiveness and efficiency with regard to competence development. In addition, materials will be tested to ensure the 'transnational use' of them (for detailed activities refer to the PR Section and Timeplan).

Impact

The expected overall result would be improving the speed and efficiency of language education for healthcare professions, thus securing external replenishment of the labour market in fields of nursing and caretaking, i.e. overall quality of healthcare in Europe. To achieve this the consortium plans to solve the following problems and achieve the following tangible outcomes:

1. Develop methodology and recommendations on selection of the educational contents best suitable for transfer into a mixed reality format. This methodology is required to map the contents of medical language courses suitable for transfer to current state-of-the-art consumer-grade immersive MR applications to identify digitization potentials.

2. Develop methodology and a set of tools for a productive cross-discipline collaboration between teaching personnel in nursing and care and language education specialists involved in design, programming and testing of MR applications. The mechanism is required for a time and cost efficient production of the digital learning materials.

3. Developing a testing and demonstration toolkit for:
- experiencing and understanding of technology;
- bringing up basic operational skills to the teaching and training staff of the language education providers;
- selecting and adopting of functions and settings provided by MR simulation technology corresponding to the specific requirements of training programs suitable to train particular professional language skills in nursing and caretaking.

4. A pilot development of mixed technology language education modules, based on 3D graphics or computer-generated imagery (CGI), augmented reality with integrated speech recognition functions for practical application of training scenarios into medical language teaching curriculum and teaching and learning practice.

5. Conduct of an empirical study on the impact on learning success of training scenarios in professional language skills improvement for nursing and caretaking.

6. Development of the up-to-date guidelines based on the implemented procedure.

7. Development of a training course on design, development, adjustment of MR training modules and their integration into language teaching and learning.

These outcomes will be implemented in the following four project results:
1. DR FLEMP Guidelines: Methodology and Recommendations on development of Mixed Reality applications for foreign language education for nursing in caretaking
2. DR FLEMP Mixed reality testing and demonstration toolkit
3. Two MR-supported language training modules
4. DR FLEMP Training course

Additional value on the European level will be achieved through use of synergy effects of the partners to facilitate faster implementation of MR technology in European professional language education, build a pan European

expert network to share skills and experiences of MR integration in education through collaborative project activities, researchers and teachers exchange, joint learning and training activities. Support deeper integration of MR technology in European language education for healthcare professions and nursing, in particular.

These results should serve as a further contribution to the Digital Education Action Plan (2021-2027), fostering the development of a high-performing digital education ecosystem, including three of four required elements:
- effective digital capacity planning and development, including up-to-date organisational capabilities;
- digitally competent and confident teachers and education and training staff;
- high-quality learning content, user-friendly tools and secure platforms which respect privacy and ethical standards.

The expected results also follow the provisions of the European Skills Agenda in general and, especially, the Osnabrück Declaration focusing on establishing a new lifelong learning culture – relevance of C-VET and digitalisation.

Link to project card: [Show project card](#)

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Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in vocational education and training

Project Title

SASSI- Later-life Careers

Project Coordinator

Organisation	BLENDED LEARNING INSTITUTIONS COOPERATIVE
Address	BERTHEAUSTR 10 , 37075 GOTTINGEN , NIEDERSACHSEN , DE
Website	www.reveal-eu.org

Project Information

Identifier	2021-1-DE02-KA220-VET-000033242
Start Date	Feb 1, 2022
End Date	Jan 31, 2024
EC Contribution	250,961 EUR
Partners	INOVA+ - INNOVATION SERVICES, SA (PT) , BUPNET BILDUNG UND PROJEKT NETZWERK GMBH (DE) , CATRO BULGARIA (BG) , APRICOT TRAINING MANAGEMENT LTD (UK) , Centrum vzdelávania neziskových organizácií (SK) , DIE BERATER UNTERNEHMENSBERATUNGS GESELLSCHAFT MBH (AT)
Topics	Active ageing ; Career guidance ; Enterprise, industry and SMEs (incl. entrepreneurship)

Project Summary

Background

Europe's future economic competitiveness and prosperity depends crucially on its ability to fully utilise its labour resources including through the extension of employment periods over the life course. In addition, demographic ageing is one of the driving forces behind the Europe 2020 employment target to increase labour force participation across the EU. For social support systems to remain viable as Europe's population ages, more people need to work and stay in work for longer over their lifetimes.

To achieve this the adoption of appropriate, age-sensitive policies and practice that enable and encourage older workers to remain in or re-enter the labour market must achieved.

At EU level, concerns about the sustainability of pensions, economic growth and labour supply have triggered a number of policy responses to support the goals of longer working lives and later retirement and the main thrust of the European Commission's Active Ageing policy is helping people to stay in charge of their own lives for as long as possible as they age and, where possible, to contribute to the economy and society.

These policies are beginning to have effect. Between 2003 and 2018 with the number of employed people in the 60-64 age group more than doubled; the number of people aged 65-69 years and 55-59 years rising by 95 % and 65 % respectively (Eurostat 2019 Ageing Report).

In this application we seek to respond directly to
a) the challenges outlined in "The Missing Entrepreneurs" 2019 (OECD) which identifies seniors (aged 50+) as the largest group of self-employed people in the EU at 48% (OECD 2018) with 43% of the workforce aged 65-74 self-employed. It concedes that "policy can do more to raise awareness about the potential of entrepreneurship among older workers and encourage more senior entrepreneurs to use their experience to support other entrepreneurs" and
b) as stated in Coordinating Guidance and Validation (CEDEFOP 2019) "the need for effective career guidance for older people is greater than ever"

Our project will put policy into practice by addressing the need for longer working lives, for encouraging Senior Entrepreneurship and for enhancing Career Guidance and Counselling for older people within the context of Continuing Vocational Education and Training (C-VET). It is often to this sector that older workers look for updating, reskilling and upskilling in order to avoid skill obsolesce and maintain their productivity and 'workability'.

Since 2015, the Silver Age Silver Sage Initiative (SASSI) Partnership has developed a number of innovative solutions to ensure that more people can remain or re-enter the labour market with a particular focus on maintaining meaningful and fulfilling work. We recognise that paths to retirement are changing with many people seeking to change careers in their later-life and the partnership is extremely committed to continuing to enhance and enable effective later-life career choices.

Objectives

Our objectives are to enhance the employability and later-life career opportunities of older adults (aged 55+) by:
• developing and piloting updating (CPD) opportunities for C-VET professionals in providing age-sensitive careers

guidance and counselling for older career changers, including with practical resources: a Training Manual on later-life career orientation, a Handbook to support mobility for later-life career development , digital tools and a Guide to developing 'Olderpreneurs'
• developing innovative non-formal learning approaches to reskilling older people for alternative employment options such as social enterprise, self-employment and digital enterprise
• developing tools and products that support the delivery of Later-life Career counselling
• championing short-term mobility secondments & volunteering learning experiences including work experiences in other countries in order to improve intercultural understanding and language skills
• sustaining and exploiting the outputs of the Erasmus+ 2015 and 2018 SASSI projects.

Activities

The 7 Partners SASSI Later Life Career project from Germany, Bulgaria, Slovakia, Austria, Portugal and the UK will jointly work together to achieve the 4 planned Results of:

R1. A Training Manual for Supporting Later-life Career Choices
R2. The Ambassadors Guide to Mobility for Later-life Career Development
R3. The Guide to becoming an 'Olderpreneur'
R4. The Toolbox for supporting Later-life Careers

The results will be achieved by implementing the following activities:
R1. The Training Manual will involve the development of practical Later-life Career Guidance and Counselling methodologies including blended learning materials and associated resources, tools and techniques, new competence frameworks and tools for validating non-formal learning.
R2. The Ambassadors Guide will involve the development of a database for mobility opportunities for seniors, e-learning for intercultural working, competence development, practical procedures and tactics for championing mobility for seniors including through work experiences and transnational learning experiences
R3. The Guide to becoming an 'Olderpreneur' will be a compendium of learning modules, learning and business support resources, practical guidance and counselling techniques for application by C-VET professionals in supporting aspiring 'Olderpreneurs' including through self-employment and digital trading
R4. The Toolbox for supporting Later-life Careers will be an interactive repository materials to support Later-life Career Choices.

The four Results will be tried and tested through a 4 phase piloting process in which learning is cascaded:
Pilot 1 for 21 staff of the Partner Organisations
Pilot 2 for 28 C-VET professionals
Pilot 3 for 70 seniors (aged 55+)/older workers/job seekers
Pilot 4 for 12 aspiring 'Olderpreneurs' via a mobility enterprise learning experience

In addition the following transversal activities will be applied:
A1. Project Coordination and Management based on a detailed and monitored Project Plan
A2. Quality Assurance, Internal and External Evaluation based on a Quality Assurance and Evaluation Strategy and Plan
A3. A Dissemination Strategy and Plan designed to maximise awareness of the project, promote the emerging results and engage participants and stakeholder in the projects activities
A4. An Exploitation and Sustainability Plan for the whole project and for each Partner country.
A5. An Impact Assessment Strategy and Register.

Impact

The main result of the project is a competence-based CPD programme or C-VET professionals that enables them to facilitate Later-life career guidance and counselling for older people (aged 55+). It will be accompanied by a Training Manual of high-quality learning materials for use when counselling older people on their options and a Guide to delivering learning programmes on alternative employment options such as social enterprise, self-employment and digital enterprise.

The achieved results will contribute a better understanding amongst C-VET providers and professionals of the need for Later-life career counselling and the competence requirements. They will also contribute to the development competences in the facilitation of later-life entrepreneurial skills development for self-employment, social enterprise, and digital enterprise.

Working with older people in this way, and promoting their entrepreneurial skill development, will result in short and long-term gains for public budgets through reduced public expenditure and increased tax revenues compared with other methods of addressing the social and economic needs of older workers. Social Enterprises and Legacy careers can also be more effective in meeting the needs of community and public goals because of explicit social missions.

Our objectives are to raise awareness of the need for Later-life career counselling for longer and more meaningful working lives, and to stimulate action including through skill development support for aspiring Olderpreneurs.

C-VET professionals will update their competences in counselling older learners and employees, entrepreneurial skills facilitation and the use of digital technologies for enhancing and innovating C-VET provision (ref. DigCompEd 2017).

Older beneficiaries will be better able to determine fulfilling and meaningful later-life career pathways and, through structured and self-directed non-formal learning experiences, gain the entrepreneurial competences that enable them to become self-employed or establish social enterprises and/or digital trading.

The Tangible Results of our project are:
• 1 Training Manual for Supporting Later-life Career Choices (including a modular blended learning programme for C-VET Professionals)
• 1 Ambassadors Guide to Mobility for Later-life Career Development
• 1 Guide to becoming an 'Olderpreneur'
• 1 Toolbox of resources for supporting Later-life Careers
• 6 local piloting evaluation reports
• 6 local training interventions involving a total of 120 older learners
• 5 Transnational Meetings
• 6 Multiplier events

Including the project staff from the Consortium, 6 national Multiplier Events and a final conference there will be total of approximately 330 participants in the project ensuring widespread impact.

The main outputs will be continued to be offered online via free registration on the SASSI HUB after the end of the project and designed in a way which makes it easy for C-VET professionals to apply "SASSI-Later-life Careers" methods and approaches in different C-VET contexts.

The project will add value to putting policies for extending working lives, encouraging entrepreneurship in seniors and increasing the supply of effective careers guidance and counselling for older people into practice. It will do this through the development of innovative tools, methods and resources.

Link to project card: Show project card

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in vocational education and training

Project Title

Social and emotional skills to regulate the mental effects of remote working and promote work satisfaction

Project Coordinator

Organisation	HeurekaNet - Freies Institut für Bildung, Forschung und Innovation e.V.
Address	Windthorststr. 32 , 48143 Münster , NORDRHEIN-WESTFALEN , DE
Website	www.heurekanet.de

Project Information

Identifier	2021-1-DE02-KA220-VET-000034769
Start Date	Dec 1, 2021
End Date	Nov 30, 2023
EC Contribution	292,510 EUR
Partners	INDEPCIE SCA (ES) , EDUFORMA SRL (IT) , Neotalentway S.L. (ES) , SCIENTIFIC ASSOCIATION FOR THE PROMOTION OF LIFELONG LEARNING (EL) , Lubelska Akademia WSEI (PL)
Topics	Digital content, technologies and practices ; Enterprise, industry and SMEs (incl. entrepreneurship) ; Soft skills

Project Summary

Background

THE RATIONALE: The outbreak of the coronavirus and the confinements have meant that a significant number of workers have had their first extended experience of teleworking. Indeed, the European Commission itself stressed its importance in maintaining jobs and production during the pandemic. However, its sudden and forced implementation has created significant challenges for Member States, employers, workers and companies, which have had to adapt to a new way of working that was barely in place before Covid 19.

According to a Eurofund study (2020), 48% of employees surveyed have worked from home at least temporarily during the COVID-19 pandemic and 34% have teleworked full-time. In comparison, before the onset of the crisis, only 15% of workers were engaged in some form of telework.

NEEDS: Despite the benefits of working at home – e.g. family-work balance, integration of people with functional diversity into the labour market, time savings – many workers have suffered from the complications of working from home. Poorly equipped workplaces, the stress of confinement, all household members living together in the same space, the insecurity of the situation posed a challenge, especially for poorly qualified workers. To all this was added the absence of timetables, the increased workload and permanent availability, which ended up generating physical and mental problems that worsened as the months went by.

From the physical point of view, the lack of risk prevention in teleworking increases vision, neck and back problems, but perhaps the greatest effects came in the emotional and mental areas.

In this sense we have the feeling of loneliness. Not going to work in a shared environment with other colleagues can considerably reduce people's social experience, which affects the interpersonal area. But the most significant emotional effects of teleworking are the high levels of anxiety and stress it can trigger. Thus, this avalanche of innovations generates a sense of uncertainty, which goes hand in hand with anxiety and stress. This is combined with the fear of uncertainty at work, but also personal and health in a situation that has no definite end date.

All these work factors are added to the so-called pandemic fatigue, defined by the WHO as a series of symptoms derived from the Covid 19 disease and the consequences that this global pandemic has brought to everyone, such as demotivation, stress, anxiety or depression. The WHO estimates that 60% of the European population is suffering from pandemic fatigue, in some countries "more markedly" than in the first wave.

Similarly, according to the analysis carried out by the insurance company Cigna, the situation of uncertainty and changes in the working environment have led to 45% of active workers admitting to suffering from work-related stress. "Stress is one of the main risk factors for physical and mental health in the 21st century. Having the tools to know how to manage it effectively is a huge investment in wellbeing, and it is something that HR departments can contribute significantly to," says the report.
Thus, the need to implement strategies for the emotional management and regulation of all the actors involved in remote working is not only a demand of the actual circumstances, but a need to face a reality that has come to stay in the labour world.

TARGET GROUPS:
- workers in any sector who have been forced to work remotely, especially those who, due to the particular

conditions of their employment, are more focused on working from home.
- Managers, employers and HR managers, who from a leadership position should be aware of the human management of teleworking because of its marked social connotations, as well as the personal, health (and ultimately socio-economic) repercussions that it implies.

Objectives

The REMOTEMO project will generate a positive impact on the workers who fully or partially work from home, improving the management of this situation, which in most cases is anomalous and has been forced in recent months. In this sense, REMOTEMO will pay special attention to both intrapersonal management aspects (stress, anxiety, uncertainty, sleep problems...) and interpersonal aspects (social, family and couple relationships, loneliness...).

In the same way, and in parallel, REMOTEMO aims to raise awareness of smart working as a natural evolution of teleworking. In the latter, the only thing we change is the location of the work, but not the working hours, so the positive impact on family reconciliation is minimal. Smart Working appears as a new working model, a fusion of teleworking and new technologies that is based on giving employees all the tools they need to achieve a maximum level of professional performance anywhere with greater or full freedom of working hours. Because of this trend, it is to be expected that the psychological and emotional problems of telework, which have now become visible in the coronavirus pandemic, may remain with us in the future and must continue to be taken very seriously. Against this background, the REMOTEMO project pursues a preventive strategy of C-VET that addresses the companies with their managers and the employees themselves.

SPECIFIC GOALS:
* To raise awareness of the mental effects of teleworking
* To take on board the need to emotionally manage the effects of teleworking
* To understand the implications of teleworking from both a personal and social point of view
* In relation to the previous point, to understand the intra- and interpersonal areas of emotional intelligence.
* To know the points of improvement of emotional intelligence applied to work performance.
* To foster work/family balance.
* Increase job satisfaction in remote working.
* To understand the concept of smart working and its advantages.

Activities

Project is divided into 2 types of work packages:
1. THREE PROJECT RESULTS (PR)
2. TRANSVERSAL WORK PACKAGES

Thus, apart from the development of PR (which are clearly defined in Project Results section), all partners will be involved in other transverse activities that are necessary for executing a project and coordinating an international team.

A. GENERAL PROJECT MANAGEMENT: HeurekaNet, as coordinator in REMOTEMO, will be responsible for this work package. This includes:
- Documentation
- Financial control.
- Time management .
- Interim and final reports.

- Risk handling.
- Communication among partners and with the German NA

B. ONLINE PROJECT MANAGEMENT TOOL: An online project management tool will be set up and maintained by the coordinator for the duration of the project aiming at providing possibilities for communication, file storage and work tracking.

C. SHARING AND PROMOTION: Under the responsibility of Eduforma, this work package will make REMOTEMO visible, developing a dissemination strategy in which all partners will be involved at national and European level.

D. PROJECT MONITORING, CONTROL & EVALUATION: WSEI will be responsible for this work package, with the objective to evaluate the project management and development of the PR.

Impact

TANGIBLE OUTCOMES

- In PR1. A training programme for leaders and HR managers with 18 podcast plus guidelines.
- In PR2. A self-assessment tool for employees and a toolkit with 30 practical tools.
- In PR3 we will create a corpus of 18 case studies in video format.

Six Multiplier Events (E1-E6).
One training activity (C1)

DELIVERABLES RELATED TO MANAGEMENT
* Managing guidelines;
* Reporting procedure and administrative guidelines;
* 4 transnational meetings + meeting minutes.

DELIVERABLES RELATED TO QUALITY AND EVALUATION
* Evaluation tools: meetings evaluation questionnaire, project progress questionnaire, Project Results evaluation tools and multiplier events evaluation questionnaire.
* Evaluation Reports: mid-term and final evaluation report, Intellectual Outputs reports;
* Project risks analysis.

DELIVERABLES RELATED TO PROMOTION
* Project graphic design;
* Social networks profiles;
* Project website;
* Project mailing list;
* Newsletters;
* Informative brochure;

INTANGIBLE DIRECT RESULTS:
* Adult trainers and trainees involved in the testing of project results on how to handle their emotions on distance learning / teaching have developed knowledge and skills.
* Increased awareness of the need to manage the emotions of adult trainers in their training.

* Stakeholders, individuals and institutions involved in the testing, consultation and promotion phases of the project, etc.
* Emotional management procedures for conscious trainers.
* Implementation of good examples) in project participating organizations; raising awareness of the positive impact of EU and Erasmus+ on Small Enterprises.

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Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in vocational education and training

Project Title

WeCare - Mental healthcare for health professionals

Project Coordinator

Organisation	JOHANNITER-UNFALL-HILFE EV
Address	LUTZOWTRASSE 94 , 10785 BERLIN , BERLIN , DE
Website	www.johanniter.de

Project Information

Identifier	2021-2-DE02-KA220-VET-000048914
Start Date	Apr 1, 2022
End Date	Sep 30, 2024
EC Contribution	244,378 EUR
Partners	DANMAR COMPUTERS SP ZOO (PL) , CONSIGLIO NAZIONALE DELLE RICERCHE (IT) , JOHANNITER OSTERREICH AUSBILDUNG UND FORSCHUNG GEMEINNUTZIGE GMBH (AT) , Trade Union of Sebian Dostors and Pharmacists (RS)
Topics	Physical and mental health, well-being ; New learning and teaching methods and approaches ; Digital content, technologies and practices

Project Summary

Background

The project addresses the need to build resilience among health professionals and develop individual coping strategies related to specific mental health risk factors. The extremely demanding field of work requires a tailored approach to establish a health promoting lifestyle. Training behavioural change is necessary for sustainable integration of a healthy lifestyle, this often goes along with a changing process which must be supported. To this purpose, awareness of the importance of self-care has to be raised and self-efficacy strengthened.
Health professionals (such as nurses, doctors, or allied health professionals) are one of the most important contributors to keeping up a high health standard in European countries. Because of demographic developments, the demand for care will rise in Europe and health professionals will be gaining importance to cover societal needs . Due to the COVID-19 pandemic, it became obvious that the working conditions of health professionals are constantly undervalued. (Poor) working conditions lead to more and more persons quitting their job, which is the opposite trend to compensating requirements arising from demographic changes. Most of these risk factors and/or riskful behaviours are related to health care systems in European countries (Ageing Europe - Statistics on Population Developments, 2021), which are framed by structural health determinants. As it is under constant discussion and development how the health care sector will be constituted in the future, health professionals have barely the chance to change their working conditions in a short time (structural health determinants). Furthermore, health professionals have to deal with arising stressful situations resulting from the COVID-19 pandemic which stresses their capacities even more. It is of major importance to strengthen (personal) resilience of health professionals who are maintaining health services and are extremely relevant from a systemic point of view.
Health professionals are facing physical and mental burdens (risk factors) related to their working conditions. Even though health literacy might be high, launching and keeping up health promotive behavior is aggravated due to different working times including night shifts or spontaneous actions, high workload, and emotional and mental burdens. Integrating health promotive behavior in everyday life requires personal (inner) changes, which are not easy to establish.
Therefore, it is necessary to raise intrinsic motivation and support health professionals with feasible strategies for healthier living and therefore stay in their jobs (and in the health sector) longer. In the project WeCare we want to provide a mobile app for health professionals which can be used like a (pocket) coach and is available anytime and everywhere to immediately support, promote, train and preserve mental wellbeing in specific working situations.

Objectives

In many European countries the pressure on health professionals is high, due to skills shortage, long shifts, etc.. This has negative effects on the physical and mental health of these people. We think what is needed is a hands-on low threshold immediate relief to stress. Our project wants to make an immediate hands-on contribution to relieve the burden on health professionals and improve their mental health. Therefore, we want to create an app that can be visited any time in breaks, before and after work and so on and provides immediate support. Since we have nurses (JOAFG) and doctors (Sindikats) in our project team, who know the job inside out, we are optimistic to create an application that caters the needs of these professionals, since we get constant feedback from them during the creation process. The app shall become as personalised as possible (within the range that the Erasmus+ programme in terms of budget and time). Therefore, we expect a widespread use among the target group and expect interest from other professional groups as well, for whom the app concept can be adjusted to

their specific needs. The cooperation with unions as project or associated partners will support the proliferation of the app.

The objective of the project WECARE is to improve mental wellbeing of health professionals by providing a helpful, all time available and motivating tool for promoting mental health. We want to foster self-efficacy in implementing personal mental health and wellbeing strategies. Therefore, we implement a (pocket) coach which also acts like a trainer and companion for behavioural changes towards healthier behaviour in everyday life in the form of a mobile application. Furthermore, we want to understand (motivational) mechanisms for the implementation of mental health strategies in everyday life for health professionals.

In a mobile app, health professionals have the chance to self-rate their actual mental wellbeing and have their own progress visualized. By implementing small assessments of for example signals for burnout, the health care professionals burden or their quality of life will be retrieved. By result, the user will be guided to advice, small everyday-challenges, games, and hints which will motivate and train the user to adapt for healthier behaviour and therefore contribute to a healthier lifestyle and improvement of mental health. Ideally, the user can see his or her improvements of mental wellbeing by watching the progress in a timeline. By rating the usefulness of actions proposed in the app during its usage in the testing phase, developers get direct feedback and it is possible to further analyse what has supported whom best in which situation. This information will feed back to the recommendations given at the end of the project.

For the user, the app is meant to be a practical tool that acts as a "pocket coach". By using the outcomes of short integrated assessments via defining thresholds, the user is automatically guided to relevant supportive actions in the app, which enables a customized user experience. Using the app must be fun by itself and furthermore motivating and helpful - even more as behavioral changes should be triggered and trained. Therefore the implementation of gamification components is planned.

Activities

Previous scientific research on mental health of health care professionals (such as EMPOWER - the European Platform to promote wellbeing and health in the workplace; Project HOPE- addressing mental health crisis especially supporting during COVID-19 pandemic in US; Benessere Operatori - picture of mental health conditions of Italian healthcare workers during first wave of COVID-19 pandemic) gives us a basis to build upon. It allows us to create a first draft system architecture of the app including a list of possible topics to cover from its analysis. These results will be discussed with experts (e.g. mental health experts, psychologists, coaches) in interviews and/or focus groups and with potential users by online questionnaire (n=250 health professionals). The most relevant fields of mental health and wellbeing, risk factors, health promotion activities, and relevant outcomes for health professionals will be defined. Furthermore, requirements for usability as well as the main content and assessments will be specified. A data management plan will be created and assessments (e.g. burnout questionnaire, caregivers burden questionnaire) prepared to be integrated into the app to enable a customized and situation-specific output. As it is planned to define thresholds for assessment outcomes that trigger specific actions, this needs careful consideration by the overall team and decision trees need to be defined. Furthermore, feedback on the app will be collected directly by using ratings for actions as well as being able to insert text in a feedback box.

The development of the mobile app will follow in the next step. This contains the programming of the functionalities, designing the frontend as well as the design of the backend. Furthermore, content and gamification elements (e.g. personal daily challenges or social challenges, feedback or rewards for results achieved, status indicators) need to be created and integrated. We will also include a mood assessment self reported scale (smiley face assessment scale) which is very easy to manage. The app will be available in 5 languages (English, German, Polish, Italian, Serbian), which requires translation by every partner.

After functional testing, the app will be promoted and tested in every partner country by health professionals. The involvement of health professionals will be reached by marketing activities such as promotion on social media

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platforms, information by organizations, information in relevant print media, information spread by multipliers (e.g. labor unions). We plan to involve 500 health professionals in testing the app in all partner countries. The test will be open for 3 months.

We will use the collected assessment and usage data as well as feedback to evaluate our provided measures. We will analyze these data concerning satisfaction with user experience or helpfulness of the tools provided, which will lead to accorded app improvements. Furthermore, the self-rated mental wellbeing of health professionals will allow an insight into different health care working fields and the related burden and risk factors our app users experience. We also aim to find out tendencies for strategies to motivate specific groups of persons and/or persons with specific working conditions to implement healthier behavioral patterns.

These findings will be integrated into recommendations and can build a basis for further research on motivating specific groups of persons or persons in specific working conditions to enhance mental wellbeing. Furthermore, recommendations for health promotion activities in the sector and transferability to other sectors will be formulated. To create a sustainable tool the app will be promoted by multiplier events involving labor unions, insurances, social and care organizations, and further health care organizations.

Impact

WeCare provides resilience training for health professionals on mental health risk factors, delivered through an app (primarily digital with optional blended activities and gaming components) following behavioural health promotion principles.

To support nurses, care takers and other professionals of the medical sector who suffer from workload, a special and personalised mobile app is going to be created. The WECARE App's aim is to deliver countermeasures to fight work-related pressure resulting from night/long shifts and a constant lack of time. The App will therefore promote the improvement of mental health by introducing assessments leading to specific tips and strategies to support the overall feel of its users.

The WeCare project wants to make an immediate hands-on contribution to relieve the burden on health professionals and improve their mental health.

Link to project card: [Show project card](#)

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Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in vocational education and training

Project Title

Co4Health – Competences for Healthy Building in Construction Professions

Project Coordinator

Organisation	BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH
Address	Pohlstraße 67 , 10785 Berlin , BERLIN , DE
Website	www.bgz-berlin.de

Project Information

Identifier	2022-1-DE02-KA220-VET-000086276
Start Date	Dec 30, 2022
End Date	Aug 29, 2025
EC Contribution	400,000 EUR
Partners	Stichting CHAIN5 (NL) , Berufsförderungswerk e.V. des Bauindustrieverbandes Berlin-Brandenburg e.V. (DE) , Jokilaaksojen koulutuskuntayhtymä (FI) , SCUOLA COSTRUZIONI VICENZA ANDREA PALLADIO (IT) , Zespol Szkol Budownictwa Nr 1 (PL) , POLITECHNIKA POZNANSKA (PL)
Topics	Creating new, innovative or joint curricula or courses ; Green skills ; Quality Assurance

Project Summary

Objectives

Nowadays, people spend 80% of their life indoors. Also due to climate change the topic of healthy living is becoming increasingly important for the construction industry and training in construction professions. The aim of "Co4Health" is to develop innovative learning scenarios for Healthy Building and to anchor them in VET, thus equipping future skilled workers with these new competences – as a contribution to increasing the labour market relevance, attractiveness and future orientation of VET.

Activities

For this purpose, partners from five EU countries are pooling their expertise. Based on a jointly developed competence matrix, we elaborate learning content, materials and tools and test them with trainees in construction professions. Ongoing dialogue with actors from business, science and policy strengthens relevance and usability. Accompanying capacity building ensures anchoring in the curricula and use in training. Transfer makes the project results available throughout the EU.

Impact

The result is a model for integrating the topic of Healthy Building into vocational education and training. The model includes a matrix of current competence requirements for health in construction, learning units to be used in teaching in various construction professions, further training for teachers, action plans for capacity building of VET institutions, with strategies for quality assurance, strengthening inclusion and internationalisation, and recommendations to the policy level.

Link to project card: Show project card

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in vocational education and training

Project Title

Training the EU Health Workforce to Improve Migrant and Refugee Mental Health Care

Project Coordinator

Organisation	ETHNO-MEDIZINISCHES ZENTRUM EV
Address	KONIGSTRASSE 6 , 30175 HANNOVER , NIEDERSACHSEN , DE
Website	www.ethno-medizinisches-zentrum.de
Contact	Flaminia Bartolini , fbartolini@ethnomed.com

Project Information

Identifier	2022-1-DE02-KA220-VET-000087682
Project Web Site	https://projectmicare.eu/
Start Date	Oct 1, 2022
End Date	Sep 30, 2025
EC Contribution	400,000 EUR
Partners	PROLEPSIS Civil Law Non Profit Organization of Preventive Environmental and Occupational Medicine (EL) , TECHNOLOGIKO PANEPISTIMIO KYPROU (CY) , ZADIG SRL (IT) , UNIVERSITAT DE VALENCIA (ES) , SYN EIRMOS NGO OF SOCIAL SOLIDARITY ASTIKI ETAIRIA (EL)
Topics	Development of training courses ; Physical and mental health, well-being ; Reception and integration of refugees and migrants

Project Summary

Objectives

EU-MiCare will develop an innovative and comprehensive VET program for health professionals (psychologists, psychiatrists, social workers, physicians, nurses) and other professionals (cultural mediators, interpreters, counselors) working in various settings with migrants/refugees, focusing on mental health. The training will be available through an e-learning platform and will be developed based on the target groups' views, collected through co-creation activities in the partner countries.

Activities

Develop a conceptual framework & Co-Created Training Scheme, detailing training needs & perspectives of professionals working with migrants/refugees
Develop the EU-MiCare Methodology & Training Package comprising a comprehensive guide for the design of the training curriculum & materials
Develop the EU-MiCare e-learning platform & digital learning tools
Develop different dissemination tools (website, newsletters, press releases, Info pamphlets, EU and national info days, VET guidance tool)

Impact

EU-MiCare will enhance health professionals' knowledge & skills to improve mental health service delivery to migrants & refugees. The training will focus on general modules on mental health but also specialized issues which are of particular importance for this vulnerable population such as War and Trauma, Post-Traumatic Stress Disorder, being victim of discrimination, and will increase competency and interdisciplinary cooperation enhancing understanding and responsiveness to diversity.

Link to project card: Show project card

Project Title

Digitale Qualifizierung von Krankenschwestern und -pflegern zur Verwaltung der immer stärker nachgefragten Telecare-Dienste für die häusliche Fernüberwachung

Project Coordinator

Organisation	PRO ARBEIT - KREIS OFFENBACH (AOR)- KOMMUNALES JOBCENTER
Address	WERNER-HILPERT-STR 1 , 63128 DIETZENBACH , HESSEN , DE
Website	www.proarbeit-kreis-of.de

Project Information

Identifier	2022-1-DE02-KA220-VET-000088728
Start Date	Nov 1, 2022
End Date	Oct 31, 2024
EC Contribution	400,000 EUR
Partners	ANONIMI ETAIREIA EREUNAS KAI ANAPTIKSIS SISTIMATON KAI IPIRESION (EL) , G&G Huisartsenpraktijk Oranjeboom B.V. (NL) , EUROPEAN GRANTS INTERNATIONAL ACADEMY SRL (IT) , PANEPISTIMIO THESSALIAS (EL) , European Nursing Council (BE) , Uciliste Studium - ustanova za obrazovanje odraslih (HR)
Topics	Digital content, technologies and practices ; Overcoming skills mismatch and addressing the needs of the labour market ; Key competences development

Project Summary

Objectives

Primary goal is to create training material and tools to improve the digital skills of professional nurses towards facilitating them manage the ever-demanding telecare services, bridge the competence gaps in basic digital heath literacy and employ advanced healthcare technologies.
The results are expected bring value to professionals through enhanced skills, healthier lives to wide public, and savings to authorities (decrease in healthcare costs and optimization in national care resources).

Activities

• Identification of missing skills and digital gaps of professional nurses on TeleCare services, including good practices guide
• Development of the learning units and training courses and assessment material both for trainers and trainees
• Digital Tools Development -Interactive Web platform, e-modules, mobile applications and Virtual Trainer, including technical guides
• Development of a dissemination plan and impact analysis, including exploitation activities (events, publications, synergies)

Impact

• Associated partners will be able to integrate/create new training programs for their nurses staff
• Training centers may expand their training expertise to more health-oriented objectives
• Associated partners will be able to merge with relevant stakeholders in the sector, creating synergies
• Governmental / regional organizations may include the topic in their future policies and funding strategies
• Training Institutions can make use of the developed digital tools and DataBank resources

Link to project card: [Show project card](#)

Key Action: Partnerships for cooperation and exchanges of practices
Action Type: Cooperation partnerships in vocational education and training

Project Title

Ready4Crisis | Innovation of the Monitoring and Crisis Management in the VET Study Programmes for an Integrated Rescue System

Project Coordinator

Organisation	RegioVision GmbH Schwerin
Address	Am Margaretenhof 28 , 19057 Schwerin , MECKLENBURG-VORPOMMERN , DE
Website	www.regiovision-schwerin.de

Project Information

Identifier	2022-1-DE02-KA220-VET-000089097
Start Date	Nov 1, 2022
End Date	Oct 31, 2025
EC Contribution	400,000 EUR
Partners	Niedersächsisches Landesamt für Brand- und Katastrophenschutz (DE) , INSTITUT INPRO, a.s. (CZ) , Střední odborná škola a Střední odborné učiliště dopravní Čáslav (CZ) , LIFE-PROJECT Joanna Zwolińska (PL) , RESEARCH INNOVATION AND DEVELOPMENT LAB PRIVATE COMPANY (EL) , ETHNIKO KAI KAPODISTRIAKO PANEPISTIMIO ATHINON (EL) , Zespol Szkol Ponadpodstawowych Nr 1 im. Jana Szczepanika w Krosnie (PL)
Topics	Disaster prevention, preparedness and recovery ; Initial and continuous training for teachers, trainers and other education staff ; Digital content, technologies and practices

Project Summary

Objectives

The main goal of this project is to develop innovative study materials dealing with the issue of monitoring and crisis management in the study programs of future experts operating within the integrated rescue system. To do so, we would like to:
- Deliver additional sources for subject study materials;
- Deliver up-to-date learning content;
- Provide an adequate format of the study materials in the digitalized world;
- Provide theoretical and practical division of available learning materials.

Activities

In order to achieve project objectives, we are going to implement the following activities:
- To elaborate content for the Educational Guidelines for VET teachers;
- To develop a collection of the 32 Best Practice Examples from partners' countries;
- To create a set of 24 short-educational units (videos) dealing with the crisis management subject;
- To develop a collaborative web-based platform for sharing study materials in crises management;
- To pilot study materials with VET teachers.

Impact

- Upskilled VET teachers in the monitoring and crisis management in the study programmes for future experts operating in the integrated rescue system.
- Brand new digital study content (incl. teachers' guidelines, international best practice examples and short educational videos) of the subject crisis monitoring and management for the education of future paramedics, firefighters, members of defence forces etc.
- A collaborative platform for sharing and exchanging study materials of VET teachers.

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