Application

Programme	Erasmus+
Action Type	KA220-HED - Cooperation partnerships in higher education
Call	2023
Round	Round 1

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Context

Field	Higher Education

Project Title	CARE4HEALTH: Building the Healthcare Worker of Tomorrow

Project Acronym	CARE4HEALTH

Project Start Date (dd/mm/yyyy)	Project total Duration	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
02/10/2023	30 months	01/04/2026	SI01 - CMEPIUS "Center Republike Slovenije za mobilnost in evropske programe izobraževanja in usposabljanja"	English

Project lump sum	250 000,00 €

For further details about the available Erasmus+ National Agencies, please consult the following page: List of National Agencies.

Project Summary

Please provide a short summary of your project. Please be aware that this section (or parts of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer-term benefits. The summary will be publicly available in case your project is awarded.

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

Objectives: What do you want to achieve by implementing the project?

The project's purpose is to promote & strengthen the interconnectedness of higher education through cross-sectoral transnational cooperation & healthcare curriculum modernization. The specific objectives are: 1. To strengthen the professional healthcare, digital and green competences of educators in higher education & trainers working with practicing professionals, 2. To improve students' employability & positive professional identity. 3. To make higher education more interconnected & inclusive.

Implementation: What activities are you going to implement?

The project will implement the following activities:
- intensive training and exchange of expertise for university professors, lecturers and postgraduate teaching assistants and trainers working with practicing professionals,
- development and piloting of an elective undergraduate course and digital component on Contemporary Challenges in Healthcare,
- carrying out of transnational project meetings and engaging in collaborative work,
- organizing of multiplier events,
- project management.

Results: What project results and other outcomes do you expect your project to have?

The expected project results are:
- improved healthcare knowledge and digital & green competences of 15 educators,
- improved employability & positive professional identity of 40 undergraduate healthcare students,
- updated knowledge of 25 practicing professionals,
- created blended model of learning in higher education through cross-sectoral transnational cooperation among 5 higher education institutions, 1 public employer & service provider, 1 nurses association & a secondary vocational school

Applicant organisation

OID	Legal name	Country	Region	City	Website
E10106464	FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN	Slovenia		JESENICE	http://www.fzab.si

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Partner organisations

OID	Legal name	Country	Region	City	Website
E10209128	UNIVERSITA DEGLI STUDI DI UDINE	Italy	Friuli-Venezia Giulia	UDINE	www.uniud.it
E10208658	UNIVERSIDAD DE MURCIA	Spain	Región de Murcia	MURCIA	http://www.um.es/
E10190230	JYVASKYLAN AMMATTIKORKEA KOULU	Finland	Keski-Suomi	JYVASKYLA	www.jamk.fi
E10209163	UNIVERZA V MARIBORU	Slovenia	Podravska	MARIBOR	www.um.si
E10166258	Azienda sanitaria Friuli Occidentale	Italy	Friuli-Venezia Giulia	Pordenone	https://aas5.sanita.fvg.it/it/

Workpackages summary table

Please note that it is recommended to split your projects in a maximum of 5 work packages, including the one on project management.

In this section, please do not add the work package project management already included in the previous section.

Work package id	Title	Number of activities	Grant (EUR)
1	Project Management		47 000,00
2	Transnational Project Meetings	8	26 850,00
3	Intensive Training and Exchange of Expertise for Educational Staff	3	28 750,00
4	Development and Piloting of an Undergraduate Level Elective Course with a Digital Component	7	121 400,00
5	Multiplier Events	19	26 000,00
Total			**250 000,00**

Project budget summary

This section provides a summary of the estimated project budget. The table is automatically completed taking into account the described work packages and their estimated cost.

Budget Items	Allocated amount (EUR)
Work package n°1 'Project Management'	47 000,00
Work package n°2 - Transnational Project Meetings	26 850,00
Work package n°3 - Intensive Training and Exchange of Expertise for Educational Staff	28 750,00
Work package n°4 - Development and Piloting of an Undergraduate Level Elective Course with a Digital Component	121 400,00
Work package n°5 - Multiplier Events	26 000,00
Total	**250 000,00**

Distribution of the grant amount among participating organisations

WP	Coordinator (EUR)	Partner 1 (EUR)	Partner 2 (EUR)	Partner 3 (EUR)	Partner 4 (EUR)	Partner 5 (EUR)	Total (EUR)
Work package n°1 'Project Management'	13 500,00	7 200,00	7 200,00	7 200,00	7 200,00	4 700,00	47 000,00
Work package n°2 - Transnational Project Meetings	3 900,00	3 900,00	6 200,00	6 200,00	3 900,00	2 750,00	26 850,00
Work package n°3 - Intensive Training and Exchange of Expertise for Educational Staff	5 250,00	5 250,00	7 750,00	5 250,00	3 500,00	1 750,00	28 750,00
Work package n°4 - Development and Piloting of an Undergraduate Level Elective Course with a Digital Component	25 350,00	24 350,00	23 250,00	25 350,00	13 050,00	10 050,00	121 400,00
Work package n°5 - Multiplier Events	6 000,00	7 500,00	6 500,00	2 500,00	1 500,00	2 000,00	26 000,00
Total	**54 000,00**	**48 200,00**	**50 900,00**	**46 500,00**	**29 150,00**	**21 250,00**	**250 000,00**
Project lump sum (EUR)							**250 000,00**

Participating Organisations

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identification Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again. Follow this link to find the OID that has been assigned to your PIC: Organisation Registration System

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)

Organisation ID	Legal name	Country
E10106464	FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN	Slovenia

Applicant details

Legal name	FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN
Country	Slovenia
Region	
City	JESENICE
Website	http://www.fzab.si

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	SI JESENIC01

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The Angela Boškin Faculty of Health Care (ABFHC) is an independent higher education institution established by the Municipality of Jesenice and operating from 2 campuses, one in Jesenice and one in Ljubljana. We offer an undergraduate study program in Nursing and Physiotherapy, 2 masters in Advanced Nursing Care and Health Promotion, 1 PhD in Healthcare Sciences, and 3 study programs of continuous education. In 2012, ABFHC obtained the ISO 9001 standard, Quality in Education Certificate, and an international accreditation of our 1st & 2nd cycle programs in nursing. ABFHC is affiliated with various international associations, such as The Honor Society of Nursing FINE Europe and ASPHER. ABFHC employs 70 lecturers and researchers, and currently has 497 students enrolled on undergraduate and graduate level. The faculty is interdisciplinary, with expertise in nursing research and management, public health, health promotion, nursing, physiotherapy, methodology and sociology. Project work and empirical activities bestow our teachers and students with skills and knowledge valuable on the labor market. As a result, our graduates have excellent employability & their skills are valued by employers. Furthermore, our research and development significantly contribute to the advancement of national healthcare policy in the areas of nursing care, health promotion and safety, while also ensuring excellent international integration. We are a leader in defining the significance of research and development and evidence-based work in Slovenia which we communicate to professional audiences through different events, projects, applied research and publications, and international integration. Over the past decade, we have created a rich body of research knowledge, enabling us to accredit our Health Sciences doctoral study program. In the past 5 years, our faculty has participated in 7 international and 9 national research and development projects. They have addressed the changing nature of society and the urgent need to modify lifestyles, in particular habits related to nourishment and physical activity, and have made an impact on national level.

ABFHC is one of the leaders in nurse education and practice improvements in Slovenia. Our faculty is strongly practice-oriented. In the past 14 years, our faculty has participated in 66 international and national projects. We have, in particular, large Erasmus+ experience. In 2017 ABFHC became a partner on an international Erasmus+ project on EBN - "Promoting the Innovation Capacity of Higher Education in Nursing during Health Services Transition." In 2018 we joined another EBN Erasmus+ project, "Providing a Teaching and Learning Open and Innovative Toolkit for Evidence-based Practice to Nursing European Curriculum." The same year (2018) we successfully won, this time as a lead partner, another Erasmus+ project on EBN and knowledge triangle focus, "Hospitals and Faculties Together for Prosperous and Scientific Based Healthcare." In 2021, our faculty became a partner on 2 more Erasmus+ projects focused on the digitalization of healthcare - "Gamified virtual simulation for the acquisition of communication skills by healthcare professionals" and "Digital EducationaL programme involVing hEalth pRofessionals."

Today, the faculty has over 750 graduates - registered nurses and physiotherapists. In clinical environments, our graduates are recognized and valued as highly skilled professionals. Our Masters in Nursing and Health Promotion work in clinical environments, companies and in higher education institutions. Their research work significantly contributes to the development of healthcare as a profession relying heavily on research, evidence-based practice and cooperation with the professional sector. The Faculty has strong connections with regional development agencies (Razvojna agencija Zgornje Gorenjske, Regionalna razvojna agencija Gorenjske & LAS gorenjska košarica) & with the pharmaceutical company Roche.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

ABFHC has experience with international educational and developmental projects as a partner and as a leader, in particular with developing educational content, disseminating information about project results and activities, organizing multiplier events in secondary and higher education and in a professional setting, implementing project results in clinical environments, developing the knowledge triangle between academics and practice, covering the contents of EBP, developing professionals' soft skills, promoting and strengthening multiculturalism, and leading academic research. We are also active in lifelong and adult learning. ABFHC is one of the leaders in nurse education and practice improvement in Slovenia. We have recently introduced a study program for working nurses and physiotherapists who need to improve or upgrade their knowledge. The program is called "Mentorship in the clinical environment". Our research team has experience in qualitative and qualitative research methods. We organize a yearly national conference "My career-Quo Vadis" that sets high standards for the development of nursing as a scientific discipline in Slovenia and encourages socially responsible nursing that is based on evidence-based work, research, professional knowledge, ethics and professional development. ABFHC also organizes an international scientific conference focused on academic excellence and applied clinical research. Having established bilateral & project-based cooperation with all partners on the project, ABFHC has been instrumental for the preparation of this application. We will serve as the lead partner in charge of project management and coordination, of financial spending and control, of consortium building and cooperation, of the organization of the transnational project team meetings, and of quality assessment.

The key staff who will be included in the project are:

dr. Sanela Pivač, Assistant Professor, is the dean of the Faculty, who has extensive academic and research experience in public health management and nursing as a scientific discipline. Additionally, she is coordinator and researcher on several international and national projects (nursing as a scientific discipline in Slovenia, health promotion in the working environment, lower back pain in medical nurses, e-learning in nursing, evidence-based nursing, developing on-line material on health care). Dr. Pivač is a registered nurse. In 2021 she was awarded by the National Nursing Association with a

prestigious award for developing nursing as an academic discipline. She was appointed as the first member of a strategic council of the Ministry of Health.

dr. Brigita Skela Savič, Full Professor, has made a recognized contribution to nursing education in Slovenia. She is the lead author of Directives for nursing education for the 1st cycle study program in nursing in Slovenia. Dr. Savič has made a significant contribution towards the understanding and implementing of advanced practice in nursing in Slovenia, helping nurses realize the importance of specialization, master's degree programs and PhD programs in nursing, and the need for applying postgraduate-level knowledge in clinical practice. As the editor-in-chief of Slovenian Nursing Review, she significantly contributed to the development of publications in nursing in Slovenia. She is a well-known expert and researcher involved in important national and international research projects. Her master fields are health care management, nursing education, methodology and evidence-based practice.

dr. Katja Pesjak, Assistant Professor, is the Vice-Dean for research and development. Dr. Pesjak's academic field is sociology. She is assistant professor in the field of Sociology of Health and Illness and is actively involved in the field of health promotion and professionalization. She is a member of the research and development group at the faculty, leads the international office and is vice-dean for research and development.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	2	0	7	3
Cooperation partnerships in higher education	1	0	1	0

Newcomer organisation	No
Less experienced organisation	Yes
First time applicant	Yes

Partner Organisations

Organisation ID	Legal name	Country
E10209128	UNIVERSITA DEGLI STUDI DI UDINE	Italy
E10208658	UNIVERSIDAD DE MURCIA	Spain
E10190230	JYVASKYLAN AMMATTIKORKEAKOULU	Finland
E10209163	UNIVERZA V MARIBORU	Slovenia
E10166258	Azienda sanitaria Friuli Occidentale	Italy

UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT)

Partner organisation details

Legal name	UNIVERSITA DEGLI STUDI DI UDINE
Country	Italy
Region	Friuli-Venezia Giulia
City	UDINE
Website	www.uniud.it

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	I UDINE01

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The University of Udine (UNIUD) is an Italian public university founded in 1978 by national law. Our vision is to maintain the uniqueness of the university whose establishment was driven by the will and dedication of the local people, and we remain deeply rooted in our local area, yet universal in the classical academic tradition. Currently, UNIUD offers 39 first cycle degree courses and 38 second cycle degree courses spread on 4 local campuses. In addition, the University offers postgraduate teaching and research, with a broad and diverse range of training courses, residency schools (20, mostly in medicine), university master degrees (21) and doctorate degrees (13). We have 15 414 enrolled students, 261 PhD candidates, and employ 646 lectures/professors and researchers. Scientific research is performed and coordinated across 8 departments and 9 research centers and supported by a central administrative office. In 2022, the University was ranked 5th out of 16 medium-sized Italian universities. We were ranked particularly high (1st) in the area of communication and provision of digital services.

In the area of healthcare, UNIUD offers 8 first cycle degree courses, 1 single cycle degree course and 1 master degree course. The Department of Medicine (DAME) which is involved in the project, employs almost 100 lecturers/professors and researchers and has almost 2 000 enrolled students. DAME's administrative offices employ 19 persons, of whom 4 in the research support division, 8 in the administrative division, and 7 in the educational division. In the period 2015-2020, the Department has managed 59 research projects funded on competitive calls with a total budget of almost 8 million euros.

In the area of international cooperation, the University of Udine promotes actively scientific-didactic cooperation with European and non-European universities and adheres to international networks and projects to encourage the mobility of students, teachers and researchers. We are committed to encouraging global partnerships, providing students with the necessary skills to work internationally, and intensifying relations with foreign universities, institutions and research centers. We are also increasing our investment in the international mobility of our faculty, attracting an increasing number of international students, and working on the recognition of digital mobility and the increase of accessibility of educational programs. The latter is aligned with our vision to support openness, pluralism and equal opportunities. In May 2016, the University of Udine officially obtained the HR Excellence in Research Award from the European Commission.

The project will involve mainly professors and researchers of the Bachelor in Nursing Science program of DAME who have competences in the areas of healthcare provision (digitalization and evidence-based practice), patient's outcomes, and outcomes on Health Care Professional levels. The key persons included in the project have also specific knowledge, developed internally, over the years, in the area of patient safety and its correlation with the lack of resources, communication dysfunctions inside of a team, and the poor quality of a nursing work environment. Care settings investigated to date by this research group are on the community level, such as home care and nursing homes, where the limitations in the availability of resources trigger ethical challenges. Moreover, studies investigating the impact of the environment have been conducted, specifically in nursing homes, in order to detect the influence of a poor/good environment.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

UNIUD has a long tradition of providing continuous education to healthcare professionals as well as of setting up evaluation systems of the effectiveness of educational strategies. Such an experience is very applicable to the promotion of growth in the transversal competencies of healthcare students, which is one of the objectives of the proposed Erasmus+ project. The capacity to design and implement continuing education strategies is also evident by our participation in several Scientific Committees on the regional, national and international levels to which UNIUD was appointed. We have a high international standing and a wide network of international contacts. These networks are very useful for the project and its dissemination processes. Specifically, our professors have collaborated actively through the implementation of joint projects and the sharing of human resources with the applicant, ABFHC. Moreover, UNIUD has a long-term experience co-working with healthcare workers, patients and relatives associations, public and private care centers, hospitals, local health agencies, and community centers.

The University of Udine would supervise the planning and implementation of all multiplier events. Its approach to professional education is built on integrated, interdisciplinary and cross-sectoral research and education, realized in partnership with the professional sector and with local and national stakeholders, which will be very useful for the organization of events. The UNIUD team involved has also large experience with Erasmus+ projects both as a partner and as a leader.

The key experts involved are:
Prof. Alvisa Palese is a Full Professor in Nursing Science. She is member of the Nursing and Public Health PhD program both on national (Tor-Vergata, Rome) and on international level (1st PhD program of Health Science in Slovenia, University of Maribor Faculty of Health Sciences, SLO) where she supervises mainly Health Service research projects. At the master level, she teaches Nursing Administration Research (Verona University, Italy) and Advanced Clinical Nurses (Trieste and

Udine University) while at the bachelor level (Udine University), she teachers more than 450 students, and is responsible for teaching modules concerning nursing workforce issues with specific reference to the environment's influence on nursing competence development and retaining. Prof. Palese has served as a project leader or a project team member in the following research projects: "Digital Educational Program Involving Health Professionals," "Missed Nursing Education Survey: a Validation Study," "Unfinished Nursing Care as Perceived by Nursing Students," "Building Financial Capability for Healthcare Professionals," "Quantitative Research: Measuring the Exceeding Competencies of Nurses at the National and International Levels," "Massive Online Open Courses – MOOCs in Health Care Graduates and Post-Continuing Education: State of the Art of the Evidence," "Strengthening Knowledge and Competencies of Nurse Managers for a Safe Care Environment ," "Building Financial Capability for Healthcare Professionals," "Quantitative Research: Measuring the Exceeding Competencies of Nurses at the National and International Levels," "Massive Online Open Courses –MOOCs in Health Care Graduates and Post-Continuing Education: State of the Srt of the Evidence," "Strengthening Knowledge and Competencies of Nurse Managers for a Safe Care Environment," and "Embracing DEmeNtia."

Stefania Chiappinotto is a research fellow at UNIUD and a PhD candidate in Tor-Vergata University, Rome. Currently, she is involved in the following research projects as a co-investigator: (a) ERASMUS + "PROMOCON" (PROmoting a MOral COmpetent Nurse) project, in partnership with Finland, Greece, Cyprus, Ireland, Belgium; (b) "Global Consortium of Nursing and Midwifery Studies", with the University of New York; and (c) "The Unfinished Nursing Care Survey (UNCS) for Community Nurses" with Israel.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	4	1	16	2
Partnerships for Digital Education Readiness (KA226)	1	0	2	0
Cooperation partnerships in school education	2	1	1	0
Cooperation partnerships in vocational education and training	0	0	1	0
Cooperation partnerships in adult education	2	0	0	0
Cooperation partnerships in higher education	2	1	4	3

Newcomer organisation	No
Less experienced organisation	No

UNIVERSIDAD DE MURCIA (E10208658 - ES)

Partner organisation details

Legal name	UNIVERSIDAD DE MURCIA
Country	Spain
Region	Región de Murcia
City	MURCIA
Website	http://www.um.es/

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	E MURCIA01

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The University of Murcia (UMU) is an international institution which is over a hundred years old, although our origins can be traced back to the 12th century. Today, we are home to more than 30 000 students (2 000 of whom from abroad), more than 3 000 researchers and lecturers, and an administrative force counting 1 200. The UMU is a reference for Higher Education in Southeast Spain. At the same time, we are a driving force in society in the Mediterranean Basin thanks to our "Campus de Excelencia Internacional Mare Nostrum (CMN)". The University of Murcia is part of the European University for Well-Being EuniWell.

ACADEMIC OFFER: UMU is an all-inclusive state university offering 63-degree qualifications – 9 of them dual degrees, 73 master degrees, and 36 PhD qualifications in Fine Arts and Humanities, Engineering, Health Sciences, Sciences, Social Sciences and Law. The UMU boasts 21 university centers on 5 campuses. In addition, the Universidad Internacional del Mar (UNIMAR) offers around 100 summer courses in various areas of knowledge.

RESEARCH AT THE UMU: The University of Murcia is geared toward academic excellence and is a key player in the world of research with its 346 research groups and 4 research centers. Rated highly in Veterinary Science (32nd worldwide ARWU, 2021) and Agriculture, Food Science and Technology (top 200 worldwide ARWU, 2021), the University of Murcia is deeply committed to the UN Sustainable Development Goals (SDGs), and has been ranked among the top 100 universities in the world in four individual SDGs (The University Impact Rankings 2022).

INTERNATIONALIZATION: The UMU has signed partnership agreements with over 900 universities around the world. Every year 2000 people take part in our mobility programs, making UMU the regional leader in internationalization and a key player in the Mediterranean area. The UMU has students of more than 50 nationalities thanks to the Erasmus+ Program and specific agreements and programs with universities in Latin America, North America, Africa and Asia. Our university offers 4-degree courses in English (Law, Business Management and Administration, Primary School Education and English Studies) and 3 postgraduate programs (Biology and Mammal Reproduction Technology, New Computer Technologies and Physics). Both the International Office and the Research Office OPERUM are very active and have extensive experience in leading European and international cooperation and research projects and promoting research excellence. Moreover, the University of Murcia has already significant experience in the Erasmus+ KA2 action as coordinators of several Strategic and Cooperation Partnerships and CBHE projects. In recognition of this work, the Spanish National Agency of the Erasmus+ program (SEPIE) awarded the University of Murcia for its commitment to the program.

DIGITAL UNIVERSITY: We are a pioneer university and leader in the Spanish university system in the implementation of e-administration, offering a wide range of digital services as detailed in our Digital Transformation Plan.

CONNECTION WITH THE JOB MARKET: Our students continue to pursue academic training and develop their professional skills through the offer of internship programs. The Entrepreneurship office "UMUemprende" favors the creation of companies based on applications of scientific or technological research and knowledge results (spinoffs) as well as the development of innovative projects, supporting the university's connection with society.

ATTENTION TO DIVERSITY: Our university has the 2nd largest number of students with disabilities in Spain. Through the Diversity and Volunteer Service, the University participates in the 'Inclusive Campus' program financed by the Spanish Government, the ONCE and Fundación REPSOL, and it has been recognized as the Best Public Sector Organization by the Telefónica Ability Awards, the main award in the field of accessibility and integration of people with disabilities.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The UMU has a strong presence in the local and regional communities and plays a very important role, not only in research and teaching, but also in society itself, acting as an essential social engine and as a strategic bridge for teaching and research activities, as well as for any major educational and research investments to be carried out in the extended region. This role expands to the national and transnational levels, with the UMU serving as an academic leader in Southeast Spain and in the Mediterranean Basin thanks to its "Campus de Excelencia Internacional Mare Nostrum (CMN)".

On this project, the UMU will be in charge of managing the project on institutional & local level, and leading the training and exchange of expertise for educational staff. We will also participate in the development and piloting of the course on Contemporary Challenges in Healthcare, contributing particularly with our expertise in the area of evidence-based practice. We will also use our national and transnational networks to actively disseminate information about the project holding meetings with the Nursing Council of the Region of Murcia, which will serve as an associate project partner, and with mentors of nursing students, and presenting the project at an annual meeting with 400 nurses. In addition to possessing the academic and organizational qualifications to lead the completion of these activities, the university and the project team members have previous experience gained on Erasmus+ projects, in particular in the development of an Open and

Innovative Toolkit for Evidence-Based Practice to the Nursing European Curriculum (2018-2021) and in the evaluation and improvement of the evidence-based practice competence of Spanish nurses through an online training program.

The key staff included in the project are:

Dr. Maria Ruzafa-Martínez, RN, MSc, PhD, is a researcher and professor in Evidence-Based Practice (EBP) at the Faculty of Nursing of the University of Murcia since 2000. She holds a master's degree in Health Research Methodology and is PhD in Social and Cultural Anthropology. She has experience teaching EBP to undergraduate nursing students for 13 years. Dr. Ruzafa-Martínez is the Director of the ICEBE Research Group at the University of Murcia and the European Nursing Centre for Learning Evidence-Based Practice. Her research is orientated towards the implementation, education and evaluation of EBP in nursing students and in healthcare settings. She has led and participated in 12 externally-funded projects, has supervised 12 doctoral theses, and has more than 70 published scientific papers.

Dr. Antonio Jesús Ramos-Morcillo, RN, MSc, PhD, is a researcher and professor at the Faculty of Nursing. He holds a master's degree in Health Research and Innovation, and a PhD in Social and Cultural Anthropology. He is member of the ICEBE Research Group at the University of Murcia and teaches EBP to undergraduate students. Dr. Ramos-Morcillo is an expert in community health, e-health and social inequalities in health. His research is centered on the implementation, education and evaluation of EBP in healthcare settings. He has led and participated in externally-funded projects, has supervised doctoral theses, has more than 60 published scientific papers, and has participated in more than 70 academic conferences.

Dr. César Leal-Costa, RN, MSc, PhD and Psychologist, is a researcher and professor at the Faculty of Nursing. He holds a master's degree in Clinical Psychology and a PhD in Psychology. He is member of the ICEBE Research Group at the University of Murcia and teaches clinical simulation to undergraduates. He has 14 years of teaching experience in Nursing, both at undergraduate and postgraduate level. Dr. Leal-Costa has designed and validated the Communication Skills Scale, a tool that has been adapted and validated in other countries. His research and publications are predominantly in the area of Communication and Health.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	18	5	39	13
Partnerships for Digital Education Readiness (KA226)	3	1	3	2
Cooperation partnerships in school education	6	2	3	1
Cooperation partnerships in vocational education and training	2	0	7	2
Cooperation partnerships in adult education	0	0	5	0
Cooperation partnerships in higher education	12	4	8	3
Cooperation partnerships in youth	3	0	5	0

Newcomer organisation	No
Less experienced organisation	No

JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI)

Partner organisation details

Legal name	JYVASKYLAN AMMATTIKORKEAKOULU
Country	Finland
Region	Keski-Suomi
City	JYVASKYLA
Website	www.jamk.fi

Profile

Is the organisation a public body?	No
Is the organisation a non-profit?	Yes
Type of Organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	SF JYVASKY11

Erasmus+

Call 2023 Round 1 KA2
KA220-HED - Cooperation partnerships in higher education
Form ID KA220-HED-2D173B51 Deadline (Brussels Time) 22 Mar 2023 12:00:00

Background and experience

> Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Jamk University of Applied Sciences (Jamk), Finland, is an internationally oriented higher education institution with expertise in 8 different fields of study. Jamk, located in Central Finland, has four schools and one administrative unit and 8500 students and 900 staff members. The basic tasks of Jamk include education on bachelor's and master's levels, RDI, and continuing education and global educational services. The strategic themes of Jamk include the renewal of learning, the development of new business, entrepreneurship, and internationally acknowledged quality. The focus areas of Jamk include Bioeconomy, Applied Cybersecurity, Automation and Robotics, Innovative Learning, Tourism, and Multidisciplinary Rehabilitation. In Finland, JAMK is the only institution awarded by the "EXCELLENCE" quality label from the National Centre for Educational Evaluation.

Jamk has a very strong international orientation. The focus of our international activities is cross-border education and RDI activities with universities and working life, numerous degree programs in English, international projects, membership in international networks, double degrees, foreign students and staff, active student and staff mobility, and a learning and operating environment that enables internationalization. In addition to education, we offer RDI and other services to the working world to support the internationalization of the Central Finland region. We have more than 300 partners abroad, including in Europe, Latin & North America, Asia, Australia and Africa. Our wide network enables the internationalization of our students, staff and stakeholders. The European Commission has recognized Jamk's international efforts awarding us with an Erasmus Golden Award for Excellence in 2013.

Jamk School of Health and Social Studies offers eight bachelor's and ten master's degree programs. The Bachelor of Nursing program is conducted fully in English. In addition, the School is initiating an English master's degree program in Advanced Practice Nursing in autumn 2023. It will be the first APN program offered in English by the Finnish Universities of Applied Sciences. In addition to degree education, the School offers continuing education and R&D services. Jamk School of Health and Social Studies has strong expertise in international education development and collaboration. Within the School of Health and Social Studies, the Department of Health Studies is a creative innovator of sustainable digital healthcare. The Department's methods are based on research and evidence-based knowledge. Our key expertise areas include the development of the quality of the higher education in nursing, rehabilitation, and social services; competence-based curriculum development and evaluation for social and healthcare education; capacity building of teachers, educators and healthcare professionals; Finnish innovations in primary healthcare; cyber security in healthcare, including solutions and training for various sectors according to international standards.

Jamk's excellence is based on long experience in coordinating and participating in various KA2 and KA3 Erasmus+ projects in the field of healthcare and rehabilitation. Currently, Jamk is coordinating the "Competences for the New Era of User-Driven Digital Rehabilitation–DIRENE" project, focusing on the development of multidisciplinary rehabilitation with Erasmus+ program and partner countries. Examples of other coordinated projects include "Multidisciplinary Innovations in Gerontological Nursing Education in China- GeNEdu" and "Rehabilitation for all through digital innovation and new competencies - RADIC". In addition, Jamk is a partner on various other Erasmus+ projects focusing on developing innovations and competences in healthcare, such as the "Strategic Innovative Educational Network for Healthy Ageing – SIENHA", which aims at developing the competences of social and healthcare professionals through curriculum development.

> What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Jamk's contribution to the project will be in two main areas. We bring to this project our key expertise in multidisciplinary rehabilitation and healthcare, and in cyber security. Multidisciplinary rehabilitation is the strategic focus area of the School of Health and Social Studies. The objective is to promote a well-functioning everyday life that is person-oriented and multidisciplinary, focusing on the promotion of work and every-day functionality. As a promoter of public health and wellbeing, Jamk is an active participant in the KEHO Central Finland Health and Wellbeing Ecosystem. In the area of cybersecurity, we have made significant investments in developing our staff's expertise and have worked on building up the cyber security awareness of the actors in healthcare in cooperation with the Institute of Information Technology. The proposed project relies on a similar interdisciplinary partnership between the IT and healthcare faculties building participants' digital capacities.

Jamk has developed extensive knowledge and expertise working on international projects and research, in particular in the areas of digitalization and cybersecurity. The School of Health and Social Sciences works on intensifying its international approach to developing multidisciplinary and multicultural education networks. Currently, the portfolio of the School includes over 25 international projects, most of which are implemented through the Erasmus+ Program. This makes the university well-qualified to lead the development and piloting of the online bachelor's level elective course on this project, and to provide expertise in the area of digitalization of healthcare education and service provision.

The university's experts in the project have vast experience in healthcare, international RDI, pedagogical development, cyber security and digitalization. Key experts include:

Jaana Mäkelä, Chief Specialist, MSc (Health Sciences), Registered Nurse & Qualified Professional Teacher, has worked as a Research, Development, and Innovation Specialist at the School of Health and Social Studies since 2011. Her projects have included topics such as cyber security, digitalization in healthcare, mobile technology in wellbeing, natural wood-based substances, and bio-based materials in hospital environments. Other references include projects across occupational health, nursing, palliative care, diversity management and competence, computer-based learning, and patient consulting. She has also worked as a lecturer at Jamk teaching different subjects, such as palliative care, animal-assisted therapy and education, human resource and well-being management, and financial management in managerial work. Ms Mäkelä's experience from the clinical field includes working as a nurse, mainly in the operation theatre and as a senior/head nurse on the surgery and pediatric wards.

Tiina Blek, Senior Lecturer, MSc (Health Sciences), Registered Nurse, has worked as a Senior Lecturer at Jamk University of Applied Sciences (School of Health and Social Studies) since 1999. Ms Blek has worked as a healthcare specialist in the Healthcare Cyber Range Project (2019-2021). The project developed a digital training environment for the healthcare sector while enhancing the cyber security skills and processes of healthcare actors. She has also conducted research on the information and cybersecurity competence of healthcare personnel. Ms Blek is responsible for teaching the following undergraduate level (EQF6) courses: Digital Security & Cyber Threats in the Health Sector, Cyber Security in Health Care, and Cyber Security for Social and Health Care Professionals.

Johanna Lehosmaa: Lecturer, MSc (Health Sciences), Physiotherapist, who has over 5 years of experience with digital tools in the social and healthcare sectors in expert, development and training positions. Ms. Lehosmaa's cybersecurity competence has developed through teaching cyber security to social and healthcare professionals.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	0	0	24	9
Partnerships for Digital Education Readiness (KA226)	2	1	1	1
Cooperation partnerships in vocational education and training	0	0	2	2
Cooperation partnerships in adult education	0	0	1	1
Cooperation partnerships in higher education	1	0	4	3

Newcomer organisation	No
Less experienced organisation	No

UNIVERZA V MARIBORU (E10209163 - SI)

Partner organisation details

Legal name	UNIVERZA V MARIBORU
Country	Slovenia
Region	Podravska
City	MARIBOR
Website	www.um.si

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	SI MARIBOR01

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The University of Maribor is the second largest and the second oldest Slovenian university. It was founded in 1975 and employs 1800 people. Approximately 15 000 students study at one of our 17 faculties. As a public institution, the university plays an extremely important role in the region and plans to further develop in the direction of attracting the most talented students and providing a developmental context based on excellence and achievement. We are turning into a central developmental institution in constant connection with the economy and, together with our partners, are creating a Centre for Sustainable Development for the wider region. The University of Maribor is an autonomous scientific, research and educational institution whose purpose is to discover and nurture knowledge as well as to transfer it into the community through the fields of humanities, social sciences, engineering, economy, medicine, natural sciences, law, pedagogical sciences and arts. Its mission is based on honesty, curiosity, creativity, freedom of spirit, cooperation and knowledge transfer in the fields of science, arts and education. Concerned with mankind and sustainable development, the University of Maribor expands knowledge, raises awareness and promotes humanistic values as well as a culture of dialogue, quality of life and global justice.

ACCOMPLISHMENTS: The following are some of the accomplishments of our university: - development of the first Slovenian nanosatellite going into space; - successes at Formula Student competition; - consistently high scores at Imagine Cup competition; - prestigious Reimagine Education award for the project Demola (connecting students with companies to work on solutions of concrete problems), which placed the University of Maribor alongside some of the most renowned universities worldwide; - HYPSTAIR; – important contribution from our faculties (Faculty of Electrical Engineering and Computer Science and Faculty of Civil Engineering, Transportation Engineering and Architecture) in developing electric air transport; - numerous domestic and international awards received by professors, researchers and students.

RESEARCH, DEVELOPMENT AND INNOVATION: Research is the cornerstone of scientific excellence and high-quality teaching. In 2012, the University of Maribor adopted its Research and Development Strategy with the vision to become a research university recognized for its scientific and artistic achievements. Study programs are, therefore, based on research and scientific fields. Another important part of the Strategy's mission is the transfer of accumulated knowledge to the social environment. The University of Maribor strives to foster a creative environment encouraging academic freedom in order to produce outstanding scientific achievements, which will ensure greater recognition in the local and global environment and decisively influence the development of the wider region. The University of Maribor encourages the establishment of interdisciplinary teams of researchers for joint research and other projects, involvement in international projects, and involvement of students in research and project work. We work towards achieving optimal material conditions, usage of top research equipment, and integration with the economic and social environment. We are also actively cooperating on the creation of European Union research policies, European Union Cohesion Policy in Slovenia, and on promoting our own scientific research findings on national and EU level. The University's special effort devoted to the transfer of knowledge into the economy has been recognized internationally as according to the Times Higher Education World University Rankings for the year 2016/2017, the University of Maribor was ranked as the best university in Slovenia and its wider southern region.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The Faculty of Organizational Sciences of the University of Maribor is a partner on this project. Our mission, as a socially beneficial institution, is to contribute to the development of our social environment by carrying out scientific research activities, providing higher education to students, life-long education, training and counseling, and engaging in conferences, publishing, and other activities of higher education establishments in accordance with the internationally recognized principles of quality in higher education and established models of business excellence. Our areas of specialization are Organization and Management, Engineering of Business and Work Systems, Personnel Management, Environmental Management, Quality Management, Quantitative Methods in Organizational Sciences, and Information Systems. The research activities and experience of the Faculty of Organizational Sciences are defined by an interdisciplinary approach and the integration of different scientific fields. The research activities take place mostly in the form of research-development projects, which are carried out within independent laboratories. One of the most important elements of the faculty's research activities is the cooperation with the economy and wider local community. Our collaboration with partner universities, companies, the public sector and organizations in the region and beyond means that we strive to be a sustainable and socially responsible public institution. We have significant capacities and knowledge in IT research areas. In the area of environmental sustainability, in particular, we have established strong contacts with the local business sector and public institutions, and we have carried out previous research on green information systems. This project would assist us to expand our knowledge and research on digital and green competences helping us bring about positive change in the healthcare sector. FOS' research areas related to the topic of this project are information systems, online learning, digitalization, and green IT systems. The Faculty will be in charge of supervising the development of the digital component of the project & strengthening participants' digital competences.

The key persons involved in the project are:

Prof. dr. Robert Leskovar, PhD (Quality and Information Systems) is Professor at the Faculty of Organizational Sciences, the University of Maribor in Slovenia. He has received his PhD in Management of Information Systems from the University of Maribor. His research activities are information systems development, software engineering, software quality and testing, multiple-criteria decision making, simulation, and modeling. His main competencies are course development, low-code programming, integration of LMS with videoconference system, and remote virtualized multiuser development server for Java, C++, PHP, and MySQL. He is founder of the Software Quality and Testing Laboratory. He is currently involved in several applied projects on topics like software quality, designing learning platforms and courses, information systems in healthcare, scheduling, and decision support systems. He is an Oracle Academy instructor for Java and database courses.

Dr. Alenka Baggia, PhD (Information Systems) is Assistant Professor at the Faculty of Organizational Sciences. She has received her PhD in Management of Information Systems from the University of Maribor. Her research activities are devoted to the fields of green information systems, resource scheduling, data analytics, and informatics in healthcare education. Her main competencies are course development, e-learning, database, and low-code programming. She is member of the Laboratory for Software Testing and Quality. She was involved in several applied projects for SMEs with a focus on business process optimization and innovation, as well as several EU projects on innovation. She is certified instructor for Java, databases and data analytics.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0	3	0
Strategic Partnerships for higher education (KA203)	19	2	134	36
Partnerships for Digital Education Readiness (KA226)	1	0	16	7
Cooperation partnerships in school education	0	0	14	4
Cooperation partnerships in vocational education and training	1	1	15	5
Cooperation partnerships in adult education	0	0	8	0
Cooperation partnerships in higher education	6	4	48	17
Cooperation partnerships in youth	0	0	3	0

Newcomer organisation	No
Less experienced organisation	No

Azienda sanitaria Friuli Occidentale (E10166258 - IT)

Partner organisation details

Legal name	Azienda sanitaria Friuli Occidentale
Country	Italy
Region	Friuli-Venezia Giulia
City	Pordenone
Website	https://aas5.sanita.fvg.it/it/

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Public service provider

Background and experience

> Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

ASFO is a public health organization providing healthcare and social services. We are one of the five organizations which constitute the Friuli Venezia Giulia public healthcare system. Our organization employs about 4 000 people, of whom 600 are doctors, 3000 are health workers (nurses, midwives, physiotherapists, health technicians and support operators), and the rest are technical and administrative staff. We manage two hospitals and several territorial facilities, such as health centers, hospices and restorative facilities. Our objective is to provide comprehensive health and social services in the area of public health, treatment and rehabilitation. We also manage disability social services on behalf of local municipalities. Additionally, ASFO is organized in departments, such as a prevention department, a mental health and addiction department, and different health districts. The remaining departments are focused on providing and supervising the clinical activity within the hospitals. As a public institution, our mission is to provide essential services on the principles of universal access and equal treatment. We favor a multi-professional and personalized approach to service provision placing the person at the center of all our services, and are deeply connected with the local community. The involvement of local communities and associations are crucial for ensuring appropriate prevention and health promotion policies.

The territory we cover is large, about 2.273 sq. km with about 310 000 residents, out of whom only 13% are under 14 years of age, while almost 25% are over 65 years old. The northern part of the region we cover is mountainous and not very populous, while the rest of the territory is flat and well connected. The region's demographics are changing, and immigrants constitute a significant fraction of the population. There is an important industrial area. The cities are quite small, so healthcare and social services need to be very personalized and person-focused, which places a huge importance on healthcare professionals' communication skills, but also on their ability to cater to and satisfy diverse patients' needs. To this end, we are continuously and actively searching for opportunities to promote clinical, managerial and organizational innovation by developing biomedical and health research and through staff training. We offer adult learning courses for the acquisition of social and healthcare qualifications, and promote lifelong learning through the offering of opportunities to already practicing professionals to refresh, update and expand their knowledge. On local level, we collaborate historically with the University of Udine's Department of Medicine through sharing of human resources, carrying out of joint research, offering of educational courses, and work on joint projects in the area of healthcare.

> What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

As a large public service provider in the area of healthcare, ASFO needs to proactively search for opportunities to update staff and management's knowledge in order to incrementally and continuously improve public service provision. The current pressures on the healthcare system, stemming from the changing demographics of our population, increasing diversity, aging, backlogs in the provision of services due to Covid-19, environmental concerns, and the digitalization of personal and professional lives, motivate us to plan reforms and to look for best practices across Europe. We work actively on preserving the trust of the local population in our services, and support various initiatives targeted at the local community. In addition to carrying out public campaigns aimed at raising awareness about healthy living and disease prevention, we are also devoted to providing lifelong learning opportunities to all our staff, from management to clinical workers. Every year ASFO organizes over 300 training courses for healthcare professionals to acquire or improve their professional knowledge and to safely manage patients' care. In many cases these courses are necessary in order to start or continue practicing a healthcare profession. In others, they update practicing professionals' knowledge providing education on innovations in the healthcare sector, and developing clinical and non-clinical skills such as communication with patients and family members. In addition to regularly recurring courses, which must be repeated over time, every 2 or 5 years, and which have specific learning formats, we offer need-based educational content, which is often developed in partnership with local educational institutions.

On this project, we would provide information about the professional sector and labor-market needs. We would also participate in the development of the project's outputs, and will pilot some of them on our practicing professionals (nurses and physiotherapists), engaging in active collaboration with the higher education sector in the area of healthcare on EU level and with the local professional community.

The key persons involved are:
Elena Cussigh is Administrative Director of the Regional Training Centre of the Regional Health Coordination Company. She has 16 years of experience in human resource management and legal affairs in the public healthcare sector. She is responsible for supervising the design and implementation of the Training Centre's activities focused on the education and further development of the skills of healthcare professionals, and is experienced in managing internally and externally-funded projects. Her position and experience have led to cooperation with both public and private healthcare actors on local, reginal and EU level, and she has in particular participated in collaborative projects with the University of Udine which is a strategic partner in the provision of healthcare education in the Friuli Venezia Giulia region.

Ylenia Doimo is a Registered Nurse and holds a Master's degree in Healthcare Management. She supports the work of the Regional Health Coordination Company by coordinating the professional development of healthcare personnel, in particular

of nurses and midwives, and by organizing practical internships for nurses and support workers in collaboration with the University of Udine and vocational and training schools.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	0	0	2	0

Newcomer organisation	Yes
Less experienced organisation	Yes

Relevance of the project

Priorities and Topics

All project proposals under the Erasmus+ Programme should contribute to one or more of the programme's policy priorities.

Please select the most relevant priority according to the objectives of your project.

HE: Promoting inter-connected higher education systems

If relevant, please select up to two additional priorities according to the objectives of your project.

HE: Supporting digital and green capabilities of the higher education sector
HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity

How does the project address the selected priorities ?

The project strengthens cross-sectoral and interdisciplinary cooperation in higher healthcare education by developing and testing a blended model of cooperation between 5 higher education institutions and 1 healthcare authority. This will be accomplished through capacity building in the areas of human resource development, in particular through the boosting and updating of the knowledge of educators, and curriculum modernization (through the use of digital tools and the development and piloting of a joint online course). The planned activities will increase the connectivity between the involved partners providing an opportunity for an in-person and online cooperation and sharing of human resources. Educators and learners will benefit from the pooling of the knowledge and expertise of the partner institutions. Focus will be placed on the exchange of expertise in healthcare, however the project will also support the digital and green capabilities of the involved partners.

Digital capabilities will be developed through interdisciplinary cooperation and the involvement as a partner of the IT Faculty of the University of Maribor, which will support the development of a digital educational component, and through the development of the digital skills of students and staff. Green capabilities will be developed through the course curriculum. The course and educational materials developed during the project will both include topics related to the development of digital and green skills, namely digitalization and digital safety, and green health and evaluation of the impact of the healthcare sector on the environment. Such an interdisciplinary approach to healthcare is truly innovative as traditional healthcare programs focus almost exclusively on professional/vocational training.

Furthermore, the project will strengthen the blended vertical & horizontal cooperation and the sharing of resources among sectors in the area of healthcare training. It will involve a local healthcare authority as a partner and a secondary vocational school & nurses' association as associate partners which will provide opportunities for lifelong learning & strengthen existing pathways of professional progression between the educational & professional sectors. The particular tools used will be the development of new and innovative online course and a digital component on Contemporary Issues in Healthcare, educators' training and exchange of expertise on healthcare, green and digital topics, and online and distance collaboration. The developed course will be created and delivered jointly online by the staff of the higher education institutions included in the project. Its digital component will be entirely suited for independent online work and will be free and open for use by students but also by independent learners (practicing professionals or vocational secondary school pupils). This will strengthen all participants' digital capabilities & build partners' digital resilience.

Please select up to three topics addressed by your project

Open and distance learning

Creating new, innovative or joint curricula or courses

Initial and continuous training for teachers, trainers and other education staff

Project description

Please describe the motivation for your project and explain why it should be funded.

A 2022 report prepared by the World Health Organization has deemed the situation in the healthcare sector in Europe as a "ticking time bomb," in particular stating that "all countries of the region face severe problems related to their health and care workforce." Andrzej Rys, European Commission Director of Health Systems, sums up the challenge in the EU healthcare sector as the inability to deliver high quality care to all Europeans due to an insufficient health workforce, with the right skills and in the right places. According to him, there is currently an estimated shortage of nearly 1 million health workers in Europe. The shortage of staff in the healthcare sector is a concerning challenge which is felt by all EU member states. The aging of healthcare staff and the unexpected increase in younger people leaving the workforce due to burnout, ill health & general dissatisfaction deteriorates further the situation. Parallelly, there is a growing pressure on the healthcare system created by aging populations, growing urban communities, greater prevalence of chronic diseases, including such caused by the deteriorating environment, and the emergence of novel viruses, such as Covid-19.

In the educational sector, the interest of young people to pursue careers in healthcare is low with negative trends. Healthcare professions are exhausting with high risk to the practitioner's health. The remuneration is not always matching the scope of the work. Furthermore, there is a visible devaluation of the respect and prestige such professions hold in the public opinion, which is a major change from the previous generation, when healthcare professionals were highly respected and valued by the general public.

To address these issues, it is clear that serious reforms need to be made in the healthcare sector but also on societal level, starting from vocational education through higher education and professional institutions. Some of these reforms cannot be carried out by the educational sector but require political involvement and policy frameworks. Other, however, can be successfully initiated and implemented by higher education institutions. For example, HEI can contribute to the improvement of the interconnectivity and communication between different healthcare professionals, and can modernize their curriculum to improve cooperation with professional and accreditation institutions and secondary & adult education. They can also develop additional competences in graduates, such as communication and collaboration, digital, green, and evidence-based practice skills. The development of healthcare professionals' communication skills and evidence-based care vis-à-vis patients would directly contribute to the improving of the positive perception of the healthcare sector by the public and increase job satisfaction. Higher education can also increase its efforts to liaise with school teachers and students, providing information and promoting occupations in healthcare.

What are the objectives you would like to achieve and concrete results you would like to produce? How are these objectives linked to the priorities you have selected ?

The project's overall purpose is to promote and strengthen the interconnectedness of higher education through cross-sectoral transnational cooperation and healthcare curriculum modernization. This will be carried out through the achievement of 3 general objectives: 1. To strengthen the professional healthcare, digital and green competences of educators in higher education and trainers working with practicing professionals through educator training & expertise exchange, 2. To improve students' employability and positive professional identity through the development & piloting of a joint course and learning and teaching materials on contemporary healthcare challenges. 3. To make higher education more interconnected and inclusive on local and EU level through cross-sectoral and transnational partnership, and the offering of more blended and flexible forms of education. All objectives will contribute to the better integration of higher education institutions in local communities, and improve their social and environmental footprint on local and EU level.

The project will produce the following concrete results: - improved healthcare, green and digital competences of 15 educators (14 in higher education & 1 working with practicing professionals), - improved employability and knowledge of contemporary healthcare challenges of 40 undergraduate students (10 students x 4 higher healthcare education institutions) & 25 practicing healthcare professionals, - created blended model of learning in higher education through cross-sectoral transnational cooperation among 5 higher education institutions, a regional healthcare authority, a nurses' association & a vocational school.

The set up objectives and the expected results directly contribute to the selected project priorities. All 3 objectives will support the inter-connectivity of higher education, the development of its digital and green capabilities, and the development of blended innovative learning & teaching practices. The planned activities will increase the connectivity between the involved partners providing an opportunity for in-person and online cooperation and sharing of human resources on the development of joint and innovative educational content. Educators and institutions will pool their knowledge and expertise. Focus will be placed on the exchange of expertise in healthcare, however the project will also support the digital and green capabilities of the involved partners. Digital capabilities will be developed through interdisciplinary cooperation and the involvement of the IT Faculty of the University of Maribor which will support the development of digital educational materials and tools, and through the development of the digital skills of students and staff. Green capabilities will be strengthened through the development of educational materials. The course and educational materials developed during the project will include topics related to the development of digital and green skills.

What makes your proposal innovative?

The project will unite the partners' efforts to modernize their curricula by introducing a new course and educational content, and adopting a more learner-oriented and flexible approach to healthcare education. Developed outputs will be aligned with

labor market and community needs. They will also provide for flexibility and independent, competency-based learning contributing to lifelong learning and providing opportunities for students and practicing professionals to independently increase their knowledge and competences. The project is thus innovative in a vocational and a social sense.

We have researched the Erasmus + Project Results Platform in detail, and there is an abundance of projects in healthcare which reflects properly the importance of the sector for quality of living in the EU. They are typically targeted at ameliorating the situation of minority groups (immigrants, LGBT, people with chronic diseases), building capacity in certain niche areas, or promoting the adoption of new technologies, such as virtual reality simulations. Our project is aligned with what has been achieved so far, yet offers a more comprehensive approach to healthcare, satisfying simultaneously healthcare educational institutions' and communities' needs. It addresses 4 contemporary healthcare issues identified by the members of the project team, but also by EU institutions, as crucial for the reform of the sector - evidence-based practice, digitalization and digital safety, soft skills development, and environmental impact. The developed educational outputs will thus present state-of-the-art knowledge. The involvement of stakeholders outside of higher education (a regional health authority, a nurses' association & a vocational secondary school) and from other disciplines (the University of Maribor's IT Faculty), and the development of outputs for independent learning which are practice-oriented, open and free for use, present a modern and innovative model of professional training.

How is this project complementary to other initiatives already carried out by the participating organisations?

All partners have experience with Erasmus+ projects and previous partnership experience on local or EU level with at least one of the other partners. The consortium formed for this project was involved in the preparation of the application form. 5 project team meetings have taken place online which have included brainstorming, needs assessment, defining of project activities & target groups, defining of quantitative indicators, separation of responsibilities, identification of appropriate dissemination events, lobbying of associated partners & completion of administrative work. Cooperation is established & stable, and staff's expertise relevant & complementary, as project topics have been selected based on staff's previous research. The connection between all partners is the lead applicant, the Angela Boškin Faculty, which has cooperated with each of the other partners and has led the preparation of the application. The Angela Boškin Faculty, the University of Murcia, the University of Udine, JAMK, and the Western Friuli Health Authority have participated in mobility programs of staff and students, including practical training in nursing education through the Erasmus+ Program. In Slovenia, the Angela Boškin Faculty, the University of Maribor and the Ljubljana Secondary School, and in Italy, the University of Udine and the Western Friuli Health Authority are part of the same educational ecosystem, and share human and educational resources. Some partners have previous successful cooperation on Erasmus+ KA2 projects focused on scientific healthcare, digital education and building of innovation capacity. The proposed project builds on this, strengthening the cooperation between the academic & professional sectors, adding a green, and deepening the digital perspective of the partnership. It furthers the modernization and digitalization of healthcare curricula, promotes the pooling and exchange of expertise, and proposes the creation of joint blended educational outputs.

How is your proposal suitable for creating synergies between different fields of education, training, youth and sport or how does it have a strong potential impact on one or more of those fields?

The project's main strength lies exactly in the creation of a synergy between higher education, vocational education and the professional sector. On the one hand, healthcare higher education is vertically connected to vocational healthcare training on secondary level, and secondary school pupils and teachers frequently use the resources made available to them by universities. The latter recruit their students from local vocational schools and carry trainings for both vocational teachers and pupils in order to ensure curricula convergence and knowledge progression between both sectors, professional path consistency, and to compensate for the lack of resources in secondary schools. This project relies on the previously established cooperation between the levels of vocational training on local level, taking it a step further by making all resources and outputs developed and localized during the project openly and directly available to vocational schools and healthcare institutions (all developed outputs will be with open license). A number of dissemination activities will be carried out in order to ensure that vocational teachers and pupils are informed about the project and know how to access learning and teaching materials and the digital component.

On the other hand, the healthcare sector requires continuous upgrading of the skills of practicing professionals to address patients' needs and rising global challenges. Social and personal skills are essential to the practice of healthcare professions. As the demographics of all EU states are changing due to migration, new value systems, and aging populations, the need for the updating of communication and collaborative skills is real and crucial for the provision of quality healthcare services. Additionally, the digitalization of everyday life and the impact of environmental degradation and climate change on public health, pose tremendous challenges for healthcare systems everywhere in the world, and require a systematic update in higher education curricula. Evidence-based practice becomes the foundation of healthcare provision and most practicing professionals are lacking training in this area. The cooperation among higher education, secondary vocational education and the professional healthcare sector will increase the transferability of knowledge from education to practice, and vice-versa, acknowledging that the challenges the healthcare sector is encountering require a systematic and cross-sectoral effort. The project will increase cross-sectoral and interdisciplinary cooperation on local, national and EU level which will multiply efforts for the finding of solutions to challenges in healthcare. Addressing the negative impact the healthcare sector has on the environment, the drop in the social standing of healthcare professions, and the need for a more personal and patient-oriented services, the project can prove to be very beneficial for all involved institutions and for local

communities.

How does the proposal bring added value at European level through results that would not be attained by activities carried out in a single country?

Two distinct but highly relevant processes make it imperative to engage in parallel activities in more than a single EU country: the increasing interconnectedness of healthcare systems in the EU and of local and global challenges, such as environmental degradation. In order to be able to resolve these, the adoption of a transnational and cross-sectoral approach to formal education is also needed. Capacity building and sharing of resources leads to exchange of information, expertise and best practices, expands the knowledge of institutions' teaching staff, and provides students with access to different educational systems but also to employers and future colleagues across Europe. Cooperation and the exchange of ideas enables partner institutions to respond to changing professional trends and global challenges by dynamic creation and updating of courses and course content, and by human resource capacity building. The project is aligned with the new Digital Education Action Plan (2021-2027) by placing the foundations of a digital education ecosystem in healthcare. The project team aims also at improving employment retention, patient care, social cohesion & environmental protection on local level through the modernization of higher education curricula, the strengthening of local healthcare macro systems, and the supporting of local sustainability. A transnational perspective will help test the validity of such a model, and will build a case for its expansion. In today's globalized world, educational institutions and local communities have to seek for and create international best practices and possibilities for pooling of resources. In order to do so, they need staff which feels comfortable operating in an international environment. This project will provide educators and students with an opportunity to expand their local perspective into a global one and to learn to thrive in a multinational, multilingual environment, while stimulating local community involvement.

Needs analysis

What needs do you want to address by implementing your project?

Healthcare provision is under a double pressure: internally, staff shortages and decreasing employee morale, and externally, aging populations, the emergence of new viruses and the proliferation of chronic diseases are all eroding the system and questioning the sustainability of the healthcare model in Europe. Additionally, the environmental crisis is beginning to leave a visible impact on public health, a process which is, because of its novelty, insufficiently researched by academic and professional institutions. Delays and hesitation about the adoption of ICT by both healthcare institutions and patients means that modern technologies, although having the potential to resolve challenges related to delays and regional discrepancies in the provision of healthcare services, are insufficiently utilized.

As higher educational institutions, and to a lesser extent, secondary vocational schools, shape professional practices and staff, the change in practices and behavior needs to come from them, firstly, through the changing of the mindset of educators and secondly, through the changing of the mindset of students through the modernization of curricula. Today, the training of healthcare workers at universities is predominantly professionally oriented. Yet, recent research almost overwhelmingly suggests that transversal skills, such as digital and green competences, inter-professional and cross-sectoral team cooperation, evidence-based decision-making, and social and personal skills are just as important for job performance, but also for job satisfaction. For example, inter-professional collaboration in healthcare might help to prevent medication errors, improve patients' experience, and deliver better patient outcomes, all of which can reduce healthcare costs. Similarly, the implementation of digital tools can facilitate booking and communication, reducing healthcare workers' workload, shortening patient response times, and reducing costs. Evidence collected by the project team suggests that omissions in undergraduate curricula and limited training opportunities afterwards contribute to a skills gap in the above mentioned non-vocational skills. Furthermore, research also shows that educational programs could develop a more positive professional identity in healthcare students. Overall, a positive professional identity increases self-confidence and self-esteem in healthcare workers, improves job satisfaction and efficiency, reduces burnout, and betters their retention in the profession. Such a positive professional identity can be built throughout professional higher education and further qualification programs. It includes the ability to build trust and collaboration with patients which improves decision making and the quality of care patients receive. The proposed project will address all of these findings and focus on improving educational provision through the development of a multi-disciplinary course developing transversal & vocational competences.

What are the target groups of the project?

The following target groups will be reached:
- 15 professors, lecturers, postgraduate teaching assistants and trainers (3 x 4 healthcare higher education institutions, 2 from the University of Maribor and 1 trainer from the Western Friuli Health Authority) will participate in an intensive 5-day training & exchange of expertise. Educators will be selected locally based on their expertise, experience and interest. All would need to speak English and possess complementary knowledge as the objective of the educational activity is capacity building through the exchange of expertise. Educators will volunteer to participate in activities and they will need to submit an application explaining their interest in the project & the expertise they will bring in.
- 40 bachelor-level students registered in healthcare programs at 4 higher education institutions (10 per institution) will participate in a piloted elective course on Contemporary Challenges in Healthcare. Students will not need to have previous advanced knowledge. They will enroll the elective course on their own, based on their academic and professional interests. The course will develop their communication & collaboration skills, and cover evidence-based practice, digital safety, green health and environmental impact. Because of the importance of environmental issues for their generation, students' green competence will be also developed through the studying of the impact of the environment on public health, and vice versa, the impact of the healthcare sector on the environment.
- 25 practicing healthcare professionals (nurses & physiotherapists) will be included in the project as a supplementary group. They will be enabled to complete independently the digital component of the developed course which will be fully automated and suited for individual work. The healthcare professionals will be selected with the assistance of the Western Friuli Health Authority & the Council of Registered Nurses of the Murcia Region.

How did you identify the needs of your partnership and those of your target groups?

The higher education institutions involved in the project are highly experienced in carrying our quantitative and qualitative research, and in predicting healthcare trends. Despite their slow introduction of new courses and course materials, which is mostly due to public administrative inefficiency and locked-in curricula, they employ lecturers and researchers who follow industry trends and can make conclusions about the direction in which healthcare is moving. This identification of challenges, opportunities and emerging technologies is crucial for the development of new courses and learning and teaching materials.

The needs assessment of the partnership and of target groups has been done through the carrying out of qualitative research by team members working on the preparation of the project application. Firstly, semi-structured interviews and discussions between project team members from each involved partner organization have taken place. Most involved participants in the discussions were university professors or lecturers. They identified their own, their institutions' and their students' needs in terms of new educational content, capacity building, and transnational cooperation. Once the project's general topic was defined, a qualitative survey was carried out by the Angela Boškin Faculty on undergraduate students

enrolled in healthcare programs and on partner hospitals' staff. The survey was drafted by professors who also carried out its analysis which revealed high demand for the planned activities, in particular for the advancement of graduates' transversal and communication skills (90% of surveyed students expressed interest) & the offering of new courses. The needs of practicing professionals have been identified by both the professionals themselves and by the educational staff included in the project which is often involved in adult education. The opinion of the Western Friuli Health Authority as an employer has also been taken into consideration.

How will this project address these needs?

The project will address the needs of the involved institutions by building up their human capacities, strengthening the cooperation among them, and introducing a model for the creation and offering of new blended courses and educational materials. Higher education lecturers' and trainers' knowledge will be enhanced through a training and a transnational and cross-sectoral expertise exchange on digital & green competences, cyber security, evidence-based practice & soft skills development. Similarly, students will benefit from the enhanced knowledge of their educators in these areas, and from the development of a new undergraduate course on Contemporary Challenges in Healthcare. Both target groups' green & digital competences will be developed. Representatives of the Western Friuli Health Authority and the Council of Registered Nurses of the Murcia Region will be involved to provide information related to labor market trends, and practicing professionals' needs. In their turn, they will benefit from the availability of a better-skilled workforce, and the opportunity to provide feedback on healthcare curricula in higher education. Institutional capacities will be strengthened also through cooperation with vocational schools, one of which will serve as an associate partner on the project and the others will participate in multiplier activities helping to align teaching processes in vocational training on the secondary and higher education levels. The course which will be developed for the project duration will be an undergraduate elective course which will feature a digital component automated for independent learning. This will increase its appeal to learners outside of higher education, in particular practicing healthcare professionals, who will be able to complete it at a pace and time that suits them. Localized digital educational content is also going to benefit learners located in isolated or remote places who do not have access to traditional places of learning.

Partnership and cooperation arrangements

Partnership composition

Organisation ID	Legal name	Country	City	Organisation type	Newcomer
E10106464	FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN	Slovenia	JESENICE	Higher education institution (tertiary level)	No
E10209128	UNIVERSITA DEGLI STUDI DI UDINE	Italy	UDINE	Higher education institution (tertiary level)	No
E10208658	UNIVERSIDAD DE MURCIA	Spain	MURCIA	Higher education institution (tertiary level)	No
E10190230	JYVASKYLAN AMMATTIKORKEAKOULU	Finland	JYVASKYLA	Higher education institution (tertiary level)	No
E10209163	UNIVERZA V MARIBORU	Slovenia	MARIBOR	Higher education institution (tertiary level)	No
E10166258	Azienda sanitaria Friuli Occidentale	Italy	Pordenone	Public service provider	Yes

Cooperation arrangements

How did you form your partnership? How does the mix of participating organisations complement each other and what will be the added value of their collaboration in the framework of the project? If applicable, please list and describe the associated partners involved in the project.

The consortium has been created for the purposes of this Erasmus+ application, and the higher education institutions which comprise the core of the project team have carefully identified partners which will help make higher education more inclusive, international, practice & community oriented. The consortium comprises 6 partners actively involved in project implementation and 2 associate partners which will support the project through the adoption of developed outputs, and provision of help with the dissemination of results. 5 of the partners are higher education institutions and one - a regional health authority representing the professional sector. All partners have a clear understanding of their roles on the project, and all, apart from the Western Friuli Health Authority, have experience with Erasmus+ projects. The Angela Boškin Faculty of Health Care will act as coordinating institution. The exchange of expertise and know-how in healthcare presents an opportunity for the joint development of an educational course using complementary expertise and professional input. Partners have been selected according to the teaching interests and expertise of their staff which is complementary and in the fields of knowledge relevant for this project. Jamk University's staff specializes in the area of digital safety, the Angela Boškin Faculty has expertise in green health and the addressing of the negative impact of healthcare on the environment, the University of Murcia - in evidence-based practice, the University of Udine - in the development of healthcare workers' communication & collaboration skills, and the University of Maribor - in digitalization & blended learning. The added value of the collaboration will be a cross-sectoral and interdisciplinary pooling of resources. The higher education institutions would like to make the developed project outputs aligned with the needs of the labor market and available to practicing healthcare professionals. To this end, the Western Friuli Health Authority has been involved as a provider of public healthcare services, and the umbrella institution of hospitals, health centers and social service providers. The vertical dispersion of results will be further achieved through the involvement of the Council of Registered Nurses of the Murcia Region & a secondary vocational school in Ljubljana as associate partners, which will disseminate information about some of the developed outputs (the digital component and the learning and teaching materials) to practicing professionals & vocational secondary school teachers & pupils. The Ljubljana Secondary School of Nursing is the largest such school in Slovenia, employing 90 teachers and educating 1000 pupils & 200 adult learners. It shares educational resources with the Angela Boškin Faculty of Health Care and is part of a professional pathway in nursing on local level. The Council of Registered Nurses in Murcia represents 7293 nurses to whom it offers continuous education.

What is the task allocation and how does it reflect the commitment and active contribution of all participating organisations (including the associated partners, if applicable) ?

Although all partners will be involved in the planning and delivery of all project results, it is expected that each institution will coordinate the completion of different activities, according to its interests and areas of expertise. Partners have been selected so that they have complementary areas of specialization, and their responsibilities have been separated accordingly.

The Angela Boškin Faculty of Health Care will coordinate the organization and implementation of all transnational project team meetings. As the lead applicant, it will be also responsible for project management and the quality assessment and peer evaluations of all project outputs. Cooperating closely and consistently with the Ljubljana Secondary School of Nursing, it will also manage the cooperation with the secondary vocational sector, and in particular with the associate partner.

The University of Udine, because of its direct previous cooperation with all other partners, in particular with the Western Friuli Health Authority, which is part of the same regional healthcare system, will be in charge of cooperation with the professional sector, and the coordination of multiplier events, which will be organized and delivered locally by each partner. It will also use its experience in the transfer of scientific results into practice to coordinate the writing and publishing of 3 academic papers.

The University of Murcia will supervise and organize the training and exchange of expertise of educational staff, which will take place at its premises. It will also coordinate the cooperation with the Council of Registered Nurses of the Murcia Region, helping to increase the associate partner's impact on project level.

Jamk University, which has experience with curriculum modernization and development of classes and programs which are inclusive of different target groups, will supervise the development and piloting of the bachelor's level elective course on Contemporary Challenges in Healthcare.

The University of Maribor will provide training on digitalization, and supervise the development of the digital component and the learning and teaching materials.

The Western Friuli Health Authority will provide feedback from the professional sector during the development of all project outputs, having information about both the needs of healthcare employers and practicing professionals. It will be instrumental for piloting and testing the developed digital component for independent learning on practicing healthcare professionals (nurses and physiotherapists).

Lastly, the associate partners will support the project by providing information about the needs of practicing professionals & vocational school pupils, testing project outputs, such as the learning and teaching materials and the digital component, and ensuring continuity in the form of professional pathways to prospective young people interested to pursue higher education and a career in healthcare.

> Describe the mechanism for coordination and communication between the participating organisations (including the associated partners, if applicable)

The project team will consist of 2 representatives each from the Angela Boškin Faculty of Health Care, the University of Udine, the University of Maribor, Jamk University, and the University of Murcia, and 1 representative from the Western Friuli Health Authority (a total of 11 people). Associate partners will join on ad hoc basis. Each partner will have a Project Coordinator who will represent it at team meetings. The coordinator from the lead applicant will be Project Manager for the project. She will be in charge of coordinating the work of the team, preparing narrative and financial reports, and coordinating project communication and collaboration. In addition to the holding of 8 transnational project team meetings, team members will be in continuous online communication. Digital project management tools and software will be used to exchange documents, carry out collaborative work, and communicate. A project repository will be created and materials will be easily accessible from any computer in any country. Deadlines and progress will be followed through digital tools. In addition to indirect communication via tools and software, the project team will communicate directly via email, telephone, and any of the available free communication platforms. Verbal communication, however, will be considered informal and because of possible misunderstandings, any conclusions and agreements made verbally will be submitted in writing.

Additionally, the following procedures will be followed: - Meetings of the project team: The team will meet online minimum once a month. The minutes of each meeting will be documented by an appointed member and will be uploaded to the single repository. Attendance will be kept for each meeting. It will be individual institutions' responsibility to read and approve the minutes in a reasonable time. In the event the minutes are not approved within a week from the time they are posted, it will be considered that the partner has no objections to them. - Project reports: Reports will be prepared by the lead applicant which will share their final version in the single repository prior to submitting it for review and approval by the National Agency. It will be each partner's responsibility to review the reports, and to make its contribution to it. Any requests for information needed for the completion of the reports will be made via email by the Project Manager. - Implementation: Using a project management software, members of the team will regularly update their progress and the time worked on each task. In the event of delays in implementation, the partner expecting the delay will inform all other partners in writing, providing the reasons and the estimated number of extra days needed to complete the work. -Risks: Risks will be updated regularly by the Project Manager, and in the event any of them are materialized, the partner associated with them will inform all other partners in writing and consult them on remedial action.

Impact

How are you going to assess if the project objectives have been achieved?

In order to be able to assess the achievement of project objectives, they have been designed to be realistic, clear, and measurable through the fulfilling of qualitative and quantitative indicators. In the assessment of results, we will use both elementary and derived indicators, and will also rely on evaluations made by the project team and target groups, and on peer reviews of tangible project outputs, such as the developed course, the digital component, and the teaching and learning materials. The impact on students will be measured through: - enrollment, attendance and completion rates of the course on Contemporary Challenges in Healthcare, - performance on assessments, - the evaluation forms filled in by students. The impact on professors, lecturers, postgraduate teaching assistants & trainers will be measured by: - attendance and completion rates of the training activity, - use of the developed teaching and learning materials, - participants' diversity in terms of their academic interests and the representation of partner countries and different sectors, - number of published academic articles, - peer reviews of project outputs, in particular the course, the digital component, the teaching and learning materials, and the academic articles, - the evaluation forms filled in by educators, - interest for further cooperation and participation in similar projects. The impact of the project on practicing professionals will be measured by: - number of practicing professionals who complete the digital component on Contemporary Challenges in Healthcare, - feedback from practicing professionals who train/mentor younger colleagues, - evaluations and focus groups, - interest for continued cross-sectoral cooperation. The impact on local and regional level will be measured by: - the number of students who enroll the courses after the project is completed, - requests for using the project outputs on local and regional level, - cooperation with local authorities on spreading the results of the project to other healthcare organizations, and on promoting it in the educational sector. The impact on national level will be measured by: - the number of participants in dissemination & multiplier activities, - requests for sharing the outputs of the project with other higher education institutions, - invitations to academic conferences, -(positive) peer reviews of the academic articles, the course, the digital component, and the learning and teaching materials. The impact on European level will be measured by: - the number of international participants in dissemination & multiplier activities, - requests for cooperation on other Erasmus+ projects, - sharing of outputs on School Education Gateway and EPALE, - requests for sharing the results of the project with higher education institutions in countries not included in the consortium, - (positive) peer reviews of the academic articles, the course, the digital module, and the learning and teaching materials.

Explain how you will ensure the sustainability of the project: How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you plan to continue using the project results or implement some of the activities after the project's end?

The sustainability of project results will be ensured by the existing processes and structures supportive of Erasmus+ projects in all partner institutions. The project will enhance further the human capacities of the partner institutions by strengthening their transnational project management capacities and developing educational staff's vocational healthcare and/or digital & green competences thus leading to changes in staff's behavior. Students from the 4 higher healthcare education institutions will receive practical knowledge, which is more learner-centered, competency-based & community-serving, and which is valued on the labor market and prepares them for clinical work (improved learning outcomes), and will also develop their green & digital competences. Practicing professionals, in particular such with lower access to further training, will be enabled to complete the course's digital component from the convenience of their homes, at their own pace. Partners will modernize their educational offer, and in the long-run improve the quality of living in local communities by addressing the challenges faced by the healthcare sector. The project will also improve the digital resilience of partner institutions, boosting their capacity to offer more interdisciplinary & blended models of education. The jointly developed & delivered course and digital component will pave the way for the development of additional ones, offering opportunities for transnational learning, carried out in cooperation with the professional sector. This will lead to the consolidation of partners' efforts to provide transnational and cross-sectoral education, and to tap into each other's resources through faculty exchanges and secondments, and the joint development and delivery of educational content and learning and teaching materials. The project will also have a positive effect on the environment by establishing the foundations of a more environmentally conscious higher education and addressing the healthcare industry's impact on the environment.

Tangible outputs have been designed to be maintained with no or minimal investment of time and resources. They will be complete and ready for use, but could be also easily adjusted to be incorporated in other courses and used by other institutions. The project's website will be maintained after the end of the project, and the developed course, the digital component, the learning and teaching materials, and the academic articles will be easily downloaded from there. The course and the digital component on Contemporary Challenges in Healthcare will remain in the educational and training offer of the healthcare institutions included in the project. This requires the involvement of faculty whose knowledge has been updated and because of the full-time employment of team members, their further involvement is ensured. The developed digital component will be also made permanently available to vocational schools and healthcare institutions.

Please describe the potential wider impact of your project: Will the impact be equally spread among the involved organisations? What is the potential impact of the project on each participating organisation as a whole? Are there other groups or organisations at local, regional, national or European level that will benefit from your project? Please explain how.

The project is designed so that its impact is equally spread among the involved organizations. Partners will contribute in

different but complementary ways to the creation of project outputs, and all partners will participate in all WPs. The strength of cross-border, cross-sectoral cooperation lies exactly in this opportunity to pool resources in order to create joint outputs and achieve results valued by all partners. All educational institutions will thus update their educators' knowledge and/or healthcare curricula benefiting from formal and informal sharing of knowledge and best practices on institutional level. Partners also recognize the importance of environmental protection for local communities, and will engage with educators, students and practicing professionals to build environmental consciousness on local level.

The objectives of the project are more significant than their immediate impact on the directly involved educators & learners. It has the potential to further integrate and increase the role of the involved educational institutions in their communities. As institutions providing a public good, they have a traditional responsibility to develop the research, knowledge and competences needed to resolve local challenges, to use novel (digital) technologies to make their services more inclusive, and to produce competent and socially engaged graduates. For that reason, all project outputs would be open-use which means that everyone, anywhere in the world would have access to them. Multiplier events will provide instructions on where & how the outputs could be accessed. A special digital component developed in English and customized for four local communities will be created to facilitate independent learners to upgrade their knowledge and competences independently after the end of the project.

Additionally, the project has the ambition to contribute to the transformation of the local communities of the involved partner institutions in two ways: Firstly, it aims at producing more community-oriented and socially-engaged healthcare workers who are aware of both the latest trends in healthcare provision but also of social and community challenges related to service provision, and of the opportunities digitalization offers for the amelioration of such challenges. This better-educated work force will improve service provision on local level, and will be more willing to engage with new technologies. Secondly, communities will benefit from the increased involvement of higher education in local issues, in particular such related to improved healthcare and environmental sustainability, using educators' and students' knowledge to resolve real-life problems and bring positive change to society. The project will also involve and be of use to practicing healthcare professionals and to secondary school teachers and pupils on local, national and EU level, providing access to ready outputs and shaping work mentalities to improve patient care.

Please describe your plans for sharing and promoting the project results: How do you intend to make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you intend to share your results with?

Within the partnership, sharing & promotion activities will be in the form of academic publishing, direct communication, networking via social media & events, participation in joint activities, and the organizing of devoted events. Beyond the partnership, on local level, all partner institutions have closely established cooperation with vocational schools, healthcare institutions and public authorities in their communities and regions which will help to disseminate the outputs among students, teachers, employers and public servants.

Two different strategies will be used to share results on local, regional and national level, and on European and international level. Both will be detailed in a Dissemination Plan which will be prepared by the Project Manager, presented during the 4th team meeting. and updated regularly afterwards to reflect developments. The project team's previous experience indicates that results are most effectively disseminated using multiple communication channels, ideally including direct interaction with target groups. The strategy for local, regional and national dissemination will consist of more personalized activities where direct contact will be used to share information through presentations, word of mouth, and participation in educational events. The strategy for dissemination on European and international level will rely on articles in academic journals and conference proceedings, social media, online communities and portals, presentations at international conferences, and webinars to disseminate information.

Specifically, the following activities will be organized:
Local, regional & national activities: - team members will disseminate information to colleagues in higher education through word of mouth and direct contact, - team members will participate in physical & virtual events for the higher education sector (seminars, conferences, webinars) promoting the project outputs, - team members will disseminate information to secondary vocational school teachers and pupils by presentations and participating in national educational events (conferences, competitions, fairs), - team members will disseminate information to representatives of the healthcare sector (both public and private) through direct meetings and participation in cross-sectoral networking events, - team members with collaborate with nurses-mentors to engage other practicing nurses, including nurses-novices in project activities, - a press conference will be organized at the end of the project.
European & international activities: - team members will publish academic papers about project results, - team members will present the project to peers & representatives of the professional sector at international conferences, -promotional materials will be shared on educational portals & online communities, -a promotional poster will be displayed at an international healthcare conference, -team members will post information on relevant social media channels.

Workpackage activities

In addition, subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

Work package n°1 Project Management

How will the progress, quality and achievement of project activities be monitored? Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

Project progress and the quality of produced outputs will be monitored by the members of a Quality Assurance Team who will use a methodology combining the use of digital tools with the carrying out of surveys. The Quality Assurance Team will consist of 3 members from the project team, led by a team leader from the lead partner, ABFHC. All members will be higher education professors or lecturers from the higher education institutions included in the project.

The project management software & team collaboration tools which will be used to follow progress will be agreed on and discussed at the beginning of project implementation, and training on how to use them will be provided to project team members at the beginning of the project. A single repository will be maintained where project-related information will be regularly updated, such as indicators associated with each activity, timelines, reports and progress on activities and spending. Activities, outputs and indicators have been defined during project preparation so that they are realistic, clear and measurable. This will facilitate implementation assisting the Quality Assurance Team with monitoring and analysis. In addition to the use of a project management software, team members will meet regularly online. The setting up of clear lines of responsibility and deadlines will also ensure the successful completion of activities and the achievement of indicators. Communication between team members will be based on the principles of transparency and honesty, with joint identification of risks and resolution of challenges.

The project team will meet minimum monthly to discuss responsibilities and plan activities, while the Quality Assurance Team will meet once in 3 months to monitor progress and carry quality assessment. The latter will be also in charge of carrying out surveys of project team members and target groups. It will rely on the following quantitative and qualitative indicators: Quantitative: -number of professors, lecturers and postgraduate teaching assistants participating in the training and exchange of expertise (expected number is 14), -number of trainers participating in the training and exchange of expertise (expected number is 1), -number of university students enrolled in the elective course on healthcare (expected number is 40), -percentage of enrolled university students who complete the elective course (80%), -number of healthcare workers enrolled in the digital component (expected number is 25), - number of developed learning & teaching materials (expected number is 1), - number of published academic articles (expected number is 3), - number of visits on the project's website, -number of people attending multiplier events and dissemination activities. Qualitative: -peer reviews of all educational outputs, -evaluation of activities by project team members, -evaluation of activities by target groups, - requests for project replication/continuation, -positive media coverage.

How will you ensure proper budget control and time management in your project?

The applicant organization will appoint a Project Manager who will be in charge of budget control and time management for the entire project. Partners will appoint Project Coordinators who will be in charge of budget control and time management for their institutions. They will work in cooperation with their financial and accounting departments which are mostly experienced with Erasmus+ projects. The Project Manager and Project Coordinators will establish permanent online communication through the use of e-mail, a project management software, and team collaboration tools. Specifically, the following budget control and time management tools will be used: - Planning of the project budget: The project budget and timeframe have been defined by partners after a process of critical thinking and planning. Team members are aware of the scope of
financing of the project and its individual activities. Such detailed information will continue to be shared between the Project Manager and Project Coordinators throughout the project ensuring that no gaps in communication or misunderstandings emerge. - Keeping track of costs: Actual costs will be regularly recorded and analyzed by the Project Manager and the Project Coordinators. In the sections of the project budget which are activity-based, actual activity costs will be tracked against planned ones during the implementation of each activity. This will help keep track of the budget in each of its phases. - Periodical review of budget: Any changes in the budget will be announced in advance, when possible, by the Project Coordinator of the institution which expects such changes. Providing reports on project finances at regular intervals by the Project Manager will help keep track of overall project progress. This will ensure that overspending, but also underspending, does not take place, and will reveal any issues while these can still be remedied. - Effective time management: The time management of the project will be ensured through the provision of a detailed Gantt chart (in digital format) prepared by the Project Manager. Any changes or delays in the project implementation timeline will be communicated in writing in the project management software used by the project team. Task scheduling will be clear with defined responsibilities and lines of oversight. All team members will be informed by the software in the event a task is running late. - Regular communication: The Project Manager will be in continuous online communication with the Project Coordinators and other project team members. Responsibilities will be split into concrete tasks, including such related to

spending controls, and digital tools will be used to trace progress. The time worked will be logged in the project management software, being easily tracked, summarized and analyzed by any member of the project team. All partners will contribute to reporting, with the Project Manager being responsible for producing the aggregate reports.

What are your plans for handling risks for project implementation (e.g. delays, budget, conflicts, etc.)?

All partners are very stable institutions with secure annual budgets and sufficient staff, and the project is not under risk of not being successfully completed. Nevertheless, as is the case with all projects, certain challenges could arise. These typically fall in one of three main categories: quality, administrative or financial.

The 1st category of risks refers to issues with the quality & sustainability of the produced project results. The project is planned so that the quality of work and output production is consistent throughout the project team. This is ensured by selecting team members with an acknowledged expertise and a track record of quality academic and professional work, and by having the lead partner, the Angela Boškin Faculty of Health Care, in charge of quality assurance.

The 2nd category refers to issues with communication and organization. The lead partner will be in charge of addressing such issues. It will rely on project management software and tools which will guarantee that activities are completed on time, reports are properly submitted, and no information is misplaced or misunderstood by members of the team. In the unlikely event a conflict arises, consultations will be carried out with all partners and it will be attempted to resolve the conflict in a conciliatory manner through moderation by partners which are not directly involved in the conflict. Activities and services are planned to be completed internally and no outsourcing is planned, which reduces risks raised by delays of outsourced services. In the event delays occur, online consultations will be carried out with partners and work will be reorganized in order to return to the original project timeline.

The 3rd category is related to the project's financial construction. The proposed project budget is a realistic projection of budget expenses. If during implementation, planned expenses are exceeded, the partners will cover the excess related to their spending by themselves.

How will you ensure that the activities are designed in an accessible and inclusive way?

All partners have internal regulations and policies set to accommodate and support learners and lecturers with special needs, including such related to accessibility. Learners and lecturers with such needs can participate in the project on an equal footing with everyone else, and since most project activities will take place at the premises of the higher education institutions included in the project, learners with special needs will receive all support these institutions can offer, in the form of specialized facilities and services. Additionally, enrollment in the educational programs of all partners is conditioned on knowledge and entrance exam results rather than on financial standing. Institutional dormitories and student canteens make educational programs more financially accessible to students from remote places and from challenging socio-economic backgrounds.

In addition to traditional accessibility support in higher education, the project consortium has conceived the project so that it produces results which are easily and freely available for independent use by learners within and outside of higher education. In particular, the digital component is conceived as a learning tool for independent use, with learners not participating in formal educational processes being enabled to complete it free of charge, from the comfort of their own home. The digital component will be promoted among vocational secondary school pupils and practicing health professionals, in particular in remote places, who will be urged and assisted to complete it. Practicing healthcare professionals are a complementary target group of the project. They will be enabled to update their vocational competences in a concise and practical way, benefiting from the academic research and knowledge of the higher education institutions included in the project. Additional support to practicing professionals will be introduced in an innovative way by involving hospitals & nurse associations. The Azienda sanitaria Friuli Occidentale and the Council of Registered Nurses of the Murcia Region will guide the outreach to practicing professionals. Special multiplier events will be organized for healthcare workers and for vocational school pupils, and a secondary vocational healthcare school will be included as an associate partner.

Healthcare educational programs are typically dominated by female lecturers and learners. Nevertheless, the trends have begun changing in recent years, with more male students showing interest for and enrolling in traditionally "female" professions. The project team will put an effort to have a more balanced ratio of male and female participants. Additionally, the strong digital component of the project, and the interweaving of IT topics, such as cyber security and the provision of virtual healthcare services, in the developed course curriculum will make the project more attractive to male students, while developing all participants' digital competence.

How does the project incorporate the use of digital tools and learning methods to complement the physical activities and to improve cooperation between partner organisations?

The project is based on a blended model of learning and cooperation. Some of the activities (half of the transnational project team meetings, the training and exchange of expertise, and the multiplier events) will take place in person, and some will be online (half of the transnational project team meetings, project management, the development and piloting of the elective course on Contemporary Challenges in Healthcare and its digital component, and some of the dissemination events). To

support the development and implementation of activities, an array of digital tools will be used.

Firstly, the core activity, the elective course on Contemporary Challenges in Healthcare will be both developed and delivered jointly online. Lecturers will collaborate on the development of the course curriculum and learning and teaching materials, using a collaborative work app, digital tools and communication platforms, and all lectures will be delivered online, in real time, to students in 4 different countries. Additionally, the developed course will feature a short digital component which will be developed again jointly online and will be fully digitalized. This component will be suited for independent work, with learners being given access to a ready and free educational product which they can use at their own convenience. In other words, once completed, the component can be used without any support from educators, and will feature digital lectures and assessments. The component will be targeted at students, vocational school pupils and practicing professionals, who will complete it independently, with free and open access being given to any learner, anywhere in the world.

Secondly, the project will develop the digital competences of educators and learners who will receive training in the areas of digitalization (provision of virtual healthcare services) and digital safety. This training will be provided by the University of Maribor and by the Jamk University of Applied Sciences.

Thirdly, since the project is transnational in nature, project communication and collaboration will take place predominantly online. Digital tools and project management software will be used throughout project implementation, following progress, the fulfilling of indicators, the project timeline, and budget spending, and separating responsibilities according to pre-set milestones (activities) and tasks. This will reduce risks related to delays, overlapping of responsibilities, and budget overspending, and will make communication more reliable, efficient and objective.

The project will develop the digital knowledge of target groups and project team members equally, with the latter receiving training on the use of digital tools in both education and project management. Training on how to use the selected digital tools and project management software will be provided. Licenses for the use of the necessary software and applications will be obtained.

How does the project incorporate green practices in different project phases?

The project is conceived to increase the green / sustainability competence of both educators and students. According to the European Commission, a sustainability competence "empowers learners to embody sustainability values, and embrace complex systems, in order to take or request action that restores and maintains ecosystem health and enhances justice, generating visions for sustainable futures." When setting up project goals, we have taken that definition into consideration. The project will promote through all its activities and outputs "green health", or the active/passive engagement of people with greenspace and nature, which is fundamental for their physical, mental and social health and well-being, and an increasing priority for modern healthcare systems. Furthermore, it is conceived as a community project which will build an ecosystem between public higher education institutions, representatives of local health authorities, the professional sector and other local stakeholders, and secondary vocational healthcare institutions. The partners will update the knowledge of their staff in the areas of green health and environmental impact. Unfortunately, the healthcare sector has a negative impact on the environment, a fact which needs to be addressed by academic healthcare institutions on all levels of education, and by healthcare providers. This impact can be partly offset by the provision of digital healthcare services and advancements in digital technologies, and the two competences (green and digital) are interconnected. The knowledge built and gained by educators will then be multiplied by passing it to students, vocational and adult learners.

The project team will be also careful to incorporate green practices in the very management and implementation of the project. Since the project is not expected to have a significantly negative impact on the environment, such practices will refer to the modes of transport selected by project team members and the types of materials used. A majority of the planned activities will take place online, will not involve traveling, and will be paperless. All learning and teaching materials will be in digital format. Training materials will be either in digital format or printed on recycled paper. Since some of the countries included in the project are located relatively close to each other, carpooling or trains will be the preferred mode for international travel. For all local travel, environmentally-friendly means will be used: walking/cycling will be preferred or public transport and shared or electric vehicles.

How does the project encourage participation and civic engagement in different project phases?

Civic and stakeholder engagement will be encouraged throughout project implementation by all project partners. In particular, the Western Friuli Health Authority which has experience carrying out public campaigns, in particular such related to public health, will be in charge of setting up a strategy for stakeholder engagement and civic participation. Stakeholder engagement (local authorities, hospitals, health centers, care centers, nurses and healthcare workers associations, NGOs active in the area of health, local vocational schools and businesses) will be needed for two reasons. Firstly, to make sure that the implemented project activities address local needs, in particular such related to public health and green health, but also such related to employer needs. Secondly, once the project results and outputs are complete, stakeholder engagement will be crucial for the dissemination of information about them, and for their use in the long run. Results adoption and spreading of information about the project results needs the help of local institutions and employers.

Apart from stakeholders which are not directly included in project activities, the target groups of the project, i.e. higher education lecturers and students and practicing healthcare professionals, will be encouraged to engage with local communities through multiplier events and the making of presentations to local vocational schools and other practicing healthcare workers. Because of the nature of the project, which is focused on public health and the impact of healthcare on local communities, it is of relevance to local communities and can achieve high visibility, leading to a change in thinking among the local professional community and the general public, in particular about the importance of green and digital competences.

Grant amount allocated to Project management

47 000,00 €

Work package

Work package n°2 - Transnational Project Meetings

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The specific objectives of WP 2 are to build a strong, high-performance project team and to engage in exchange of ideas and collaborative work. These specific objectives will contribute to the fulfillment of all three general project objectives as without a functioning project team and regular collaboration, none of the project results can be achieved. The meetings will be used to plan and prepare project activities and outputs. The work package will particularly support general objective 3 of the project contributing to the establishment of a successful transnational partnership comprising 6 members from 4 countries (Italy, Slovenia, Spain and Finland) and 3 sectors (higher and secondary education and professional healthcare sectors). This activity will help build a team culture, align team members' expectations, establish rapport among team members and with target groups, and ensure overall efficiency and collaboration. Since Work Package 2 effectively places the foundations of the project, the number of transnational project team meetings is high (8). The transnational project team meetings will provide team members with the time and mutual assistance needed to fulfill institutional responsibilities, to exchange ideas and to work together. They will also contribute to the boosting of the partner institutions' capacities by internationalizing their work and leading to continuous and sustained knowledge exchange. The project team members who are going to participate in the transnational project meetings (professors, lecturers, postgraduate teaching assistants and trainers working with practicing professionals) are the same ones who will work directly with students, with practicing professionals such as nurses and physiotherapists, and with other educators, and they will disseminate information about the project on institutional and community level, which is critical for increasing the project's impact on the partner institutions and on local and EU stakeholders.

What will be the main results of this work package?

The main planned results of Work Package 2 are:
- set up an 11-member transnational project team and established team culture and effective communication,
- achieved successful completion of the project on time and on budget,
- achieved fulfillment of results and indicators,
- prepared and realized Internal Communication Plan and a Dissemination Plan,
- prepared strategy for stakeholder engagement and civic participation,
- regularly carried out (in-person and online) knowledge and idea-exchange related to activity planning and implementation,
- developed familiarity with partner institutions and their communities through in-person visits,
- carried out effective collaboration on the joint planning and implementation of work packages and activities,
- established international and cross-sectoral cooperation between 6 partners from 4 countries (Italy, Slovenia, Spain and Finland) and 3 types of institutions (higher education, secondary vocational education, and professional public healthcare sector),
- accomplished timely and realistic internal reporting,
- organized quality assessment of all work packages,
- organized evaluation of activities and outcomes.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

The project team will use the following quantitative and qualitative indicators to measure the level of achievement of the work package objectives and the quality of the results:
Quantitative indicators
- the number of physical transnational project team meetings which have taken place (the target value is 4),
- the number of online transnational project team meetings which have taken place (the target value is 4),
- the number of project team members who have taken part in the meetings (the target value is 11),
- the number of associated partners who have participated overall in the meetings (the target value is 2),
- the number of prepared internal reports and minutes (the target value is 8),
- the number of prepared communication and dissemination plans (the target value is 2),
- the number of prepared strategies for stakeholder engagement and civic participation (the target value is 1).
Qualitative indicators
- (positive) evaluations of the transnational project team meetings by members of the project team,
- (positive) quality assessment of the activity by the Quality Assurance Team,
- requests for further cooperation from members of the project team.

Please describe the tasks and responsibilities of each partner organisation in the work package.

11 people (professors, lecturers, postgraduate teaching assistants and trainers) will participate in this Work Package, two each from the 5 higher education institutions included in the project (the Angela Boškin Faculty of Health Care, Jamk University of Applied Sciences, the University of Maribor, the University of Murcia and the University of Udine), and 1 from the Western Friuli Health Authority. Representatives of the two associated partners will also join some of the meetings taking place in Slovenia and Spain, as will representatives of other selected by the project team stakeholders, such as representatives of local employers, hospitals, healthcare centers & local authorities. The expenses of such guests will not be included in the requested funding and will not be covered by the EU grant.

The Angela Boškin Faculty of Health Care, Jamk University of Applied Sciences, the University of Udine, and the University of Murcia will be in charge of organizing one physical meeting each, and the University of Maribor, Jamk, the University of Murcia and the Western Friuli Health Authority will organize one virtual meeting each. All partners will participate in all meetings, and will actively contribute to their successful implementation. The project team members from the partner institution in charge of the organization of a specific meeting will be responsible for preparing an agenda with defined topics and time allotted by topic, sending meeting invitations, organizing and providing facilities and needed equipment / software, preparing attendance lists, and preparing a meeting report/minutes. Sending institutions will be responsible for organizing and paying for their project team members' transport and accommodation expenses. All meetings will be led by the Project Manager, who will deliver reports on project progress at each meeting. A meeting Minute Taker will be elected at each meeting who will be responsible for taking the project's minutes.

| Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ? |

The grant amount is based on round-trip international travel for 4 two-day long transnational project team meetings (travel for 2 meetings x 9 people, 1 meeting x 7 people and 1 meeting x 8 people) and for round-trip domestic travel for participants traveling within the same country (domestic travel for 2 people x 1 meeting in Slovenia and for 1 person x 1 meeting in Spain). In order to make the budget more cost-effective, and to reduce the negative impact on the environment, only half of the project team meetings (4) will be in person. The remaining four will take place online. One of the physical meetings (the kick-off one) will take place in Jesenice, Slovenia, one in Murcia, Spain, one in Udine, Italy and one in Jyväskylä, Finland. Each meeting will last for two days, and the grant will cover the round-trip travel, food and accommodation, per diems and local travel of the participants (9 people x 3 days x 1 meeting in Spain, 4 people x 3 days x 1 meeting and 3 people x 2 days x 1 meeting in Slovenia, 4 people x 3 days x 1 meeting and 4 people x 2 days x 1 meeting in Italy, and 9 people x 3 days x 1 meeting in Finland). Partners traveling from neighboring countries or from cities in the same country will try to carpool or use the train, and will try to save on accommodation expenses by spending a night less in their destination.

Additionally, the grant will be used to cover expenses related to:
- planning of transnational project team meetings,
- creation of Communication Plan for internal communication among members of the project team,
- creation of Dissemination Plan for provision of information to the general public about the project activities and results,
- preparation of strategy for stakeholder engagement and civic participation,
- preparation of materials for participants,
- preparation of 8 meeting reports and minutes,
- preparation and summary of the evaluations by the project team,
- local travel.

The wages of project team members (professors, lecturers, postgraduate teaching assistants and trainers) will correspond to their regular hourly rates and the number of work hours is based on realistic predictions about the workload associated with each activity. The number of logged in work hours will be tracked through the use of timesheets and digital tracking tools.

The project team will also be careful to incorporate green and cost-effective practices in the implementation of the Work Package's activities. Green activities in the open will take place during each physical meeting. Since the project is not expected to have a significantly negative impact on the environment, green practices will refer to the modes of transport selected by project team members and the types of materials used. The project team will strive to make activities paperless whenever possible. All meeting materials will be either in digital format or printed on recycled paper. For all local travel, environmentally-friendly and cost-effective means will be used: walking/cycling will be preferred or public transport and shared or electric vehicles.

Travel and sustenance expenses within Europe have increased significantly in the past few years, and the budget is reflecting this increase.

Activities (2 - Transnational Project Meetings)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
2.1. Kick-off Meeting	Slovenia	16/10/2023	17/11/2023	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)	Azienda sanitaria Friuli Occidentale (E10166258 - IT) , JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI) , UNIVERSIDAD DE MURCIA (E10208658 - ES) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT) , UNIVERZA V MARIBORU (E10209163 - SI)	4 450,00	planned and implemented kick-off meeting, initiated project, confirmed project team, aligned expectations and distributed tasks, carried out initial risk analysis, prepared internal Communication Plan, prepared meeting minutes and report
2.2. 2nd Transnational Project Team Meeting	Virtual activity	01/02/2024	29/02/2024	UNIVERSIDAD DE MURCIA (E10208658 - ES)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT) , UNIVERZA V MARIBORU (E10209163 - SI) , UNIVERSITA DEGLI STUDI DI	500,00	planned & implemented 2nd transnational project team meeting, carried out internal reporting & shared project progress, separated further tasks & responsibilities, planned training & exchange of expertise, prepared strategy for stakeholder engagement

				UDINE (E10209128 - IT) ,			
				JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI)			
2.3. 3rd Transnational Project Team Meeting	Italy	13/05/2024	14/06/2024	UNIVERSIDAD DE MURCIA (E10208658 - ES)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT) , JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT) , UNIVERZA V MARIBORU (E10209163 - SI)	8 300,00	planned and implemented 3rd transnational project team meeting, carried out internal reporting and shared project progress, separated further responsibilities, planned development of course curriculum, prepared meeting minutes
2.4. 4th Transnational Project Team Meeting	Virtual activity	02/09/2024	30/09/2024	JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT) , UNIVERSIDAD DE MURCIA (E10208658 - ES) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT) , UNIVERZA V MARIBORU (E10209163 - SI)	500,00	planned & implemented 4th transnational project team meeting, carried out internal reporting & shared project progress, planned creation of learning & teaching materials, presented Dissemination Plan. prepared minutes
2.5. 5th Transnational Project Team	Finland	15/11/2024	20/12/2024	JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI)	Applicant - FAKULTETA ZA	8 300,00	planned and implemented 5th transnational project team meeting, carried out internal reporting and shared project progress,

Meeting				ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT) , UNIVERSIDAD DE MURCIA (E10208658 - ES) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT) , UNIVERZA V MARIBORU (E10209163 - SI)		planned development of digital component and piloting of the developed course/work with students, prepared meeting minutes
2.6. 6th Transnational Project Team Meeting	Virtual activity	01/04/2025	30/04/2025	Azienda sanitaria Friuli Occidentale (E10166258 - IT)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT) , UNIVERZA V MARIBORU (E10209163 - SI) , UNIVERSIDAD DE MURCIA (E10208658 - ES)	500,00	planned and implemented 6th transnational project team meeting, carried out internal reporting and shared project progress on course piloting, planned piloting of digital component, updated Dissemination Plan, prepared meeting minutes
2.7. 7th Transnational Project Team Meeting	Italy	15/09/2025	17/10/2025	UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT) , JYVASKYLAN AMMATTIKORKEAKOULU	3 800,00	planned and implemented 7th transnational project team meeting, carried out internal reporting, planned multiplier events and updated Dissemination Plan, shared progress on quality assessment, prepared meeting minutes

2.8. 8th Transnational Project Team Meeting	Virtual activity	03/03/2025	01/04/2026	UNIVERZA V MARIBORU (E10209163 - SI)	(E10190230 - FI) , UNIVERSIDAD DE MURCIA (E10208658 - ES) , UNIVERZA V MARIBORU (E10209163 - SI) Azienda sanitaria Friuli Occidentale (E10166258 - IT) , JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI) , UNIVERSIDAD DE MURCIA (E10208658 - ES) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT) , Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)	500,00	planned & implemented final transnational project team meeting, carried out final internal reporting, including such related to quality assessment & stakeholder engagement, made summary of evaluations, planned further cooperation, prepared minutes
					26 850,00		

Description of the activities

Describe the content of the proposed activities.

The project envisions 8 transnational project team meetings, 4 physical ones and 4 virtual ones. One physical meeting will take place in each of the 4 countries included in the project (Slovenia, Italy, Spain and Finland), at the premises of 4 higher education institutions partners on the project (JAMK, the University of Udine, the University of Murcia and the Angela Boškin Faculty). These 4 partners will be in charge of organizing a physical meeting, and 4 additional virtual meetings will be organized by JAMK, the University of Murcia, the University of Maribor and the Western Friuli Health Authority.

The kick-off meeting will take place in Jesenice, Slovenia and the final meeting will be virtual. 2 representatives of each of the 5 higher education partners (professors, lecturers, postgraduate teaching assistants) & 1 representative of the Western Friuli Health Authority (a trainer) will constitute the project team and attend all meetings, or a total of 11 people. The meetings will take place at regular intervals. They will be used to set up collaboration among the project team and build a project culture, to separate responsibilities, follow project progress, plan jointly activities, and exchange ideas and expertise. The team members of the visiting institutions will be also enabled to meet in person the educators and students of their host institution. A Dissemination Plan will be defined, and risks and challenges will be updated. A Communication Plan outlining the means and ways of communicating for team members will be also prepared. During the kick-off meeting, project activities and responsibilities will be discussed in detail, the project budget will be elaborated, expectations aligned, and the Internal Communication Plan presented. During the final meeting, project outputs will be presented, a final report made, evaluations by the project team & peers discussed, and brainstorming on future cooperation will take place.

Explain how this activity is going to help reach the WP objectives.

The physical and online activities will lead to direct collaboration, communication, and joint work, which will help build a strong, high-performance project team and thus ensure the successful completion of the project. The reaching of this specific objective will contribute to the fulfillment of all three general project objectives as without a functioning project team and regular collaboration, none of the project results can be achieved. The activities will particularly support the establishment of a successful transnational partnership comprising members from 4 countries (Italy, Slovenia, Spain and Finland) and 3 sectors (higher and secondary education and professional sector). On the one hand, this will help establish multicultural cooperation and build the capacity of the partners to work transnationally. On the other hand, it will help build a team culture, align team members' expectations, establish rapport among them and with target groups, and ensure overall efficient and friendly communication. The transnational project team meetings will also provide team members with the time and mutual assistance needed to fulfill project responsibilities, and to work together. They will be used to set up collaboration among the project team and build a project culture, to follow project progress, to plan activities jointly, to engage in exchange of expertise and ideas, and to gain first-hand experience from other educational systems. They will also contribute to the boosting of the partner institutions' capacities by internationalizing their work and leading to continuous and sustained knowledge exchange.

The project team members who are going to participate in the transnational project meetings are the same ones who will work directly with students, practicing professionals, and other educators, and they will disseminate information about the project on institutional and community level, which is also crucial for the project's impact on local and EU level.

Describe the expected results of the activities.

The expected results of the activities are:
- carried out 4 physical two-day long project team meetings,
- carried out 4 online half-day long project team meetings,
- prepared and realized Internal Communication Plan and a Dissemination Plan,
- prepared and used strategy for stakeholder engagement and civic participation,
- established international and cross-sectoral cooperation between 4 countries and 3 types of institutions (higher education, secondary vocational education and professional sector),
- strengthened interconnectedness of partner institutions,
- realized positive and efficient communication and collaboration among 11 transnational project team members;
- carried out efficient and timely activity planning and implementation of other Work Packages,
- realized in-person knowledge-exchange related to activity planning and implementation,
- prepared timely and realistic internal reports,
- carried out evaluation of the Work Package by WP participants/target groups.

Expected number and profile of participants.

8 healthcare and 2 IT professors, lecturers & postgraduate teaching assistants and 1 trainer working with practicing professionals (nurses and physiotherapists) will participate in each of the 4 physical and 4 virtual project team meetings. Together they will form the project team and will be responsible for activity planning and realization. The project team members will be selected locally based on their expertise, experience and interests. Some of them have participated in the planning of the project and in the preparation of the application form. Others will be selected during project implementation.

Potential participants will volunteer to participate in activities and will need to submit an application form explaining their interest in the project and the expertise they will bring in. All participants would need to speak English and possess complementary expertise as one of the objectives of the activities is capacity building and collaboration.

In addition to the 10 professors, lecturers and postgraduate teaching assistants who are coming from the higher education sector and have advanced knowledge in their areas of expertise and experience with Erasmus+ projects, 1 trainer working with practicing professionals (nurses and physiotherapists) will be included in the activities as well. He/ she will be having professional healthcare experience and will be from the public service provider, the Western Friuli Health Authority. As the latter is the only partner institution without previous participation in the Erasmus+ program for higher education, its representative will rely on the larger project experience of his/her colleagues, while providing industry and employer-specific feedback. A representative of secondary vocational education (a vocational teacher) and a representative from the Council of Nurses in Murcia (a nurse), will also participate in some of the activities of this work package, expanding their reach outside of higher education.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n°3 - Intensive Training and Exchange of Expertise for Educational Staff

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The Work Package's specific objective is to improve the teaching skills and applied knowledge of 14 higher education professors, lecturers and postgraduate teaching assistants (12 in healthcare and 2 in IT) and 1 trainer from a public healthcare authority working with practicing healthcare professionals. The contribution of the specific objective to the achievement of the general project objectives is both direct and indirect. The work package will contribute directly to the realization of the project's 1st general objective, namely it will strengthen the professional healthcare, digital and green competences of the educators participating in the training. This will be achieved by engaging them in an expertise exchange in the areas of evidence-based practice, digitalization and digital safety, communication and collaboration, green health and environmental protection. The very participants in the activities will be also the knowledge providers (sharing knowledge in their area of expertise) and their academic background would be either in healthcare or in IT disciplines. The educators will receive training from the University of Maribor's staff on tools and methodologies needed to develop digital curricula, digital learning and teaching materials, and practical assessments for diverse groups of students in a blended learning environment. They will build better understanding of the connection between the healthcare sector and environmental pollution, and how the latter impacts the health of their local communities.

The Work Package thus also contributes indirectly to general objectives 2 and 3, building up the educators' capacities to work with students and colleagues from other countries and sectors. The Work Package will ensure the sustainability of project results as educators will be enabled to carry out independent work after the completion of the project and to overtake the role of mentors developing colleagues' professional, digital and green competences.

What will be the main results of this work package?

The expected main results of the Work Package are:
- Increased knowledge in the areas of evidence-based practice, digital safety, communication and collaboration, and green health of 14 professors, lecturers and postgraduate teaching assistants from 5 higher education institutions and 1 trainer from a public healthcare authority working with practicing healthcare professionals (nurses and physiotherapists),
- Improved green competences of 14 professors, lecturers and postgraduate teaching assistants from 5 higher education institutions and 1 trainer from a public healthcare authority working with practicing healthcare professionals (nurses and physiotherapists),
- Improved digital competences of 14 professors, lecturers and postgraduate teaching assistants from 5 higher education institutions and 1 trainer from a public healthcare authority working with practicing healthcare professionals (nurses and physiotherapists), in particular in the area of provision of blended and digital vocational education,
- Improved transnational, interdisciplinary and cross-sectoral connectivity of 5 higher education institutions and 1 public healthcare authority through cooperation and expertise exchange,
- Carried out analysis and evaluation of the Work Package by Work Package participants/target group,
- Carried out evaluation by the members of the Quality Assurance Team,
- Placed foundation for developing the partner institutions' overall capacities to build students' professional, digital and green competences (and thus providing for long-term sustainability).

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

The following quantitative and qualitative indicators will be used to measure the level of the achievement of the Work Package objectives and the quality of the results:
Quantitative
- The number of planned and organized trainings (the target value is 1),
- The number of days of training (the target value is 5),
- The number of higher education professors, lecturers and teaching assistants taking place in the training and exchange of expertise (the target value is 14),
- The number of trainers from a public healthcare authority managing hospitals and healthcare institutions and employing practicing healthcare professionals, such as nurses and physiotherapists (the target value is 1),
- The number of partners from the professional sector supporting the training and exchange of expertise through the provision of feedback and labor-market information (the target value is 2),
- The percentage of educators who evaluate positively the training and exchange of expertise (the target value is 80%),
- The number of higher education institutions whose human resources' capacities are improved through transnational cooperation and expertise exchange (the target value is 5).
Qualitative
- The (positive) evaluation of the work package by project team members,
- Project team members' interest in and participation in the follow-up consultations with their colleagues,
- The (positive) evaluation of the work package by the three members of the Quality Assurance Team.

Please describe the tasks and responsibilities of each partner organisation in the work package.

The Work Package will be coordinated by and take place at the University of Murcia's premises which will be responsible for

its overall organization. It will assemble training materials, prepare the training agenda and attendance sheets, provide access to its premises and its equipment, collect information about indicators, and prepare an internal report. Since this work package is based on expertise exchange, the educators of all partner organizations will participate actively in the preparation, implementation and follow-up activities. No external trainers will be engaged.

Each participant will contribute by preparing and providing training in his/her area of expertise, and by participating in follow-up consultations related to the topics covered during the trainings. The University of Murcia's staff will provide training on evidence-based practice and the incorporation of research, clinical experience and patient preferences into decision-making. The University of Udine is part of a large regional healthcare system and its staff will provide training on the development of healthcare workers' soft skills, in particular skillful communication with the public and individual patients. The Western Friuli Health Authority will focus on developing participants' knowledge and competences in inter-professional cooperation and collaborative practice. Jamk University's staff will share its expertise in digital safety, while the University of Maribor will provide training on tools and methodologies needed to develop digital curricula, learning and teaching materials and practical assessments for blended teaching. The Angela Boškin Faculty of Health Care's staff will provide training on green health and environmental sustainability, including the impact of environmental degradation on healthcare systems. It will be also responsible for the quality assessment of the Work Package through the carrying out of internal evaluations and an assessment by the Quality Assurance Team.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

The Work Package costs are related to the preparation, realization and follow-up activities of a 5 day-long intensive training and expertise exchange taking place in Murcia, Spain. The training will take place at the premises of the University of Murcia, which means that the grant will not be used to cover educational facilities and equipment. The University of Murcia has state-of-the-art facilities, equipped for accommodating diverse groups of learners. It will be responsible for setting up the agenda, the allocation of topics according to participants' area of expertise, and the organizing of the training. All other partners will be responsible for arranging and paying for the travel and accommodation of their own staff. The training will take place immediately before the 3rd Transnational Project Team Meeting, so travel costs are included in WP2. This package's budget allocation will include accommodation and sustenance costs for 12 people x 5 days in Murcia, Spain.

The grant will be used to cover:
- the preparation/organization of the training sessions by educators (professors, lecturers, postgraduate teaching assistants and trainers),
- the delivery of 30-hours of training by educators (professors, lecturers, postgraduate teaching assistants and trainers),
- the production of training materials,
- the carrying out of follow-up evaluations,
- accommodation costs for 12 people (3 educators each from the University of Udine, Jamk and ABFHC, 2 educators from the University of Maribor and 1 from the Western Friuli Health Authority) for 5 days,
- sustenance costs for 16 people for 5 days (15 from partner institutions and 1 from the associate partner, the Council of Registered Nurses of Murcia),
- per diems for educators participating in the activity,
- local travel for educators participating in the activity.

For all local travel, environmentally- friendly and cost-effective travel means will be used, such as walking or taking the public transport. External expenses related to travel have be defined based on the lowest available cost, however, they reflect the increase in traveling costs occurring in the past few years.

Training materials will be in digital format.

The expenses related to educators' fees reflect the actual levels of their wages at the institutions at which they are employed. Per diems are defined on national level and each institution has followed the laws of its country when defining these.

A number of green activities will be organized with educators visiting healthcare facilities and health programs taking place in the open.

Activities (3 - Intensive Training and Exchange of Expertise for Educational Staff)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
3.1. Preparation of an intensive training and exchange of expertise activity in healthcare	Virtual	11/12/2023	30/04/2024	UNIVERSIDAD DE MURCIA (E10208658 - ES)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT) , JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT) , UNIVERZA V MARIBORU (E10209163 - SI)	6 450,00	- planned and prepared training and exchange of expertise on developing professional, green and digital competences in healthcare, - coordinated cooperation between 15 educators, - researched and prepared 30-hours worth of training material.
3.2. Holding of an intensive training and exchange of expertise in healthcare	Spain	20/05/2024	14/06/2024	UNIVERSIDAD DE MURCIA (E10208658 - ES)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT) , JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI) ,	19 500,00	-carried out 5-day long intensive training for professors, lecturers, postgraduate training assistants and trainers on developing professional, green and digital competence in healthcare; - increased knowledge of 15 educators.

| 3.3. Follow-up | Virtual activity | 17/06/2024 | 31/07/2024 | Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) | UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT) ,

UNIVERZA V MARIBORU (E10209163 - SI)

Azienda sanitaria Friuli Occidentale (E10166258 - IT) ,

JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI) ,

UNIVERSIDAD DE MURCIA (E10208658 - ES) ,

UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT) ,

UNIVERZA V MARIBORU (E10209163 - SI) | 2 800,00 | - carried out evaluation of the training and exchange of expertise by educators, -completed additional ad hoc consultations between educators on the topics covered by the training and exchange of expertise, -prepared internal work package report |
| | | | | | | **28 750,00** | |

Description of the activities

Describe the content of the proposed activities.

3 interrelated activities will take place as part of the Work Package: 1. Preparation of an intensive training & exchange of expertise for educators, 2. Holding of the intensive training and exchange of expertise for educators, and 3. Follow-up. The 1st activity will involve the preparation of training sessions by educators on a specific topic related to professional healthcare provision, and development of green & digital competences. The topics will be split among educators according to their area of expertise, and the coherence of the training agenda will be coordinated by the Project Coordinator of the University of Murcia. The latter's educators will provide training on evidence-based practice and the incorporation of research, clinical experience and patient preferences into decision-making. The University of Udine's staff will provide training on the development of healthcare workers' soft skills, in particular skillful communication with the public and individual patients. The Western Friuli Health Authority will focus on developing participants' knowledge and competences in inter-professional cooperation and collaborative practice. Jamk University's staff will share its expertise in digital safety, while the University of Maribor will provide training on tools & methodologies needed to develop digital curricula, learning and teaching materials and practical exercises for blended teaching. The Angela Boškin Faculty of Health Care's staff will provide training on green health and environmental sustainability, including the impact of environmental degradation on health systems.
Activity 2 will be the actual realization of the lectures listed above which will be organized in the form of an intensive 5-day long training and exchange of expertise (a total of 30 hours). It will take place in person at the University of Murcia's campus.
Activity 3 will include further online consultations, evaluations & quality assessment by participants, and will be led by ABFHC.

Explain how this activity is going to help reach the WP objectives.

The WP's specific objective is to increase the teaching skills, applied healthcare knowledge and digital and green competence of 14 higher education professors, lecturers and postgraduate teaching assistants teaching in the areas of healthcare and IT and 1 trainer working with professional healthcare practitioners (nurses and physiotherapists). All package activities will contribute directly to the reaching of this objective as they will provide educators with opportunities to share, upgrade, evaluate and pool their knowledge. The preparation activity will provide opportunities for independent research and knowledge refreshment, while the training and expertise exchange will provide educational advancement and knowledge-sharing opportunities. The follow-up activities will strengthen educators' cooperation on the training topics and will identify gaps/areas for improvement in educators' knowledge, which will be filled-in through further ad hoc consultations between them. The WP will contribute directly to the reaching of the project's 2nd objective, strengthening the professional healthcare, digital and green competences of educators. It will contribute indirectly to the other 2 project objectives, improving educators' teaching skills and increasing cooperation.

In addition to developing educators' digital and green competences, the training and expertise exchange will also cover contemporary topics in healthcare, identified by the educators as important. The activities will contribute to the sustainability of project results as educators will be enabled to carry out independent work after the completion of the project and to overtake the role of mentors developing colleagues' competences. Their knowledge will remain within their institutions where they are full-time employees, and will be used for the further use of the outputs developed by this project, in particular the elective course, and the creation of new related projects and activities.

Describe the expected results of the activities.

The expected results of the activities are:
- Prepared 5-day training and knowledge exchange on developing professional, green and digital competences of healthcare and IT educators,
- Completed 5-day training and knowledge exchange on developing professional, green and digital competences in healthcare,
- Carried out informal follow-up consultations between 15 educators on topics related to healthcare, green and digital competences,
- Increased knowledge in the area of healthcare of 14 professors, lecturers and postgraduate teaching assistants from 5 higher educational institutions and 1 trainer from a regional public healthcare provider,
- Increased digital and green competences of 14 professors, lecturers and postgraduate teaching assistants from 5 higher education institutions and 1 trainer from a regional public healthcare provider,
- Improved transnational and trans-sectoral connectivity of 5 higher educational institutions and 1 regional healthcare authority through cooperation and exchange of expertise,
- Carried out internal analysis and evaluation of the Work Package by project team members (who are also work package participants),
- Carried out evaluation by the members of the Quality Assurance Team,
- Boosted capacities of 4 higher healthcare education institutions to modernize their healthcare curriculum and strengthen blended teaching and learning,
- Placed foundation for developing the partner institutions' overall capacities to build students' green sustainability competence (ensuring long-term sustainability).

Expected number and profile of participants.

14 professors, lecturers and postgraduate teaching assistants and 1 trainer working with practicing healthcare professionals will participate in the preparation, implementation and follow-up activities. Participants will be selected internally based on their expertise, experience and interests. Some of them have participated in the planning of the project and in the preparation of the application form. Others will be selected after the project's implementation has begun. Potential participants will volunteer to participate in activities and will need to submit an application form, explaining their interest in the project, and listing the expertise they will bring in. All participants would need to speak English and possess complementary expertise on topics related to evidence-based practice, digitalization and digital safety, communication and collaboration, green health and environmental protection. In addition to the 12 healthcare and 2 IT studies professors, lecturers and postgraduate teaching assistants who are coming from the higher education sector and have advanced knowledge in at least one of the above-listed subject areas, and experience with Erasmus+ projects, one trainer from the public healthcare sector working with practicing healthcare professionals will be included in the WP activities as well. The trainer will be selected based on his/her expertise and experience educating and working with practicing professionals. The trainer will contribute by providing training on inter-professional collaboration, and will help shape the methodologies which will be used in further activities to make them inclusive of practicing professionals' needs and more attuned to labor market trends. The IT professors participating in the project will improve their understanding of the contemporary challenges the healthcare sector is facing, and will use the healthcare sector as a foundation for carrying out empirical work on the use of technology to resolve these challenges.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n°4 - Development and Piloting of an Undergraduate Level Elective Course with a Digital Component

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The specific objectives of the Work Package are to increase undergraduate students', and as a complementary group, practicing healthcare professionals' knowledge, in the areas of evidence-based practice, digitalization and digital safety, communication and collaboration, green health and environmental protection, and to create a pool of transnational knowledge and resources targeted at developing students' professional, digital & green competences.

These specific objectives will contribute directly to the realization of the 2nd and 3rd general objectives of the project. Students' increased practical knowledge of contemporary healthcare issues, and their newly acquired competences (digital, green, communication) will increase their employability but also their positive professional identity, help them to plan for their future and to better position themselves on the labor market. The equipping of students with concrete and relevant knowledge and competences will be further supported by the cooperation with a regional healthcare authority managing a number of hospitals, a secondary vocational school & a nurses association, all of which will bring a local perspective to global trends, and will advance local communities' needs. The joint development of educational resources, such as the elective course, the learning and teaching materials, the digital component, and the academic articles, will enable all partner institutions to share resources on project level but also to build a case outside of the consortium for the use of more transnational, multidisciplinary, cross-sectoral and blended forms of education. The major educational outputs will be developed and piloted jointly and will have a strong transnational perspective. The involvement of an IT faculty will lead to cross-sectoral exchange of expertise, and the associated partner - Secondary School of Nursing Ljubljana - will help facilitate the transition from secondary to higher vocational education.

What will be the main results of this work package?

The main results of the WP will be:
• Increased knowledge in the areas of evidence-based practice, digitalization and digital safety, communication and collaboration, green health and environmental protection of 40 undergraduate level students and 25 practicing healthcare professionals,
• Developed digital and green competences of 40 undergraduate level students and 25 practicing healthcare professionals,
• Strengthened cooperation between 5 higher education institutions, one regional healthcare authority, one secondary vocational school and one nurses association,
• Increased inclusivity and introduced novel methods for blended learning in the educational offer of 4 higher education institutions,
• Built capacity to work transnationally and cross-sectorally within the project consortium,
• Created 1 new, original and joint undergraduate level elective course on Contemporary Challenges in Healthcare,
• Created learning and teaching materials in English on evidence-based practice, digitalization and digital safety, communication and collaboration, green health and environmental protection,
• Created digital component for independent work in the areas of evidence-based practice, digitalization and digital safety, communication and collaboration, green health and environmental protection in English with subtitles in Spanish, Slovenian, Finnish and Italian,
• Completed pilot testing of the developed course (the curriculum & learning and teaching materials) on 40 undergraduate students (10 x 4 higher healthcare education institutions),
• Completed pilot testing of the digital component for independent work on 25 practicing healthcare professionals (nurses & physiotherapists),
• Written 2 academic articles on Contemporary Challenges in Healthcare and 1 on Digitalization,
• Completed WP evaluation by 40 students and 25 practicing healthcare professionals.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

The following qualitative and quantitative indicators will be used:

Quantitative
• the number of developed undergraduate level elective courses (the target value is 1),
• the number of developed sets of learning and teaching materials (the target value is 1),
• the number of developed digital components for independent use (the target value is 1),
• the number of undergraduate level students enrolled in the elective course on Contemporary Challenges in Healthcare (the target value is 40),
• the percentage of undergraduate level students who complete the elective course on Contemporary Challenges in Healthcare (the target value is 80%),
• the number of practicing healthcare professionals who will complete independently the digital component on Contemporary Challenges in Healthcare (the target value is 25),
• the number of written academic articles by the project team on contemporary challenges in healthcare education and on digitalization (the target value is 3).

Qualitative
• the (positive) evaluation of the work package by project team members,
• the (positive) evaluation of the work package by students and practicing healthcare professionals,
• the (positive) evaluation of the work package by the three members of the Quality Assurance Team,
• peer reviews of activities and outputs,
• (positive) media coverage,
• interest for participation in the project by local communities and institutions, especially such operating in the healthcare sector.

Please describe the tasks and responsibilities of each partner organisation in the work package.

The Work Package includes a wide range of activities and intellectual outputs, and in order for them to be completed on time, the involvement of all partners is needed. Jamk University, which has experience with curriculum modernization and development of classes and programs which are inclusive of different target groups, will supervise the development and piloting of the bachelor's level elective course on Contemporary Challenges in Healthcare. The University of Maribor will provide training on digitalization, write an article about the digitalization of healthcare education, and supervise the development of the digital component and the learning and teaching materials which will be part of the developed course. The University of Udine will use its experience in the transfer of scientific results into practice to coordinate the writing and publishing of 2 academic papers in the area of healthcare. The Western Friuli Health Authority will provide feedback from the professional sector during the development of all project outputs, having information about both the needs to healthcare employers and practicing professionals. Together with the Council of Registered Nurses in Murcia, it will be instrumental for piloting and testing the developed digital component for independent learning on practicing healthcare professionals (nurses and physiotherapists). All partners will actively participate in the creation and piloting of the undergraduate level course on Contemporary Challenges in Healthcare which will be delivered jointly online. Lastly, the associate partner, the Secondary School of Nursing Ljubljana, will support the project by providing information about the needs of vocational teachers and pupils, testing project outputs, such as the learning and teaching materials and the digital component, and ensuring continuity in the form of professional pathways to prospective young people interested to pursue higher education and a career in healthcare.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

The Work Package costs are related to the human costs for the preparation, piloting and follow-up of Work Package activities. Since all planned activities will take place at the premises of the partner institutions or online, no expenses related to facilities or accommodation are included in the provided budget. Some digital tools and software, and a paid access to an online communication platform, will be needed for the preparation and piloting of the elective course and the digital component, so these will be covered by the grant. The grant will be also used to cover the wages of educators (14 higher education professors, lecturers and graduate teaching assistants, and 1 trainer working with practicing professionals) for completed work on the Work Package's activities.

The budget includes the following human resource expenses:
- educators' work on the preparation of the curriculum and the piloting of the undergraduate elective course on Contemporary Challenges in Healthcare,
- educators' work on the preparation of the learning and teaching materials for the elective course on Contemporary Challenges in Healthcare in English,
- educators' work on the preparation and piloting of the digital component for independent use by individual learners,
- educators' work on the writing of two academic articles on contemporary challenges in healthcare education and one on the digitalization of the sector,
- follow-up and carrying out of evaluations and peer reviews,
- the work of the three members of the Quality Assurance Team.

The wages of professors, lecturers, postgraduate teaching assistants and trainers will correspond to their regular hourly rates and the predicted number of work days is based on realistic predictions about the workload associated with each activity. The joint development of an online course with a digital component is a time consuming and knowledge-intensive task, especially when covering novel topics. The number of logged in work days will be tracked through the use of timesheets and digital tracking tools. All project outputs will be open use and will be available for download after the project's completion, and all partner institutions intend to certify and offer the elective courses on an yearly basis. This will increase the cost-effectiveness of the budget as the lifespan of the activities will exceed the 30 months of project duration.

For this WP, no international travel is envisioned as all international activities and collaboration will be carried out online. For all local travel, environmentally-friendly and cost-effective travel means will be used, such as walking or public transport.

Learning and teaching materials will be in digital format.

Activities (4 - Development and Piloting of an Undergraduate Level Elective Course with a Digital Component)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
4.1. Development of undergraduate level elective course on Contemporary Challenges in Healthcare	Virtual activity	01/08/2024	17/01/2025	JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT) , UNIVERSIDAD DE MURCIA (E10208658 - ES) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT) , UNIVERZA V MARIBORU (E10209163 - SI)	36 820,00	developed undergraduate level elective course in English on Contemporary Challenges in Healthcare comprising lectures, practical exercises, assessments, exams and independent learning in the equivalent of 3 ECTS
4.2. Development of learning and teaching materials for the undergraduate course on Contemporary Challenges in Healthcare	Virtual activity	02/09/2024	31/07/2025	UNIVERZA V MARIBORU (E10209163 - SI)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT) , JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI) ,	18 000,00	developed learning and teaching materials in English for an undergraduate-level elective course on Contemporary Challenges in Healthcare

					UNIVERSIDAD DE MURCIA (E10208658 - ES) ,		
					UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT)		
4.3. Development of digital component for independent learning on Contemporary Challenges in Healthcare	Virtual activity	03/02/2025	31/07/2025	UNIVERZA V MARIBORU (E10209163 - SI)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT) , JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI) , UNIVERSIDAD DE MURCIA (E10208658 - ES) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT)	25 000,00	developed digital component in English with subtitles in Slovenian, Italian, Spanish and Finnish for independent learning on Contemporary Challenges in Healthcare by any interested learners within and outside of higher education.
4.4. Piloting of the undergraduate-level elective course on Contemporary Challenges in Healthcare	Virtual activity	10/02/2025	31/07/2025	JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT) , UNIVERSIDAD DE MURCIA (E10208658 - ES) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT) , UNIVERZA V MARIBORU (E10209163 - SI)	28 850,00	Included 40 students in the piloting (course enrollment & completion) of the developed course curriculum and learning & teaching materials on Contemporary Challenges in Healthcare; improved knowledge and green & digital competences of 40 students.
4.5. Piloting of the digital component for independent learning on	Italy	25/08/2025	19/12/2025	Azienda sanitaria Friuli Occidentale (E10166258 - IT)	Applicant - FAKULTETA ZA	6 700,00	Included 25 practicing healthcare professionals in the testing, through their independent completion, of the

Contemporary Challenges in Healthcare				ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , UNIVERSIDAD DE MURCIA (E10208658 - ES) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT)		developed digital component; increased vocational knowledge and green and digital competences of 25 practicing healthcare professionals.
4.6. Writing of 3 academic articles on contemporary challenges in healthcare education and on digitalization	Italy	01/01/2026	28/02/2026	UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , UNIVERZA V MARIBORU (E10209163 - SI)	2 200,00	Written and published 3 academic articles in the areas of healthcare education and digitalization, using the project's findings and experiences as their foundation.
4.7. Follow-up	Slovenia	08/01/2026	31/03/2026	UNIVERZA V MARIBORU (E10209163 - SI)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT) , JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI) , UNIVERSIDAD DE MURCIA (E10208658 - ES) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT)	3 830,00	Made improvements in all created WP outputs, carried out evaluations and quality assessment of all activities.

121 400,00

Description of the activities

Describe the content of the proposed activities.

To increase the professional knowledge in the area of healthcare, and the digital and green competences of students, the consortium will create and pilot an elective course on Contemporary Challenges in Healthcare on the undergraduate level and a set of learning and teaching materials in English. The course will be multidisciplinary and will develop students' knowledge in evidence-based practice, digitalization and digital safety, communication and collaboration, green health and environmental protection, increasing their employability and contributing to the building of a positive professional identity. It will be delivered exclusively online, jointly, by the educational staff of the six partner institutions included in the project. It will comprise lectures, practical exercises, assessments, exams, and opportunities for independent learning, and each student who completes it will be awarded 3 ECTS. The consortium partners will prepare all documentation needed to get the course certified after its piloting.

The course will be innovative in design and implementation. It will be learner-centered and competency-based promoting connected and active learning with the intent to increase students' soft skills and employability. The developed curriculum and materials will be open for use by anyone, and will be particularly publicized among secondary vocational healthcare school pupils and practicing healthcare professionals. 25 of the latter will be included in the project directly through a digital component created specifically to make academic content developed by higher education accessible to wider groups of potential learners. Practicing professionals will receive a certificate issued by the project consortium upon completion of the component. To facilitate the use of the course and learning and teaching materials by other educational institutions, 3 academic articles will be also prepared. All project outputs will be evaluated and peer reviewed.

Explain how this activity is going to help reach the WP objectives.

The activities will directly improve undergraduate students' and practicing healthcare professionals' knowledge in the areas of evidence-based practice, digitalization and digital safety, communication and collaboration, green health and environmental protection by enabling them to complete an elective undergraduate course/ digital component furthering their knowledge of healthcare practices and developing their digital and green competences. The creation of learning and teaching materials, the development of a digital component for independent learning, and the publishing of 3 academic articles will contribute to the pooling of knowledge and resources in higher education on topics related to present-day healthcare challenges and trends. This will enable partner institutions to share resources on project level but also to build outside of the consortium a case for the use of more collaborative and flexible forms of education. The project is conceived to serve as a best practice for the inclusion of non-traditional learners in higher education through the creation of open educational outputs, such as automated digital learning modules and learning materials. Students', pupils' and practicing professionals' value on the labor market will be increased through their equipping with concrete, demanded on the labor market skills and competences, and through a partnership between higher education, secondary vocational education, the professional healthcare sector and local communities. The interconnectedness of the project partners will be deepened through the sharing of human resources and expertise, and the joint development and delivery of educational outputs.

Describe the expected results of the activities.

The expected results of the activities are:
• Created new, original and joint undergraduate level elective course and curriculum on Contemporary Challenges in Healthcare. The course and curriculum will be an intellectual product, property of the participating higher educational institutions, sustainable and transferable to their future work, or offered to other interested organizations as a free teaching tool,
• Created learning and teaching materials in English on Contemporary Challenges in Healthcare,
• Created digital component for independent learning on Contemporary Challenges in Healthcare in English with subtitles in 4 additional languages (Italian, Slovenian, Spanish and Finnish),
• Completed pilot testing of the developed course on Contemporary Challenges in Healthcare (the curriculum and the learning and teaching materials) on 40 undergraduate healthcare students (10 x 4 higher healthcare education institutions),
• Completed pilot testing of the digital component for independent learning on Contemporary Challenges in Healthcare on 25 practicing healthcare professionals,
• Increased knowledge in the areas of evidence-based practice, digitalization and digital safety, communication and collaboration, green health and environmental protection of 40 undergraduate level healthcare students and 25 practicing healthcare professionals,
• Written and published 2 academic articles on contemporary challenges in healthcare and 1 article on the digitalization of healthcare education,
• Completed activities' evaluations by 15 educators, 40 students, and 25 practicing healthcare professionals,
• Deepened digital and green competences of 15 educators and 65 learners,
• Strengthened cooperation between 5 higher education institutions, one regional public healthcare authority in charge of healthcare provision, one nurses association, and a secondary vocational healthcare school.

Expected number and profile of participants.

The following target groups will be reached:

- 15 professors, lecturers, postgraduate teaching assistants & trainers (3 x 4 healthcare higher education institutions, 2 from the University of Maribor and 1 trainer from the Western Friuli Health Authority) will participate in the development and piloting of educational outputs (undergraduate level course, learning and teaching materials, a digital component and 3 academic articles). Educators will be the same ones who have participated in the training and exchange of expertise organized under WP 3 and will use their previously acquired knowledge. They would need to possess complementary expertise in the areas covered by the project and speak English as all developed outputs will be in English.

- 40 bachelor-level students registered in healthcare programs at 4 higher education institutions (10 per institution) will participate in a piloted elective course on Contemporary Challenges in Healthcare. Students will not need to have previous advanced knowledge. They will enroll the elective course on their own, based on their academic and professional interests. The course will develop their communication & collaboration skills, and cover evidence-based practice, digital safety, green health and environmental impact. Because of the importance of environmental issues for their generation, the development of students' green competence will be emphasized by studying the impact of the environment on public health, and vice versa, the impact of the healthcare sector on the environment.

- 25 practicing healthcare professionals (nurses & physiotherapists) will be included in the project as a supplementary group. They will be enabled to complete independently the digital component of the developed course which will be fully automated and suited for individual learning. They will be selected with the assistance of the Western Friuli Health Authority & the Council of Registered Nurses, and will serve as a pilot group for this output.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n°5 - Multiplier Events

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The specific objectives of all multiplier events would be to promote the project results and outputs and their wider use by different sectors and actors, to support their adoption & sustainability on local, national and EU level, and to subject project outputs to peer review by colleagues in the higher education & professional sectors. The multiplier events will contribute directly to the 3rd general objective of the project making the partners more interconnected on local and EU level and strengthening cross-sectoral transnational cooperation. They will also support the 1st general objective of the project contributing to the development of the professional, digital and green competences of educators by subjecting their work to peer review and knowledge exchange. Project outputs will reach and be used by a larger number of educators both within the consortium's institutions and outside of them, and new opportunities and partners for future collaboration will be identified. The multiplier events will thus enable diverse groups of learners and educators to learn about the project and its outputs, and even to use some of them for the project duration or afterwards. The digital component on Contemporary Challenges in Healthcare is particularly suited for independent work, and vocational secondary school pupils and practicing professionals can develop new knowledge and skills by completing it on their own initiative. It will be translated in local languages. The educators, students, and practicing professionals included directly in project activities will participate in the multiplier events promoting the use of outputs outside of the consortium. This will be an opportunity for them to disseminate information about project results and activities and promote the development of healthcare worker's digital and green competences on local, national and EU level. Lastly, multiplier events will be used to promote the assistance received from the Erasmus+ program.

What will be the main results of this work package?

The expected main results of this Work Package are four:

- increased awareness of the project activities and results on local, national and EU level,
- created interest for the use of project outputs by other higher education institutions and their educators on local, national and EU level,
- created interest for the use of project outputs by other institutions (secondary vocational schools, healthcare institutions and service providers) and educators (vocational school teachers, professional and work coaches/mentors) providing professional healthcare education to diverse groups of learners (secondary school pupils and adult learners/practicing professionals),
- increased opportunities for cooperation and expansion of project activities on local, national and EU level.

The Work Package will increase awareness about all project activities, providing information about available outputs and how to access them. Since all publicly-available tangible outputs (the course curricula, the learning and teaching materials, the digital component and the academic articles) will be open, free for use, and available for download on the webpages of the partner institutions and on the project's website, any interested learners or educators can use them according to their preferences and needs. The direct involvement of local, national and international stakeholders will multiply the project's impact, strengthen cross-sectoral cooperation, and contribute to building momentum for promoting the development of green and digital competences in healthcare.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

The Work Package will use the following quantitative and qualitative indicators to measure the level of achievement and the quality of results:
Quantitative
- the number of reached secondary vocational healthcare school pupils (the target value is 120),
- the number of reached nurses-mentors of nursing students (the target value is 130),
- the number of reached representatives of hospitals and other healthcare institutions (the target value is 15),
- the number of reached practicing healthcare professionals (nurses and physiotherapists) on local level (the target value is 20),
- the number of reached lecturers in higher healthcare education on national and EU level (the target value is 50)
- the number of organized multiplier events (the target value is 19),
- the number of requests for use of project outputs and for replication of project results.
Qualitative
- The (positive) evaluation of the work package by project team members,
- The (positive) evaluation of the work package by the three members of the Quality Assurance Team,
- The (positive) peer review of all developed project outputs,
- Participants' interest in multiplier activities and use of available outputs,
- Participants' interest for future collaboration and project work.

Please describe the tasks and responsibilities of each partner organisation in the work package.

All multiplier events will be planned and implemented locally with each partner responsible for planning and organizing the

events taking place in its country. Nevertheless, in order to ensure the cohesion and strengthen the impact of local events, some central planning will be carried out transnationally with University of Udine coordinating the work of all members of the project team (professors, lecturers, teaching assistants and trainer) working on this work package. This will include the preparation of common materials which will be then distributed and localized by the partners, and the setting up of similar/aligned agendas for multiplier events.

All 5 higher education institutions will organize at the beginning of the project an introductory meeting with local healthcare stakeholders in Murcia, Udine, Jesenice, Kranj and Jyväskylä. The University of Murcia, University of Udine and Angela Boškin Faculty of Health Care will each organize meetings with nurses-mentors of nursing students, with secondary vocational healthcare school pupils, with practicing healthcare professionals, and with representatives of healthcare service providers. The University of Murcia will present the project at the #3e-Health International Conference for nursing professionals. Jamk University will make a presentation to members of the higher education community within the framework of the EduFutura cluster and make a poster presentation to participants in the eHealth conference in Finland. The Angela Boškin Faculty of Health Care will present the project to representatives of higher healthcare education and of healthcare service providers (hospitals) twice at its annual healthcare conference.

The Angela Boškin Faculty of Health Care will be responsible for carrying out evaluations with event participants, initiating peer review processes, and performing the quality assurance for all multiplier events.

| Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ? |

Each participating partner will be responsible for organizing individual activities in its own country. 8 events will be organized and take place in Slovenia, 5 events in Italy, 3 events in Spain and 3 events in Finland (19 events altogether). Multiplier events will take place at either the premises of consortium members, at the premises of other partner institutions, or within the scope of external events (professional conferences, cluster meetings), so the EU grant will not be used to cover expenses related to facilities and equipment. All prepared and used materials will be in digital format. For all local travel, environmentally-friendly and cost-effective travel means will be used: cycling and public transport will be preferred, or car-sharing for longer distances for a few participants from the same institution.

The grant will be used to cover the following expenses:
- Preparation and holding of 5 introductory presentations of the project to local stakeholders (representatives of hospitals, associations of nurses, nursing education institutions, local authorities, representatives of higher education) in Jesenice, Kranj, Udine, Murcia and Jyväskylä - (expected number of people reached is 25, 5 events x 5 people),
- Preparation and holding of 3 meetings with nurses-mentors to nursing students promoting the project outputs, in particular the digital component and the teaching and learning materials, organized by the University of Murcia, University of Udine and Angela Boškin Faculty of Health Care - (expected number of mentors reached is 130, 100 in Spain, 20 in Italy and 10 in Slovenia),
- Preparation and holding of 2 meetings with secondary vocational healthcare school pupils promoting the project outputs, in particular the digital component, and strengthening cross-sectoral cooperation (expected number of pupils reached is 120, 100 in Italy and 20 in Slovenia),
- Preparation and holding of 2 meetings with representatives of hospitals and other healthcare institutions promoting the project outputs, in particular the digital component, and strengthening cross-sectoral cooperation (expected number of representatives reached is 15, 10 in Italy and 5 in Slovenia),
- Preparation and holding of 2 meetings with practicing healthcare professionals (nurses and physiotherapists) promoting the project outputs, in particular the digital component (expected number of healthcare professionals reached is 20, 10 in Italy and 10 in Slovenia),
- Preparation and delivery of 5 presentations (within the scope of external events) to representatives of EU higher healthcare and IT education presenting the project and its results, and strengthening interdisciplinary and transnational cooperation (expected number of educators reached is 50),
- Refreshments for event participants,
- Fees for external event participation,
- Local round-trip travel to and from all events' venues for members of the project team participating in the multiplier events,
- Project team's work (professors', lecturers', teaching assistants' and trainer's wages) on the planning and implementation of activities,
- Carrying out of evaluations and peer reviews with external participants.

The wages of project team members (professors, lecturers, postgraduate teaching assistants and trainer working with practicing professionals) will correspond to their regular hourly rates and the predicted number of work days is based on realistic predictions about the workload associated with each activity. The number of logged in work days will be tracked during project implementation through the use of timesheets and digital tracking tools.

Activities (5 - Multiplier Events)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
5.1. Introductory presentation 1 of the project to local stakeholders in Jesenice, Slovenia	Slovenia	13/11/2023	15/12/2023	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)	UNIVERZA V MARIBORU (E10209163 - SI)	500,00	-delivered presentation of the project and its expected results to 5 representatives of local stakeholders (hospitals, nurse association, education institutions, local authorities) in Jesenice, Slovenia, - raised local support for the project
5.2. Introductory presentation 2 of the project to local stakeholders in Kranj, Slovenia	Slovenia	13/11/2023	15/12/2023	UNIVERZA V MARIBORU (E10209163 - SI)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)	500,00	-delivered presentation of the project and its expected results to 5 representatives of local stakeholders (hospitals, education institutions, local authorities) in Kranj, Slovenia, - raised local support for and interest in the project
5.3. Introductory presentation 3 of the project to local stakeholders in Udine, Italy	Italy	13/11/2023	15/12/2023	UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , Azienda sanitaria Friuli Occidentale (E10166258 - IT)	500,00	-delivered presentation of the project and its expected results to 5 representatives of local stakeholders (hospitals, nurse association, education institutions, local authorities) in Udine, Italy, - raised local support for & interest in the project
5.4. Introductory presentation 4 of the project to local stakeholders in Murcia, Spain	Spain	13/11/2023	15/12/2023	UNIVERSIDAD DE MURCIA (E10208658 - ES)	Applicant - FAKULTETA ZA ZDRAVSTVO	500,00	-delivered presentation of the project and its expected results to 5 representatives of local stakeholders (hospitals, nurse association, education institutions, local authorities) in Murcia, Spain, - raised local support & interest in the

					ANGELE BOSKIN (E10106464 - SI)		project
5.5. Introductory presentation 5 of the project to local stakeholders in Jyväskylä, Finland	Finland	13/11/2023	15/12/2023	JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)	500,00	-delivered presentation of the project & its expected results to 5 representatives of local stakeholders (hospitals, nurse association, education institutions, local authorities) in Jyväskylä, Finland, - raised local support & interest in the project
5.6. Meeting 1 with nurses-mentors to nursing students	Spain	15/09/2025	17/10/2025	UNIVERSIDAD DE MURCIA (E10208658 - ES)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)	5 000,00	- carried out meeting with 100 nurses-mentors to nursing students in Spain, - distributed information about project outputs and output availability, -raised interest in using the project's outputs
5.7. Meeting 2 with nurses-mentors to nursing students	Italy	15/09/2025	17/10/2025	UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)	2 000,00	- carried out meeting with 20 nurses-mentors to nursing students in Udine, Italy, - distributed information about project outputs and output availability, -raised interest in using the project's outputs
5.8. Meeting 3 with nurses-mentors to nursing students	Slovenia	15/09/2025	17/10/2025	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)		1 000,00	- carried out meeting with 10 nurses-mentors to nursing students in Jesenice, Slovenia, - distributed information about project outputs and output availability, -raised interest in using the project's outputs
5.9. Meeting 1 with secondary vocational healthcare school pupils	Italy	20/10/2025	21/11/2025	UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)	5 000,00	- organized meeting with 100 secondary vocational healthcare school pupils in Udine, Italy, -distributed information about project outputs & output availability, - raised interest in using the project's outputs, in particular the digital component
5.10. Meeting 2 with secondary vocational healthcare school pupils	Slovenia	20/10/2025	21/11/2025	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)		2 000,00	- organized meeting with 20 secondary vocational healthcare school pupils in Slovenia, -distributed information about project outputs & output availability, - raised interest in using the project's outputs, in particular the digital component

5.11. Meeting 1 with healthcare professionals	Italy	20/10/2025	21/11/2025	Azienda sanitaria Friuli Occidentale (E10166258 - IT)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT)	1 000,00	- organized meeting with 10 practicing healthcare professionals (nurses and physiotherapists) in Udine, Italy, -distributed information about project outputs and output availability, - raised interest in using the project's outputs
5.12. Meeting 2 with healthcare professionals	Slovenia	20/10/2025	21/11/2025	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)		1 000,00	-organized meeting with 10 practicing healthcare professionals (nurses and physiotherapists) in Jesenice, Slovenia, -distributed information about project outputs and output availability, - raised interest in using the project's outputs.
5.13. Meeting 1 with representatives of hospitals and other healthcare institutions	Italy	19/01/2026	27/02/2026	Azienda sanitaria Friuli Occidentale (E10166258 - IT)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI) , UNIVERSITA DEGLI STUDI DI UDINE (E10209128 - IT)	1 000,00	- organized meeting with 10 representatives of hospitals and other healthcare institutions in Udine, Italy, -distributed information about project outputs and output availability, - raised interest in using the project's ready outputs
5.14. Meeting 2 with representatives of hospitals and other healthcare institutions	Slovenia	19/01/2026	27/02/2026	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)		500,00	- organized meeting with 5 representatives of hospitals and other healthcare institutions in Slovenia, -distributed information about project outputs and output availability, - raised interest in using the project's ready outputs
5.15. Presentation 1 to representatives of higher healthcare education	Slovenia	02/06/2025	30/06/2025	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)		1 000,00	- delivered presentation of project to 10 reps of EU higher healthcare education (professors, researchers, lecturers) at the annual ABFHC intern. conference, - raised awareness about the project & interest for further collaboration, -peer review
5.16. Presentation 2 to representatives of higher healthcare education	Spain	02/06/2025	30/06/2025	UNIVERSIDAD DE MURCIA (E10208658 - ES)	Applicant - FAKULTETA ZA ZDRAVSTVO	1 000,00	- delivered presentation of project to 10 reps of EU higher healthcare education (professors, researchers, lecturers) at the annual #3e-Health Intern. Conference, - raised awareness about the project & interest for further collaboration, -peer

				ANGELE BOSKIN (E10106464 - SI)		review
5.17. Presentation 3 to representatives of higher healthcare education	Finland	01/10/2025	31/10/2025	JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI)	UNIVERZA V MARIBORU (E10209163 - SI)	1 000,00	- delivered poster presentation of project to 10 reps of higher healthcare education (professors, researchers, lecturers) at the annual eHealth conference in Finland, - raised awareness about the project & interest for further collaboration
5.18. Presentation 4 to representatives of higher IT education	Slovenia	09/02/2026	20/03/2026	UNIVERZA V MARIBORU (E10209163 - SI)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)	1 000,00	- delivered presentation of project to 10 representatives of the higher IT education sector in Slovenia and Europe, - created awareness about project results and interest for expansion/replication of activities, -carried out peer review
5.19. Presentation 5 to representatives of higher healthcare education	Finland	09/02/2026	20/03/2026	JYVASKYLAN AMMATTIKORKEAKOULU (E10190230 - FI)	Applicant - FAKULTETA ZA ZDRAVSTVO ANGELE BOSKIN (E10106464 - SI)	1 000,00	- delivered presentation of project to 10 higher education members of EduFutura Jyväskylä, a learning, development and research competence cluster, - created local awareness about project results and interest for expansion of activities, - peer review
						26 000,00	

Description of the activities

Describe the content of the proposed activities.

19 physical multiplier events are foreseen to take place, 8 in Slovenia, 5 in Italy, and 3 each in Finland and Spain. Events will present and promote the tangible outputs of the project (the course curriculum, the learning and teaching materials, the digital component & the academic articles) with the objective to make activities more inclusive and sustainable. The activities are:
- 5 introductory presentations to local stakeholders (representatives of hospitals, associations of nurses, nursing education institutions, local authorities, representatives of higher education) who will be informed about the beginning of the project and encouraged to get engaged/provide support for it,
- 3 meetings with nurses-mentors promoting the project outputs, in particular the digital component and the teaching and learning materials. Nurses will be informed about the outputs, encouraged to use them, in particular the digital component, as an educational tool for the nursing students they mentor, and asked to provide feedback on content,
- 2 meetings with secondary vocational healthcare school pupils who will be informed about the project, the available outputs which they would be provided with free access to, and about opportunities for continuing their education on higher level,
- 2 meetings with representatives of hospitals and other healthcare institutions who will be encouraged to promote the available project outputs to their professional staff, and to use it as an educational tool in adult training programs,
- 2 meetings with practicing healthcare professionals (nurses and physiotherapists) who will be informed about the project, encouraged to use the project outputs, in particular the digital component, and asked to provide feedback on content,
- 5 presentations to representatives of EU higher healthcare and IT education. The presentations will provide opportunities for further exchange of ideas and will serve as a platform for peer review of all developed outputs.

Explain how this activity is going to help reach the WP objectives.

Multiplier events will contribute to the spill-over of project results from the higher education institutions included in the project to secondary vocational institutions on national and local level, and to the professional healthcare sector, increasing the impact of the project and contributing to the sustainability of project results. Since all project results and outputs are open and free for use by everyone, they present a great new, learner-oriented and up-to-date resource for educational institutions and independent learners, especially on local level. The meetings with secondary vocational school pupils, with nurses-mentors, and with representatives of hospitals and healthcare institutions will promote directly through word-of-mouth the use of project results and outputs in different sectors (secondary education, professional sector) and by diverse actors (higher education pupils, public servants, practicing professionals) who are not necessarily directly included in project activities. Such events will enable peer reviews and knowledge exchange and will contribute to the development of the professional, digital and green competences of educators and learners inside and outside of the project consortium. All activities will strengthen the interconnectedness and transnational cooperation within the consortium and outside of it providing leads for future projects, and increasing the impact of the project on EU level.

Multiplier events will directly promote the project results and outputs and their wider use by different sectors and actors, support their adoption & sustainability on local, national and EU level, and will engage higher education peers and practicing professionals in their review. The activities under this Work Package will contribute to making higher education more inclusive and accessible to diverse groups of learners through cross-sectoral partnership, and the offering of more flexible and blended educational outputs.

Describe the expected results of the activities.

The following results will be achieved:
- organized 19 physical multiplier events,
- increased awareness of and interest in project activities and outputs of 120 secondary vocational healthcare school pupils,
- increased awareness of and interest in project activities and outputs of 130 nurses-mentors,
- increased awareness of and interest in project activities, outputs and results of 15 representatives of hospitals and healthcare institutions,
- increased awareness of and interest in project activities and outputs of 20 practicing healthcare professionals (nurses and physiotherapists),
- increased awareness of and carried out exchange of ideas with 50 representatives of higher education (researchers, professors, lectures, post-graduate teaching assistants),
- organized 5 meetings in 4 countries with local stakeholders,
- organized 2 meetings in 2 countries with secondary vocational healthcare school pupils,
- organized 3 meetings in 3 countries with nurses-mentors,
- organized 2 meetings in 2 countries with representatives of hospitals and healthcare institutions,
- organized 2 meetings in 2 countries with practicing healthcare professionals (nurses and physiotherapists),
- organized 5 presentations in 4 countries to representatives of the higher healthcare and IT educational sectors,
- created leads and opportunities for cooperation and expansion of project activities on local, national and EU level.
- created leads and opportunities for further interdisciplinary and cross-sectoral cooperation in the healthcare and IT

sectors,
- (positive) evaluation of activities by project team members,
- (positive) peer review of activities by members of the academic community and the professional sector on national and EU level

| Expected number and profile of participants. |

The participants in the multiplier events are:
- 120 secondary vocational healthcare school pupils (100 in Italy and 20 in Slovenia) will benefit from the free tangible outputs of the project: the course curriculum, the learning and teaching materials, and the digital component. If they choose to do so, pupils will be enabled to complete the digital component by themselves, in their native language, and thus develop their professional, digital and green competences, and their ability to learn independently. The activities will also increase their interest for continuing their education on the higher level providing them with a clearer professional pathway.
- 130 nurses-mentors of healthcare students and novices (100 in Spain, 20 in Italy and 10 in Slovenia) and 20 practicing professionals (10 nurses and physiotherapists each in Italy and Slovenia) employed at hospitals or other healthcare institutions will be informed about the project outputs and will be encouraged to use them either directly to upgrade their own knowledge or as an educational tool to be shared with others.
- 15 representatives of hospitals and other healthcare institutions (administrators, managers and decision-makers), 10 in Italy and 5 in Slovenia, will be informed and consulted about the project, its outputs and results. They will be engaged in an exchange of ideas on how to further use and develop the project outputs, and would be instrumental for increasing the project's impact on local level, and for mobilizing local stakeholders.
- 50 representatives of the higher education community (researchers, professors, lectures, post-graduate teaching assistants) working in healthcare and IT disciplines will be informed about project outputs and results, and engaged in an exchange of knowledge and evaluation of the project. They will be reached through national and international academic and professional conferences and seminars, and will expand the impact of the project on national and EU level.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

Declaration on Honour

Please download the Declaration on Honour, print it, have it signed by the legal representative and attach.

File Name	File Size (kB)
DOH -declaration-on-honour_signed.pdf	230
Total Size (kB)	**230**

Mandates

Please download the mandates, have them signed by the legal representatives and attach them here. You can add a maximum of 90 documents.

Please ensure that mandates are valid before submitting them to the National Agency. Mandates shall be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
MAN -mandate_E10166258_ASFO_fully signed.pdf	1 625
MAN -mandate_E10208658_Murcia_fully signed.pdf	1 128
MAN -mandate_E10209163_Maribor_fully signed.pdf	97
Total Size (kB)	**2 851**

Other Documents

If needed, please attach any other relevant documents (a maximum of 9 documents). Please use clear file names.

If you have any additional questions, please contact your National Agency. You can find their contact details here: List of National Agencies.

File Name	File Size (kB)
OTH -Project Timeline, CARE4HEALTH, KA220-HED-2D173B51.xlsx	16
Total Size (kB)	**16**

Total Size (kB)	**3 099**

Checklist

Before submitting your application form to the National Agency, please make sure that:

☑ It fulfills the eligibility criteria listed in the Programme Guide.

☑ All relevant fields in the application form have been completed.

☑ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: SI01 - CMEPIUS "Center Republike Slovenije za mobilnost in evropske programe izobraževanja in usposabljanja"

Protection of Personal Data

Please read our privacy statement to understand how we process and protect your personal data

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: Organisation Registration System

Submission History

Version	Submission time (Brussels time)	Submission ID	Submission status
1	20/03/2023 16:10:57	1431850	Submitted