

PRO-DIGIT - Promote motivation and skills for school-specific application of digital technologies for vocational education in health sector **Partners:** Germany, Austria, Poland, Romania, Italy

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First, it should be stated that this project deals with vocational education in the health sector. The European Skills Agenda for Sustainable Competitiveness, Social Fairness and Resilience notes with regard to digitalisation and vocational training that, in particular, improving the readiness of vocational training institutions, including vocational training teachers, is a significant focus of digitalisation, along with improving digital infrastructure. With its "Osnabrück Declaration", the meeting of EU education ministers also made it clear that the digitalization of vocational education ensures its future viability. With schools closed for most of the year because of the COVID-19 Pandemic, it is now clear how important it is for both teachers and students to embrace digitally-based, pedagogically-adapted online learning in a goal-oriented and qualitative manner.

The lockdowns showed in all partner countries, albeit to varying degrees, that this is not the case to a sufficient extent today. This is not only a question of digital infrastructure, but evidently a question of the willingness / ability of teachers and students to master the use of digital technologies. On the other hand, the advancing digitalization of the labor market is creating new requirements in the workforce training which must also be addressed. Here, promoting the use of digital technologies in training also helps breaking down barriers regarding the subject of Care and Health 4.0 and thus ensuring the future viability of the training from two sides. The project partners noticed these challenges firsthand in their own training activities and in the cooperation and networking with other training institutions in the healthcare sector, trainees and teacher training institutions. Even though there are some digital solutions and theoretical studies existing today, they do not address the full scope of the issues at hand. If one looks at the practice regarding continuous processes, the above-mentioned deficits can be easily identified. This was the reason to come together in a conversation during preparation, to exchange ideas and to let them flow into a project concept. Cross-border cooperation makes it possible to implement different solutions from various education systems, to exchange positive results but also negative experiences and wrong turns from different stages of development and to draw conclusions from them, to generalize them and to regionalize them again at a higher level.

