



## Deliverable 6.1

# Sustainability Document, Strategy and Business Plan

May 2026



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### Editors

Organisation	Name
ECHA	Natalia Allegretti
	Federica Porcu

### Contributors

#### All other partners involved:

All Consortium Partners

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## Glossary

<b>AI</b>	Artificial Intelligence; technologies and systems capable of performing tasks that normally require human intelligence, such as learning, problem-solving, and decision-making.
<b>BMC</b>	Business Model Canvas; strategic management tool used to describe, design, and analyse business models through key organisational components.
<b>COVID</b>	Coronavirus Disease 2019; infectious disease caused by the SARS-CoV-2 virus, with significant impacts on healthcare, education, and labour markets globally.
<b>CoVE</b>	Centre of Vocational Excellence; collaborative platform or institution promoting high-quality vocational education, innovation, and regional development.
<b>RSD</b>	Region of Southern Denmark; Danish regional authority responsible for healthcare, regional development, and coordination activities within Southern Denmark.
<b>EU</b>	European Union; political and economic union of European member states cooperating on legislation, policy, and funding programmes.
<b>FSE 2.0</b>	Fascicolo Sanitario Elettronico 2.0 (Electronic Health Record 2.0); the Italian national digital health record system supporting integrated and interoperable healthcare services.
<b>GDPR</b>	General Data Protection Regulation; the European Union regulation governing data protection and privacy for individuals within the EU and EEA.
<b>HUB</b>	Collaborative regional or thematic network bringing together stakeholders to support innovation, coordination, and knowledge exchange.
<b>LMS</b>	Learning Management System; digital platform used to manage, deliver, monitor, and evaluate educational and training activities.
<b>ProMIS</b>	Italian National Programme for Services and Support for the Implementation of Health Innovation; a national network supporting innovation, digital transformation, and European collaboration in the Italian healthcare sector.
<b>(RVEH)</b>	Regional Vocational Excellence Hub in Health; Regional collaboration structure established within EUVECA to strengthen vocational excellence, innovation, and skills development in the healthcare sector.
<b>SDEO</b>	South Denmark European Office; Organisation representing Southern Denmark's interests at European level and supporting participation in EU initiatives and projects.
<b>STEEPLE</b>	Analytical framework used to assess external factors influencing an organisation or initiative: Social, Technological, Economic, Environmental, Political, Legal, and Ethical factors.
<b>SWOT</b>	Strategic analysis framework examining Strengths, Weaknesses, Opportunities, and Threats related to an organisation, project, or initiative.
<b>TSI</b>	Technical Support Instrument; European Union instrument managed by the European Commission DG REFORM that provides technical support to member states for reforms, including

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the project “Digital Skills to Increase Quality and Resilience of the Health System in Italy” promoted together with ProMIS.

## Executive summary

This deliverable, D6.1 – Sustainability Document, Strategy and Business Plan, presents the strategy developed by the EUVECA consortium to ensure the long-term sustainability of the **Education4Health platform** and the collaboration structures established through the project. The document outlines the strategic, organisational, and financial framework required to maintain and further develop the platform beyond the duration of the EUVECA project and its funding period.

[Education4Health](#) is a collaborative European digital platform designed to support educators, training institutions, and healthcare professionals involved in vocational education and training (VET) in the health and social care sector. The platform facilitates the sharing and reuse of educational resources, promotes innovation in teaching and learning, and strengthens collaboration between regional health ecosystems across Europe. By providing access to high-quality learning materials, mobility opportunities, and interregional cooperation initiatives, the platform contributes to improving the skills, adaptability, and resilience of the healthcare workforce.

The document first introduces the **methodological approach** used to develop the sustainability strategy. This approach combines internal discussions within the EUVECA partnership with consultations involving external experts and stakeholders from the healthcare and education sectors. Workshops organised during partner meetings and exchanges with the European Expert Group contributed to identifying opportunities, challenges, and strategic priorities for the platform's future development.

A detailed **description of the Education4Health platform** is provided, outlining its objectives, key functionalities, governance model, and main target groups. Particular attention is given to the platform's role in supporting regional collaboration and innovation, promoting mobility opportunities for students and professionals, and facilitating the exchange of educational resources related to emerging healthcare challenges and future skills.

The document also includes a **market and context analysis** assessing the broader environment in which the platform will operate after the project period. This analysis examines macro-environmental factors through a STEEPLE - Social, Technological, Economic, Environmental, Political, Legal, and Ethical - framework, identifies key trends and driving forces shaping healthcare education, and assesses potential barriers and enabling factors affecting the platform's adoption. A SWOT analysis further evaluates the strengths, weaknesses, opportunities, and threats associated with the platform's future development.

Building on this contextual analysis, the deliverable presents the **Business Model Canvas for Education4Health**, which defines the platform's value proposition, key partnerships, activities, resources, customer segments, communication channels, cost structure, and potential revenue streams. This model clarifies how the platform creates value for educators, health and care professionals, and institutions, while outlining the organisational and operational mechanisms required to sustain its activities. The document further includes a **financial analysis covering the first three years after the project period**. The analysis provides indicative projections of operational costs and expected revenues required to maintain the platform. Importantly, Education4Health is conceived as a collaborative and non-commercial initiative; therefore, the financial model focuses on achieving operational sustainability and cost coverage rather than generating profit.

Finally, the deliverable presents the **regional sustainability strategies developed by each Regional Vocational Excellence Hub in Health (RVEH)** established within the EUVECA project. These strategies outline how regional partnerships plan to continue collaboration in healthcare education and training, maintain stakeholder engagement, and integrate EUVECA activities into regional ecosystems. The detailed sustainability plans prepared by each regional partnership are included in **Annex 1** of the document.

Overall, this report provides a comprehensive roadmap for sustaining both the Education4Health platform and the regional collaboration networks created through EUVECA. By combining strategic planning, governance structures, financial considerations, and regional engagement strategies, it establishes the foundations for ensuring that the project's results continue to benefit healthcare education and skills development across Europe.

## 1. Introduction

Deliverable 6.1 – Sustainability document, strategy and business plan sets out the EUVECA consortium’s approach to sustaining the main results of the project beyond its lifetime. It focuses in particular on the long-term continuation of the Education4Health platform and of the collaboration structures established through the Regional Vocational Excellence Hubs in Health (RVEHs).

The document addresses sustainability at two interconnected levels. At European level, it presents the sustainability strategy and business plan for the Education4Health platform, including its governance model, value proposition, operational logic, and financial sustainability considerations. At regional level, it includes the sustainability strategies developed by each of the seven RVEHs, outlining how regional partnerships intend to maintain cooperation, stakeholder engagement, and vocational education and training activities in their respective healthcare ecosystems beyond the end of the project. These regional plans have also been prepared in the relevant regional languages to support local dissemination and implementation. To support this forward-looking strategy, the deliverable also examines the broader context in which the platform will operate after the project period. It includes an analysis of the market environment, enabling and constraining factors, the platform’s business model, and its projected cost and revenue structure over the first three years of post-project operation.

Taken together, these elements provide a practical framework for sustaining both the Education4Health platform and the wider EUVECA cooperation model. The following chapter describes the methodology used to develop the sustainability strategy and business plan

## 2. Methodology

The sustainability strategy and business plan presented in this deliverable were developed through a collaborative process involving EUVECA consortium partners, regional stakeholders, and external experts. The methodological approach combined different sources of evidence and reflection, which informed the European-level and regional-level components of the document in complementary ways.

For the sustainability strategy of the Education4Health platform, the main inputs were the workshops organised during EUVECA partner meetings and the consultations held with the European Expert Group. These provided strategic reflections on the platform's future governance, value proposition, operational model, and long-term sustainability. For the regional sustainability strategies of the RVEHs, the main inputs were the evaluation reports and the Good Stories collected across the participating regions. These provided evidence on the results achieved, the added value of the regional hubs, and the practical conditions supporting the continuation of collaboration and activities beyond the project period.

The following sections summarise these four sources and their contribution to the development of the sustainability strategy and business plan.

### 2.1. Evaluation reports

With the support from all the consortium, UPV played a central role throughout the project in evaluation and quality assurance, ensuring that progress was monitored in a structured and continuous way. This work was not limited to checking whether activities were delivered on time; it also helped the consortium assess whether the project was actually relevant, useful, and high quality for the different groups involved.

To do this, several templates were developed for different target users and purposes. Template 1 was a project management checklist used to track deliverables and milestones quantitatively, while Template 2 assessed the relevance, usability, and quality of the governance models, the platform, and the learning activities developed. Template 3 focused on how stakeholders experienced the governance and collaboration processes within the regional hubs, and Template 4 captured the implementation of regional activities and the internal added value perceived by project partners. This template 4 collected perceptions and outcomes from learners and lecturers about the different educational activities tested within EUVECA.

These templates were used throughout the testing and implementation phases to collect feedback from partners, stakeholders, and end users, and that feedback was then used to fine-tune both the project results and the way the project was managed. In practice, this meant improving coordination, adjusting deliverables, strengthening collaboration, and making sure that the outputs were better aligned with real needs and expectations. It is also worth mentioning that questionnaires have been properly fulfilled by stakeholders and participants with different roles from all the regions, showing strong commitment from all within the project.

This evaluation work was also essential for the sustainability of the project. By turning feedback into concrete improvements and documenting lessons learned, this helped build a solid foundation for future uptake, adoption, and promotion of similar courses and initiatives, so that the project's impact could continue beyond the funding period.

### 2.2. Workshops during partner meetings

To support the structured development, testing and implementation of the Regional Vocational Excellence Hubs (RVEHs), a comprehensive roadmap was established and operationalised through a series of

interactive workshops held during EUVECA partner meetings. These workshops played a crucial role in translating the conceptual framework of the project into operational regional strategies and practical learning activities.

The roadmap defined successive phases for testing and implementation, including: determining local visions for the RVEHs; conducting stakeholder analyses; developing mission statements, strategies and workplans; recruiting students and professionals; executing regional and interregional learning activities; evaluating and gathering feedback; and preparing both regional and European implementation reports. This phased approach ensured coherence between strategic planning, operational delivery and sustainability reflection.

Eight thematic workshops were organised between 2023 and 2026 across partner meetings in Ljubljana, Bergen, Lübeck, Enschede, Valencia, Trento and Brussels, as well as through online sessions.

The first workshop, held in Ljubljana in February 2023, focused on the conceptual development of the RVEHs. Using the Golden Circle methodology (Why–How–What), each region articulated its “dream hub” through short elevator pitches supported by creative visual representations. This exercise clarified shared purposes such as fostering stakeholder connection, promoting innovation, strengthening education and supporting sustainable healthcare systems.

The second workshop in Bergen in June 2023 centred on stakeholder analysis. Partners identified and prioritised stakeholders at micro (students and professionals), meso (educational and healthcare institutions) and macro (ministries and policymakers) levels using a Power–Interest Grid. This structured mapping supported targeted engagement strategies and reinforced the importance of end-user involvement for long-term sustainability.

During the Lübeck meeting in December 2023, regions developed Testing and Implementation Plans using elements of the Business Model Canvas. Most hubs emphasised cross-disciplinary collaboration, digital and technological competences, and alignment with regional innovation ecosystems.

In Enschede, partners applied the governance model developed in WP3 by presenting posters describing the purpose, people, process and product of their RVEH. A peer “poster walk” enabled feedback exchange and comparison of governance strategies, strengthening mutual learning and operational clarity.

Subsequent workshops focused on the practical testing and implementation of learning activities. Using the 5W1H method (What, Who, Where, When, Why, How), partners structured pilot phases involving simulation training, AI and XR modules, sustainability courses and communication training. Emphasis was placed on motivating students and professionals, integrating activities into existing curricula, and ensuring stakeholder engagement.

The Valencia workshop in March 2025 addressed implementation and sustainability factors. Facilitators identified key enablers such as the use of megatrends as thematic anchors, bottom-up stakeholder involvement, building on existing ecosystems, and strong visibility and communication strategies.

The Trento workshop in October 2025 focused on reflection and learning. Through structured reflection cards, partners assessed successes, barriers and promoting factors in setting up hubs and executing training activities. Common challenges included stakeholder engagement, competing digital platforms, time constraints of healthcare professionals, technical barriers and language issues. Identified improvement strategies included accreditation mechanisms, integration of Edu4Health into existing learning management systems, micro-credentials and strengthened policy-level engagement.

The Brussels workshop in March 2026 focused on European patterns, differences and shared insights across the seven regions. Building on the regional implementation reports, partners identified common messages for the comparative chapter, highlighting simulation-based training as a particularly impactful

approach due to its adaptability and practical relevance. The workshop also underlined the importance of strong regional ecosystems, collaboration through the Edu4Health platform, interdisciplinary learning, close links between education and practice, and the effective use of digital tools.

Overall, the workshop series functioned as a structured capacity-building process. It ensured continuous alignment between regional development, interregional cooperation and sustainability planning. By combining strategic design, peer learning, operational testing, comparative analysis and critical reflection, the workshops contributed significantly to the institutional anchoring and long-term viability of the RVEH model.

### 2.3. European Expert Group Meetings

The European Expert Group meetings constituted a key component of the methodological approach underpinning the development of the Education4Health platform and its long-term sustainability strategy. These meetings brought together EUVECA partners, pan-European organisations, and external experts from the fields of healthcare, education, digital innovation, and policy, providing a structured space for strategic reflection, validation, and forward-looking discussion. Three Expert Group meetings were organised at different stages of the project, each contributing to the progressive refinement of the platform and its sustainability model.

The first meeting focused on the results of the EUVECA Baseline Report and their practical implications. Building on the evidence generated through policy review, literature analysis, and empirical data collection, the discussion explored how identified skills needs and system-level challenges could be translated into concrete platform functionalities and learning activities. Particular attention was given to the importance of 21st-century skills, including digital competencies, innovation capacity, and non-technical skills, as well as to the need to integrate practical, simulation-based, and interdisciplinary learning approaches. The meeting also contributed to shaping the initial vision of the platform as a collaborative European space supporting knowledge exchange, mobility, and cross-border cooperation.

The second meeting placed stronger emphasis on the sustainability and governance of the Education4Health platform. Discussions focused on how to position the platform beyond the EUVECA partnership, including strategies to attract new users and institutional partners, strengthen its visibility, and ensure long-term relevance within the European healthcare education landscape. Experts provided input on possible governance structures, stakeholder engagement mechanisms, and financial sustainability models, including the potential role of institutional contributions, partnerships with European projects, and hybrid or semi-commercial approaches to funding.

The third meeting built on these earlier discussions and focused on the operationalisation of the platform and its future sustainability. It included updates on the implementation of the Education4Health platform, the development of learning activities and courses, and the progress achieved within the Regional Vocational Excellence Hubs. A central part of the discussion was dedicated to refining the sustainability strategy, including governance arrangements, roles and responsibilities, potential revenue streams, and partnership models. Participants also reflected on practical conditions for long-term success, such as the need for continuous content development, strong dissemination strategies, engagement of European networks, and alignment with existing initiatives and policy frameworks.

Across all three meetings, several consistent themes emerged that directly informed the sustainability strategy presented in this deliverable. These include the importance of establishing a clear governance structure supported by a dedicated coordination function, ensuring active engagement of partner institutions and external stakeholders, strengthening collaboration with European networks and initiatives, and developing a diversified and realistic funding model. In addition, experts highlighted the need to enhance

the platform's visibility through targeted communication and dissemination efforts, explore accreditation and recognition pathways to increase its attractiveness, and ensure continuous alignment with evolving skills needs in the healthcare sector.

Taken together, the Expert Group meetings provided iterative and complementary input, supporting the transition from conceptual design to a more operational and sustainability-oriented framework for the Education4Health platform.

## 2.4. Good Stories

The EUVECA project has also collected a set of good practice stories documenting concrete experiences and results achieved by the Regional Vocational Excellence Hubs in Health (RVEHs) across participating regions. These stories were gathered through a structured process coordinated within Work Package 6 and based on a common template and shared criteria to ensure comparability and relevance across regions. Each regional partnership contributed at least three examples illustrating how EUVECA activities have supported innovation, collaboration, and skills development in healthcare education and training.

The collected stories highlight three main dimensions of EUVECA's impact: the strengthening of regional collaboration ecosystems, the added value of interregional cooperation and knowledge exchange, and the individual benefits for healthcare students and professionals in terms of improved education, vocational training opportunities, and access to innovative learning approaches. Through examples such as simulation-based learning, digital training tools, interdisciplinary education initiatives, mobility exchanges, and the co-creation of new training programmes, the stories illustrate how the EUVECA framework has enabled regions to experiment with new forms of collaboration and educational innovation.

These good practices are particularly relevant for this sustainability document, as they demonstrate the practical value and tangible outcomes of the EUVECA approach. By showcasing successful initiatives developed within the regional hubs, the stories provide evidence of the potential for continued collaboration, knowledge exchange, and innovation beyond the project period. They also highlight how the Education4Health platform and the RVEH network can serve as lasting enablers for cooperation, supporting the sustainability strategies and future activities described in this document.

A comparative reading of the stories across all regions reveals several consistent cross-cutting lessons that further reinforce the sustainability pathway of EUVECA:

- Simulation and immersive learning consistently emerge as powerful innovation drivers. Across Denmark, Germany, Slovenia and Norway, simulation-based education – including mobile simulation units, interdisciplinary workshops and VR-supported patient scenarios – has strengthened clinical confidence, teamwork and patient-centred practice. Despite differences in scale and regional context, the shared lesson is clear: experiential, practice-oriented learning significantly accelerates competence development and improves engagement. Importantly, many of these initiatives are now embedded in curricula or institutional practice, demonstrating institutional anchoring as a key sustainability mechanism.
- Digital transformation appears not only as training content but also as structural infrastructure. In Italy and Norway, the co-development of the Edu4Health platform shows how digital tools can act as long-term cooperation enablers. In the Netherlands and Germany, AI, XR and sustainability modules illustrate how digital future skills can be integrated directly into formal education pathways. A common lesson across regions is that digital innovation must be aligned with

pedagogy, governance and workforce needs. Iterative co-creation and user feedback proved essential in ensuring usability, ownership and long-term viability.

- Interregional mobility and exchange function as catalysts for structural change rather than symbolic activities. Study visits between Germany and the Netherlands, professional exchanges between Spain and Italy, and collaborative workshops across hubs have resulted in concrete outputs such as curriculum updates, joint EU project applications, internship exchanges and expanded research cooperation. The stories show that when mobility is embedded within a structured hub framework, it produces multiplier effects that extend well beyond individual participants.
- Governance innovation strengthens durability. Examples such as the Scientific Committee in Trentino, the integrated governance–digital model in Norway, the expanded regional ecosystem in Denmark and the coordinated hub model in Germany demonstrate that sustainable transformation requires organisational alignment. Where initiatives are linked to regional innovation agendas, Smart Specialisation Strategies (3S) or long-term workforce strategies, continuation becomes structurally supported rather than dependent on project funding alone.
- The stories consistently demonstrate that individual empowerment reinforces systemic resilience. Across regions, students and professionals report increased confidence, intercultural awareness, interdisciplinary understanding and reflective capacity. From culturally responsive care training in Norway to sustainability awareness in the Netherlands and communication training in Spain, individual competence development is directly aligned with broader structural challenges such as ageing populations, digitalisation and workforce shortages.

Taken together, the Good Stories confirm that sustainability within EUVECA is not based on isolated activities, but on an interconnected model that combines regional ecosystem strengthening, interregional co-creation, digital infrastructure, institutional embedding and workforce-oriented skills transformation. They provide comparative evidence that the RVEH model and the Edu4Health platform can function as long-term European cooperation mechanisms.

In this way, the Good Stories do not merely document achievements; they collectively demonstrate a replicable and scalable approach to vocational excellence in healthcare, fully aligned with the sustainability strategies outlined in this document.

The full version of the EUVECA Good Stories can be found [here](#).

### 3. Education4Health Platform

Education4Health is a digital learning platform developed within the EUVECA project to strengthen collaboration between educational and healthcare actors across Europe. The platform aims to support educators in the health and care sector, including professionals involved in the education and training of health and care students and practitioners across educational institutions and clinical settings, by facilitating the exchange of experiences, the development of new educational activities, and access to the latest knowledge on educational innovation in healthcare.

A core principle of the platform is that it is not a commercial provider of courses. Instead, it serves as a **collaborative development space for educators, where innovative teaching activities and learning resources can be shared, reused, and further improved across regions, disciplines, and borders.** Education4Health therefore functions both as a tool and as a professional forum, offering inspiration, resources, and new ideas for educational innovation.

A key objective for the partnership behind the platform is to ensure that educators in healthcare do not continuously “reinvent the wheel”. Instead, the platform encourages the use, reuse, and adaptation of high-quality knowledge, training materials, and learning resources already developed across European countries and educational systems. This approach aligns with fundamental EU values such as openness, cooperation, knowledge sharing, and equal access to quality education across Europe.

Education4Health also contributes to a more sustainable European healthcare sector by supporting competence development, interdisciplinary collaboration, and lifelong learning. In addition, the platform provides information about mobility opportunities that educators can recommend to their students or health and care professionals as part of their international learning pathways.

Overall, Education4Health is a European collaboration platform that enables healthcare educators to discover new ideas, share resources, and develop innovative teaching activities, with the broader aim of strengthening the quality and sustainability of healthcare education across Europe.

The Education4Health platform has three major sections. One that motivates for exchange, sharing and collaboration in training and learning, one that motivates for mobility, and one that motivates for regional collaboration and innovation within VET for health and social care.

The platform can be accessed at: [www.edu4health.eu](http://www.edu4health.eu).

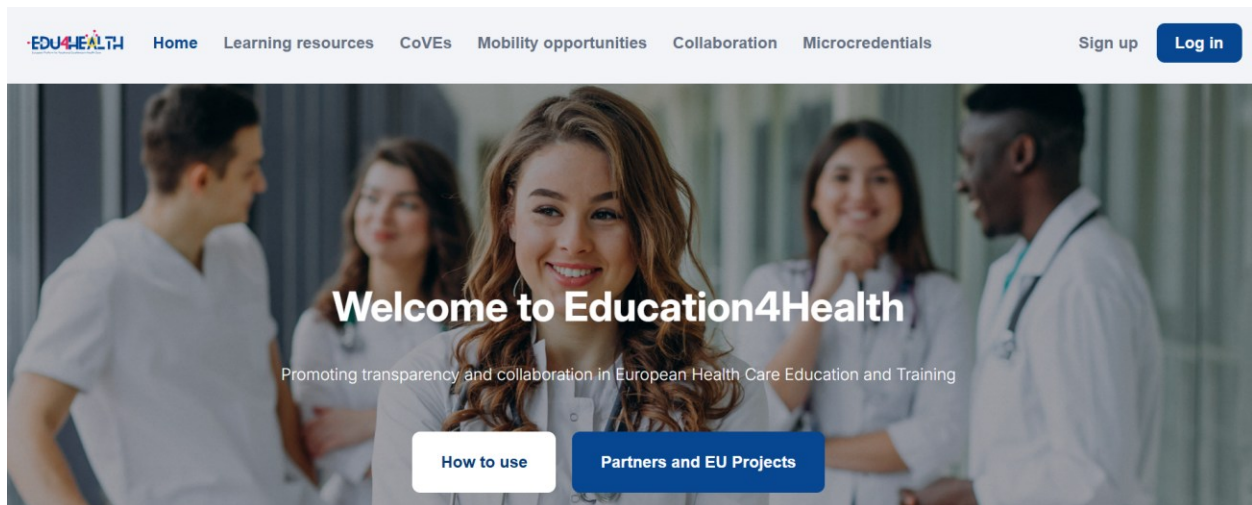


Figure 1 Welcome page of the Education4Health Platform.

### 3.1. Training material and Learning Resources

The training material and learning resources are structured around six major megatrends currently shaping and challenging the European health and care sector:

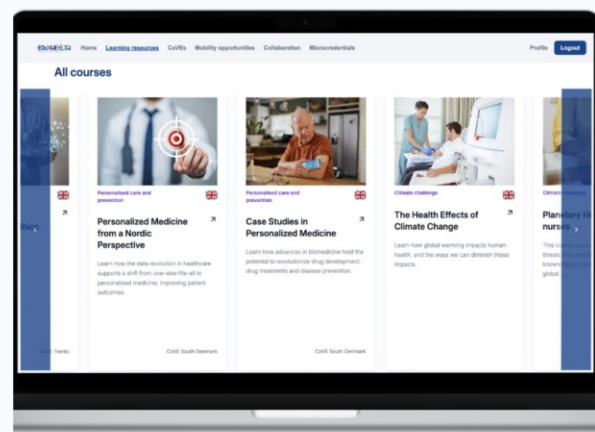
- Ageing populations
- Digitalisation and the broader IT transformation of healthcare
- The rise of chronic diseases
- Personalised and precision medicine
- The modern and increasingly demanding healthcare consumer
- Climate change and the need for sustainable healthcare solutions

This list of themes is not fixed but can be expanded when new EU-projects or partner institutions propose training material and learning resources that justify a new category. If a new megatrend is included, the responsible content provider is requested to make a description of the megatrend and its relevance for the platform, future skills and training needs.

The training material and learning resources place a strong emphasis on the development of 21st-century skills, including critical thinking, interdisciplinary collaboration, digital competencies, innovation capacity, and lifelong learning skills, thereby ensuring that learners are equipped to address current and emerging challenges within the health sector. Education4Health offers a wide range of learning resources that can be directly integrated into teaching and learning activities. These include simulation activities, learning concepts, podcasts, online training, VR exercises, micro credentials and many other formats. The platform also provides access to complete online courses from educational institutions in and outside Europe that educators can recommend to their students or healthcare professionals to support their personal competence development and lifelong learning.

## Discover training material and learning resources

The training material and learning resources on the Edu4Health platform place a strong emphasis on the development of 21st-century skills, including critical thinking, interdisciplinary collaboration, digital competencies, innovation capacity, and lifelong learning skills, thereby ensuring that learners are equipped to address current and emerging challenges within the health sector. Education4Health offers a wide range of learning resources that can be directly integrated into teaching and learning activities. These include simulation activities, learning concepts, podcasts, online training, VR exercises, micro credentials and many other formats. The platform also provides access to complete online courses from educational institutions in and outside Europe that educators can recommend to their students or healthcare professionals to support their personal competence development and lifelong learning.



[Exploring training material and learning resources →](#)

Figure 2 Access to Training material and learning resources

### 3.2. Regional collaboration and innovation

Health skills are not developed in isolation, but through collaboration between education, healthcare providers, industry and policymakers. Regional ecosystems bring these actors together to identify real needs, co-create solutions, and test new approaches in practice. This makes them essential for building a workforce that can respond to rapid changes in healthcare. At the same time, no single region has all the answers. By connecting ecosystems across Europe, we can share experiences, reuse what already works, and avoid duplication. This is how local innovation can translate into collective progress, strengthening health skills development at scale.

The Education4Health platform therefore aims to connect regional health ecosystems. Through this approach, the platform encourages cooperation, improved translation of health research and evidence into practice, shared learning, and the exchange of ideas between regional health ecosystems.

Partner institutions are therefore encouraged to collaborate in developing and implementing innovative solutions that improve the quality of health and wellbeing of citizens, enhance the effectiveness of healthcare systems, and create opportunities for innovation and economic development.

Within the platform, partners are invited to propose innovation projects for which they seek collaborators. A distinctive feature of these initiatives is that practical implementation, active participation of health and care professionals, and VET activities must always be integral elements of the proposed projects.



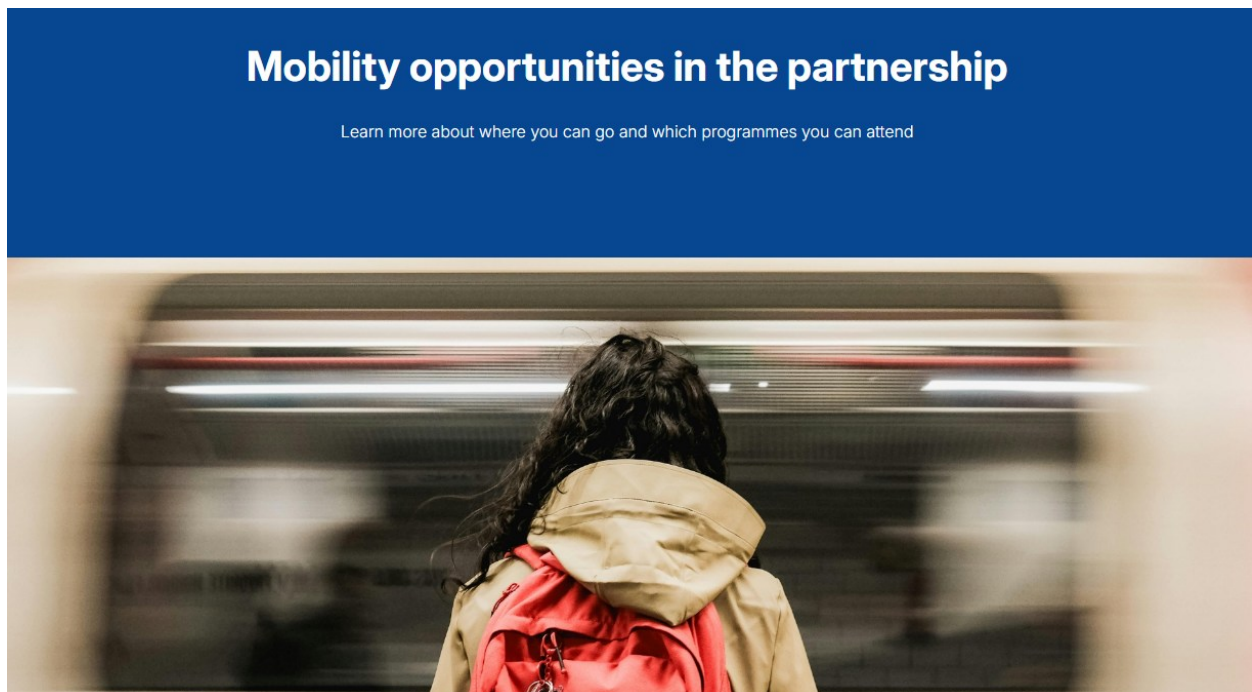
*Figure 3 Regional Collaboration page of the Edu4Health Platform*

### 3.3. Mobility opportunities

One of the objectives of the EUVECA project is to promote (blended) mobility and interregional learning activities for health and care students and professionals. To support this objective, a dedicated section of the platform provides information and opportunities for participation in mobility activities.

Education4Health proposes a transparent and structured framework for organising mobility activities between partner institutions at different levels:

- Participation in study programmes
- Inter-institutional bachelor theses
- Inter-institutional master theses
- Participation in interregional innovation projects



*Figure 4 Mobility opportunities page of the Edu4Health Platform.*

### 3.4. Governance model for the Education4Health platform

A governance model has been described developed for Education4Health defining the organisational, strategic, and operational framework for managing the platform.

The governance structure is built around the 4P model: Purpose, People, Process, and Product, ensuring clarity of objectives, roles, decision-making, and outputs. The purpose of Education4Health is to enhance skills development in health care, support European skills partnerships, and provide open access to quality learning resources for educators, students, and professionals. Its vision emphasizes collaboration, transparency, innovation, mobility, sustainability, and avoiding duplication across European VET initiatives.

The people involved include partner institutions, users, content providers, and governing bodies. Key governance actors are:

- the Steering Group, responsible for strategic direction, quality assurance, and provider selection;
- the Secretariat, which facilitates governance processes, meetings, and quality control;
- the Technical Provider, which manages the platform's day-to-day technical operations; and
- the Stakeholders' Advisory Group, offering feedback from education, healthcare, and professional communities.

The processes define how institutions become partners, submit content, resolve conflicts, and ensure quality. All learning resources undergo peer review and follow standardized submission and validation procedures. Annual partner meetings support transparency, shared decision-making, and continuous improvement. Finally, the product section describes the Education4Health platform including information about intellectual property rights.

Content on the Education4Health platform is produced and published by the Partner Institutions in accordance with an established framework defining the rules and guidelines for use of the platform, including user policies, privacy and data protection policies, and academic integrity policies.

For all content published on Education4Health, at least one named responsible person, and a designated owner institution must be identified. The Partner Institutions retain ownership of the platform content and ensure appropriate recognition and attribution to the individuals who have made the primary intellectual and academic contributions.

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### 3.5. Target Groups – providers, demanders, and users

As a collaborative platform, the primary target group of Education4Health consists of individuals using the platform, with a particular focus on educators and trainers in health and social care. The platform is conceived as a community in which providers, demanders, and users interact and can flexibly assume different roles depending on their needs and contributions.

- Educators and trainers in health and social care represent a central user group and may include:
- Teachers in VET schools providing education and training in health and social care
- Lecturers in higher education institutions (university colleges and universities) teaching health and social care subjects

Training managers, organisers, and coordinators responsible for staff development in healthcare institutions

Individual learners are also considered an important target group for the platform. However, it is expected that they will primarily access the platform through their educators or training institutions. For example, educators may use learning materials from the platform directly in their teaching or encourage students to participate in mobility opportunities offered through partner institutions in other regions or countries.

Individual learners may include:

- Students in health and social sciences at all educational levels (EQF levels 3–8)
- Healthcare professionals from different sectors seeking continuing professional development opportunities

Another important target group for the platform in the future is EU-funded projects - particularly Erasmus+ projects, but also initiatives funded under other European programmes - that develop training materials and learning resources for the healthcare sector. These projects may use Education4Health as a dissemination and knowledge-sharing platform to promote and make accessible the educational outputs they generate.

In the short term, the platform aims to collaborate with a few EU projects with which preliminary agreements have been established. These collaborations will help raise awareness of Education4Health and position it as a recognised European platform for sharing and promoting training materials and learning resources developed through EU-funded initiatives.

Examples of EU projects outside the EUVECA partnership that have already expressed interest in collaboration include:

- Care About IT
- XiA and XiA2
- NEXR

Examples of national projects within the EUVECA partnership that are expected to use the platform to disseminate their results include:

- I-Recap (Region of Southern Denmark)
- Equal Health (Ljubljana Health Center)

In addition to individual users, Education4Health also engages with stakeholder institutions actively involved in healthcare and vocational education and training (VET) for the sector. These include:

- Public and private healthcare institutions, including:
  - Social care organisations
  - Primary healthcare providers
  - Specialist healthcare services
- Educational institutions providing healthcare education and training for students
- Educational institutions offering VET and professional training for health and social care employees
- Interest organisations and professional associations representing relevant target groups
- Researchers and policymakers involved in VET and healthcare education

Together, these target groups contribute to the development, use, and dissemination of educational resources on the platform, strengthening collaboration between regional health ecosystems and supporting skills development across the European healthcare sector.

## 4. Market analysis for the Education4Health platform

The Education4Health platform emerges at a time when Europe faces significant challenges in both healthcare delivery and healthcare education. Demographic developments, technological transformation, and evolving expectations regarding professional skills are reshaping the landscape in which healthcare professionals are trained and supported throughout their careers. Understanding these broader developments is essential for assessing the long-term sustainability and potential impact of the Education4Health platform.

Across Europe, healthcare systems are under increasing pressure due to demographic changes, particularly the ageing population and the growing prevalence of chronic diseases. These trends are significantly increasing the demand for qualified healthcare professionals. Current projections estimate that **Europe could face a shortage of more than four million healthcare workers by 2030.**<sup>1</sup> This situation creates an urgent need for large-scale and coordinated initiatives in VET to ensure that healthcare systems have access to a skilled and adaptable workforce.

At the same time, healthcare systems are undergoing a profound digital transformation. Technologies such as telemedicine, artificial intelligence, robotics, and immersive learning tools such as virtual and augmented reality are rapidly changing the way healthcare is delivered and how healthcare professionals are trained.<sup>2</sup> As a result, traditional training pathways are increasingly insufficient to address the evolving skills requirements of the sector. Educational institutions and healthcare organisations must therefore adopt more flexible, collaborative, and innovative approaches to training.

Within this context, the Education4Health platform seeks to respond to these emerging needs by providing a collaborative European environment for educators, institutions, and healthcare professionals. As above described, the platform facilitates the sharing of educational resources, promotes innovative teaching activities, and supports mobility and collaboration between regional healthcare ecosystems. A key principle of Education4Health is to avoid “reinventing the wheel” by enabling educators to discover, access, and reuse high-quality learning materials and training resources that have already been developed across Europe. By encouraging the reuse, adaptation, and continuous improvement of existing educational content, the platform contributes to strengthening skills development, fostering collaboration between institutions, and supporting lifelong learning in the healthcare sector.

To better understand the environment in which the platform will operate beyond the EUVECA project period, the following sections analyse the external context influencing its potential adoption and growth. The analysis was conducted by ECHAlliance, with input from EUVECA partners gathered during a dedicated Market Analysis workshop held at the Partner Meetings in Trento and Brussels. It includes an examination of macro-environmental factors through a STEEPLE analysis, the identification of key trends and driving forces, and an assessment of competitors, potential barriers to market access, and the strategic positioning of the platform through a SWOT analysis.

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<sup>1</sup> European parliament (2025), “Healthcare sector: addressing labour shortages and working conditions”, accessible via <https://www.europarl.europa.eu/news/en/agenda/plenary-news/2025-02-10/14/healthcare-sector-addressing-labour-shortages-and-working-conditions>

<sup>2</sup> OECD (2025). *Digital and AI Skills in Health Occupations: What Do We Know About New Demand?* [https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/05/digital-and-ai-skills-in-health-occupations\\_f428e5a9/5fbd42ab-en.pdf](https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/05/digital-and-ai-skills-in-health-occupations_f428e5a9/5fbd42ab-en.pdf)

## 4.1. STEEPLE Analysis

To better understand the broader context influencing the development and sustainability of the Edu4Health platform, a STEEPLE analysis was conducted. This analysis examines the Social, Technological, Economic, Environmental, Political, Legal, and Ethical factors that may affect the adoption, effectiveness, and long-term viability of the platform.

Given the platform’s objective of supporting healthcare education and collaboration across multiple European regions, these macro-environmental factors play an important role in shaping the conditions in which the platform operates. For example, demographic changes and workforce shortages in healthcare increase the demand for new training approaches, while technological advancements enable new forms of digital learning and knowledge exchange.

Factors influencing the Edu4Health Platform in 2030	
<b>Social</b>	<ul style="list-style-type: none"> <li>● Growing demand for healthcare professionals due to ageing populations and the increasing prevalence of chronic diseases.</li> <li>● Rising importance of lifelong learning and reskilling for healthcare workers to keep pace with evolving technologies and care models.</li> <li>● Need to ensure equitable access to health education and training across regions, languages, and social groups.</li> <li>● Importance of preventing social exclusion of professionals with lower levels of formal education and ensuring inclusive learning opportunities.</li> </ul>
<b>Technological</b>	<ul style="list-style-type: none"> <li>● Rapid digital transformation in healthcare and education, including AI, telemedicine, robotics, and immersive learning tools (VR/AR).</li> <li>● Increasing use of e-learning platforms, digital credentials, and micro-credentials to support flexible training pathways.</li> <li>● Opportunities for simulation-based training, virtual reality, and gamified learning environments in health VET.</li> <li>● Challenges related to digital accessibility, interoperability with existing learning management systems, and cybersecurity</li> </ul>
<b>Economic</b>	<ul style="list-style-type: none"> <li>● Rising healthcare expenditure across Europe increasing the need for efficient and scalable training solutions.</li> <li>● Persistent health workforce shortages, strengthening the demand for innovative training platforms.</li> <li>● Dependence on European and national funding mechanisms (e.g., Erasmus+, Horizon Europe, Skills Agenda) to support digital learning initiatives.</li> <li>● Economic disparities between regions potentially affecting access to digital infrastructure and training opportunities.</li> </ul>
<b>Environmental</b>	<ul style="list-style-type: none"> <li>● Growing awareness of the environmental impact of healthcare systems and the need for sustainable practices.</li> <li>● Increasing importance of “green skills” in healthcare education.</li> <li>● Digital learning and online collaboration reducing travel and supporting the objectives of the European Green Deal by lowering carbon emissions.</li> </ul>
<b>Political</b>	<ul style="list-style-type: none"> <li>● Strong EU policy support for skills development, including initiatives such as the Pact for Skills and the Large-Scale Skills Partnership in Health.</li> <li>● Increasing emphasis on cross-border collaboration, mobility, and knowledge exchange in European education and training policies.</li> </ul>

	<ul style="list-style-type: none"> <li>National differences in recognition and accreditation of VET qualifications that may influence cross-border adoption of learning resources.</li> </ul>
<b>Legal</b>	<ul style="list-style-type: none"> <li>Compliance with GDPR and data protection regulations for digital learning platforms.</li> <li>Intellectual property management through Creative Commons licensing to encourage the sharing and reuse of learning materials.</li> <li>Regulatory frameworks related to professional training requirements and accreditation in healthcare education.</li> </ul>
<b>Ethical</b>	<ul style="list-style-type: none"> <li>Ensuring inclusive and accessible learning environments, including support for users with different linguistic, cultural, or digital literacy backgrounds.</li> <li>Responsible use of data and AI technologies within digital learning environments.</li> <li>Promoting transparency, trust, and professional values such as patient safety, ethical practice, and respect in healthcare education.</li> </ul>

Table 1 List of macro-environmental factors influencing the Edu4Health Platform up to 2030.

## 4.2. Trends, driving forces and uncertainties

Building on the discussions held during the Market Analysis workshop with EUVECA partners at Trento and Brussels meetings, the consortium identified several key trends, driving forces, and critical uncertainties that may influence the development and exploitation of the Edu4Health platform up to 2030. These factors reflect the broader transformation of healthcare systems, the evolution of digital education technologies, and the growing need for cross-border collaboration in skills development.

<b>Trends</b>	<ul style="list-style-type: none"> <li>Ageing populations and the increasing prevalence of chronic diseases, creating greater demand for skilled healthcare professionals and continuous training opportunities.</li> <li>Digital transformation in healthcare and education, including the growing use of e-learning, AI-supported training, simulation technologies, and immersive tools such as VR/AR.</li> <li>Expansion of European mobility and international collaboration in VET and higher education, encouraging the sharing of learning resources and best practices across borders.</li> <li>Growing demand for flexible and modular learning pathways, including micro-credentials and lifelong learning opportunities for healthcare professionals.</li> <li>Stronger focus on sustainability and “green skills” in healthcare, reflecting the increasing environmental responsibility of healthcare systems.</li> </ul>
<b>Driving forces</b>	<ul style="list-style-type: none"> <li>EU policy and funding frameworks supporting vocational excellence and cross-border learning.</li> <li>Technological innovation (AI, digital health, VR/AR, data-driven workforce planning).</li> <li>Pressure from healthcare systems to ensure workforce readiness and resilience (post-COVID lessons).</li> <li>Employers’ and patients’ expectations for high-quality, digitally competent healthcare staff.</li> <li>Networks such as ECHalliance ecosystems enable regional and inter-regional collaboration.</li> <li>Increasing need to integrate environmental responsibility into healthcare practices.</li> </ul>

<b>Critical uncertainties</b>	<ul style="list-style-type: none"> <li>● Recognition of vocational excellence as central to competitiveness and social cohesion.</li> <li>● Availability of long-term funding to maintain and scale the platform after the EUVECA project period.</li> <li>● Differences in national education systems, particularly regarding recognition and accreditation of cross-border VET learning resources.</li> <li>● Uneven adoption of digital technologies across regions, including potential digital divides in infrastructure and digital skills.</li> <li>● Rapid technological change, requiring continuous adaptation of learning resources and training methods.</li> <li>● Sustained engagement of partner institutions and regional ecosystems in contributing content and collaborative activities beyond the project lifetime. Balancing open access and inclusivity with financially sustainable governance models for the platform.</li> </ul>
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Table 2 List of trends, driving forces and critical uncertainties influencing the Edu4health Platform up to 2030.

### 4.3. Competitors

To better understand the positioning of the Education4Health platform within the broader landscape of digital learning and healthcare education initiatives, the EUVECA consortium identified a number of existing initiatives providing training resources and digital learning opportunities in the healthcare sector.

Some of the initiatives reported in Table 3 should not be considered direct competitors but rather complementary platforms or potential partners, as they primarily focus on course delivery rather than on the collaborative development of learning resources and regional ecosystem cooperation, which are core elements of the Education4Health platform.

Name	Description	Country
<b>Coursera</b>	Online learning platform providing courses, specializations, and degree programs developed with universities and companies. Includes healthcare, digital health, and professional development courses.  <b>Target audience:</b> Individuals, professionals, organizations seeking skills development	Global (USA-based)
<b>edX</b>	Global online learning platform offering university-level courses from leading institutions. Provides courses, professional certificates, and micro-credentials across multiple disciplines, including healthcare.  <b>Target audience:</b> Students, professionals, and lifelong learners seeking high-quality academic content	Global (USA-based)
<b>FutureLearn</b>	Digital education platform offering online courses from universities and cultural institutions. Provides short courses, micro-credentials, and degree programs including healthcare topics.	UK / Global

	<p><b>Target audience:</b> Students, professionals, and individuals interested in upskilling and continuing education</p>	
<b>EIT Health</b>	<p>European innovation network focused on healthcare innovation, entrepreneurship, and education. Offers training programs, innovation projects, and professional development opportunities.</p> <p><b>Target audience:</b> Healthcare professionals, innovators, researchers, entrepreneurs, and students</p>	Europe
<b>OpenWHO / WHO Academy</b>	<p>Online learning platforms developed by the World Health Organization providing courses related to global health, emergency response, and public health training.</p> <p><b>Target audience:</b> Health workers, emergency responders, public health professionals, and global health stakeholders</p>	Global
<b>NHS Learning Resources (NHS England)</b>	<p>Online training and professional development resources provided through the UK National Health Service to support healthcare workforce training.</p> <p><b>Target audience:</b> Healthcare professionals and staff within the NHS system</p>	United Kingdom
<b>V&amp;VN (Dutch Nurses Association)</b>	<p>Professional association platform offering learning resources, guidelines, and professional development opportunities for nurses and caregivers.</p> <p><b>Target audience:</b> Nurses, caregivers, and healthcare professionals</p>	Netherlands
<b>Profportaal Zorg (PPZ)</b>	<p>Cooperative professional platform supporting Learning &amp; Development (L&amp;D) professionals in healthcare through knowledge sharing, collaboration, and the co-creation of innovative, future-proof learning solutions.</p> <p><b>Target audience:</b> L&amp;D professionals, healthcare organizations, and education providers in health and social care</p>	Netherlands
<b>Incision Academy</b>	<p>Digital surgical training platform providing simulation-based learning and video-based education for surgical teams.</p> <p><b>Target audience:</b> Surgeons, surgical trainees, and operating room professionals</p>	Netherlands / Global
<b>Kompetansebroen</b>	<p>Norwegian digital learning platform providing healthcare training resources and competence development for health professionals.</p> <p><b>Target audience:</b> Healthcare professionals, students</p>	Norway
<b>Helsebiblioteket</b>	<p>Norwegian national health library providing clinical guidelines, research resources, and educational material for healthcare professionals.</p>	Norway

	<b>Target audience:</b> Healthcare professionals, students	
<b>Institutional Learning Management Systems (LMS)</b>	Internal learning platforms used by universities, hospitals, and training institutions to deliver digital courses and training programs. <b>Target audience:</b> Students, educators, healthcare staff within institutions	Global / institutional
<b>ONCampus</b>	German platform with courses and online master studys. Also possible to integrate your own platform in the moodle LMS <b>Target audience:</b> Students, educators, all interested learners	GERMAN

Table 3 List of competitors identified by EUVECA partners.

#### 4.4. Market access/potential market barriers

The successful adoption and long-term sustainability of the Education4Health platform depend on its ability to reach and engage its target users, including educators, training institutions, health and care professionals, and regional healthcare ecosystems across Europe. While the broader trends in health and care education and digital learning create favourable conditions for the platform’s development, several factors may either facilitate or hinder its wider adoption. The following key enablers and barriers have been identified.

##### Enablers

Several factors support the potential market uptake and long-term development of the Education4Health platform:

- **Growing demand for healthcare workforce training** due to ageing populations, chronic diseases, and persistent labour shortages in the healthcare sector.
- **Increasing digitalisation of healthcare and education**, creating strong demand for flexible digital learning resources, simulation-based training, and collaborative knowledge platforms.
- **European policy support for skills development**, including initiatives such as the EU Skills Agenda, the Pact for Skills, and the Large-Scale Skills Partnership in Health.
- **Expansion of cross-border collaboration in education**, particularly within Erasmus+ and Centres of Vocational Excellence initiatives.
- **Existing regional ecosystems connected through the EUVECA partnership and ECHAlliance networks**, which can support dissemination, adoption, and collaboration.
- **Education4Health’s collaborative and non-commercial model**, which encourages educators to reuse and adapt existing learning resources rather than duplicating efforts.

##### Barriers

At the same time, several potential barriers may affect the adoption and scaling of the platform:

- **Differences in national education and training systems**, particularly regarding the recognition and accreditation of learning resources developed across borders.
- **Digital divide between regions and institutions**, including differences in digital infrastructure, digital skills, and technological readiness.
- **Integration challenges with existing institutional learning systems**, such as compatibility with local Learning Management Systems (LMS).
- **Uncertainty regarding long-term funding and governance**, particularly after the end of the EUVECA project funding period.
- **Need for sustained engagement from partner institutions and educators**, as collaborative platforms depend on continuous contributions of learning resources and activities.
- **Language diversity across Europe**, which may require adaptation of learning materials to ensure accessibility for different user groups.

#### 4.5. SWOT Analysis

The SWOT analysis summarises the Strengths, Weaknesses, Opportunities, and Threats for the Edu4Health Platform adoption. This table can serve as a valuable reference for future updates and adjustments in response to changes in the wider context.

Strengths	Opportunities
<ul style="list-style-type: none"> <li>○ Comprehensive and flexible offer covering courses, mobility, and innovation, addressing diverse health skills needs</li> <li>○ Strong European partnership and RVEHs connecting educational institutions, healthcare providers, and regional ecosystems</li> <li>○ Integration with regional health ecosystems, linking education, healthcare practice, and innovation</li> <li>○ Peer-reviewed educational content and quality assurance processes ensuring reliability and credibility</li> <li>○ Alignment with EU priorities on skills development, VET excellence, and healthcare workforce resilience.</li> </ul>	<ul style="list-style-type: none"> <li>○ Expansion of European cooperation in education and skills development (e.g. Erasmus+, CoVE).</li> <li>○ Collaboration with EU projects to share and scale educational content and training resources.</li> <li>○ Growing demand for health upskilling and lifelong learning across Europe</li> <li>○ Strong alignment with EU Skills Agenda and health workforce strategies.</li> <li>○ Expansion through ecosystems (RVEHs, pan European partners' networks, new partners).</li> <li>○ Increasing adoption of digital, hybrid, and simulation-based learning.</li> <li>○ Mobility and innovation potential through cross-regional collaboration.</li> </ul>
Weaknesses	Threats
<ul style="list-style-type: none"> <li>○ Dependence on partner institutions for continuous content contribution and platform activity.</li> <li>○ Limited financial resources post-project and lack of a defined long-term sustainability model.</li> <li>○ Technical and usability challenges (platform accessibility, LMS uncertainty, uneven digital skills).</li> </ul>	<ul style="list-style-type: none"> <li>○ Strong competition from established global, national, and institutional learning platforms.</li> <li>○ Low visibility and insufficient dissemination (SEO, branding, discoverability).</li> <li>○ Risk of declining partner engagement and platform abandonment after project end</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>○ Limited reach beyond the consortium and low external user engagement.</li> <li>○ Language barriers and incomplete multilingual coverage.</li> <li>○ Lack of formal accreditation or certification pathways.</li> <li>○ Complexity due to differences in national VET and education systems.</li> <li>○ Need for continuous coordination and governance to maintain the platform.</li> </ul> | <ul style="list-style-type: none"> <li>○ Uncertainty around long-term funding, hosting, and governance structures.</li> <li>○ Fragmentation across countries, systems, and languages.</li> <li>○ Uneven digital readiness across regions limiting adoption.</li> <li>○ Lack of certification reducing competitiveness compared to formal education systems.</li> </ul> |
|--|--|

*Table 4 Final SWOT Analysis for the Edu4Health Platform.*

## 5. Education4Health Business Model Canvas

The Business Model Canvas (BMC) is a strategic management tool used to describe how an organisation creates, delivers, and captures value. It outlines key components such as value propositions, target users, key partners, activities, resources, cost structures, and potential revenue streams.

Within the EUVECA project, the BMC has been used to define the framework supporting the long-term sustainability of the Edu4Health platform beyond the project lifecycle. Building on the market analysis presented in Chapter 4, the BMC clarifies how the platform generates value for educators, healthcare professionals, training institutions, and regional healthcare ecosystems across Europe.

For Edu4Health, the BMC highlights the platform's collaborative nature, its role in facilitating the sharing and reuse of educational resources, and its potential to support mobility, innovation, and lifelong learning in the healthcare sector. It also helps identify key partnerships, governance mechanisms, cost structures, and potential funding or revenue models that can support the platform's financial sustainability and long-term operation.

### 5.1. Key partnerships

In the Business Model Canvas, Key Partners are the organisations and stakeholders that help deliver the value proposition, provide resources, or perform activities that the initiative cannot (or should not) do alone. They are different from customers and users, because their role is to enable the business model rather than just consume or pay for it. Key Partners are those who provide content, governance, technical infrastructure, networks, and funding that make Edu4Health operational and sustainable.

Central to the partnership structure of Education4Health are the organisations involved in the EUVECA project, particularly the seven **RVEHs**. These regional partnerships bring together universities, VET providers, healthcare institutions, and other regional stakeholders working in healthcare education. Through the RVEHs, the platform is closely connected to regional health ecosystems, enabling the identification of training needs, the development of innovative learning activities, and the exchange of knowledge between regions. The RVEHs therefore act as key providers of educational resources, collaboration opportunities, and mobility initiatives within the Education4Health platform.

In addition to the EUVECA partners, the platform aims to collaborate with external initiatives and **EU-funded projects** that develop training materials and educational resources for the healthcare sector. Projects such as **XiA** and other **Centres of Vocational Excellence (CoVE)** initiatives can contribute content, learning activities, and educational outputs that can be shared and promoted through the platform, further enriching the available learning resources and strengthening collaboration across European projects.

From a technical perspective, the platform relies on a technical provider responsible for the development, maintenance, and technical management of the digital infrastructure. This role ensures that the platform remains functional, secure, and adaptable to future technological developments.

Finally, during the EUVECA project lifetime, the **EUVECA EuropeanExpert Group** has also played an important role as a strategic partner by providing guidance, feedback, and expert insights to support the development of the platform and its sustainability strategy.

## 5.2. Key activities

Key activities refer to the critical actions a product or service must perform to create and deliver its value proposition, maintain customer relationships, and generate revenue. These activities may include production, problem-solving, platform or network management, and other processes that ensure the initiative achieves its objectives and remains sustainable.

A central activity is the **management and governance** of the platform. This includes coordinating the involvement of partner institutions, facilitating decision-making processes through the established governance structures, and ensuring that the platform continues to evolve in line with the needs of healthcare educators and regional ecosystems. Governance activities also involve monitoring the platform's strategic direction and maintaining transparent and collaborative processes among partners.

Another key activity concerns the **creation, curation, and quality assurance of educational content**. Learning resources made available through the platform are contributed by partner institutions and external collaborators and are subject to peer review and validation procedures. This ensures that the content shared on the platform is reliable, relevant, and aligned with emerging skills needs in healthcare education.

The **technical maintenance and continuous development of the digital platform** also represent essential activities. These include managing the technical infrastructure, ensuring platform security and accessibility, implementing updates and improvements, and integrating new functionalities as the platform evolves.

In addition, the platform supports **inter-regional mobility and learning opportunities** by providing information and facilitating connections between institutions participating in mobility initiatives. This includes promoting opportunities for student exchanges, joint learning activities, and collaborative projects between educational institutions across different regions.

Finally, Education4Health actively works to promote **collaboration and innovation projects within** and between regional health ecosystems. Through the platform, partners can identify potential collaborators, share ideas for innovation initiatives, and develop joint activities that combine education, research, and healthcare practice. These activities strengthen knowledge exchange and contribute to the continuous improvement of healthcare education across Europe.

## 5.3. Key resources

The key resources block identifies the most important assets required for an initiative to deliver its value proposition, reach its customer segments, and sustain operations. These resources can be physical, digital, financial, intellectual, or human, depending on the nature of the service or product. They represent the essential inputs that enable the initiative to function, grow, and remain competitive.

The key resources supporting the Education4Health platform include both organisational and technological assets that enable its operation and long-term sustainability.

A central resource is the **digital platform infrastructure**, which provides the technological environment for sharing learning resources, promoting mobility opportunities, and supporting collaboration between regional ecosystems.

The **platform governance model**, together with the **Education4Health Secretariat**, ensures effective coordination, strategic direction, and quality assurance in the management of the platform.

In addition, the **EUVECA courses and educational materials** available through the platform represent an important intellectual resource, offering high-quality learning content developed by partner institutions.

Finally, the **reputation and expertise of the EUVECA partner institutions** constitute a key asset, contributing to the credibility, visibility, and trustworthiness of the platform within the European healthcare education community.

## 5.4. Value proposition

The value proposition explains the unique set of benefits that a product or service provides to its stakeholders. It is the reason why customers choose to engage, and it encompasses solutions to their problems, improvements to their situation, or the creation of new opportunities.

The Education4Health platform provides a collaborative European space that supports transparency, knowledge sharing, and cooperation in healthcare education and training. A key element of its value proposition is the creation of a **structured overview of health education and training programmes across Europe**, making learning opportunities and educational resources more visible and accessible to educators, institutions, and healthcare professionals.

The platform also facilitates **knowledge exchange and mutual learning among health educators and training providers**, enabling the sharing of innovative teaching methods, educational materials, and examples of excellence developed in different regions. By promoting the reuse and adaptation of existing resources, Education4Health helps reduce duplication of efforts and encourages collaboration across institutions and countries.

In addition, the platform contributes to **career development and upskilling for healthcare professionals and students**, by providing access to learning resources, courses, and innovative educational activities addressing emerging skills needs in the healthcare sector.

Finally, Education4Health supports **European mobility and interregional collaboration**, helping educational institutions connect with partners in other regions and promoting opportunities for students and professionals to participate in mobility programmes, joint learning activities, and innovation projects.

## 5.5. Customer relationships

The customer relationships block describes the types of interactions an initiative establishes with its paying customers, sponsors, and users. It defines how the initiative attracts and engages these groups, provides support, and fosters trust and loyalty over time. In the case of Edu4Health, customer relationships extend beyond service delivery to users; they also involve maintaining trust and collaboration with paying institutions and sponsors, whose continued support is essential for the platform's long-term sustainability.

Education4Health builds and maintains relationships with its users and stakeholders through continuous engagement, collaboration, and support. A key element of this approach is **community engagement**, facilitated through activities such as annual meetings, workshops, and other collaborative events that bring together educators, institutions, and regional partners to exchange experiences and strengthen cooperation.

The platform also establishes **feedback mechanisms**, including surveys and consultations with users and partners, to gather input on the platform's usability, content relevance, and future development. These feedback loops support continuous improvement and ensure that the platform responds to the evolving needs of the healthcare education community.

To assist users in accessing and navigating the platform, **helpdesk and support services** are provided, offering guidance on the use of the platform and its resources.

Finally, **quality assurance mechanisms** are embedded in the governance model to ensure that the educational resources shared on the platform meet defined standards of reliability, relevance, and academic integrity. Together, these approaches foster trust, engagement, and long-term participation among the platform's users and stakeholders.

## 5.6.Channels

The channels describe the ways in which the value proposition is communicated, delivered, and made accessible to the customer segments. These can include both physical and digital means of distribution, communication, and engagement.

Education4Health reaches its target users and stakeholders through a combination of regional, European, and network-based communication channels. At the regional level, the **RVEHs** act as key gateways to the platform. Through their connections with local educational institutions, healthcare providers, and stakeholders, the hubs promote the platform's resources and activities within their regional ecosystems.

At the European level, **conferences, webinars, and partner meetings** provide opportunities to present the platform, share results, and engage with educators, healthcare professionals, and policy stakeholders. These events also support networking and collaboration between institutions across different regions.

In addition, the platform benefits from the **communication channels of pan-European networks and organisations**, such as ECHA, ESNO, and EHMA. Through their established networks, newsletters, events, and digital communication platforms, these organisations help disseminate information about Education4Health and extend its visibility across European healthcare and education communities.

## 5.7.Customer segments

The customer segments define the different groups of people or organisations that a product or service aims to serve. These segments can include **paying customers**, sponsors or funders, and **non-paying users or beneficiaries**, each with distinct needs and expectations.

The Education4Health platform serves different groups of stakeholders, including both paying customers and final users who benefit from the platform's resources and services.

Customers primarily include **educational institutions beyond the EUVECA partnership** that wish to access the platform, share training programmes, or collaborate in educational and innovation initiatives. In addition, **regional health ecosystems** may engage with the platform to promote cooperation between healthcare providers, training institutions, and other stakeholders involved in vocational education and training.

The final users of the platform are **students, health and care professionals, and educators** involved in health and social care education and training. These users benefit from access to learning resources, educational activities, mobility opportunities, and examples of innovative teaching practices shared through the platform. Together, these user groups contribute to the development of a collaborative European community focused on improving healthcare education and skills development.

## 5.8.Cost structure

The cost structure identifies the most significant costs involved in operating a product or service. It describes where resources are invested, which activities and partnerships require financial support, and

how these expenses align with the delivery of the value proposition. Costs can include fixed and variable expenses, such as infrastructure, technical maintenance, governance, staffing, marketing, and dissemination. Understanding the cost structure is essential for ensuring sustainability, as it clarifies the financial requirements needed to maintain operations and scale the initiative effectively.

The cost structure of the Education4Health platform reflects the main resources and activities required to ensure its operation and long-term sustainability.

A significant portion of the costs relates to **technical support and maintenance**, including the management of the platform infrastructure, system updates, security, and the integration of new functionalities. These activities ensure that the platform remains reliable, accessible, and adaptable to future developments.

Additional personnel-related resources are required for the **creation, review, and updating of educational content**, ensuring that the learning materials available on the platform remain relevant, high-quality, and aligned with emerging skills needs in healthcare education. These people-related costs may vary across participating countries due to differences in salary levels and employment conditions among staff members contributing to the platform's development and maintenance.

Personnel-related costs are also associated with **governance and secretariat functions**, which support coordination among partners, facilitate decision-making processes, and oversee quality assurance and strategic development of the platform. As these functions rely on human resources rather than fixed-price services, the associated costs depend on the composition and geographical distribution of the staff involved.

Finally, **marketing and dissemination activities** are necessary to increase the platform's visibility, attract new users and partners, and promote collaboration within European healthcare education and training ecosystems. These activities include communication campaigns, participation in conferences and events, and the organisation of webinars and stakeholder engagement initiatives.

## 5.9. Revenue streams

The revenue streams block identifies the sources of income that sustain a product or service. It explains how value is monetised, detailing who pays, for what, and through which mechanisms. Revenue streams can derive from direct payments by customers, membership or subscription fees, sponsorships, partnerships, or other financial contributions that ensure the long-term sustainability of the initiative.

The financial sustainability of the Education4Health platform is supported through a combination of institutional contributions, partnerships, and potential external funding sources.

In the initial phase after the EUVECA project, voluntary **contributions from selected EUVECA partner institutions** may support the basic operational costs of the platform during the transition towards a more stable and diversified funding model.

Additional revenue may come from **educational institutions beyond the EUVECA partnership** that wish to access the platform to publish content, promote their education and training programmes, or participate in collaborative initiatives. These institutions may contribute through membership or usage fees associated with providing or promoting educational resources and activities on the platform.

The platform may also generate income through **partnerships with other European projects** that seek to disseminate or promote training activities and learning resources through the platform. Examples include Centres of Vocational Excellence (CoVE) initiatives such as CareAboutIT or other projects like XiA, which can use the platform as a channel to share educational outputs and engage with the healthcare education community.

Finally, **potential sponsorships from private companies or foundations** interested in supporting innovation in healthcare education and skills development may provide additional financial support, contributing to the long-term sustainability of the platform.

## Edu4Health Platform Business Model Canvas

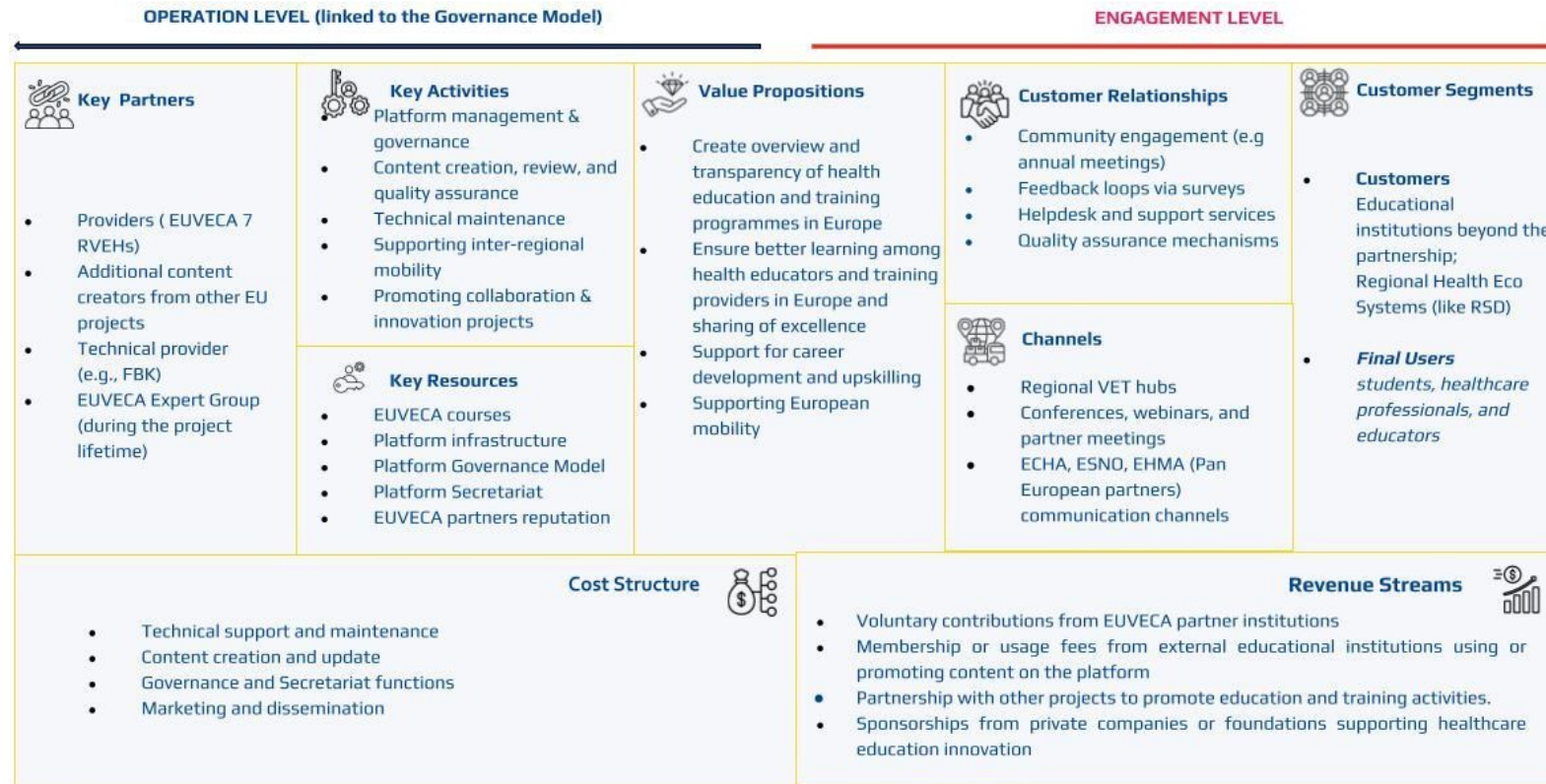


Figure 5 Edu4health Platform Business Model Canvas.

## 6. Financial Analysis

This chapter presents the financial analysis supporting the sustainability of the Education4Health platform beyond the EUVECA project period. The analysis focuses on the main costs and expected revenue streams associated with maintaining and operating the platform over the first three years following the completion of the project. The purpose of this section is not to demonstrate profitability, but rather to assess the financial feasibility of keeping the platform operational so that it can continue serving its core purpose: supporting European collaboration in vocational education and training for the healthcare sector.

The Education4Health platform has been conceived as a collaborative European infrastructure rather than a commercial service. Its objective is to facilitate the exchange of educational resources, promote cooperation between regional health ecosystems, and support innovation and mobility in healthcare education. Consequently, the financial model presented in this chapter reflects a sustainability approach aimed at covering operational costs and ensuring the continuity of the platform, rather than generating financial profit.

The financial projections are based on the cost and revenue structure described in the Business Model Canvas presented in the previous chapter. In particular, the analysis takes into account the key operational components required to ensure the platform's continuity. These include the provision of technical infrastructure and maintenance by a technical provider, governance and coordination activities implemented through the Secretariat and Steering Group, personnel support for platform management, and communication and dissemination activities aimed at maintaining engagement within European healthcare education networks.

The projections presented below are based on a set of assumptions designed to reflect a realistic transition scenario from project funding to a sustainable operational model:

- The Education4Health platform will continue to operate through a lightweight governance structure consisting of a Steering Group, a Secretariat responsible for coordination and implementation activities, and a technical provider ensuring platform maintenance and technical updates.
- Core operational costs include technical infrastructure and maintenance, governance and secretariat coordination, personnel support for platform management, and dissemination and marketing activities required to maintain the visibility and engagement of the platform within European healthcare education ecosystems.
- Voluntary contributions from selected EUVECA partner institutions are expected only in the first year after the project ends, serving as a transitional financial buffer while alternative revenue streams are developed.
- From the second year onwards, revenues are expected to rely primarily on membership or usage fees from external educational institutions wishing to access or promote training resources on the platform, collaborations with other European projects seeking to disseminate educational materials through the platform, and potential sponsorships or partnerships with organisations supporting innovation in healthcare education.
- The financial projections assume a gradual increase in the number of institutions and projects engaging with the platform over the three-year period, reflecting the expected growth of the Education4Health community.
- The tax rate on Earnings Before Tax (EBT) is set at an average of 25% to reflect the general corporate tax rates across Europe, providing a balanced and realistic financial projection.

The financial indicators presented in the table include Earnings Before Interest and Taxes (EBIT) and Earnings Before Tax (EBT), which provide an overview of the operational performance of the platform before taxation. In this simplified financial model, no depreciation or interest costs are foreseen due to the lightweight operational structure of the platform. As a result, EBIT and EBT coincide in the projections presented below.

Item	Y1	Y2	Y3
<b>REVENUES</b>			
Voluntary contributions from selected EUVECA partners	€15,000	€0	€0
Membership / usage fees from external institutions	€8,000	€25,000	€28,000
Partnerships with other EU projects (content promotion / collaboration)	€5,000	€12,000	€14,000
Sponsorships / foundations	€3,000	€12,500	€13,000
<b>TOTAL REVENUES</b>	<b>€31,000</b>	<b>€49,500</b>	<b>€55,000</b>
<b>COSTS</b>			
Technical maintenance and infrastructure	€10,000	€10,500	€11,000
Platform development and updates	€5,000	€6,000	€6,500
Governance and secretariat functions	€7,000	€7,500	€8,000
Personnel (platform coordination support)	€12,000	€13,000	€14,000
Marketing and dissemination	€5,000	€6,000	€6,500
Conferences, events and stakeholder engagement	€4,000	€6,000	€7,000
<b>TOTAL COSTS</b>	<b>€43,000</b>	<b>€49,000</b>	<b>€53,000</b>
<b>EBITDA</b>	<b>-€12,000</b>	<b>€500</b>	<b>€2,000</b>
EBITDA / Revenues (%)	-38.7%	1.0%	3.6%
Depreciation	€0	€0	€0
<b>EBIT</b>	<b>-€12,000</b>	<b>€500</b>	<b>€2,000</b>
EBIT / Revenues (%)	-38.7%	1.0%	3.6%
Interest	€0	€0	€0
<b>EBT</b>	<b>-€12,000</b>	<b>€500</b>	<b>€2,000</b>
EBT / Revenues (%)	-38.7%	1.0%	3.6%
Tax (25%)	€0	€125	€500
<b>NET RESULT</b>	<b>-€12,000</b>	<b>€375</b>	<b>€1,500</b>
<b>PROFIT MARGIN (%)</b>	<b>-38.7%</b>	<b>0.8%</b>	<b>2.7%</b>

Table 5 Financial analysis for the Education4Health platform (3-year projection)

The projection reflects a transition phase during the first year, in which operational costs exceed revenues as the platform moves from project funding to an independent operational model. This temporary imbalance is expected during the initial transition period and is partially mitigated through the contribution of EUVECA partner institutions.

From the second year onwards, the platform gradually reaches financial equilibrium as revenues from institutional participation, collaborations with other European projects, and sponsorship opportunities increase. The projections therefore illustrate a sustainable operational model in which the platform is able to cover its core operational costs while maintaining its collaborative and non-commercial character.

## 7. Regional sustainability strategies of the RVEHs

In addition to the European-level sustainability strategy for the Education4Health platform, each RVEH participating in the EUVECA project has developed its own regional sustainability strategy covering the three years following the end of the project period. These plans have been elaborated in close collaboration with regional stakeholders involved in the hubs, including educational institutions, healthcare providers, policy actors, and other organisations active in vocational education and training for the healthcare sector.

The regional sustainability strategies aim to ensure that the collaboration mechanisms, educational activities, and innovation initiatives initiated through EUVECA can continue beyond the project lifetime. Each plan reflects the specific context, priorities, and challenges of the respective regional healthcare ecosystem, identifying strategic objectives, governance approaches, funding perspectives, and evaluation criteria that can support the continuation of regional cooperation in healthcare education and skills development. Moreover, the sustainability plans developed by each RVEH outline concrete strategies for maintaining and further developing the collaboration structures established during the project. These strategies consider the feasibility of continued cooperation within the regional context, the relevance of the activities to the missions and priorities of participating organisations, and the practical steps required to ensure the long-term engagement of stakeholders. Particular attention is given to identifying potential funding opportunities, defining priority areas for future activities, and establishing criteria for evaluating the success and impact of the hubs' initiatives.

Across the participating regions, several shared priorities and strategic orientations can be identified. Most RVEHs emphasise the importance of strengthening interdisciplinary collaboration between healthcare education providers, healthcare organisations, regional authorities, and innovation actors in order to support more integrated and future-oriented healthcare training systems. The sustainability plans also underline the value of lifelong learning approaches, simulation-based learning, digital and immersive technologies such as virtual reality, and the development of future skills required for resilient healthcare systems.

A common objective among the regional hubs is the continuation and scaling-up of educational activities tested during the EUVECA project, including interdisciplinary courses, simulation training, digital learning modules, awareness courses, and mobility or exchange activities. Several regions foresee the integration of these activities into existing educational curricula and continuing professional development programmes, thereby ensuring their longer-term institutional uptake and impact.

The regional sustainability plans further demonstrate a strong commitment to embedding the RVEHs within existing regional governance and cooperation structures. Many hubs aim to align their activities with broader regional health reforms, competence development strategies, innovation ecosystems, or smart specialisation priorities. This institutional anchoring is considered essential for ensuring the continuity, visibility, and relevance of the hubs after the end of EUVECA funding. At the same time, the plans identify several common challenges that may affect long-term sustainability. These include the difficulty of securing stable and predictable funding, maintaining stakeholder engagement over time, overcoming fragmentation between healthcare and education sectors, and ensuring sufficient political and administrative support. Some regions also highlight challenges related to the integration of innovative learning approaches into existing regulatory and curricular frameworks.

To facilitate dissemination and stakeholder engagement at the regional level, the sustainability plans have been prepared both in English and in the respective regional languages. This allows the regional partnerships to present and discuss their plans during the regional seminars organised in the final months of the project, thereby strengthening local ownership and encouraging continued participation from regional actors.

The detailed sustainability strategies prepared by each regional partnership are included in **Annex 1** of this document.

## 8. Conclusions and next steps

The EUVECA project has demonstrated the potential of European collaboration to strengthen vocational excellence, innovation, and skills development in healthcare education and training. Through the establishment of the RVEHs and the development of the Education4Health platform, the project has created new structures for cooperation between educational institutions, healthcare providers, regional authorities, and other stakeholders across Europe.

The experiences gathered during the project confirm that the healthcare sector requires more integrated, flexible, and future-oriented approaches to education and competence development. Across all participating regions, EUVECA has contributed to strengthening interdisciplinary collaboration, supporting the exchange of knowledge and practices, and promoting innovative educational approaches such as simulation-based learning, digital learning environments, VR/AR applications, and mobility activities. At the same time, the project has highlighted the importance of connecting education more closely with regional healthcare ecosystems and workforce needs.

The Education4Health platform represents a concrete response to these challenges. By functioning as a collaborative and non-commercial European platform for sharing and developing educational resources, the platform contributes to reducing duplication of efforts, improving access to innovative learning materials, and supporting continuous professional development in healthcare. Its governance structure, quality assurance mechanisms, and collaborative operating model provide a strong basis for future development and long-term sustainability.

The market analysis and Business Model Canvas presented in this document show that the platform is well aligned with broader European priorities related to skills development, digital transformation, lifelong learning, and healthcare workforce resilience. The analysis also demonstrates that there is a growing demand for flexible and collaborative learning solutions capable of supporting the rapid transformation of healthcare systems. At the same time, the document acknowledges the challenges that remain, including the need for sustainable funding models, continued stakeholder engagement, interoperability with existing educational systems, and broader visibility beyond the initial consortium. The financial analysis indicates that the Education4Health platform can gradually move towards operational sustainability during the first three years following the end of the project. While the first post-project year represents a transition phase requiring continued institutional support from EUVECA partners, the projections suggest that a combination of institutional participation, partnerships with European projects, and external collaborations can provide a realistic basis for covering the platform's operational costs over time.

An equally important outcome of the project is the establishment of regional collaboration ecosystems through the RVEHs. The regional sustainability strategies demonstrate a strong commitment from partners to continue cooperation beyond the project period. Across the regions, partners have identified concrete actions to maintain stakeholder engagement, continue innovative learning activities, strengthen policy alignment, and integrate EUVECA results into existing educational and healthcare structures. Several regions have already secured or identified follow-up projects, funding opportunities, or institutional anchoring mechanisms that will support the continuation of activities initiated through EUVECA.

The next phase for Education4Health and the RVEHs will therefore focus on consolidation, expansion, and integration. Key priorities include:

- Strengthening the visibility and dissemination of the Education4Health platform across European healthcare and education networks.
- Expanding the number of partner institutions, regional ecosystems, and European projects contributing to and using the platform.

- Further developing high-quality learning resources and innovative educational activities addressing future skills needs in healthcare.
- Exploring accreditation pathways, micro-credentials, and recognition mechanisms to strengthen the attractiveness and usability of the platform's educational offer.
- Continuing to integrate digital, simulation-based, and interdisciplinary learning approaches into healthcare education and training.
- Strengthening alignment with European and regional policy initiatives related to healthcare workforce development, digital transformation, sustainability, and lifelong learning.
- Identifying additional funding opportunities and partnership models to ensure the long-term operational sustainability of both the platform and the regional collaboration structures.

Overall, EUVECA has established important foundations for a long-term European collaboration model supporting vocational excellence in healthcare education and training. The Education4Health platform and the RVEHs provide a framework through which educators, healthcare institutions, policymakers, and regional ecosystems can continue working together to address the future challenges facing European healthcare systems. The continuation of this collaboration beyond the project period will be essential for ensuring that healthcare professionals across Europe are equipped with the competencies, adaptability, and innovation capacity needed in an increasingly complex and rapidly evolving healthcare environment.

## Annex 1. Regional Sustainability Plans

### Denmark

RVEH Information	
<b>Region / Country</b>	Region of Southern Denmark Denmark
<b>Lead institution (s)</b>	Region of Southern Denmark – University Hospital Southern Jutland The South Denmark European Office
<b>Contact person</b>	Sabine Paasch Olsen <a href="mailto:spo@rsyd.dk">spo@rsyd.dk</a> Henriette Hansen <a href="mailto:hha@southdenmark.eu">hha@southdenmark.eu</a>
Mission and Vision	
<b>Short mission statement of the RVEH</b>	<p>There is a pressing need for deeper cross-disciplinary collaboration and a greater understanding of how health educational institutions work together. Health education should no longer be viewed as a linear process, but rather as a complex, lifelong learning journey shaped by multiple pathways and perspectives.</p> <p>This raises an important question: is our health education system ready to support learning in this way?</p> <p>To move forward, we must break down the silos that exist within the education system. Something that can only be achieved through genuine collaboration and shared responsibility.</p>
<b>Long-term vision for sustaining collaboration in healthcare VET and education in the region</b>	<p>The strategy takes its starting point in an expressed need for more cross-disciplinary collaboration in the region and a better insight into and coordination of the different educational offers in the region. In short: there is a need to bring down the silos through;</p> <ul style="list-style-type: none"> <li>• Enhancing collaboration between the different regional education and skills development programmes.</li> <li>• Increasing the focus on the patient journey in regional education and competence development programmes instead of mainly being divided into single themes/silos and subject areas</li> <li>• Improving the coherence and transition between education, skills development and work-life.</li> </ul> <p>Our regional HUB should be special and be a platform that:</p> <ul style="list-style-type: none"> <li>• Allows us to do something different and more than what each actor can do individually. We want to create political awareness</li> <li>• Allows us to create concrete solutions and alternatives to what we know today (not just more of the same)</li> <li>• Is able to make decisions when we initiate concrete projects</li> </ul>

	<ul style="list-style-type: none"> <li>• Offers a trans disciplinary opportunity to create collaboration, dialogue and innovation</li> <li>• Builds on the knowledge and cooperation that already exists nationally and in the Region of Southern Denmark</li> <li>• Creates contact and mutual understanding between the regional players, making it easier to cooperate</li> </ul>
<p><b>Key Achievement during the EUVECA project</b></p>	
<p><b>List 3–5 main results already delivered</b></p>	<ul style="list-style-type: none"> <li>• Created an acknowledged regional platform for collaboration</li> <li>• Created contact and mutual understanding between the regional players, making it easier to cooperate in the future</li> <li>• Created a national funded project called STEM4Health where local and regional health providers work together with the University of Southern Denmark, the two university colleges in the region, the VET school level to create common education offers. The students will have common subjects and thus learn from each other already when during studies. This project will be running for the next three years a be the frame for the continuing collaboration.</li> <li>• On a European level RSD has developed and received funding to a new ERASMUS + project called “I-Recap”, where some of the EVECA partners participate. This project focuses on providing research skills to nurses enabling them to carry out research based on their everyday experiences, supporting a more evidence-based approach to nursing.</li> <li>• Two ERASMUS + applications have been submitted this year with the participation of RSD in collaboration with some of the EUVECA partners. One that focuses on implementation skills and the other one that continues the work and collaboration that has been established around the use of VR.</li> </ul>
<p><b>Short points on what worked well and what should be improved</b></p>	<ol style="list-style-type: none"> <li><b>1. Collaborative Workshop Approach</b> The bottom-up approach in workshops with diverse stakeholders ensured active participation and a sense of ownership, fostering engagement and motivation for implementation.</li> <li><b>2. Alignment with Existing Initiatives</b> The network's focus on integrating with existing regional health strategies and initiatives made it more relevant and easier to connect with ongoing projects.</li> <li><b>3. Strong Local Partnerships</b> Continued collaboration between local health institutions, educational bodies, and municipalities facilitated resource sharing, mutual learning, and problem-solving.</li> <li><b>4. Real World Relevance</b> Emphasizing practical training, such as simulation and VR, ensured that</li> </ol>

	<p>participants could directly apply what they learned in clinical practice, making the activities more effective and engaging.</p> <p><b>5. Leadership and Governance</b> Support from leadership and clear facilitation by project leads helped maintain focus, ensure the network's progress, and align activities with broader goals.</p> <p><b>6. Funding and Resource Mobilization</b> Connecting the network with funding opportunities (e.g., for STEM skills) enabled the development of key projects and furthered the network's implementation.</p>
<p><b>Barriers and remaining challenges</b></p>	<p><b>1. Limited Political and Administrative Support</b> Insufficient political and administrative backing, particularly in the early stages, posed a barrier to gaining the necessary resources and commitment to establish the network.</p> <p><b>2. Fragmentation of the Healthcare and Education Systems</b> The fragmented nature of the healthcare and education systems at the local and regional levels made collaboration challenging, as stakeholders were often operating in separate silos.</p> <p><b>3. Lack of Standardized Frameworks</b> The absence of standardized frameworks for cooperation and governance across different regions and sectors created confusion and delays in decision-making.</p> <p><b>4. Cultural and Organizational Differences</b> Differences in organizational cultures and practices across sectors (healthcare, education, municipalities) led to misunderstandings and misaligned priorities, slowing progress.</p> <p><b>5. Competing Priorities</b> Competing priorities among stakeholders at the local, regional, and national levels often diverted focus from the RVEH's goals, making it difficult to prioritize the network's development.</p> <p><b>6. Regulatory and Policy Barriers</b> Existing regulations and policies at the national level sometimes limited the flexibility needed to test new approaches in education and training, such as introducing micro-credentials or cross-sector collaboration</p>
<p><b>Stakeholders Engagement</b></p>	
<p><b>List of key stakeholders that have been actively involved</b></p>	<ul style="list-style-type: none"> <li>● The HR department in the Region of Southern Denmark</li> <li>● A political representative from the Regional Council</li> <li>● Representatives from the 4 regional hospitals</li> <li>● Representatives from some of the 22 municipalities</li> <li>● Representatives from the University of Southern Denmark (Medicine, Nursing, Bio- and health engineering)</li> <li>● Representatives from the 2 regional university colleges</li> <li>● Representatives from the 4 VET health- and social care schools</li> </ul>

## RVEH Plan beyond EUVECA

### Governance - Who will coordinate the hub after the project ends?

South Denmark European office (SDEO) and the Region of Southern Denmark (RSD) will coordinate the hub after the end of the project and function as a secretariat creating the infrastructure to meet, collaborate and create common innovation.

### Resources - Did you already identify funding resources (e.g. regional/national/EU, private, institutional)

The HUB has already received funding for the new project – STEM4Health – which will be implemented over the next 3 years. This project will support concrete collaboration between the stakeholders. Beyond this activity, networking activities will continue that will be financially supported by SDEO and RSD, as they see it as a natural way to support regional collaboration and innovation in this area, which is of interest to all. The HUB will support the collaboration in the 4 new “regional health councils” that will be created from the 1st of January 2027. These councils will have as main objective to identify innovation areas, ensure and monitor the highest quality of health provision towards the citizens. This coordination calls for a coordinated approach to competence development and collaboration between services and disciplines.

### Activities - Which of the EUVECA tested activities will be continued or potentially scaled up?

The VR course and the green skills awareness course

### Expansion - Potential new stakeholders or regions to join

We will collaborate more closely with the 4 “regional health councils” when they are up and running, as well as the South Denmark Health Innovation Unit that assisted to set up the regional HUB.

### Please identify 2–3 simple indicators that best fit to track the sustainability of your RVEH

- A minimum of 2 network meetings per year
- A minimum of 80 % of the above-mentioned stakeholders participate in the network meetings
- We use the meetings to visit the different stakeholders, so that they all know each other better
- The network will be integrated as a natural platform to support the inter disciplinary collaboration in the 4 regional health councils, focusing on education and competence development.
- Inter disciplinary lifelong learning will become a priority area in the 4 regional councils through the promotion of the regional network

### Timeline

#### Months 47–48 (final phase)

- On the 14th of April 2026, a final regional event took place where focus will be on the results of EUVECA, the future skills within health and how we can continue collaborating about these subjects to creating the best possible competences among health care workers, ensuring the best and most sustainable health care sector in the region of southern Denmark

- We are elaborating an agreement between the stakeholders of the regional network that will be signed by the management level to show managerial support to the network and the educational innovation consultants who will be the collaborating members of the group.

#### **Post-project (Year 1–3 after EUVECA)**

- The STEM4Health project will be implemented, developing concrete interdisciplinary education and training activities, with the possibility to improve the collaboration between the regional network stakeholders
- As a consequence of the health reform in Denmark that will be implemented as from January 2027, there will be available national funds to support innovation, implementation, upscaling and competence development on a regional level. The south Danish regional EUVECA network will stand stronger as a combined force than each member alone in order to get access to these funds.

## Germany

RVEH Information	
<b>Region / Country</b>	Germany
<b>Lead institution (s)</b>	University of Lübeck, Institute for Social Medicine and Epidemiology, Section for Research and Education in Nursing
<b>Contact person</b>	Adrienne Henkel, regional coordinator, <a href="mailto:adrienne.henkel@uni-luebeck.de">adrienne.henkel@uni-luebeck.de</a>
Mission and Vision	
<b>Short mission statement of the RVEH</b>	<p>The RVEH aims to strengthen healthcare vocational education and training by connecting existing expertise from education, healthcare practice, and innovation. It provides a collaborative platform to develop and implement future skills and relevant competencies needed in the healthcare sector. Through interdisciplinary exchange, the RVEH identifies strategic priorities, supports evidence-based recommendations for policy makers, and raises awareness for innovative approaches in education and training to ensure a future-oriented and resilient healthcare workforce.</p> <p>Main Objectives of the RVEH</p> <ul style="list-style-type: none"> <li>● <b>Strengthening networking:</b> Building and maintaining strong connections between healthcare VET providers, higher education institutions, healthcare organisations, and innovation stakeholders</li> <li>● <b>Facilitating exchange (Exchange):</b> Promoting continuous interdisciplinary dialogue, sharing of experiences, and mutual learning across sectors and professional groups.</li> <li>● <b>Bundling knowledge and activities:</b> Consolidating existing expertise, initiatives, and resources to avoid duplication and increase impact and efficiency</li> <li>● <b>Enhancing collaboration and co-creation:</b> Supporting joint development, testing, and implementation of innovative learning approaches and future skills: Improving visibility and knowledge transfer: Making existing knowledge, best practices, and project results accessible and usable for a wider audience within the healthcare education ecosystem</li> </ul>
<b>Long-term vision for sustaining collaboration in healthcare VET and education in the region</b>	<p>The long-term vision is to establish the RVEH as a well-established, widely recognised regional network that serves as a central hub for collaboration in healthcare VET and education. It will bring together a broad range of stakeholders - including education providers, healthcare organisations, innovation actors, and interdisciplinary partners - creating a strong and sustainable ecosystem. The RVEH will actively foster interdisciplinary exchange and collaboration, including engagement with relevant “competitors” and parallel initiatives, to encourage knowledge sharing, mutual learning, and continuous improvement rather than fragmentation. By positioning itself as an open and inclusive platform, the RVEH aims to bundle expertise, align activities, and increase overall impact in the region.</p> <p>In the long term, the network will be firmly embedded in regional structures, contributing to strategic development, skills intelligence, and innovation in healthcare education. Through its visibility, reliability, and added value, the</p>

	<p>RVEH will become a trusted reference point for stakeholders, supporting sustainable cooperation, ongoing knowledge exchange, and the continuous development of future-oriented competencies in the healthcare workforce.</p>
<p><b>Key Achievement during the EUVECA project</b></p>	
<p><b>List 3–5 main results already delivered</b></p>	<p>Open-access OER platform on Future Skills in Healthcare:</p> <ul style="list-style-type: none"> <li>● Development and launch of a freely accessible online resource providing learning materials for VET, higher education, and professional training</li> <li>● Innovative learning activities developed and tested: Creation and piloting of digital and immersive learning formats (e.g. interactive tools and VR scenarios) focused on future skills</li> <li>● Establishment of the RVEH network: Successful setup of a regional collaboration platform connecting education providers, healthcare organisations, and other stakeholders</li> <li>● Implementation of pilot trainings and learning activities: Delivery of training sessions and testing of materials with learners and professionals in real educational and practice settings</li> <li>● Evaluation results and implementation insights: Collection of feedback and evidence on effectiveness, challenges, and success factors to support further development and scaling</li> </ul>
<p><b>Short points on what worked well and what should be improved</b></p>	<ul style="list-style-type: none"> <li>● Earlier availability and improved usability of digital platforms</li> <li>● More structured onboarding and clearer methodological guidance for learners and educators</li> <li>● Improved accessibility and stronger standardisation of learning materials</li> <li>● Broader inclusion of different healthcare professions to ensure interdisciplinary representation</li> <li>● Increased visibility and outreach of the RVEH and its activities across the region</li> <li>● Stronger alignment with existing curricula and teaching structures</li> <li>● More dedicated resources and funding to support sustained stakeholder engagement</li> </ul>
<p><b>Barriers and remaining challenges</b></p>	<ul style="list-style-type: none"> <li>● Limited financial resources, restricting implementation capacity and stakeholder engagement</li> <li>● Reduced public visibility due to lack of resources, limiting dissemination and impact</li> <li>● Stronger alignment with existing curricula and teaching structures</li> </ul>
<p><b>Stakeholders Engagement</b></p>	
<p><b>List of key stakeholders that have been actively involved</b></p>	<ul style="list-style-type: none"> <li>● Schleswig-Holstein Institute for Vocational Education and Training (SHIBB)</li> <li>● Coordinating Office for the Nursing Education Network SH</li> <li>● Christian Albrecht University</li> <li>● University of Lübeck</li> <li>● University Hospital of Schleswig Holstein UKSH</li> <li>● UKSH Akademie</li> <li>● Diakonie Nord Nord Ost</li> <li>● DRK Hospital</li> </ul>

## RVEH Plan beyond EUVECA

### Governance - Who will coordinate the hub after the project ends?

UKSH Akademie and University of Lübeck in equal parts

### Resources - Did you already identify funding resources (e.g. regional/national/EU, private, institutional)

Due to budgetary regulations in the state of Schleswig-Holstein, funding from the state budget violates applicable law. Third-party funding must be secured; however, this could not be achieved due to the lack of suitable funding sources.

### Activities - Which of the EUVECA tested activities will be continued or potentially scaled up?

Virtual Reality in Simulation training. Therefore there was written a proposal for Key 2 Action ERASMUS+ Funding (5.3.2026)

### Expansion - Potential new stakeholders or regions to join

- Expansion to additional healthcare professions such as physiotherapy, occupational therapy, medical-technical professions, and emergency care services to strengthen interdisciplinary coverage
- Involvement of new educational actors, including secondary VET schools, universities of applied sciences, and continuing education providers in healthcare
- Engagement of healthcare system stakeholders, such as hospitals, long-term care facilities, rehabilitation centres, and public health authorities
- Integration of innovation and digitalisation partners, including EdTech companies, simulation centres, and research institutions
- Geographical expansion to neighbouring regions and cross-border cooperation, particularly within the broader Northern European healthcare and education networks

### Please identify 2–3 simple indicators that best fit to track the sustainability of your RVEH

- Number of active partner institutions using the RVEH platform
- Frequency of updates or new training modules added to the platform
- Number of attenders at educational programmes (students, professionals)

## Timeline

### Months 47–48 (final phase)

- Final evaluation and reporting, including collection and validation of all indicators and stakeholder feedback
- Preparation of sustainability outputs\*\*, including regional sustainability plans and transfer strategies
- Dissemination activities, including regional final events to present results and sustainability plans format/details to be defined)
- Project closure, including administrative finalisation and handover of results for post-project use. Search for third-party funding.

### Post-project (Year 1–3 after EUVECA)

- Regular stakeholder and network meetings (annual or biannual) to ensure ongoing exchange, coordination, and knowledge sharing, if financed.
- Integration of results into regional education and training structures, including curricula and continuing professional development programmes

- Securing additional funding and institutional support to sustain activities and further develop the RVEH network
- Ongoing dissemination and visibility activities, strengthening outreach and engagement across healthcare education stakeholders
- Monitoring of sustainability indicators and continuous improvement based on feedback and regional needs

## Italy

RVEH Information	
<b>Region / Country</b>	Trentino / Italy
<b>Lead institution (s)</b>	Autonomous Province of Trento Fondazione Bruno Kessler
<b>Contact person</b>	Olivia Balagna, Regional Coordinator, <a href="mailto:olivia.balagna@provincia.tn.it">olivia.balagna@provincia.tn.it</a>
Mission and Vision	
<b>Short mission statement of the RVEH</b>	<p>Hub for Educational Excellence in Health Care Provincia Autonoma di Trento. Our hub is composed of 3 different levels:</p> <p><b>The Steering committee</b> is responsible for directing, defining, proposing, and coordinating the provincial objectives of basic and continuing training at the HUB in accordance with European guidelines, overseeing implementation, and evaluating results.</p> <p><b>The Coordination Committee</b> identifies proposals and requests, promoting excellence both within the province and across the European network, including through the EPVE (European Platform for Vocational Excellence in Health Care) platform. Coordination of the round table by the Excellence in Health Care education hub representatives.</p> <p>STAKEHOLDER EDUCATION HUB EXCELLENCE IN HEALTH CARE (educational institutions, health providers, policy makers, digital solutions providers, social partners, ProMIS)</p>
<b>Long-term vision for sustaining collaboration in healthcare VET and education in the region</b>	We would like to link our healthcare VET to the TSI Digital skills to increase quality and resilience of the health system in Italy promoted by ProMIS.
Key Achievement during the EUVECA project	
<b>List 3–5 main results already delivered</b>	<ul style="list-style-type: none"> <li>● Creation of training activities with stakeholders (Psychogeriatric course, podcast on Personalized medicine)</li> <li>● Reflection on the creation of a scientific committee to develop new courses.</li> <li>● Local training activities organized for healthcare professionals by the training office of the Autonomous Province of Trento.</li> </ul>
<b>Short points on what worked well and what should be improved</b>	<ul style="list-style-type: none"> <li>● Creation of training activities with stakeholders went well however we did not receive much feedback on the creation of further courses even though we sent a request to 30 +/- stakeholders.</li> <li>● Thus, this shows that the involvement of our local stakeholders is quite difficult and we will have to find ways to improve it.</li> </ul>
<b>Barriers and remaining challenges</b>	<ul style="list-style-type: none"> <li>● Stakeholders ‘engagement</li> <li>● Edu4health platform sustainability and potential to trigger stakeholders</li> </ul>

Stakeholders Engagement	
<b>List of key stakeholders that have been actively involved</b>	<ul style="list-style-type: none"> <li>● Università Popolare Trentina (U.P.T.)</li> <li>● ASUIT Azienda sanitaria universitaria integrata del Trentino</li> <li>Fondazione Demarchi</li> </ul>
<b>RVEH Plan beyond EUVECA</b>	
<b>Governance - Who will coordinate the hub after the project ends?</b>	
The autonomous Province of Trento Innovation and Research office, as well as our Health Professions, Training, and University Relations Department, in collaboration with the Bruno Kessler Foundation (platform sustainability).	
<b>Resources - Did you already identify funding resources (e.g. regional/national/EU, private, institutional)</b>	
We are thinking we might ask our Center of digital health: TrentinoSalute4.0 to see if they are willing to invest money in the hub/edu4health platform.	
<b>Activities - Which of the EUVECA tested activities will be continued or potentially scaled up?</b>	
Regional activities (management training and retraining for healthcare professionals)	
<b>Expansion - Potential new stakeholders or regions to join</b>	
<ul style="list-style-type: none"> <li>● ProMIS might help us trigger other Italian regions as stakeholders.</li> <li>● PAT is member of EUREGHA and we could engage new regions via this network.</li> <li>● Hub Innovation Trentino</li> <li>● We met with Università di Trento – DEM Dipartimento di Economia e Management to exchange on new and further collaboration possibilities for healthcare training.</li> </ul>	
<b>Expansion - Potential new stakeholders or regions to join</b>	
<b>Please identify 2–3 simple indicators that best fit to track the sustainability of your RVEH</b>	
60 medical doctors trained /year (for management training, 2 training sessions /year).	
<b>Timeline</b>	
<b>Months 47–48 (final phase)</b>	
Preparation of Final reporting with project partner FBK	
<b>Post-project (Year 1–3 after EUVECA)</b>	
To be defined with the ProMIS network.	

## Netherlands

RVEH Information	
<b>Region / Country</b>	Netherlands / Twente Hub
<b>Lead institution (s)</b>	Oost NL (Regional Development Agency)
<b>Contact person</b>	Tessa Dijkgraaf, Project manager, <a href="mailto:tessa.dijkgraaf@oostnl.nl">tessa.dijkgraaf@oostnl.nl</a>
Mission and Vision	
<b>Short mission statement of the RVEH</b>	Bringing together relevant stakeholders to strengthen collaboration in healthcare education and VET in the region, with a focus on future-proof healthcare professional equipped with technological skills.
<b>Long-term vision for sustaining collaboration in healthcare VET and education in the region</b>	A sustainable regional ecosystem in which educational institutions, healthcare organizations, and other stakeholders structurally collaborate on the development of future-proof healthcare professionals. Through this structural collaboration, the aim is to ensure that innovation and developments in the healthcare landscape align with vocational education on the one hand, while on the other hand offering current healthcare professionals a lifelong learning provision.
Key Achievement during the EUVECA project	
<b>List 3–5 main results already delivered</b>	<p><b>Development of three learning activities</b></p> <ul style="list-style-type: none"> <li>• The V-model learning activities</li> <li>• Awareness Course</li> <li>• Mooc e-health</li> </ul> <p><b>Exchanges</b></p> <ul style="list-style-type: none"> <li>• Work visit Lubeck colleagues: in December 2025, we had a work visit of 12 German colleagues on the theme of VR/XR. With a visit on the Saxion XR Lab, ZGT Hospital and University of Twente we exchanged knowledge and expertise and explored future collaborations</li> <li>• Exchange: Matic Kavčič from the University of Ljubljana to Saxion University of Applied Sciences (October – December 2025).</li> </ul> <p><b>Regionale ecosystem</b></p> <ul style="list-style-type: none"> <li>• Exploring the CRM initiative: experts join forces on emergency care safety training</li> </ul> <p><b>Involvement of the stakeholders</b></p> <ul style="list-style-type: none"> <li>• As regional final conference, we organize a joint conference with all our stakeholders. Stakeholders get the opportunity to share their expertise in specific regional projects on the same topic; the adaptive professional.</li> </ul>
<b>Short points on what worked well and what should be improved</b>	<p><b>Worked well:</b></p> <ul style="list-style-type: none"> <li>• Learning from each other, within the regional Hub, with other countries and cultures and habits.</li> <li>• The regional hub works well together. Communication lines are short and we can coordinate quickly.</li> </ul>

	<ul style="list-style-type: none"> <li>● We have developed many great sub-projects together, such as exploring the CRM initiative, as well as the working visit of Lübeck.</li> <li>● Collaboration with student groups.</li> </ul> <p><b>Opportunities for improvement:</b></p> <ul style="list-style-type: none"> <li>● The process during the partner meetings could sometimes be improved. It may help to make more conscious use of moments when the entire group is physically together, by scheduling more effective interactive exchange and to address topics that can be handled in writing or online beforehand. This would allow in-person meetings to focus more on strengthening collaboration and making the most of joint preparation, creating even more value from working together in the future.</li> <li>● A stronger focus on a project group with solid representation from healthcare professionals could be beneficial. The group currently consists largely of policymakers and education representatives; representation from, for example, a hospital was limited. Greater involvement from this perspective could have further strengthened the collaboration and improved access to this target group.</li> </ul>
<p><b>Barriers and remaining challenges</b></p>	<ul style="list-style-type: none"> <li>● Securing structural long-term funding.</li> <li>● Aligning different organizational and educational systems: differences between educational levels, as well as between education and a hospital setting. The way professionals learn is fundamentally different from the way students learn.</li> <li>● Maintaining the engagement of all stakeholders after the project has ended; ensuring relevance alongside all ongoing activities and initiatives.</li> </ul>
<p><b>Stakeholders Engagement</b></p>	
<p><b>List of key stakeholders that have been actively involved</b></p>	<ul style="list-style-type: none"> <li>● Saxion University of Applied Sciences</li> <li>● University of Twente</li> <li>● Ziekenhuisgroep Twente (ZGT)</li> <li>● Oost NL, Regional development Agency</li> <li>● ROC van Twente (VET education)</li> <li>● WGV (employee association)</li> <li>● Medisch Spectrum Twente (MST, regional hospital)</li> <li>● Technologie &amp; Zorg Academie (TZA)</li> </ul>
<p><b>RVEH Plan beyond EUVECA</b></p>	
<p><b>Governance - Who will coordinate the hub after the project ends?</b></p>	
<p>Currently, several (network) initiatives are present in the Twente region. Depending on the initiative all or some partners and stakeholders of EUVECA participate. At the final regional conference, we invited all these initiatives to learn from each other and see how we can proceed. Ideally the regional network/hub as result of EUVECA will be embedded in one of these existing initiatives.</p>	
<p><b>Resources - Did you already identify funding resources (e.g. regional/national/EU, private, institutional)</b></p>	
<p>Not yet identified</p>	

### Activities - Which of the EUVECA tested activities will be continued or potentially scaled up?

- V-model: embedded within education at Saxion University of Applied sciences
- Translation book: Techwijs in Zorg&Welzijn
- Awareness course: embedded within education at Saxion University of Applied sciences
- Moco e-health: potential integration within education at the University of Twente, as well as a learning activity for external participants.
- Innovation challenge: an annual innovation programme within ZGT where multidisciplinary professionals develop practice-oriented healthcare innovations, focused on sustainable implementation and innovation competencies.

### Expansion - Potential new stakeholders or regions to join

We could explore how other partners within the province wants to become involved, such as Windesheim University of Applied Sciences, Isala Hospital, and Deventer Hospital. Additionally, we could consider expanding into the Tech.Land region, the cross-border area between the Netherlands and Germany. The EUVECA partners have Memoranda of Understanding with several organisations in this region, which may provide opportunities for further collaboration.

### Please identify 2–3 simple indicators that best fit to track the sustainability of your RVEH

- Learning activities embedded in education.
- Embedding RVEH within an existing governance body or consortium.
- Opportunities to apply for new joint projects with RVEH – and potentially other partners focused on future-proof healthcare professionals.
- Annual/yearly meetings, or maybe a follow-up edition of the EUVECA final event.

### Timeline

#### Months 47–48 (final phase)

Finalising the Euveca project, by the completion and delivery of the deliverables.

Organisation of the final local conference on the 14<sup>th</sup> of April 2026.

#### Post-project (Year 1–3 after EUVECA)

- Continuation of learning activities. Developed by the regional partners, such as de Awareness Course and V-model.
- Building block in the ‘Zorginnovatieplein’ project – the competent user of technology. This building block supports the process of development and implementation of technological healthcare, by helping different groups of users—such as professionals and citizens—to develop into competent users of technology.

## Norway

RVEH Information	
<b>Region / Country</b>	Bergen/Norway
<b>Lead institution (s)</b>	Western Norway University of Applied Sciences (Norway)
<b>Contact person</b>	Hilde Kristin Refvik Riise, Regional Coordinator, <a href="mailto:hkrr@hvl.no">hkrr@hvl.no</a>
Mission and Vision	
<b>Short mission statement of the RVEH</b>	To strengthen recruitment, retention, and competence development in the health and care sector through coordinated vocational excellence, lifelong learning, and innovative training methods that align education with labour market needs.
<b>Long-term vision for sustaining collaboration in healthcare VET and education in the region</b>	The Norwegian RVEH aims to become a permanent, sustainable regional hub for vocational excellence in healthcare, ensuring continuous collaboration between municipalities, education providers, hospitals, and other stakeholders. The hub will support lifelong learning, task shifting, and innovation, while serving as a bridge between regional, national, and European competence development initiatives.
Key Achievement during the EUVECA project	
<b>List 3–5 main results already delivered</b>	<ul style="list-style-type: none"> <li>● Establishment of a functional Regional Vocational Excellence Hub rooted in existing regional competence networks.</li> <li>● Successful testing and implementation of decentralized simulation-based training for healthcare students and professionals.</li> <li>● Active participation in EPVE course testing across universities, municipalities, and hospitals.</li> <li>● Engagement of 100+ students and professionals in regional and interregional learning activities.</li> <li>● Strengthened cross-sector collaboration between education, municipal services, and specialist healthcare.</li> </ul>
<b>Short points on what worked well and what should be improved</b>	<p><b>What worked well</b></p> <ul style="list-style-type: none"> <li>● Simulation-based learning proved highly relevant and effective.</li> <li>● Strong engagement due to bottom-up co-creation with stakeholders.</li> <li>● Integration into existing competence networks ensured ownership and continuity.</li> </ul> <p><b>What should be improved</b></p> <ul style="list-style-type: none"> <li>● Stronger formal anchoring of the RVEH in regional and municipal strategies for workforce and competence development.</li> <li>● Clearer long-term governance and coordination structures, including defined roles and responsibilities beyond project funding.</li> <li>● More predictable and sustainable funding mechanisms to support coordination, facilitation, and scaling of activities.</li> <li>● Increased capacity for coordination to manage collaboration across municipalities, education providers, and healthcare institutions.</li> </ul>

	<ul style="list-style-type: none"> <li>● Stronger integration of RVEH activities into existing education and training pathways, ensuring long-term uptake and ownership.</li> </ul>
<b>Barriers and remaining challenges</b>	<ul style="list-style-type: none"> <li>● Time and capacity constraints among healthcare professionals and managers, limiting participation and long-term engagement.</li> <li>● Dependence on project-based funding, making it challenging to secure continuity without dedicated resources.</li> <li>● Complex coordination across sectors and governance levels, requiring sustained facilitation and leadership.</li> <li>● Uneven engagement among partners, with varying levels of readiness and capacity across municipalities and institutions.</li> <li>● Need for stronger national-level recognition and alignment to support scaling and long-term sustainability of the RVEH model.</li> </ul>
<b>Stakeholders Engagement</b>	
<b>List of key stakeholders that have been actively involved</b>	<p><b>Key stakeholders actively involved</b></p> <ul style="list-style-type: none"> <li>● Eight municipalities (political and administrative leadership, health and care services)</li> <li>● Upper secondary education providers (ISCED 3)</li> <li>● Post-secondary education providers (ISCED 4–5)</li> <li>● Western Norway University of Applied Sciences (ISCED 6)</li> <li>● Hospitals and specialist health services</li> <li>● Competence Forum Nordhordland</li> <li>● KS – Norwegian Association of Local and Regional Authorities</li> </ul> <p><b>Potential future stakeholders</b></p> <ul style="list-style-type: none"> <li>● Labour unions</li> <li>● County Governor (Statsforvalteren)</li> <li>● Private companies delivering digital and innovative health solutions</li> </ul>
<b>RVEH Plan beyond EUVECA</b>	
<b>Governance - Who will coordinate the hub after the project ends?</b>	
<p>The RVEH will be coordinated by Regional Nordhordland, in collaboration with Western Norway University of Applied Sciences and Helse Bergen and anchored in existing regional cooperation structures through close involvement of municipalities and Competence Forum Nordhordland. A permanent regional working group will provide governance, coordination, and strategic direction, ensuring continuity, ownership, and long-term sustainability of the RVEH.</p>	
<b>Resources - Did you already identify funding resources (e.g. regional/national/EU, private, institutional)</b>	
<p>Potential funding sources (not identified):</p> <ul style="list-style-type: none"> <li>● Municipal and regional funding linked to competence development and lifelong learning</li> <li>● Institutional resources from HVL and education providers</li> <li>● Potential national funding via KS and relevant ministries</li> <li>● Future applications for EU and Nordic funding programs</li> <li>● In-kind contributions from partners (staff time, infrastructure, training facilities)</li> </ul>	
<b>Activities - Which of the EUVECA tested activities will be continued or potentially scaled up?</b>	

The following EUVECA-tested activities will be continued and/or scaled:

- Decentralized simulation-based training for students and professionals
- Task-shifting workshops and interprofessional learning activities
- Use of EPVE courses as supplementary learning resources

#### **Expansion - Potential new stakeholders or regions to join**

- Inclusion of additional municipalities in Western Norway
- Stronger involvement of labour unions and private sector actors
- Closer cooperation with other Nordic and European RVEHs via EPVE

#### **Please identify 2–3 simple indicators that best fit to track the sustainability of your RVEH**

- Number of students and professionals trained annually through RVEH activities
- Number of active partner organizations engaged in the RVEH
- External funding secured for continued RVEH activities

#### **Timeline**

##### **Months 47–48 (final phase)**

- Consolidation of results and documentation
- Final reporting and evaluation
- Regional dissemination event presenting sustainability plans

##### **Post-project (Year 1–3 after EUVECA)**

- Continuation of prioritized training activities
- Annual stakeholder and partner meetings
- Integration of RVEH activities into regional competence strategies
- Securing additional funding and expanding partnerships

## Slovenia

RVEH Information	
<b>Region / Country</b>	Slovenia
<b>Lead institution (s)</b>	Community Health Centre Ljubljana and The Faculty of Health Sciences of the University of Ljubljana
<b>Contact person</b>	Anja Požnenel Belec, RVEH secretariat, <a href="mailto:anja.pozenel-belec@zd-lj.si">anja.pozenel-belec@zd-lj.si</a>
Mission and Vision	
<b>Short mission statement of the RVEH</b>	<p>The main objectives of RVEH Ljubljana are:</p> <ul style="list-style-type: none"> <li>● Improving the competencies of interdisciplinary teams of professionals and collaborators in the fields of healthcare and social care, as well as students of these disciplines,</li> <li>● Promoting international knowledge exchange,</li> <li>● Enhancing the quality of healthcare services through innovative educational programs such as healthcare simulations, etc.,</li> <li>● Influencing educational policies, etc.</li> </ul>
<b>Long-term vision for sustaining collaboration in healthcare VET and education in the region</b>	<p>RVEH Ljubljana envisions a future where continuous collaboration in healthcare VET, as well as in professional development, serves as the foundation for resilient and high-quality healthcare systems across the region. To realize this vision, we are committed to building a dynamic, inclusive, and innovation-driven educational ecosystem that connects healthcare professionals, educators, institutions, and students through shared goals, mutual learning, and strategic partnerships.</p>
Key Achievement during the EUVECA project	
<b>List 3–5 main results already delivered</b>	<ul style="list-style-type: none"> <li>● Agreement on the Establishment and Functioning of the Regional Centre</li> <li>● Development and implementation of training programs for students and professionals in healthcare and social care</li> <li>● Following key stakeholders' consultations, simulation-based learning has been incorporated into the curricula of several educational institutions</li> </ul>
<b>Short points on what worked well and what should be improved</b>	<p>We consider the good cooperation between the local partners and the strong interest of stakeholders as positive aspects, while we see the existence of other similar platforms and the extensive mandatory content that students or employees are required to complete - leaving them little time for activities that provide added value beyond the basic required training - as weaknesses. It is essential to establish a systemic framework for mandatory training that would also include the topics addressed by the project.</p>
<b>Barriers and challenges</b>	Financing
Stakeholders Engagement	

<p><b>List of key stakeholders that have been actively involved</b></p>	<ul style="list-style-type: none"> <li>● Ministry of Health</li> <li>● Ministry of Education</li> <li>● Municipality of Ljubljana, Department of Health and Social Care</li> <li>● Social Chamber of Slovenia, Section of Social Workers in Healthcare Services</li> <li>● Nurses and Midwives Association of Slovenia</li> <li>● Faculty of Medicine, University of Ljubljana</li> </ul>
<p><b>RVEH Plan beyond EUVECA</b></p>	
<p><b>Governance - Who will coordinate the hub after the project ends?</b></p>	
<p>Based on the agreement between the Community Health Centre Ljubljana and the Faculty of Health Sciences, University of Ljubljana, the collaboration can be extended and remain active after the completion of the project.</p>	
<p><b>Resources - Did you already identify funding resources (e.g. regional/national/EU, private, institutional)</b></p>	
<p>We see this as the main challenge; therefore, we believe that promoting the program among stakeholders during the project is crucial to ensure they recognize the importance of this type of education and are willing to invest in it.</p>	
<p><b>Activities - Which of the EUVECA tested activities will be continued or potentially scaled up?</b></p>	
<p>Interprofessional simulation-based education with a focus on teamwork and experiential learning for students and professionals.</p>	
<p><b>Expansion - Potential new stakeholders or regions to join</b></p>	
<p>East and South Balkan countries where European guidelines for lifelong learning with innovative approaches have not yet been implemented.</p>	
<p><b>Please identify 2–3 simple indicators that best fit to track the sustainability of your RVEH</b></p> <ul style="list-style-type: none"> <li>● Number of active partner institutions using the RVEH platform</li> <li>● Frequency of updates or new training modules added to the platform</li> <li>● Number of attenders at educational programmes (students, professionals)</li> </ul>	
<p><b>Timeline</b></p>	
<p><b>Months 47–48 (final phase)</b></p> <p>We will present the project results to all stakeholders involved throughout the project - those we have engaged with and collaborated with in identifying ways to ensure the sustainability and continued active operation of the Regional HUB. The presentation will serve as an opportunity to share achievements, gather feedback, and confirm the joint commitment to maintaining the HUB as a long-term platform for cooperation, innovation, and knowledge exchange.</p>	
<p><b>Post-project (Year 1–3 after EUVECA)</b></p> <p>In the three years following the end of the project, the HUB would focus on securing funding to ensure its smooth operation and further development. One possible approach could be its integration into a professional institute that already receives state funding for research, development, and the implementation of innovative solutions in the field of healthcare. This could enable the integration of content into the existing curricula of educational institutions, which could recognize it based on the professional findings developed within the institute and the advanced European guidelines established through this project.</p>	

## Spain

RVEH Information	
<b>Region / Country</b>	Valencia, Spain
<b>Lead institution (s)</b>	Universitat Politècnica de València (UPV); Universitat de València (UV)
<b>Contact person</b>	Vicente Traver Salcedo RVEH Valencia secretariat vtraver@itaca.upv.es
Mission and Vision	
<b>Short mission statement of the RVEH</b>	To establish RVEH Valencia as a <b>stable ecosystem of collaboration</b> among universities, public and private health centres, health administration, social services, professional associations, patient associations, and the biomedical sector, <b>aimed at continuously improving the competences of health professionals in the Valencian Community.</b>
<b>Long-term vision for sustaining collaboration in healthcare VET and education in the region</b>	To maintain a <b>stable, open, and free collaborative hub</b> that connects regional stakeholders in healthcare VET and higher education, supports interdisciplinary and multimedia training, promotes mobility and exchange, and remains linked to the EUVECA platform through <b>long-term institutional commitment, project-based funding, and integration into regional health and smart specialisation strategies.</b>
Key Achievement during the EUVECA project	
<b>List 3–5 main results already delivered</b>	<ul style="list-style-type: none"> <li>- Creation of the RVEH Valencia collaboration model and governance approach.</li> <li>- Launch and initial piloting of joint interdisciplinary courses involving medicine, nursing, physiotherapy, psychology, and pharmacy.</li> <li>- Use of the EUVECA platform for training modules in different formats.</li> <li>- Development of a mobility and short-stay approach for students and professionals with other RVEH.</li> <li>- Activation of communication and networking activities through LinkedIn and other dissemination channels.</li> </ul>

<p><b>Short points on what worked well and what should be improved</b></p>	<p><b>Worked well:</b> strong motivation from regional partners; interdisciplinary approach; use of Teams and the EUVECA platform; openness and no-fee participation model; combination of proactive planning and responsiveness to stakeholder needs.</p> <p><b>To be improved:</b> broader availability of materials in Spanish and English; gradual incorporation of additional stakeholder profiles; stronger long-term funding pipeline; further expansion of course and mobility offers.</p>
<p><b>Barriers and remaining challenges</b></p>	<p>Dependence on external project-based and institutional funding; need to broaden participation to additional socio-healthcare entities, day centres, disability and elderly care organisations, patient associations, and biomedical companies; current imbalance in language availability of courses; need to sustain long-term engagement and annual activity flow after the project period.</p>
<p><b>Stakeholders Engagement</b></p>	
<p><b>List of key stakeholders that have been actively involved</b></p>	<p>Public Universities: UPV and UV. Public and private hospitals, including VITHAS. Regional health administration, from health and social fields Professional associations, including CECOVA. Socio-healthcare entities, including LARES VET centres. Patient associations. Biomedicine and biotechnology organisations and companies as Medicarama.</p>
<p><b>RVEH Plan beyond EUVECA</b></p>	
<p><b>Governance - Who will coordinate the hub after the project ends?</b></p>	
<p>The hub secretariat / facilitator team will be coordinated jointly by Universitat Politècnica de València (UPV) and Universitat de València (UV), acting as meeting facilitators, promoters of working groups, and liaison with the European platform.</p> <p>Strategic decisions will be taken by consensus among participating entities in plenary meetings, supported by shared minutes and agreed operating rules.</p>	
<p><b>Resources - Did you already identify funding resources (e.g. regional/national/EU, private, institutional)</b></p>	

Yes. The plan identifies competitive European and national projects such as Erasmus+, Horizon Europe, Interreg, and national or regional programmes for educational and healthcare innovation. It also foresees in-kind institutional support from universities and health centres, use of existing infrastructure, and framework agreements with partner hospitals, associations, and companies for partial co-financing of specific activities without charging participants.

#### **Activities - Which of the EUVECA tested activities will be continued or potentially scaled up?**

Joint interdisciplinary training courses; innovative and multimedia training formats; mobility and short stays in hospitals and simulation centres; participation in activities of other EUVECA hubs; thematic working groups; dissemination and networking through LinkedIn and related channels; use of Teams and the EUVECA platform for coordination, training, and mobility management.

#### **Expansion - Potential new stakeholders or regions to join**

Potential new stakeholders include day centres, organisations for older people and people with disabilities, additional patient associations, and more biomedicine and biotechnology companies. Additional regions are not clearly specified at this moment even though we can use other networks as EIT health to get this engagement.

#### **Please identify 2–3 simple indicators that best fit to track the sustainability of your RVEH**

- Number of active entities in the hub and diversity of stakeholder types.
- Number of courses and learning activities developed or adapted by the hub and incorporated into the EUVECA platform.
- Annual volume of funding secured through projects linked to the hub

#### **Timeline**

##### **Months 47–48 (final phase)**

Consolidation of results; final reporting; dissemination of outcomes through regional events and communication channels; validation of operating rules, governance arrangements, and sustainability indicators; preparation of the transition to post-project activity through Teams and the EUVECA platform.

##### **Post-project (Year 1–3 after EUVECA)**

Continuation and scaling of selected joint training and mobility activities; at least two annual plenary meetings and ongoing working group sessions; incorporation of new stakeholders; submission of new Erasmus+, Horizon Europe, Interreg, and regional/national proposals; progressive integration into regional health, active ageing, and biomedicine strategies; annual review of sustainability indicators and activity portfolio.