



# Governance Model for Education4Health

A European digital Platform for Vocational Excellence in Health  
Care

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## Introduction

This document describes the governance model for the digital platform Education4Health, developed in the Erasmus+ CoVE project [EUVECA](#). The EUVECA project aimed to support the innovation and sustainable development of the European health-care sector by building future-oriented skills through vocational training. The overall objectives of EUVECA included:

- increasing the quality and attractiveness of vocational training and lifelong learning in the health-care sector
- contributing to the European Skills Agenda by ensuring continuous, tailored, high-quality VET (Vocational Education and Training), for health care professionals
- fostering long-term, sustainable collaboration between VET and higher education across regions

The governance model is established to ensure that Education4Health is operated within a structured framework that supports efficient collaborations, pedagogical excellence, and strategic relevance.

The governance model is structured around the model of 4 Ps – **Purpose**, **Product**, **People** and **Process**. These factors are important to agree upon to anticipate future challenges and to ensure a well-functioning and sustainable platform.

# 1 P1 - The Purpose of Education4Health

## Mission

The mission of the Education4Health platform is to strengthen the European health and social care sector by:

- Enhancing the sustainability of the health and social care sector through excellent VET within health and social care
- Supporting the implementation of the Large-Scale Skills Partnership in health
- Contributing to the highest possible skills level across the European health and social care workforce
- Ensuring that healthcare educators across Europe have access to high-quality training material and learning resources

## Vision

To achieve this mission, the Education4Health platform has the vision to:

- Facilitate and promote collaboration among European VET providers within health and social care
- Facilitate the implementation of innovation in VET within health and social care
- Create overview, transparency and easy access to high quality training material and learning resources across Europe for VET providers, health and social care students and health and social care professionals
- Avoid "reinventing the wheel" in European VET within health and social care by providing excellent opportunities for sharing teacher experiences, training materials and learning resources
- Facilitate mobility within health and social care students, educators and staff

## Values

Education4Health works within the following values:

- **Accessibility:** Ensuring that all learners, students, educators and staff can easily access high-quality learning opportunities, regardless of region or background.
- **Collaboration:** Non-biased and inclusive promotion of partnerships, knowledge sharing and co-creation across European health and social care ecosystems.
- **Trustworthy quality:** Providing trusted, peer-reviewed learning resources that support excellence in vocational education and training.
- **Transparency:** Offering clear visibility into training opportunities, pathways and institutional cooperation across Europe.
- **Innovation:** Embracing digital transformation, new pedagogical methods and forward-looking skills development.
- **Sustainability:** Supporting environmentally responsible practices and the long-term strengthening of Europe's health and social care workforce

## 2 P2 - The Product; the Education4Health platform

Education4Health is a digital learning platform developed within the EUVECA project to strengthen collaboration between educational actors within health and social care across Europe<sup>1</sup>. The objective of the platform is to make it easier for individual educators in health and social care, to share experiences, develop new educational activities, and access the latest knowledge on educational innovation within health and social care. Educators are seen as professionals who train, educate and support health and social care students and professionals, across educational institutions and clinical practice

A core principle behind the platform is that it is not a commercial provider of courses. Instead, it serves as a *collaborative development space and community* for health and social care educators, where innovative teaching activities and learning resources can be shared, reused, and further improved. Across regions, disciplines, and borders. Education4Health should be seen as both a tool and a forum, offering inspiration, resources, and new ideas for educational innovation within health and social care.

A key objective for the initiating partnership behind the Education4Health platform is to ensure that educators within health care 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 aligns with fundamental EU values such as openness, cooperation, knowledge sharing, and equal access to quality education for all EU countries.

The platform is designed to provide its users with training material and learning resources (such as e-learning, VR, simulation scenarios, etc.) and information about the hubs and their mobility opportunities. Therefore, the platform is constituted by two types of systems: 1) A Learning Management System (to provide courses and learning resources) and 2) a Content Management System (to welcome the users on the platform, provide information about the services on the platform, provide news and facilitate communication). The two systems are both found under the same domain, namely [www.edu4health.eu](http://www.edu4health.eu) and are integrated to some extent. Courses may also be accessed from the partner institutions own learning management systems through the LTI-standard (Learning Tools Interoperability) to encourage further uptake of the learning resources amongst students and professionals in the partner hubs.

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

### Types of content on the Education4Health

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.

#### Training material and learning resources

The training material and learning resources on Education4Health are at the final launch of the platform in spring 2026 organized into 6 overall megatrends being the following:

- The ageing population
- The information revolution and general digitalization of society
- Personalised care and prevention
- The competent and modern health consumer
- Climate challenge

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<sup>1</sup> See [www.euveca.eu](http://www.euveca.eu) for contributing partners.

## ○ Chronic disease and co-morbidity

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.

### Mobility

One of the objectives of the Education4Health platform is to promote (blended) mobility- and inter-regional learning activities for health care students and professionals, and thus a section on the platform is devoted to improving the opportunity to participate in (blended) mobility activities.

Education4Health proposes a transparent and sustainable structure to propose mobility activities between the partner institutions on different levels:

- Participation in study programmes, such as online courses, summer schools and intensive programmes
- Inter institutional bachelor thesis
- Inter institutional master thesis
- Participation in inter regional innovation projects

### Regional collaboration and innovation

The Education4Health platform aims to bring together regional health ecosystems in a way that is inspired by the collaboration between regions that the [Global Health Connector](#) promotes. Instead of continuing to develop the wheel repeatedly, Education4Health wants to promote collaboration, an improved translation of health research and evidence, common learning and sharing of ideas between regions. The partner institutions are therefore committed to working together to develop and implement innovative solutions that improve the quality of health and wellbeing of citizens, the effectiveness of the healthcare system and the scope for wealth creation and business opportunities.

In the section of the platform that motivates for regional collaboration and innovation, partners are encouraged to propose innovation projects to which they are looking for partners. As a special feature, implementation, active participation of health care professionals and VET should always be an integrated part of these projects.

## Ownership and intellectual property rights of Education4Health content

As a collaborative community that encourages EU projects and partner institutions to share learning resources on a European level, the **willingness to share** and create common learning as well as the **desire**

**to reach a broader “peer audience”**, should be the only motivations for EU projects and partner institutions to engage in the platform as content providers.

By engaging with the platform, an EU project or partner institution agrees to adhere to the present governance model for the Education4Health platform.

Training material and learning resources published on the Education4Health platform by EU projects or partner institutions remain the sole property of the respective EU project or partner institution. By publishing training material and learning resources on the platform, the EU project or partner institution grants platform users permission to reuse and adapt the training material or learning resource for local use, provided that clear acknowledgement is given to the original creator and to the Education4Health platform.

For all content published on Education4Health, at least one named responsible person, and a designated owner institution must be identified. This person or owner institutions ensures appropriate recognition and attribution to the individuals who have made the primary intellectual and academic contributions. The providers and the users of the platform are strongly encouraged to enter into a constructive dialogue regarding the reuse and adoption of the training material and / or learning resources.

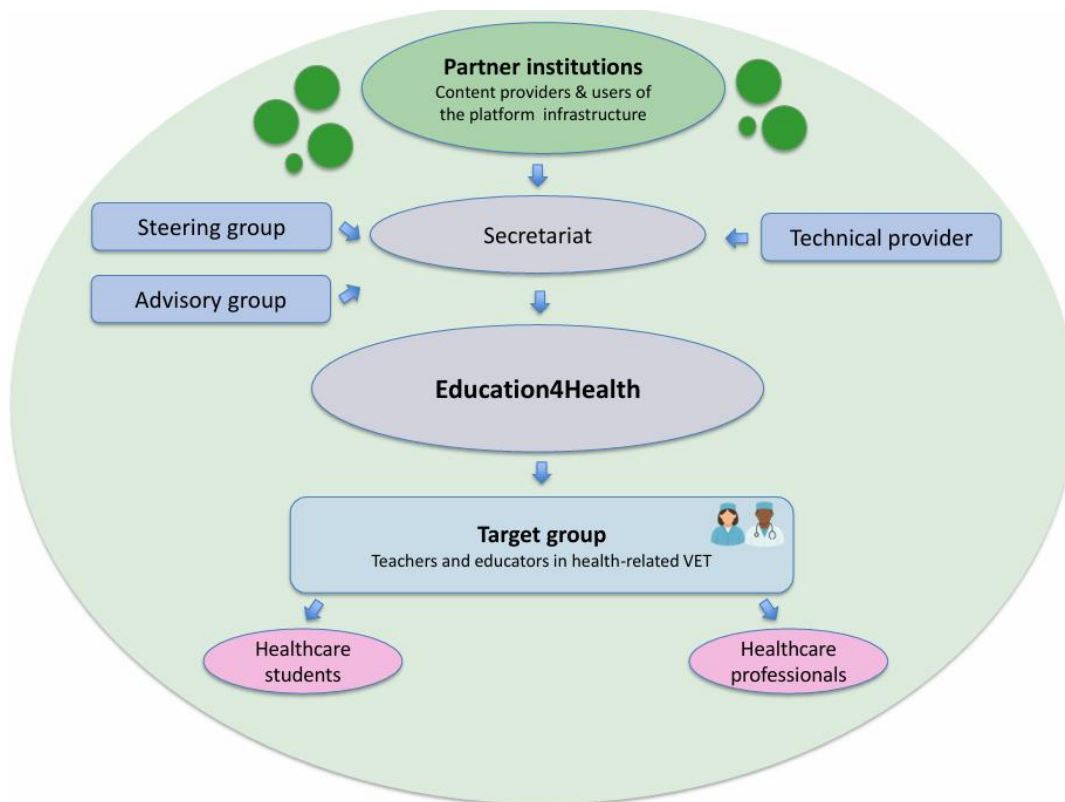
License content is published under the rules of Creative Commons ([About CC Licenses - Creative Commons](#)).

At any moment the EU project or partner institution has the right to request removal of their own material from the platform.

### 3 P3 - The People behind Education4Health

The different groups involved in the governance of Education4Health, as illustrated in Figure 1, are further described in detail below.

**Figure 1 – The people behind Education4Health**



#### Partner institutions

As a collaborative development space and community, partner institutions participate on a voluntary basis on the Education4Health platform with the willingness to share and create common learning as well as a desire to reach a broader “peer audience” and not reinventing the wheel, as the main motivations. The partner institutions are identified to be the following:

- Educational institutions offering health- and social care vocational education and training for students
- Health care providers offering VET for health- and social care professionals.
- Interest organizations and associations representing the different target groups.
- EU projects that develop training material and learning resources to health and social care students and / or professionals

To become a partner institution, contact should be taken to the Education4Health secretariat, using the application form on the platform. The secretariat will present the application for the steering group, who will decide if a specific partner or an EU project can become a partner institution. If relevant, the potential

partner institution will be invited to the steering group meeting to make a short presentation and elaborate their wish to be part of the platform.

Partner Institutions have the right to be represented at the annual Partner Institutions meeting. This meeting is organized by the Steering Group in collaboration with the Secretariat, which manages practical arrangements. All Partner Institutions may submit matters for the annual meeting. The agenda is published no later than one month before the meeting.

Partner institutions have two different kinds of roles related to the Education4Health platform. They can be users and / or providers. Most often they will have both roles at the same time.

### **Providers**

Partner institutions, as providers play a key role in shaping the content and functionality of Education4Health, as they can use the platform to share VET innovation within health and social care on the platform.

Providers to the platform can, like the users, be VET institutions and healthcare providers who wish to disseminate and share innovation in health-related VET. Obvious providers could be, for example, organisations that have European innovation projects in health-related VET and wish to disseminate their results to a wider European audience.

Education4Health Partner Institutions are invited for an annual meeting where the Education4Health Steering Group reports to the Partner Institutions, on last year's activities and make suggestions of planned activities for the up-coming year. In this annual meeting, the Education4Health partner institutions give their input on the platform functionality, content and management. The annual Partner Institution meeting makes decisions for the composition of the Education4Health Steering Group and the platform management plan for the upcoming year.

### **Users**

Users are partner organisations that want to be part of the community, offering access for their educators and teachers to the products on Education4Health.

These may be educational institutions in the health- and social care sector and healthcare providers offering on-the-job training. They can use the material on the platform as input for their own training and learning activities and/or encourage students and/or healthcare professionals to participate in the online courses on the platform.

These institutions can also use the platform's infrastructure to promote mobility opportunities for their students and healthcare workers.

Finally, partner institutions can as users, benefit from the platform to propose and find partners to implement interregional innovation projects within VET.

### **Target groups**

The main target group of Education4Health are individuals using the content on the platform, with a special focus on educators and trainers in health and social care. The platform is seen as a community, where providers, demanders and users interact with each other and can in a flexible way undertake the different roles.

The educators and trainers in health and social care can be the following:

- Teachers in VET schools providing teaching in health and social care

- Lecturers in higher education institutions (university colleges and universities) providing teaching health and social care
- Training managers, organizers, and coordinators responsible for staff development in healthcare institutions.

Individual learners are also a target group for the platform; however, primarily envisaged to be referred to the platform through their educators and teachers. For example, educators may wish to use materials from the platform directly in their teaching, or they may seek to motivate their students to participate in mobility placements in another country. Individual learners can be:

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

## The Secretariat

The Education4Health secretariat is the main entrance to create collaboration and engagement with the Education4Health platform. At the same time, the Secretariat ensures the dialogue and collaboration with the Steering Group and the Stakeholders' Advisory Group. In addition, the Secretariat administers the platform's quality assurance processes on behalf of the Steering Group, ensuring that all content and activities meet the established standards. The concrete assignments for the secretariat are the following:

- Communicates with potential partner institutions (incl. EU projects that want to use the Education4Health platform to dissemination project results)
- Organises 4 steering group meetings per year
- Organises 1 yearly Platform Partner Institutions Meeting (like a General Assembly)
- Organises 1 yearly meeting with the advisory group
- Runs a yearly user evaluation survey
- Runs a yearly update survey among the content providers to ensure necessary updates, such as proper functioning of associated links, updating of material and contact information.
- Communicates these updates to the technical provider that implements the changes
- Presents the yearly financial accounts for the platform to the steering group
- Elaborates a yearly action plan
- Updates member lists and contacts
- Ensures that new content to the platform follows the quality assurance procedures as shown in annex 2 regarding the peer review process.
- Creates a LinkedIn account and ensures SoMe posts at least once a month
- Participates in new EU projects where it is relevant to create a link to the platform
- Represents the platform in relevant European conferences
- Communicates with eventual future (private) sponsors

For the first 3-year period beyond the EUVECA project period (June 2026 to May 2029), the EUVECA partnership has decided to appoint the South Denmark European Office as secretariat for the Education4Health platform.

Following this 3-year period, the secretariat will be chosen based on the following criteria:

- The organisation must be a legal entity that has a financial system where it is easy to track individual projects, so that a yearly financial report can be presented to the steering group and partner institutions.
- Demonstrated institutional capacity to support the governance and strategic oversight of the Education4Health platform

- Proven experience in the coordination and facilitation of formal meetings involving partner institutions and stakeholders
- Established procedures and competence to administer quality assurance and content validation processes in accordance with agreed standards
- Capacity to operate in a transparent, impartial, and accountable manner, ensuring continuity and sustainability of the Secretariat function
- Demonstrated experience within European collaborations and dialogue processes

## The Steering Group

The steering group consists of 5 partner institutions that are elected for a 2-year period and is responsible for ensuring that all aspects of the governance model are complied with.

In addition, the steering group is also responsible for ensuring that a secretariat and the technical provider are elected (or re-elected) every three years.

Based on input and feedback from Partner Institutions, the Steering Group carries out strategic planning, which includes decisions about collaboration with strategic partners and sponsors, platform growth and technology updates. The group also oversees the quality of the platform, considering user feedback and recommendations from the Stakeholders' Advisory Group, and approves new content submissions based on peer reviewers' recommendations. Given this responsibility, it is important that the members of the steering group possess competences within curriculum development, IT and technology enhanced teaching.

All Partner Institutions have the right to nominate representatives to the Steering Group. Members are elected from different regional hubs during the annual Partner Institutions meeting.

For the first 2 years beyond the EUVECA project period, the steering group consists of members from the EUVECA partnership. If the Education4Health platform enters into collaboration with other EU projects during these 2 years, representatives from these projects will be part of the steering group, and the group will as an exception consist of more than 5 members until the end of the first 2-year period.

## The Stakeholders' Advisory Group.

The Stakeholders' Advisory Group provides advice and feedback to the Steering Group. The group consists of a maximum of 10 members that can include representatives from:

- Students' associations
- Educational organizations
- Primary health service institutions
- Specialist health service institutions
- Pan-European organizations and/or associations of patient groups or health profession(s).

At the annual Education4Health Partner Institutions meeting, the composition of the Stakeholders' Advisory Group for the upcoming 3-year period is determined. The members of the Advisory Group are then announced on the Education4Health platform.

## The Technical Provider

The technical provider is selected by the steering group on the basis of 3 competing offers. The Technical Provider manages the daily technical operations of the platform, including:

- Software updates
- Content updates

- Cybersecurity
- Alignment with GDPR rules
- Integration with other systems

The provider ensures the platform remains functional, secure, and up-to-date.

The criteria for choosing the technical provider are the following:

- Sound economy: Financial stability and ownership clarity
- Clear support tiers and response times
- Documentation and knowledge base
- Training for admins and power users
- Structured migration methodology: Experience migrating to or from other LMS
- Mobile responsiveness or native apps
- Accessibility compliance (WCAG 2.1 AA or higher)
- GDPR compliance and data processing agreements
- ISO 27001 or equivalent security certifications
- Penetration testing and vulnerability management
- Role-based access control and audit logs
- Standards support: SCORM, xAPI, LTI, AICC (as relevant)
- Data import/export capabilities (bulk and automated)
- Proven uptime SLA ( $\geq 99.9\%$ )
- Scalability for peak usage (many concurrent learners)
- Performance benchmarks (page load times, video streaming quality)
- Transparent incident management and status reporting
- Fluent in English language

The selection process shall ensure value for money, compliance with applicable regulations, and the Technical Provider's capacity to deliver reliable, secure, and sustainable platform services in support of the objectives of Education4Health.

The technical provider is responsible for the day-to-day technical operation and maintenance of the Education4Health platform, ensuring its functionality, security, and continuous availability.

The technical provider will be selected through a transparent and competitive tender procedure, based on the submission of at least three independent offers. The offers will be assessed and evaluated by the Education4Health Secretariat in close cooperation with the Steering Group, in accordance with predefined technical, financial, and operational criteria.

## 4 P4 - Collaboration Process

Education4Health has been developed and tested by the European partnership in the EUVECA project. It is grounded in regional vocational excellence ecosystems across Europe and shaped through extensive collaboration among partner institutions.

### How to propose content to the Education4Health Platform

Any health and social care educational institution, or EU project that develops training material and learning resources for health and social care, can seek partnership with the Education4Health platform, by proposing content to the platform.

To ensure high quality, content providers proposing material for the platform are required to use the template in Annex 1 to describe the content. The purpose of this form is to ensure a consistent structure for the presentation and overview of all content on the platform. At the same time, completion of the form serves as pedagogical guidance for content creators, supporting alignment with the platform's educational objectives and quality standards. The content provider is responsible to carry out a peer reviewing process using the template in Annex 2 to document that the content has been peer reviewed by two external reviewers.

If the content provider wishes to propose a course including micro-credentials, the template in Annex 3 must also be used.

All completed templates must be submitted to the Education4Health Secretariat, which will review the material and submit it to the Steering Group for consideration at the next Steering Group meeting.

The content provider will be informed by the Secretariat whether the content has been accepted or rejected. In the case of rejection, a written evaluation will be provided, including recommendations for improvement and possible resubmission to the platform at a later stage.

### Steering group meetings

4 online steering group meetings are organised per year. The secretariat has the responsibility to organise the meetings and prepares the agenda.

To maintain effective governance, the Steering Group holds online meetings at least four times a year. During these meetings, members are updated on platform activities, users' feedback, and advisory group input, allowing the Steering Group to make informed decisions regarding platform operations, content management, layout, and functionality.

### Annual Platform Partner Institution Meeting

During the annual Partner Institution Meeting, the Secretariat in close collaboration with the Steering Group presents:

- a presentation of the yearly financial accounts
- a summary of platform activities from the past year,
- a presentation of the action plan for the coming year
- an introduction of newly admitted Partner Institutions,
- results from the user evaluation survey,
- feedback from the Stakeholders' Advisory Group, and

Each second year, the Platform Partner Institutions elect:

- representatives for the Steering Group,
- the composition of the Stakeholders’ Advisory Group

Meeting discussions are documented in minutes that are shared with all Partner Institutions. These minutes serve as formal input to the Steering Group.

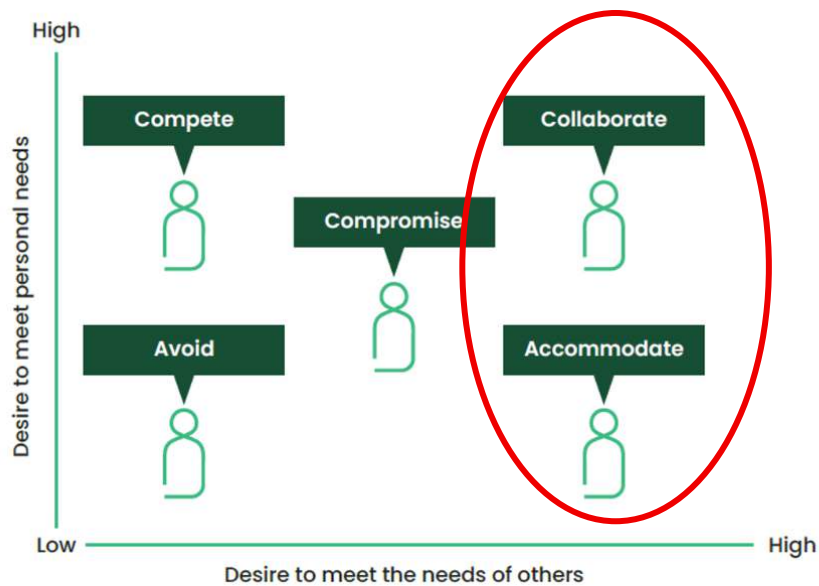
### Solving Conflicts

In the Education4Health platform, partner institutions collaborate to provide academic material, while the secretariat plans and facilitates meetings. Final decisions are made by the steering committee. We acknowledge that conflicts are unavoidable in a complex collaboration, and we view them as an important source of creativity and development.

When disagreements arise, they are handled assertively and respectfully. Our starting point is to seek a common solution through open dialogue and discussion. If consensus cannot be reached, the matter will be put to a vote in the steering committee. If a tie persists, our daily contact person from the secretariat is given an additional vote to ensure a final decision.

Our understanding of conflicts resolution builds on this model, and as the Edu4Health platform is a collaborative community, we will seek to encounter the “highest desire to meet the needs of others” as well as the “highest desire to meet the needs of partner institutions”, as described in this conflict solving model.

**Figure 2 – Principle of Conflict Resolution in Education 4 Health**



A common model to consider approaches to dealing with conflict

Source: Adapted from the Thomas Kilmann Conflict Mode Instrument.

### Quality assurance of Education4Health content

Submission of new platform content can be done by Stakeholder Institutions, filling out the Submission Form given in **Annex 1**.

The Education4Health Secretariat informs the new content submitters on the Steering Group decisions and do the arrangements for the technical provider to publish the new platform content.

When a new content for the platform is submitted for publication, it should have been peer-reviewed by at least two independent peer reviewers, as described in Annex 2. It is the responsibility of the content provider to ensure and to prove that the peer-review process has been followed.

The Education4Health and its' content needs to have a universal design to be published on the platform. This to ensure the European approach with respect for diversities as described in the Universal Design for Learning Guidelines: [The UDL Guidelines \(cast.org\)](https://cast.org/).

In collaboration with the technical provider, the secretariat ensures a yearly update survey among the content providers to ensure necessary updates, such as proper functioning of associated links, updating of material and contact information, as well as a yearly user evaluation survey. The technical provider ensures the installation of an automatic generated reminder to the responsible institutions requesting them to inform about relevant up-to-dates content based on this report.

Stakeholders' Advisory Group meetings are organized at least once a year, where the Steering Group meets with the Advisory Group to have their input and advice.

The Technical Provider continually generates statistics and monitors user feedback from digital surveys and platform usage. These insights support the Steering Group in making informed decisions to ensure the highest possible quality of the platform and its content.

### Financial agreements

It is estimated that, on average, 4 working days per month are required to carry out the secretariat function, as described on page 12. With a staff cost of EUR 400 per day, approximately EUR 19,000 for staff costs are needed for the first year after the completion of the EUVECA project. On top of this, 12,000 EUR is needed to transfer the platform to another technical provider, as well as 3,000 EUR for a promotional article about the platform in the magazine "EU Research", having a special autumn edition on the European Health care sector. A total of 34,000 EUR is thus needed for the first year beyond the EUVECA project period.

The partners agree that the operation of the Education4Health Secretariat beyond the EUVECA project period shall be financed through a separate agreement between the partner institutions. Contributions will be made from the partners' own institutional funds and will not form part of the EUVECA Grant Agreement or its financial reporting.

The amount will be transferred from the partners to SDEO who will function as the secretariat for the platform, creating a specific project account for the running of the Education4Health secretariat. By the end of May 2027, SDEO presents a financial report showing to the partners how the financial support has been spent. If there are any unused funds, they will be distributed among the contributing partners. Alternatively, a joint decision will be made on how the funds should be used to further improve the platform.

Financial support is provided on a voluntary basis, but all partners are encouraged to support the platform financially, demonstrating their commitment to the platform's sustainability and to the EUVECA project partnership and its strong collaboration.

After the first year of existence, it is the intention that the Education4Health platform should be sustainable through agreements with especially other EU projects that want to use the platform to disseminate project results to a broader audience. At the time of finalizing the EUVECA project, negotiations have already been established with 5 other EU projects.

Future financing of the platform and the running of the secretariat will be made by content providers, thus partner institutions and EU projects. The actual amount that content providers will transfer to the secretariat will be based on the actual cost requested by the technical provider to implement the necessary changes to the platform. In addition, a 25% administration fee will be added, which will be transferred to the secretariat as financial support to cover the annual operational assignments listed on page 12.

In the course of the first year beyond the EUVECA project period, the secretariat will explore opportunities to obtain private funding from private health care enterprises and foundations such as Philips, Siemens, Novo Nordisk etc.

### Dissolution of Education4Health

Dissolution may be initiated by Partner Institutions. When a platform dissolution is announced, the Steering Group convenes an extraordinary Partner Institution meeting. A final decision on dissolution requires a minimum of two-thirds majority. The meeting also determines whether an alternative format should be established to preserve or continue sharing Education4Health content.

The proposed dissolution must be announced by the Steering Group and communicated to all Partner Institutions at least one month prior to the extraordinary meeting.

If dissolution is approved, the process is administered by the Steering Group in collaboration with the secretariat and the technical provider.

## 5 Annex 1: Submission Form of Education4Health Content

<b>MEGATREND</b>	
<b>NAME OF THE ACTIVITY</b>	
<b>LINK TO THE ACTIVITY</b>	
<b>OVERALL OBJECTIVE</b>	
<b>SPECIFIC OBJECTIVES</b>	
<b>WHO THE COURSE IS TARGETED AT</b>	
<b>DURATION</b>	
<b>METHODOLOGY</b>	
<b>EVALUATION FORM</b>	
<b>UNTIL WHEN WILL IT BE AVAILABLE?</b>	
<b>IS IT VALIDATED BY USERS?</b>	
<b>COURSE STRUCTURE (Index of the modules)</b>	
<b>CONTENTS</b>	
<b>SHORT INTRODUCTION TO THE MEGATREND (MAX. 200 – 250 CHARACTERS)</b>	
<b>21-st CENTURY SKILLS ADDRESSED WITH THIS COURSE</b>	<input type="checkbox"/> Critical Thinking and Problem Solving, e.g., effectively analyse and evaluate evidence, arguments, claims and beliefs; solve different kinds of non-familiar problems in both conventional and innovative ways; <input type="checkbox"/> Communication, e.g., articulate thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts; <input type="checkbox"/> Collaboration and teamwork e.g., demonstrate ability to work effectively and respectfully with diverse mono/multi or interprofessional teams and with patients and their relatives (patient involvement). <input type="checkbox"/> Creativity and Innovation, e.g., use a wide range of idea creation techniques to create new and worthwhile ideas.

	<p>Information Literacy, e.g., access and evaluate information critically and competently; manage the flow of information from a wide variety of sources.</p> <p><input type="checkbox"/> Media Literacy, e.g., understand both how and why media messages are constructed; create media products by understanding and utilizing the most appropriate media creation tools, characteristics and conventions</p> <p><input type="checkbox"/> ICT (Information, Communications, and Technology) Literacy and digital skills, e.g., use technology as a tool to research, organize, evaluate and communicate information</p> <p><input type="checkbox"/> Leadership, e.g. use interpersonal and problem-solving skills to influence and guide others toward a goal. Leverage strengths of others to accomplish a common goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behaviour in using influence and power.</p> <p><input type="checkbox"/> Social and cross-cultural skills, e.g., conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p><input type="checkbox"/> Green skills e.g. are those needed to adapt products, services and processes to climate change and the related environmental requirements and regulations. Skills needed to live in, develop and support a sustainable and resource-efficient society</p>
<p><b>IS THIS COURSE RELEVANT FOR OTHER MEGATRENDS? IF YES – WHICH MEGATRENDS</b></p>	
<p><b>POSSIBILITY FOR MOBILITY? YES/NO</b></p>	
<p><b>COUNTRY OF ORIGIN OR NAME OF EU PROJECT</b></p>	
<p><b>CONTACT DETAILS</b></p>	
<p><b>PICTURE FOR THE PLATFORM</b></p>	<p>Include a picture that can be used on the platform</p>

## 6 Annex 2: Peer Reviewer Quality Check

### Peer reviewers

	Peer reviewer 1	Peer reviewer 2
Name		
Occupation and title		
Organisation		
Contact details		

### What is the target group?

- Health care professional
- Students
- Teachers/Professors
- Others (Please, specify):

Please specify the profession/occupational group:

- Physician / Medical doctor
- Nurse
- Physiotherapist
- Occupational therapist
- Social assistant / Social care worker
- Healthcare assistant / Nurse assistant or aide
- Engineer with health focus / Medical technologist / Technical assistant
- Other (Please, specify):

### Content validation

Question	Answer (yes/no)	Comments/ Recommendations
<b>Relevance:</b> Is the learning activity relevant to the target audience and the EUVECA megatrends?		

Does the information of the Description of activity match the learning activity?		
<b>Accuracy:</b> Is the content up-to-date? E.g. are their references to reliable sources? Or evidence-based knowledge if needed?		
<b>Depth and Breadth:</b> Does the learning activity cover the defined learning objective?		

### Pedagogical Considerations

Question	Answer (yes/no)	Comments/ Recommendations
<b>Overall objective</b> of the learning activity: the overall objective of this learning activity is clear and relevant for the intended target group		
<b>Specific Learning Objectives:</b> Are there clear and measurable learning objectives formulated?		
The specific learning objectives and the content of the learning activity are aligned		
Which kind of 21 <sup>st</sup> century skills does the activity address?		
<b>Methods:</b> Is there a mix of learning methods (e.g., lectures, case studies, group activities, etc.)?		
Has the course been validated by users (see Description of activity)		
What is your overall opinion of the course?  E.g. duration, use of different media, design etc.		

### Accessibility and Inclusion

Question	Answer (yes/no)	Comments/ Recommendations
<b>Language Use:</b> The used language is clear and understandable		
<b>Accessibility/inclusive:</b> Is the material accessible to all students and professionals, including those with special needs (e.g., accessibility for visually impaired, hearing impaired, etc.)?		
<b>Diversity:</b> Does the material take into account cultural and social diversity? Multiculturalism examples, diverse imagery, non-stereotyping, gender-neutral etc.		

### Technical considerations and usability

Question	Answer (yes/no)	Comments/ Recommendations
<b>Layout and Design:</b> Is the material visually appealing and easy to navigate?		
Is there an intuitive structure and coherence?		
Does the uploaded material meet the EUVECA lay-out requirements? (logo, PPT-format, etc.)		
Do all links and technical aspects in the learning activity work?		
<b>Media:</b> Are the media of high quality? E.g. sharp images and clear sound		

<p><b>Format:</b> Is the material available in the necessary formats (e.g., PDF, Word, online platforms)?</p>		
<p><b>Instructions:</b> Are there clear instructions on how the material should be used?</p>		
<p>Is it possible to contact an expert or contact person in case of questions of the participant? E.g. content, technical support, administrative support etc.</p>		

## 7 Annex 3: Template for micro-credentials

Information to OBF	Information	Notes
<b>Suggestion for the title</b>		Max 2 lines Max 10 characters per line
<b>Description of the activity, including:</b> Purpose description Academic literature How the activity has been carried out		Max 100 words Number of pages of academic literature Classroom teaching, simulation teaching/lab, learning objects, ect.
<b>Type of activity</b>		
<b>Learning outcome</b>	Description of the learning outcome	Knowledge Skills Competencies
<b>1. Issuing criteria</b> <b>2. Issuing criteria</b>	1. 2.	1. Description of the basis for issuing the badge, what has the learner completed? 2. Describe the issuing criteria in relation to knowledge, skills, and competencies
<b>Assessment criteria</b>	Description of the assessment criteria	Knowledge Skills Competencies
<b>Type of validation</b>		Multiple choice Personal validation Other
<b>Expiration date</b>		How many years is the content of the activity relevant e.g., 3 years, 5 years, or indefinitely?
<b>Permissions</b>		Multiple choice: None Personel assement: Name
<b>Graphics</b>		Knowledge/skill/competence Basic/intermediate/advanced

<b>Contact person</b>	Name:	
	Mail:	
	Mobil:	
	Organization:	