

SociALL. Making social care technologies accessible to all



Activity 4.3  
Evaluative and summative report  
*September 2024*

Responsible partner



*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*

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## 1. Introduction

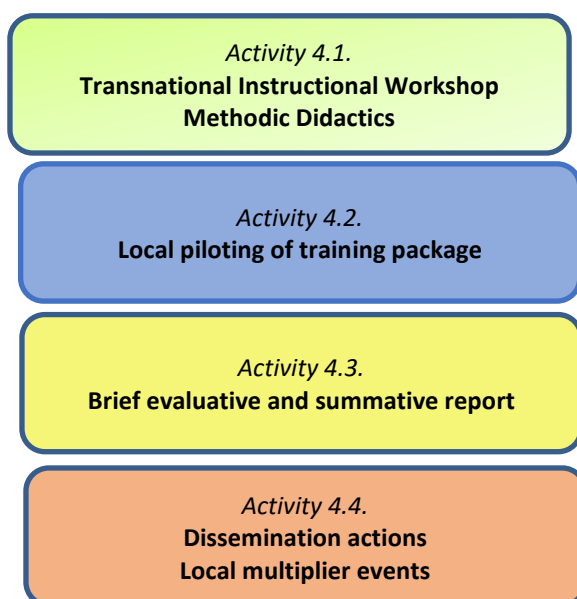
The main objectives of the SociALL project are to identify the actual training needs of care professionals in relation to the use of technology-enabled tools and practices in the field of care, to create training materials that meet the training needs and to provide customized solutions in the form of a training package.

SociALL directly addresses professionals in the care sector and their respective institutions and makes the developed project activities available to them.

As already mentioned, the aim of SociALL is to improve the digital skills of care professionals. The specific objective of Work Package 4 "*Training piloting & dissemination III*" is to test the SociALL training package. In this pilot, the suitability of the developed program for the target groups as end users, the adaptation possibilities for other care professionals who are not directly addressed by the project and the potential for transferability to other learners will be examined.

## 2. Process of Work Package 4

### Structure



## Timeline

Timeline Training piloting & Dissemination III	2024							
	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
<i>Activity 4.1.</i> <b>Transnational Instructional Workshop Methodic Didactics</b>		<b>28.05.2024 Graz</b>						
<i>Activity 4.2.</i> <b>Local piloting of training package</b>	Preparation	Preparation	Implementation	Implementation	Implementation			
Fine-tuning and Design 2 Topics/partner	<b>Deadline 19.04.2024</b>							
Kick Off WP 4 Coordination meeting online	End of April							
Process Design 1. Draft	End of April							
Decision and selection for local piloting		<b>Deadline 15.05.2024</b>						
National piloting Sessions			Implementation	Implementation	Implementation /Reporting			
<i>Activity 4.3.</i> <b>Brief evaluative and summative report</b>						<b>Transn. Report 30.09.2024</b>		
<i>Activity 4.4.</i> <b>Dissemination actions - Local multiplier events</b>								

## Minimum requirements

### Piloting

- ➔ At least 2 topics for implementation in each country
- ➔ Minimum number of participants: 10

### Dissemination

- ➔ Organization of at least 1 local multiplier event per country
- ➔ Minimum number of stakeholders: 20

## 3. Initial Situation – Results Work Packages 2 & 3

### National research results

#### RESEARCH & PROJECT RESULTS



The COVID-19 pandemic has led to **increased demand for home care services**, particularly among older adults and individuals at higher risk of severe illness from COVID-19. However, it has also presented challenges for home care providers, including the need for **increased safety precautions, changes in service delivery, and staff shortages**.

There has been a notable adoption of new technologies, such as **virtual care, remote patient monitoring, and digital contact tracing**, to support home care services and mitigate the risk of virus transmission.

There are challenges such as **regional differences in social care provision and technological needs**, including limited access to technology and technical skills.

Overall, while the pandemic has posed significant challenges, it has also accelerated the **adoption of technology** and highlighted the importance of **ongoing education and training** for social care professionals to adapt to changing circumstances and deliver high-quality care.

#### RESEARCH & PROJECT RESULTS



There are significant **shortages in nursing and caregiving personnel**, as well as the growing need for long-term care services, especially for the elderly and people with disabilities. Despite efforts to provide institutional, home, and semi-institutional care, there remains a **gap in meeting the needs of all individuals requiring long-term care**.

Moreover, it is recognised the importance of **innovation in healthcare**, advocating for the implementation of new technologies, such as telemedicine, remote monitoring, and smart healthcare solutions to enhance service delivery.

Therefore, these advancements can be embraced only after addressing current shortcomings and ensuring the **healthcare system is prepared to meet future challenges**, including the impact of ageing demographics and health crises, such as the COVID-19 pandemic.

#### RESEARCH & PROJECT RESULTS



There is a notable **gap in the integration of digital skills into the training curriculum** for care assistants and home helpers, despite the increasing reliance on technology in their daily tasks.

While smartphones and PDAs serve as central tools for nursing assistants and home helpers, there exists a **hierarchical disparity in access to technology within organisations**, which highlights the urgent need for **comprehensive training programs** on digital literacy across all levels of care provision.

Moreover, training programmes need to be adapted to equip caregivers with the necessary **digital competencies**, including data protection and security.

Overall, digital technology can **enhance the efficiency and quality of care delivery**, together with ongoing training and support to ensure caregivers can effectively leverage these **digital tools in their daily practice**.

#### RESEARCH & PROJECT RESULTS



The multifaceted role of **tech-enhanced tools** across various functions underscores the diverse ways in which technology can **augment and streamline care delivery processes**, catering to the evolving needs of care professionals and patients.

Critical success factors include **change management, bottom-up approaches, and comprehensive training**. By prioritising these factors, care professionals are not only equipped with the necessary tools, but also empowered to utilise them effectively, thereby maximising the potential benefits of technology integration.

However, **material constraints and interoperability** represent challenges to facilitate seamless integration of new technologies into existing care systems.

In the end, the main objective is the transformative journey of **integrating technology into social care**, ultimately enhancing the **quality and accessibility of care services**.

## Training development

Based on national results partners developed a participatory training package consisting of eight workshops. Each partner took responsibility for two topics, which were developed jointly. The detailed training designs were translated into English and all partner languages.



### Part 1. General digital literacy training

1.1 Online collaboration tools



1.2 Office applications



1.3 Online security



1.4 Safe and easy use of mobile devices



### Part 2. Support in choice of tools

2.1 Digital self-assessment



2.2 Care management software



2.3 Online collaboration tools



2.4 Easy-to-adopt tools for all



*Detailed information in annex 7.1.*

## 4. Implementation

### Activity 4.2 – Local piloting of SociALL training package

*Each partner will organise a piloting session in their respective community. Each pilot session is expected to be attended by 10 care professionals. The partners will each ensure the adequate conditions for efficiently introducing SociALL methodology and materials to the participating care professionals. The ultimate goal is to empower the care professionals to use tech-enhanced tools and practices pursuant to SociALL training package.*

Successful implementation requires professional preparation. In May 2024, an online Kick-off Workshop to introduce the structure and schedule and a face-to-face partner meeting in Graz with a workshop on the topic of Gender-reflective methodology/didactics for the implementation of the training package was held. The joint procedure for evaluating the pilot activities was also developed here.

Since not all partners could implement all topics in the pilot activity due to limited resources, it was necessary to select according to national requirements. Based on national survey results partners made their decision on the topics of the workshops, also considering which target groups they have easy access to and what was realistic and useful for the target group in the short time. The detailed training designs also serve as a decision-making support for the selection.

### Decision and selection for local piloting

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**SLOVAKIA**  
Office Applications  
Online collaboration tools



**CZECH REPUBLIC**  
Online collaboration tools  
Easy-to-adopt tools



**NORWAY**  
Easy-to-adopt tools  
Basics of online safety and cybersecurity



**AUSTRIA**  
Online collaboration tools  
Safe and easy use of mobile devices

## Development

Each partner developed its respective offers according to the following guidelines

### 1. Content

When planning the content, it was important to think about the intended target group, the format and general conditions (duration, setting, etc.) and select appropriate content

### 2. Format

The format corresponded to the possibilities, resources and framework conditions of the intended target group, but also to the capacities, resources and skills of the training providers.

### 3. Minimum number of participants

According to the application form, at least 10 people from the care sector had to take part in the training.

### 4. Number of trainers

Depending on the digital competence and learning skills of the target group, it could make sense to work with 2 trainers in order to provide appropriate support.

### 5. Time

The timing of the training was chosen in a way that care givers could attend the training while working, if possible and desired. Otherwise, the working hours of the participants had to be considered. It was also important to take the gender impact into account, especially with regard to private care obligations.

### 6. Duration

It was important that the duration was brought into line with the other obligations of the participants. A maximum duration of 3 - 4 teaching units/workshop was recommended.

### 7. Location

The location had to be easily accessible to the target group within a reasonable time. Here too, the gender impact must be considered. Since women are less likely to have a car, the training location should be accessible to the public if necessary.

### 8. Equipment

It was ensured that the participants had appropriate equipment or access to it.

*Detailed information in annex 7.2.*



## 5. Results of pilot activities

### Deviations

#### Norway

No deviations

#### Czech Republic

Czech partners changed the topic due to greater interest in topic 1.2.

After finding out who the piloting participants would be, possible topics were discussed with them, and Topic 1.2 Office Applications was elected.

#### Slovakia

Compared to the original plan, Slovakian partners organized three workshops (sessions) focused on one theme - 1.1 Online collaboration tools. Each 1.5-hour session covered a separate sub-theme: e-mail communication (Gmail), calendar (Google), and instant messaging (WhatsApp).

#### Austria

The workshops originally selected were only partially accepted. On the one hand, the use of internal organizational training and programs was cited as a reason why no further offers were needed, but on the other hand, professionals in home care are at the limit of their workload and hardly find time for additional activities.

According to estimates, Austria will need up to 75,000 care givers from 2023 to fill vacancies in the healthcare sector.

People from abroad, particularly from Ukraine, but also from African and Latin American countries, are increasingly being deployed and need to be trained accordingly. Most care givers are very comfortable with mobile phones, but often have little to no computer skills, and a lack of language skills is also an issue. In close cooperation with the Styrian Red Cross, a tailor-made offer was developed based on Topic 1.2 Office Applications, which was received very enthusiastically.

The Austrian pilot was therefore divided into 2 parts: "Easy use of mobile devices" for a smaller group of participants, partly also in individual coaching, and specially adapted face-to-face workshops for people who are not native speakers of German in the area of office tools.

## Content actually implemented



**SLOVAKIA**  
Online collaboration tools



**CZECH REPUBLIC**  
Office Applications



**NORWAY**  
Easy-to-adopt tools  
Basics of online safety and cybersecurity



**AUSTRIA**  
Easy use of mobile devices  
Office Applications

## Facts

A total of **12 workshops and 4 individual coaching sessions** were carried out as part of the pilot activities, two of the workshops were held online and the rest in person.

- Norway: 2 online workshops
- Czech Republic: 2 workshops in person
- Slovakia: 3 workshops in person
- Austria: 5 workshops in person, 4 individual coachings

A total of **84 people from the care sector** participated in the activities:

- Norway: 20 participants
- Czech Republic: 16 participants
- Slovakia: 21 participants
- Austria: 27 participants

The participants came from diverse backgrounds within the healthcare sector, including unskilled workers, home carers, nurses, social workers, doctors, and psychologists. They presented quite a homogenous group based on gender, educational level, and professional background.

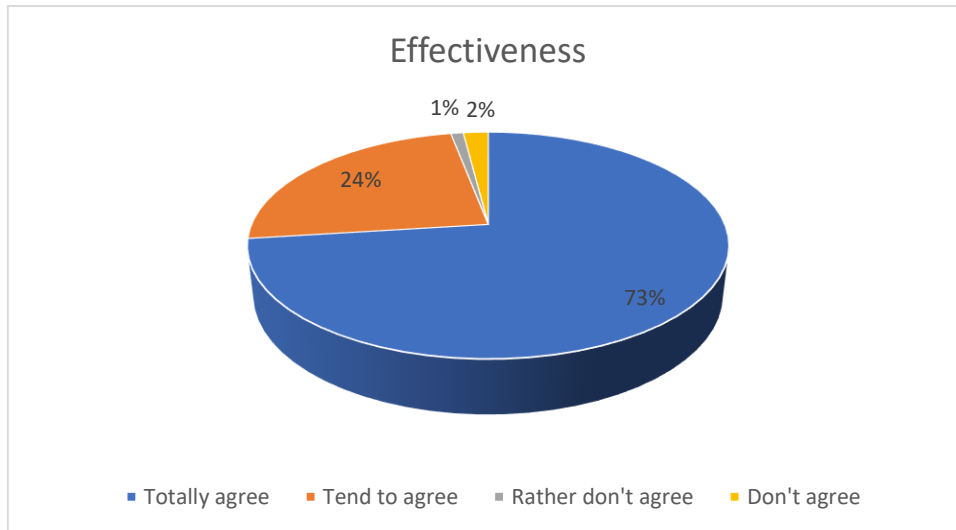
Their familiarity with learning and levels of prior knowledge varied.

*Detailed information in annex 7.3.*

## Impact

The feedback method used is based on an impact orientation. In each workshop, partners collected the learning gains of the participants using a standardized questionnaire. The results were summarized nationally by the partners and evaluated by nowa transnationally.

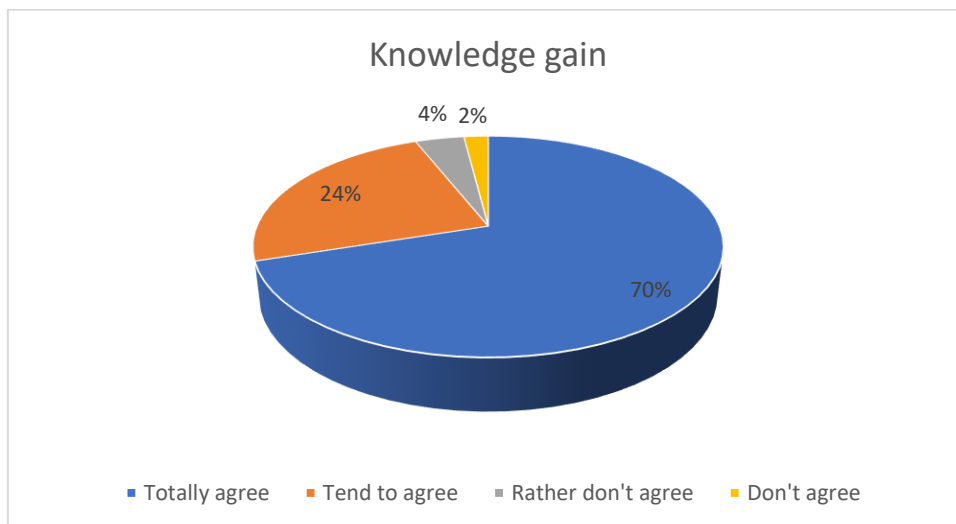
### ***I have learned new things in this workshop...***



... 97% of participants say they learned something new in the workshop.

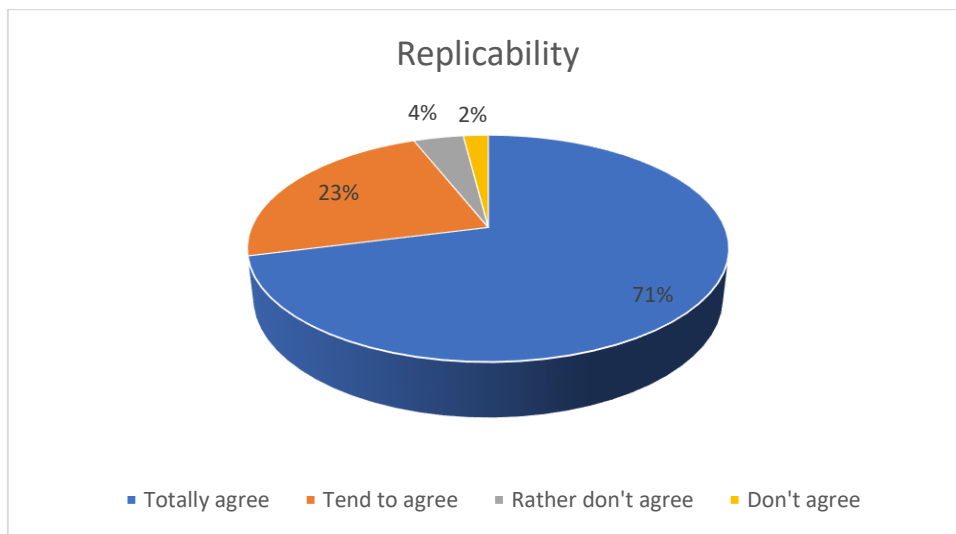
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### ***I knew a few things, but was able to deepen my knowledge...***



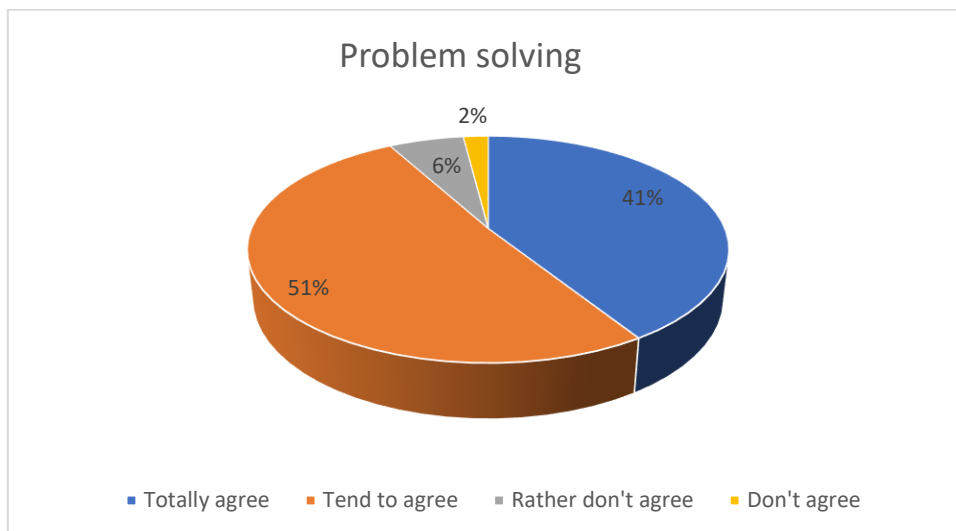
... 94% state that they have expanded their knowledge.

***I can use in my work what I have learned in this workshop...***



...94% see a replicability of what they have learned in the context of their professional activity.

***If I have a problem with the handling, after this workshop I am confident that I can solve it on my own...***



...92% see themselves in a position to solve problems independently.

Detailed information in annex 7.4.

## Success Stories



One participant emphasized the workshop's practical value for healthcare professionals, particularly highlighting the introduction to several new apps previously unfamiliar to them. They found these tools especially beneficial because they cater to various patient groups, enhancing patient engagement in monitoring symptoms, lifestyle changes, and side effects. According to the participant, increased patient involvement, in turn, can simplify the evaluation process for healthcare workers.

*"Often, it is easier to get patients to register symptoms, lifestyle changes, and side effects if they have their own app on their mobile phones."*

This participant recognised the direct applicability of these tools in their daily practice, making them a valuable addition to their professional toolkit.



One participant commended the Cyber Security presentation for its excellence, highlighting its perfect balance in delivering only the essential information. They noted that the presentation was well-structured and accessible, even for those unfamiliar with the topic. The participant particularly appreciated the explanations of the underlying reasons behind cybersecurity measures, believing that this approach will help attendees take the subject more seriously and gain a deeper understanding of its importance.

*"It included the 'why' aspect, making it easier to take things seriously when you understand the reasons behind the actions."*



The training on Office Applications greatly benefited my existing knowledge. Above all, I appreciated the new possibilities of working in a team on new applications. I believe it will help to make our work more efficient and help us to work together and help each other. Discovering new possibilities in everyday applications was simply amazing. For example, discovering flash fill was like discovering America. An amazing feature that saves a lot of work and time. I absolutely did not expect to discover something like this. 😊



One participant did not use the computer and email communication for several years. When she came for the first meeting, she was very shy and worried if she could join, if it was safe, etc. She gradually gained courage, created a new e-mail box and attended also the second meeting.



An interesting experience was the mutual participation of a mother and daughter, who both work as caregivers in the same organization. While the mother is more digitally skilled and is more interested in using ICTs, the daughter uses the smartphone and social networks in private only minimally, and gradually improves her digital skills only in the work environment. However, the daughter enthusiastically welcomed the offer to participate in this training.



I say 'Merci beaucoup' for this series of workshops. I have learnt a lot with you, and that makes me happy! I know I still need to practice a lot, but I am very happy that I learnt so many new things and was able to practise and revise what I learnt at school a long time ago. I really need this knowledge for my work, especially in German. I believe that I can now help myself when I have a question again.

## What our participants had to say...

- ” I think this course will be a very useful self-study guide for healthcare workers in general regardless of previous knowledge.”
- ”It can be difficult to sort out what is useful and what is not on your own. Here, you get an overview of what is available and what the various apps can contribute. This makes it easier to choose which ones you can use. Clearly and simply explained.”
- ”An excellent tool to provide detailed knowledge on cyber threats and how to avoid falling victim to these. There is a lot of information and quite a bit of technical terms. This might make the information less accessible for some of the people.”
- ”It was way too much information for me. Much of this is useful for my work, but I easily lose track when there are too many words”
- ”The use of flash fill is a great new feature for me that I will be able to use often.”
- ”At this seminar, I learned new things and deepened my knowledge. The lecturer was amazing, he gave a great lecture.”
- ”I have learned new things that are absolutely useful to me, and I have improved myself. The training was great.”
- ”The seminar brought a lot of new information to the applications I use on a daily basis. The lecturer's explanation was clear.”
- ”I was very satisfied with the lecture (on email communication). I also learned what I did not know.”
- ”I really liked the course on Google Calendar, where I learned to work with the online type of calendar. It appealed to me with its clarity and the possibility to share the individual dates of the client's visits to the doctor with (several) family members.”
- ”I'm glad that I now know how to quickly send a photo or a short video to my children.”
- ”I had a wonderful experience attending the workshop for social workers, where I was truly impressed by their commitment and eagerness to improve their computer skills. Despite the average age being around 50 - an age group not typically associated with sitting in classrooms - they displayed enthusiasm and dedication throughout the sessions. Their positive feedback reassured me that our goal of enhancing their IT knowledge was successfully achieved, and I'm proud of the progress they made.”
- ”We need Word for work, but I saved a document properly for the first time today - thank you!”

- ” “I think it was great that my needs were addressed in the workshop. Thank you for the good tips and explanations.”
- ” “I've learned a lot with you and I'm enjoying it! But I still have a lot of practicing to do. Thank you, thank you, I am very happy.”

## Feedback Summary

All participants were very engaged and felt that their concerns were taken seriously. Interesting discussions were initiated about the need for more digital competence in the healthcare sector.

The overall feedback was very positive; most participants said the courses increased their knowledge. While a few participants honestly stated that the curriculum was irrelevant or too difficult, these individuals also recognised the topics' importance.

The two online workshops were rated very positively; feedback also suggests that these courses can be used both for self-study and as a great resource for trainers in face-to-face workshops.

Workshops held in person, were felt to be very appropriate and necessary.

The participants state that they have learned many new, interesting and important things for their work. They are very satisfied with the result; the knowledge transfer was clear.

The trainers were rated very positively and, above all, good preparation, appropriate specialist knowledge and methodological competence were emphasized as well as empathy and patience. The adaptation of the activities to the needs of the target group was rated as important.

However, it was also pointed out that the workshops were too short and that more practice is needed to consolidate what has been learned. Many would like to continue learning and come to further courses.

*Detailed information in annex 7.5.*

## 6. Resume - Effectiveness, Replicability, Sustainability

What became clear during the planning phase was how important it is to focus on the target group's immediate needs. 3 of the 4 partners changed the workshop content or the scope of the workshops during the pilot implementation, as this was necessary due to the requirements of the target group. A strongly target group- and process-oriented approach is absolutely essential here.

In summary, the training program was considered highly beneficial, effectively communicated, and well-received by all participants.

The overall experience was highly positive, with participants noting the excellent organization and the conducive learning atmosphere. Many highlighted that the pilot activity provided significant new information relevant to their everyday work.

Caregivers also appreciated the interest in them as a person, and the fact that someone offered them such a training at all. Digital literacy is a topic that brought together different types of caregivers.

The following key aspects can be identified:

### **Suitability for everyday use**

Gained knowledge can be applied in daily work, this indicates that the contents are directly relevant and useful.

### **Deepening existing knowledge**

Many participants already have some experience with digital work, they can deepen their understanding. The offer is effective in not just introducing new concepts but also reinforcing and expanding existing knowledge.

### **Practical and immediate applications**

An important aspect of the training is the focus on practical applications. The introduction of these tools saves time and increases efficiency.

### **Confidence in problem solving**

The ability to troubleshoot digital issues independently promotes efficient and autonomous working. This is an area for improvement where further support and training could help people feel more confident when using the tools.

### **Trainer's role and flexibility**

In addition to good preparation, specialist knowledge and methodological/didactic knowledge, the ability to adapt the pace to the individual needs of the participants is particularly important for trainers and creates a positive and supportive learning environment. Trainers need to be competent, empathetic, appreciative and patient.

### **Efficiency and collaboration benefits**









The knowledge gained will not only help caregivers individually but also foster better teamwork and more efficient collaboration. This is particularly important in workplace training, where collective productivity and synergy can be enhanced through shared learning experiences.

These points reflect that the pilot session was well-received and had a strong practical impact, though some areas like post-training support could be refined further to enhance participants' confidence in independent problem-solving.



## 7. Annexes















### 7.1. Initial Situation

-  1.1. Online collaboration tools\_ENG
-  1.2. Office applications - ENG
-  1.3. Cybersecurity and online safety - ENG
-  1.4. Safe and easy use of mobile devices\_ENG
-  2.1. Digital self-assessment and digital strategy - ENG
-  2.2. Online collaboration tools\_analysis - ENG
-  2.3. Care Management Software - ENG
-  2.4. Easy-to-adopt tools - ENG











### 7.2. Implementation

-  Topic 1.1 + 2.4\_Finetuning\_CZ
-  Topic 1.1\_ Finetuning\_AT
-  Topic 1.1\_Finetuning\_SVK
-  Topic 1.2\_Finetuning\_SVK
-  Topic 1.3\_Finetuning\_NOR
-  Topic 1.4\_ Finetuning\_AT
-  Topic 2.4\_Finetuning\_NOR





### 7.3. Attendance

-  Topic 1.1\_Attendance list\_16.09.2024\_SVK
-  Topic 1.1\_Attendance list\_17.06.2024\_SVK
-  Topic 1.1\_Attendance list\_24.06.2024\_SVK
-  Topic 1.2\_ Attendance list \_18.6.2024\_CZ
-  Topic 1.2\_Attendance list \_19.6.2024\_CZ
-  Topic 1.2\_Attendance list\_09.09.2024\_AT
-  Topic 1.2\_Attendance list\_20.08.2024\_AT
-  Topic 1.2\_Attendance list\_20.09.2024\_AT
-  Topic 1.2\_Attendance list\_26.08.2024\_AT
-  Topic 1.3\_Attendance list\_NOR
-  Topic 1.4\_Attendance list\_08.08.2024\_AT
-  Topic 1.4\_Attendance list\_17.07.2024\_AT
-  Topic 1.4\_Attendance list\_29.7.2024ff\_AT
-  Topic 2.4\_Attendance list\_NOR

## 7.4. Evaluation

-  Topic 1.3\_Evaluation\_NOR
-  Topic 2.4\_Evaluation\_NOR
-  Topic 1.1\_Evaluation\_16.09.2024\_SVK
-  Topic 1.1\_Evaluation\_17.06.2024\_SVK
-  Topic 1.1\_Evaluation\_24.06.2024\_SVK
-  Topic 1.2\_Evaluation\_18.6.2024\_CZ
-  Topic 1.2\_Evaluation\_19.6.2024\_CZ
-  Topic 1.2\_Evaluation\_08.08.2024\_AT
-  Topic 1.2\_Evaluation\_09.09.2024\_AT
-  Topic 1.2\_Evaluation\_20.08.2024\_AT
-  Topic 1.2\_Evaluation\_20.09.2024\_AT
-  Topic 1.2\_Evaluation\_26.08.2024\_AT
-  Topic 1.4\_Evaluation\_17.07.2024\_AT
-  Topic 1.4\_Evaluation\_29.07.2024ff\_AT

## 7.5. National Reports

-  SociALL\_National Report Pilot\_AT
-  SociALL\_National Report Pilot\_CZ
-  SociALL\_National Report Pilot\_NOR
-  SociALL\_National Report Pilot\_SVK