DELIVERABLE 4.2: REPLICATION TOOLBOX

Summary

D.4.2: Replication toolbox PR4/A2 Production of material for the replication guide

Introduction

The Replication Toolbox (D.4.2) stands as a comprehensive resource repository designed to facilitate the seamless adaptation and replication of the Digitalis approach in diverse social contexts across Europe. Building on the foundational work outlined in Deliverable 4.1, this toolbox offers ready-to-use, adaptable materials and guidelines aimed at supporting informal family caregivers (FICs). It empowers organizations, trainers, and policymakers to implement tailored Digitalis training programs effectively and consistently, responding to the unique needs and challenges faced by caregivers in different settings.

At its core, the toolbox includes a set of essential tools and methodologies that serve as a roadmap for replicating Digitalis outcomes. Key elements include the Digitalis Need Analysis Methodology and Questionnaire Scheme (D.1.1), which guides stakeholders in assessing local caregivers' needs, digital skills, and contexts, thereby ensuring relevant and impactful training adaptations. Additionally, it offers a detailed repository framework and guide for integrating local ICT tools (D.1.3) used by caregivers, enhancing their capacity to utilize technology to meet daily caregiving challenges.

Complementing these components, the toolbox provides an education methodology and co-creation framework (D.2.1 and D.2.3) to engage stakeholders actively in the design and refinement of training content, fostering a collaborative environment where FICs can share their lived experiences and insights. This participatory approach ensures that training materials are culturally and contextually aligned with local caregiving realities.

To enhance accessibility and learning, the toolbox also features comprehensive Moodle guidelines (D.3.1) for creating and managing e-learning courses tailored to caregivers' needs, with special consideration given to user-friendly navigation, multilingual content, and flexible learning formats. The inclusion of two video interviews, featuring firsthand experiences and insights from FICs, trainers, and experts, further enriches the toolbox by providing real-world perspectives that inspire and inform the replication process.

By synthesizing these diverse resources into a cohesive, practical toolkit, the Replication Toolbox empowers stakeholders to create impactful, sustainable training solutions that improve the quality of care and the well-being of caregivers across diverse communities. Its adaptable structure and user-oriented approach make it an invaluable asset for fostering innovation and collaboration in caregiving practices throughout Europe.

Attachments list

The Replication toolbox's attachments as listed below, will be the easy to use material to implement a new Digitalis training personalized to and codesign by a local reality FICs:

- o DIGITALIS need analysis Methodology & questionnaire scheme (D.1.1-DIGITAL INCLUSION ASSESSMENT SCHEME)
- o Local ICT tools repository framework and guide (D.1.3 - MAPPING OF RELEVANT TO ICS DIGITAL HEALTHCARE SERVICES AND TECHNOLOGIES IN 2 EU COUNTRIES)
- o Education methodology (D.2.1: DIGITAL EDUCATION METHODOLOGY)
- o Co-creation & stakeholders engagement methodology (D.2.3 - CO-CREATION CONTENT DEVELOPMENT FRAME)
- o Moodle guideline (D.3.1 RESPONSIBLE MULTILINGUAL ELEARNING PLATFORM AND USER GUIDES)

FICs viewpoint: two video interviews (FICs, trainers, experts…. Subtitled in English)

How to investigate the FICs needs

The document "**How to Investigate the FICs Needs" concerning Deliverable D.1.1 - Digital Inclusion Assessment Scheme** is a comprehensive tool designed to evaluate the digital skills and needs of informal family caregivers (FICs) within the context of their caregiving responsibilities. This assessment framework is aligned with the EU's Digital Competence Framework (DigComp 2.1) and aims to provide a clear understanding of caregivers' existing digital skills, helping to identify areas where targeted support and training may be required.

The scheme consists of a detailed questionnaire that covers three main sections:

1. **General Data Collection**: This section gathers demographic and personal information about the caregivers, including their country of residence, age, gender, employment status, level of education, and specific caregiving roles. Questions also address whether the caregiver has received any formal training related to elderly care.
2. **Digital Skills Assessment**: Caregivers are asked to self-evaluate their digital skills across several categories, including general digital proficiency, device usage frequency (e.g., desktops, smartphones), and competence in specific digital activities such as data literacy, communication, collaboration, content creation, and cybersecurity. The aim is to gauge their comfort and familiarity with digital tools and applications that may support their caregiving tasks.
3. **Use of e-Health Solutions**: This section focuses on caregivers' interaction with national e-health systems and their methods of communicating with care recipients, ranging from personal visits to digital communication tools (e.g., social media and messaging apps). Caregivers are also queried about their use of digital devices or applications for caregiving purposes, such as emergency alerts, health monitoring, and wellness apps.

Overall, the assessment scheme serves as a diagnostic tool to identify the digital needs and capabilities of FICs, enabling tailored training programs to support their caregiving responsibilities through technology and digital inclusion initiatives. It also highlights common challenges faced by caregivers, such as balancing multiple roles and finding social and professional support.

What is already available: ICT digital healthcare services

The "Local ICT Tools Repository Framework and Guide (D.1.3)" categorizes the existing digital healthcare tools and services relevant to informal caregivers (FICs) into four main categories, each designed to address different aspects of caregiving needs. Here is a detailed look at each category:

1. **Communication and Emergency Alert Services**:
   This category focuses on tools that enhance communication and ensure timely responses during emergencies. It includes general communication platforms such as messaging apps (e.g., WhatsApp, Viber) and specialized communication tools developed for caregivers and homecare recipients. Emergency alert systems, which enable quick alerts and responses in cases of health crises, are also a key part of this category. These tools aim to facilitate effective communication between caregivers, care recipients, and healthcare providers, ensuring safety and rapid coordination.

2. **Home and Safety Security Technologies**:
   This category encompasses digital tools that monitor and enhance the safety of care recipients within their homes. It includes sensors, detectors, and applications capable of tracking physiological parameters, heart conditions, and sleep patterns, among other metrics. These tools often provide data in real-time and can alert caregivers of potential health issues or safety risks, thereby reducing the burden of constant monitoring and allowing more proactive care.

3. **Mental Health Support Tools**:
   Addressing the mental well-being of both care recipients and caregivers, this category includes digital resources such as games, learning applications, and online community platforms. These tools are designed to promote mental health, cognitive engagement, and emotional well-being. By offering entertainment, education, and social connection, these resources help reduce stress, combat loneliness, and provide emotional support, which is particularly valuable for female caregivers who may face high caregiving stress.

4. **National E-Health Systems**:
   This category covers tools and platforms offered by national health systems that provide access to electronic health records and other digital health services. Caregivers can use these systems to book appointments, receive prescriptions, and access comprehensive health histories of care recipients. These services play a critical role in simplifying administrative tasks, improving healthcare coordination, and enhancing access to necessary health services for caregivers and their care recipients.

Each of these categories addresses unique needs within the caregiving landscape, contributing to a comprehensive support structure that enhances both the quality of care provided and the well-being of caregivers themselves. This structured categorization helps guide the integration of relevant digital tools into the caregiving process, ensuring that FICs can access and utilize resources that are specifically tailored to their diverse responsibilities.

The Digitalis methodological approach

The Digitalis project leverages a multifaceted approach to improve digital health literacy for informal family caregivers (FICs) through three interconnected pillars: training, co-creation and stakeholder engagement, and the use of an educational platform.

Training Methodology

Digitalis employs a blended learning model to provide comprehensive training to caregivers, combining online modules with practical, hands-on workshops. This hybrid learning approach, which integrates face-to-face learning with virtual components, accommodates the demanding schedules of caregivers, allowing them to learn at their own pace. The modules, aligned with the needs identified during project phases, focus on building core digital skills relevant to caregiving, such as self-monitoring, assistive technologies, and social networking for care. The training content and methods were tailored to reflect caregiver preferences for practical over theoretical instruction(D.2.1_Methodology).

Co-creation and Stakeholder Engagement

Involving FICs and stakeholders in the development and refinement of training content was critical. Focus groups conducted in Greece and Hungary revealed unique needs and preferences, such as a desire for hands-on learning, tailored content, and privacy considerations when using digital tools. This co-creative process ensured that training materials were culturally relevant, user-centric, and aligned with the real-world challenges faced by caregivers. The participatory approach enhanced engagement, enabling caregivers to provide feedback and directly influence the content, structure, and delivery of the training modules (D.2.3_Report_Focus Groups).

Educational Platform – Moodle

Moodle, an open-source learning management system, was chosen to host the Digitalis training modules due to its scalability, multilingual capabilities, and robust features supporting collaborative learning. Through Moodle, caregivers can access structured course content, interactive quizzes, video lessons, and forums for communication and collaboration. The platform's flexibility enables customized learning paths and integrates digital resources tailored to caregivers' needs, making it a suitable and effective tool for promoting digital literacy among diverse user groups(D.3.1-Moodle user guide for learners).

This integrated methodology fosters a supportive, learner-centered environment that empowers caregivers to enhance their digital competence, ultimately improving caregiving outcomes.

Conclusions

The toolbox as has been set up focus on synthesizing the key insights gained from developing and testing digital training for informal family caregivers (FICs). The project's comprehensive approach highlighted several critical aspects:

Digital Literacy Needs: The findings reinforced the significance of enhancing digital literacy among caregivers, particularly in Greece and Hungary. Despite varied digital competence levels, there was a strong need for targeted training tailored to their caregiving responsibilities.

Training Methodology: The practical and user-centric training approach, incorporating co-creation with caregivers, ensured the content's relevance and accessibility. Participants favored

hands-on and practical learning experiences over theoretical content, emphasizing the importance of real-world application and cultural relevance(D 4.1. - Replication gu…)chnological Barriers and Solutions**: While many caregivers used digital tools, there were persistent challenges such as inadequate access to ICT tools, lack of digital communication networks, and gaps in privacy and data security understanding. Addressing these challenges through appropriate training and supportive platforms like Moodle is crucial .

and Flexibility: Moodle was identified as a highly effective virtual learning environment due to its flexibility, multilingual support, and robust features. Its use underscores the project's commitment to providing flexible, engaging, and accessible training opportunities for diverse user groups .

By focusing on empoweringgital skills training, fostering community engagement, and leveraging technology, the Digitalis project demonstrated a model for improving the quality of care and the well-being of caregivers across Europe. The outcomes provide a replicable and adaptable framework that can be applied to different social contexts, ensuring broader impacts on caregiving practices and digital inclusion initiatives.