



WP 2 “Institutional Capacity Building and Strategy Development (ICBSD)”

Activity 2 “Interregional Institutional Capacity Building and Strategy Analysis & Strategy and Action Plan development” organization of events and steps to include all components and capabilities of partner countries. A pilot study of the state of a green education process in partner countries.

Action Plan

Contents

Introduction	3
About UNI-HEALTH strategy analysis	3
Outcomes and competence framework of general academic and personal competences with progressive performance descriptors	7
Strategic ways for green initiatives within education and sustainable ways of working of educational and related organizations	7
Action plan of learning and teaching activities	7
Online learning environment UNI-HEALTH	8
Action plan	11
Summary of achievements	13

INTRODUCTION

WP2 and Activity 2 “The Training and Teaching Work Plan” has been prepared as a reference document for instructors and trainees throughout the period of their participation in intensive training and contains detailed information about the structure and curriculum of UNI-HEALTH project training. It is designed to disseminate information about UNI-HEALTH education, teaching and assessment in an understandable and user-friendly form. This document is intended to help project participants and trainees understand the course, their role as involved trainees, the role of their mentors/training trainers and how they could receive support within a particular course.

The section “Strategic ways for green initiatives within education and sustainable ways of working of educational and related organizations” explains how the training program works and what methods and ways are necessary and can be initiated for the successful implementation of the UNI-HEALTH project by partner countries. This gives a clear idea of the process of "healthy" learning and the organization of initiatives of partners in joint work to improve the healthy lifestyle of students, students with special needs, as well as recommendations on the nature of assessment tasks that will be required from students.

The key issue that we are considering is the following:

- How is the UNI-HEALTH training structured involving academic staff potential as well as non-academic specialists?
- What types of training activities are planned?
- What kind of support will be provided to students during the online and offline learning process?
- How will interns be evaluated? How can training programs and syllabuses be improved?

About UNI-HEALTH strategy analysis

A key aspect of a successful project implementation is to demonstrate that the sets the basis for collaboration methodology and complementarities with other relevant policies, strategies and initiatives. In context of the UNI-HEALTH project, this capacity to achieve goals should be substantiated in the Action plan in two ways:

- to find possibilities for a joint educational program in the framework of inclusive education;
- to develop a joint manual of collaboration of inclusive and physical education for educational organizations.

Objectives

UNI-HEALTH has set up the following objectives for the WP2 programming period:

- to raise further increase the awareness of UNIHEALTH employees about inclusivity and diversity and increase their competence in supporting the implementation of projects involving people with disabilities related to exclusivity and diversity.;
- to provide support to applicants and beneficiaries in order to improve the development and implementation of projects in terms of exclusivity and diversity;
- to increase the awareness of inclusivity and diversity among applicants, beneficiaries and stakeholders to increase the number of participants with fewer opportunities.;

- to strengthen the image of Erasmus+ and the European Solidarity Corps as inclusive programs through increased communication and information activities.

Educational goals of Project UNI-HEALTH:

- to foster inclusive educational practices that cater to the diverse learning needs of all students, including those with disabilities or special needs.
- to facilitate the physical development of students by providing access to appropriate resources, facilities, and activities that promote health, wellness, and fitness.
- to nurture holistic development by integrating educational and physical development initiatives that address the cognitive, social, emotional, and physical aspects of learning.
-

Taking into account the objectives of the project and project activities, the purpose of this document is to create a framework for strategic cooperation and transnational partnership in the field of physical health of students studying at partner universities by involving representatives of the local, educational and civil sectors.

Education is a key element of the social and economic life of society. The power of quality education produces results on two levels: 1) the level of personal development of a citizen and 2) the level of development of society. At the individual level, education allows people to acquire knowledge, skills and form an approach to critical thinking and, thus, making choices in the direction of improving the quality of your life. It is important that education in modern times should cover all aspects of students' lives. This includes not only their education, but also their health. In principle, a healthy young person is able to contribute to the socio-economic development of society. At the social level, education is a strategic sector that influences the overall development of society. In fact, education is of strategic importance for the development of society within a single municipality/region.

Educational programs for students aged 17 to 25 in UNI-HEALTH partner countries have both identical and different features, but within the framework of the current project, special attention is paid to: ICT in education, new modern technologies such as VR (virtual reality) and AR (augmented reality), applied teaching in a multilingual learning society, intercultural communication, as well as meeting the learning needs of all students with and without health problems and disabilities who They can be introduced into the educational sector, and environmental education in higher education institutions such as universities.

The strategic planning process is aimed at jointly defining a vision for the future, setting priorities, presenting possible actions and resources in the three regions and ensuring that project members, university representatives, civil society representatives and other stakeholders involved in the process support the implementation of common goals, the goals of the UNI-HEALTH project funded by Erasmus+ Program. The strategy contains a vision for the development of a strategic partnership between stakeholders in the field of education of the project's partner participants, good examples at the EU level, as well as strategic priorities and measures to achieve the intended vision. The strategy identifies some activities that can be implemented jointly by stakeholders by identifying specific actions and initiatives for future cooperation.

One of the components of the modern educational system is collaboration at all levels of higher education: bachelor's, master's and doctoral studies. Taking into account the decisions of the Bologna Charter on the system of qualifications obtained by university students, it should be noted the phased and systematic implementation of ideas. These include academic mobility, which has acquired an international scale and brings positive results in terms of integrating fields

of activity in the global economy. Moreover, to improve the quality of education, its environmental friendliness, and multidisciplinary approach, the organization of double-degree education and joint educational programs is currently gaining momentum.

Pavlodar Pedagogical University offers certain directions and a quality policy in the development of a joint educational program within the framework of the UNI-HEALTH project. The university's activities are aimed at training highly qualified personnel in the IT field on an interdisciplinary basis for the public sector, business, national and foreign companies in various sectors of the economy.

The quality assurance policy of “Margulan University” is aimed at maintaining high quality standards of educational services of the university, as well as ensuring the link between training, research and innovation through the involvement of the world's leading experts in the field of information and digital technologies; the formation of a resource base for conducting fundamental and applied research; the creation of laboratories of vendor companies focused on to the enterprises of the digital economy of the country; ensuring a sufficient level of civic maturity of students and the necessary measures for social support of students and university staff in order to increase competitiveness.

Quality assurance management includes measures to manage quality content, quality contingent, quality personnel, quality infrastructure, which are reflected in the relevant Standards of internal quality assurance.

The University's quality assurance policy is based on the values of a quality culture among the entire university community: academic staff, students, administrative and managerial staff, according to which each employee is aware of their obligations and responsibility to ensure and improve quality.

The university management is a leader in the implementation of quality assurance policy, maintaining a culture of quality among all stakeholders.

The involvement of all University staff in solving the tasks set, improving their activities by improving academic quality is an indicator of commitment to the quality assurance policy.

Target Audience:

Students with disabilities: The target audience includes students aged 17-25 with disabilities or special needs who may require additional support and accommodations to fully participate in educational and physical activities.

Teachers and educators (educational and non-educational): Educators and teaching staff are also key stakeholders in the project, as they play a crucial role in implementing inclusive teaching practices and facilitating physical development programs.

University communities: The project aims to benefit entire university communities by creating inclusive learning environments and promoting the well-being of all students, staff, and families.

Scope of Collaboration:

Multi-sectoral collaboration: Project UNI-HEALTH involves collaboration between educational institutions, health organizations, government agencies, community groups, and other stakeholders to address the complex needs of students with disabilities and promote their holistic development.

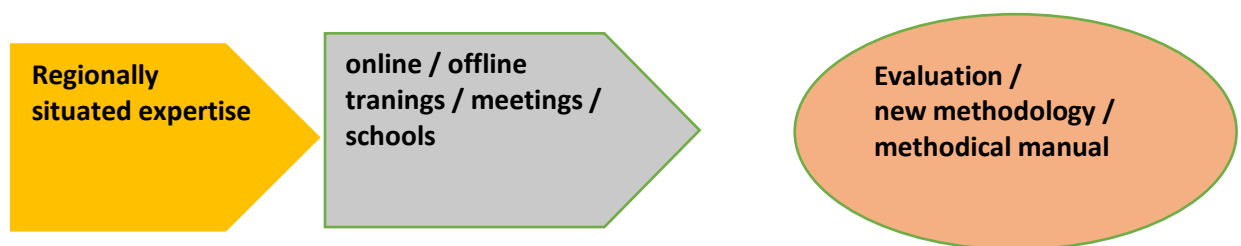
Interdisciplinary approach: The project adopts an interdisciplinary approach that integrates expertise from various fields, including education, healthcare, psychology, sports science, and social services, to develop comprehensive solutions for inclusive education and physical development.

Partnerships and networks: Collaboration extends beyond individual institutions to encompass partnerships and networks at local, national, and international levels, leveraging resources, expertise, and best practices to achieve common goals.

Capacity building and training: Collaboration includes capacity-building initiatives to empower educators, healthcare professionals, and community leaders with the knowledge, skills, and resources needed to implement inclusive education and physical development programs effectively.

Advocacy and policy support: The project advocates for policy changes and systemic reforms to promote inclusive education and remove barriers to physical development for students with disabilities, ensuring that legal frameworks and institutional policies support their rights and needs.

At the individual level, the European development of an organization is understood as the development of intercultural and professional competencies of a teacher/manager. Academic teachers who successfully operate in a changing society, embody internationalism through an understanding of political, economic and social changes, understand their own education system and possess clear cultural, national and global competencies, are considered an important prerequisite for improving education quality and internationalization of the organization: A teacher working at a university should be open to change and innovation, ready for international cooperation and able to introduce European experience into the education of students. Another level of perception of European development is organizational. Universities understand European development as the transfer of European experience to the organization. This measurement of the perception of European development reflects the identification of similarities and differences between the education system in different countries as a way to identify and understand current problems, improving the existing education system in physical education at universities and meeting the need for intellectual curiosity about other cultures and educational systems.



Necessary actions of each project participant:

- based on the analysis of the own capabilities and internal institutional framework each partner forms the potential of the teaching staff for the implementation of the project;
- develop ways of ICT approaches involving students in the process of planning a training program and developing Syllabus to improve the learning process on a regional scale;
- each partner should identify focus groups across the region or institute using various methods and techniques of data research and analysis;
- each participant of the project engages both leading scientists, specialists, lecturers in the field of education, and industry specialists outside the education system in order to train novice teachers and students in the collaborative development of educational programs and the dissemination and exchange of best practices in trainings and exercises within the framework of the UNI-HEALTH project;

- as part of the online meetings, organize a fair of green initiatives to improve the learning process and further employment of students studying with special needs, activating a multilingual environment and integrating the process of intercultural communication;

Outcomes and competence framework of general academic, personal and non-educational specialists

- shows knowledge of key environmental concepts in education and their interconnections with other disciplines;
possesses deep understanding of complex environmental systems in education as well as physical and sustainability principles;
- pioneers novel interdisciplinary frameworks for sustainability research and action within regional and international collaboration as well as design a methodological guide for physical education;
- in term of adaptability and resilience to lead transformational change and build resilience in internationalization of education system and curriculum design for all partners;
- generate innovative ideas in collaboration in education between partners regarding joined educational programs and approaches to address evolving environmental challenges;
- for multicultural and multilingual collaboration and opportunities to arrange workshops, seminars online and offline, virtual language cafes for sharing cultural experience, for active interaction of all project participants and partners as well as multicultural events such as festivals for “Healthy lifestyle” or “Student Sport Planet” etc.

Strategic ways for green initiatives within education and sustainable ways of working of educational and related organizations

This section assumes the joint activity of all partners of the UNIHEALTH project in organizing events to establish ways of stable cooperation between educational organizations and non-educational institutions, as well as international cooperation. In terms of international cooperation, it is necessary to consider and implement, or assist in the development of joint educational programs. Taking into account the current trends of globalization and integration both in the fields of sciences and socio-economic areas, stable partnership between universities should be developed. Within the framework of such cooperation, it is possible to organize both academic mobility of students, as well as specialists and teachers in order to successfully integrate and avoid problems of dissatisfaction and underachievement. Also, students should be given the opportunity to study and gain the experience of foreign colleagues and specialists from various industries, involving stakeholders and all interested parties in the process.

Action plan of learning and teaching activities

The UNI-HEALTH Project involves close cooperation and flexible collaboration of partner countries in the field of student education, overcoming obstacles in the education of young people and their employment, developing joint educational programs and improving syllabuses, sharing the experience of teachers, industry specialists and further dissemination of best practices both regionally and internationally.

The Action plan within the framework of the project also focuses on a number of interactions that contribute to the improvement of the higher education system in the partner countries, will provide and introduce flexibility in the development of joint educational programs, in order to adapt and improve existing educational programs at regional universities and syllabuses.

Since the consortium includes different types of organizations (such as universities, as well as public organizations), they will perform different types of work accordingly. Universities are provided with a set of focus groups for permanent and long-term work in the field of wellness in the format of an additional section for students aged 17-25 years with health problems. For public organizations, the best option would be to start cooperation with a local regional university or youth association in order to be able to recruit a focus group of young people aged 17-25 and engage with them on an ongoing basis within the duration of the project. Organizations that do not have the opportunity to cooperate with universities can attract young people from other youth organizations and associations. The format of the work will be similar, it is planned to conduct training sessions twice a week to strengthen health and develop physical qualities, which can be carried out both in halls and on the street (in public parks and open municipal sites). In addition, conducting a lecture with recommendations on proper nutrition, sleep patterns, as well as the dependence of psychological health on physical health.

Each of the organizations offers its own event on a topic relevant to the purpose and objectives of the project:

For example, the A.Margulan PPU prepares a program of physical exercises for the focus group, and also develops methods for studying the results in the form of functional tests described below.

COMU, in turn, is close to the problem of proper nutrition in modern society. Their role is to develop recommendations on proper nutrition for students and young people aged 17-25 years.

The organization Udruzenje Gradjana, Osvezenje (Serbia) expressed their activity in developing a forum on the topic “The relationship between the level of physical and mental health, recommendations”.

The INSTITUTIO INVATAMINT UNIVERSITATEA DE STAT DIN COMRAT (Moldova) is preparing a psychological survey of satisfaction with the state of physical and psychological health of the focus group participants.

Accordingly, everyone makes a great contribution to the implementation of the project, since all project participants will conduct each event.

One of the ideas for the implementation of the project may be the slogan “From UNI-HEALTH to the Happy Future”, which also includes a multilingual and multicultural collaboration of students and university students. This direction will involve the active participation of students of focus groups, project partner members in various training seminars, intensive online training, start-up initiatives, in “Virtual cafes”, in “Virtual and offline festivals” within the framework of the project.

UNI-HEALTH seminars and trainees will get benefits and will be well equipped with:

- enhanced cross-cultural understanding and collaboration students and academic staff in the field of green education system;
- improve communication effectiveness in multilingual and multicultural settings within the project;

- increase accessibility and efficiency of project outcomes to diverse education systems and programs as well as linguistic communities;
- foster a sense of inclusivity and belonging among participants academic and non-educational from different cultural backgrounds.

Online learning environment UNI-HEALTH

To achieve Project goals and objectives as well as taking into account the already prepared country capacity analysis of diversity of education systems and students needs, also characteristics and the close local and face-to-face interaction teaching staff with non-educational specialists (academics, teaching staff, psychologists, nutritionists, some university medical staff etc.) with long term practices in the educational systems in the HE and medical sphere, we have identified the following target areas / workshops / seminars topics / training topics / content:

Date	Topic	Responsible	Result
September 2024	<p>Intensive meeting “New and green methodologies in UniHealth”.</p> <p>1. Group analysis, grouping students with special needs and involving all the partners of the project. Prepare for the first online-meeting group analysis presentation included the number of the group’ members, presentation of the group, their physical conditions, educational and language background, interest directions, readiness for international communication.</p> <p>2. Each partner prepare the theme of the training for focus group.</p>	<p>TRAKIA UNIVERSITY, PPU, COMU, INSTITUTIA INVATAMINT UNIVERSITATEAD E STAT DIN COMRAT, SVEUCILISTE SJEVER, Centro Nazionale Sportivo Libertas Associazione di Promozione Sociale</p>	<p>WP2</p> <p>On the basis of this meeting, a common focus group will be formed, made up of students and young people provided by each participant of the project.</p>
June 2025	Intensive training for staff and focus group using ICT-	TRAKIA UNIVERSITY, PPU, CANAKKALE	<p>WP2</p> <p>A. Margulan PPU presents the methodology of functional tests</p>

	<p>technologies, developing entrepreneurship and sustainable education. Theoretical preparation, based on psychological, medical, educational methodologies and approaches from each partner. Each partner have to prepare master-class or lecture for focus group. Online training, video-demonstration, workshop.</p> <p>Each partner prepare the theme of the training for focus group.</p>	<p>ONSEKIZ MART UNIVERSITESI, INSTITUTIA INVATAMINT UNIVERSITATEAD E STAT DIN COMRAT, SVEUCILISTE SJEVER, Centro Nazionale Sportivo Libertas Associazione di Promozione Sociale</p>	<p>to assess the initial level of health and the development of physical qualities of the focus group.</p> <p>COMU prepares nutrition recommendations for the focus group. Udruzenje gradjana, Osvezenje (Serbia) forum on the topic “The relationship between the level of physical and mental health, recommendations”.</p> <p>The INSTITUTIO INVATAMINT UNIVERSITATEA DE STAT DIN COMRAT is preparing a survey a psychological survey of satisfaction with the state of physical and psychological health of the focus group participants</p>
May 2026	<p>Intensive training “Alternative methods and approaches in international UniHealth”. Establishing handout for students training UniHealth.</p> <p>Each partner prepare the theme of the training for focus group.</p>	<p>TRAKIA UNIVERSITY, PPU, CANAKKALE ONSEKIZ MART UNIVERSITESI, INSTITUTIA INVATAMINT UNIVERSITATEAD E STAT DIN COMRAT, SVEUCILISTE SJEVER, Centro Nazionale Sportivo Libertas Associazione di Promozione Sociale</p>	<p>WP2</p> <p>A.Margulan PPU prepares a wellness method of physical exercises for the focus group</p> <p>Udruzenje gradjana, Osvezenje (Serbia) Presentation of the results of the level of physical health and development of physical qualities of the focus group participants</p> <p>COMU prepares an analysis of changes in the weight indicators of the focus group participants in accordance with the use of the recommendation of proper nutrition</p> <p>The INSTITUTIO INVATAMINT UNIVERSITATEA DE STAT DIN COMRAT prepares an analysis of changes in psychological satisfaction with the state of physical and psychological health of focus group participants</p>

The project also involves specialists (non-academic specialists such as doctors, psychologists, nutritionists and other specialists) from educational and non-education institutions who are called upon to contribute to the healthy development of the educational environment in order to assist and assist students studying as well as students with special needs. Within the framework of the UNI-HEALTH project, it is possible to organize thematic consultative meetings, round tables, training of students, as well as novice university teaching staff.

Taking into account the results of the analysis of the educational potential of the partner countries and their strategic opportunities, attention should be paid to the international experience of collaboration in the field of healthy educational space, employment of undergraduate students.

In connection with the above, it is possible to include the work of external specialists (such as doctors, psychologists, nutritionists and other specialists) with focus groups of students from partner countries and novice university teachers in organizing practical trainings based on interdisciplinarity and multi variability of the main factors with the inclusion of integrated disciplines:

- training and testing of key methodologies and technologies for research and study;
- pilot plans for the development of joint educational programs;
- cooperation in the direction of improving educational disciplines, syllabuses, content and teaching methodology in conditions of stable development and cooperation of various industries with education;
- consideration of the possibility of creating start-ups with the involvement of young people with special needs in order to further their employment and integration into a healthy life;
- creation of a platform for live communication of learning youth, in order to practice the multilingual and multicultural environment of partner countries and aspirations for further close cooperation;
- the opportunity for students to study academic mobility during a semester in one of the partner countries within the framework of the project in order to actively communicate, share experience and knowledge in a multilingual and multicultural environment.

This table needs to be entered with an initial form of presentation / workshops / online ICT activities in order to conduct training with undergraduate students, student focus groups of partner countries: ... each partner or organization to add...

Action plan

1. Activities				
Development and organization of special training complexes.				
Objectives	Topic	Activity	The organizers of the training	Results
Development and organization of special training complexes and special wellness procedures for young people with special	Features of the definition of youth with special needs, as well as having health problems	Intensive training to identify and identify young people with special needs	All project partners	Development of a questionnaire to identify and identify young people with special needs.
	Improving the	Intensive	All project	Development of

needs	level of physical education of young people with problems with overweight and obesity	training on the problems of overweight and obese youth	partners	a methodology for improving the level of physical culture of young people with problems with overweight and obesity
	Improving the level of physical culture of young people with psychological problems	Intensive training on the problems of young people with psychological problems	All project partners	Development of a methodology for improving the level of physical culture of young people with psychological problems
	The use of mass sports (tennis, football, volleyball, etc.) to increase the level of physical culture of young people	Intensive training in the use of mass sports (tennis, football, volleyball, etc.) to increase the level of physical culture of young people	All project partners	Development of a methodology for improving the level of physical culture of young people through mass sports
	The use of Art therapy or other alternative methods to increase the level of physical culture of young people	Intensive training on the use of Art therapy or other alternative methods to increase the level of physical culture of young people	All project partners	Development of a methodology for improving the level of physical culture of young people
2. The event. Development of an educational and methodological guide to improve the physical health of students with special needs with the help of special physical education;				Educational and methodical manual
3. The event. To organize health development programs for special groups of students with special needs and impaired health;				Health development programs for special groups of students with special needs
The event. To organize the exchange of experience with foreign partners in the organization of various joint training programs.				Exchange of experience and dissemination of the results obtained

Summary of achievements

We are proposing the following evaluation levels:

Evaluation level	Short-term results	Indicators	Long-term results	Indicators
IO1 Participant reaction	<ul style="list-style-type: none"> - Student course assessment evaluation questions; - Trainees reaction to UNI-HEALTH trainers 	<ul style="list-style-type: none"> - “New” thinking and skills; - Relevance of subject; - Relevance to work; - Quality of written materials; - Quality of visual materials 	<ul style="list-style-type: none"> - Readiness to attend other courses for improvement of knowledge and skills; - Develop the attitude of a Lifelong Learner. 	<ul style="list-style-type: none"> - Developed competences; - Increased employment opportunities, taking a healthy lifestyle, joining sports and health groups.
IO2 Knowledge gained	<ul style="list-style-type: none"> - opportunities to take more different courses. - soft skills development in the areas of thinking, studying, and time management; - achievement goals; 	<ul style="list-style-type: none"> - number of the interdisciplinary subjects within training module; - number of trainees from different fields; - soft skills - analysis and problem solving, collaboration and teamwork, start-up context 	<ul style="list-style-type: none"> - increased students’ interest towards academic and alternative career plans; - promising options to real life challenges for (a) his/herself, and (b) community 	<ul style="list-style-type: none"> - Enterprise start-up rate; - youth unemployment rate; - percentage of HE students who continue to higher levels of education; - respond positively and effectively to problems in unfamiliar contexts; - apply new ideas, methods and ways of thinking; - consider the ethical and environmental issues and responsibilities when making decisions.
IO 3 Organization impact	<ul style="list-style-type: none"> - introduce start-up within the curriculum 	<ul style="list-style-type: none"> - improvement and development of partnerships, 	<ul style="list-style-type: none"> - better multinational and multicultural 	<ul style="list-style-type: none"> - number of international students;

	<p>measuring the scope and practical effect of education;</p> <ul style="list-style-type: none"> - activating of students influence and involvement into collaboration education and syllabus development; - raise awareness and improve knowledge about lifelong healthy style of bachelor students and learners with special needs; - provide support for students interests in term of connecting with non-academic specialists, medical organizations; - involve non-academic business representatives in open dialog and entrepreneurial education process as follow up of green education. 	<p>networking and sustainable arrangements;</p> <ul style="list-style-type: none"> - capacity building activities. - analytical tool on competencies: conceptualizing learning outcomes; ensuring learning outcomes: - policies and interventions - analytical tool on learners: integrated system for learning; - integration of the education and non-educational organizations into the teaching process. 	<p>understanding within higher education, other non-educational institutions and civic organizations;</p> <ul style="list-style-type: none"> - building up new type of networking with spatial links 	<ul style="list-style-type: none"> - number of international scholarships; - mechanism of effective collaboration education and non-education institutions; - more opportunities for academic mobility for learners in terms of awareness and sustainability for future life.