EU PROJECTS

TRANSiTION

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From Gaps to Growth:
Delivering Digital Skills in Cancer Care

TRANSiTION

STAKEHOLDER FORUM REPORT

Executive summary

The digital transformation of cancer care presents a pivotal opportunity to enhance early diagnosis, personalise treatment, and improve patient outcomes. Yet, the success of these innovations hinges on the digital readiness of healthcare professionals. The TRANSiTION project, co-funded by the European Commission, addresses this challenge by bridging the digital skills gap among clinical and non-clinical cancer care professionals across Europe.

The TRANSiTION initiative is a multi-stakeholder, EU-wide effort led by the Cyprus University of Technology, involving 24 partners across 14 Member States. It aims to upskill and reskill oncology professionals through the development and deployment of a structured training curriculum consisting of 11 comprehensive modules. These modules cover topics ranging from digital communication and remote patient monitoring to AI in healthcare and digital decision-making.

On 9 October 2024, a dedicated Stakeholder Forum brought together policymakers, practitioners, and researchers to inform and refine the project's approach. Key takeaways included:

- **Breakout sessions** identified barriers to digital training, such as lack of time, infrastructure, and resistance to change, and emphasised the importance of co-creation, flexibility, and micro-credentialing.
- **Panel discussions** stressed collaboration across EU-funded initiatives like DigiCanTrain, eCAN Joint Action, and BeWell, which complement TRANSiTION by addressing workforce planning, mental health, and digital literacy.
- **Accreditation** was underscored as vital for motivating participation and ensuring the quality and portability of digital training across countries.

Recommendations

1. Expand and adapt training across oncology care sectors, with hands-on, accessible, and accredited modules.
2. Foster stakeholder collaboration for sustained, EU-wide impact and resource alignment.
3. Ensure equity and access for all healthcare professionals, including those in rural or under-resourced settings.
4. Integrate mental health support to maintain a resilient workforce.
5. Leverage EU policy and funding tools, like the Recovery and Resilience Facility, to scale and sustain digital education.
6. Establish monitoring systems to ensure training remains relevant and effective.

TRANSiTION is a critical step toward a digitally empowered oncology workforce. With the right investment, collaboration, and policy support, Europe can build a future-ready cancer care system capable of delivering high-quality, patient-centred outcomes.

Introduction

The ongoing development of digital technologies, including artificial intelligence and virtual reality, is transforming healthcare, particularly in cancer care. These advances have the potential to improve patient outcomes by enabling earlier diagnosis, enhancing personalised treatment options and streamlining care processes. In cancer care, digital technologies are transforming how we understand the disease, enabling earlier diagnoses, enhancing personalised treatment options, and improving continuity of care within the patient's environment. Initiatives like the European Cancer Imaging Initiative (EUCAIM) are helping researchers access high-quality data to further develop these technologies, with the potential to significantly improve patient outcomes. However, this digital transformation also brings challenges, such as redefining traditional medical practices, increasing competition among healthcare providers, and increasing pressure on healthcare resources. Rapid advances in computing power, data storage and broadband capabilities are accelerating this transformation, requiring a proactive approach to integrating and adapting healthcare systems.

As the European Union works towards the establishment of the European Health Data Space (EHDS), a unified framework for digital health, it is imperative that healthcare professionals are equipped with the necessary digital skills. The initiative aims to promote efficient management of health data, foster innovation and empower individuals through greater control over their personal health information. However, successful implementation depends on overcoming existing barriers, particularly in terms of training and workforce readiness.

Despite the promise of digital health technologies, there are several significant challenges to their widespread adoption in cancer care. Regulatory hurdles, financial constraints and the complexity of digitising patient data are significant barriers. In addition, the broader demographic trends of an ageing population and tightening government budgets underscore the urgency of digital transformation. One of the most pressing issues is the digital skills gap among healthcare professionals. Both clinical and non-clinical staff often lack the necessary training to fully utilise digital tools, limiting their ability to provide efficient, high-quality care to cancer patients.

The TRANSiTION project aims to bridge this gap by improving the digital skills of cancer healthcare professionals. The project focuses on upskilling and re-skilling both clinical and non-clinical staff to ensure they can effectively integrate digital tools into their practice. Working with professional associations, educational institutions and other key stakeholders, TRANSiTION is developing specialised training programmes tailored to the needs of healthcare professionals. The project's Training of Trainers module, running from July 2024 to September 2025, will prepare selected trainers to guide and support trainees, fostering a sustainable framework for digital education in cancer care.

As part of the TRANSiTION project, a Stakeholder Forum - From Gaps to Growth: Delivering Digital Skills in Cancer Care was organised on Wednesday 9 October 2024. The Stakeholder Forum serves as a central platform to discuss and shape the digital training landscape in cancer care, with policy makers, healthcare professionals and collaborators contributing to the development of the TRANSiTION training programme through collaborative discussions. The insights gathered during the forum have been

summarised in this report to ensure that key recommendations are documented and acted upon.

The Forum included:

- **Breakout sessions** focusing on improving digital literacy in clinical settings, the challenges of delivering training in a pressured healthcare environment, and the importance of accreditation.
- **A panel discussion on building a sustainable EU agenda for digital skills in the cancer workforce,** highlighting the power of collaboration and input from key stakeholders.

This forum represents an important step in addressing the digital skills gap in cancer care, ensuring that healthcare professionals are well equipped to navigate the evolving digital landscape and deliver the highest quality of care to patients across Europe.

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About the TRANSiTION project

The Overall Objectives of TRANSiTION

Despite digital health's potential, challenges persist in cancer care, including a scarcity of workforce training on digital skills and limited digital health literacy.

Digital literacy among healthcare professionals, non-clinical professionals (i.e. health managers) and cancer patients is crucial for the successful digital solutions uptake and integration across the cancer continuum hence capitalising on its full potential. Education and training in digital health are identified as top priorities for developing the future healthcare workforce (i.e. healthcare professionals and non-clinical professionals), improving the quality of care and quality of care experience and enabling patient access to improved healthcare services.

The TRANSiTION project is developing an advanced education programme for healthcare professionals and non-clinical staff (i.e. health managers), which will equip them with digital skills needed to exchange information more efficiently and effectively with patients and other professionals. The project commenced by assessing and mapping the current digital skills and has engaged directly with stakeholders to identify their specific needs. This will enable and facilitate professionals and non-clinical staff to adopt new digital tools and integrate them into their everyday practices enabling a smoother digital transition.

Led by the Cyprus University of Technology (CUT), the project collaborates with various organisations and uses a problem-solving, teamwork approach to enhance competencies. TRANSiTION has a consortium of **24 partners** from **14 member states** with expertise in professional development and training programmes in the healthcare sector.

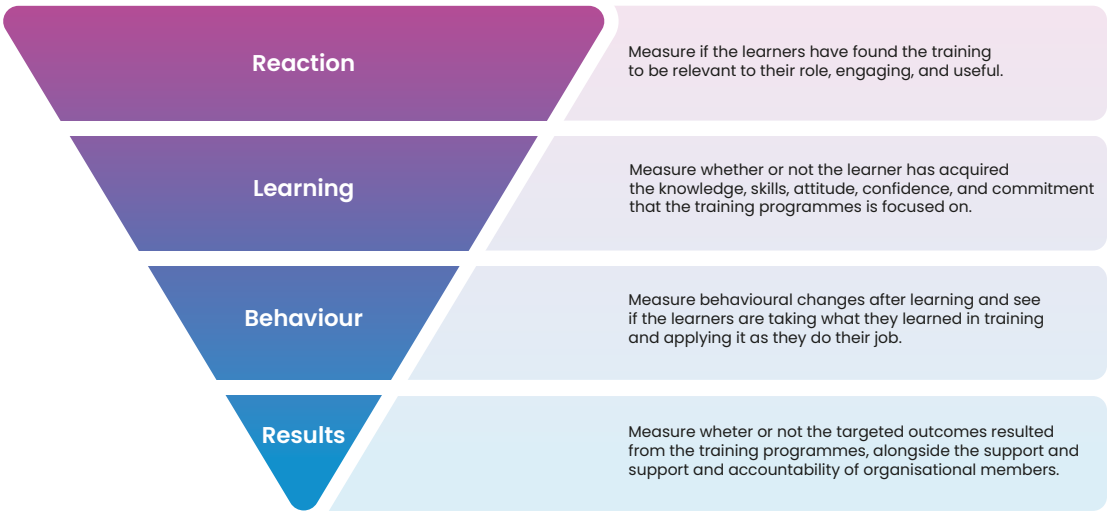
State of the art on Digital Skills Training

A comprehensive mapping exercise to identify and catalogue digital literacy training programmes for clinical and non-clinical staff, including health managers, was undertaken as part of TRANSiTION. The primary objective of this mapping was to enhance digital health literacy across the healthcare workforce, empowering them to effectively utilise digital technologies in addressing patient health concerns and in managing healthcare systems.

The mapping exercise offers valuable insights into the current landscape of educational programmes focused on digital technologies in healthcare. It provides an understanding of the content and structure of these programmes, as well as the country-specific challenges that various regions face in implementing digital health initiatives. This process not only sheds light on the breadth and depth of existing training opportunities but also highlights areas where further support and development may be needed.

To gather this data, an online survey employing a mixed-methods approach was conducted between May and June 2023. This survey involved the participation of 14 countries within the TRANSiTION project, including Belgium, Bulgaria, Croatia, Cyprus, France, Germany, Greece, Italy, Lithuania, Poland, Portugal, Romania, Spain, and Slovenia. The response rate was 100%, ensuring comprehensive representation from all the participating countries.

The results of this survey will play a crucial role in guiding the development of targeted training programmes aimed at improving digital competencies among healthcare professionals, with a focus on the use of digital technologies in cancer care and healthcare management.



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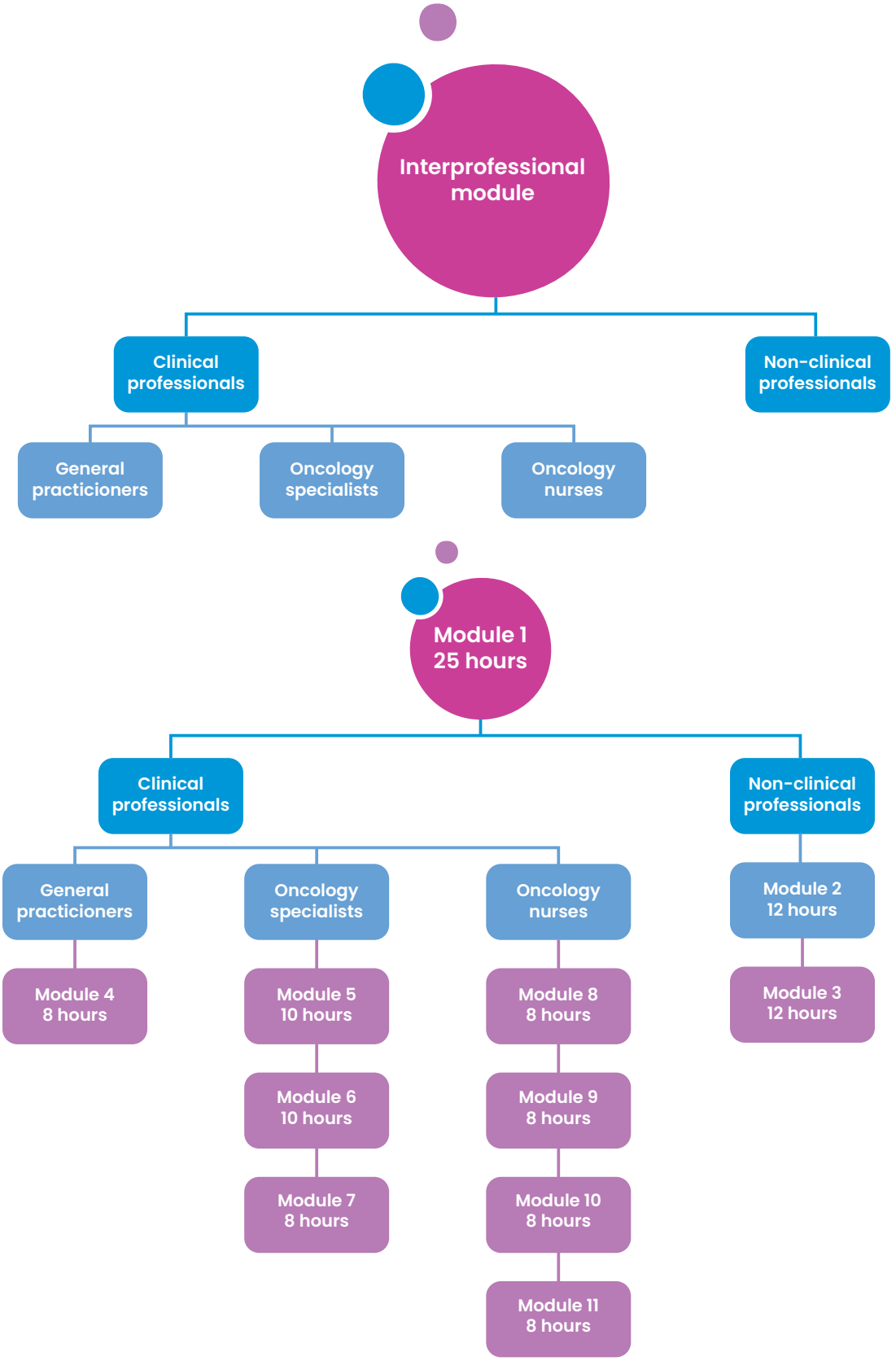
Quickfire presentation of the TRANSiTION Curriculum



As part of the **TRANSiTION curriculum**, 11 modules have been designed to enhance the digital skills of healthcare professionals and non-clinical staff within the oncology field. Developed by a multidisciplinary team representing a range of organisations, each contributing unique expertise, the curriculum reflects a collaborative effort across different sectors. While the development process presented both strengths and challenges - particularly in coordinating input from individuals with different backgrounds, strengths and levels of experience - the result is a comprehensive and impactful learning resource.

The curriculum is structured around four primary pathways, tailored on the specific needs of different professional groups:

- **Healthcare Professionals**: General practitioners, oncology specialists, oncology nurses.
- **Non-Clinical Professionals**: Health managers and other non-clinical staff.

The development of a multidisciplinary curriculum came with several challenges, including communication difficulties, participant engagement, and the asynchronous nature of collaboration across diverse teams. Despite these hurdles, the curriculum's multidisciplinary approach provides a robust framework for enhancing digital competencies among healthcare professionals in oncology care, ultimately empowering them to better serve patients through the use of digital technologies. Its greatest strength lies in its ability to engage experts, trainers, and professionals from various fields, fostering increased knowledge and competence. Find below a short summary of the eleven modules developed for the TRANSiTION Project.

The 11 Modules

1. Interdisciplinary and Interprofessional Communication and Approach to Digital Technology Management

Focuses on communication, data privacy, change management, ethics, innovation, and artificial intelligence in healthcare settings.

2. Digital Transformation

Covers data technology management, data collection, and the use of digital tools and interventions in healthcare.

3. Communication and Information Systems in Oncology

Emphasises team communication, electronic medical records, health information exchange, regulatory compliance, and secure data sharing.

4. Digital Tools for Oncology Patients' Remote Management

Focuses on eHealth, patient empowerment, prevention, cancer control through digital tools, and the use of technology for rural healthcare and vulnerable patient populations.

5. Technologies for Cancer Diagnosis and Treatment

Explores digital tools for cancer diagnosis, treatment planning, and telemedicine/ virtual consultations in oncology care.

6. Digital Tools for Shared Medical Decision Making in Oncology

Discusses shared decision-making in digital settings, the Ottawa Decision Support Framework, and digital decision support tools for oncology care.

7. Learning, Researching, and Developing in Oncology

Covers cancer management based on data, research and development, ongoing professional learning, and networking opportunities in oncology.

8. Digital Tools for Patients/Caregivers Empowerment

Focuses on strategies for patient education using digital resources and techniques for fostering communication between nurses, patients, and caregivers.

9. Digital Tools for Remote Follow-Up

Emphasises digital tools for remote follow-up care, remote monitoring, and eHealth tools for nursing check-ins.

10. Digital Interventions Implementation

Explores the challenges and strategies for implementing digital interventions in daily oncology practice, along with the assessment and evaluation of digital interventions.

11. Problem-Solving Digital Skills for Oncology Nurses

Develops critical thinking skills for data analysis and strategies for overcoming issues with digital tools and resources in oncology nursing practice.

Stakeholder perspectives on Digital Skills

This session includes key presentations and insights on digital skills in clinical settings, healthcare environments, and the importance of accreditation.

- **Break out room A: Improving Digital Skills in the Clinical Setting – Reflecting on Real Life Experiences**

In clinical practice, healthcare professionals are increasingly utilising digital skills in diverse areas, from electronic prescriptions and digital records to telemedicine and remote patient management. For instance, in Greece, digital skills among HCPs are primarily focused on electronic prescription systems and digital support platforms, such as digital libraries. In Italy, the widespread use of technology is evident, with digital records, prescriptions, and telemedicine practices integrated into daily care. Here, digital medical reports are used across all settings-outpatients, inpatients, and remote care-improving the quality of care and the efficiency of healthcare processes. The use of digital tools, such as digital imaging during surgeries and the integration of e-referral forms, exemplifies the transformative potential of technology in healthcare delivery. Additionally, a digital chemotherapy system has streamlined the administration of treatments, from prescriptions to pharmacy processing, reducing time and increasing efficiency.

Despite these advancements, challenges remain, particularly in integrating new technologies across all professional groups. While many professionals recognise the utility of digital tools, there is reluctance among some, especially GPs, who fear being overwhelmed by excessive referrals, or nurses and doctors who are hesitant to adopt new technologies, such as sensors, believing they may not contribute effectively to their work. The key to overcoming such resistance lies in actively involving these professionals in co-creation processes and ensuring they understand the practical benefits of the technologies. Furthermore, there is a significant struggle to integrate digital tools fully, especially in settings with workforce shortages, where resource limitations hinder broader adoption. One effective strategy for addressing this challenge is to engage professionals closer to the patients, who tend to be more committed to digital initiatives, particularly during pilot projects.

An important opportunity identified in the discussions was the chance for pioneers to gain digital skills, which can then be shared with their colleagues through collaborative initiatives such as joint actions and research papers. The development of supportive regulations and accreditation mechanisms is crucial to ensure that digital tools are recognised and implemented safely, while also addressing concerns about accountability in case of errors. Overall, providing continuous education and fostering an understanding of digital skills among HCPs is essential for maximising the effectiveness of digital technologies in clinical practice.

- **Break out room B: Delivering Education and Training in a Pressured Healthcare Delivery Environment**

In healthcare settings where time and resource constraints are a constant challenge, several barriers to accessing training were highlighted. One of the main issues identified was the difficulty in finding time for training within busy clinical environments. Healthcare workers are often overwhelmed by daily responsibilities, making it challenging to prioritise professional development. Moreover, the lack of a streamlined

system for recognising and exchanging Continuing Medical Education (CME) credits across countries also creates obstacles. Ensuring that training programmes are both accessible and flexible for healthcare workers in such environments requires careful consideration of these constraints.

Successful initiatives were discussed where digital skills training had been integrated into the daily routines of healthcare professionals. Key to these successes was the alignment of training with healthcare workers' existing schedules, allowing them to engage with learning modules that fit into their day-to-day responsibilities. For example, having training programmes that offer both CME credits and micro-credentials is considered highly beneficial, as it allows healthcare workers to gain recognition for their skills in a way that is adaptable across different countries in Europe. Additionally, accreditation is seen as a crucial aspect, as it provides an added incentive for healthcare professionals to participate in training. It also guarantees quality assurance, ensuring the credibility and value of the educational activities.

While the benefits of such accreditation are clear, some concerns were raised, particularly regarding potential industry bias and the sustainability of initiatives after the project ends. Despite these challenges, the provision of CME credits and micro-credentials for healthcare professionals offers long-term advantages, including patient empowerment, improved employability, and the sustainability of skills development beyond the life of the project. The integration of accreditation systems within EU-funded projects like TRANSiTION is seen as a crucial step toward creating a more flexible and enduring framework for healthcare professionals to access high-quality digital skills training.

- **Breakout room C: The Importance of Accreditation**

The key points discussed in the breakout room regarding the importance, benefits, and challenges of accreditation reflect its crucial role in ensuring the recognition and exchange of Continuing Medical Education (CME) credits, facilitating professional accreditation across different fields, and enabling the national and international recognition of credits within Europe. It also guarantees quality assurance in CME delivery. For the TRANSITION Project, accreditation is highly valuable as it provides participants with additional motivation, making them feel rewarded and encouraged to engage in further training activities. Various accreditation systems offer benefits such as patient empowerment, employability support, and sustainability beyond the project's duration. However, potential drawbacks include the risk of biased content due to industry sponsorship. Given these considerations, accreditation is recommended as a key initiative for EU-funded projects, including TRANSITION. The combination of CME credits and credits specifically designed for other cancer professionals is particularly advised to maximise impact and ensure broad recognition.

Roundtable - Building a sustainable EU Agenda for Digital Skills

Chair: **Katarzyna Ptak-Bufkens**, European Commission

Contributions from:

- **Andreas Charalambous**, Cyprus University of Technology (TRANSiTION)
- **Virpi Sulosaari**, Turku University of Applied Sciences (DigiCanTrain)
- **Stergiani Spyrou**, 3rd Regional Health Authority, Greece, Aristotle University of Thessaloniki (eCan Joint Action)
- **Laurène Mathey**, European Health Management Association (BeWell)

The event featured a series of engaging presentations on key initiatives aimed at addressing the pressing health workforce challenges at both EU and Member State levels. The speakers provided an overview of several ongoing horizontal policy actions that are actively shaping the future of healthcare across Europe. Among these initiatives, the European Care Strategy was highlighted as a pivotal framework aimed at enhancing the quality of care through a more sustainable and effective healthcare workforce. Additionally, the Action Plan on Labour and Skills was discussed as an essential strategy for equipping healthcare workers with the necessary skills to adapt to emerging demands in the sector. The speakers also addressed the EU's comprehensive approach to mental health, which is part of a broader effort to integrate mental health into public health systems and provide healthcare workers with the tools to tackle mental health challenges in the workforce and broader society. Furthermore, the Migration Policy Package was presented as a vital element in addressing the mobility of healthcare professionals across borders, ensuring that the workforce remains flexible and capable of responding to health emergencies and workforce shortages.

Another important aspect discussed was the Directive on the Recognition of Skills of Mobile Workers, which aims to simplify the recognition of qualifications for healthcare professionals moving within the EU. This initiative seeks to facilitate greater mobility, ensuring that the healthcare workforce is not constrained by national borders and that healthcare professionals can move freely across the EU while maintaining high standards of care. In addition to these horizontal policies, the speakers also highlighted more targeted actions aimed at tackling specific health workforce issues. One such initiative is the HEROES Joint Action on Health Workforce Planning and Forecasting, which focuses on improving workforce planning, developing strategies for forecasting future workforce needs, and ensuring that healthcare systems are prepared for demographic shifts, such as an ageing population.

At the Member State level, the European Semester was discussed, highlighting the fact that 18 EU Member States received country-specific recommendations to address the ongoing health workforce challenges. These recommendations are part of a wider effort to align national policies with EU priorities, ensuring that Member States are taking action to strengthen their health workforces. Speakers also noted the role of the Recovery and Resilience Facility, a significant funding mechanism that has been put in place to support the recovery of EU member states from the economic

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and social impacts of the COVID-19 pandemic. This instrument provides essential financial resources to support reforms and investments, including those aimed at improving the health workforce and addressing existing gaps in the system.

In addition to these broad policy initiatives, several specific projects were presented as examples of innovative approaches to health workforce development. One such project is DigiCanTrain, which focuses on enhancing digital skills among healthcare professionals in the oncology field. The DigiCanTrain project aims to address the growing need for healthcare workers to engage with digital technologies, particularly in cancer care. The COVID-19 pandemic has accelerated the use of eHealth technology, and the project seeks to ensure that healthcare professionals are adequately trained to utilise digital tools to improve cancer care services. This initiative aims to provide training for both clinical and non-clinical healthcare professionals, helping to bridge the skills gap and ensure that healthcare workers are capable of delivering high-quality, person-centred care in an increasingly digital world.

Another significant initiative presented was the eCAN Joint Action, a collaborative effort aimed at improving cancer care across the EU. The eCAN project seeks to enhance the quality, accessibility, and efficiency of cancer services by supporting evidence-based practices and fostering greater coordination between EU member states. Through this initiative, healthcare professionals will be empowered to deliver more effective care through the exchange of best practices, improved workforce training, and the development of national cancer plans that are aligned with EU-wide strategies. By promoting the sharing of knowledge and resources, the eCAN Joint Action seeks to reduce disparities in cancer care and improve outcomes for patients across Europe.

Finally, the BeWell project was presented as an important initiative focused on improving the well-being of healthcare professionals. Given the high levels of stress and burnout experienced by healthcare workers, especially in fields like oncology, the BeWell project aims to provide healthcare professionals with the tools and support needed to manage mental health challenges and achieve a better work-life balance. This initiative recognises that the well-being of healthcare workers is crucial not only for their own health but also for the quality of care they provide to patients. By offering a range of resources, training, and psychological support, the BeWell project seeks to create a more resilient healthcare workforce that can meet the demands of an increasingly complex healthcare environment. This initiative aligns with broader EU efforts to promote the mental health of healthcare professionals, ensuring that they are supported in their roles and able to deliver the best possible care to patients.

Together, these initiatives represent a comprehensive and multi-faceted approach to strengthening the European health workforce. By addressing both systemic challenges and specific needs within the sector, these projects and policies aim to create a more sustainable, adaptable, and skilled workforce capable of meeting the healthcare demands of the future. Through collaboration, innovation, and targeted support, the EU is taking significant steps to ensure that healthcare professionals are equipped with the necessary skills and resources to navigate the evolving healthcare landscape.

Conclusions and Recommendations

The *TRANSiTION Stakeholder Forum*: *From Gaps to Growth*: *Delivering Digital Skills in Cancer Care* has underscored the critical need for upskilling and reskilling healthcare professionals, particularly in the field of oncology, as digital technologies continue to transform healthcare delivery across Europe. Digitalisation has the potential to revolutionise cancer care by enabling earlier diagnoses, enhancing personalised treatment options, and improving patient outcomes through digital tools and innovations such as artificial intelligence and virtual reality. However, as highlighted throughout the forum, the widespread adoption of these technologies faces significant barriers, primarily due to the digital skills gap among healthcare professionals. This gap is exacerbated by the rapid pace of technological advancements, demographic shifts, and resource constraints within the healthcare system.

Several ongoing EU initiatives, such as the EU's care strategy, *Action Plan on Labour and Skills, and comprehensive approach to mental health*, provide a broad framework for addressing health workforce challenges. These efforts aim to equip healthcare professionals with the skills needed to adapt to digital innovations and ensure the workforce remains resilient in the face of evolving health challenges. Specific projects like *DigiCanTrain, eCAN Joint Action*, and *BeWell* have also demonstrated the EU's commitment to supporting healthcare professionals through targeted training programmes, collaborative efforts, and mental health support to improve overall well-being and performance.

Despite these initiatives, the findings from the forum suggest that significant work remains to bridge the digital skills gap, particularly in cancer care. Training programmes need to be expanded, tailored, and implemented with a focus on practical, hands-on applications of digital technologies. A sustainable and comprehensive digital training infrastructure, such as the *TRANSiTION* curriculum, is crucial for preparing both clinical and non-clinical professionals for the future of healthcare. Additionally, accreditation systems for training programmes are vital for ensuring quality assurance and encouraging greater participation across the workforce.

Recommendations:

1. **Invest in comprehensive digital skills training:** A coordinated, EU-wide approach to digital skills training is essential. Training programmes should be expanded to include both clinical and non-clinical professionals, with a particular focus on oncology and other high-priority sectors. These training programmes must be aligned with the needs of the workforce and the digital tools they will be using, offering practical, interactive learning experiences.
2. **Foster collaboration and stakeholder engagement:** Continued collaboration between governments, healthcare providers, educational institutions, professional associations, and industry leaders is essential to ensure that training initiatives are both relevant and sustainable. Partnerships should be fostered to share best practices, align resources, and build a cohesive ecosystem for digital skills development across Europe.

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3. **Ensure accessibility and inclusivity:** Digital skills training should be designed to accommodate healthcare professionals at all levels, including those with limited digital experience. Efforts must be made to make training accessible to healthcare professionals in rural or underserved areas, as well as those working in low-resource settings, to ensure equity in the uptake of digital health tools.
4. **Enhance accreditation and recognition:** The importance of accreditation in motivating healthcare professionals to engage with training programmes cannot be overstated. Developing a robust and internationally recognised accreditation system, which includes Continuing Medical Education (CME) credits and other recognisable qualifications, will help ensure that digital skills training has tangible benefits for healthcare workers. This system should be flexible to accommodate different professional groups and adaptable to evolving technological landscapes.
5. **Prioritise mental health and well-being support for healthcare professionals:** As demonstrated by the BeWell project, mental health and well-being initiatives for healthcare professionals are integral to ensuring a resilient workforce. Training should not only focus on digital skills but also address the mental health challenges faced by healthcare workers, particularly those working in high-stress areas such as oncology. Providing support for managing work-related stress, burnout, and mental health will improve overall job satisfaction and patient care quality.
6. **Encourage policy alignment and funding support:** The EU must continue to prioritise the health workforce in its policy agenda, ensuring that digital skills development is a central element of workforce planning. The Recovery and Resilience Instrument and other EU funding mechanisms should be leveraged to support training initiatives, incentivising national and regional governments to invest in digital skills development for healthcare professionals.
7. **Monitor and evaluate progress:** A continuous monitoring and evaluation framework should be established to assess the effectiveness of digital skills training initiatives. Feedback from healthcare professionals and stakeholders should be regularly collected to ensure that training programmes remain relevant and responsive to the needs of the healthcare sector.

In conclusion, the digital transformation of cancer care presents both tremendous opportunities and significant challenges. By addressing the digital skills gap, fostering collaboration, and investing in targeted training programmes, Europe can ensure that its healthcare workforce is well-equipped to deliver high-quality, patient-centred care in an increasingly digitalised healthcare environment. Through collective efforts and sustained support, the vision of a digitally empowered healthcare workforce in Europe can become a reality, ultimately leading to improved outcomes for cancer patients and better overall healthcare delivery across the continent.

Next steps and how to get involved in the TRANSiTION project

www.europeancancer.org/eu-projects/impact/hcp-education.html

Glossary

CME (Continuing Medical Education)	Ongoing education for healthcare professionals designed to maintain and enhance their knowledge, skills, and professional performance. CME ensures that practitioners stay current with the latest medical developments and standards of care.
eHealth	The use of digital technologies, including mobile health applications, telemedicine, and electronic health records, to deliver healthcare services and manage health information.
Digital Skills	The ability to effectively and critically navigate, evaluate, and create information using a range of digital technologies. In healthcare, this includes the use of digital tools, such as electronic health records, telemedicine, and health data analytics, to improve patient care.
Digital Literacy	The capacity to understand and use digital technology, including software, tools, and platforms, effectively and responsibly. In healthcare, digital literacy ensures that professionals can navigate and utilise digital tools and technologies in their daily practice.
EUCAIM (European Cancer Imaging Initiative)	An EU-funded initiative aimed at enhancing the quality of cancer imaging data available to researchers, with the goal of improving cancer diagnosis and treatment using digital imaging technologies.
European Health Data Space (EHDS)	An EU initiative designed to create a common framework for the use and management of health data across member states, promoting data-sharing and enabling the development of digital health services.
eCAN Joint Action	A collaborative project aimed at improving cancer care across the EU by supporting evidence-based practices, workforce development, and the sharing of best practices between member states.
DigiCanTrain	A project focused on enhancing digital skills among healthcare professionals in oncology, particularly by training clinicians and non-clinicians to effectively use digital tools in cancer care, including telemedicine and electronic health records.
BeWell Project	An initiative aimed at improving the well-being of healthcare professionals, providing resources and support to manage stress, burnout, and mental health challenges faced by workers, particularly in high-pressure fields like oncology.

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Recovery and Resilience Facility	A financial mechanism introduced by the European Union to support member states in recovering from the economic and social impacts of the COVID-19 pandemic, with funding allocated for healthcare workforce improvement and infrastructure development.
European Semester	A process of economic policy coordination within the EU, where member states receive recommendations on improving their economic and social policies. Between 2020-2024, it included country-specific recommendations to address health workforce challenges.
HEROES Joint Action	An EU project focused on improving health workforce planning and forecasting, developing strategies to address workforce shortages and ensure that healthcare systems are prepared for demographic shifts such as an ageing population.

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We would like to express our sincere gratitude to all the participants and speakers who contributed to the success of the *TRANSiTION Stakeholder Forum*. Their insights, expertise, and dedication to advancing digital skills in healthcare have been invaluable in shaping the discussions and outcomes of this event.

Special thanks to the healthcare professionals, policy makers, and project partners who shared their real-life experiences and perspectives. Their willingness to engage in open dialogue about the challenges and opportunities in digital healthcare training has enriched the forum and provided a deeper understanding of the current landscape.

We would also like to acknowledge the significant contributions of the organisers and facilitators who worked tirelessly behind the scenes to ensure the smooth running of the forum. Their efforts in coordinating discussions, managing logistics, and ensuring active participation were essential to the success of the event.

Additionally, we are grateful to the European Commission and all EU-funded projects, including DigiCanTrain, eCAN Joint Action, BeWell, and others, whose ongoing initiatives in digital healthcare are helping to shape the future of healthcare delivery across Europe.

Finally, our thanks go to the broader healthcare community for their continuous commitment to improving patient care through digital innovation. We look forward to further collaboration in the future, as we continue working together to address the digital skills gap and enhance the healthcare workforce.

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