



Mental health is at the core of human well-being and it is often neglected in the workplace. With the current flexible and virtual working arrangement, it has been increasingly challenging for companies to identify the mental health risks and wellness of their employees.

changeNmind is a blended mental health program offering both virtual and in-person tools reviewed and approved by healthcare professionals that tailored to the needs of each company client. The goal of changeNmind is to promote awareness of mental health prevention in the workplace. After all, prevention is always better than cure.

[More Info](#) [Video](#) [Interview](#)

**1. Challenge Tackled**

- Raising awareness of the importance of mental health prevention (especially in the work context)
- Existing offers need an update regarding the changes coming up (through the pandemic)
  - Flexibility -> digital offers might tackle this
  - New challenges i.e. being permanently online
- Support to navigate through all the offers and find the offers which fit the situation

**2. Target group, beneficiaries or clients**

## The COOL Context Analysis Pattern Result 2.1

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## 1. Basic pattern for the Context Analysis

*The context analysis is an instrument to describe the context of an (formal/non-formal/informal learning) project.*

*It allows us to collect information about the „open and informal learning“ which has been carried out in partner institutions.*

*We will use it firstly to derive our competence frameworks (in R2.2) and secondly in the framework of the learning projects that are open learning piloting actions, which will be delivered by our AE professionals*

*We would like to give you some guidance before filling the tables.*

*Thank you for your commitment and participation!*

## 1.1. How to fill the Context Analysis

Relevant aspects	Questions (central or stimulating questions)	Example	Your own answer, notes
<p>This column contains <b>titles</b> which can be interpreted as headlines (subordinate concepts). They represent <b>relevant aspects</b> which should be considered in the context analysis. Please collect information according to these headlines.</p>	<p>The <b>central questions</b> in this column are supposed to facilitate the collection of data. They might be a stimulus and inspire your reflection and documentation. These questions might explain and simplify the headwords of the first column.</p>	<p>The <b>examples</b> in this column exemplify the aspects, but do not cover the whole spectrum of possible answers. <b>They just give an idea of what a headword could mean</b> according to practical experience.</p>	<p>In this column you may enter your own <b>answer</b> and make notes.</p>
<p>You may also <b>add aspects</b> to this list, if you come up with a <b>new idea or relevant aspect</b> for the context analysis.</p>			

## 1.2. Target Group of the project

Please find below a collection of relevant aspects to collect information about the target group of **only one** of your projects, courses or learning arrangements.

The aim is to describe the target group and their background in detail. With these data outsiders could get a picture about your target group and the preconditions of your learners.

Please write down some basic information about one project, programme or learning arrangement to which the following information refers:

Name of the project/programme:

Location in which the project is carried out:

Duration/period of the project:

Relevant aspects	Questions (central or stimulating questions)	Example	Your own answer, notes
Target group	What kind of target group do you have? Who are the participants/beneficiaries of the project/programme? Are there different target sub-groups?	Migrants Unemployed people Youngsters	

Please add more information if appropriate:

Number of persons, age, sex, educational, cultural background etc.

### 1.3. Resources and methodology

Please find below a collection of relevant aspects to collect information about the resources which are in stock to carry out the project/program (**the learning offer/the service**).

The aim is to describe resources like teachers (care takers, helpers, auxiliary helpers, instructors etc.) as well as the learning surrounding and equipment of

an organisation. With these data outsiders could get a picture about the resources and methods that are used in your project or programme.

Relevant aspects	Questions (central or stimulating questions)	Example	Your own answer, notes
<b>Methodology</b>	What will be the preferred methodology	e.g. learning and developing, e-learning, blended learning, project learning, learning in mobility	
<b>Duration, Study-time</b>	How long will the course/project/service take all in all?	Years, months, days, hours	
<b>Locations</b>	In which places/locations is the course/project/service supposed to take place?	School, Seminar room At home, online Blended...	
<b>Facilitators</b>	Which qualifications and experiences do the facilitators have?	School, Seminar room At home, online Blended...	

Please add more information if appropriate e.g.:

**Access to media, language, etc.**

## 2. Demands and Objectives

Why do you carry out the courses/offers/services?

What do your people have to know and what should they be able to do?

Please find below a collection of relevant aspects to collect information about the demands of your beneficiaries concerning learning (**the learning offer/the service**).

The aim is to get an idea about the the aspired competencies, knowledge and skills of your beneficiaries.

Relevant aspects	Questions (central or stimulating questions)	Example	Your own answer, notes
<b>Demands</b>	Which challenge do you want to tackle	e.g. societal challenges, individual, professional etc	
<b>Goals</b>	Which competences of your learners do you want to develop	In terms of knowledge skills and attitudes	

Please add more information if appropriate, e.g.:

Aspired **Learning outcomes**

### 3. Partners Context Examples

In the following we will provide short summaries of the context in which the partner projects were planned.

The context analyses were used at 2 stages of the COOL project:

1. In the initial project phase to create a common understanding of the complexity and variability of the contexts, target groups, goals and objectives and potential learning settings:
  - Short summaries are being presented in the following chapter
  - The context analysis eventually led to the virtual exhibition which contains the exemplary projects identified in R1 and the developed projects in R3.
2. During and after the CPD for the professionals, as a tool for the planning of the open informal and non-formal learning offers which were later piloted and reported (Extended versions will be presented in result 3)

#### 3.1. Sweden:

##### Target Group.

- The adult learners in this group typically range in age from 25 to 55 years old. The learners are at the B2 level of English proficiency, indicating that they have a moderate level of fluency in English.

##### Objectives

- Cultivate attitudes of curiosity, digital literacy, community engagement, and a commitment to lifelong learning.
- Recognize that active engagement in education and digital skills acquisition decreasing the risk of becoming NEET.

##### Methods/Resources.

- Mobility learning
- Digital content curation related to travel destinations and literature (articles, images, and videos to support their podcast projects)
- Digital tools and applications for content curation, such as web browsers, bookmarking tools

#### 3.2. Italy:

##### Target Group:

young women with a disadvantaged background, especially women with migrant background in Palermo

##### Objectives

- Often the sanitary situation of migrant communities is at stake. Supermarket products are either not affordable but also not sustainable, thus we aim
  - to ensure that every woman has access to affordable and sustainable sanitary products



- to bring about environmental consciousness in regard to the sanitary situation.

**Methods/Resources:**

- Design based Collaborative learning
- Local research
- Practical guidance and exercising sewing sessions

### 3.3. Lithuania

**Target Group**

- Adult educators working with disadvantaged groups in different communities in Lithuania. They are all employed and of working age.

**Objectives:**

- Gender inequality as a central challenge to address. They tried to understand the needs of female workers, challenges they face and aspirations regarding gender equality and developed the "Gender Equality eMentor Network" project.

**Methods/Resources**

- online mentorship, virtual workshops, resource sharing.

### 3.4. Spain

**Target Group**

- Elderly people from all over Europe who retire to the Costa del Sol region in Spain
- Limited social contacts

**Objectives:**

- Socialising with others
- Improving health, life expectancy and feeling of community

**Methods/Resources**

- Local trips and excursions
- Cultural lessons
- Invitation of experts

### 3.5. France

**Target Group**

- Jobseekers willing to become entrepreneurs without any precisely defined project.
- Beneficiaries of the minimum social income willing to engage in a self-employed project.

**Objectives:**

- The idea is to connect the target group to entrepreneurship
- Ability to explicit an innovative personal project

#### Methods/Resources

- DBCL
- Collective and individual assessment tools
- Business creation tools for logo creation
- Social media, create a pitch to sell your idea; Learn how to answer questions

### 3.6. Germany

#### Title

Transcultural Gardens

#### Target Group:

- Migrants and locals

#### Objectives:

- To create a joint learning and development space for the „sitting“ local and migrating population
- Creation of mutual understanding
- Learning from each other
- Learning on plants in the own culture and on cultivation techniques
- Creating a joint learning experience and creating of consciousness for sustainability (green waste processing into biochar and application in soil)

#### Methods/Resources:

- Community gardens and Joint gardening sessions
- Instructions
- Kontiki Kiln
- Innovative project development (soil improvement) based on the application of biochar