

**Zusammenstellung der Projekte  
zum Thema**

**PFLEGE**

in

**Erasmus+ KA2  
Strategische Partnerschaften  
in der Berufsbildung**

**2014 bis 2020**



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<b>Themencluster: Pflege</b>
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**Titel: Professional Nursing Education and Training**

**Akronym: Pro-Nursing**

**Vertragnehmer:** Universität Siegen

**Projektnummer:** 2014-1-DE02-KA202-001475

**Projektlaufzeit:** 01.09.2014 – 31.08.2016

**Projektwebseite:** <http://www.pro-nursing.eu/web>

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-DE02-KA202-001475>

**Deutsche Partner:** Beta Klinik GmbH, Bonn

**Beteiligte Länder:** HU, DE, NL

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2014

**Zusammenfassung:**

The demands of the European nursing and medical sector to highly qualified nurses is indispensable. Professional Nursing Education and Training (Acronym: PRO-NURSING) is aimed at bridging between tasks, knowledge domain and curriculums of nursing across Germany, which could be a benchmark for other European states. The triple attributes of nursing (task ↔ knowledge ↔ curriculum) will be considered dynamically by incorporating evidences of changes with respect to existing standards and protocols of nursing. The entire system will be developed as a web-based application with the ontological back-end. This is innovative especially for supporting nursing educators and medical supervisors to include variation in performing care and treatment, and preserving quality of nursing care in the clinics and hospitals in a long run. In particular, the objectives of PRO-NURSING are:

1. Systematic job analysis of nurses, particularly for job holders as the target group, i.e. establishing a structure for defining and assessing performance.
2. Developing a standard (reference) nursing process model for identifying responsibilities, tasks and required knowledge domains of basic nursing in association with medical processes in hospitals, i.e. to set up a common process model that contains specific nursing general processes and within the processes, general protocols are linked to tasks and activities.
3. Systematic curriculum analysis with regard to existing curriculums in Federal Republic of Germany, and mapping them to nursing knowledge domain and tasks.

The project consortium consists of four partners with managerial, technical and clinical expertise and capacities, namely:

- University of Siegen – Institute of Knowledge Based Systems (USIEGEN), Siegen, Germany  
Coordinator of the project with expertise in Knowledge Management, Knowledge

Based Systems, Software Development and Medical Informatics  
• University of Amsterdam (UvA) – the Human Resource Management and Organizational Behaviour (HRM-OB) section of the Amsterdam Business School, Amsterdam, the Netherlands

Full partner of the project with expertise in Human Resource Management, Personnel selection, Job knowledge assessment

• Beta Klinik GmbH, Bonn, Germany

Full partner of the project with expertise in Medical and nursing, and Vocational education and training

• Netpositive Ltd. , Budapest, Hungary

Full partner of the project with expertise in IT, Process management, Document Management, System Integration, SOA (service-oriented architecture), Knowledge Base Development

In addition, the partnership will subcontract FIVAN Center of Neurological Rehabilitation to monitor the project management and validate quality of intellectual outcomes. FIVAN possess dual technical and clinical functionalities with over 15 years' experience in developing innovative ICT solutions for promoting education of care-givers and nurses.

The core intellectual outcomes of the project are: Nursing Tasks Ontology (O1), Nursing Curriculum Ontology (O2), and PRO-NURSING System (Web-based Application) (O3). The intellectual outcomes are realized based on proper implementation of their subset activities. In order to reach project stakeholders and public audience, and to disseminate the project's intellectual outcomes, the consortium will organize a one-day seminar in Beta Klinik, Bonn.

The project will deploy multiple methodologies for project management and coordination, quality management, literature survey, analysis of databases, nursing job analysis, nursing curriculum analysis, nursing process modeling, ontology engineering, software process models (requirements analysis, design, development, integration and testing) as well as usability and pilot-testing.

In addition the systematic dissemination and exploitation activities are considered as the key factors for the project success and sustaining the project intellectual outcomes in a long-run.

Last but not least, the expected long term benefits of the project at the local, regional, national and European/international level can be foreseen as:

• Supporting nursing schools and authorities in local, regional and national level for bridging the gap between labor market requirements and learning contents provided in nursing curriculums and studying programs

• Promoting use of ICT approaches in nursing education and training in all levels of students, job applicant and employed nurses, particularly in the German nursing sector

• Fostering HRM in the European and international nursing sectors

• Providing a benchmark for combining the analyses of task, knowledge domain and curriculums in a unified framework for European and international nursing sectors



<b>Themencluster: Pflege</b>
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**Titel:** **Austausch und gemeinsames Lernen zur Entwicklung eines praxisorientierten, multikulturellen Leitfadens zur Neugründung von Palliativdiensten**

**Akronym:** **ProHospiz**

**Vertragnehmer:** Diakoniezentrum Pirmasens

**Projektnummer:** 2014-1-DE02-KA204-001583

**Projektlaufzeit:** 01.09.2014 – 31.08.2016

**Projektwebseite:** <https://www.pro-hospiz.eu/>

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-DE02-KA204-001583>

**Deutsche Partner:** -

**Beteiligte Länder:** RO, PL, ES, PT

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2014

### **Zusammenfassung:**

#### Kontext

Die zweithäufigste Ursache der Todesfälle in der EU bildet die Krebskrankheit (2 aus 10). Dabei handelt es sich um eine Zahl, die mit dem Alterungsprozess sich klar erhöhen wird. Unter den EU-Mitgliedsländern lassen sich besorgenswerte Ungleichheiten in den Pflegestrukturen für Krebskranke identifizieren, wobei insgesamt auf EU-Ebene das Pflegeangebot dieser spezifischen Nachfrage nicht gerecht wird (Europäische Kommission, Generaldirektion Gesundheit & Verbraucher).

Die Palliativpflege richtet sich an die unheilbar Kranke die in der Endphase ihres Lebens sind und anstatt Heiltherapie Schmerztherapie und Begleitung der Familie benötigen.

Der Bedarf an Hospizversorgung steigt stetig! Eine Lösungsalternative ist die Neugründung von Palliativdiensten.

Schwierig dabei ist, dass in der Bildung von Gesundheits- und Sozialfachkräften dieses Thema wenig oder gar nicht behandelt wird wegen seiner Komplexität. Hinzu kommt, dass Sterben und Tod in vielen Kulturen immer noch als Tabuthema gelten. Darüber hinaus fordert Hospizarbeit die Zusammenarbeit eines multidisziplinären Pflegeteams, aber auch die fachübergreifende Netzwerkzusammenarbeit von unterschiedlichen Institutionen. Das heißt für die Neugründung braucht man einen multi-modalen und umfassenden Ansatz: ein vom Fachbereich und Professionen unabhängigen Lernprozess.

Durch dieses Projekt und den zu entwickelnden Leitfaden zur Neugründung von Palliativdiensten bieten wir ein praxisorientiertes Lerninstrument, welches Basisinformationen und fachübergreifende Kernkompetenzen vermittelt. Der

Leitfaden wird bei den Projektpartnern als Regelwerk künftig eingesetzt werden, sodass die erarbeiteten Materialien, Produkte einen deutlichen Mehrwert für die Einrichtungen darstellen und somit die Ausgangslage erheblich verbessern.

### Zielsetzung

Allgemein: Verbesserung der Palliativpflege in europäischen Ländern durch die praktische Bildung von unterschiedlichen Personengruppen im Verbindung mit unheilbar Kranken bezogen auf die Neugründung von Hospizen  
Spezifisch:

1. Entwicklung von personellen und professionellen Kompetenzen der Projektpartner im Sinne der Einführung (RO, PT) und Verbesserung (DE, PL) der eigenen Palliativdiensten durch europäischen Austausch
2. Entwicklung eines praktischen, multikulturellen Lerninstruments zur Neugründung von Hospizen passend für unterschiedliche Interessengruppen
3. Nationale Anpassung des Lerninstruments
4. Förderung des europäischen Austausches durch eine interaktive Internetplattform
5. Sicherung der Zielerreichung.

### Partner

Hauptkriterium der Partnerauswahl war die Expertise in einem bestimmten Arbeitsfeld nötig für das Projekt: stationäre Hospizeinrichtung (DE), ambulante Hospizeinrichtung (PL) und Ambulante Pflegedienst (Ro) sowie Kirchengemeinden die sich diesem Auftrag und Anforderungen stellen müssen (PT) sowie eine Bildungseinrichtung (ES).

### Hauptaktivitäten, Methodik

- Projektsteuerung: 1 Kick-off Treffen, sowie weitere 3 transnationale Treffen.
- Lehr-/Lernaktivitäten: 4 transnationale Mitarbeitertrainings in 4 Ländern von 5 Tagen Themenauswahl passend zu den Kapiteln des Leitfadens mit insgesamt 43 Teilnehmenden
- Erarbeitung des Leitfadens von der internationalen Projektgruppe  
Jedes der 4 Transnationalen Lehr- und Lernaktivitäten hat ein Schwerpunktsthema, welches einem der 4. Kapitel des Leitfadens entspricht. Anhand der gesammelten Erfahrungen während den Lern-/Lehraktivitäten werden die Inhalte des bestimmten Kapitels des Leitfadens geschrieben bis zum Zeitpunkt des nächsten Transnationalen Events. Der Leitfaden wird verbessert aus einer pädagogischen Sichtpunkt durch einen Experten der Erwachsenenbildung
- Multiplikatorenveranstaltungen: jeweils 1 Veranstaltung in jedem der Partnerländern DE, PL, PT an unterschiedliche Zielgruppen gerichtet, sowie 1 europäische Konferenz in RO mit insgesamt 105 Teilnehmenden.

### Resultate

1. Praxisorientierter und multikultureller Leitfaden zur Neugründung von Palliativdiensten

Versionen: ein Englisch-sprachiger multikultureller Leitfaden, 5 national angepasste Leitfäden in den Landessprachen der Projektpartner (DE, PL, RO, PT, ES)

2. Internetplattform für den europäischen Austausch

Eine neu programmierte Internetplattform um den Informationsaustausch zw. den Projektpartnern möglich zu machen, aber auch anderen Interessenten, auch aus Nicht-Partnerländern, die virtuelle Kommunikation zu ermöglichen.

### Langfristige Wirkung

- Die erarbeiteten Produkte werden in den beteiligten Einrichtungen eingesetzt und dort die Arbeit verbessern werden. Es werden jeweils 1 Hospizeinrichtungen in RO und PT gegründet.
- (zukünftiges) medizinisches und Pflegepersonal hat größere Bereitschaft ins Arbeitsfeld von Hospizen einzusteigen
- Leitungspersonal von Gesundheit- und Sozialeinrichtungen, kirchliche und kommunale Entscheidungsträger sind offener für die Gründung von Hospizen, und haben eine größere Bereitschaft für die institutionelle Zusammenarbeit



<b>Themencluster: Pflege</b>
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**Titel:** **HealthCareEurope: Fostering transparency and recognition of prior learning within geographical mobility of professionals in the health care sector**

**Akronym:** HCEU

**Vertragnehmer:** DEKRA Akademie GmbH

**Projektnummer:** 2015-1-DE02-KA202-002316

**Projektlaufzeit:** 01.09.2015 – 31.08.2018

**Projektwebseite:** <https://www.project-hceu.eu/index.php?id=3>

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2015-1-DE02-KA202-002316>

**Deutsche Partner:** Technische Universität Dresden  
Verein für internationale Jugendarbeit e.V., Stuttgart

**Beteiligte Länder:** EL, DE, PL, HU

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2015

**Zusammenfassung:**

More than any other sector the health care sector is already today dependent on the mobility of workers from across Europe and even on an international scale in order to overcome skill shortages that are strongly influencing this sector in EU Member States. So far the mobility of skilled workers is strongly hindered by highly complex and time consuming validation and recognition processes and by missing transparency among health care qualifications in the European Member States. HCEU makes a major contribution towards transparency of health care qualifications across borders and facilitates processes to formally recognise and validate health care qualifications acquired abroad as well as through in- and non-formal learning within different health care recognition and validation systems in the European Union.

For this purpose the HCEU consortium makes use of the highly awarded and already in many cases practically applied VQTS model. The VQTS model does not focus on the specificities of national VET systems but uses learning outcomes and work processes to enhance transparency. It provides a 'common language' to describe competences and their acquisition and a way to relate these competence descriptions to concrete qualifications/ certificates and competence profiles of individuals. The VQTS model relates on the one hand to the work process and follows on the other hand a 'development logical' differentiation of a competence profile. This makes it an ideal and comprehensive tool to appreciate the lifelong learning of health care professionals in the context of formal recognition processes.

Based on this approach HCEU develops VQTS matrices, profiles, tools and instruments for the health care profiles 'nurse' and 'carer for the elderly' for the national contexts of the project partners and in order to facilitate recognition praxis in between those European Member States. In addition HCEU develops transfer kits in order to facilitate the transfer of those tools also to other national (within and beyond Europe) contexts and to other fields within health care. Those tools are expected to make a major contribution to the work of VET providers and recognition bodies/authorities involved in transnational mobility of health care professionals. In this way HCEU facilitates the establishment of a European labour market that helps to overcome skill shortages and high unemployment rates through fostering mobility of health care professionals across the European Member States

<b>Themencluster: Pflege</b>
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**Titel:** On the job learning by using ICF-CY in Social Pediatrics

**Akronym:** ICF-CY MedUse

**Vertragnehmer:** MSH Medical School Hamburg GmbH

**Projektnummer:** 2015-1-DE02-KA202-002332

**Projektlaufzeit:** 01.09.2015 – 31.08.2018

**Projektwebseite:** <https://www.icfcy-meduse.eu/>

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-DE02-KA202-002332>

**Deutsche Partner:** Deutsche Gesellschaft für Sozialpaedatrie und Jugendmedizin e.V., Berlin  
Vereinigung für Interdisziplinäre Frühförderung, München  
Ruprecht-Karls-Universität Heidelberg

**Beteiligte Länder:** MK, UK, DE, AT, TR, IT,

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2015

### Zusammenfassung:

#### Background/Context

2 major interconnected initiatives in the field of persons with disabilities (PwD) - the UN-Convention on the Rights of PwD (1986) and the International Classification of Functioning, Disability and Health (2002) (CY= children/youth version) focus on the full participation of PwD, on the necessity of inclusive settings and on a common language for professionals in order to describe limitations, strengths and facilitators for PwD. Both initiatives focus on better chances for disadvantaged target groups and decrease inequality in EU28. Most of EU28 parliaments ratified the UN-convention, in most of national political disability strategies in EU28 the usage of ICF-(CY) is seen or even defined as one supportive factor towards an increase of quality of life for PwD, reducing inequality, facilitating full participation by using a common language between professionals and the , assessment and demographic data collection, increase of service quality and efficiency). However despite high political in most of EU28 will the transectorial implementation of ICF(CY) can be assessed as difficult, as trainings and available tools are frequently assessed as difficult to handle. Therefore a major gap between political will and concrete implementation of ICF (CY) can be observed, due to missing on-the-job training, and usable tools (ICF-CY consists of approx. 1400 Items).

Within the specific field of and Early Childhood Intervention and Social Pediatrics (children and adolescents 0-18a with up to 6% of children assessed as disabled or at risk in EU28) this lack of implementation also decreases necessary exchange between the relevant sectors of medicine, education and labour market.

## Objectives

### ICF-CY Med-Use

- 1) increases the usage of ICF-CY by transferring electronic tools into clinical practice and combining them with on the job-training (peer-to-peer learning).
  - 2) transfers training curricula into EU strategies (learning outcome, EQF) by blended learning possibilities and makes trainings comparable (trainer certification)
  - 3) integrates formal and informal (on-the job-learning) by training passports)
- Profile of participants

The consortium consists of multisectorial (Medicine, education, roof organisations, training) and multigeographical partners (DE, AT, TR, UK, IT, MK). Partners contribute specific expertise: curricula and training (DE), ICT (AT), transition (AT), best practice (IT), research (UK), strategic implementation (MK, TR).

## Description of activities

The partnership transfers finding from previous LLL projects ([www.icf-training.eu](http://www.icf-training.eu), [www.EBiff.org](http://www.EBiff.org)) into the specific field of Social Pediatrics (143 SPZ in DE), transfers roof-organisation training curricula (DE) into EU learning outcomes and online training platforms, initiates trainer certification (based on online self-assessments) and initiates the usage of individual training portfolio (to assess further training needs of users). Beside 6 consortium meetings national multiplier seminars are organised to increase knowledge and skills concerning ICF-Results

- 1) "ICF-CY practice-translator": Current static icf-cy lists (1400 items) are transferred towards usable forms (easy usability to be transferred into daily clinical practice, including "context-search-functions, local community of practice tools)
- 2) ICF-CY training platform: Transfer of existing training curricula (e.g. VIFF) into EU learning outcome frames, availability of online blended learning environments. Certification of trainers to ensure comparability in cooperation with national bodies (DIMDI, Chamber of MD...). Roof partner in DE are involved in curricula
- 3) ICF-CY online training passport in terms of online assessment based on learning outcomes, EQF-levels to assess formal and informal learning in the field or on the job.

Impact: ICF-CY Med-USE by means of high level on the job learning in the field of prevention of disability increases the quality of services provided (by means of a common language and common assessment criteria), the relevant exchange between medical field, education and transition into labour market for disadvantaged groups and the intervention outcome and increases therefore the chances of vulnerable groups.

## Long term benefit

Especially the roof partners in DE (representing the relevant systems Social Pediatrics and Early Childhood Intervention), strong political will in MK and legal requirements in TR and AT contribute to sustainability (clinical usage, better exchange towards transition). Both consortium partner in DE represent certification bodies in terms



towards longterm training and implementation (in cooperation with WHO). A common language will increase understanding and compliance of PwD and their families and quality of life of disadvantaged groups (including employability due to better information exchange between sectors. EU regulations on ICF will be implemented. Peer-to-peer learning, accreditation and EQF comparability increases longterm skills.



<b>Themencluster: Pflege</b>
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**Titel:** **Well-being and Healthy Choices for Older Adults and Their Carers – WHOLE**

**Akronym:** **WHOLE**

**Vertragnehmer:** Westfälische Wilhelms-Universität Münster

**Projektnummer:** 2015-1-DE02-KA204-002418

**Projektlaufzeit:** 01.09.2015 – 31.08.2018

**Projektwebseite:** -

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-DE02-KA204-002418>

**Deutsche Partner:** Wohlfahrtswerk für Baden-Württemberg, Stuttgart  
Deutsches Institut für angewandte Sportgerontologie e.V., Köln

**Beteiligte Länder:** DE, IE, IL, AT, BG, EL

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2015

### **Zusammenfassung:**

Benefits of exercise have been shown in various populations of older adults: healthy and frail, with multimorbidity or specific diseases such as dementia and depression, and those who experience major life events such as trauma, surgery, and bereavement. In spite of these benefits of exercise, a major part of the older population in Europe does not get a sufficient amount of physical activity. The higher the age, the harder it is to be sufficiently physically active (Curriculum EUNAAPA). It is obvious that as people are getting older, it becomes more difficult for them to participate in active ageing actions. Reasons for this are emerging restricting factors as frailty, mobility problems, chronic diseases, lack of mood and motivation, and even not sufficient information.

So what about those elderly people who almost or entirely they are confined into their home environment? How can adapted active ageing actions and initiatives reach them and help them preserve the quality of life and level of functionality they have? It is obvious in this case that active ageing must be correlated with the EU policy directives for empowerment of older people to remain independent in their homes for as long as possible, and for long term care to shift towards home-based care, as many governments pursue the concept of 'ageing in place' (OECD, 2005). WHOLE project's main objective is to promote active and healthy ageing through physical training for frail seniors and elderly people at home, using as a mean the personalized home care services provided to them by formal and informal carers. At the same time, WHOLE project equally emphasizes on the effect of the physical training on wellbeing and relief of formal and especially informal care givers. WHOLE project's specific objective is to develop a basic e-learning platform for physical exercising and healthy diet at home to train formal and informal care givers to use it as an integral part of the home care services they provide, specified to the

prevention of functional decline and frailty among elderly people. Subsequently the main innovation of WHOLE is that it aims to bring physical training into the daily routine not only of the elderly but of the formal/informal carers as well, as an essential component of the care giving tasks.

The general idea of WHOLE project's methodology is to collect and to exchange good practices between the partners, but also to include their local networks and stakeholders on different levels, e.g. seniors and family members, formal and informal carers, social workers and other professionals, care providers, community and social welfare representatives and researchers.

WHOLE intends to use physical exercising and nutrition counseling as a tool for a) introducing healthy and active living into the homes of elderly people, b) using the care giving services as an initial, immediate measure for uplifting the physical and mental condition of the elderly people for preventing any aggravating situations, and c) at the same time benefiting the caregivers by providing them with opportunities to relax and to retain their physical and mental agility.

The expected impact for the social carers and formal/informal caregivers is:

- Creation of useful learning contents that will improve the quality and range of the work and services provided
- Improving the qualification of workers through the promotion of new transversal competencies
- Flexibility of care methods available for the benefit of the elderly
- Improvement of the communication channel between the carer and the patient

For the elderly:

- Avoiding hospitalization and promoting healthy living
- New activities to battle a feeling of confinement in the home environment
- Motivation to be active in daily living

The project has 7 participants: WWU contributes research in nursing and preventive activities with frail elderly and will coordinate the project.

WIN is one of the world-known research institutes in physical activity and is responsible for the content development.

PRO will contribute their adult training experience from the perspective of community development.

DIFAS will be a major agent, for their vast experience in working with older adults in home care and residential care.

BFI is the most experienced partner in EU projects in the field of education and training, thus is able to lead dissemination and sustainability aspects of the project. ATOM Life long learning center has extensive experience in social care educational and training programs and projects, and is part of APHOI KOUMANAKOU & SIA association will develop the market analysis and the business plan of the project. GEN will substantially contribute in the validation of the projects results.

<b>Themencluster: Pflege</b>
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**Titel:**                   **THERAPY 2.0 - Counselling and Therapeutic Interactions with Digital Natives**

**Akronym:**               **THERAPY 2.0**

**Vertragnehmer:**      media k GmbH

**Projektnummer:**     2016-1-DE02-KA202-003245

**Projektlaufzeit:**     01.09.2016 – 31.08.2018

**Projektwebseite:**    -

**E+PRP:**               <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2016-1-DE02-KA202-003245>

**Deutsche Partner:**  FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN  
                                  NUERNBERG, DE

**Beteiligte Länder:**  AT, DE, EL, HR, IS, PT, SI

**Gefördert aus:**      Erasmus+ KA2, Antragsrunde 2016

**Zusammenfassung:**

The integration of Information and Communication Technologies (ICT) in counselling and therapy is yet an incomplete process. The only activities pursued up to now in this area have been related in most of the cases to applications of personal computers for emails and internet tools. Counsellors and therapists still rely almost exclusively on traditional talking and interaction with their clients (“the couch”). While this approach may still lead to satisfactory results with adults, especially older persons, there is a growing danger that the younger generation, the “digital natives”, may not be reached to the full extent. They have a fundamentally different communication behaviour that makes the various Web 2.0 communication tools (Facebook, Twitter, Whatsup, Skype, etc.) to a daily extension, or complement, of their oral communication. Therefore, any counselling and therapy for the younger population that seeks to be successful should eventually include ICT based activities between the expert and the client. The Therapy 2.0 project will therefore raise the awareness of the potentials of ICT based approaches in therapeutic and counselling processes. It will produce concrete and tangible results that can be incorporated immediately into counselling and therapeutic practice, and support practitioners to make sure that the lack of full visual or verbal communication that occurs over video or email does not negatively affect how the message of the therapy is received by the client. It will provide a practical guide to the different ways in which technology can be used in therapeutic work. It will give best practice examples that go beyond e-mail and internet chat, video-link and stand-alone software packages, and will include mobile applications for smartphones. In addition, it will discuss vital ethical, theoretical and practical considerations for practitioners that include safety issues. Such approach is also needed in the current refugee crisis where with Therapy 2.0 tools, counsellors will be able to reach also a completely new target

groups, i.e. young and / or unaccompanied refugee minors. Most of them, specifically young women, have made traumatic experiences and many of them suffer from post-traumatic stress disorder in various degrees. Their most important communication tools are smartphones. Given the fact that their language levels of the host country language are often still poor, conventional “speech counselling” needs a complementary approach that uses the media where these young people are at home. The most important outputs of the project are

- Therapy 2.0 Guidelines that will enable social, pedagogic and psychologic counsellors, advisers and therapists to transfer their face-to-face skills to the online environment, and to deliver counselling or therapy services via technology. They will explain the integration of mobile devices in the counselling and therapeutic process, considering how their technological features support client activities like behavior assessment and informal mobile learning. Another important aspect will be how to approach the socio-cultural levels of “digital natives” and how to make sure that they accept the therapist’s or counsellor’s advice.
- Therapy 2.0 Toolbox as a complement to the Guidelines that will offer a modular range of awareness raising, training and demonstration materials for therapists and counsellors
- The Therapy 2.0 e-platform will support the delivery of all materials of the project and will support online interactive tools such as forums, blogs, social networking applications and chat rooms, while it will also be combined with the project’s website. The online platform will be used both as a means of disseminating the project and as a virtual learning environment.
- Mobile applications for counselling and therapy processes that provide greater validity since data are collected in the client’s natural environment. The apps will support the delivery of a set of counselling and therapy actions that will be regarded suitable for transfer to mobile devices. They will be used as a virtual information and learning environment as well as a means of disseminating the project.

The partnership comprises a multi-disciplinary team of mental health and social counselling organisations, education and pedagogic expert partners as well as ICT and multimedia specialists. The European dimension is achieved by the fact that the partnership reaches from South (Greece) to North (Germany) and from East (Croatia) to West (Portugal). The project will therefore develop Guidelines and Toolbox and best practice approaches in localised solutions for the 7 partner countries, with the ultimate objective to integrate ICT based counselling into vocational education for psychologists, therapists and counsellors.

<b>Themencluster: Pflege</b>
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- Titel:** **Entwicklung, Adaption, Transfer und Verbreitung von modularen Bildungsangeboten für Pflegepersonal in der ambulanten und stationären Pflege von jungen pflegebedürftigen Menschen**
- Akronym:** **Junge Pflege**
- Vertragnehmer:** Diakonisches Werk Gladbeck-Bottrop-Dorsten Arbeit und Bildung gGmbH
- Projektnummer:** 2016-1-DE02-KA202-003416
- Projektlaufzeit:** 01.09.2016 – 31.08.2018
- Projektwebseite:** -
- E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2016-1-DE02-KA202-003416>
- Deutsche Partner:** Diakonisches Werk Gladbeck-Bottrop-Dorsten Seniorenhilfe gGmbH, Bottrop  
JOHANNITER-UNFALL-HILFE EV, Berlin  
Praxishochschule, Köln
- Beteiligte Länder:** DE, PL, RO
- Gefördert aus:** Erasmus+ KA2, Antragsrunde 2016

**Zusammenfassung:**

Projekthintergrund: Die Anzahl von pflegebedürftigen jungen Menschen (z.B. AIDS, Schlaganfall, Unfall) ist in den letzten Jahren kontinuierlich gestiegen. Neben dem Fehlen von angemessenen ambulanten und stationären Versorgungsangeboten für diesen Personenkreis fehlen gleichzeitig spezielle Weiterbildungs- und Ausbildungsangebote für das Pflegepersonal. In den Partnerländern orientiert sich die ambulante und stationäre Pflege von jungen pflegebedürftigen Menschen an den Pflegemodellen der Alten- und Krankenpflege und ist vorwiegend medizinisch ausgerichtet. Sie berücksichtigen weder die Aspekte der besonderen Lebensumstände und Bedürfnisse der jungen pflegebedürftigen Menschen. Zukünftig ist eine bedarfs- und bedürfnisgerechte Pflege dieses Personenkreises jedoch nur möglich, wenn die jeweils geltenden Aus-, Fort- und Weiterbildungen durch die Vermittlung von zusätzlichen Kenntnissen und Qualifikationen ergänzt oder Weiterbildungskonzepte angepasst werden, die den Besonderheiten und Anforderungen dieses zu pflegenden Personenkreises gerecht werden. Hauptziele des Projektes sind u.a.: Transfer und Verbreitung des ganzheitlichen und psychosozialen Pflegeansatzes und gemeinsamen Standards der „Jungen Pflege“ in den Partnerländern- Entwicklung und Adaption von 8 neuen Modulen (bis zu EQF-Level 2-6) sowie Transfer im Bereich der „Jungen Pflege“ in den Partnerländern- Handlungsleitfaden zur Modulanpassung- Qualifizierung von Dozenten in Unterrichtung von modular aufgebauten Bildungsangeboten im Rahmen von EQF und ECVET und Erstellung eines Dozentenleitfadens- Weiterentwicklung von

gemeinsamen Standards in der Aus-, Fort- und Weiterbildung vor dem Hintergrund des Pflegeansatzes der „Jungen Pflege“- Verbreitung der Projektergebnisse unter Beteiligung der Dach- und Fachverbände, überregional tätigen Pflegeorganisationen, Weiterbildungsinstitutionen, regionalen und nationalen Stellen und Vorbereitung der regionalen und nationalen Anerkennung Anzahl und Profil der Teilnehmer/innen In dem Konsortium arbeiten 6 Partner zusammen, die über jahrelange Erfahrungen in der Aus-, Fort- und Weiterbildung von Pflegekräften verfügen, oder/und ambulante und stationäre Versorgungsstrukturen im Rahmen der Kranken- oder Altenpflege unterhalten, bzw. Pflegekräfte im ambulanten Bereich vermitteln. Sie bringen im Rahmen der Weiterbildung von Pflegepersonal bereits entwickelte innovative Ansätze, Konzepte, Methoden, Inhalte und Lehrmethoden und Lernmaterial ein, die adaptiert werden können. Sie verfügen über regionale und nationale Netzwerkstrukturen zu Dachverbänden, nationalen Stellen, die für die Anerkennung und Verbreitung der Projektergebnisse genutzt werden. Beschreibung der Aktivitäten Neben dem Projektmanagement (C.1), das für die Planung, Kontrolle, Steuerung und Organisation des Projektes zuständig ist, sind folgende Projektaktivitäten geplant:- die Entwicklung von 8 Modulen an die EQF-Level 2-6- „Teach the Teacher“ Durchführung von Lernaktivitäten für Dozenten und Lehrende zum Umgang sowie zur Unterrichtung von modularen Bildungsangeboten im Bereich „Junge Pflege“ sowie Erstellung eines Handlungsleitfadens für Dozenten- Erprobung der Module bei den Projektpartnern- Einordnung der Module sowie der 8 vorhandenen Module in ein Modultableau- Erstellung eines Leitfadens zur Anpassung der Module auf andere Zielgruppen im Pflegebereich- Erstellung eines modularisierten Bildungskonzeptes (Modulhandbuch)Verfahren zur ProjektdurchführungDer Antragsteller ist als Koordinator für das Projekt- und Qualitätsmanagement zuständig und überwacht die Einhaltung des Arbeits- und Zeitplanes sowie des Projektstandes. kurze Beschreibung der angestrebten Ergebnisse und Wirkungen:- Zielgruppenspezifische Anwendung der modularen Bildungsangebote (Pflegehilfskräfte, Pflegekräfte, Leitung, Eltern bzw. Angehörige junger pflegebedürftiger Menschen)- Fachseminare und Hochschule profitieren von einem speziellen Bildungsangebot- Anstreben der Akkreditierungden erwarteten langfristigen NutzenDurch die unterschiedlichen Qualifikationsniveaus der Module profitieren sektorübergreifend verschiedene Zielgruppen (Pflegehilfskräfte, Pflegekräfte, Leitungen, Studenten) in unterschiedlichen Hierarchieebenen der Institutionen von den Projektergebnissen. Durch die Adaption, Erprobung und Evaluierung der Bildungsmodule und -methoden, Lerninhalten und -ergebnisse soll das Projekt u.a. Pflegekräften helfen, Beschäftigungsmöglichkeiten in der ambulanten und stationären Pflege länderübergreifend zu finden und damit ihre Beschäftigungsmöglichkeiten fördern. Das Projekt soll nachhaltig eine Verbesserung der ambulanten und stationären Versorgungsstrukturen für junge pflegebedürftige Menschen bewirken und zu einer Harmonisierung der Pflegedienstleitungen und Pflegequalität im Rahmen der "Jungen Pflege" besonders im ambulanten Bereich beitragen.



<b>Themencluster: Pflege</b>
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**Titel:** **Konzertierte Aktion zur beruflichen Bildung**

**Akronym:** **EM.EDU**

**Vertragnehmer:** Arbeitsgemeinschaft Notfallmedizin Fürth e. V.

**Projektnummer:** 2017-1-DE02-KA202-004190

**Projektlaufzeit:** 01.09.2017 – 31.08.2020

**Projektwebseite:** -

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-1-DE02-KA202-004190>

**Deutsche Partner:** -

**Beteiligte Länder:** CH, AT, IT

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2017

**Zusammenfassung:**

Die konzertierte Aktion zur beruflichen Bildung im Rettungswesen EM.EDU (Emergency Medical Education) ist eine strategische Partnerschaft zwischen vier Bildungseinrichtungen aus dem Rettungswesen im deutschen Sprachraum (D, CH, A, I). Die beteiligten Einrichtungen sind etablierte Akteure in den jeweiligen Ländern und verfügen über langjährige Erfahrungen im dem Berufsfeld. Projektziele sind der Erfahrungsaustausch zwischen den beteiligten Einrichtungen und die Entwicklung eines Methoden-Kompodiums zur Realisierung konstruktivistischer Bildung im Rettungswesen und langfrisig eine Homogenisierung der rettungsmedizinischen Ausbildung in der EU. Dabei finden auch neue, innovative und IT-gestützte Methodiken Berücksichtigung, die den speziellen Bedürfnissen dieses Berufsfeldes Rechnung tragen. Im Fokus steht die Entwicklung beruflicher Handlungskompetenz sowie relevanter Schlüsselkompetenzen. An der Entwicklung sollen möglichst viele Fachkräfte der Partnerorganisationen beteiligt sein. Im Rahmen der strategischen Partnerschaft werden Netzwerktreffen organisiert, in denen die geistige Arbeit vornehmlich erfolgt. Die Durchführung von Spartenfortbildungen, die methodisch-didaktische Teilbereiche aufgreifen, multiplizieren die Erkenntnisse zeitnah innerhalb des Netzwerkes. Das ermöglicht nicht nur ein Zusammentragen von Methoden, sondern auch deren Evaluation direkt im Lernprozess noch während der Laufzeit des Projekts. Durch die Möglichkeit gegenseitiger Hospitationen entwickeln die beteiligten Lehrkräfte neue und internationale Perspektiven in ihrer Arbeit. Ein organisierter Austausch ermöglicht auch Berufsfachschülern vielfältige Eindrücke ihres zukünftigen Wirkens, über nationale Grenzen hinweg zu sammeln. Alle Projektergebnisse werden sowohl auf der Projektwebseite als auch über die Kanäle der Partner online zur Verfügung stehen. Der Multiplikation der Arbeitsergebnisse im Rahmen von Workshops und Symposien kommt dabei besondere Bedeutung zu. Durch die breite Streuung der Projektergebnisse wird erwartet, dass die berufliche Bildung im Rettungswesen nachhaltig eine Stärkung erfährt und die

zusammengetragenen und teilweise neu entwickelten methodisch-didaktischen Strategien dauerhaft etabliert werden können.

<b>Themencluster: Pflege</b>
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**Titel:** **enhanced Communication iN Nursing through Exchange of Clinical Teaching experiences**

**Akronym:** **eCoNNECT**

**Vertragnehmer:** Hanse Institut Oldenburg - Bildung und Gesundheit GmbH

**Projektnummer:** 2017-1-DE02-KA202-004191

**Projektlaufzeit:** 01.10.2017 – 30.09.2019

**Projektwebseite:** -

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE02-KA202-004191>

**Deutsche Partner:** Schul - und Studienzentrum am Klinikum, Neumarkt

**Beteiligte Länder:** NL, IE, DE

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2017

### **Zusammenfassung:**

eCoNNECT is a transnational, cross-sectoral project, including 2 vocational and 3 higher nurse education participants, that aims at developing an on-line / blended learning module to foster best practice workplace learning in nursing. Its objectives include: (i) to strengthen workplace learning communication processes between nurse teachers and learners within and across three European countries, (ii) to employ state of the art technology to enhance teaching and assessment during the module, and (iii) to foster cross-sectoral and cross-country collaboration through the development of inter-professional and cross-cultural awareness. Project partners include Germany, Ireland and the Netherlands.

The project is set within the context of European nurse education, where programmes can be provided at various levels from apprenticeship training to degree level education. Communication and teacher-learner collaboration have been identified as key factors for the development of effective workplace learning. The project aligns with the EU (2009) “Strategic framework for European cooperation and training (ET 2020)”, in particular as the module is based on shared learning outcomes for teachers and learners and as it is facilitating cross-country collaboration within participating countries.

The project is centred around the implementation and testing of innovative on-line technologies such as the use of video scenarios. Discussions related to the videos will be recorded and shared instantly on-line across participating countries. Based on local and transnational discussions and learning materials, module participants will develop best practice examples for communication during workplace learning. The recorded discussions and best practice examples will form the basis for testing, as they will stimulate rich and engaging feedback sessions between participants and project partners.

The project utilises shared learning approaches between school-based and practice-based teachers from vocational and higher nurse education institutions and learners from pre-and post registration nursing programmes.

Within the project, there are four outputs that are being produced. The first is the curriculum, which forms the basis of the module. The second output relates to the development and testing of learning materials, which centre around communication practices during preparation, beginning, middle and the end of practice placements. The development and testing of video-based scenarios are at the focus of the third output. A handbook for the development and implementation of the module in other countries and settings is being produced in the final (forth) output. The handbook will assist other countries and settings, and potentially other health care professionals, to benefit from this project.

The impact of the project relates to participants in that they will develop enhanced communication practices, role- and cultural awareness. The module will also develop participants' on-line technology competences. Multilingualism will be fostered through the active engagement of participants from countries with different languages (German, English and Dutch).

Potential long-term benefits include the integration of the module into existing preceptorship training programmes at hospital (VET) and higher education levels. Through the inclusive approach, the project fosters long-term collaboration and assists in bridging the gap between VET and higher education. The module also assists in deepening nurse teachers' understanding of learner perspectives, which will enable teachers to develop student-centred approaches for workplace communication practices.

This project offers an exciting opportunity to develop meaningful, engaging on-line / blended learning experiences between various nurse teachers and learners from within European countries.

<b>Themencluster: Pflege</b>
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**Titel:**                   **Training on the adaptability of the Assisted Living Technologies in home and community care**

**Akronym:**               **TECH CARE**

**Vertragnehmer:**      Wohlfahrtswerk für Baden-Württemberg

**Projektnummer:**      2017-1-DE02-KA202-004212

**Projektlaufzeit:**      01.09.2017 – 31.08.2020

**Projektwebseite:**     -

**E+PRP:**                <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-1-DE02-KA202-004212>

**Deutsche Partner:**   Technische Universität Darmstadt

**Beteiligte Länder:**   DE, EL, ES, BE

**Gefördert aus:**       Erasmus+ KA2, Antragsrunde 2017

### **Zusammenfassung:**

Project aim: Promoting the ethical and practical adaptation of assisted living technologies in long term care.

The main objective of the TECH CARE project is to introduce and train the direct target groups on acting as evaluators and primary level counselors upon the ethical and practical challenges that determine the acceptability of ALT's into home and community care.

These challenges correspond to three main education and training needs:  
a) Critical validation of the scope, function and data requirements of the ALT's  
b) Adaptation of the assisted living technologies and domotics in relation to:  
- The different living environments and the physical, mental condition of each beneficiary (chronic diseases, dementia, etc.)

- The role of the caregivers and their smooth "cooperation" with ALT's  
c) Elaboration of the impact assisted living technologies have on core ethical principles and practical issues that affect the personal integrity and consequently the behavior and acceptability of the beneficiaries towards ALT's as it is:

- Privacy

- Autonomy

- Obtrusiveness

- Preservation of social contact, avoidance of passivity due to automation

Partners of the consortium:

WW: Wohlfahrtswerk brings more than 200 years of experience in working with senior citizens. Furthermore, Wohlfahrtswerk has its own training center and experience in vocational training and further training of professional health care workers.

FZ: is the most successful home care provider in Greece, Frontida will bring its know how on describing the needs and difficulties of both direct and indirect target groups in home care environment, helping to the best possible acceptance of the ALT's in relation to autonomy and independence issues.

VUB: The Law, Science, Technology & Society (LSTS) department has great experience in basic, methodological and applied research, and delivers policy advice related to impact assessments in the areas of innovation and technology development.

UOC: has a staff of professionals able to define, conduct and implement new training initiatives based on innovative methodologies. Moreover, UOC is currently active in several Erasmus+ projects, being the coordinator in two of them.

TUD: Technological expertise for the development of the basic training tool of the project which is the TECH CARE platform.

Methodology of activities:

Needs analysis ], training content development, e-learning platform development, piloting of the training content, sustainability plan.

Impact envisaged is the patient centered provision of ALT's for home and community care and the optimal synergy between the new technology and the role of the caregivers.

Main results:

- 1) Skills development for formal/informal caregivers
- 2) Increasing acceptability of ALT's
- 3) Raising of awareness on ALT's
- 4) The convergence between ALT's and the care giving tasks

In long term care, together, ALT's and domotics will deeply influence the rise of new models of care through the changing roles of formal and informal actors and of the citizens-patients; The accurate monitoring and measurement of the functional limitations and of the frailness of the beneficiaries provided by ALT's, will result to the reduction of the burden for formal/informal carers and to the provision of more viable space for the beneficiaries. The greatest impact on the LTC system will not be due to the spontaneous and fragmented diffusion of aids among individual citizen-consumers, but rather by large-scale organizational changes of the entire welfare system, mainly supported by the user acceptance of enabling technologies, in particular those aimed at chronic diseases, fragility and the 'healthy aging'

<b>Themencluster: Pflege</b>
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**Titel:** **Exchanging about transparency of qualifications within healthcare across borders.**

**Akronym:** **EUcareNET**

**Vertragnehmer:** DEKRA Akademie GmbH

**Projektnummer:** 2017-1-DE02-KA202-004243

**Projektlaufzeit:** 01.09.2017 – 31.08.2018

**Projektwebseite:** -

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-1-DE02-KA202-004243>

**Deutsche Partner:** Verein für internationale Jugendarbeit e. V., Stuttgart  
Technische Universität Dresden  
Hanse Institut Oldenburg - Bildung und Gesundheit GmbH

**Beteiligte Länder:** DE, AT, EL, HU, PL, IT

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2017

**Zusammenfassung:**

Europe faces a demographic change since many years. The effects of an aging society are visible in many sectors, but particularly in the healthcare sector. One of the strategies to overcome the partially severe skill shortages of healthcare professionals in Europe is transnational mobility on and to the European labour market. A precondition of labour market mobility within and to Europe is, however, transparency and recognition of skills and qualifications. It allows identifying (individual) skill gaps, qualification requirements on institutional and regional level and supports the development of curricula. Against this background many European projects (e.g. HCEU, Pro-Nursing or CATE) with numerous excellent results were implemented in the last years. The objective of the EUcareNet project is to generate synergies between those projects and their results and make them accessible through targeted training offers to their potential end users.

The EUcareNet project brings together the promoters and partners of (European) projects and initiatives having developed/ developing tools and instruments in order to foster transparency and recognition of skills and qualifications within healthcare. This is done in order to lay grounds for the establishment of a network on the exchange of good practice among those players all having an interest in the practical application of their developments and at the same time in the development of complementary and innovative new ideas to support overcoming of the skill shortage within healthcare in Europe. Furthermore EUcareNet facilitates the practical application of those project results related to transparency and recognition of skills and competences within healthcare by developing and implementing a concrete and

comprehensive training experience to potential end users of those tools including the necessary knowledge and skills on relevant background concepts that are a fundamental requirements for their successful application in praxis.

All together the EUcareNet project aims to strengthen practical application and applicability of European project results in education, recognition and human resource development praxis and the cooperation among consortia of European projects and initiatives all aiming to contribute to overcoming skill shortages within healthcare in Europe.



<b>Themencluster: Pflege</b>
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**Titel:**                   **Training, Networking and Mobility in Early Childhood Education and Care**

**Akronym:**               **TRAECE**

**Vertragnehmer:**      Bezirksregierung Köln

**Projektnummer:**      2018-1-DE02-KA202-005019

**Projektlaufzeit:**      01.11.2018 – 31.10.2020

**Projektwebseite:**     -

**E+PRP:**                <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-DE02-KA202-005019>

**Deutsche Partner:**   Berufskolleg Viersen des Kreises Viersen Sekundarstufe II, Viersen

**Beteiligte Länder:**   ES, EE, DE, NL, IT

**Gefördert aus:**       Erasmus+ KA2, Antragsrunde 2018

**Zusammenfassung:**

A high quality of Early Childhood Education and Care (ECEC) is crucial for the development of young children because it provides a precondition for future successful learning paths and a basis for a good start into the life of work and lifelong learning. Due to immigration and cross border mobility within Europe, ECEC professionals are increasingly challenged by the education and integration of children with varying cultural backgrounds. A high intercultural sensitivity and own intercultural experience help to face this challenge. The exchange of ECEC students and of ECEC staff combined with adequate mentorship and evaluation adds to qualify the staff therefor. In addition, ECEC professionals become more and more interested in own working mobility because of various reasons. But still cross-border mobility in the ECEC sector is quite difficult. The training for ECEC teachers varies broadly, their job description in different countries, too. Qualifications are far from being mutually recognized.

The objectives of this project are to improve the quality and recognition of learning experience in internships abroad during the training of ECEC professionals and to facilitate the mutual understanding on the competences needed in ECEC and thus open cross-border labour mobility. We want to develop and adapt useful tools with a systematic practical dimension.

In a consortium of six partners from five countries (DE, ES, EST, IT, NL) teachers for ECEC in vocational training schools and practitioners from ECEC institutions will work together in order to develop, revise and adapt instruments for the recognition of (long-term) internships abroad and to facilitate mobility (cross-border, vertical and horizontal) in general. Most of the consortium members are well experienced in international work.

Based on a Competence Matrix for ECEC which has been pre-developed by several European teachers and practitioners, we plan to improve it on a broad European level as basis for the development of relevant Learning Outcomes and as instrument to match different professional profiles. For better recognition, not only the agreement on Learning Outcomes is important but also their proper assessment and evaluation in order to make them formally recognizable. As the consortium unifies high competence and experience, work division according to the respective strengths and shared working sessions during the project meetings will lead to good quality results. All instruments will be available on a free accessible online platform which provides all ECVET documents and helps to facilitate the management of mobility projects. Impacts of the project are expected at local, regional, national and possibly also European level. Target groups are ECEC students, their teachers, ECEC practitioners and stakeholders in this sector. Sharing experiences and testing new methodological tools in multicultural contexts will provide all with new examples and ideas.

The participants will have the chance for a cross country exchange of their standards and ideas on ECEC in general and related to the education of qualified staff. They can set up a network for future cooperation and extend existing networks. They improve their personal and pedagogical competences especially with regard to assessment, evaluation and good mentorship. The exchange in a European context can improve their pedagogical motivation in general. The use of the database will facilitate their organizational work for mobility projects and at the same time offers quality assurance and assessment instruments.

For ECEC students the project provides more transparent ways to have their internships and parts of occupations validated and recognized as well as a professional mentorship.

Altogether, the project adds to human resources development, to intercultural learning, to the attractiveness of the institutions for students respectively for good staff and to a better recognition of competences within Europe.

<b>Themencluster: Pflege</b>
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**Titel:** **Audiovisual E-learning platform: MEDICAL TRANSPORT OF PATIENTS WITH TROPICAL DISEASES IN SAFE CONDITIONS**

**Akronym:** TROPICSAFE

**Vertragnehmer:** Bernhard-Nocht-Institut für Tropenmedizin

**Projektnummer:** 2018-1-DE02-KA202-005077

**Projektlaufzeit:** 01.11.2018 – 31.10.2020

**Projektwebseite:** -

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-DE02-KA202-005077>

**Deutsche Partner:** -

**Beteiligte Länder:** ES, IE, LV,

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2018

### **Zusammenfassung:**

#### BACKGROUND:

The sanitary transport service is a dangerous task when professionals have to deal with patients suffering contagious diseases. The outbreak of Ebola in 2014 and the H1N1 influenza virus demonstrated a lack of effective training in some case in the EU. Nowadays there are several protocols to manage the tropical diseases but health professionals are demanding specific guidelines and more practical training material. More specifically, sanitary professionals have detected some deficiencies in the current trainings:

- There is a large dispersion and lack of homogenous criteria for the training in sanitary professionals in cases of tropical diseases.
- There is a significant dispersion of guidelines to follow (WHO protocols, national protocols, guidelines army ....) and no harmonization.
- There are no specific training plans, and the only materials available are just some informal brochures
- Sanitary transport staff states that they have the action protocols, but no clear guidelines for action. There are no trainings available for protective equipment.
- The treatment of tropical diseases requires specialized training and preventive and stringent measures to prevent infection. It should include health professionals and corroborate the several protocols that have been launched in different regions to prevent future infections.

By other hand, the creation of the Schengen Area and the suppression of internal borders in the EU make necessary common policies and procedures to face any potential outbreak of virus through transnational actions.

## OBJECTIVES:

The TROPICSAFE project aims to develop an homogeneous training protocol at European level focused on patient transport professionals with normalized guidelines for a proper and safely transfer of patients with tropical diseases.

This training will be published in an Open Online Learning Platform, since it's considered the best way for transmitting the disinfection guidelines and use of protective equipment. The training will include audiovisual support such videos, images and graphics in order to better demonstrate the safety procedures the professionals should follow. The e-learning platform will be completed with a questions & answers tests to evaluate the training process.

It will be translated to the languages of the consortium to get the support of the national health authorities and increase its impact. It will also be transferred to European institutions to set common criteria within the EU.

## PARTNERSHIP:

The partnership will be conformed by entities combining expertise in different fields, such medical transport, vocational training, work safety and tropical diseases. They complement and each one provides different expertises. They are:

- ANEA (National Federation of Ambulances). Spain
- SGS TECNOS (Multinational company specialized in work safety). Spain
- MURRAY AMBULANCE SERVICE Ltd. (SME of medical transport) Ireland
- BIEDRIBA EUROFORTIS (NGO specialized in vocational training): Latvia
- Bernhard Nocht Institute for Tropical Medicine. (Research Institute) Germany

Having an international consortium would also ensure a wider diffusion of the project, reaching the professionals of the health sector and public authorities at all levels.

## IMPACT:

The main beneficiaries of this project will be sanitary transport workers, private companies, professional associations in the medical transport, trainers, Public and Private centers of training and health professionals.. The consortium includes an associated hospital and partners are work closely with the Public Health Authorities. They will transfer them the results to make them available for society, and thus achieving a more homogeneous safety procedures throughout the EU member states.

As the training program will be hosted in an e-learning platform and will have a Creative Commons license, it will be easier to disseminate the results and anyone will be able to benefit from them.

<b>Themencluster: Pflege</b>
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**Titel: Europractice for Occupational Therapists**

**Akronym: EUPRAC**

**Vertragnehmer:** IBKM gemeinnützige Schulträger GmbH

**Projektnummer:** 2018-1-DE02-KA202-005085

**Projektlaufzeit:** 01.10.2018 – 31.03.2021

**Projektwebseite:** -

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-DE02-KA202-005085>

**Deutsche Partner:** IBKM Praxismanagement GmbH, Artern

**Beteiligte Länder:** BG, DE, IT, PL

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2018

### **Zusammenfassung:**

Die Gesundheitsbranche ist in Deutschland und in anderen Ländern der EU von einem hohen Fachkräftebedarf gekennzeichnet. Personalnotstand herrscht nicht nur in Pflegeeinrichtungen, ambulanten Diensten und Krankenhäusern, sondern in allen Bereichen der therapeutischen Berufe. Mit der Überalterung der Bevölkerung in der EU gewinnen therapeutische Leistungen zunehmend an Bedeutung. Ziel des Projekts ist die Steigerung der Attraktivität des Berufs der/s Ergotherapeutin/en durch Transparenz und Vergleichbarkeit der theoretischen und praktischen beruflichen Ausbildung von Ergotherapeuten zwischen DE, BG, IT, PL durch die Erarbeitung einer Vergleichsstudie zu den Ausbildungsprogrammen, zur Anerkennung der Abschlüsse, zur Finanzierung ergotherapeutischer Leistungen in den Partnerländern, sowie die Erarbeitung, Erprobung und Evaluation des EUPRAC-Praxis-Curriculums zur regulären Einbindung und Anerkennung in den jeweiligen Berufsbildungsstrukturen, basierend auf dem EQF sowie den nationalen QR. Das EUPRAC-Curriculum fördert einen praxisorientierten Berufsabschluss, der zur Sicherung der bedarfsgerechten Fachkräfteversorgung mit Ergotherapeuten in der EU beiträgt und zugleich die europaweite Qualität der Ausbildung in diesem Beruf steigert.

Direkte Zielgruppen im Projekt sind Auszubildende (Azubis) und VET-Studenten in Europa (im Projekt: DE, BG, IT, PL) mit Interesse am Beruf Ergotherapeutin/en sowie Interesse an europaweiten beruflichen Einsatzmöglichkeiten und Perspektiven (einschließlich unternehmerischer Selbständigkeit).

Direkte Zielgruppe sind Ausbilder, VET-Lehrkräfte im Berufsbereich Ergotherapie, die ihre berufliche Expertise erweitern um fachpraktische Lehrkompetenz sowie interkulturelle Kommunikation, inklusive Sprachkompetenz und Mobilität.

Zielgruppe sind Bildungseinrichtungen mit Ausrichtung auf fachpraktische Ausbildung für Ergotherapeuten in Europa, die von der europaweiten Vergleichbarkeit der Bildungsinhalte und -Abschlüsse profitieren.

Zielgruppe sind Anbieter ergotherapeutischer Dienstleistungen (Pflegeeinrichtungen, ambulante Dienste, Krankenhäuser) in Europa mit Bedarf an theoretisch und praktisch kompetentem Fachpersonal.

Innovatives Ergebnis im Projekt ist die EUPRAC-Vergleichsstudie zur theoretischen und praktischen Ausbildung, zur europaweiten Anerkennung von Abschlüssen sowie den Einsatzgebieten von Ergotherapeuten am europäischen Gesundheitsmarkt zwischen den Ländern DE, BG, IT, PL. Sie wird nach den Kriterien der Kompatibilität vom EUPRAC-Projektteam (15 Experten) entwickelt:

- Ausbildungsinhalte (Kompetenzen), inklusive moderne Online-Abrechnungsverfahren;

Ausbildungszeiten;

- Qualitative und quantitative Ansprüche, auch den Bildungslevel betreffend (Hochschule, Fachschule, Berufsschule);

- Anerkennungspraktiken der zuständigen Landesbehörden;

- Vergleich der Sozialversicherungssysteme, bezogen auf die Einsatzgebiete von Ergotherapeuten in der EU sowie die Finanzierung ergotherapeutischer Leistungen.

Innovatives Ergebnis ist das praktisch erprobte EUPRAC-Curriculum, basierend auf dem Qualitätsrahmen des WFOT, dem EQF sowie den nationalen QF. Bestandteile des Curriculums sind:

- Lerninhalts- und Lernzielkatalog für die praktische Ausbildung in den jeweiligen Einsatzgebieten;

- Erwartungsprofil der Praktikumseinrichtung an den Praktikanten;

- Praktikumsauftrag;

- Aufgabenstellung an den praxisbegleitenden Unterricht;

- Kriterien für die Beurteilung des Azubis / Studenten.

Wichtige Inhalte sind die Erlangung europäischer Kompetenzen, wie interkulturelle Kommunikation, Sprachkompetenz sowie Kenntnisse im Umgang mit modernen Online-Abrechnungssystemen in den Einsatzbereichen für Ergotherapeuten.

12 ausländische Azubis, VET-Studenten und 6 ausländische VET-Lehrkräfte nehmen am EUPRAC-Tandem-Praktikum (2 Staffeln à 4 Wochen) in Praxen in DE an der Erprobung und Evaluation des EUPRAC-Curriculums teil (EUROPASS Mobilität). Sie werden betreut von 6 deutschen Azubis (2.-3. Ausbildungsjahr) sowie 6 deutschen Tutoren und 6 Mentoren.

Die Ergebnisse werden als OER in 5 Sprachen (DE, BG, IT, PL, ENG) als pdf-Downloads auf der EU-Plattform EPAL veröffentlicht.

Die nachhaltige Nutzung wird gesichert durch die reguläre Aufnahme und Anerkennung des EUPRAC-Curriculums, inklusive europäischem EUPRAC-Tandem-Praktikum, in die ergotherapeutische Berufsausbildung der Projektpartner in DE, BG, IT, PL sowie den LoC mit den assoziierten Partnern zur europaweiten Verbreitung. Langfristig nimmt die Attraktivität des Berufs Ergotherapeut/in europaweit zu, die Zahl der praxisnah ausgebildeten Ergotherapeuten wächst und zugleich der Grad der bedarfsgerechten Fachkräfteversorgung am Gesundheitsmarkt der EU.





<b>Themencluster: Pflege</b>
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**Titel:** **Strengthening capacities for better health care to refugee and migrant children**

**Akronym:** **EU-VET CARE**

**Vertragnehmer:** ETHNO-Medizinisches Zentrum e. V.

**Projektnummer:** 2018-1-DE02-KA202-005094

**Projektlaufzeit:** 01.09.2018 – 31.08.2021

**Projektwebseite:** -

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-DE02-KA202-005094>

**Deutsche Partner:** -

**Beteiligte Länder:** ES, EL, IT, CY

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2018

**Zusammenfassung:**

Over 1.2 million people applied for asylum in 32 European countries in 2016, 1/3 of which were below 18 years of age. Migrant and refugee children are particularly vulnerable at all stages of the journey and have specific health needs. Traumatic experiences in the country of origin and on the migration journey, as well as experiences of discrimination, social exclusion, poor living conditions and acculturation issues in the host country can negatively affect both their physical and mental health. In addressing the needs of migrant/refugee children during reception and integration processes there is a significant role for physicians, social workers, psychologists and cultural mediators, who, however, appear to lack the specialized knowledge and capacity to respond to this role. The need to improve knowledge about migrant health, enhance access to care and promote specialized training among health care professionals across Europe is widely recognized.

The central aim of the EU-VET CARE project is to develop innovative training for health care professionals (physicians, social workers, psychologists, cultural mediators) for delivering appropriate health services to migrant and refugee children, including unaccompanied minors. The objectives are to:

- a) Enhance professional capacity to respond to the needs and specific health/social issues that most affect migrant/refugee children
- b) Enhance partner capabilities so as to develop and deliver training to professionals working with migrant/refugee children
- c) Increase awareness of the relevant professional communities and organizations on the training

d) Raise awareness about the necessary interdisciplinary collaboration.

Six partner organizations from Germany, Spain, Greece, Italy and Cyprus reflecting different conditions and integration stages migrant/refugee children face, will work towards achieving the project objectives and establishing cooperation across Southern and Northern Europe. In order to ensure its relevance and high quality, the training will be based on a review of existing training opportunities and participatory research with target group representatives from diverse backgrounds to determine knowledge gaps and training requirements. The resulting evidence-based training package will include a training curriculum methodology and a diverse array of training tools aimed to improve relevant knowledge, skills and competencies for the target groups. Training will include common and specialized modules per professional category, in order to foster interdisciplinary learning and in-depth expertise. Topics covered will include unique issues faced by migrant/refugee children, such as children's rights/protection systems, communication, mental/physical health needs, prevention, child trafficking, age assessment, professionals' burnout. Training will be administered both through face-to-face educational events and an e-learning platform in the consortium languages. The "Guidance and recommendations for VET trainers" will provide essential guidelines for VET professionals and stakeholders. Multiplier transnational and national events will enhance exchange of knowledge. Dissemination will target participating organizations, service providers and relevant authorities at local/regional level, and professional associations, VET providers, academic institutions, migrant organizations, child protection agencies, governmental services and policymakers at national/European level. Outputs and impact will be monitored and measured based on a detailed evaluation plan and clearly defined indicators.

Around 120 professionals from the target disciplines will take part in the focus groups while 18 staff members and 140 healthcare professionals will be trained. It is expected that 180 stakeholders will participate in the transnational and national multiplier events.

Bringing together transnational EU expertise and fostering cooperation between professional groups will help address the service gaps in providing care for the most vulnerable among migrants and refugees. The project will raise awareness at all levels about the vulnerabilities and needs of both migrant/refugee children and the professionals who care for them, as well as the need for interdisciplinary collaboration. Providing specialized training for each target group will address practical complexities concerning care provision in the public sector and civil society organizations. Institutional and organizational capacity, in terms of skills and knowledge, is expected to increase due to interdisciplinary participation. Long term impact involves improved care for migrant/refugee children and the development of a more effective, integrated approach in the provision of services to migrant/refugee children.

<b>Themencluster: Pflege</b>
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**Titel:** **Redefining Nursing Skills for AI and robotization in health care**

**Akronym:** **NursingAI**

**Vertragnehmer:** Universitätsklinikum Heidelberg

**Projektnummer:** 2018-1-DE02-KA202-005101

**Projektlaufzeit:** 01.09.2018 – 28.02.2021

**Projektwebseite:** -

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-DE02-KA202-005101>

**Deutsche Partner:** Technische Informationsbibliothek (TIB), Hannover

**Beteiligte Länder:** NL, HU, DE

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2018

**Zusammenfassung:**

In rapidly changing health care systems, digitalization, e-health and robotisation are gaining influence. Due to the existing global nurse shortage in Europe, a demand for healthcare and therewith nurses will continue to grow, whilst the supply of available nurses is projected to drop. Therefore, it is expected that the shortages will accelerate in the coming decade and will be more serious than the cyclical shortages of the past. This nursing shortage will ultimately constrain health system reform and innovation, and contribute to escalating costs. ICT, AI and robotization are one way to support health care professionals, enhance interprofessional cooperation and patients` safety. This introduction of ICT, robotisation and other technologies in nursing care will create a disruptive change in the provision of health and nursing care. Furthermore, research shows, that the usage of ICT is still limited within the health care professions and thus in nursing. For that external and internal factors have been identified, e.g. infrastructure not being suitable or the lack of interoperability of different computer and ICT systems, the limited awareness and understanding of ICT concepts. Health care professionals who use ICT complain about the lack of skills and tailored trainings for their needs. Usually nurses have to learn ICT related skills on the job within their working duties. As ICT is rapidly changing and developing towards robotization and AI, the resistance and skepticism towards technology among nursing professionals are expected to grow.

The NursingAI project will analyze and forecast the types of skills and competencies needed by health care professionals, especially nurses. By gaining insight of needed competencies and skill, curriculums for trainings and education programs can be enhanced to the actual needs concerning ICT competencies.

NursingAI will work towards an assessment and training tool for skills related to AI, robotisation, digitalization and e-health in nursing sectors of Germany, Hungary and the Netherlands. The tool prototype will be tested and evaluated in these countries in order to make them available for local and European VET curriculums and further education programs. These efforts are critical, since 1), nurses should be able to understand and work with novel AI and Information and Communication Technologies (ICT) in order to improve the general quality of care; 2) the current offer of assessment and training methods on AI, robotisation, digitalization and e-health skills in nursing in Europe is very limited, and 3) in order to have a significant amount of AI and robotization skilled nurses in place in 5-10 years time in Europe, investments and changes in the VET curricula need to be initiated now.

With the transnationally project, needed competencies in future workplaces will be multiplied and progress made in VET and health care.

<b>Themencluster: Pflege</b>
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**Titel:**                    **Upgrading the Health Sector with high-skilled Data Protection Officers (DPOs) under GDPR**

**Akronym:**                **GDPR4H**

**Vertragnehmer:**      Steinbeis-Hochschule-Berlin GmbH

**Projektnummer:**      2018-1-DE02-KA202-005103

**Projektlaufzeit:**      01.11.2018 – 31.10.2020

**Projektwebseite:**     -

**E+PRP:**                 <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-DE02-KA202-005103>

**Deutsche Partner:** Akkreditierungs, Zertifizierungs- und Qualitäts-Sicherungs-Institut (AQUIN) e. V., Bayreuth

**Beteiligte Länder:** DE, EL, RO

**Gefördert aus:**        Erasmus+ KA2, Antragsrunde 2018

### **Zusammenfassung:**

The healthcare industry is plagued by a myriad of cybersecurity-related issues posing new challenges in the Healthcare Sector. In an increasingly data-driven world, cybersecurity is no longer just a concern for experts. During the last 12 months, Europe came across an unprecedented number of cyber-attacks in terms of their global scale, impact on business sector and rate of spread.

Characteristically, the May's 2017 attack in England's National Health Service (NHS) demonstrated in the most flashing way the vulnerabilities of information systems (IS) in any possible way. Healthcare organizations are some of the most-trusted entities holding the most sensitive information about patients: name, date and place of birth, medical records, social security details. Suffering from many flaws (low budget, lack of IT organization, excessive use of legacy systems), healthcare actors have become easy targets for hackers, facing more and more pressure and threats from them.

The nature of the healthcare industry's mission poses unique challenges since cyber-attacks can have ramifications beyond financial loss and breach of privacy. The General Data Protection Regulation (GDPR) 2016/679 which will be directly applicable in all member states by 25 May 2018 requires for healthcare organizations to re-think about their data flows and how they handle and monitor patient data to make sure they are in compliance with the regulation.

At the same time, the expected massive growth of data protection jobs redrives new skills, knowledge and competences from Healthcare employees. As a result, Healthcare Sector is facing the risk of rising skills mismatch between data protection

officers/employees across European countries with different occupational profile on skills and competences and most importantly, different level of legislation/integration on data protection.

Our proposed Project aims at empowering the major actors with employees that are going to fill the gap and the identified skills mismatch through:

- Developing enhanced regional and cross-regional partnerships to ensure that a sufficient number of healthcare employees and learners receive the right training / education based on current needs
- Connecting educational and vocational training with healthcare industry and organisations in a more systematic and coherent way
- Developing an environment that is going to foster employability of employees in the healthcare sector, providing adequate tools that will better their working conditions and the quality of services provided.
- Improving comparability and transfer of skills and competences focusing on-line training of current healthcare employees based on a blended approach, while introducing innovative education/ training initiatives.
- Raising awareness and improving the knowledge on patients' data privacy protection as well as providing concrete information on rising legal aspects

Concise description of the results and/or products expected:

- A renewed Occupational Profile for DPOs accompanied by a new Skills Chart
- A DPO VET Curriculum accompanied by a detailed WBL Scheme
- An Awareness raising Curriculum on Data Protection for current and future employees
- Data Protection and GDPR Learning Resources for learners and wider audiences and WBL Employer Manual
- On line web platform for "Data Protection Ready" Employees
- A new Certification Scheme for Data Protection
- Concrete Methodology for Quality Assurance and Licencing of DPO VET Curricula
- Development of effective feedback loops to enhance VET provision

Our partnership has formed a coherent strategy to reach:

- Stakeholders: Health associations, health/pharmaceutical industry, VET providers, independent data protection authorities Chamber Unions

- End users: DPOs, Information security experts, lawyers of Bars Associations, current and future employees learners & trainers making use of the learning and training resources developed

The impact envisaged:

GDPR4H is going to achieve an important Social and Financial Impact, specifically:

For Stakeholders:

- Strengthened interoperability network across employers and employees
- Employers and social partners will maintain an important role in shaping DPOs VET provision.
- Industry-ready workforce meeting labour market needs
- Increased confidence and mutual trust for Data Protection
- Increased visibility of outputs through open multifarious dissemination channels.

2. End users: current and future employees in Data Protection:

- Better employability chances
- Transparent joint qualifications and transferrable skills through a viable Certification Scheme
- Enhanced competitiveness for the data protection field.
- Exchange of good practices through trans-regional mobility and advanced WBL schemes
- Harmonised but not homogenised learning-outcome based and teaching approach across the three countries





<b>Themencluster: Pflege</b>
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**Titel:                   Moderner Arbeitsmarkt und Pflegeausbildung – Austausch**

**Akronym:               MAPAP**

**Vertragnehmer:**   Thüringer Agentur für Europäische Programme e.V.

**Projektnummer:**   2018-1-DE02-KA202-005129

**Projektlaufzeit:**   01.10.2018 – 31.03.2020

**Projektwebseite:**   -

**E+PRP:**             <http://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-DE02-KA202-005129>

**Deutsche Partner:** -

**Beteiligte Länder:** PL, AT

**Gefördert aus:**     Erasmus+ KA2, Antragsrunde 2018

### **Zusammenfassung:**

Die Ausbildungsreform der Pflegeberufe ist eine notwendige Konsequenz des soziodemografischen Wandels in der Gesellschaft und der notwendigen technischen Innovation der Prozesse in der Pflege. Sie dient der langfristigen und dauerhaften Sicherstellung der pflegerischen Versorgung der Bevölkerung entsprechend der neuen körperlichen, geistigen und seelischen Bedürfnisse. Dieser Wandel erfordert mehr und flexiblere Fachkräfte. Laut Aussage des Chefs des Medizinischen Dienstes des Spitzenverbandes der Krankenkasse in Deutschland sind in den ersten 10 Monaten 2017 660000 neue Leistungsempfänger nach dem aktuell gültigen Verfahren anerkannt worden. Die Pflegewirklichkeit zeigt, dass weder die ambulante Dienste noch die Pflegeheime über genügend Personal verfügen, um die Mehrarbeit zu leisten, was nicht nur eine Frage der Anzahl der Fachkräfte ist, sondern gleichermaßen eine Frage der Kompetenz, den Anforderungen aus Innovation, Digitalisierung und Steigerung von Effektivität und Effizienz zu begegnen. Das beantragte Projekt setzt seine Schwerpunkte auf den Austausch von Wissen, Erfahrung und Best-Practice Beispielen zu Ausbildungsinhalten, die o.g. Anforderungen widerspiegeln. Der Austausch erfolgt hinsichtlich praxisnaher und arbeitsmarktrelevanter Ausbildungsinhalte in den Curricula für die Berufe Altenpfleger/in sowie Gesundheits- und Krankenpfleger/in (Deutschland), Pflegeassistent/in und Pflegefachassistent/in (Österreich) und Krankenschwester/ "Pilengniarka" (Polen). Inhaltliche Schwerpunkte sind eine mögliche Vereinheitlichung der Grundausbildung, die Digitalisierung und der Einsatzes neuer Technologien in den Prozessen der Pflege. Der Austausch geht als Vergleich der Ist-Stände, Herausarbeiten der Potentiale für die einzelnen Partner und Diskussion der Anwendbarkeit erfolgreicher Best - Practices beim jeweils anderen Partner vorstatten. Eine erste Bewertung der Übernahmechancen gehört gleichfalls zu den Aufgaben. Um diese Ziele zu erreichen, arbeiten Projektpartner aus drei

europäischen Ländern zusammen. Die transnationale Zusammenarbeit sichert, dass unterschiedliche Erfahrungen einfließen, verschiedene Stände verglichen werden können und ein Ansatz für einen transnationalen, sprich beispielhaften Charakter für Europa, gefunden werden kann.

<b>Themencluster: Pflege</b>
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**Titel:** **Migrants in Care – ECVET Mobile Learning App on customer care**

**Akronym:** **Migrants Care**

**Vertragnehmer:** Internationaler Bund - IB Mitte gGmbH für Bildung und Soziale Dienste Niederlassung Sachsen

**Projektnummer:** 2018-1-DE02-KA202-005156

**Projektlaufzeit:** 01.09.2018 – 31.08.2020

**Projektwebseite:** -

**E+PRP:** <http://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-DE02-KA202-005156>

**Deutsche Partner:** -

**Beteiligte Länder:** AT, ES

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2018

### **Zusammenfassung:**

With age, there is an increased risk of becoming dependent on care: between the ages of 60 and 80, about 4.2 percent of people need care, and with over 80, it is already 28.8 percent. At present, about 2.45 million people in Germany are in need of care . The number is estimated to increase to 3.2 million by 2030 and to 4.23 million by 2050. (<https://www.diakonie-hamburg.de/de/fachthemen/altenpflege/Fakten-zur-Situation-der-Pflege-in-Deutschland->)

Europe is confronted with an ageing population and a shrinking workforce, as well as labour and skills shortages: While in 2010, just over 4.2 million people in Germany e.g. were 80 and older, in 2050, experts estimate, there will be over 10 million. OECD (2014) estimates working-age population to decline by 7.5 million (-2.2%) between 2013 and 2020 and with zero net migration it would be expected to decline by even - 3.5% by 2020 in the 28 EU countries. In the care sector, the ver.di trade union, estimates 70,000 skilled workers are already missing nationwide in nursing. 40,000 additional specialists are needed in geriatric care and this issue will become even more severe in the future. According to forecasts of the Deutsche Pflegerat (German Nursing Council), 300,000 caregivers will be missing by 2030, 200,000 of them in geriatric care alone." ([www.tagesschau.de](http://www.tagesschau.de))

To overcome this situation, many countries, inter alia Austria and Germany, have invited high qualified workers without (yet) solving the overall skills and HR gap. One possibility however not yet explored well, due to legal limitations and/ or longterm preparations needed in education mainly, is that of involving migrants and refugees who, in many cases, show respective qualifications or at least knowledge, skills and competences to start in the care sector with support related to knowledge/ skills assessment gained from (non)formal or experimental learning situations in their

home countries and learning of customer care related skills and competences at a European standard.

In January 2018, e.g. about 12,907 new arrived migrants were registered by the federal authorities in Germany. Compared to the previous year (January 2017: 16,057 people) this number declined by 19.6%. The following nationalities are currently represented most among them: Syria with 2,450; Iraq with 1198 and Nigeria with 884 persons.

In addition, however, in January 2018, 2,170 follow-up applications were registered to the federal government. Compared to the previous month (1,806), the number increased by 20.2% and to January 2017 (1,907), the number increased by 13.8%. Nearly a third of all applications for January 2018 (31.5%, 684) are from the countries of the Balkan region. 269 from Serbia, 132 from Albania and 118 from Macedonia. Similar it shows in Austria and Spain.

By active transnational cooperation, the MIGRANTS CARE project will - in this light and for these reasons - elaborate innovative education material and accompanying support documents for their transfer into other VET organisations, companies in the care sector and initiatives supporting migrants in their (labour and or education) integration. Partners from three countries, i.e. Germany, Austria and Spain, bring in necessary expertise, substantial experience and direct access to the target groups of this project (migrants/ refugees, education stakeholders, VET providers, umbrella organisations and initiatives working on behalf of migrants/ refugees) to concretely provide them with:

IO1 - A MOBILE LEARNING APP for self-assessing prior learning, learning in daily care sector work based situations aiming at improving their employability. Contents elaborate customer care to work with with elder people, those having disorders and/ or handicaps due to their age. The APP will be available in German, English, Spanish for B2 language level and will have language support in learning contents also in Arabic, Serbian and Turkish. Learners will be able to receive up to two ECVET points upon its completion.

IO2 - POLICY RECOMMENDATIONS for upscaling in VET for stakeholders and professionals to better support migrants and refugees in continuous VET and education stakeholders and policy makers in transferring and upscaling the results.

The intellectual outputs will be accompanied by dissemination events in partner countries addressing the project target groups. In total, the consortium aims to reach 6411 beneficiaries (including migrants/ refugees, professionals, stakeholders)

MIGRANTS CARE will be supported by a strategic involvement of target groups and key stakeholders and is confident to thus achieve the long term impact of helping target audiences in improving customer care aspects in the care sector for migrants; make policy and education providers rethink towards the implementation of alternative training solutions for otherwise people at risk of exclusion from society, work and education.

<b>Themencluster: Pflege</b>
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**Titel:** **Training and further Education in Care and Social Services**

**Akronym:** **TECS**

**Vertragnehmer:** Samaritan International e. V.

**Projektnummer:** 2019-1-DE02-KA202-006438

**Projektlaufzeit:** 01.10.2019 – 30.09.2021

**Projektwebseite:** -

**E+PRP:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2019-1-DE02-KA202-006438>

**Deutsche Partner:** Arbeiter-Samariter-Bund Deutschland e. V., Köln

**Beteiligte Länder:** RS, AT, SK, MK, LV, PL, DE, LT

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2019

### **Zusammenfassung:**

“Training and further Education in Care and Social Services” (TECS) is a best practice exchange project in the area of vocational further education in the social services sector, with a focus on staff in care in the widest sense (elderly care, support for people with disabilities, child care, and auxiliary services such as home emergency call systems).

As this is a sector with high labour mobility within the EU and wider Europe, an international exchange on the challenges faced by providers of such services is of particular interest.

Nine non-governmental organisations operating in social services from Central and Eastern Europe (eight from Erasmus+ program countries, two associated partners from neighbouring countries, one coordinating organisation) and their coordinating network organisation Samaritan International are coming together to conduct this exchange. All operative organisations will send personnel involved in staff training to eight transnational meetings in total – one hosted by each operative partner based in a program country. Each meeting will allow the host organisation to showcase the best practice there are contributing to the project on-site.

The lessons-learned from the project will contribute to the quality of further education in all participating organisations, as new insights are integrated into their educational concepts in the follow-up of the project.

In addition to this primary objective focused on educational best practices, the transnational meetings will also be used to discuss current issues in EU policy that concern the social services sector. The secondary objective to be achieved by this is a strengthened sense of being part of a European civil society for the participating organisations and an improved ability to articulate oneself and contribute to European politics and European democracy – as individual persons, individual organisations and as a voice for the vulnerable groups that are in the care of social services NGOs.

<b>Themencluster: Pflege</b>
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- Titel:** **Handle it! - Strategies for addiction treatment in New Psychoactive Substances in Europe**
- Akronym:** **HANDLE IT**
- Vertragnehmer:** Therapieverbund Ludwigmühle gGmbH
- Projektnummer:** 2019-1-DE02-KA202-006571
- Projektlaufzeit:** 01.10.2019 – 31.12.2021
- Projektwebseite:** -
- E+PRP:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-DE02-KA202-006571>
- Deutsche Partner:** Baden Württembergischer Landesverband für Prävention und Rehabilitation gGmbH, Renchen
- Beteiligte Länder:** PT, IT, HU, HR, AT, DE
- Gefördert aus:** Erasmus+ KA2, Antragsrunde 2019

**Zusammenfassung:**

Das Projekt "Handle it! - Strategies for addiction treatment in New Psychoactive Substances in Europe" richtet sich an interdisziplinäre Fachkräfte der Suchthilfe, wie Therapeut\_innen, Sozialpädagog\_innen, Suchtberater\_innen und Mediziner\_innen. Der Konsum von neuen psychoaktiven Substanzen (NPS) stellt eine zunehmende Herausforderung für die Suchthilfe auf der gesamten Welt dar, sowohl bezogen auf das individuelle gesundheitliche Schadenspotenzial (Herz-Kreislauf-Stillstand, Psychosen, langfristige Hirnschäden), als auch auf die Nachweisbarkeit des Konsums, da gängige Drogen-Schnelltests NPS häufig nicht erfassen. Bei den Konsument\_innen handelt es sich um eine schwer greifbare, stark marginalisierte Zielgruppe, die nur selten Bezüge zum Gesundheits- und Hilfesystem aufbaut. Der Handel mit NPS findet je nach nationaler gesetzlicher Lage teilweise auch offen in sog. Smartshops statt, verlagert sich aber tendenziell auf das Internet.

Die Reaktionsformen auf der Ebene der EU-Mitgliedsstaaten und der EU selbst beschränken sich weitgehend auf justizielle Regelungen bei der Verfolgung und Kontrolle des Handels von NPS. Dagegen existieren weitgehend keine hinreichenden Strategien in der Prävention und der Behandlung. Zwar wurden vereinzelt lokale oder regionale Praxisansätze entwickelt, allerdings gibt es weder ein vernetztes oder gar transnationales Vorgehen, noch die Möglichkeit zur Reflexion und Weiterentwicklung dieser Ansätze. Die Europäische Beobachtungsstelle für Drogen und Drogensucht (EMCDDA) wies bereits in ihren letzten beiden Jahresberichten auf jene strukturellen Defizite in der Suchthilfe hin. Nicht nur, dass Konsument\_innen von NPS nur selten zu gängigen Suchthilfeangeboten finden. Wenn sie dort ankommen, können die Fachkräfte nicht adäquat mit ihnen umgehen und greifen auf die ihnen bekannten Interventionen beim Konsum illegaler Drogen zurück, die in diesem Fall nicht ausreichen.

Im Projekt "Handle it!" werden im Rahmen eines europäischen Austauschs guter Praxis zwischen Fachkräften von insgesamt sieben sozialen Trägern aus den Ländern Österreich, Ungarn, Kroatien, Italien, Portugal und Deutschland verschiedene Ansätze und Strategien in ambulanten sowie stationären Angeboten der Drogenhilfe analysiert, vernetzt und weiterentwickelt. So verbessern sich die beruflichen Kompetenzen der Teilnehmenden zielgerichtet, um zukünftig ihre Einrichtungen und Maßnahmen besser auf Konsument\_innen von NPS auszurichten und kreative, neue Lösungsansätze zu entwickeln. Die teilnehmenden Mitarbeiter\_innen der Projektpartner werden zu NPS-Praxis-Expert\_innen und Multiplikator\_innen ausgebildet, um die Projektergebnisse in ihre Organisationen zu lenken und intern ihren Kolleg\_innen zu schulen. Über mehrere einwöchige, partizipative Lehr-Lern-Trainings-Aktivitäten findet ein Transfer von Wissen von der lokalen auf die internationale Ebene statt, das dort reflektiert, kreativ angeregt und als handhabbare Tools über die Fachkräfte wieder auf die lokale Ebene zurückgelenkt wird. Dabei kommen Methoden zum Einsatz wie Expert\_innen-Vorträge, themenbezogene Workshops und Arbeitsgruppen, Recherchearbeit, Good-Practice-Visits, Fallbesprechungen und die Erarbeitung von Behandlungskonzepten.

„Handle it!“ entwickelt während des Projektverlaufes eine Online-Plattform, in die Social-Media-Kanäle, insbesondere ein YouTube-Kanal "Handle it!", integriert werden. Die Projektaktivitäten werden durch ein Mobile Reporting begleitet, was nicht nur den Transfer in die einzelnen Einrichtungen erleichtert, sondern auch die Verbreitung und die Transparenz nach Außen deutlich steigert. So werden fortlaufend Videos und andere Medienprodukte entstehen, die den Bildungsverlauf begleiten, Interviews beinhalten, Expert\_innen vorstellen oder direkte Einsichten in die Situation der Betroffenen geben. Neue Erkenntnisse, Ideen und Strategien im Umgang mit NPS werden so einer größeren Community zugänglich gemacht, die dann wieder ihre Meinungen, Erfahrungen und Rückmeldungen an das Projektteam senden können.

Damit schafft es das Projekt „Handle it!“ auf von der lokalen bis zur internationalen und sogar bis auf die digitale Ebene einen aktiven Austausch guter Praxis zum Problemfeld „neue psychoaktive Substanzen“ aufzubauen, der nicht nur für die Projektpartner, sondern für die gesamte berufliche Bildung in der Suchthilfe in Europa langfristig nutzbar sein wird.



<b>Themencluster: Pflege</b>
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**Titel:** **Enhancement of VET offers in the wellness sector**

**Akronym:** **Skills for Wellness**

**Vertragnehmer:** Volkshochschule im Landkreis Cham e. V.

**Projektnummer:** 2019-1-DE02-KA202-006180

**Projektlaufzeit:** 01.09.2019 – 30.11.2021

**Projektwebseite:** -

**E+PRP:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2019-1-DE02-KA202-006180>

**Deutsche Partner:** -

**Beteiligte Länder:** FI, IT, ES, CY

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2019

**Zusammenfassung:**

The tourism/wellness sector (one of Europe's biggest markets) becomes more complex - it employs people with various educational backgrounds (from 1 to 3 years of training) and different qualifications (e.g. beauticians, therapists, hairdressers etc.). Keeping up with current developments requires increased levels of skills for people who are/will be working in the sector.

The project Skills for Wellness aims at designing transnational sector-wide occupational standards for these professions and developing and assessing competences of employees. To manage this, it is necessary to cooperate with experienced partners to translate a sectoral growth strategy into an approach that adequately addresses skills needs. This project consists of VET providers, including further education and sector representatives from Finland, Germany, Italy, Spain and Cyprus working together to share experiences and identify occupational profile standards (in line with ECVET, EQF) to respond to sector's needs.

The standards will be described as learning outcomes to facilitate transparency and comparability, as well as to increase the recognition of qualifications at European and national level within the sector. It is planned to create training resources focusing on work-based learning activities in line with common profile standards to better equip (future) employees. The training resources will have a modular structure covering all relevant professional skills combined with transversal skills (e.g. communication, ICT, green skills). They will be available in all partner languages plus English.

The project addresses the following target groups: (1) VET providers, managers and curriculum designers; (2) Tourism/Wellness sector employers; (3) Tourism/Wellness sector employees (or persons willing to work in this area). The envisaged total amount of participants will exceed 2600 people.

Additionally, an assessment procedure with tools for the validation of competences defined in the professional profile will be created. The assessment will be two-fold: first, the (future) employee is tested on their basic theoretical knowledge of the sector. Second, there are work-based learning activities (e.g. simulation, job shadowing) relating to all modules covered within the training resources. To sum up, the project focuses on designing and delivering common occupational standards and training resources (with assessment) in all partner languages plus English.

These activities will contribute to the achievement of the following results:

- the occupational standards universal for the wellness sector contributing to more synergies and unified approach towards assessment of the skills of employees not only in participating countries but throughout Europe also.
- improvement of vocational educational training paths in the context of skill demands on the wellness sector's labour market and matching with new trends/developments through implementation of common occupational standards;
- improvement of the quality and achievement of vocational education trainings paths through more effective ways to train, re-train and upskill current and future employees of the wellness;
- facilitation and promotion of assessment measures and recognition of professionals and transversal skills and competences to support mobility for work and learning;
- strengthening cooperation between VET providers and representatives of the wellness sector (employers) including relevant stakeholders (associations, organisations working on promotion and sectoral development) through involvement in developing and achieving common results, including piloting activities.
- increased capacities of employers in the wellness sector to extend their offers to the global market, which will contribute to increased workers' skills and therefore extend their employability and key competences;
- better understanding and recognition of skills and qualifications in Europe and beyond among respective target groups due to the use of common European transparency instruments (ECVET, EQF).
- increased quality of wellness services with focus on clients' needs, expectations and current trends of the wellness.

<b>Themencluster: Pflege</b>
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**Titel:** **European Qualification of Ex-Patients in the Helping Process of Rehabilitation and Recovery**

**Akronym:** **HelpEx**

**Vertragnehmer:** Deutscher Caritasverband Landesverband Bayern e. V.

**Projektnummer:** 2019-1-DE02-KA202-006485

**Projektlaufzeit:** 01.09.2019 – 31.08.2022

**Projektwebseite:** -

**E+PRP:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-DE02-KA202-006485>

**Deutsche Partner:** Robert Kümmert Akademie gemeinnützige GmbH, Eisingen

**Beteiligte Länder:** FR, PL, IT, DE, CZ

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2019

**Zusammenfassung:**

“HelpEx: European Qualification of Ex-Patients in the Helping Process of Rehabilitation and Recovery” is a European partnership of 8 participating organizations in 6 European countries (DE, IT, FR, CZ, PL, ML) which lasts from September 2019 to August 2022. The participating organizations are service providers in the field of mental health and provide rehabilitation and recovery services (ambulant and/or stationary) for people with mental health problems/disorders and/or substance abuse problems.

Due to the significant prevalence of mental health problems and substance abuse problems among European citizens and the political demand for inclusion, strengthening patients’ rights and empowering civil forces, the partnership develops a training curriculum for ex-patients to become assistants in rehabilitation and recovery services for patients with substance abuse problems and/or mental disorders. Complementary to the training curriculum for ex-patients the partnership also develops a training curriculum for professionals in rehabilitation and recovery services for patients with substance abuse problems and/or mental disorders to coordinate and supervise ex-patients and cooperate with them in the helping process. In order to be able to mainstream these vocational competences in the mental health system the partners also create country specific analyses of the structures and recommendations for the structural integration of the assistants in the mental health system of the partner countries. These results will be presented in three intellectual outputs (documents).

People who have a personal history and experiences with mental health problems are called ex-patients in this project. They can have overcome their problems without help, may have been clients and patients of the partners or may have sought help somewhere else. Professionals in the project are considered to be paid staff members of the partners who help patients to rehabilitate and recover. They can be therapists, social workers, doctors, psychologists.

For the development of the training curricula and the analyses the partners work together in 6 transnational meetings and via ICT and implement pilot trainings in their own services with 30 ex-patients and professionals. Selected parts of the trainings are implemented in two joint short-term staff trainings for 14 ex-patients and 14 professionals during the second project year.

For dissemination the partners implement a multiplying event of 50 participants in each partner country, create a project website, put the results on the partner websites and on an OER platform, write 4 project newsletters and follow a dissemination plan for each country.

The impact of the project is: more human resources in mental health services, a higher quality of rehabilitation and recovery services by bringing the ex-patients' perspectives and experiences to the helping process and an empowerment of patients and civil forces.

<b>Themencluster: Pflege</b>
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**Titel:**                    **Europäisches Profil für Genesungsbegleiter**

**Akronym:**

**Vertragnehmer:** Grone Bildungszentrum für Gesundheits- und Sozialberufe GmbH  
gemeinnützig

**Projektnummer:** 2019-1-DE02-KA202-006547

**Projektlaufzeit:** 01.09.2019 – 31.08.2021

**Projektwebseite:** -

**E+PRP:**                    <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2019-1-DE02-KA202-006547>

**Deutsche Partner:** -

**Beteiligte Länder:** NL, NO, PL, EL

**Gefördert aus:**        Erasmus+ KA2, Antragsrunde 2019

**Zusammenfassung:**

Die Genesungsbegleiter befinden sich in den beteiligten Ländern in folgender Situation: In den letzten Jahren ist der Einsatz von Genesungsbegleitern (Peer-Supporter) in der psychosozialen Versorgung in vielen europäischen Ländern zu einer gängigen Praxis geworden. Die spezifische Rolle, die die Genesungsbegleiter spielen, variiert jedoch in den einzelnen Ländern und spiegelt verschiedene Schritte bei der Entwicklung dieser Funktion. Trotz dieser Unterschiede liegt ein Prinzip allen zugrunde: Die Funktion des Genesungsbegleiters beruht immer auf dem Konzept der Recovery Support - "Experte durch Erfahrung". Recovery betrifft alle Bereiche des Lebens, wie soziales Engagement, Wohnraum, Einkommen, körperliche Gesundheit, Wohlbefinden, Sexualität etc. Recovery ist ein komplexes Verfahren und erfordert einen methodischen Ansatz. Es ist wichtig, dass Recovery Support von qualifizierten Fachleuten angeboten wird. Peer-Support-Arbeit entwickelt sich zu einem neuen Beruf und die Erfolge, die wir sehen, sind so vielversprechend, dass Recovery in der nahen Zukunft immer mehr als ein therapeutisches Prinzip in den EU-Ländern gelten wird. Recovery und Peer-Support-Arbeit gehören nahtlos in die aktuelle EU-Politik, die den Übergang zu "Community Based Mental Health" fördert.

Viele psychiatrische und therapeutische Einrichtungen EU-weit nehmen die Genesungsbegleiter in ihre Teams auf. Es könnten noch mehr eine - sogar feste - Beschäftigung finden, wenn die Einrichtungen über standardisierte Stellenbeschreibungen, Zugangsvoraussetzungen und Kompetenzprofile der Genesungsbegleiter verfügen würden.

Ziel des Projektes ist also Schaffung von europaweiten Arbeitsstandards für die Tätigkeit der Peer-Worker: Stellenbeschreibung, Zugangsvoraussetzungen, Kompetenzprofil und Platzierung im Unternehmen und Therapieteam. Diese Standards werden eine Grundlage für Qualifizierungsbausteine in der Aus- und Weiterbildung zum Genesungsbegleiter in der psychosozialen Arbeit bilden.

Teilziele sind:

- a) Beschreibung der Aufgaben der Peer-Worker im Unternehmen und Team.
- b) Auswertung der unterschiedlichen Erfahrungen und Entwicklungsstände in der Arbeit der Peer-Worker der beteiligten Länder, um ein für alle geltendes Qualifizierungsprofil in Form einer Kompetenzmatrix zu entwickeln.
- c) Standardisierung und Anerkennung der vergleichbaren Kompetenzen der Genesungsbegleiter aus den beteiligten Ländern.
- d) Erarbeitung eines Leitfadens für Unternehmen und therapeutischen Teams zum Thema der Platzierung der Genesungsbegleiter.
- e) Schaffung eines Qualifizierungsmoduls für Leiter von Einrichtungen der Psychiatrie und der psychosozialen Arbeit zum Thema Möglichkeiten der Beschäftigung von Genesungsbegleitern.
- f) Verbesserung der Beschäftigungsmöglichkeiten von bereits tätigen bzw. angehenden Genesungsbegleitern europaweit.

Darüber hinaus wird noch die Zielgruppe der Manager und Teamleiter von den psychosozialen Einrichtungen von dem Projekt profitieren, für die zusätzlich zu der Beschreibung der Kompetenzprofile ein Leitfaden zu der Position der Genesungsbegleiter im Unternehmen und ein Qualifizierungsmodul hierfür entstehen.

Teilnehmende Länder und Einrichtungen sind:

- a) Deutschland (Grone GeSo)
- b) Niederlande mit den Organisationen Coordan und der Stiftung GGZ
- c) Polen (CEDU)
- d) Griechenland (Etairia)
- e) Norwegen (Sørlandet sykehus HF Klinikk for psykisk helse)

Direkte Zielgruppe:

- Bereits tätige bzw. angehende Genesungsbegleiter/ Peer-Worker

Indirekte Zielgruppen:

- a) Patienten der Psychiatrie auf dem Weg der Genesung
- b) Einrichtungen der Psychiatrie und der psychosozialen Arbeit
- c) Einrichtungen der Sozialhilfe
- d) Leiter der psychosozialen Einrichtungen
- e) Teams der psychosozialen Einrichtungen
- e) Verbände aus dem Bereich der Psychiatrie, psychosozialen Arbeit
- f) Versicherungsträger
- g) Politische Entscheidungstreffer.

Der innovative Charakter dieses Projektes ergibt sich aus dem Themengebiet und der Zielgruppe. Die Entwicklung von europaweiten Arbeitsstandards für die Genesungsbegleiter/ Peer-Worker, ihr Kompetenzprofil, ein Qualifizierungscurriculum für Peer-Worker, die sich spezialisieren möchten, aber auch die Beschreibung ihres Platzes im Unternehmen und Team sollen Transparenz in der Tätigkeit der direkten Zielgruppe schaffen. Die erarbeiteten Produkte unterstützen im hohen Maße in den beteiligten Ländern die Inklusion.

Die einheitlichen Standards, angepasst an die Gegebenheiten der beteiligten Ländern, schaffen Transparenz für die Tätigkeit der Genesungsbegleiter/ Peer-Worker und ermöglichen die Vergleichbarkeit und Anerkennung der vorhandenen, für diese Tätigkeit relevanten Kompetenzen.





<b>Themencluster: Pflege</b>
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**Titel:** Take Care International

**Akronym:** TCI

**Vertragnehmer:** Universität Osnabrück

**Projektnummer:** 2019-1-DE02-KA202-006562

**Projektlaufzeit:** 01.09.2019 – 31.08.2021

**Projektwebseite:** -

**E+PRP:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2019-1-DE02-KA202-006562>

**Deutsche Partner:** Ingenious Knowledge GmbH, Köln

**Beteiligte Länder:** DE, LT, AT, EE

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2019

### **Zusammenfassung:**

The last decade was characterized by the rapid development of information technologies and the rapid development of digital learning tools which can help educators reach more potential learners, improve outcomes, and transform post-secondary education at universities, colleges, vocational schools, and job training programs. Digital learning tools in nursing education are particularly suitable for training clinical decision making skills (Peters et al. 2018), as clinical decision making cannot be captured through observation of direct action alone (Dechenes et al. 2011). In this context, decision making requires not only purely technical aspects, but in particular critical-reflexive and social-communicative skills. The younger generations that have grown up in our environment of rapid developments in mobile devices may become more motivated to learn when digital technologies are incorporated in education. The use in clinical environments of mobile devices loaded may help close the gap between theory and practice and enhance the evidence-based practice of undergraduate students.

In the project the consortium intends to make use of an innovative serious game for training nursing skills and create relevant learning situations that fit well with nursing training in all partner countries and in general on a European level. The learning game "Take Care" is designed to deal with complex nursing case work by letting the learners explore and experience simulated situations. This creates the possibility of training and testing professionally relevant skills in practice-oriented, but digitally simulated working environments. The game is an innovative way of training a variety of skills that cannot be learned from books very well but need to be trained before nurse practitioners see real work environments. Digital care simulations have been developed in which learners have the opportunity to practice decision-making in complex and multidimensional care situations without actually endangering themselves or people in need of care. The challenges in nursing education in Europe with regard to aspects of digitalisation are very similar. At the same time, there are

hardly any tools in the form of 'Take Care' in the international arena. In order to support prospective nursing staff in the training of clinical decision-making and to train digital skills, we plan to further develop the tool for nursing education contexts on a European scale, adapting its situations to other countries. The game can be used in a multiplier mode that ensures that players can support each other. Players will be sensitized to recognize special needs of others in order to see that they will profit themselves through supporting others.

The consortium will consist of a university as the coordinator with expertise in the field of nursing education and pedagogical methods (Germany), an SME with expertise in software development and serious game design (Germany), a school with practical teaching experience (Austria), a dementia care unit with practical work experience (Estonia) and a school with the opportunity to use the app on a large scale and to disseminate it widely (Ireland). In a first step, the curricula of the partner countries are analysed with regard to the topics contained in the game in the context of dementia. Another focus of the analysis is the systematic training of technical competence in the curricula of the partner countries. Further analyses with a view to uniform competences throughout Europe will be carried out on the basis of project synopses in the context of occupational mobility in Europe. The game concept will be further developed along the analysis results. Storylines and dialogues will then be adapted and further developed and translated into English. The iterative further development of the learning game will take place along the testing of the learning tool in institutions of project partners. At the end, the learning tool will be made available as a free app through Google Play and the Apple App Store. In addition, the project results will be presented and discussed in workshops at various international care education congresses.

In the project a document analyses of relevant curricula and a project synopsis on nursing competences in the context of the topics of the learning game will be carried out. The synthesis of the results leads to the further development of the underlying pedagogic concept. The adaptation of the concept will be discussed and agreed with experts from different countries in focus groups. The testing of the adaptations of the tool will be carried out with learners from the partner countries' institutions.

We use an innovative approach for addressing the student groups through attractive digital training opportunities that take into account individuals needs and expectations. Furthermore we would expect that learners can be supported individually (keyword learning analytics), but also that a critic

<b>Themencluster: Pflege</b>
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- Titel:** Access to Caretaking Professions for Deaf
- Akronym:** ACPD
- Vertragnehmer:** Internationale Akademie für Management und Technologie (INTAMT) e.V.
- Projektnummer:** 2019-1-DE02-KA202-006568
- Projektlaufzeit:** 01.09.2019 – 30.04.2021
- Projektwebseite:** -
- E+PRP:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2019-1-DE02-KA202-006568>
- Deutsche Partner:** Verband Sonderpädagogik e. V., Würzburg
- Beteiligte Länder:** RO, IT, LT, BG, DE
- Gefördert aus:** Erasmus+ KA2, Antragsrunde 2019

### Zusammenfassung:

Inclusive vocational education and training and lifelong learning for students and learners with disabilities and special needs is one of the priorities of the European Education Strategy 2010-2020. Alternative ways, innovative forms of vocational education and training and Work-Based Learning (BWL) are formulated by the EC in the Bruges Communiqué as centrally desirable approaches at different EU levels.

The ACPD project takes this approach into account in a special way and is furthermore oriented towards the core competences of integrative teaching identified within the framework of a study by the European Agency.

Appreciation for the diversity of learners, support for all learners, cooperation with others and continuous professional development. These are necessary competences that are far from being reflected in all VET provision. It also reflects the strategic objectives of the Europe 2020 and ET2020 strategies, which identify inclusive education, equality, equity, non-discrimination and the promotion of civic competences as priority areas for European cooperation in education and training.

According to Statista, 119 million people in Europe are hearing impaired, 34.4 million with a hearing loss of 35dB or more. Most hearing-impaired people do not see themselves as disabled, but perceive their hearing loss as a natural part of their social and cultural experience, both with deaf and hearing people. While in some countries hearing impaired people make a successful career and participate in social life, in other countries, especially in South Eastern Europe, there are hardly any opportunities for social and professional integration. Employment opportunities here are often limited to low-skilled jobs and therefore financially and content-wise unattractive.

The qualifications and competences we have planned are in great demand, and the aim of the project is therefore to strengthen the employability of hearing impaired people throughout Europe in the area of nursing care. The demographic development provides almost secure employment and career development opportunities.

Bottom-up-collaboration between VET-providers, universities of applied sciences, special education needs association and deaf organisations/associations is set as a priority of the current project. The project should encourage creation of transnational and cross-regional education networks working on enhancing social and professional inclusion of people with all kinds of disabilities. The INTAMT Academy in cooperation with its partners plans to analyse existing VET opportunities in nursing and care assistance, check feasibility of a full-scale training course for deaf and hard-of-hearing people and develop a set of basic recommendations for such a course. The project partner expressed a strong wish to collaborate beyond the framework of this project in the future, in order to develop a training course that could be applied regardless of territorial context due to clear described content modules and transparent evaluation criteria for assessing basic qualifications of the hearing-impaired staff in the field of nursing and caretaking services and to foster the professional inclusion of this category of people.

The project partners have defined the following objectives:

- Analyse the current situation in the field of nursing and caretaking, market offers and demands in that field, to identify common legislative, normative and procedural descriptions of the profession, to evaluate weaknesses and strong points of existing training programs.
- Analyse the current situation in the field of employability of deaf and hearing impaired people with special focus on young persons (between the ages of 18 and 35), to identify the scope and thematic paths of skill-based training programs for the hearing impaired students with the special attention to the health and care sector.
- Provide deaf and hearing impaired people with basic knowledge in the field of nursing and caretaking for evaluating their general interest in that field.
- Develop a brief outline for a future blended learning training course for deaf, taking into account their specific characteristics and adapt this outline with a number of European countries involved in the project.
- Investigate possible ways for transnational mobility of skilled people with hearing impairments

The main target groups of the project are:

- Schools, VET-Centers and Universities of Applied Science for nursing and caretaking assistance professions, specialized schools and VET-centers providing education and professional training for deaf and hard-to-hearing persons.

- Vocational institutions for adult and lifelong learning
- Rehabilitation centers
- Deaf and hard-of-hearing associations
- Institutions for nursing and care of the elderly and hospitals as well as affiliated professional and interest associations, training institutes and training certification bodies.



<b>Themencluster: Pflege</b>
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**Titel:**                   **Strategische Partnerschaften auf dem Gebiet der medizinischen Ausbildung mit Fokus auf innovative Bildungsinhalte und höhere Arbeitsmarktrelevanz**

**Akronym:**           **MEDIC**

**Vertragnehmer:** Thüringer Agentur für Europäische Programme e.V.

**Projektnummer:** 2020-1-DE02-KA202-007407

**Projektlaufzeit:** 01.10.2020 – 31.05.2023

**Projektwebseite:** -

**E+PRP:**               <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2020-1-DE02-KA202-007407>

**Deutsche Partner:** Ludwig Fresenius Schulen GmbH, Köln

**Beteiligte Länder:** AT, DE, PL, RO

**Gefördert aus:**     Erasmus+ KA2, Antragsrunde 2020

**Zusammenfassung:**

The aging of the population and the increasing need for care services is not a specific country problem, but characterizes all industrialized countries in a similar way. Long-term care is a general risk to life, which will affect the majority of the population not only in the partner countries in the course of their lives. This development is reflected in a cross-border increasing need for care, which in Europe can no longer be met from the pool of existing specialists and the available potential of the countries.

The nursing labor market must find answers and solutions to increase the effectiveness and efficiency of the nursing process and its secondary processes, without losing sight of the person to be nursed as a human being. This applies to both inpatient and outpatient care. This means Nursing 4.0 with all innovative facets such as digitization and robotics, whereby aspects of a "Green Nursing Home", i.e. environmental protection in the care process should not be forgotten. Digitization and robotics certainly will be implemented at different speeds in the countries of the project partners. But they will come to bring relief to the caregivers in the nursing process. The vocational training in these fields must be able to cope with these practical requirements and prepare the learners for the development on the job market towards "Nursing 4.0". Another aspect is to interest young people in the nursing profession, to win them over and what is also very important to keep them in the job later, to cope with the stress and strain, and not to follow any demotivation or even leave the job. The present project wants to make a contribution to this by

developing the competence profile of a 4.0 nurse (IO 1) and comparing it with the current standard profile (HCEU matrix). The new competency requirements received in comparison will be developed as selected learning content on the topics of digitization, robotics, environmental protection and prevention of demotivation at the workplace and implemented in modern learning formats (IO 2). The vocational training content will be performed as guided case-related and problem-oriented learning by means of a webinar, self-learning modules, role-playing games or as gamified versions in a class set or digital output. In order to convey these new teaching contents and formats, curricula for the education and training of trainers are developed (IO 3), implemented as part of the LTTA and feedback for optimization loops is obtained. Any existing or revised curricula and the new role of practical guides in training in Germany are taken into account and included, and considered by the partners in terms of application in their country. The project develops anticipatory, modular training content that reflects the development process in nursing and enables learners to make a smooth transition into the labor market. The project also sees itself as an integral part of the EU's senior policy in the sense of finding solutions for the care of elderly people in need of nursing services by developing and implementing learning content on telecare / telenursing as well as ambient assisted living systems. Another important aspect for the project team is to raise awareness of one's own contribution to environmental protection during the various phases of the care process. At the same time the described examples of Good Practice and patterns of action should serve as concrete guidance and motivation. An important aspect related to dissemination activities is the dissemination of information about changes in the job profile. In particular, digitization in the fields of electronic nursing documentation, technical assistance systems and telecare / telenursing as well as robotics is setting new standards in the attractiveness of the profession and can help attract young people to a vocational training in this field.



<b>Themencluster: Pflege</b>
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**Titel:** Health Care 4.0.

**Akronym:**

**Vertragnehmer:** Europcare GmbH

**Projektnummer:** 2020-1-DE02-KA202-007553

**Projektlaufzeit:** 01.09.2020 – 31.08.2021

**Projektwebseite:** -

**E+PRP:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2020-1-DE02-KA202-007553>

**Deutsche Partner:** Bürgerhilfe Landesverband Niedersachsen e.V., Nordhorn

**Beteiligte Länder:** CY, DE, EL

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2020

**Zusammenfassung:**

The amount of care- dependent people in Germany has increased steadily over the last year. The German Federal Statistical Office indicates in their latest care statistics from 2017 3,4 Million care- dependent people throughout Germany. This is an increase of 19% compared to 2016 (Statistics of the Federal Labour Office- May, 2019). The demographic development has led to an increased need of caregivers in nursing care. This tendency is expected to grow further. Other European countries are facing similar dramatic developments.

At the same time Germany suffers of a shortage of skilled labour in this sector- without exception in all federal states. The shortage focusses especially on certified nurses. Even though there are initiatives to qualify support staff within the country the current and future demand of qualified staff cannot be covered without recruiting personnel abroad. There are many certified nurses with migrant backgrounds who left their home country and immigrated to European countries such as Italy where they expected to have a more prosper future in the health sector, but lost their jobs due to the economic crises.

Care facilities are increasingly willing to employ qualified personnel from abroad, but require a minimum language level of B2 (Common European Framework of Reference for Languages). However experiences in everyday work show that this language level is often not sufficient, especially because the language has been acquired in a generic way and not tailor made to the future working place namely the health sector. Furthermore, care facilities report back to nursing agencies that employees from abroad lack an understanding of the culture and working habits of the destination country resulting in misconceptions during daily work routine.

The aim of the project consortium is therefore to evaluate the status quo within partner countries- and determine detected needs in care institutions regarding further training and onboarding procedures of MIGRANT NURSES and sharing of current practices among partners. As a result of this a list of criteria on current practices in health care institutions will be created.

Based on this the partners aim to come up with POSSIBLE SOLUTIONS to tackle the identified skills gap in the light of CREATING AN INNOVATIVE TOOL FOR TEACHING, TRAINING AND DECENTRALIZED LEARNING – possibly by DEVELOPING AN OPEN SOURCE EDUCATION SOFTWARE (MOBILE APP) which can be used location- independent. Furthermore the project consortium will analyse how the usage of the EUROPEAN FRAMEWORK ON DIGITAL COMPETENCES OF EDUCATIONS, CITIZENS AND ORGANISATIONS can support this process.

As the project consortium consists of partners, who have not worked together before further aims of this project are to establish trustful und fruitful cooperation among partners, project management structures and a strategy, which can counteract the above-mentioned challenges in the health care sector. Based on this – the project shall lay the ground for a strategic partnership with the production of intellectual outputs (results) to be applied for in March 2021.

The main focus of the project will lie on:

- Building and stabilisation a fruitful partnership and network between the project partners
- Establishment of efficient project structures (project management, method, risk analysis)
- Evaluating status quo within partner countries- detected needs in care institutions regarding further training of migrant nurses and sharing of current practices among partners
- Creation of a list of criteria on current practices in health care institutions and determination of gaps
- Analysis of possible solutions to tackle the identified gap in the light of creating an innovative tool for teaching, training and learning by laying the ground for developing an open source education software (mobile app)
- Analysis of how to create a curriculum (method) adapted to the needs of newly arrived migrant nurses and how this can be then translated in an mobile app
- Evaluating which method could be used for the curriculum and how we can make the learning outcomes with the tools of the European Union get recognized so that mobility of workers can be fostered.

- Evaluating how the usage of Europass can be used to the advantage of migrant nurses and how an embedment within the educational system could possibly realized
- Evaluating how projects, which have been already carried out, can used as basis/foundation/ support for this project
- Formulation of a result report through the lead partner Europcare constituted of the findings to the above-mentioned points.



<b>Themencluster: Pflege</b>
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**Titel:** Virtual Reality Training for Healthcare Professionals

**Akronym:** ViReTrain

**Vertragnehmer:** Fachhochschule Münster

**Projektnummer:** 2020-1-DE02-KA202-007647

**Projektlaufzeit:** 01.09.2020 – 31.08.2023

**Projektwebseite:** -

**E+PRP:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2020-1-DE02-KA202-007647>

**Deutsche Partner:** Ingenious Knowledge GmbH, Köln

**Beteiligte Länder:** DE, DK, IE, FI

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2020

### **Zusammenfassung:**

This project aims to develop scenarios for authentic learning with Virtual Reality Devices (VR), developing a Pedagogic Concept, VR Training Framework Software, an Educator's Handbook and a Suite of Content Modules for training different tasks in nursing education.

The project addresses the complexity of care with its aspects of uncertainty in decision making, which will be experienced by the nursing students through individualized communication, dealing with emotion and different application of a standardized procedure to patients with diverse needs. Through VR, the students will be able to experience the action of a situation rather than reflecting on the action. Thus, a deep level of clinical competency can be trained combined with addressing the human component of individual reaction to the very same intervention. The different project partners will bring their expertise together to develop an underlying pedagogical concept, which guides a transnational agreement for scenario-based learning within virtual nursing environments.

With the development of a pedagogic concept for VR-supported learning situations we will deliver added value for the learner and for the educator. The pedagogic concept leads to theoretical, well-grounded modules in nursing education which are open for the complexity of care. Here we want to widely share VR-supported scenarios and support an enhanced practical orientation in nursing education. Furthermore, the project intends to introduce educators to VR-technology: An easy introduction that will help educators practice and try out VR and have their first experiences with VR-supported learning scenarios that will be supported by well written and detailed documented handbooks. The project will also produce open framework for VR-learning scenarios: with the software we intend to make it easier to

create VR scenarios, letting educational developers focus more on the content and not so much on the technology side. Thus, we intend to support greater use of VR in vocational education. This special approach on authentic, multi-perspective scenarios within complex work situations of person-centred professions is unique so far. It fosters the understanding and acceptance of the need for scenario-based nursing education.

The project will be carried out by five institutions from 4 countries (Germany, Ireland, Denmark, Finland). The University of Applied Science in Münster (MSH) is going to be the leading organisation. The profile of MSH shows the strong focus on teacher education for vocational education and training of nurses and other health care professional.

A phenomenological approach will be undertaken by developing the complex scenarios. The continuing formative and summative evaluation applies both a quantitative and qualitative approach.

The project results in the development of a pedagogic concept, which allows the creation of any authentic, multi-perspective and complex scenario. These scenarios are representing realistic nursing practice and the training allows the students to experience the immediate consequences to the taken interaction. The scenarios are embedded in complex modules which focus each on specific clinical areas, such as heart failure, chronic illness, etc.

Additionally, the educator's handbook will explain the pedagogical approach behind the scenarios of the VR training and it will guide the teachers through the educational process of learning with complex scenarios. Educators are introduced to and well informed about teaching and learning with VR. The handbook offers material for reflecting/ debriefing the VR training to facilitate the addressed nursing specific competencies with deep impact.

Furthermore, the project results in the development of a VR training framework software. This software can be transferred to any professional training within the VET field of person-centred profession. Thus, the project gains great impact on the development of situative learning approaches also within other professions.

To sum up the potential longer-term benefit of this transnational project can be seen in the development of a common agreement on scenario-based nursing education. Here the pedagogical concept of situative, complex learning will be applied to simulation on VR. The framework software and the heuristic for creating complex scenarios show its impact on facilitating professional nursing competencies. However, the approach itself can be transferred and adopted to any other professional VET in the area of person-centered vocations.

We believe, this project has the potential to foster a European exchange of workforce, supporting the Bologna process and EQR in developing standards and quality of higher education across Europe. Future collaboration for teacher and student exchanges will be fostered.

<b>Themencluster: Pflege</b>
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**Titel:** **Preventing and confronting aggressive behavior of elderly in Long Term Care**

**Akronym:** **PRAGRESS**

**Vertragnehmer:** Duale Hochschule Baden-Württemberg Stuttgart

**Projektnummer:** 2020-1-DE02-KA202-007726

**Projektlaufzeit:** 01.09.2020 – 31.08.2023

**Projektwebseite:** -

**E+PRP:** <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2020-1-DE02-KA202-007726>

**Deutsche Partner:** Wohlfahrtswerk für Baden-Württemberg, Stuttgart

**Beteiligte Länder:** EL, IE, FI, IT, DE

**Gefördert aus:** Erasmus+ KA2, Antragsrunde 2020

**Zusammenfassung:**

The PRAGRESS project aims to professional care giver, as nurses, social workers, nursing aids, in the prevention and management of challenging and aggressive behavior both in home and community settings.

Aggressive behaviour is a multi parametric phenomenon that requires a complete training framework focusing on the following sections:

- Raising awareness on aggressive and violent behavior
- Knowledge of the causes and prevention of aggressive or violent behavior
- Management and de-escalation methods for controlling aggressive behavior

The PRAGRESS consortium includes in total 7 participants.

DBHW, NUI Galway and TURKU AMK as academic organisations are very active in delivering education and training courses to professional and adult learners in the health and social care sectors through their Schools of Health and Well-being sciences.

The care provider partners (FRODIZO, ISRAA, WW) similarly have significant expertise and experience, as well as dedicated structures for both home and residential care of older people.

CHALLEDU has been chosen due to its technological background and capacity in developing multimedia content. CHALLEDU provide the technological excellence in the field of ICT learning tools and can make the project's training content not just easily accessible and comprehensive, but also fun and interactive.

The activities planned include:

1. Baseline study of critical parameters that shape the overall context and nurture the phenomenon of challenging behaviour of elderly towards caregivers in home and community care
2. Training content development of PRAGRESS, based on the results from IO1, aims to provide a complete and well-structured training material in order to minimize the impact of challenging behaviour in elderly care and in LTC
3. The PRAGRESS e-learning platform will be an open educational resource environment under the format of a Massive Open Online Course (MOOC), offering e-learning modules adapt for use of all formal and informal caregivers and relevant lifelong learning providers, care stakeholders, older people's organizations and communities.
4. PRAGRESS pilots will be designed and applied in accordance with the education and training modules developed, and can be used for validating learning, skills acquisition, and transferability of the learner's new competencies and skills.
5. Sustainability of project outcomes and focus on providing a recognition system (digital badges) for those who participate in the training during and after the project.

Results:

- 1) Improve the quality of life of elderly care recipients. By understanding and analyzing the causes of aggressive behavior caregivers will be able to find the right answers and build the right actions against it.
- 2) Improving the quality of life for the caregivers. Quality of life for caregivers especially for those engaged in LTC, is abruptly connected with high levels of strain and biological and psychological fatigue.
- 3) The development of a better personal relationship and communication status between caregiver and beneficiary.
- 4) Upgrading the skills and competences of formal and informal caregivers on the right practices and methods for safely and effectively managing a range of manifestations of verbal and physical aggression, for the safe and undisturbed delivery of valid personal care.
5. Strengthening social inclusion and discarding ageism and age discrimination through the smooth and personalized approach of long term care recipients and their motivation on their participation in social activities.



### Impact:

- Creation of useful learning contents that will improve the quality and range of services and interventions provided;
  - Increased skills, competences and knowledge that they could potentially prolong their working lives. The increased skills and competences of social care professionals will also support their employability and personal development.
  - In addition, impact will be on the development of crucial networks with other workers (nationally and across Europe) in similar social front line professions to share knowledge and experiences in the field of battling ageism.
  - Using PRAGRESS e-learning platform will have great short-term impact on skills levels of social care professionals.
- Create opportunities for EU collaborations and for the co-creation, adjustment and accessibility of innovative material inspired by the experiences of various individuals and organizations in the field of social inclusion and LTC of the elderly.
- Inspire innovative good practices and implementation of PRAGRESS best practices in other countries and organizations (than those where they were initially conceived and implemented) via shared knowledge and expertise between all partners and stakeholders involved.
- Develop a great network between VET organizations, carers initiatives, late-care centres all across Europe, as well as between NGOs and other Institutions active in 3rd age sector.