Erasmus+ Strategische Partnerschaften in der Berufsbildung zum Thema „Pflege und Gesundheit“

Stand: 06.05.2020
Table of contents

1. Professional Nursing Education and Training ................................................................. 3
2. Austausch und gemeinsames Lernen zur Entwicklung eines praxisorientierten, multikulturellen Leitfadens zur Neugründung von Palliativdiensten ................................................................. 6
3. HealthCareEurope: Fostering transparency and recognition of prior learning within geographical mobility of professionals in the health care sector ................................................................. 9
4. On the job learning by using ICF-CY in Social Pediatrics .................................................. 12
5. Promoting the Efficiency of VET Learner Mobilities in health and social care professions by implementing ECVET ..................................................................................................................... 15
6. THERAPY 2.0 - Counselling and Therapeutic Interactions with Digital Natives .................. 19
7. Building intercultural competencies for ambulance services .......................................... 22
9. Concerted action for vocational education in emergency services .................................... 28
10. enhanced Communication in Nursing through Exchange of Clinical Teaching experiences ................................................................. 30
11. Training on the adaptability of the Assisted Living Technologies in home and community care .................................................................................................................. 33
12. Exchanging about transparency of qualifications within healthcare across borders ............ 36
13. Audiovisual E-learning platform: MEDICAL TRANSPORT OF PATIENTS WITH TROPICAL DISEASES IN SAFE CONDITIONS ................................................................................. 39
14. Strengthening capacities for better health care to refugee and migrant children .................. 42
15. Redefining Nursing Skills for AI and robotization in health care ....................................... 45
16. Upgrading the Health Sector with high-skilled Data Protection Officers (DPOs) under GDPR ................................................................. 47
17. Modern Labour Market and Nursing Education - Exchange of successful practices ............ 50
18. Migrants in Care – ECVET Mobile Learning App on customer care ................................... 52
19. Training and further Education in Care and Social Services ........................................... 55
20. European Qualification of Ex-Patients in the Helping Process of Rehabilitation and Recovery ................................................................. 57
21. European profile for Peer-Worker ................................................................................. 59
22. Take Care International ................................................................................................. 62
23. Access to Caretaking Professions for Deaf ...................................................................... 65
24. Handle it! - Strategies for addiction treatment in New Psychoactive Substances in Europe ................................................................................................. 68
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Professional Nursing Education and Training

Project Coordinator

Organisation   UNIVERSITAET SIEGEN
Address        ADOLF REICHWEIN STRASSE 2A, 57076 SIEGEN, DE
Website        www.uni-siegen.de
Contact        Marjan Khobreh, +49-271-7402881, marjan.khobreh@uni-siegen.de

Project Information

Identifier      2014-1-DE02-KA202-001475
Project Web Site http://www.pro-nursing.eu
Start Date      Sep 1, 2014
End Date        Aug 31, 2016
EC Contribution 289,553 EUR
Partners        Netpositive Kft (HU), Beta Klinik GmbH (DE), UNIVERSITEIT VAN AMSTERDAM (NL)
Topics          Health and wellbeing; Intercultural/intergenerational education and (lifelong)learning
Project Summary

Work-oriented education and training has a considerable impact on improving the performance of nurses, and detecting and compensating existing gaps in the nursing knowledge domain. The stakeholders in this process at various levels are nursing students, nurses, medical supervisors, human resource managers, employers, and educators. Employing Information Technology (IT) solutions can be expected to contribute to the continuous improvement of work-based education and training processes, and may ultimately enhance the quality of learning outcomes. Such a system should not only comprise the systematic assessment of knowledge domains in compliance with standard curricula and the provision of learning contents, but also, and perhaps more importantly, it should ensure a match with the requirements, including knowledge elements, of identified nursing tasks and associated processes.

In light of these developments, Pro-Nursing was aimed at three main objectives; i) bridging between nursing tasks and nursing knowledge to represent their interrelationship to the different target groups, ii) assessing knowledge levels of nurses and recommending appropriate learning materials to improve the detected knowledge gaps, and iii) monitoring the knowledge gaps of nurses who are working at hospitals. In order to realize these objectives, the Pro-Nursing web-based application, including its ontological back-end, was developed. The Pro-Nursing system, hence, supports nursing educators and supervisors to ensure the quality of nursing care in the clinics and hospitals in the long-run.

With regard to the original project application, the intellectual outputs of the project are labelled: (O1) Nursing Process Ontology, including five activities, (O2) Nursing Domain Ontology, including four activities, and (O3) Pro-Nursing Web-based Application including eight activities. The intellectual outputs have been monitored and realized based on proper implementation of their subset activities.

Moreover, In order to i) test the Pro-Nursing application, ii) receive the feedback of the end-users, iii) reach project stakeholders and the general public, and iv) disseminate the project’s results, the consortium organized a one-day symposium (E1) in Bonn. The Pro-Nursing symposium provided an international forum for researchers and practitioners in the field of vocational learning, technology enhanced learning, and particularly vocational education in the domain of health and nursing. The audience included representatives from seven EU-countries, namely, Austria, England, Finland, Germany, Hungary, Italy, and Spain. Three speakers from three different disciplines of nursing education, VET and competence management delivered a keynote presentation. Moreover, eight selected papers and posters were presented by the authors. The presentations of the keynote speeches, presented papers, and posters are available on the Pro-Nursing homepage at www.pro-nursing.eu/web/download/show. Furthermore, the selected papers have been published in a book entitled "Professional Education and Training through Knowledge, Technology, and Innovation ", with ISBN: 978-3-936533-77-4. The online version of the book is accessible via the OPUS portal of the library of University of Siegen.

The Pro-Nursing project has thus reached the expected impact at the local, regional, national and European/international level as described below.
• The Pro-Nursing application provides the nursing taxonomy, the nursing task list and the task-knowledge matrix for supporting nursing schools and authorities at the local, regional, and national level towards bridging the gap between labor market requirements and learning contents provided in nursing curricula and study programs.
• The Pro-Nursing application is an easy to use, accessible, web-based application which promotes the use of ICT in nursing education and training for all levels of students, job applicants, and employed nurses, particularly in the German nursing sector.
• The Pro-Nursing project has provided an opportunity for HRM and job analysis staff to work on identify, analyze, and define nursing job.
• Pro-Nursing has defined, adopted and deployed the methodologies of implementing the nursing task list, the nursing process model, the nursing task-knowledge matrix, and the evaluation of the results of the project. The
methodologies are provided as a response to the need of a benchmark for combining the analyses of task, knowledge domain and curricula in a unified framework for European and international nursing sectors. To disseminate the project results and to further enlarge the network, the Pro-Nursing consortium established an associated partnership with five institutions, namely, Fivan from Spain, Concetra from England, Frenetti from the Netherlands, European Association for Practitioner Research on Improving Learning (EAPRIL) from Belgium, DEKRA Academie GmbH from Germany under HCEU project.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Austausch und gemeinsames Lernen zur Entwicklung eines praxisorientierten, multitkulurellen Leitfadens zur Neugründung von Palliativdiensten

Project Coordinator

Organisation: Diakoniezentrum-Pirmasens
Address: Waisenhausstrasse 1, 66954 Pirmasens, RHEINLAND-PFALZ, DE
Website: www.diakoniezentrum-ps.de

Project Information

Identifier: 2014-1-DE02-KA204-001583
Project Web Site: http://www.pro-hospiz.eu
Start Date: Sep 1, 2014
End Date: Aug 31, 2016
EC Contribution: 119,785.56 EUR
Partners: Fundatia Crestina Diakonia Filiala Sfantu Gheorghe (RO), Fundacja Podlaskie Hospicjum Onkologiczne (PL), UNIVERSIDADE DA CORUNA (ES), Deutsche Evangelische Kirchengemeinde zu Porto (PT)
Topics: New innovative curricula/educational methods/development of training courses; International cooperation, international relations, development cooperation; Health and wellbeing
Project Summary

Context
The second most common cause of death within the EU is the cancer disease (2 of 10). It is a number that will clearly increase with the aging process. Concerning disparities in care structures for cancer patients can be identified among the EU-members, whereas on EU-level altogether existing nursing services cannot adequately respond to this specific care-need (European Commission, DG Health & Consumers).

The demand for hospice care is constantly increasing! One possible solution for this is the establishment of hospice units.

However, this is complicated as within the training of health- and social-professionals this topic is poorly taught, if taught at all. On top of that in many cultures Dying and Death are still considered to be taboo issues. Moreover, palliative care per definition calls for the collaboration of multidisciplinary health-care teams but also for inter-institutional cooperation of organisations with different professional background. Consequently for the establishment of palliative care services a multi-modal and comprehensive approach is needed: a learning process that is independent from a specific field of work or profession.

Through this project and guidelines for establishing palliative care units, we offer a practice-oriented learning tool which transmits basic know-how and core competencies independently from professional background. In the future the guide will be used by the project partners, so that the developed materials, products represent a significant added value for the organisations, and thus significantly improving the starting position.

Objectives
Improving palliative care within the EU through a practice-oriented education regarding the establishment of hospice-care units for different groups of people in connection with the issue, in short: to spread the idea of palliative care in Europe and to facilitate the establishment of hospice units in particular.

Partner
The main criterion for the selection of partners was the expertise required in a particular field of work: inpatient hospice care (DE), ambulatory hospice care (PL) elderly care service (RO) as well as church communities which have a social mandate (PT) and an educational institution (ES ).

Main activities, methodology
Within the Kick-off event in March 2014, the projects procedures were clearly. Four learning and teaching events were held by the experts from the five partner countries from May 2015 to February 2016 on following topics "Forms of hospice services", "Employee management", "Communication with stakeholders" and "Dying in a cultural context". In order to make the process as smooth as possible, further 2 international project team meetings took place along the two learning and teaching events.

Between these one-week events of knowledge-transfer, each of the partners wrote parts of the guide, which were subsequently didactically revised by the Spanish project partner. After completion, the dissemination of the contents was ensured by local multiplier events in Germany, Spain, Poland and Portugal, as well as a European conference in Romania.

The overall focus was on the development of network structures in order to deepen European contacts and to enable the intercultural exchange of knowledge on an equal footing.

Results
The five partner institutions have identified as a common result a multicultural and practice-oriented guide to the establishing palliative care units. The guide is a collection of all the project results and a first handbook on the establishment and improvement of palliative services as well as the sign of all advertising events for the project.

The guide: "Pro Hospice: Multicultural and practice-oriented guide for the establishment of palliative services" was drafted by specialists from all project partner countries. The content is divided into four chapters and describes the respective situation in the countries of Germany, Romania, Poland and Portugal.

The results of the project were published on the website www.pro-hospiz.eu, the website itself being a result of
the project as it offer freely accessible knowledge, the guideline in 6 languages and the possibility to speak to contact project partners.

Impact
The project "Pro Hospiz" contributes to the European integration through the promotion of the topic "hospice" and the creation of sustainable structures supporting for the terminally ill.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

HealthCareEurope: Fostering transparency and recognition of prior learning within geographical mobility of professionals in the health care sector

Good practice example

Project Coordinator

Organisation: DEKRA AKADEMIE GMBH
Address: HANDWERKSTRASSE 15, 70565 STUTTGART, BADEN-WÜRTTEMBERG, DE
Website: www.dekra-akademie.de
Contact: Claudia Ball, claudia.ball@dekra.com
### Project Information

<table>
<thead>
<tr>
<th>Identifier</th>
<th>2015-1-DE02-KA202-002316</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Web Site</td>
<td><a href="http://www.project-hceu.eu">http://www.project-hceu.eu</a></td>
</tr>
<tr>
<td>Start Date</td>
<td>Sep 1, 2015</td>
</tr>
<tr>
<td>End Date</td>
<td>Aug 31, 2018</td>
</tr>
<tr>
<td>EC Contribution</td>
<td>413,822 EUR</td>
</tr>
<tr>
<td>Partners</td>
<td>TECHNOLOGIKO EKPAIDEFTIKO IDRYMA ATHINAS (EL), TECHNISCHE UNIVERSITAET DRESDEN (DE), UNIWERSYTET JAGIELLONSKI (PL), DEKRA Akademie Felnöttképző, Munkavédelmi és Szolgáltató Kft. (HU), Polish Nurses Association (PL), DEKRA Akademie- ypiresies katartisis, pistopoiisis &amp; symbouleutikes ypiresies-EPE (EL), VEREIN FUR INTERNATIONALE JUGENDARBEIT EV (DE), INTERPERSONNEL POLSKA SP. Z O.O. (PL), 3S RESEARCH LABORATORY - FORSCHUNGSVEREIN (AT)</td>
</tr>
<tr>
<td>Topics</td>
<td>Health and wellbeing; Recognition, transparency, certification; Recognition (non-formal and informal learning/credits)</td>
</tr>
</tbody>
</table>
Project Summary

More than any other sector, today’s health care sector is dependent on the mobility of workers from across Europe and even on an international scale in order to overcome skill shortages within the EU Member States. The mobility of skilled workers is strongly hindered by highly complex and time consuming validation and recognition processes and by a lack of transparency among health care qualifications in the European Member States. The HCEU Project has made a major contribution towards the transparency of health care qualifications across borders and the facilitation of 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 throughout the European Union.

For this purpose the HCEU consortium made use of the award-winning, 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 developed VQTS matrices, profiles, tools and instruments for the field of ‘professional care’ for the national contexts of the project partners in order to facilitate recognition praxis in those EU Member States. In addition HCEU developed 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 makes it possible to facilitate the establishment of a European labour market that helps to overcome skill shortages and high unemployment rates through fostering the mobility of health care professionals across the European Member States.

Link to project card: [Show project card](#)

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

On the job learning by using ICF-CY in Social Pediatrics

ICF

Project Coordinator

Organisation: MSH Medical School Hamburg GmbH
Address: Am Kaiserkai 1, 20457 Hamburg, HAMBURG, DE
Website: www.medicalschool-hamburg.de
Contact: eu-projects@medicalschool-hamburg.de

Project Information

Identifier: 2015-1-DE02-KA202-002332
Project Web Site: http://www.icfcy-MedUse.eu
Start Date: Sep 1, 2015
End Date: Aug 31, 2018
EC Contribution: 384,119 EUR

Partners: PHI University Children's Hospital (MK), ROEHAMPTON UNIVERSITY LBG (UK), Deutsche Gesellschaft für Sozialpaedatrie und Jugendmedizin (DE), Vereinigung für Interdisziplinäre Frühförderung (DE), RUPRECHT-KARLS-UNIVERSITAET HEIDELBERG (DE), Büro für informatische, soziale und kulturelle Kooperation (AT), Dr. Pretis (AT), Turgut Özal Üniversitesi (TR), IRCCS - ASSOCIAZIONE LA NOSTRA FAMIGLIA 'ISTITUTO SCIENTIFICO EUGENIO MEDEA' (IT), Association of Child Development and Education Specialists (TR)

Topics: Quality Assurance; Disabilities - special needs; Health and wellbeing
Project Summary

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 Functionning, 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 foreseen 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 will in most of EU28 the transectorial implementation of ICF(CY) can be assessed as challenging, 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.

Within the specific field of and Early Childhood Intervention and Social Pediatry (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 processes between the relevant sectors of medicine, education, labour market etc.

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 (medical, educational, 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 transferred finding from previous LLL projects (www.icf-training.eu, www.ebiff.org) into the specific field of Social Pediatry (143 SPZ in DE), transferred roof-organisation training curricula (DE) into EU learning outcome-models and online training platforms, initiated trainer certification (based on online self-assessments) and initiated 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) were 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
cooperaton with national bodies. 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 - based on "on-the job learning" in the field of prevention of disability increased the
quality of services introducing a common language and common assessment criteria. Relevant exchange
processes between medical field, education and transition into labour market for disadvantaged groups were
initiated and therefore the chances of vulnerable Groups were increased.

Long term benefit
Especially the roof partners in DE (representing the relevant systems Social Pediatry and Early Childhood
Intervention), strong political will in MK and legal requirements in TR and AT contributed to sustainability (clinical
usage, better exchange towards transition). Both consortium partner in DE represent certification bodies focusing
on longterm training and implementation (in cooperation with WHO). A common language increased the
understanding and compliance of PwD and their families and quality of life of disadvantaged groups (including
employability due to better information exchange between sectors) were focused on.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Project Title

Promoting the Efficiency of VET Learner Mobilities in health and social care professions by implementing ECVET

Good practice example

care4mobility

Project Coordinator

Organisation       WBS TRAINING AG
Address            Lorenzweg 5, 12099 Berlin, BERLIN, DE
Website            www.wbstraining.de
Project Information

**Identifier**  
2015-1-DE02-KA202-002483

**Project Web Site**  
https://www.facebook.com/care4mobility/

**Start Date**  
Sep 1, 2015

**End Date**  
Sep 30, 2017

**EC Contribution**  
143,014 EUR

**Partners**  
Erdemli Kanuni Mesleki ve Teknik Anadolu Lisesi (TR), Viesoji istaiga "Svietimo, tyrimu ir konsultaciju centras" (LT), ROC de Leijgraaf (NL), Centrum Kształcenia Zawodowego i Ustawicznego (PL), ET LABORA - SOCIETA' COOPERATIVA SOCIALE (IT)

**Topics**  
International cooperation, international relations, development cooperation; Recognition, transparency, certification; Quality Improvement

Institutions and/or methods (incl. school development)
Project Summary

Already nowadays, demographic developments result in a lack of a qualified health care work force, especially in western European countries. It is expected that this lack will increase in the next decades. The mobility of qualified workers across Europe is one essential means of acting against this. To enable and to motivate young people, who are being trained in a health care profession in VET, to benefit from the European labour market as a whole for the pursuit of their careers, was thus a central objective of this project. Mobility projects for VET learners are an opportunity to foster the intercultural and linguistic competences of the participants, and at the same time they help to diminish thresholds for access to the European education and labour market. Therefore, the project started out to develop tools for the facilitation of mobility project implementation.

The project consortium was composed of altogether six institutions from Germany, Italy, Lithuania, Poland, the Netherlands and Turkey. The partners represented VET schools and / or experts in mobility implementation. Together they developed processes and instruments for the efficient implementation of VET learner mobility projects. High quality standards are now guaranteed by a sustainable partnership among these institutions.

The project successfully completed the following objectives:
1. To support and facilitate the implementation of VET learner mobilities by developing reliable processes which are to be implemented according to defined quality criteria.
2. To provide for the recognition of learning outcomes acquired during these VET learner mobilities. For this purpose, the project provides transparent descriptions of Units of Learning Outcomes according to ECVET principles alongside with instruments and methods for delivery, assessment, validation and recognition thereof.
3. To support flexible learning pathways and readiness for European mobility of VET learners in health care professions, which plays an important role for the provision of well-qualified staff: young professionals with an easier access to the European labour market.

The project consortium undertook the following activities to reach these objectives:
1. Analysing the needs of the regional and local labour markets as well as of the existing training profiles in initial VET at the participating institutions in health and social care professions.
2. On the basis of a multilateral comparison thereof, defining units of learning outcomes in health and social care which are suitable for acquisition during VET learner mobilities and which represent a particular added value. The learning outcomes have been described transparently in terms of knowledge, skills and competences according to ECVET requirements.
3. Defining processes for the assessment, documentation and validation of learning outcomes acquired during mobility.
4. Defining processes for mobility project management from an organisational point of view and developing templates which can be used for the facilitation of these processes.
5. Summarizing the above-mentioned findings in a “Quality Guideline for mobility projects in health and social care professions”
6. Implementing VET learner mobilities of altogether 25 learners for testing purposes and revising the beforehand developed documents according to the findings.

The tangible results of the project – a set of Units of Learning Outcomes and a “Quality Guideline for mobility projects in health and social care professions” – makes provisions for the desired impacts to increase:
- the percentage of VET learners who participate in European mobility projects and
- the use of ECVET for the recognition of learning outcomes acquired during mobility.

The project results will remain available to support the implementation of more mobility projects with a high quality
level and the guarantee of recognition of acquired learning outcomes. The project partners have established a network of institutions active in mobility implementation, and are open to welcoming new members to their network.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

THERAPY 2.0 - Counselling and Therapeutic Interactions with Digital Natives

Good practice example

THERAPY 2.0

Project Coordinator

Organisation    media k GmbH
Address         Goethestraße 10, 97980 Bad Mergentheim, BADEN-WÜRTTEMBERG, DE
Website         www.media-k.eu

Project Information

Identifier      2016-1-DE02-KA202-003245
Project Web Site https://www.ecounselling4youth.eu
Start Date      Sep 1, 2016
End Date        Aug 31, 2018
EC Contribution 247,624 EUR
Partners        SVEUCILISTE U RIJECI, MEDICINSKI FAKULTET (HR), AKADIMAIKO DIADIKTYO (EL), INSTITUTO POLITECNICO DO PORTO (PT), LISTAHASKOLI ISLANDS (IS), FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG (DE), INTEGRA INSTITUT, Institut za razvoj clovekovih potentialov (SI), Wissenschaftsinitiative Niederösterreich (WIN) (AT)
Topics          Health and wellbeing; Integration of refugees; ICT - new technologies - digital competences
Project Summary

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, Instagram, Whatsapp, 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 raised the awareness of the potentials of ICT based approaches in therapeutic and counselling processes. It produced 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 provides a practical guide to the different ways in which technology can be used in therapeutic work. It shows best practice examples that go beyond e-mail and internet chat, video-link and stand-alone software packages, and includes mobile applications for smartphones. In addition, it reflects on vital ethical, theoretical and practical considerations for practitioners that include safety and data protection issues.

Such approach is also needed in handling new challenges rising from refugees and migrants. With Therapy 2.0 tools and materials, counsellors will be able to reach this new target group, 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 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 digital technologies. They explain the integration of mobile devices in the counselling and therapeutic process, considering how their technological features support client activities like behaviour assessment and informal mobile learning. Another important aspect is 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 best practices collection and training materials as a complement to the Guidelines offering a modular range of awareness raising, training and demonstration materials for therapists and counsellors

- The Therapy 2.0 e-platform supports the delivery of all materials of the project and make online interactive tools such as forums, blogs, social networking applications and chat rooms possible, while it is combined with the project’s website. The online platform can be used both as a means of disseminating the project outcomes 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 support the delivery of a set of counselling and therapy actions that is regarded suitable for transfer to mobile devices. They are used as a virtual information and learning environment as well as a means of disseminating the project features.

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 therefore developed Guidelines, best practices collection, and training material in localised solutions for the seven partner countries, with the ultimate objective to integrate ICT based counselling into vocational education for psychologists, therapists and counsellors.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Building intercultural competencies for ambulance services

![BICAS logo](http://bicas-online.eu)

Project Coordinator

**Organisation**: Johanniter Akademie Mitteldeutschland

**Address**: Stötteritzer Str. 47, 04317 Leipzig, SACHSEN, DE

**Website**: [www.johanniter-bildung-mitteldeutschland.de](http://www.johanniter-bildung-mitteldeutschland.de)

Project Information

**Identifier**: 2016-1-DE02-KA202-003336

**Project Web Site**: [http://bicas-online.eu](http://bicas-online.eu)

**Start Date**: Sep 1, 2016

**End Date**: Aug 31, 2019

**EC Contribution**: 385,919.37 EUR

**Partners**: WISAMAR BILDUNGSGESELLSCHAFT GEMEINNUTZIGE GMBH (DE), Euro Project Lab S.r.l.s. (IT), DANMAR COMPUTERS SP ZOO (PL), FEDERACION ANDALUCIA ACOGE (ES), JOHANNITER OSTERREICH AUSBILDUNG UND FORSCHUNG GEMEINNUTZIGE GMBH (AT)

**Topics**: Intercultural/intergenerational education and (lifelong) learning; New innovative curricula/educational methods/development of training courses; Migrants' issues
Project Summary

BICAS - Building Intercultural Competencies for Ambulance Services was a transnational project, co-financed by the Erasmus+ Programme of the European Commission, including six partners from Austria, Germany, Italy, Poland and Spain, running from 09/2016-08/2019.

The main objective of this project was answering a rising need for intercultural competencies of ambulance service employees throughout Europe triggered by greater awareness about cultural diversity in European societies and especially by the increased influx of migrants and refugees. The on-going European integration, as well as the growing numbers of refugees and migrants, make intercultural competencies a necessity in pre-clinical emergency services. In fact, ambulance services and paramedics, as well as other medical and emergency personnel, are confronted with situations where intercultural knowledge is necessary. If intercultural competencies are lacking, emergency services are increasingly overstrained, leading to inadequate communication with patients, massive complications based on cultural/religious differences, psychosocial challenges and high stress levels on both sides, which result in avoidable complications in emergency situations.

To achieve increased intercultural competencies, the consortium, consisting of vocational training institutions, organisations working with migrants, providing intercultural competencies training, IT experts and evaluation experts, developed an intercultural training course concept and framework which was translated into a blended learning approach and supporting tools, such as a Quick Reference in Action mobile APP. The App, which summarizes important information and can be used on the job to support ambulance service employees in the fulfilment of their tasks by providing easy accessible and important cultural background information has been tested in the partner countries. The intercultural training course concept has formulated learning outcomes using ECVET criteria. The format of this training course is blended learning, consisting of an e-learning pathway and in-class-training. The blended learning training course was piloted and thoroughly evaluated to achieve a sustainable high quality output, which will be used in vocational training and further training of paramedics throughout Europe even after the project has ended. The results of the testing phase have been thoroughly evaluated. The results have been formulated in the policy recommendations to provide other stakeholders with a blueprint for intercultural competence training and the BICAS project’s lessons learned and derived recommendations for the successful implementation of an intercultural competencies training.

The goal of the training course is to achieve the willingness and ability to change perspective and put oneself in the place of people with migration history and different cultural identities references, putting own views into perspective and broaden social skills and abilities to work more efficiently. Gaining intercultural competencies is a process, which takes time and where the outcome is difficult to measure or to be estimated, since this is dependent on the willingness to integrate this knowledge into one’s own thinking and acting. However, through the BICAS training course and App paramedics will be enabled to competently handle difficult emergencies in an intercultural situation.

Achievements of the project:
- training course on intercultural competencies available in English, German, Italian, Polish, Spanish
- trainer handbook for in-class-training available in English, German, Italian, Polish, Spanish
- course curriculum available in English, German, Italian, Polish, Spanish
- BICAS App available in English, German, Italian, Polish, Spanish
- Emergency support dictionary within the BICAS App available in 11 languages
- training course evaluation report available in English
- App evaluation report available in English
- training Course Guidelines & policy recommendations available in English, German, Italian, Polish, Spanish
- implementation of intercultural competence training in initial and further education for paramedics by Johanniter Austria and Germany, and in Poland. BICAS materials will be used by the Department of Medical Emergency of University of Rzeszów, in initial and further vocational training in the Podkarpackie Voivodeship.
- ongoing cooperation of Italian, and Spanish partners with organisations active in further education in health care, for example with the Andalusian School of Public Health sited in Granada where the LLTA was delivered with the participation of teachers
- extension of the course to other target groups within the health care system
- growing understanding of the relevance of intercultural competencies

Link to project card: [Show project card]

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for vocational education and training

Project Title

"Entwicklung, Adaption, Transfer und Verbreitung von modularen Bildungsangeboten für Pflegepersonal in der ambulanten und stationären Pflege von jungen pflegebedürftigen Menschen"

Erasmus+  
JUNGE PFLEGE  

Project Coordinator

Organisation  Diakonisches Werk Gladbeck-Bottrop-Dorsten Arbeit und Bildung gGmbH
Address  Beckstraße 133, 46238 Bottrop, NORDRHEIN-WESTFALEN, DE
Website  www.diakonisches-werk.de
Contact  Christoph Schmidt, christoph.schmidt@diakonisches-werk.de

Project Information

Identifier  2016-1-DE02-KA202-003416
Project Web Site  http://www.ldv-junge-pflege.eu
Start Date  Sep 1, 2016
End Date  Aug 31, 2018
EC Contribution  202,706.13 EUR
Partners  Diakonisches Werk Gladbeck-Bottrop-Dorsten Seniorenhilfe gGmbH (DE), JOHANNITER-UNFALL-HILFE EV (DE), Praxishochschule (DE), Fundatia Crestina Diakonia Filiala Sfantu Gheorghe (RO), Carework Sp. z o.o. Sp.k. (PL)
Topics  Recognition (non-formal and informal learning/credits); Recognition, transparency, certification; New innovative curricula/educational methods/development of training courses
Project Summary

Context/background of project: The number of young people in need of care (for example due to AIDS, stroke, accident) has been increasing continuously over the past years. Appropriate ambulant and stationary care structures for these people as well as vocational training offers for the nursing staff are missing. In the partner countries the care of young people in need of care in in- and outpatients units has been adapted to models of geriatric and medical care. They do not consider the aspects of the special living conditions and needs of these people. In the future adequate care for these people will only be possible if in each case in addition to existing valid care concepts further vocational training concepts providing additional skills and qualifications or vocational training concepts are adapted to the characteristics and requirements of these young people in need of care. The main project objectives were:- Transfer and dissemination of a holistic psychosocial care concept and common standards of ‘Young Care’ in the partner countries- Development and adaption of 8 new modules (up to EQF level 6) as well as transfer the concept of ‘Young Care’ in the partner countries- Manual for the adaption of the modules- Qualifying of lecturers and teachers in teaching the educational offerings built up modularly in the context of EQF and ECVET and preparation of a teacher’s guide- Further development of common standards in vocational education and training against the background of ‘Young Care’- Dissemination of project outcomes in cooperation with professional organizations (umbrella and trade associations), international care organizations, training institutes, regional and national units and preparation for regional and national accreditation Number and profile of participants: There were 6 participating institutions in this partnership having years of experience in vocational education and training, or/and maintaining ambulant and stationary care structures in the context of nursing or geriatric care or arranging nursing staff for outpatient care. In the context of further vocational training the partners brought in innovative approaches, concepts, methods, contents, teaching methods and studying materials which could have been adapted. They have regional and national network structures to professional organizations and national units, which can be used for accreditation and dissemination of the project outcomes. Description of activities: Besides the project management (C.1.), which was responsible for planning, controlling, monitoring and organizing the project, the following project activities were carried out:- Development of 8 modules from EQF-level 2 to 6- “teach the teacher”, carrying out learning activities for handling and teaching of the modules in the area of ‘Young Care’ for lecturers and teachers as well as compilation of a manual for teachers- Testing the modules with the partners- Classifying these modules and the 8 existing modules in a module tableau- Compilation of a manual for the adaption of modules to other target groups in the area of care- Compilation of a modularised educational concept methodology in carrying out the project: As a coordinator the applicant was responsible for the project and quality management and supervises the work and time schedule and the project status. A short description of the results and impact envisaged- Application of the modular educational offerings under consideration of the target group (nursing assistants, nursing staff, manager, parents or family members of young people in need of care)- Nurses training schools and universities benefit from a specific educational offering- Striving for accreditation. The potential longer term benefits: Due to the different qualification levels of the modules different target groups (nursing assistants, nursing staff, manager, students) in different hierarchy levels of the institutions benefit
cross-sectoral from the project outcomes. By the adaption, testing and evaluating of the training modules and methods, studying contents and studying results the project should help nursing staff to find transnational employment opportunities in in- and outpatients care. In this way the employment opportunities for nursing staff are facilitated. The project shall improve sustainably the ambulant and stationary care structures for young people in need of care and shall contribute to a harmonization of the care services and care quality in the context of ‘Young Care’.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Concerted action for vocational education in emergency services

Project Coordinator

Organisation: Arbeitsgemeinschaft Notfallmedizin Fürth e. V.
Address: Deutenbacher Straße 1, 90547 Stein, BAYERN, DE
Website: www.agnf.org

Project Information

Identifier: 2017-1-DE02-KA202-004190
Start Date: Sep 1, 2017
End Date: Aug 31, 2020
EC Contribution: 323,645 EUR
Partners: ASSOCIAZIONE PROVINCIALE DI SOCCORSO CROCE BIANCA-ONLUS (IT), Arbeiter-Samariter-Bund Österreichs (AT), Emergency Schulungszentrum AG (CH)
Topics: Recognition, transparency, certification; New innovative curricula/educational methods/development of training courses; Quality Improvement Institutions and/or methods (incl. school development)
Project Summary

The concerted action to vocational education in the fields of emergency medical services (EMS) and rescue is a strategic partnership between four education institutions in the fields of emergency medicine and rescue science in German-speaking European countries (D, CH, A, I). The institutions are experienced and established in their countries for many years. The main goals of the project are the exchange of experiences between the involved institutions and the development of a method-compendium to improve competency based education for emergency services. Thereby new, innovative and IT supported methods, which take the special needs of this vocational field into account, will be regarded. The focus of the project is the development of vocational competences and relevant key competences of emergency medicine and rescue. We would like to involve experienced educators and trainers as much as possible. The main part of the intellectual work should be done in meetings and workshops of the strategic project partners.

Specialised trainings und education workshops supports the development of specific competences inside the network. This proceed allows the collection of methods and also the evaluation of the learning process during the project. By the capabilities of interrelated sitting in on classes, the involved teachers develop new and international prospects of their work. Also an organised exchange is an opportunity for the students to gain experiences on their jobs in a European context. The results of the project will be offered for free to all stakeholders. In doing so, the multiplication of the results in workshops and symposia are of particular importance. Caused by the broad distribution of the results, it is expected that the vocational education in emergency services receives a strengthening and the collected and new developed methodical- didactical strategies could be established enduring.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

enhanced Communication iN Nursing through Exchange of Clinical Teaching experiences

Good practice example

Project Coordinator

Organisation  Hanse Institut Oldenburg - Bildung und Gesundheit gGmbH
Address  Brandenburger Straße 21A, 26133 Oldenburg, NIEDERSACHSEN, DE
Website  www.hanse-institut-ol.de
Contact  Frauke Wiedermann, +49 (0)441 35064011, wiedermann@hanse-institut-ol.de

Project Information

Identifier  2017-1-DE02-KA202-004191
Project Web Site  http://www.econnect.care
Start Date  Oct 1, 2017
End Date  Sep 30, 2019
EC Contribution  272,520 EUR

Partners  DUBLIN CITY UNIVERSITY (IE), Schul - und Studienzentrum am Klinikum Neumarkt (DE), ACADEMISCH ZIEKENHUIS GRONINGEN (NL), HANZEHOGESCHOOL GRONINGEN STICHTING (NL)
Topics  International cooperation, international relations, development cooperation; Open and distance learning; New innovative curricula/educational methods/development of training courses
Project Summary

eCoNNECT was a transnational, cross-sectoral project in the field of nurse education, including two vocational and three higher nurse education institutions from Germany, Ireland and the Netherlands. The project aimed to develop an online / blended learning module to foster best workplace learning in nursing. Main objectives of the project were: (i) to strengthen workplace communication processes between school based teachers, practice based 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 interprofessional and cross-cultural awareness. In the context of European nurse education, programs are 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 aligned with the EU (2009) “Strategic framework for European cooperation and training (ET 2020)”, in particular as the module was based on shared learning outcomes for teachers and learners and as it facilitated cross-country collaboration within participating countries. The project was centered around the implementation and testing of innovative online technologies such as the use of video scenarios, interprofessional and transnational virtual classroom meetings and interprofessional, multilingual online discussions. The project utilised 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 programs. This led to discussions and reflection about nurse education within European countries and fostered a better understanding of the different educational systems. Roles and responsibilities of teachers and learners within and across the three participating countries were reflected and compared with each other. Within the project, four outputs have been produced. The first was the curriculum as the foundation of the module. The curriculum e.g. includes learning outcomes and describes main aspects of the teaching and learning philosophy. The second output included the development and testing of learning materials and learning activities, centred around general aspects of nurse education within Europe as well as around communication practices in the context of workplace learning. The development of video-based scenarios was at the focus of the third output, related to the different phases of a practice placement (preparation, beginning, during and end). A handbook for the implementation of the module into other countries or settings was produced in the final (forth) output. The handbook aims to assist other countries, settings and potentially other health care professionals, to benefit from the project. The handbook includes main experiences of project partners (lessons learned) as well as recommendations for others for use of the module or further development. Parts of the module were tested during the project with a group of 87 participants from Germany, Ireland and the Netherlands. School-based teachers, practice-based teachers and learners from vocational and higher education took part. They experienced transnational and interprofessional communication in a virtual environment and tried out different features of the module. The impact of the project relates to the project participants and module testing participants in that they developed enhanced role- and cultural awareness. The project supported the reflection of communication and interaction processes between teachers and learners within and across different organisations and countries. Especially the use of video scenarios stimulated reflection of communication skills and led to a deeper understanding of influencing factors in workplace learning. Online technology competences were fostered, as the use of interactive online learning features was part of the module. Moreover, the project enhanced multilingualism by integrating English language activities as well as national language parts (German, English, Dutch) and the use of translation tools. Long-term benefit of the project will include the integration of the module or parts of it into preceptorship training and nurse education. Due to different educational systems in Europe, a flexible use of the module or of parts of it will help to disseminate the overall idea of best communication and cooperation in workplace learning for nurses. The inclusive approach of the module can assist to bridge the gap between VET and higher education and foster new ways of cooperation between these.
Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Training on the adaptability of the Assisted Living Technologies in home and community care

Project Coordinator

Organisation  WOHLFAHRTSWERK FUR BADEN-WURTTEMBERG
Address  FALKERTSTRASSE 29, 70176 STUTTGART, BADEN-WÜRTTEMBERG, DE
Website  www.wohlfahrtswerk.de

Project Information

Identifier  2017-1-DE02-KA202-004212
Start Date  Sep 1, 2017
End Date  Aug 31, 2020
EC Contribution  233,170 EUR
Partners  VRIJE UNIVERSITEIT BRUSSEL (BE), APHOI KOUMANAKOU & SIA EE (EL), FUNDACIO PER A LA UNIVERSITAT OBERTA DE CATALUNYA (ES), TECHNISCHE UNIVERSITAT DARMSTADT (DE)
Topics  Health and wellbeing; Research and innovation; New innovative curricula/educational methods/development of training courses
Project Summary

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’

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Exchanging about transparency of qualifications within healthcare across borders.

Project Coordinator

Organisation  DEKRA AKADEMIE GMBH
Address  HANDWERKSTRASSE 15 , 70565 STUTTGART , BADEN-WÜRTTEMBERG , DE
Website  www.dekra-akademie.de
**Project Information**

<table>
<thead>
<tr>
<th>Identifier</th>
<th>2017-1-DE02-KA202-004243</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Web Site</td>
<td><a href="http://www.eucarenet.eu">http://www.eucarenet.eu</a></td>
</tr>
<tr>
<td>Start Date</td>
<td>Sep 1, 2017</td>
</tr>
<tr>
<td>End Date</td>
<td>Aug 31, 2018</td>
</tr>
<tr>
<td>EC Contribution</td>
<td>64,995 EUR</td>
</tr>
<tr>
<td>Partners</td>
<td>Polish Nurses Association (PL), DEKRA Akademie Felnöttképző, Munkavédelmi és Szolgáltató Kft. (HU), INTERPERSONNEL POLSKA SP. Z O.O. (PL), 3S RESEARCH LABORATORY - FORSCHUNGSVEREIN (AT), UNIWERSYTET JAGIELLONSKI (PL), TECHNISCHE UNIVERSITAET DRESDEN (DE), VEREIN FUR INTERNATIONALE JUGENDARBEIT EV (DE), TECHNOLOGIKO EKPAIDEFTIKO IDRYMA ATHINAS (EL), DEKRA Akademie- ypiresies katarisis, pistopiisis &amp; symbouleutikes ypiresies- EPE (EL), EAS28 - Comune di Ortona (IT), Wyzsza Szkoła Ekonomii, Prawa i Nauk Medycznych im. prof. Edwarda Lipinskiego w Kielcach (PL), PANSTWOWA WYZSZA SZKOLA ZAWODOWA W TARNOWIE (PL), Hanse Institut Oldenburg - Bildung und Gesundheit gGmbH (DE), SPUL Policealna Szkoła Medyczna (PL), UNIWERSYTET LODZKI (PL)</td>
</tr>
<tr>
<td>Topics</td>
<td>Recognition, transparency, certification</td>
</tr>
</tbody>
</table>
Project Summary

For many years, Europe has been confronting a demographic change. The effects of an aging society are visible in many sectors but particularly in the healthcare sector. One of the strategies to overcome the in many ways 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 have been implemented in the last years. The objective of the EUcareNet project was (and remains) 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 brought 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 as well as work-place integration of of migrant professionals within healthcare. This was 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 facilitated 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 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 aimed to strengthen the practical application 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.

Link to project card: Show project card

* Results are available for this project. You can click on the link above, and go to "Results" section to view them
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Audiovisual E-learning platform: MEDICAL TRANSPORT OF PATIENTS WITH TROPICAL DISEASES IN SAFE CONDITIONS

Project Coordinator

Organisation: BERNHARD-NOCHT-INSTITUT FUER TROPENMEDIZIN
Address: BERNHARD NOCHT STRASSE 74 , 20359 HAMBURG , DE
Website: www.bni.uni-hamburg.de

Project Information

Identifier: 2018-1-DE02-KA202-005077
Start Date: Nov 1, 2018
End Date: Oct 31, 2020
EC Contribution: 258,872 EUR
Partners: BIEDRIBA EUROFORTIS (LV) , FEDERACION NACIONAL DE EMPRESARIOS DE AMBULANCIAS (ES) , Murray Ambulance Service ltd. (IE) , SGS TECNOS SA (ES)
Topics: New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Health and wellbeing
Project Summary

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.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Strengthening capacities for better health care to refugee and migrant children

Project Coordinator

Organisation ETHNO-MEDIZINISCHES ZENTRUM EV
Address KONIGSTRASSE 6, 30175 HANNOVER, NIEDERSACHSEN, DE
Website www.ethno-medizinisches-zentrum.de

Project Information

Identifier 2018-1-DE02-KA202-005094
Start Date Sep 1, 2018
End Date Aug 31, 2021
EC Contribution 406,077 EUR
Partners ASTIKI MIKERDOSKOPIKI ETAIREIA PROLIPSIS (EL), TECHNOLOGIKO PANEPISTIMIO KYPROU (CY), FAROS (EL), ZADIG SRL (IT), UNIVERSITAT DE VALENCIA (ES)
Topics Health and wellbeing; Migrants' issues; Integration of refugees
Project Summary

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.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Redefining Nursing Skills for AI and robotization in health care

Project Coordinator

Organisation: UNIVERSITATSKLINIKUM HEIDELBERG
Address: IM NEUENHEIMER FELD 672, 69120 HEIDELBERG, BADEN-WÜRTTEMBERG, DE
Website: http://www.klinikum.uni-heidelberg.de

Project Information

Identifier: 2018-1-DE02-KA202-005101
Start Date: Sep 1, 2018
End Date: Feb 28, 2021
EC Contribution: 279,498 EUR
Partners: Frenetti B.V. (NL), DEBRECENI EGYETEM (HU), UNIVERSITEIT VAN AMSTERDAM (NL), TECHNISCHE INFORMATIONSBIBLIOTHEK (TIB) (DE)
Topics: ICT - new technologies - digital competences; Key Competences (incl. mathematics and literacy) - basic skills
Project Summary

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.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Upgrading the Health Sector with high-skilled Data Protection Officers (DPOs) under GDPR

Project Coordinator

Organisation: STEINBEIS-HOCHSCHULE-BERLIN GMBH
Address: ERNST-AUGUSTIN-STRASSE 15, 12489 BERLIN, DE
Website: www.steinbeis.de

Project Information

Identifier: 2018-1-DE02-KA202-005103
Start Date: Nov 1, 2018
End Date: Oct 31, 2020
EC Contribution: 205,855 EUR

Partners: Centrul de Resurse pentru Educatie si Formare Profesionala (RO), MITROPOLITIKO COLLEGE ANOYMI EKPAIDEYTIKI ETAIRIA (EL), AKKREDITIERUNGS, CERTIFIZIERUNGS - UND QUALITATS-SICHERUNGS- INSTITUT (AQUIN) EV (DE), Asociatia Romana pentru Promovarea Sanatatii (RO), SKYBRIDGE PARTNERS OUTSOURCING SERVICES I.K.E. (EL), ASSOCIATION MEDICALE EUROPEENNE (BE), PANHELLENIC UNION OF PHARMACEUTICAL INDUSTRY (EL)

Topics: New innovative curricula/educational methods/development of training courses; ICT - new technologies - digital competences; Recognition, transparency, certification
Project Summary

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

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Modern Labour Market and Nursing Education - Exchange of successful practices

Project Coordinator

Organisation: Thüringer Agentur für Europäische Programme e.V.
Address: Eugen-Richter Str.44, 99085 Erfurt, THÜRINGEN, DE
Website: www.thaep.de

Project Information

Identifier: 2018-1-DE02-KA202-005129
Start Date: Oct 1, 2018
End Date: Mar 31, 2020
EC Contribution: 55,275 EUR
Partners: UNIWERSYTET JAGIELLONSKI (PL), Malopolska Okregowa Izba Pielegniarek i Poloznych (PL), YESA Central Europe (AT)
Topics: Cooperation between educational institutions and business; Pedagogy and didactics; International cooperation, international relations, development cooperation
Project Summary

The educational reform of nursing professions is a necessary consequence of socio-democratic change in our society and of necessary technical innovation of nursing processes. In the long run it serves to supply population with nursing care in accordance with their physical, mental and emotional needs. According to the statement of the chief of the medical care of the umbrella organization of health insurance in Germany 660,000 new beneficiaries have been approved during the first 10 months of 2017. The real world of nursing demonstrates that neither the outpatient services nor the nursing homes have sufficient staff to provide this additional work. This not only a question of quantity but at the same time a question of ability to meet the requirements resulting from innovation, digitalization and increasing of efficiency and effectiveness. The proposed project will focus on the exchange of knowledge, experience and examples of best practice regarding educational issues reflecting the above mentioned requirements. The exchange includes practical and labour market oriented training content of the curricula for the professions geriatric and health care nurse (Germany), nursing assistant (Austria) and hospital nurse (Poland). The focal points are a possible unification/standardization of basic education, the aspects of digitalization and the use of new technologies in nursing processes. The exchange will take place as a comparison of actual state, identification of potentials for the individual partners and the discussion of applicability of successful best practices and possible transfer to the respective other partner. A first assessment of occurring opportunities is also a part of project assignment. To achieve the objectives of the project partners of three European countries cooperate and act jointly. The transnational cooperation ensures that different experiences will flow into the work, various states can be compared, and an approach for a transnational, i.e. european, matter could be found.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Migrants in Care – ECVET Mobile Learning App on customer care

Project Coordinator

Organisation
Internationaler Bund - IB Mitte gGmbH für Bildung und Soziale Dienste Niederlassung Sachsen

Address
Flemmingstraße 8 / Haus 10, 09116 Chemnitz, SACHSEN, DE

Website
www.internationaler-bund.de

Project Information

Identifier
2018-1-DE02-KA202-005156

Start Date
Sep 1, 2018

End Date
May 31, 2021

EC Contribution
180,428 EUR

Partners
ASOCIACION DE INNOVACION EMPRENDIMIENTO Y TECNOLOGIAS DE LA INFORMACION Y LA COMUNICACION INNETICA (ES), BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH (AT)

Topics
Integration of refugees; Open and distance learning; Migrants' issues
Project Summary

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)

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.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Training and further Education in Care and Social Services

Project Coordinator

Organisation: SAMARITAN INTERNATIONAL EV
Address: SULZBURGSTR 140, 50937 KOLN, NORDRHEIN-WESTFALEN, DE
Website: http://www.samaritan-international.eu

Project Information

Identifier: 2019-1-DE02-KA202-006438
Start Date: Oct 1, 2019
End Date: Sep 30, 2021
EC Contribution: 129,000 EUR
Partners: Asociácia samaritánov Slovenskej republiky (SK), ZDRUZENIE INSTITUT ZA RAZVOJ NA ZAEDNICATA (MK), LIETUVOS SAMARIECIU BENDRIJA (LT), Latvijas Samariesu Apvieniba (LV), INICIJATIVA RAZVOJ I SARADNJU (RS), Arbeiter-Samariter-Bund Österreichs (AT), Samarytanska Federacja Organizacji Pozarzadowych (PL), ARBEITER-SAMARITER-BUND DEUTSCHLAND EV (DE)
Topics: Social entrepreneurship / social innovation; EU Citizenship, EU awareness and Democracy; Health and wellbeing
Project Summary

“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.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

European Qualification of Ex-Patients in the Helping Process of Rehabilitation and Recovery

Project Coordinator

Organisation Deutscher Caritasverband Landesverband Bayern e. V.
Address Lessingstraße 1, 80336 München, BAYERN, DE
Website www.lvbayern.caritas.de

Project Information

Identifier 2019-1-DE02-KA202-006485
Start Date Sep 1, 2019
End Date Aug 31, 2022
EC Contribution 323,378 EUR

Partners Robert Kümmert Akademie gemeinnützige GmbH (DE), STOWARZYSZENIE MONAR (PL), FILO DI ARIANNA SCS ONLUS (IT), Fondazzjoni Caritas Malta (MT), Charita Opava (CZ), CEID-Addictions (FR), CENTRO DI SOLIDARIETA’ DI REGGIO EMILIA ONLUS ASSOCIAZIONE (IT), Centro Italiano di Solidarietà don Mario Picchi (IT)

Topics Health and wellbeing; International cooperation, international relations, development cooperation; New innovative curricula/educational methods/development of training courses
Project Summary

“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.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

**Project Title**

**European profile for Peer-Worker**

**Project Coordinator**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Grone Bildungszentrum für Gesundheits- und Sozialberufe GmbH gemeinnützig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Heinrich-Grone-Stieg 2, 20097 Hamburg, HAMBURG, DE</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.grone.de">www.grone.de</a></td>
</tr>
</tbody>
</table>

**Project Information**

<table>
<thead>
<tr>
<th>Identifier</th>
<th>2019-1-DE02-KA202-006547</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date</td>
<td>Sep 1, 2019</td>
</tr>
<tr>
<td>End Date</td>
<td>Aug 31, 2021</td>
</tr>
<tr>
<td>EC Contribution</td>
<td>298,431 EUR</td>
</tr>
<tr>
<td>Partners</td>
<td>ETERIA KINONIKIS PSYCHIATRIKIS KE PSYCHIKIS HYGIAS</td>
</tr>
<tr>
<td></td>
<td>PANAGHIOTIS SAKELLAROPOULOS (EL), CEdu Sp. z o.o. (PL)</td>
</tr>
<tr>
<td></td>
<td>SORLANDET SYKEHUS HF (NO), STICHTING GGZ</td>
</tr>
<tr>
<td></td>
<td>NOORD-HOLLAND-NOORD (NL), STICHTING CORDAAN GROEP (NL)</td>
</tr>
<tr>
<td>Topics</td>
<td>New innovative curricula/educational methods/development of training</td>
</tr>
<tr>
<td></td>
<td>courses; Recognition, transparency, certification; Inclusion - equity</td>
</tr>
</tbody>
</table>
Project Summary

In the participating countries, the peer supporters are in the following situation:
In the past few years, the use of peer supporters in psycho-social care has become a common practice in many European countries. The specific role played by the peer supporter, however, varies in the individual countries and reflects different steps in the development of this function. In spite of these differences, one principle is based on all: the function of the recovery companion is always based on the concept of recovery support - "expert by experience". Recovery affects all areas of life, such as social commitment, housing, income, physical health, well-being, sexuality etc. Recovery is a complex process and requires a methodological approach. It is important that recovery support is offered by qualified professionals. Peer support work is evolving into a new profession and the successes we see are so promising that recovery in the near future will always be more than a therapeutic principle in the EU countries. Recovery and peer support work seamlessly integrate into the current EU policy, which promotes the transition to "Community Based Mental Health". Many psychiatric and therapeutic institutions throughout the EU are taking peer supporters into their teams. There could be even more - even permanent - employment if the institutions had standardized job descriptions, access requirements, and competency profiles of the peer supporter.
The aim of the project is therefore to create Europe-wide working standards for the work of the peer workers: job description, entry requirements, competence profile and placement in the company and therapy team. These standards will form the basis for qualification modules in education and training for the recovery companion in psychosocial work.
Subgoals are:
a) Description of the tasks of the peer workers in the company and team.
b) Evaluation of the different experiences and development statuses in the work of the peer workers of the participating countries in order to develop a qualification profile for all in the form of a competence matrix.
c) Standardization and recognition of the comparable competences of the recovery companions from the participating countries.
d) Development of a guideline for companies and therapeutic teams on the topic of the placement of the recovery companion.
e) Creation of a qualification module for managers of psychiatric and psychosocial work institutions on employment opportunities for convalescent assistants.
f) Improvement of the employment opportunities of existing or prospective health-care workers throughout Europe.
In addition, the target group of managers and team leaders of the psychosocial institutions will benefit from the project, for which in addition to the description of the competence profiles a guide to the position of the recovery companion in the company and a qualification module for this emerge.
Participating countries and institutions are:
a) Germany (Grone GeSo)
b) Netherlands with the organizations Coordan and GGZ
c) Poland (CEDU)
d) Greece (Etairia)
e) Norway (Sørlandet sykehus HF Clinic for psykisk helse)
Direct target group:
* Already active/prospective peer workers
Indirect target groups:
a) Patients of psychiatry on the mend of recovery
b) Institutions of psychiatric and psycho-social work
c) Social welfare institutions
d) Head of psycho-social institutions

e) Teams of psycho-social institutions

f) Associations from the field of psychiatry, psycho-social work

g) Insurance carrier

h) Political decision-makers.

The innovative character of this project is the result of the topic area and the target group. The development of Europe-wide working standards for the peer workers, their competency profile as well as the description of their place in the organization and team should create transparency in the activity of the direct target group. The developed products support to a high degree of inclusion in the participating countries.

The uniform standards, adapted to the circumstances of the participating countries, create transparency for the work of the peer workers, and enable comparability and recognition of the existing competencies relevant to this function.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Take Care International

Project Coordinator

Organisation    UNIVERSITAET OSNABRUECK
Address         NEUER GRABEN/SCHLOSS 29, 49074 OSNABRUECK, NIEDERSACHSEN, DE
Website         www.uni-osnabrueck.de

Project Information

Identifier      2019-1-DE02-KA202-006562
Start Date      Sep 1, 2019
End Date        Aug 31, 2021
EC Contribution 228,786 EUR
Partners        Ingenious Knowledge GmbH (DE), FACHHOCHSCHULE WIENER NEUSTADT GMBH (AT), Tartu Tervishoiu Korgkool (EE), LIETUVOS SVEIKATOS MOKSLU UNIVERSITETAS (LT)
Topics          New innovative curricula/educational methods/development of training courses; Health and wellbeing; ICT - new technologies - digital competences
Project Summary

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

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for vocational education and training

Project Title

Access to Caretaking Professions for Deaf

Project Coordinator

Organisation  Internationale Akademie für Management und Technologie (INTAMT) e.V.  
Address  Alt-Pempelfort 15, 40211 Düsseldorf, NORDRHEIN-WESTFALEN, DE  
Website  www.intamt.de

Project Information

Identifier  2019-1-DE02-KA202-006568  
Start Date  Sep 1, 2019  
End Date  Dec 31, 2020  
EC Contribution  62,500 EUR  
Partners  FONDATSIYA ZASLUSHAI SE (BG), Asociatia Centrul European pentru Integrare Socioprofesionala ACTA (RO), CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL’EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE (IT), Utenos kolegija (LT), Verband Sonderpädagogik e. V. (DE)

Topics  Inclusion - equity; New innovative curricula/educational methods/development of training courses; Disabilities - special needs
Project Summary

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.

Link to project card: Show project card
Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for vocational education and training

Project Title

Handle it! - Strategies for addiction treatment in New Psychoactive Substances in Europe

Project Coordinator

Organisation: Therapieverbund Ludwigsmühle gGmbH
Address: Alfred-Nobel-Platz 1, 76829 Landau, RHEINLAND-PFALZ, DE
Website: www.ludwigsmuehle.de

Project Information

Identifier: 2019-1-DE02-KA202-006571
Start Date: Oct 1, 2019
End Date: Sep 30, 2021
EC Contribution: 197,345 EUR
Partners: Comunità di Venezia Società Cooperativa Sociale (IT), Humanitarna organizacija "Zajednica Susret" (HR), IREFREA - INSTITUTO EUROPEU DE INVESTIGACAO DE FACTORES DE RISCO DE CRIANCA E ADOLESCENTES (PT), MEGALLO CSOPORT ALAPITVANY SZENVEDELYBETEGEKERT (HU), Therapiesalon im Wald (AT), Baden Württembergischer Landesverband für Prävention und Rehabilitation gGmbH (DE)
Topics: Health and wellbeing; Access for disadvantaged; Overcoming skills mismatches (basic/transversal)
Project Summary

The project "Handle it! - Strategies for addiction treatment in New Psychoactive Substances in Europe" is aimed at interdisciplinary professional staff members in the addiction care and treatment system like therapists, social workers, addiction consultants and physicians. The use of new psychoactive substances (NPS) is an increasing challenge for the addiction treatment all over the world, both in terms of the individual health damage potential (cardiovascular arrest, psychosis, long-term brain damage), as well as the controllability of consumption, because common rapid tests often fail to indicate NPS. NPS-users are a hard-to-reach, highly marginalized target group that is not linked to the health and care system within reason. Depending on national legal prohibitions, NPS are used to be sold legally in so-called smart shops in many European countries, but tends to shift to the Internet. The reaction patterns at the level of the EU Member States and the EU itself are normally limited to changes in the law to prosecute and control the trade. On the other hand, there are often no adequate prevention- or treatment-strategies to find helpful solutions for NPS users. Although isolated local or regional approaches have been developed, there is no interconnected or even transnational approach, nor is there a chance to reflect on and develop these approaches. The European Monitoring Center for Drugs and Drug Addiction (EMCDDA) has already indicated those structural deficits in addiction care in its last two annual reports. Not only that NPS-users rarely find appropriate addiction care and treatment services. When they use these services, the professionals cannot adequately handle them and their set of problems, because they only have to recourse to their insufficient intervention skills in cases of users of "normal" illegal drugs.

The project "Handle it!" analyzes, connects and develope approaches and strategies in outpatient and inpatient addiction care and treatment services in a European exchange of good practice between professional staff members of seven social organisations from Austria, Hungary, Croatia, Italy, Portugal and Germany. They train their vocational skills to design creative, new solutions and to improve structural and conceptual strategies for a better health care for NPS-users. So the participants become NPS-practice-experts and multipliers, who transfer the project results into their organizations and are capable to train their collegues. Several week-long Learning-Teaching-Training-Activities allow a transfer of organizational knowledge from the local to the international level. The knowledge will be reflected, creatively stimulated and redirected to the professional staff members of the partner organisations as manageable tools. The methods are expert lectures, topic-related workshops and working groups, research work, good-practice visits, case studies and case reviews and the development of treatment concepts for example.

The project "Handle it!" creates an online platform, integrating social media channels, especially a YouTube channel. The project activities are accompanied by a mobile reporting, which allows an easier knowledge transfer to the treatment centers of the project partners and increases significantly the distribution and transparency to the public community, too. Thus videos and other media products will be produced, which show results of the activities, interviews with participants and experts or deep insights into the situation of NPS-users. So a larger community gets new knowledge, ideas and strategies about the problems of NPS-users and professionals of addiction care services and can send their opinions, experiences and feedback to the project team. That way the project "Handle it!" is able to create an active exchange of good practice from the local to the international and even to the digital level on "new psychoactive substances" and their users, which will be usable in the long term not only for the project partners and the participants, but for the entire vocational training in addiction care and health services in Europe.

Link to project card: Show project card