



# **KEY FACTS AND FINDINGS OF THE IENE 2 PROJECT**

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# IENE

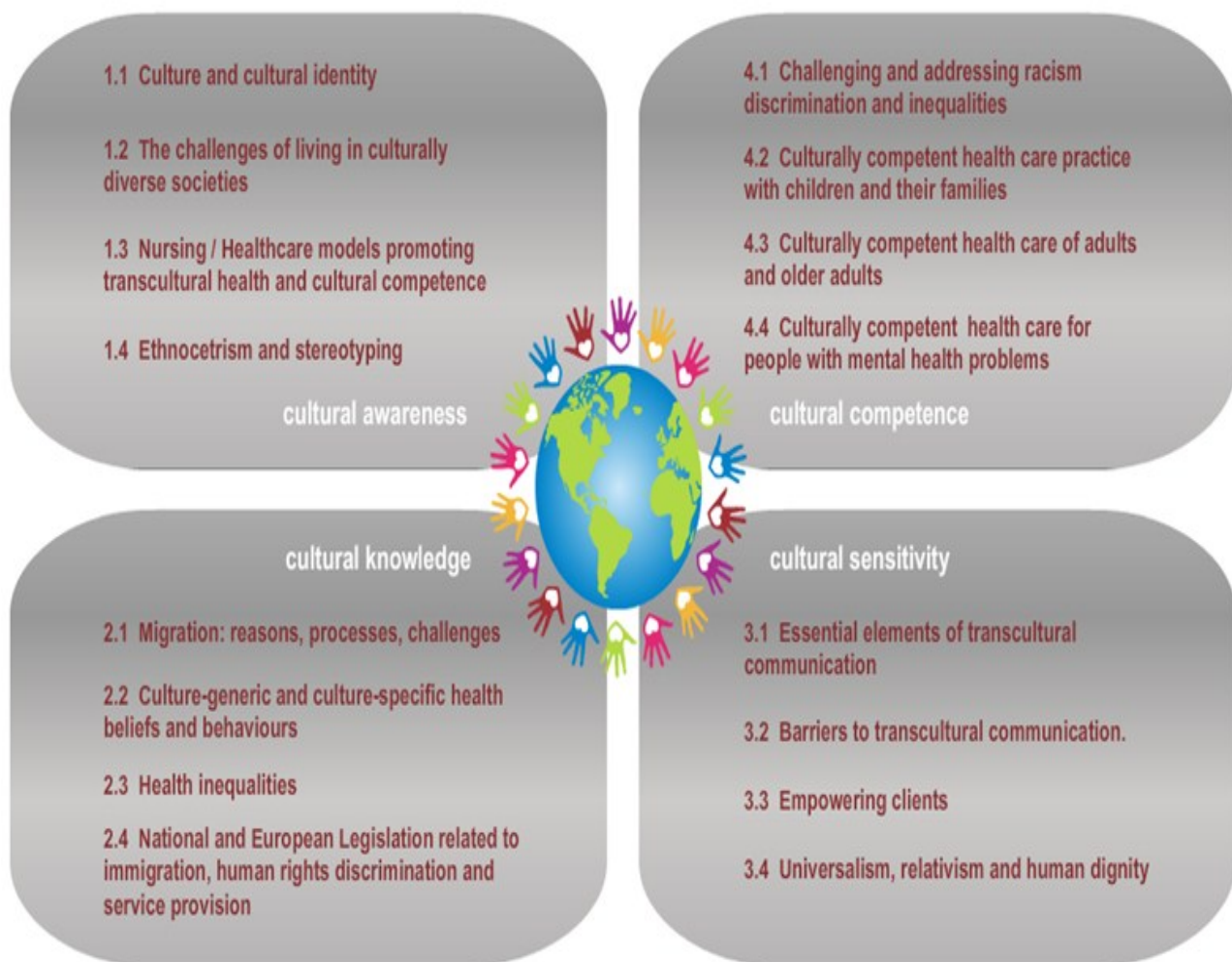
INTERCULTURAL EDUCATION OF NURSES IN EUROPE

## Introduction to the IENE Project

The IENE, **Intercultural Education of Nurses** (and other healthcare professionals) in **Europe**, was designed to create approaches, methods and tools for the intercultural education of nurses and other healthcare professionals participating in European mobility or working with patients from other cultures. The IENE project consist of IENE 1 and IENE 2. The partners for IENE 1 were; UK, Romania, Belgium, Germany and Bulgaria. The partners for IENE 2 were; UK, Romania, Germany, Belgium, France.

**This brochure is focusing on the IENE 2 project aim and methodology, outcome, evaluation and results.**

### **The PTT \*/ IENE Model of Intercultural Education of Nurses in Europe**



- **PTT = Papadopoulos, Tilki and Taylor Model of Transcultural Health and Cultural Competence**



## Aims of the IENE Projects

### The IENE 1

The IENE 1 partnership project identified the perceived learning and teaching needs of students and practitioners of healthcare professions in relation to preparation for working in another European country and/or a multicultural environment. In addition, this project created an online learning platform that includes the PPT/IENE model of intercultural education (the Papadopoulos, Tilki and Taylor/ IENE <http://www.ieneproject.eu/learning.php>), and many other materials and tools for intercultural education in the languages of the participating countries.



### Aims of the IENE 2

The IENE 2 project aimed to contribute to vocational education and trainings of nurses and other healthcare professionals in Europe based on the innovative PTT/IENE model developed by the IENE1 project. The specific objectives of the project were;

- To identify the training needs of teachers and trainers from the partner countries and determine the competences necessary to provide intercultural education for nurses and other healthcare professionals;
- To create the methodology and content of a Training of Trainers (ToT) package in order to prepare teachers and trainers to teach transcultural competences and to implement the PTT/IENE model for the development of cultural competence in their curricula;
- To implement and evaluate the ToT package following training workshops with teachers and trainers in Belgium, France, Germany and Romania;
- To pilot the implementation of the PTT/IENE model in public and private organizations that engage in initial and continuous vocational education and training (IVET and CVET) of nurses and other healthcare professionals, in the partner countries;
- To promote the project outcomes at wider national and European levels, through dissemination activities.

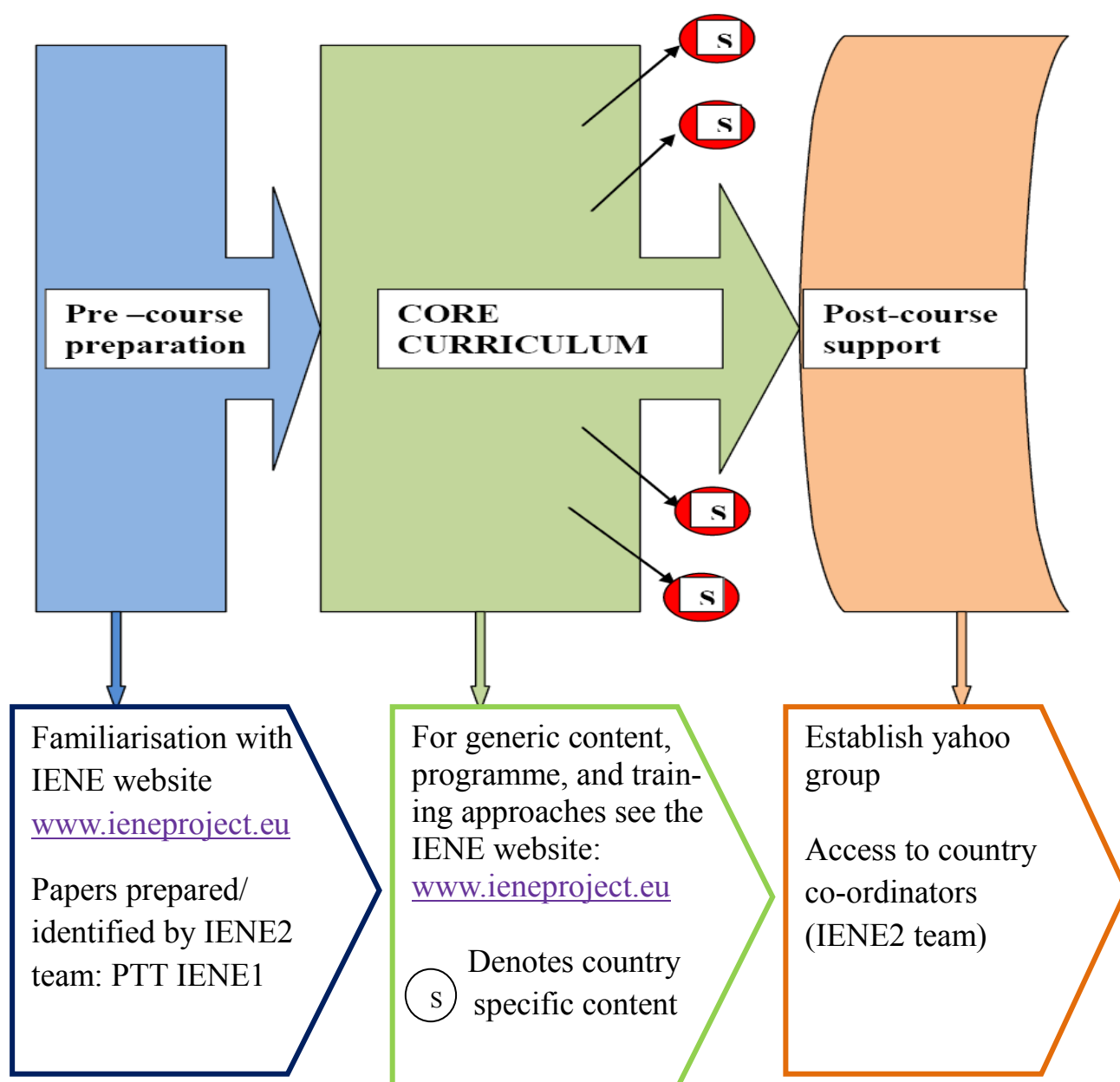




## Methodology for IENE 2 Project

1. **‘Needs Analysis’** of the perceived education and training needs of a sample of teachers and trainers of nurses and other healthcare professionals in Belgium, France, Germany and Romania. The needs analysis report can be found on the website ([http://www.ieneproject.eu/download/Outputs/Training%20methodology\\_EN.pdf](http://www.ieneproject.eu/download/Outputs/Training%20methodology_EN.pdf)).

## 2. IENE 2 : The Model for ‘Train the Trainers’





## Methodology (continued)

### 3. The teaching and learning strategy

#### Principles

The educational principles used during the training aim to:

- Respect and use trainees knowledge and experience
- Encourage reflection on existing knowledge and experience
- Encourage peer exchange of knowledge and experiences
- Add to existing knowledge and cognitive skills
- Acknowledge that a 1 day course in CC preparation does not necessarily and immediately transform trainees into CC teachers. It is an opportunity to consolidate the trainees' levels of CC and provide the platform for further development and lifelong learning in CC and to enable them to help their students to become CC practitioners.
- Be realistic. It is impossible to deliver a 1 day course which will meet everyone's expectation and needs. Acknowledge that trainees may be at different levels of CC but aim for the middle.
- Emphasis anti-discriminatory/antiracist approaches (Dealing with difficult issues)

#### Approaches to teaching and learning

During the course the trainers will use the following techniques which necessitate the use of active and interactive learning as well as some less active learning (such as presentations) due to time constraints:

- Self guided study of pre and post course materials
- E-learning
- Peer learning communities
- Problem based learning
- Reflective learning
- Brief trainer presentations and group discussion

#### Supporting the continuous application of Cultural Competencies as a daily habit relevant to all aspects of professional work

We recommend the establishment of systems which allow regular contact with colleagues with a cultural competent focus such as:

- Electronic groups
- Electronic bulletins
- Face-face meetings
- Etc







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## **The Implementation Projects**

### **EDUNET ORGANIZATION (<http://www.edu-net.ro/en/> )**

EDUNET is an educational non-profit organisation, which aims to offer a platform of services and resources for the promotion of lifelong education, for supporting the professional education, the education for active citizenship and for lasting development.

EDUNET develops projects and programmes at a national and international level and supports the projects of european cooperation in the field of education and professional formation.

EDUNET has an authorized school for nurses and formal courses for foreign languages. It also develops offers of non-formal and informal learning for adults personal development, professional integration and active citizenship.

## **SUMMARIES OF IMPLEMENTATION PROJECTS**

### **1. Cultural preparation of nurses for a work experience in a European health system.**

The project aims to improve intercultural knowledge and cultural competences for working with patients from other cultures or in a multicultural team.

The curriculum was developed in the framework of two Leonardo Vinci Mobility projects. It was implemented during 20 hours of training for two groups of nurses: 40 student nurses from the Ecological School of Nurses in Craiova, Romania and 40 registered nurses from the Romanian Association of Nurses –Dolj Branch.

Following the implementation of the PTT/IENE model, the participants felt better prepared to work and integrate into different cultural contexts.

### **2. Health education in the community life**

The objectives of the project were to increase nurses' knowledge of issues of public health, develop their skills to achieve health education in different cultural environments and promote a positive, confident, tolerant and preventive attitude.

The target groups were students from three schools of nurses in Craiova.

The curriculum was developed through an educational and interdisciplinary project. It was held as an extra curricular activity in addition to school curriculum "Health Education", that students from nursing schools study in class.

The PTT / IENE model is difficult to be integrated in the official curriculum, but it can be successfully used in such projects of extracurricular activity in order to prepare more culturally competent nurses. The participants developed skills to achieve, as future nurses, more culturally appropriate education for health.



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## The Implementation Projects



### **SOFOE ORGANIZATION (<http://www.sofoe2s.com/> )**

Sofoe Santé Social is the IENE2 coordinator for France.

We are a training company working in CVET inside the different private & public hospital particularly in the care of the elderly field. SOFOE trains 1000 trainees a year in 20 different public or private care establishments.

We have been involved with mobility of health professionals for the Leonardo da Vinci (LdV) program as well as partnering in various LdV Transfer of Innovation (TOI) projects. Over the years we have developed very valuable partnership with European faithful and friendly colleagues.

The IENE project is a very interesting partnership giving us the chance to meet new partners which helps us build a professional network giving us the opportunity to exchange our practices and our students.

### **SUMMARIES OF IMPLEMENTATION PROJECTS**

#### **1. “Cultural Competence” In A Care Situation: Analysis Including An Ethic Question**

To show the cultural aspects linked with the care situation.

To go through the different steps of the PTT/IENE model in order to reach and focus on cultural competence.

To help students engage in discussion with patients about culture and its influence on them.

#### **2. Developing cultural competence in student nurses**

To initiate among 3rd year students a process which will lead them to respond to patients' needs in a cultural appropriate way.

#### **3. From Cultural Awareness To Cultural Competence In Geriatric Hospital Unit For Long Stay**

To make professionals aware of everyone's cultural differences in order to plan and provide individualised care for each resident.

To improve the team's knowledge and attitudes about different cultural backgrounds through the cultural awareness stage of the PTT/IENE model.

To facilitate the respect between patients and multidisciplinary team through the cultural knowledge and sensitivity stages of the PTT/IENE model.

To think over the engagement and annual evaluation interviews of the salaries using the standards implied in the culturally competent stage of the PTT/IENE model.

#### **4. “Interculturality” In The Nurse and Care Helper Training**

To get to know the 'other' and its cultural differences.

To facilitate inter-professional exchanges.

To facilitate therapeutic relationships between care professionals and patients



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## **The Implementation Projects**

**AWO ORGANIZATION** (<http://www.ausbildung-altenpflege.org/bz-preetz/>)

The AWO Education Center Preetz is a modern, state-approved vocational training center of elderly care nursing, as well as a fully accredited institution of advanced training. The elderly care nursing school was opened in 1989 and is located in Preetz, Schleswig-Holstein, Germany. The areas of training in elderly care, further education and advanced training as well as national and international projects represent the three pillars of our educational work. Since 2002, we have been involved in EU-projects with various European partners.

## **SUMMARIES OF IMPLEMENTATION PROJECTS**

### **1. PTT/IENE model implementation in vocational and advanced training**

This implementation project aimed at compiling a list of topics for which there is a need to promote and thus in strengthen the PTT/IENE model for its implementation in vocational and advanced training.

Workshops were held with 3rd year level training classes, as well as in a course for leading staff and a course for migrants aspiring to gain some qualifications to enable them to work with older people. Following the presentation of the PTT/IENE model and the IENE website an evaluation was conducted. The 3rd year level vocational training students were able to report candidly what, in their perception, had been covered during their three-year training concerning intercultural content and what further they needed. They all reported many examples from practice where it became clear how many difficulties arise from ignorance and misunderstanding. Following the evaluation, the curriculum was revised concerning what intercultural training is provided for the students in terms of theory and practice.

A forum on the e-learning platform has also been established and linked to the IENE website as well as to the German IENE website from the AWO.

### **2. Workshops on “cultural-sensitive care”**

The aim of this implementation project was to familiarize the student with the IENE project and the PTT/IENE model and to engage the students with the challenges of the application of intercultural care.

Workshops were held for a 1<sup>st</sup> year level vocational training class, an elderly care assistant vocational training class, and with the practical instructors advanced training class.

The feedback from the students was very positive. As a lot of them have migration background themselves, they can participate in this topic very well. This resulted in a better understanding that students have for each other.

All the workshop participants were enlightened by the theme of "Intercultural Care". They reported that the workshops have helped them to understand, reflect and deal with the problems that occur in practice. The practical instructors, while guiding the students in practice, can respond better to nursing diagnoses which have intercultural issues.





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## **The Implementation Projects**

### **KATHO HOGESCHOOL ORGANIZATION**

(<http://www.katho.be/page.aspx?smid=216> )

KATHO (Katholieke Hogeschool Zuid-West-Vlaanderen) offers a wide range of undergraduate programmes which lead to a Bachelor Degree. As the courses prepare students for specific professions, they are practice oriented and thus include periods of practical training. In 2002 KATHO joined the K.U. Leuven Association.

*Hogeschool means in free translation: University College or University of Applied Sciences.*

The Hogeschool was founded in 1995 by the merger of a series of small-scale institutes of higher education, some of them with histories dating back to the mid 19th century. KATHO now has four campuses, all within easy reach of each other and located in small but attractive historical cities with rich cultural backgrounds: Kortrijk, Roeselare, Tielt and Torhout. Today, 8.545 students entrust KATHO with their futures.

## **SUMMARIES OF IMPLEMENTATION PROJECTS**

### **1. Project in HIVV Kortrijk: a day about diversity**

The project applied the PTT/IENE model in a practical way. We used the model in an existing study day about “diversity” for the first year students together with third year students undertaking their psychiatry option. The PTT/IENE model provided the intercultural component of the study day which was divided into two parts. In the morning, small groups of first year students were involved in cultural awareness exercises. A third year student led this part under supervision of a teacher. In the afternoon different “patients/service users” were invited and in small groups, the students could ask questions after listening to their testimonies.

### **2. Project in HIVB Roeselare: introducing the PTT/IENE model to students and testimonies of foreign people**

Final year student nurses had the option to choose the course “Topics in Intercultural Care”, that links to the course “Intercultural Care” in the first year of the curriculum. In this course, they had the opportunity to apply the PTT/IENE model in practise. They had discussions about intercultural care and a foreign guestspeaker came to talk during the course about cultural differences. Another group of students, who upgrade their HBO5 grade (diploma in nursing) to a bachelor in nursing, also had this course, but in a different way. Those are students with work experience. They had the opportunity to discuss experiences and difficulties about intercultural care.

## Summary of the external evaluation of the IENE2 project

Dipl.-Psych. Elitsa Uzunova  
Method Lab EOOD

### 1 Object of evaluation

Object of the evaluation is the project IENE2 and all activities related to it during the evaluation time frame.

The purpose of the evaluation is to supply the operative partners with information which allows them to reflect on and improve the management of the project as well as to summarize the project outcomes after the project work is completed.

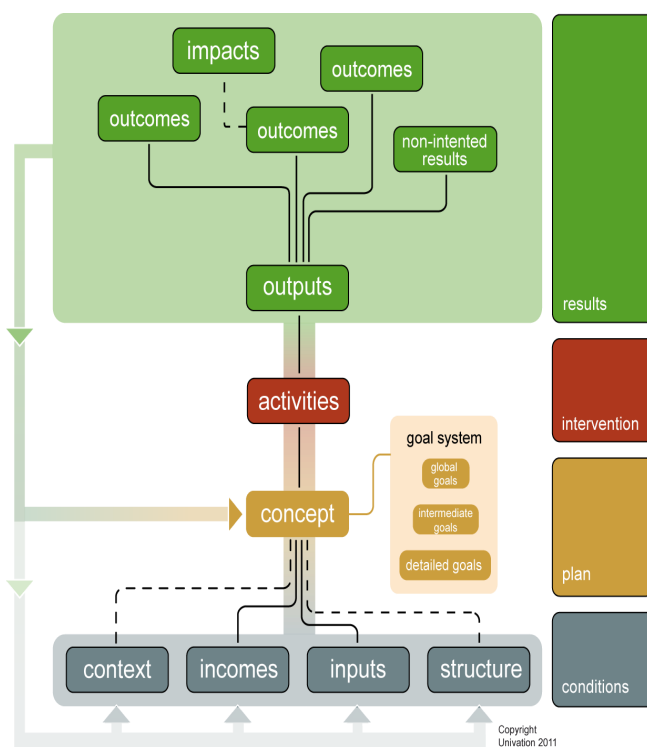
### 2 Methodology

The formative part of the evaluation ensures by means of a series of measurements in the course of the project combined with immediate feedback to coordinators and decision makers the availability of information in the run-up to decisions. The summative part of the evaluation concentrates on the results: the assessment of the outputs, final outcomes and potential impacts, e. g. aspects of sustainability of the developed products and transfer in international professional practice.

The logic model being used for the evaluation is a product of Univation called 'Programme Tree' (Illustration 1) and it is the basis for the current evaluation of the IENE2 project. It helps to structure information, to reflect the project activities and to draw conclusions about outcomes and impacts.

### 3 Preliminary Results

The reported results are preliminary, represent a selection for the current publication's purpose only and are relevant exclusively to the presented survey design, sample size and composition. The results should not be generalised to alternative teaching/learning settings without further consideration. Also there is a distinct steepness of the answers' distribution – the vast majority of recorded answers is positive, which is not uncommon for feedback surveys of the kind. Thus the evaluation team recommends looking in detail at the neutral and negative answers as they are hiding greater optimisation potential.



**Illustration : Logic model of Programme Tree**

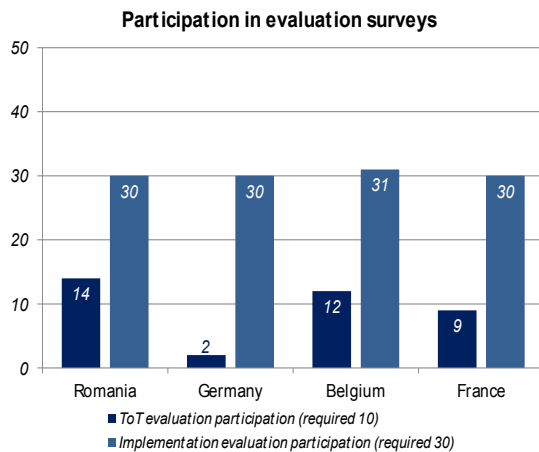
#### 3.1 Relevance

Europe is getting more multicultural every single day. Changes in the populations' diversity doubtlessly affect all aspects of living together, especially in the field of providing health care services:

- Patients are getting more and more culturally diverse.
- Nursing and health care professionals themselves have increasingly different cultural backgrounds.

Understanding cultural difference can be crucial for providing adequate health service as there are many situations where cultural issues can become an obstacle, if not approached sensibly. Possible examples of such situations are blood transfusions, complications prior to childbirth and many more.

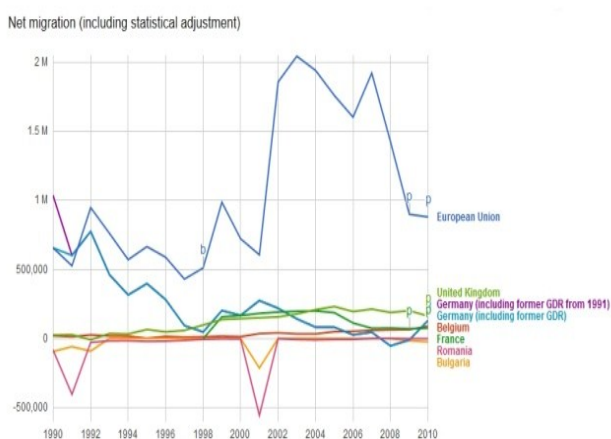
The retrieved survey data shows that the professionals involved in the implementation of the IENE2 project are well aware of the importance of cultural competence in their professional practice. 93,0% of the survey participants are of opinion that there is distinct need for nursing and health care professionals with intercultural competence in the region where they work.



### Illustration : Participation in evaluation surveys – sample size by country (count)

The substance of these quantitative statements can be found also in the open answers of the respondents.

*„In my region (south of France) we have an important movement & constant migrant population arrival. This is why the cultural competence seems to me ineluctable among the health care professionals (in a large health frame).”*



### Illustration : Net migration in the European Union. Source: EUROSTAT, last updated 30.11.2011. Retrieved from Google Public Data

Conform with the respondents' judgements of the project's context, only 36,3% agree with the statement that the nurses and health care professionals in their region or institution have sufficient levels of cultural competence in order to provide care for patients. Over 80,0% of the survey participants think the professionals in question recognise the need for additional education on intercultural content themselves.

This implies that the project is not only relevant to the current European demographic context, but certainly addresses the needs of the target groups.

## 3.2 Efficiency

The efficiency of the IENE2 project can be judged as good. This judgement is based on survey data from the two phases of the project – the conduction of ToT workshops and the actual implementation of the PTT/IENE model in institutions, as well as on observations of the evaluation team on the project's administration.

The survey results show definite satisfaction of the participants with the ToT workshops. The workshop organisation receives positive judgements by more than 75,0%, the workshop materials and the workshop content – by more than 89,2%. The overall evaluation of the workshops is also highly positive: 33,0% of the respondents think the workshops are excellent and another 53,0% – that they are good. These results are a sign that the budget spent on the workshops was appropriate to conduct them successfully and satisfactory from participants' point of view.

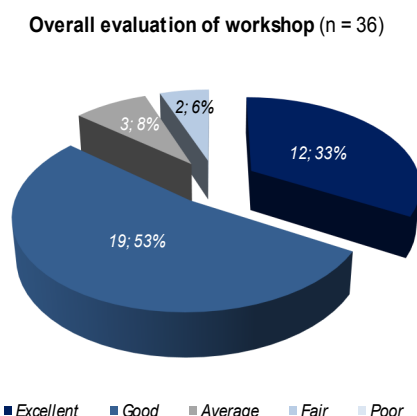
The activities connected with the implementation of the IENE2 model in institutions are still in progress. Still, 87,6% of survey respondents report that the implementation activities are progressing according to the initial planning. The respondents judge the human capital is supportive, but not sufficient: 86,8% report that those who facilitate the implementation on site are receiving adequate support from their trainers, but only 62,8% think that they have enough, adequately prepared staff to carry out the implementation of the PTT/IENE model. Also, just half of the respondents opine that the time foreseen in the curricula for the PTT/IENE concept is sufficient (50,4%), although 81,8% find that resources in general meet the needs for the implementation.

It can be concluded that the IENE2 project strictly keeps the financial frame and manages to achieve the expected results. There is always space for improvements, but they cannot be accomplished by a single project alone and would need reallocation of resources of all involved institutions.

The observations of the evaluation team furthermore show that the project team invests considerable amount of time to meticulously meet the administrative requirements of the funding agency. The project team consists of two experts in Belgium, France and Romania respectively and one expert from Germany. One person manages and coordinates the project from the United Kingdom, supported by one teacher for the conducting of the ToT workshops. Given the results described below, and the time provisions of each of the involved experts, the work of the project team can be judged as highly efficient.

### 3.3 Effectiveness

The IENE2 project counts numerous outputs including the attended ToT workshops and the working materials for them, all subject to positive feedback by the participants. An output that has not been thoroughly achieved is the post course support, provided by the project. The outputs of the project contain furthermore diverse dissemination materials, mainly brochures to be used at different events and to be laid out at the different involved institutions.



**Illustration : Overall evaluation of workshop, 5-point scale**

On the outcome side, an indicator for the effectiveness of the project is the acceptance of the project's model concept in the institutions who are implementing it. The results after the ToT workshop indicate that the PTT/IENE2 model is

well accepted. A detailed look at the data shows that more than half of the respondents (52,8%) feel well-acquainted with the PTT/IENE model after completing the workshop. Still, a relatively large number of respondents (47,2%) point out that there are still theoretical aspects of the model that they do not quite understand. The majority of the trainers wish to receive more culture-generic inputs (82,9%) and express the need of more supervision and guidance (77,8%) in order to teach cultural content adequately. Yet most of the respondents (88,6%) are confident that after completing the workshops they are better prepared to teach cultural content. All but two respondents think that the provided information is relevant to the context at their institution, and that the model is easy to transfer into different contexts.

After the start of the implementation phase the vast majority of respondents (over 80,0%) are convinced that the PTT/IENE model represents an adequate approach for teaching intercultural content and that the model could be well integrated within the curriculum. Still, the survey participants report that they need further training in order to teach the model appropriately.

Till this point 59,0% of respondents report that the model is implemented in their institution and can already observe results. 98,6% of them state that they already receive positive feedback from students for the learning activities on intercultural education. 91,4% can perceive noticeable improvements in the behaviour of nursing and other health care professionals in situations that involve cultural caring. 95,7% feel that intercultural training is gaining acceptance with relevant professionals in their institution.

### 3.4 Added Value

The added value of the project becomes visible when comparing the initial situation of the target groups described above and the reported outcomes of the project. The primary target group of the project (professionals responsible for management or vocational education and training) is definitely sensitised for matters of intercultural competence, is actively involved in implementing modules on intercultural education in the curricula in institutions of their responsible for management or vocational education and training) is definitely sensitised for matters of intercultural competence, is actively involved in implementing modules on intercultural education in the curricula in institutions of their institutions, senses



is actively involved in implementing modules on intercultural education in the curricula in institutions of their institutions, senses aroused comprehension within the institutions, and seeks ways to deepen their competence in this field. For the secondary target group of the project (nursing and other health care professionals) only indirect conclusions can be made, based on the opinions of the members of the primary target group. According to latter statements, the nursing and health care professionals acknowledge the importance of intercultural competence and provide positive feedback on the learning modules introduced in the curricula as a part of the IENE2 project. The managers and VET staff who participated in the survey are confident, that they have already observed improvements in their personnel's behaviour in situations that involve cultural caring.

### 3.5 Impact

At this point very little can be reported regarding the impact of the IENE2 project. Usually impacts need more time to develop and it would be irresponsible for an ongoing evaluation to pretend to measure impacts. Still, the results reported above reveal a positive tendency: the measures proposed by the project are well accepted, the implementation is seriously progressed and the institutions involved have started to open themselves to the introduced model and ideas for intercultural education. Normally, institutions play a very important role for the transfer of model initiatives into everyday practice.

Until now, the involved institutions seem to adopt the PTT/IENE model well. 97,5% of the respondents are definite that their institution is supporting the implementation of the model in the regular curriculum and only 26,4% state that there are internal conditions that prevent the adequate teaching of intercultural content. Some of the institutions have already introduced the model as part of their compulsory curriculum, but there are also obstacles for the implementation. Mainly, the managers and VET professionals report lack of time as a reason preventing them to further elaborate on the model. Another reason is the lack of understanding the importance of interculturality among the regular teaching staff. Yet, quite a large part of the survey participants (83,5%) report that their institution is maintaining regular exchange with relevant partners. Latter point is

crucial for the possible transfer of the model for wider use in relevant institutions.

*„At the end of the project the French participating institutions decided to organize regular meeting to pursue the implementation teaching experiences to share & to propose to other care institutions a CVET training on this cultural competence.”*

As mentioned earlier, the results indicate a good start, but it is recommended that a follow-up evaluation is undertaken after a period of at least two years in which institutions can experiment with the model, test and adapt it, in order to see if it becomes part of the regular practice.

### 3.6 Sustainability

For the sustainability of the IENE2 project can be summarised that the interventions are carried out conscientiously and with reasonable budget. The relevance of the project's concept is high and is expected to remain high in a global world. The importance of the concept is acknowledged by the target groups and efforts have been made to popularise the concept with relevant institutions to enhance future transfer. In order to facilitate the achieved results, it is recommended that the project's website is maintained for several years after project completion, so that it can become a database with materials on the topic of intercultural teaching and learning for registered members.



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