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the European Union

Supporting development of Trans Cultural Competence for healthcare professionals in the Western Balkans

[TCCWB]

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CONSORTIUM

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Introduction:

- ▶ Transcultural competencies in the Western Balkans (TCCWB) is a capacity building project that aims to support HEIs in Bosnia and Herzegovina (BiH) and Albania to develop material to enable nursing students in the region to deliver culturally congruent (nursing) care to all care recipients, including those with migration backgrounds or on the migratory routes through Europe.
- ▶ EU and non-EU countries have a shared responsibility to protect the **rights of migrants** on the move, regardless of their legal status. Transcultural competence will enable nurses **to respect** the human dignity and human rights of migrants. **Cooperation** between EU and non- EU countries is also important for facilitating the integration of migrants into their host societies. Understanding the differences between cultural values, peoples' morals, and national versus EU legislation can reduce the likelihood of ethical problems, disappointments, and illegal activities. The aim of these transcultural educational programs is **to promote** a more humane and sustainable approach to the nursing care and education of migrants. The goal for the programs is to ensure that nurses have the knowledge, attitude, and skills to treat the migrants fairly when providing basic healthcare services for them.
- ▶ In line with the regional priority to **“support innovation and reform within the education sector that address the skills needs for the ... labour market of tomorrow”**, the cocreation of a new study programme focused on transcultural competence, implemented in nursing curricula in beneficiary HEI in the WB will benefit both the educators and the students. **This new curriculum will also support students in caring for new populations and people on the move, as well as students with migration backgrounds entering studying in WB.**



Main Objective:

- ▶ Development and innovation of teaching methodologies to integrate transcultural competencies in (pre- and post-registration) nursing education in order to increase the skills of the health care workforce.
- ▶ **This project responds to the call by developing future-oriented curricula that better meets the needs of nursing students and nurses by developing content (transcultural nursing) and delivery methods (distance and digital learning) that support nursing students, faculty and practicing nurses in becoming more competent caregivers able to meet increasingly complex needs.**
- ▶ **This project encourages the development and implementation of digital higher education and mainstreams digitalisation in the nursing curriculum.**
- ▶ Through focussing on the most vulnerable and emphasising the health care recipients' values, beliefs, and customs and how someone's way of life, their modes of thought, and their unique customs, this project helps to lay the foundations for strengthening active citizenship in nursing students and faculty in Albania and BiH.



Main Objective

- *Finally, by focussing on transcultural communication in all areas of healthcare (primary and tertiary care, community nursing etc) this project is relevant to the call by developing education to build 'soft skills' for life and work.*




Overall situation

- Bosnia and Herzegovina (BiH) and Albania are countries that are on the migration route from Africa and Asia towards the European Union. Despite various initiatives including the EU Action Plan on the Western Balkans, and the Skopje declaration, the responses from the authorities involved in providing basic conditions for people on the move and addressing the situation with the local population are weak.. The Western Balkan region is a multicultural region with a long tradition of intercultural, interreligious dialogue and understanding, making the region receptive to the deliverables of this project.
- Albania and BiH each have a different ethnic make-up and history reflecting the diversity in the region (Hysa, 2020). The project acknowledges that the interaction of new cultures, traditions and religious beliefs can be traumatising and/or transformative for both parties. The often blunt reactions and pressure from regional media to the migrant crisis does not foster understanding of reasons for migration or for the different ways of living. The education, health and political systems in the WB are very resistant to change unless they are pushed towards them. This project supports the recent regional priorities developed by the International Organization for Migration; priority 4: leveraging informed and evidence-based policy and discourses (IOM, 2021a) and a 2022 analysis by the OECD of educational needs in the Western Balkans




Transcultural competence (TCC)

- is the ability to provide culturally congruent (nursing) care. Competent health care professionals possess the ability to recognize and appreciate cultural differences in healthcare values, beliefs, and customs and how someone's way of life, their modes of thought, and their unique customs can immensely affect them in how they deal with illness, healing, disease, and deaths (Murphy, 2006; Marotta, 2014). **EU and non-EU countries have a shared responsibility to protect the rights of migrants on the move, regardless of their legal status.** Transcultural competence will enable nurses to respect the human dignity and human rights of migrants. Cooperation between EU and non-EU countries is also important for facilitating the integration of migrants into their host societies.
- Understanding the differences between cultural values, peoples' morals, and national versus EU legislation can reduce the likelihood of ethical problems, disappointments, and illegal activities.

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- ▶ According to many national and EACEA reports*, **the educational systems in WB are rigid and the inclusion of new elements into curricula is very slow.** The project is also in line with regional priorities for joint structural Projects (Erasmus+ KA2 – Capacity Building in Higher Education) for region 1 (Western Balkan) and is related to strand 2Th: **Equity, access and democratisation of higher education (including disadvantage groups of people and regions).** The project proposes a new approach in BiH and Albania in order to make HEI more oriented towards developing new skills to the students. The development of a new study programme focused on transcultural competence, implemented in nursing curricula in beneficiary HEI in the WB will benefit both the educators and the students. **This new curriculum will also support students in caring for new populations and people on the move, as well as students with migration backgrounds entering studying in WB.** Additionally, formalised transcultural competence education has been shown to benefit nursing students regardless of their background increasing their sense of self-efficacy and skills in working with diverse populations (Jeffreys & Dogan, 2012).

Specific Objectives

- □ Establish the current situation and the new priorities for the integration of transcultural competence curricula in nursing schools and in practice in the Western Balkans (BiH and Albania)
- ○ Building on the needs identified in the previous project in the first 6 months of the project, based on a review of recent reports (CRS Report on the people one the move from 2020) and surveys of nursing faculty and students a project roadmap will guide the project and be published in the WB region in order to raise awareness of cultural competence and highlight needs
- □ Develop materials and methodologies for transcultural competences education ○ In order to improve the level of competence and skills new and innovative education programs will be developed. Material will correspond to 3ECTS but will be developed such that it can be integrated into preregistration nursing programmes in existing modules, or as stand-alone material for pre-registration or post-registration microcredentials.
- □ Support capacity building for formal and informal education in nursing by training of trainers (nursing faculty) ○ The model will focus on cocreation (with faculty and students) and digitalisation to enhance the digital skills of students and staff
- ○ Success in this objective will be measured by active participation of nursing faculty beyond the beneficiary researchers and technicians in the HEIs in WB and by active student participation and testing of pilot training material.
- □ Implementing materials and methodologies for formal and informal transcultural competence education in nursing schools. By focussing on transcultural care the project will promote equality, equity, non-discrimination and the promotion of civic competences in higher education in BiH and Albania ○ enhance the knowledge base of nursing faculty
- □ Strengthening of infrastructure to deliver training in partner countries by bringing together a diverse range of HEIs and NGOs in two countries in the Western Balkans alongside two HEIs in programme countries this project aims to ○ Foster cooperation and the exchange of good practices.
- ○ Cooperation between two countries in WB addresses regional issues and strengthens alliances supporting the strengthening of higher education's wider social ecosystem in both countries and the region.



WP 1 – Analysis of current gaps and needs regarding transcultural competencies in partner countries.

- □ Analysis of current transcultural nursing content in Bosnia and Herzegovina and Albania (nursing schools, medical facilities, nursing association).
- □ Identification of good practices and tools in EU and worldwide.
- □ Assessment of capacity for integration of microcredentials to deliver education in pre-
 - and post-registration settings
- This package will involve a survey of current provision of transcultural competence education in nursing in the partner countries, questionnaires of teaching staff and students, data analysis, report writing,

- Main deliverable: the final project road map.



WP 2 –Capacity building- Train the trainer

- □ To support the transfer of knowledge and tailor the transcultural competence education to the needs identified in WP1, several workshops for nursing faculty in WB will be conducted the project consortium.
- o Odisee University College– online education/microcredentials
- o Turku University of Applied sciences – content on evaluation
- o Universities in BH and Albania – topics to be finalised based on WP1 needs
- analysis and, local implementation

- Main deliverable: workshops to upskill and train WB nursing faculty in TCC, project management, digitalisation/microcredentials
- This WP is rooted in the notion of cocreation and direct involvement of nursing faculty (and where appropriate) nursing students and nurses. Workshops not only transfer knowledge and develop skills but lay the groundwork for strong collaboration and networks that facilitate sustainable implementation and dissemination beyond beneficiary HEI/other healthcare education departments



WP 3 – Pilot project:

- ▶ □ Development of pilot project (training materials and training content) based on transcultural competencies - elective courses, non – formal education, development of curriculum, microcredentials etc... based on (grey) literature review and needs identified in WP1.
- ▶ Main deliverable: the pilot teaching materials and methodologies
- ▶ This WP is the heart of the project. The material will be cocreated and tested with nursing faculty, students and nurses in practice.



WP 4 - Strengthening infrastructure

- ▶ □ A key aim of capacity building projects is supporting the infrastructure to deliver the educational innovations around transcultural competencies.
- ▶ Material resources and access to digital materials (eg databases) to support capacity building based on needs analysis in WP1.



WP 5 - Dissemination and Exploitation

- ▶ The project will provide a template for other institutions and educational institutions in partner countries to implement the proposed teaching materials and methodologies.
- ▶ Links with nursing organisations in consortium countries.
- ▶ This project aims to disseminate the materials and methodologies widely within BiH and Albania but also the wider WB region. To date many of the materials and tools available publicly are developed in the EU or US and do not reflect local needs or nuances.
- ▶ Beneficiary HEIs in the WB have well developed networks within HEI and healthcare institutions as well as the relevant governmental levels to implement curricular changes.



WP 6 – Evaluation

- ▶ Activities in this work package support the evaluation of both the process/methodologies used in the project and products (materials and methodologies) to implement transcultural nursing curricular activities.
- ▶ This workpackage demonstrates the importance of systematic data collection and evaluation in order to produce quality materials and methodologies for implementation and dissemination. By placing evaluation in its own workpackage the processes are made transparent and the methodologies can be used for building evaluation and quality assurance capacity.



WP 7 – Project management

- Activities in this work package support the active and constructive participation of consortium members and the implementation of the conditions of the KA2 grant. This WP is rooted in principles of project management, transparency and shared responsibilities amongst beneficiaries. ODISEE is a 'co' university college, where collaboration and cocreation are part of the vision and mission of the institution. These values, and knowhow (sociocratic methods, cocreative strategies) will be applied to the WP and project as a whole.



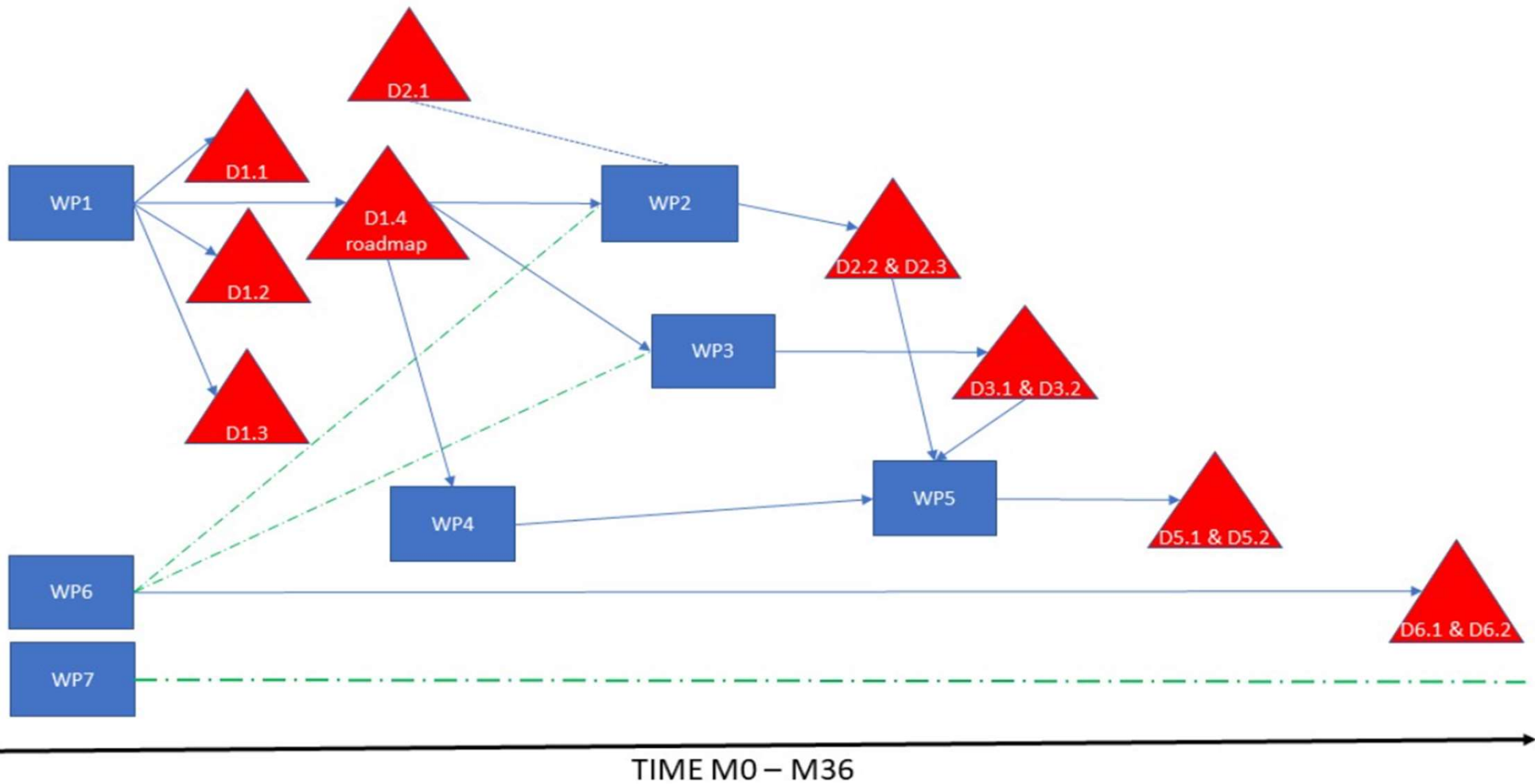
Project impact

- ▶ Specific population: nursing students and nursing teachers/educators that will have direct benefits from the project. Nursing schools and nursing associations will also benefit from the project through continuing education and training as the part of the sustainability of the project activity.
- ▶ **Short term**
 - ▶ nursing faculty: upskilled in both transcultural nursing concepts, distance/digital education and quality assurance in developing new modules and new programs.
 - ▶ nursing students: receive content and training, participate in co-development of materials/inclusions, awareness
 - ▶ schools of nursing, content/curriculum, digital education
- ▶ **Medium term**
 - ▶ nursing faculty: upskilled in both transcultural nursing concepts, distance/digital education
 - ▶ nursing students: cultural competence embedded in nursing programmes, qualification meets international norms, can work with diverse populations
 - ▶ schools of nursing: digital education and development of microcredential model (flexible education, post registration etc)




Long term effects

- nursing faculty: maintain skills and broader competencies, work with digital/distance education..
- nursing students: cultural competence embedded in nursing programmes, qualification meets international norms, can work with diverse populations
schools of nursing: digital education and development of microcredential model (flexible education, post registration etc)
- benefit to general populations receiving culturally competent care.



Selected events, milestones and deliverables present a vision of the project.

- Rectangles are nodes and represent workpackages
- Red triangles represent deliverables that may impact another WP (see lines and arrows)
- Directional arrows represent dependent tasks that must be completed sequentially
- Diverging arrow directions from one node indicate concurrent tasks
- Dotted blue lines indicate dependent tasks that do not require a previous deliverable
- Dotted green lines indicate ongoing processes



THANK YOU!!

PROPOSAL_101128620-TCCWB-ERASMUS-EDU-2023-CBHE