

## BLENDED LEARNING BEST PRACTICES

### BICAS

In order to describe the Practice, please complete the table below. Please enter the answers in the column on the right. This column also includes additional, more detailed questions and explanations to particular categories of Practice and proposals for answers (e.g. in the question about the area of implementation or the financing body), which are in italics.

<b>BICAS</b>	
<b>Building Intercultural Competencies for Ambulance Services</b>	
<a href="http://bicas-online.eu/en/home-4/">http://bicas-online.eu/en/home-4/</a>	
<b>01.09.2016 – 31.08.2019</b>	<b>Johanniter Akademie Bildungsinstitut Mitteldeutschland</b>
<b>Element</b>	<b>Guiding questions</b>
<b>Type of document</b>	BICAS is a Erasmus+ KA2 project that was carried out between 2016 and 2019. One of it's important results is a e-learning course that was implemented as blending course during the project lifetime.
<b>Publisher</b>	The publisher of the website and the contents (including e-learning course) are the project partners: <ul style="list-style-type: none"> <li>• Johanniter Akademie Bildungsinstitut Mitteldeutschland, Germany</li> <li>• Federacion Andalucia Acoge, Spain</li> <li>• Danmar Computers LLC, Poland</li> <li>• Euro Project lab S.r.l.s., Italy</li> <li>• Johanniter Österreich Ausbildung und Forschung gemeinnützige GmbH, Austria</li> <li>• Wisamar Bildungsgesellschaft gGmbH, Germany</li> </ul>
<b>Target audience</b>	The target audience are members of the medical rescue service/ambulance service
<b>Field</b>	The field is the emergency rescue service and migrants.
<b>Objective</b>	The project has the intention to equip members of medical emergency services with the necessary intercultural competences to address the challenges of an increasing intercultural society in the pre-clinical medical first-aid.
<b>Location /geographical coverage</b>	The good practice was carried out as blended course in the partner countries Germany, Spain, Poland, Italy and Austria. The e-learning course can be done in English and is available in all partner languages, thus it is not restricted to certain countries. Just the language skills are important. The e-learning course can be adapted to a blended learning course as how it took place during the implementation phase of the project as pilot runs.

<b>Introduction</b>	<p>Nowadays migration is a big issue all over Europe. The number of migrants or people with migration backgrounds rises in the majority of European countries. This affects the daily life in different ways. An important aspect is the medical first-aid of rescue services. Often the medical first responders have to help people with different mother tongues, different habits and different ways of expressing themselves. This can cause irritations, misunderstandings and also conflict situations. The project therefore wants to address this issue by equipping the paramedics and medical first-aid rescue staff with the necessary intercultural background knowledge and competences to gain sovereignty and security when facing these situations.</p>
<b>Stakeholders and Partners</b>	<p>The direct beneficiaries are staff from the paramedics and medical first responder field. The indirect target group of course are migrants of different cultural backgrounds who will profit from interculturally sensitised paramedics as misunderstandings can be avoided and the people in need will get help quicker.</p>
<b>Financing Body</b>	<p>The project was funded by the European Commission in the framework of the Erasmus+ programme. No further funds were included.</p>
<b>Context</b>	<p>As explained above, there was a need identified by Johanniter Akademie Bildungsinstitut Mitteldeutschland to further educate paramedics towards a bigger intercultural understanding and to equip them with the abilities to identify the best strategies in difficult intercultural first aid situations. The increasing number of refugees and migrants request an adaptation of the skills of the paramedics as this aspect is up to now not as deeply included in the VET education in this field as it would be necessary, especially for the work in bigger cities with a higher number of foreign people.</p>
<b>The main objectives</b>	<p>The project included the development of an e-learning course that was piloted in all participating countries in form of a blended course, a handbook for trainers and also an app for iOS and Android as support for paramedics.</p>
<b>The description of the practice</b>	<p>As explained above, the projects objectives were different outputs as results of the cooperation of the partners. The e-learning course was developed first and tested in all partner countries. The feedback of the participants was taken into account when the course was adapted afterwards. The app was developed based on the trainings and the usability of contents. During the test phase, paramedics from each country participated in the pilot runs and gave their feedback. Also the app was tested with the target group to get important feedback about contents and usability.</p>
<b>Outcomes of the practice</b>	<p>The results of the project are very useful, also beyond the lifetime of the project. In addition to the direct participants of the blended learning, the app can be downloaded and used by any interested person. Also the course can be done in e-learning format. Interested trainers can also use it for blended learning lessons. The participants can increase their knowledge, skills and competences regarding their intercultural abilities.</p>

<b>Success Factors</b>	<p>The project is designed for the work field of paramedics. The people who participate in the course or a replicated course should be open-minded towards the contents. It is not usable for regions without migrants and refugees but very useful for all places with foreigners. The organisations (employers) should in best case be open-minded towards this case of further education.</p> <p>On the platform <a href="http://www.bicas-online.eu">www.bicas-online.eu</a> under the section <i>Outputs</i> you can find IO6: <i>Guidelines and policy recommendations</i>. When you plan to implement or use the course and / or app, it might be very useful to read this document in advance. It shows many things that should be taken into account and that the project partners found out during the test runs.</p> <p>It is important to take into account the real-life situations of the paramedics as they know best where guidance is needed.</p>
<b>Constraints</b>	<p>The most important issue is the time. When you offer this further education you have to take into account the time that the target group has available. In the case of BICAS, the project partners intended to carry out a course of 80 working hours in total. During the pilot phase, they noticed that the paramedics have only a limited time available. They usually focus on the further education they have to do but not so much on soft skills like the BICAS course. Paramedics have long work shifts in some countries (e.g. Germany), in other countries it's people who do this job voluntarily in addition to their regular jobs. Therefore the course was shortened and this argument should be always taken into account.</p>
<b>Lessons learned</b>	<p>The good practice can be very useful when it is implemented in a suitable way. The motivation of the participants is a very important aspect that should not be underestimated. It would be best to insert it in the VET education already in countries where this is possible due to the structures of the paramedics education so that the participants do not have time conflict with their job.</p>
<b>Sustainability</b>	<p>The course and app can be used without any further fees. Nevertheless, the time is a decisive aspect. When the course is carried out in blended style, a trainer must be paid who is actively leading the course. The benefits are better skilled paramedics or other staff from the health sector (in the case of BICAS also nursing emergency service staff asked for the course) who are more aware of cultural differences and who are more secure in handling difficult situations that occurred due to cultural behaviour of people from other countries.</p>
<b>Development of the practice</b>	<p>The project finished in 2019. Therefore, the good practice is not further developed at this point.</p>
<b>Conclusion</b>	<p>The project was labelled <i>Good Practice</i> by the German National Agency. This is a proof that the project was carried out very successful.</p>
<b>Related resources that have been developed</b>	<p>All products and outputs of the project can be found on the project platform <a href="http://www.bicas-online.eu">www.bicas-online.eu</a></p>
<b>Language(s)</b>	<p>English, German, Polish, Italian, Spanish</p>
<b>Contact details</b>	



Erasmus+



<b>Name</b>	Jana Goldberg
<b>Company/Institution</b>	Johanniter Akademie Mitteldeutschland
<b>Address</b>	Stötteritzer Str. 47, 04317 Leipzig, Germany
<b>Telephone</b>	+49 341 22407600
<b>E-mail</b>	Online form on the website <a href="http://www.johanniter-bildung-mitteldeutschland.de/">http://www.johanniter-bildung-mitteldeutschland.de/</a>