



TAME

Training Against Medical Error

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1. INTRODUCTION

Sustainability strategy is used as a supporting document and describes the main principles and steps of continuation of TAME's outcomes and outputs. Sustainability strategy comprises questions which will be helpful in understanding of the sustainability and in developing of sustainable plan in each PCU. The steps for sustainability allow the main principles and efforts to identify ways of achieving sustainable development and move forward for getting more prepared students who will be able to avoid medical errors in their future clinical practice.

TAME is EC funding international project, it needs to have the greatest possible impact in PCU's geographical regions and areas. All partners should contribute and focus on maintaining the impact of the project and ensure that project results will be sustainable. Greater emphasis needs to be on ensuring that TAME project outcomes will allow to all partners keep the main idea of TAME and endorse it during and after the completion of project's activities.

2.1 Common view

Sustainability is a dynamic process and might vary across the partner countries (PCs). But the main goal should be clear for all project partners, it is necessary to sustain their work beyond the initial grant period. PCU's should find successful strategies to continue their work, meet sustainability goals and allocate their resources according to local medical education and healthcare needs.

Sustainability of the project means that after project duration and funding from the European Union, its results will continue to exist and develop. For example, the developed training courses implemented in the educational process and demand; created in the framework of centers and laboratories are functioning successfully; purchased equipment is used for its intended purpose. Institutions and projects often underestimate the value of dissemination and sustainability and postpone relevant actions for "later", ie, the final stage of its implementation, while the maximum effect of these measures is reached if they start from the very beginning of the project.

Sustainability of the project is closely linked to the dissemination strategy of the project results. Therefore, it needs to determine ways and methods of dissemination of the project expected outcomes timely.

In developing strategies for sustainable development of the project in each PC, the following questions will be helpful in understanding of the sustainability:

1. To which extent the project is important for the university, the local / regional stakeholders and / or country?
2. What is the benefit / impact of the project on an individual / institutional / national level?



3. Are the project's results useful to other stakeholders not only for the project working group/target audience?
4. Is the project and its results expected to improve the capacity of participants in the project (updating skills, using new methods and tools).
5. Has the project contributed to the career development at the individual / institutional / national level?
6. Is the project expected to have an impact on the development of language and intercultural competencies of stakeholders?
7. How and to what extent the project has contributed to a change in the rules / structure / organization of the educational process of the university? Were there any positive aspects of these changes, which could be supported in the future?
8. Does the project result to the signing of the new (or the design and continuation of existing) agreements: bilateral / multilateral agreements on partnership; joint research; joint / dual programs; the joint training of trainers / teachers academic mobility; on student exchange programs?
9. To what extent does cooperation rely on the framework of earlier established project partnerships? Will the plan to continue and develop the international collaboration be sustained?

2.2 Steps to TAME sustainability

This plan should be discussed with all project stakeholders including the universities leaders to find the best way to continue the project during and after finishing of the grant period and support these activities at institutional/national level.

Steps to achieve TAME sustainability:

1. Identifying of the leaders. Achieving long-term impact of the project requires leaders with vision, skills, and knowledge of how to promote change within university/ system/community
2. Strategic planning for sustainability that will help to identify the goals and objectives of the project that will be continuing and effectively running. Develop a detailed description of what services and activities are planned for sustainability.
3. Identifying and involving key stakeholders in strategic planning of sustainability in the project's life. It might be helpful for sustainability strategies to identify support in different levels.
4. Specifying of the target audience, for whom and why it is required to sustain the project.



5. Thinking about funding. Financial planning will help to identify the resources required to achieve positive sustainability of project outcomes.
6. Use the key findings from project evaluation data. It is important to present your evaluation data and findings to all project's stakeholders to support your work. All stakeholders need to know what problem your program addresses and what evidence you have that the program is working.
7. Developing of existing partnerships and collaboration within TAME and broader that can help you to continue project efforts and sustain the positive outcomes.
8. Continue the capacity building policy in university. It should be permanent process with initial and ongoing staff training towards creating lasting change in teaching and learning and management practice.
9. Use communication and marketing skills to inform others about your sustainability program's goals; demonstrate that the project is attractive and useful to the system and community.

3. SUSTAINABILITY PLANS OF PARTNER COUNTRY UNIVERSITIES

3.1 KSMU, KAZAKHSTAN

No	Long term impact	Activities	Level of implementation	Target audience/Stakeholders	Time period	Responsible department/person
1.	Development of the Republican Center for transfer of educational technologies in KSMU with the supporting of the Ministry of health and social development of	Creation the program for medical teachers training on PBL methodology, tutoring and D-PBL cases writing	National	Medical teachers of Kazakhstan medical universities	October 2016 - 2023	Vice-rector on strategic development, Project coordinator, KSMU Center for medical education



	Kazakhstan.					
2.	Further implementation of educational culture based on patient safety through training against medical error using VPs	Translation pediatric cases in Kazakh language	Institutional	Undergraduate medical students studied in Kazakh language	October 2016 - 2023	KSMU coordinator, medical teachers from paediatric departments
		Implementation of pediatric cases in Kazakh language in educational process	Institutional	Undergraduate medical students studied in Kazakh language	2 semester 2017-2023	Vice-rector on education, KSMU coordinator, medical teachers from paediatric departments
		Implementation «Teaching against medical error» principles into KSMU Undergraduate curriculum in different clinical attachments in Kazakh, Russian languages	Institutional	Undergraduate medical students	2018 - 2023	Vice-rector on education, KSMU coordinator, educational department, undergraduate faculty
		Implementation «Teaching against medical error» principles into KSMU Postgraduate curriculum in different clinical attachments	Institutional	Postgraduate medical students, including residency	2018 - 2023	Vice-rector on education, KSMU coordinator, postgraduate educational department,



						postgraduate faculty
		Creation of new D-PBL cases in Kazakh, Russian languages for different clinical attachments	Institutional	Undergraduate and postgraduate medical students	2018 - 2023	Vice-rector on education, KSMU coordinator, faculty
3.	Ongoing capacity building of PCU's medical teachers	Permanent tutors training to enhance PBL teaching and learning skills in Kazakh, Russian languages	Institutional	Undergraduate and postgraduate medical teachers	September 2016 - 2023	KSMU Center for medical education, certified PBL leader
		Organization of free English language courses for TAME tutors and staff	Institutional	KSMU TAME team	February 2016 - 2023	KSMU Center for medical education
4.	Active development of international collaboration	Creation and signing of the multi- and bilateral Memorandums of Understandings among, as well as outside TAME partnership: <ul style="list-style-type: none"> • For academic students mobility • For academic teachers 	International	Partners Universities	2016 - 2023	KSMU TAME team, Department of international collaboration and Bologna process



		mobility				
5.	Research in medical education	Evaluation of ongoing TAME outcomes	Institutional	KSMU TAME team, medical teachers, students	2017 - 2023	KSMU TAME team, Center for medical education

3.2 AMU, KAZAKHSTAN

4	Long term impact	Activities	Level of implementation	Target audience/Stakeholders	Time period	Responsible department /person
1	Increasing the capacity of teachers	Local training of Russian, Kazakh and English speaking tutors from clinical departments for D-PBL sessions	Institutional	PBL trainers	2017-2023	Vice-rector for educational affairs and TAME team of AMU
		Increasing number of tutors trained locally	Institutional		2018-2023	?
2	Strengthening the pediatric component of the state educational standards	Development of elective discipline with medical errors for senior students and interns	National and institutional	Undergraduate medical teachers	2017-2013	Vice-rector for educational affairs and TAME team of AMU, educational and methodological center.
		Implementation of pediatric cases and cases written for other Departments into undergraduate "General medicine"	Institutional	Educational office, methodological center, Tutors	2018-2023	



		curriculum				
		Translation pediatric and new cases into Kazakh language		medical teachers of undergraduate level	2017-2018	TAME team of AMU, educational and methodological center.
		Implementation into the curricula of Year 4-5 medical error cases in Kazakh language		Educational office, methodological center, Tutors	2017-2023	
		Conducting sessions in multilingual groups in 3 languages (English, Russian and Kazakh)		Trained tutors	2017-2023	
3	Further sustainable development (after the project)	Implementation of the pediatric cases and cases written for other Departments into undergraduate "General medicine" curriculum	Institutional	Medical teachers	2019-2023	Vice-rector for educational affairs and TAME team of AMU, educational and methodological center
		Implementation of cases into the curriculum of residency		Medical teachers	2018-2023	
4	Strengthening further international relations with partners	Signing the bilateral Memorandums of Understandings on cooperation	International		2017-2023	Vice-rector for educational affairs and TAME team of AMU, educational and
		Academic mobility of students and faculty			2017-2023	



		Development of joint projects within the framework of "Erasmus +"			2018-2023	methodological center , strategic development department
		Development of joint program for master's and doctoral degrees with Consortium members			2018-2023	
5	Dissemination of results	Participation in national and international conferences, forums, videoconferences	International , national	AMU coordinator, tutors, TAME team	2018-2023	

4.1 ZSMU, UKRAINE

No	Long term impact	Activities	Level of implementation	Target audience/Stakeholders	Time period	Responsible department/person
1.	Ongoing TAME promotion through national events	Organization and participation in workshops, conferences and social networks (Facebook)	National	Ukrainian Partner Universities	2016-2023	International department, ZSMU TAME coordinator
2.	Further development and modification of the curriculum to implement D-PBL and cases with medical errors	Modification of the curriculum in different clinical attachments to implement error cases into	Institutional	Undergraduate medical students	2016-2023	Vice-rector on education, ZSMU TAME coordinator, ZSMU MEC, heads of



		educational process				relevant departments
3.	Local capacity building and further implementation of TAME principle into Ukrainian medical education	Organization of courses, workshops and trainings at the ZSMU MEC for medical teachers from other Ukrainian institutions	National	Undergraduate medical teachers	2018-2023	ZSMU Center of Medical Education
		Creation of the network of Ukrainian higher medical educational establishments to promote D-PBL and training against medical errors	National	Higher medical educational institutions	2018-2023	ZSMU Center of Medical Education
4.	Continuous implementation of training against medical errors	Translation and implementation of paediatric cases in Ukrainian language	Institutional	Undergraduate medical teachers	2016-2018	International department, ZSMU MEC
		Creation of the team to write surgery cases in Ukrainian language	Institutional	Teaching staff	2018-2019	Vice-rector on education, ZSMU TAME coordinator, ZSMU MEC
		Implementation of teaching against medical error into ZSMU postgraduate paediatric and curriculum and in different	Institutional	Postgraduate medical students and interns	2018-2023	Vice-rector on education, ZSMU TAME coordinator



		clinical attachments				
5.	Continuous development of international collaboration	Signing the multi-party and bilateral Memorandums of Understandings with TAME Consortium members and external parties for academic and student's mobility	International	Partner Universities	2017-2023	International department, ZSMU MEC

4.2 BSMU, UKRAINE

No	Long term impact	Activities	Level of implementation	Target audience / Stakeholders	Time period	Responsible department/ person
1.	Further implementation of education based on VPs	Translation pediatric cases into Ukrainian language	Institutional	Undergraduate education in BSMU	September 2016 - 2023	Pro-rector on scientific-pedagogical work
		Implementation of pediatric cases on Ukrainian language in educational process	Institutional	Undergraduate education in BSMU	October 2016 - 2023	Pro-rector on scientific-pedagogical work
		Implementation of pediatric cases in Ukrainian	Institutional and national	Postgraduate education in BSMU	2017 - 2023	Dean of the faculty of post-graduate



		language in educational process				education
		Implementation of pediatric cases in Ukrainian language in educational process of Module "Emergencies" for all specialties	Institutional	Postgraduate education in BSMU	2017 - 2023	Dean of the faculty of post-graduate education
		Creation new PBL cases in Ukrainian language for educational process	Institutional	Undergraduate and postgraduate education in BSMU	2017 - 2023	Pro-rector on scientific-pedagogical work
		Implementation of new cases in Ukrainian language in educational process	Institutional	Undergraduate education in BSMU	2017 - 2023	Pro-rector on scientific-pedagogical work
		Implementation of new cases in Ukrainian language in educational process	Institutional	Postgraduate education in BSMU	2017 - 2023	Dean of the faculty of post-graduate education
		Implementation of new cases in Ukrainian language in educational process of Module	Institutional	Postgraduate education in BSMU	2017 - 2023	Dean of the faculty of post-graduate education



		"Emergencies" for all specialties				
2	Active spreading of pediatric cases in Ukrainian and English languages	Workshops of PBL in annual congress BIMCO	International	Students and staff personal from different countries	2017- 2023	TAME Team of BSMU
3.	Informing the Ministry of Education about the results of Grant Project TAME and their subsequent spread of other medical universities of Ukraine	Informational letter of TAME Project and outcomes of TAME	National	Students, doctors, medical teachers	2017- 2023	Rector of BSMU

4.3 HMU, VIETNAM

No	Long term impact	Activities	Level of implementat ion	Target audience/Stake holders	Time period	Responsible department/ person
1.	Further implementation of educational culture based on patient safety through training against medical errors using VPs.	Translation pediatric cases in Vietnamese language	Institutional	Undergraduate HMU medical students.	Nov 2016 - 2023	HMU coordinator, Medical teachers from the department of pediatrics
		Implementation of pediatric cases in Vietnamese language in	Institutional	Undergraduate HMU medical students	Dec 2016- 2023	Rector on education , HMU coordinator, Medical



		educational process				teachers from the department of pediatric.
		Creation new infectious cases in Vietnamese language	Institutional	Undergraduate HMU medical students.	Jun 2017-2023	HMU coordinator, medical teachers in the infectious department
		Implementation of new infectious cases in Vietnamese language in educational process	Institutional	Undergraduate HMU medical students.	April 2018-2023	Rector on education, HMU coordinator, Medical teachers from the infectious department
		Implementation of “teaching against medical error” into HMU Undergraduate curriculum in different clinical settings.	Institutional	Undergraduate HMU medical students	2018-2023	Rector on education, HMU coordinator, Relevant clinical departments, medical teachers.
		Implementation of “teaching against medical error” into postgraduate programs, advanced programs, and short courses.	Institutional	Undergraduate, postgraduate medical students	2018 – 2023	Rector on education, HMU coordinator, Postgraduate educational department, medical



						teachers in different clinical settings
3.	Promote PBL teaching skills for medical teachers in clinical settings, especially TAME new implemented settings.	Regular workshops, trainings focusing on PBL teaching skills for medical teachers.	Institutional	Medical teachers	September 2016 - 2023	Rector on education, certified PBL leader
4	Development of guideline book, modification of medical materials		Institutional	Students	2019-2023	Rector on education, Medical teachers
5	Creation of online websites “E-learning”	Creation of categories including: online lectures, group discussion,...	Institutional	Students	2020	Rector on education, HMU coordinator, Medical teachers
4.	Collaborate with medical universities in Vietnamese networks led by HMU to scale-up TAME project in Vietnam	Cooperate with HUMP to organize conferences. Build up TAME teams in different medical universities	National	Partners Universities	2020	Rectors on education in HMU and HUMP HMU and HUMP coordinator HMU and HUMP TAME team, Medical teachers in HMU and



						HUMP
5.	Research in medical education	Evaluation of ongoing TAME outcomes	Institutional	HMU TAME team, medical teachers, students	2016 - 2023	HMU coordinator HMU TAME team,

4.4 HUMP, VIETNAM

The importance of the project for Hue UMP, regional stakeholders, and for the countries.

The Hue UMP is one of the leading medical and pharmaceutical universities in Vietnam. Its mission is to provide under-graduated and post-graduated health personnel for the central and highland areas of Vietnam. The national accreditation report in 2016 has found that there were some limitations need to be improved in the next few years. The most emerging problems are training clinical reasoning and problem solving skills for medical students; improving teaching and learning methodologies toward a more students' centered approaches; and applying informatics and simulation technology in teaching and learning. In this context, the TAME project is obviously an important part of the innovation strategies and significantly contribute to the improvement of the innovation of medical education in Hue UMP. Implementation of TAME project is not only benefits Hue UMP but also valuable for community as beneficiaries of the educational products. The TAME achievements would be also promising to other medical institutions in Vietnam as in the future they may want to apply this teaching methodology to their curriculum.

The impacts of TAME project on individual, institutional, and national levels.

For teachers, this D-PBL methodology is promising to help them improve their capacity of student- centered teaching and learning method. Therefore, this will help to improve their teaching and learning outcomes. For students, this learning approach would help them to improve their clinical reasoning and problem solving skills and be well-prepared about vital errors in medical professional. Thus, it would help to prevent potential future medical errors to patients.

For institution, this will help to innovate their educational quality as a requirement for national, regional and international accreditation, especially in accordance with the World Federation of Medical Education criteria which Hue UMP is pursuing by 2023.



For national level, the MoH and MoET are putting a critical force to all medical institutions to innovate their teaching and training methodology toward a more competence-based and student-centered model. Therefore, the TAME project objectives are highly consistent and necessary to this developmental strategies.

The usefulness of the project results to other stakeholders

The results of this project is expected to be useful not only for students, teachers, and institutions but also for the employers and community. Since the students' clinical capacity is improved, the employers and community are obviously benefited with a high competent personnel and high quality of healthcare. In addition, the patients are also benefited since this approach could help them to reduce the risks from medical errors as well as improve their satisfaction during their hospitalization.

The improvement of participants

The project is useful for improving teacher capacity on PBL methodology. Since PBL is becoming popularly applied in Hue UMP as well as among other Vietnamese medical Universities. However, application of PBL in clinical teaching and using cases in D-PBL are still new for most of our teachers. Through this project, teachers of the main clinical departments, including Internal medicine, Pediatrics, Obstetric and Gynecology, and Surgery are expected to be trained (ToT) and applied this didactic approach to their routine work.

Positive contribution of the project to change the rules, structure, organization of the educational process.

The implementation of the project might not change the educational rules. However, a significant change in the curriculum structure as well as educational process can be made. For example, the clinical curriculum might have a minor change to integrate clinical cases. However, this changing is positive and necessary in accordance with the innovation of new educational strategies of Hue UMP in the next 5 years. The clinical implementation curriculum is also needed to change critically. For example, the time for working with real patients could be shortened whereas time spending for working with clinical cases, group learning, and simulation could be increased significantly. These changings are necessary and on target of the new integrated and competence-based curriculum in a near future.

Signing new agreement or partnership.

The TAME is a new educational approach among Vietnamese medical universities. HMU and Hue UMP are only two Vietnamese medical universities take part in this project. Since the trend of medical educational renovation in Vietnam is toward a more competence-based, simulation and students-centered approaches, the project results of this phrase could be a good model for other Vietnamese medical universities for multiplication. The project, therefore, is expected to be extended to other Vietnamese medical universities through signing new bilateral partnership



agreements in terms of technical transition and consultation, building capacity, students and staff exchange program at medical education's innovation need.

Sustainability strategies

- *Identifying leaders:* The selection of core members of project at Hue UMP involving different ages, experiences as well as their leadership positions. We invite those who are clinical competent, middle age, and enthusiastic staff to be involved as project core members. This strategy could help to ensure that they will continue to support, inspire and extend the project results to other departments as well as other medical institutions in the future. The project could not be achievable without supportive leaders at different levels inside university structure.
- *Identifying goals and objectives of the project:* The goals and objectives of the project are consistent and is part of the goals and objectives of the current medical education innovation in Hue UMP on existing curriculum. In addition, we also have some advantages, such as, Hue UMP has been developing some projects also aiming to improve medical education toward students' centered approach and competency-based training such as the HPET () and IMPACT-MED () project which are financially supported by World Bank and technically supported by Harvard School of Medicine. Therefore, the goals and objectives of TAME project will be continued to develop even after the TAME project ends. We realize that quality of medical training will be effectively improved focusing active change of teaching and learning methods from teachers and students from D-PBL application and training against medical errors.
- *Identification and involvement of stakeholders and audiences:* By connecting and unifying TAME project objectives with current educational projects, the other national and international stakeholders can be involved and the project results could be extended and continued. For example, Vietnamese medical universities and international medical universities can be involved through mutual partnership agreements and cooperation. In addition, graduate and post graduate students, employers, accreditation organization, and social organizations can be the most important stakeholders of this project. For students, it is crucial to continually improve their learning environment and satisfaction. For employers and accreditation organization, it is important to show them the continually improvement of medical teaching and training quality.
- *Identification of finance:* From Hue UMP and national budget and other project funds (such as HPET, IMPACT-MED...).
- *Use the key findings from project evaluation data:* We are sure to use the findings from the TAME project evaluation to do marketing with our partner medical universities in Vietnam. Next year, we will facilitate the very first researches on medical errors in Vietnam in our efforts to have strong evidences to support the ongoing TAME project. PhD students or qualified teachers will be the best researchers to get data for national and international publications.
- *Developing of existing partnerships and collaboration within TAME and broader that can help you to continue project efforts and sustain the positive outcomes:* Continue to disseminate the long-term results of TAME project among our partnerships within TAME, develop the medical education network, foster and develop potential collaboration among existing partnerships and others after the project ends.



_Continue the capacity building policy in university: Series of TOT courses will be organized by Hue UMP in order to build up the capacity of young staff in other departments that hadn't have chance to access to during the active phase of TAME project. These courses will be fully supported by Hue UMP.

№	Long term impact	Activities	Level of implementation	Target audience/Stakeholders	Time period	Responsible department/person
1.	Further implementation of educational culture based on patient safety through training against medical error using VPs	Translate paediatric cases into Vietnamese	Institutional	Medical students	2016-2017	HUMP project managers, Training Department of HUMP, medical teachers from paediatric department
		Implement paediatric cases at HUMP	Institutional	Medical students and teachers	2017-2018	HUMP project managers, Training Department of HUMP, teachers from paediatric departments
		Create 6 new D-PBL cases in Vietnam for different clinical attachments (Obstetrics and Gynaecology, Surgery and Internal Medicine Department) and use these cases in teaching	Institutional	Medical students and teachers	2018 - 2020	Rector's board of HUMP, Training Department of HUMP, trained tutors in the selective clinical attachments and core members of previous TAME team in Hue



2	Increasing the capacity of teachers	Organize local training of D-PBL session for chosen teachers at HUMP	Institutional	PBL trainers	2016-2018	HUMP project managers, Training Department of HUMP, medical teachers from paediatric, internal medicine, Obstetrics and surgery departments
3.	<i>Continue the capacity building policy in university</i>	- Organize series of TOT courses to enhance the PBL teaching and learning skills for staff that have not had a chance to participate during the operating time of the TAME project	Institutional	Undergraduate and postgraduate medical students and teachers	2018-2021	Rector's board of HUMP, Training Department of HUMP, trained tutors in the selective clinical departments and core members of previous TAME team in Hue
4.	<i>Developing of existing partnerships and collaboration within TAME and broader</i>	- <i>Disseminate the long-term results of TAME project among our partnerships at internal and international conference/ workshop</i> - <i>Signing new agreement or</i>	National and International	Partner Universities and other potential partners from Vietnam and other countries	2016 - 2021	Rector's board of all medical Universities in Vietnam and international institutions



		<p><i>partnership</i></p> <ul style="list-style-type: none"> - Create and maintain the website of TAME project in HUMP 				
5	Strengthen and extend the results of the project	<ul style="list-style-type: none"> - Identifying leaders (those who are clinical competent, middle age, and enthusiastic staff to be involved as project core members) - Identification and involvement of stakeholders and audiences - Identification of finance: From Hue UMP and national budget and other project funds (such as HPET, IMPACT-MED...). 	Institutional	Undergraduate and graduate students, teachers of HUMP	2016-2021	Rector's Board of HUMP, HUMP project managers, teachers from related clinical departments



5 SUMMARY

Sustainability through continued usage of the project's positive outcomes will allow to continue teaching against medical errors and patient safety in the wider context of medical education in each PCU, will promote future collaboration and partnership between universities within the TAME and outside for sharing experiences in new teaching and learning methods, enhancing D-PBL learning environment, creating the opportunity to innovate curricula, improvement of students' progress and contribution for overall health care safety promotion.

4. ANEXES (IF NEEDED)