



“Provision of training for first-line health professionals, law enforcement officers and social workers working at local level with migrants and refugees and training of trainers”

# Development and content of the TRAIN4M&H Training Programmes

Dissemination Workshop  
Brussels, 25<sup>th</sup> June, 2019

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## Constitution of an Expert inter-professional Group (June 2018)

- an Expert Group was constituted in support to the Work Package 1A, Design of the Training Programmes (lead by the Istituto Superiore di Sanità and Sapienza University of Rome), that was in charge of preparing the Training of Trainers programmes
- as migrants' health is an interdisciplinary domain, the Work Package 1A Expert Group (WP1-EG) included different professions
- the WP1-EG has guaranteed an evaluation from different knowledge, experience and perspective, by providing inputs for the development of the four Training of Trainers programmes
- the WP1-EG exchanged the prepared material during July- August 2018

# Constitution of an Expert inter-professional Group (June 2018)

## **Consortium partners and experts**

- 1) Roumyana Petrova-Benedict (IOM), Project leader
- 2) Mark Johnson, Evaluation Expert
- 3) Dadan Kardiana (EHESP) Health Education Expert
- 4) Fabienne Azzedine (EHESP) Health Education Expert
- 5) Henrique Barros (ISPUP) Health Education Expert
- 6) Livia Styp-Rekowska (IOM) Expert in Training for Law Enforcement
- 7) Nelson Goncalves (IOM) Expert in Training for Law Enforcement
- 8) Jaime Calderon (IOM) Expert in Migrant health
- 9) Guglielmo Schininà (IOM) Expert in Mental Health and Psychosocial Support (MHPSS)

## **External experts from EC funded migrant health training projects, European and international agencies in the migrant training sector, competent/representatives of the target groups**

- 10) Ainhoa Ruiz Azarola and Olga Leralta, Andalusian School of Public Health, Spain
- 11) Marika Podda Connor/Tanya Melillo, Ministry of Health, Malta
- 12) Jozef Bartovic, Technical Officer, WHO Regional Office for Europe
- 13) Teymur Noori, European Centre for Disease Control and

## Prevention (ECDC)

- 14) Andrea Gaddini, Psychiatrist, Local Health Unit, Rome, Italy
- 15) Francesco Castelli, Director of Department of Infectious and Tropical Diseases, University of Brescia, Italy
- 16) Giedrius Baksa, Capacity Building Division, FRONTEX
- 17) Allan Krasnik, President, Section for Migrant and Ethnic Minority Health, EUPHA, Denmark
- 18) Marina Rota, U of Ghent, Faculty of Psychology and Educational Sciences, Dpt. of Social Work and Social Pedagogy; Belgium
- 19) Latefa Belarouci, Psychologist, LEO sector, Ministry of Interior, France
- 20) Arild, Kjell Aambø, Norwegian Centre for Migration and Minority Health (NAKMI), Norway
- 21) Christian Bohórquez Zayas, Psychologist, LEO sector, Ministry of Labour, Migration and Social Security, Sevilla Spain
- 22) Theda Borde, past rector of Alice Salomon Hochschule, Social work sector, Berlin, Germany
- 23) Karoline Fernandez de la Hoz, Director of the Spanish Observatory for Racism and Xenophobia (OBERAXE), Ministerio de Empleo y Seguridad Social. Secretaria General de Inmigración y Emigración, Madrid; Spain



# Expert Group – consultation process





# Expert Group – 1<sup>st</sup> consultation (July 2018)

## 1. Definition of frontline target groups

- those professionals working in migrant-dedicated services
- those working in mainstream services having high percentages of migrant users
- staff involved in direct management or supervision of the above mentioned services

## 2. Target Groups' characteristics & training needs

- **project timing NON compatible** with new training needs assessment of the different target groups
- in order to allow the formulation of training objectives and contents the information was compiled from existing training needs assessments (PHBLM project; EQUIHEALTH project; MEM-TP project; MIHKMA project; Frontex Mental Health Strategy; WHO/Europe Assessing health-system capacity to manage sudden large influxes of migrants)

## 3. Broad choice of the contents

- for the training roll out, that, **by tender mandate, have a duration of two half days (8 hrs)**

# Expert Group – 1<sup>st</sup> consultation (July 2018)

## 4. Selection of existing training packages

as source for the training Programme, that **by tender mandate are NOT be based on the production of new training material, but on pre-existing validated materials**

- Mapping → 23 existing training packages related to migrant health
- Screening for inclusion criteria

	NAME OF TP	How was it identified?	INCLUSION CRITERIA					IN/OUT	note
			TRAINING COURSE	EC FUNDED	ACCESSIBILITY	ENGLISH LANGUAGE	Face-to-face COURSE		
1	EQUI HEALTH	Chafea 2016/Health/03 and EC/WHO MIHKMA	X	X	X	X	X	YES	
2	SH-CAPAC	Chafea 2016/Health/03 and EC/WHO MIHKMA	X	X	X	X		excluded	-Online course only -Recommendation will be considered

1. Being a training package (not a strategy, guideline or other training material)
2. Having funding from the European Commission
3. Freely accessible online
4. Available in English
5. Face-to-face only

- Selection of 6 TP as source material for TRAIN4M&H:  
**EQUI-HEALTH; MEM-TP; CARE; PHBLM; RE-HEALTH; MIG-H TRAINING**

# Expert Group – 2<sup>nd</sup> consultation (Aug 2018)

## Training Learning Objectives

Starting from the **purpose set by the tender:**

*to develop or reinforce their skills, improve understanding and positive attitudes, promote a holistic approach in the work with migrants and refugees at first points of arrival, transit and destination countries, with the aim of improving the adequacy and quality of services provided to migrants and refugees*

and the target characteristics and training needs



the training learning objectives were identified



# Expert Group – 2<sup>nd</sup> consultation (Aug 2018)

## Training Learning Objectives

- ✓ **Raising the awareness of frontline professionals in the area of migrants' and refugees' health, encouraging positive attitudes, the sharing of own experiences and the reiteration of effective ones**
- ✓ **Increase the attitude to inter-disciplinary, multi-professional team work, as an organizational response to health needs and inequalities which tend to overburden migrants**
- ✓ **Improve the capacity to meet the diverse needs of diverse users, developing a 'sensitivity to diversity' approach**
- ✓ **Promoting the processes of individual empowerment of frontline professionals, in order for them to become actors of change**







# Expert Group – 2<sup>nd</sup> consultation (Aug 2018)

## Methodological approaches -1

**Adapting to national, local and professional contexts** is key to a successful uptake of the training in different EU countries

1. the training is designed with a **modular structure**, where the Units as well as the focus topics and activities in each Unit can be delivered by trainer selecting what is most appropriate for their context
2. the choice among the material provided within each Unit will be made by the Local Trainer also on the base of the responses obtained through a **training needs assessment questionnaire**
3. National trainers are invited to **add country-specific information**
4. the training programme is **translated** into official EU languages



# Expert Group – 2<sup>nd</sup> consultation (Aug 2018)

## Methodological approaches -2

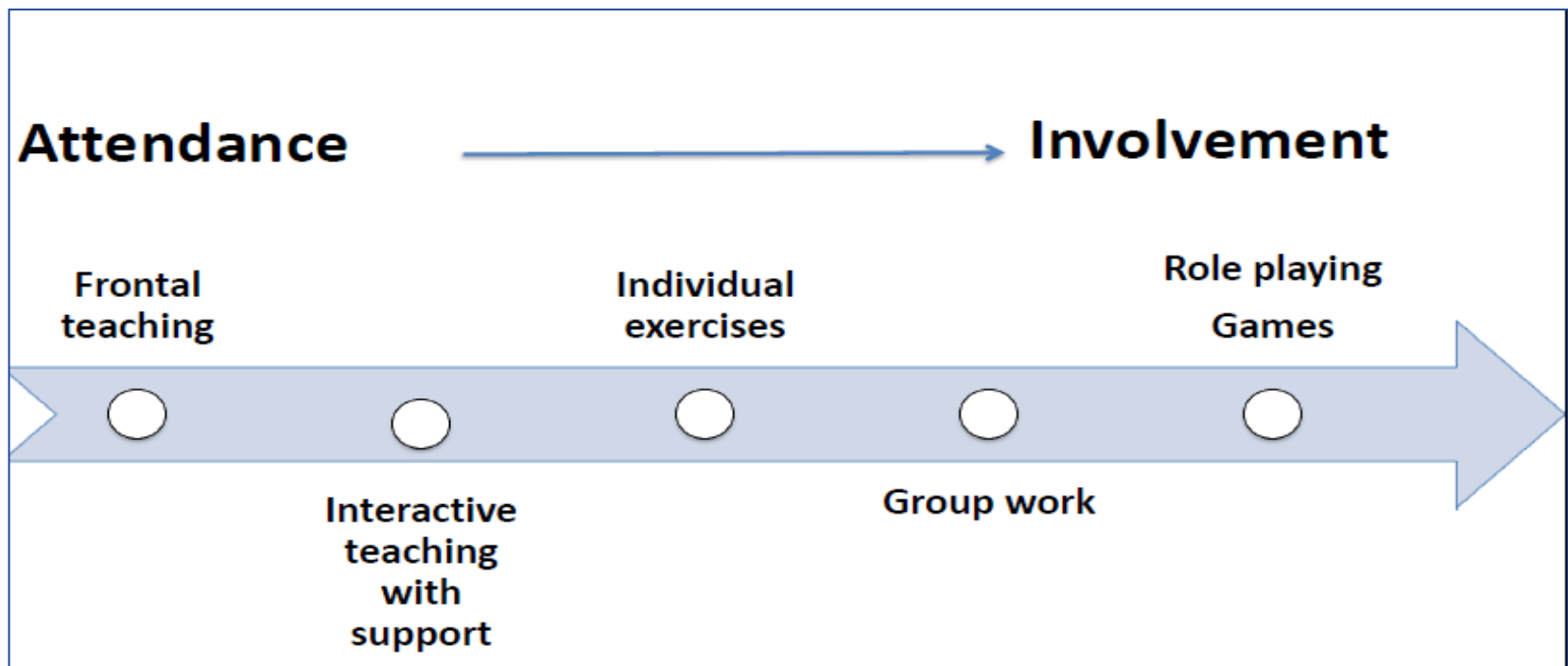
Migrant's health is an **interdisciplinary domain**, which requires an interdisciplinary approach.

1. **Classes will be multi-professional**, (mix of health professionals, law enforcement officers, and social workers) for large part of the time. This will encourage peer-to-peer learning.
2. Multi-professional training brings **diversity of understanding** on migrants' health that will enrich the classes and **enhance communication between sectors**
3. Multi-professional modules and sessions will need to take into account the **time needed to make space for the diversity** of knowledge levels and perspectives of learners

# Expert Group – 2<sup>nd</sup> consultation (Aug 2018)

## Methodological approaches -3

The **training process** must focus on the personal professional experience and expertise of the participants, aiming at finding the right balance between didactic methodologies and their respective levels of interactivity





# Expert Group – 2<sup>nd</sup> consultation (Aug 2018)

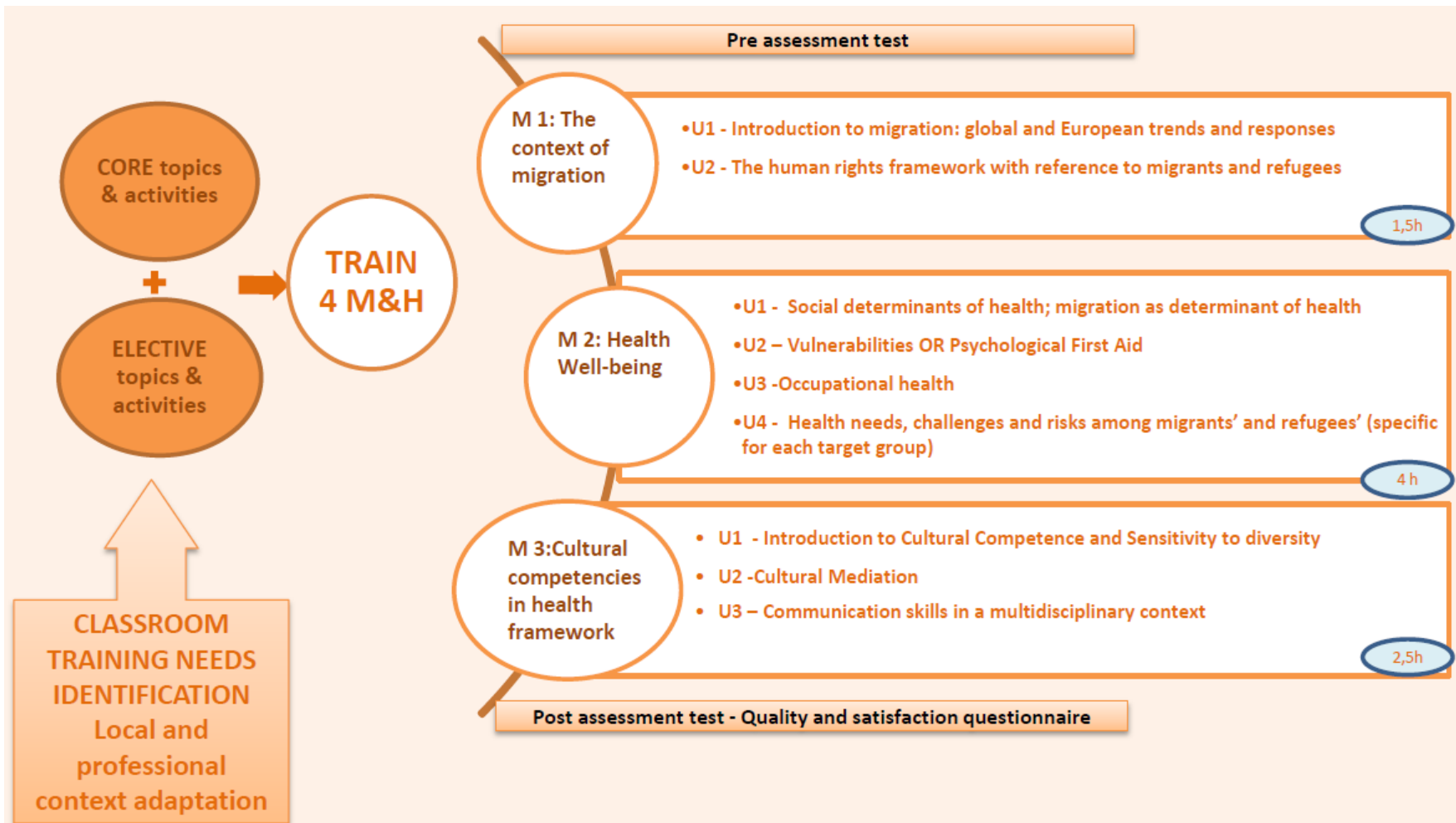
## Methodological approaches -3

The **training process** is oriented towards the recognition of the individual's own way of understanding reality and personal experiences

1. Each Unit contains a **limited number of key messages**, alternating slideshow with practical activities
2. The **evaluation tools** accommodate this approach: the “pre and post” test, in particular, test the achievement of “positional” learning outcomes (assessing the shifting of the learner's position within a process), rather than knowledge-related outcomes.

# Expert Group – 2<sup>nd</sup> consultation (Aug 2018)

## Advanced table of Content



## Content of the Training Programme

It is a full training package containing:

- ❖ A general one-page User Guide (for e-learning platform)
- ❖ A Training Manual: a guide for promoters and trainers
- ❖ Three Evaluation Tools
- ❖ Training materials for 3 modules and 13 units for each of the professional target groups:
  - a set of slides
  - interactive activities
  - supporting materials



*Training needs assessment questionnaire*



*Pre - assessment knowledge questionnaire*

- To select considering:
- what it is most appropriate for the context
  - the results of the “Training needs assessment questionnaires”

### 1. The context of migration

- U1 - Introduction to migration Health

### 2. Health Well-being

- U2A/B - Health needs, challenges and risks among migrants’ and refugees’ (A:Hp,C; B: SW &LEO)
- U3 – Introduction to migration and mental health
- U4 - Psychological first aid (PFA)
- U5 – Working with people in vulnerable situations
- U6A - Occupational health (SW&LEO)
- U6B- Self and staff care and stress management
- Elective – Grief and migration
- Elective – Migrants self-support and coping mechanisms

### 3. Intercultural competencies

- U7 - Introduction to Cultural Competence
- U8A - Communication skills (LEO, elective for other TG)
- U8B – Intercultural competence in the health framework (HP, SW, C)



*Post- assessment knowledge questionnaire*



*Teaching quality feedback questionnaire*

Training activities

Training presentation

Didactic approaches

Operative Training tips

To adapt considering the national and local context





# User Guide

A short text providing indications to any user about how to navigate through the training material

It will be used as landing page in the EC platform where the material will be stored and available for downloading

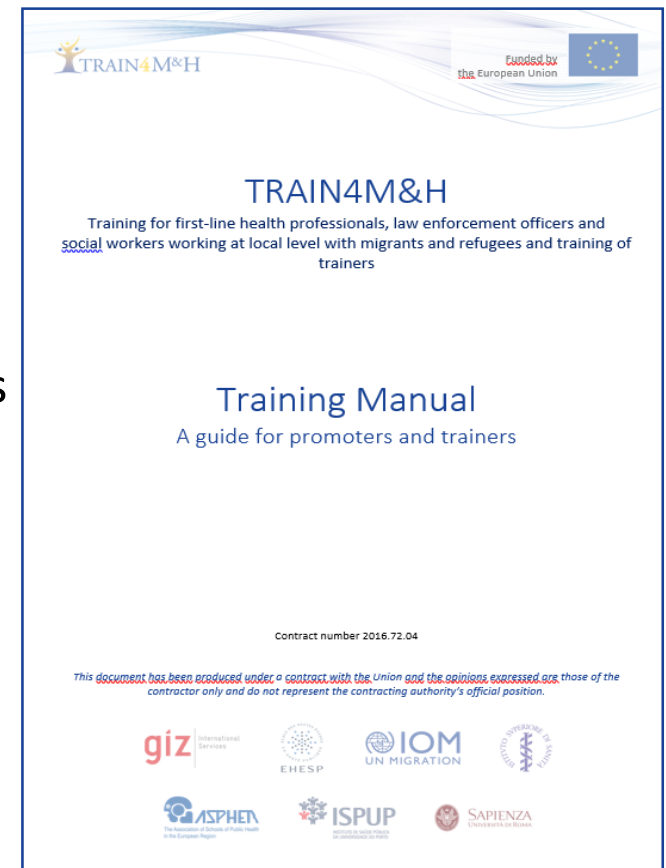
It recommends to refer to the Manual as first document the trainer should read

A thumbnail image of the 'TRAIN4M&H USER'S GUIDE' document. It features the same header as the main slide, including the TRAIN4M&H logo and the European Union funding information. The main text of the document is centered and reads: 'Dear User, TRAIN4M&H USER'S GUIDE welcome to the TRAIN4M&H training program, a learning process for first-line health professionals, social workers and law enforcement officers working at local level with migrants and refugees, and for training of trainers! Here you will find initial indications on how to navigate through the material provided by the training program. First of all, if you are a promoter of a training session or are a trainer yourself, open the Training Manual: here you will find all the indications to think through your training as a process which is not limited to the training session itself: you will find useful support in terms of how to identify your target groups; the methodological approach you can use; an overview of the whole training content (slides and activities) by Modules and Units; an overview of the content of each Unit; the evaluation tools available and how to use them before and after the training itself; some tips about adult learning; and, finally, a characterization of Training of Trainers (ToT) sessions and of roll out sessions. Be aware that the training is conceived as a modular program, and you will probably not use all the material provided: you will certainly want to choose specific Units and leave aside others, adapting in this way your training session to your target groups, to their training needs and to your national context. Please use the Manual (in particular the overview of contents and the training needs assessment tool it provides) to initially orient your choices. When you have an initial idea about the possible structure of your session, you can start exploring the material itself: - familiarize yourself with the evaluation tools, - then look at the Modules and Units themselves. Although the Modules and Units are presented in folders divided by professional group, be aware that the added value of this training is to enable an inter-professional exchange: therefore, all Units - apart from 2A, 2B, 6A, 8A, 8B - are conceived as inter-professional ones, and you will find the same content for them in each profession-specific folder. Section 5 (Training table of content) of the Manual clarify this structure by identifying inter-professional and profession-specific Units. Within each Unit you will find slides to be used for presentations, plus activity sheets which present the interactive exercises you can have with your class. Some Units include also additional materials which you can propose to your students for individual reading. Finally, remember to use the evaluation tools at the end of your training session, and to analyze results. And, above all, enjoy your training session'.

# Training Manual

Intended for trainers and promoters and contains – in 35 pages - a user-friendly presentation of:

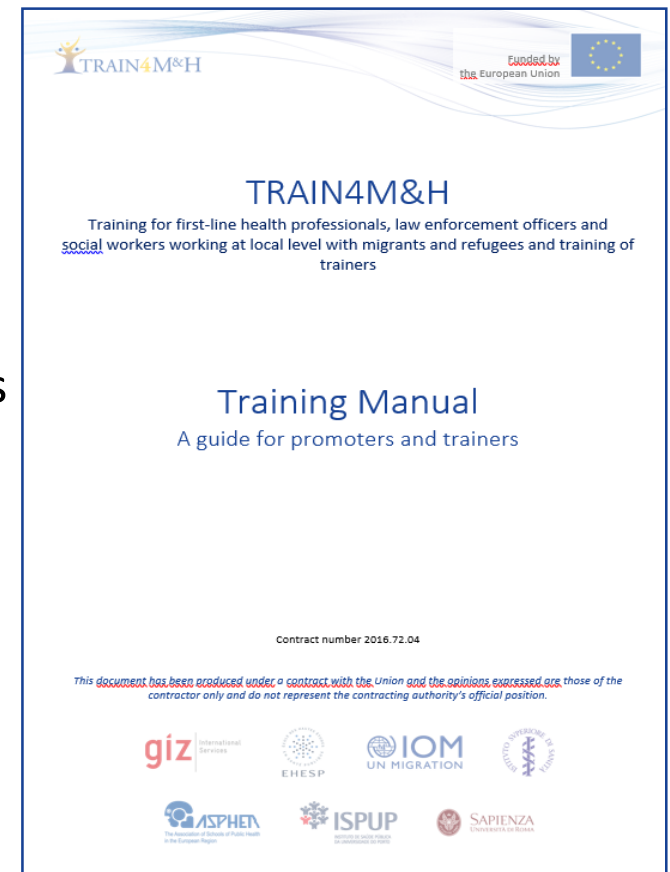
1. Targets
2. Methodological approaches and organization
3. Overview of the training programmes
4. Training table of content and training modules
5. Evaluation tools
6. Adult learning and the learning environment
7. Training of Trainers and Roll-out



# Training Manual (1)

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7. Training of trainers and roll-out





# Training Manual (2)

## Adult learning and the learning environment

A yellow sticky note with a red pushpin at the top left corner, containing the text 'Helpful Tips' in a blue, handwritten-style font.

### Helpful Tips

Spaces: pay attention to physical space (chairs and desk arrangement, walls.). Physical space arrangements have an influence on teaching and on the training relation itself.

Number of learners: it is advisable to have no more than 25 learners per class, in order to ensure effective interaction opportunities.

Presence of a tutor: in keeping with the interactive approach proposed by the training program, it could be useful to foresee the presence of a tutor in the classroom, who can facilitate the participation of the class to exercises.

Number of slides: while selecting among optional material, trainers should limit the number of slides to be presented, in order to be coherent with the time allocated and the didactic approaches chosen.

Motivation: it is advisable to make the link between each activity and the respective learning objective explicit: highlighting the intent of activities makes learners' engagement more constant and effective.

Trainer's personal approach: the way of conducting the training on the part of the trainer is key in order to create a cooperative learning environment. For example, he/she should avoid taking sides and should step into the process only to offer feedback and perspectives, avoiding one-to-one discussions.



## Training Manual (2)

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# Training Manual (3)

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Helpful  
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Timeframe, in relation to the class: timeframes for activities are proposed as a suggestion. The trainer can adapt them to the needs of the class, and as long as adaptation is functional to the achievement of the training objectives for each unit.

Language and vocabulary: it is recommended that attention is paid to the use of the correct terminology in relation to the contents of training: for example, it is important that adjectives such as „illegal“ or „clandestine“ are not used with reference to migrants.

Profile of the class: it is recommended that local training needs of the specific class are identified in advance of the training roll out, based on the trainer's own knowledge, and on the results of the available training needs assessment tool.

Certification: it should be assessed locally if the certification of the training through the relevant professional organizations should be usefully sought, in order to support and facilitate the attendance of frontline professionals.



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## Evaluation tools (1)

### 1) The 'Prior professional profile/training needs questionnaire'

to collect the participants' self-assessed most prominent training needs, thus facilitating the trainer's choice of the topics

Work experience with migrant (specify from how many years):

Main issue you work on the field of migration and health:



The form includes the following sections:

- Course Information**
  - Date:
  - Country:
- Nationality:**
- Gender:**
- Basic training received (Educational qualifications – certificates, degrees, diplomas, etc.) and year in which basic training certificates, degrees or diplomas were obtained:**

- Specific training on Migration and Health received (with details: Date, Topic, Duration, etc.):**

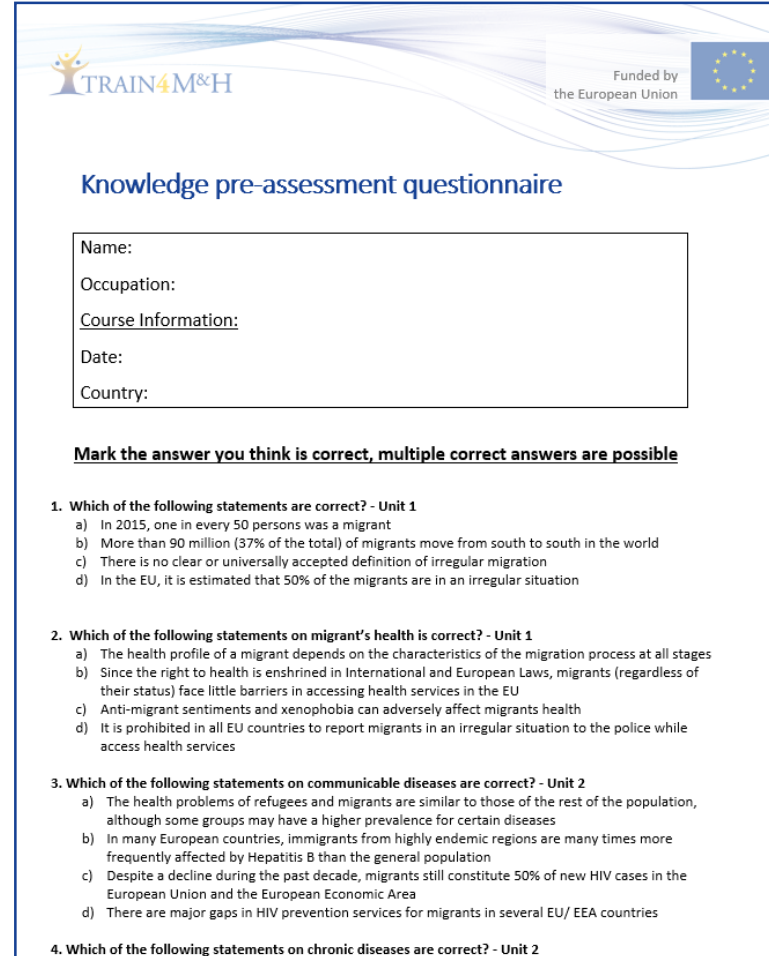
- Current occupation (position currently occupied and tasks you are responsible for completing):**
- Type of institution you work with (ex. border post, migrant open center, first level health facility...)**



## Evaluation tools (2)

### 2) The ‘Pre- assessment knowledge questionnaire’

to test the achievement of “positional” learning outcomes (i.e. the change of the learner’s position within the learning process)



The screenshot shows a questionnaire form with the following structure:

- Header: TRAIN4M&H logo and 'Funded by the European Union' text with the EU flag.
- Title: 'Knowledge pre-assessment questionnaire'.
- Form fields: Name, Occupation, Course Information, Date, and Country.
- Instruction: 'Mark the answer you think is correct, multiple correct answers are possible'.
- Questions: Four numbered questions with multiple-choice options (a, b, c, d).

**Name:**  
**Occupation:**  
**Course Information:**  
**Date:**  
**Country:**

**Mark the answer you think is correct, multiple correct answers are possible**

- 1. Which of the following statements are correct? - Unit 1**
  - In 2015, one in every 50 persons was a migrant
  - More than 90 million (37% of the total) of migrants move from south to south in the world
  - There is no clear or universally accepted definition of irregular migration
  - In the EU, it is estimated that 50% of the migrants are in an irregular situation
- 2. Which of the following statements on migrant’s health is correct? - Unit 1**
  - The health profile of a migrant depends on the characteristics of the migration process at all stages
  - Since the right to health is enshrined in International and European Laws, migrants (regardless of their status) face little barriers in accessing health services in the EU
  - Anti-migrant sentiments and xenophobia can adversely affect migrants health
  - It is prohibited in all EU countries to report migrants in an irregular situation to the police while access health services
- 3. Which of the following statements on communicable diseases are correct? - Unit 2**
  - The health problems of refugees and migrants are similar to those of the rest of the population, although some groups may have a higher prevalence for certain diseases
  - In many European countries, immigrants from highly endemic regions are many times more frequently affected by Hepatitis B than the general population
  - Despite a decline during the past decade, migrants still constitute 50% of new HIV cases in the European Union and the European Economic Area
  - There are major gaps in HIV prevention services for migrants in several EU/ EEA countries
- 4. Which of the following statements on chronic diseases are correct? - Unit 2**



## Training material (1)

- The modular structure of the training programmes facilitates the adaptation to the national, local and professional needs, allowing to select the most relevant Units as well as the most appropriate Topics and activities within the Units.
- Each Unit contains a power point presentation, that includes interactive activities.
- Some Units contain supporting materials that can be used for individual reading and support.

## Training material (2)



topics	CONTENT OF UNIT	TARGET GROUPS				activities
		HP	LEO	SW	COACH	
	<b>Module 1 : the Context of Migration</b> <i>Recommended time for the module based on a 8 hour training: 90 min.</i>					
	<b>Unit 1: Introduction to Migration Health</b>					
→	<b>Global and European trends (theoretical concepts: 10 min.)</b>	X	X	X	X	
	Activities on migration trends: discussions in plenary (5'+5'+5')	X	X	X	X	←
→	<b>Determinants of health (theoretical concepts: 15 min.)</b>	X	X	X	X	
	Activity: discussions on key determinants of health (10 min.)	X	X	X	X	←
	Case study: a Somalian migrant on its way to Sweden (30 min.)	X	X	X	X	←
→	<b>Health as a Human Right, with reference to migrants and refugees (theoretical concepts: 15 min.)</b>	X	X	X	X	
	Activity: case discussion on entitlements to health care (20 min.)	X	X	X	X	←



## Training material (3)

The second slide of each unit (blue background) is at the attention of the trainer and should be deleted before the training

### Unit 1: Introduction to Migration Health (Module 1 – The Context of Migration)

#### Objective:

- To provide tools to frame daily work into a broader perspective

**Target:** Health Professionals (HPs), Law Enforcement Officers (LEOs), Social Workers (SWs) and Coaches

**Time frame:** 90 min (recommended time)

#### Key messages:

- Nearly 22 million people residing in the EU hold citizenship of a non-EU country
- Migration can be considered as a social determinant of health
- The right to health is enshrined in International and European laws but some EU member states limit the entitlements of certain groups of migrants
- All actors should ensure that cooperation between service providers and immigration authorities does not exacerbate vulnerabilities of irregular migrants by compromising their safe access to basic services

#### Materials:



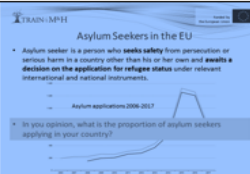
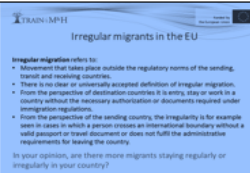
- A set of 45 slides
- Discussion on proportion of migrants, of asylum seekers and of migrants in an irregular situation
- Discussion on determinants of health
- Case presentation
- Activity on entitlements to health care
- 7 supporting documents

**Tools:** Laptop, projector, whiteboard/flip chart, paper and pens



# Training material (4)

The activity slides are also on a blue background for easier identification, and sometimes are supported by activity sheets

 <span style="float: right;">Funded by the European Union</span> 		
2.	 <p><b>Overview</b></p> <ol style="list-style-type: none"> <li>Global and European trends</li> <li>Terminology of mobility</li> <li>Issues as a human right, with reference to migrants and refugees</li> </ol>	The first section of the training unit focuses on global and EU migration trends and provides important definitions (25 min., including exercises of slide 7, 9 and 12)
7.	 <p><b>Migration in the EU</b></p> <ul style="list-style-type: none"> <li>IOM definition of migrant: any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of             <ul style="list-style-type: none"> <li>the person's legal status;</li> <li>whether the movement is voluntary or involuntary;</li> <li>what the cause for the movement is; or</li> <li>what the length of the stay is.</li> </ul> </li> <li>Almost 22 million non-EU citizens are living in the EU</li> </ul> <p>In your opinion, what is the proportion of migrants in the total population in your country?</p>	The slide 7 contains the IOM definition of migrant and a question for discussion in panel on the proportion of migrants in the total population of your country. The correct answer is <u>provided</u> in slide 8 ( <u>Eurobarometer 469, 2018</u> ) (5 min.)
9.	 <p><b>Asylum Seekers in the EU</b></p> <ul style="list-style-type: none"> <li>Asylum seeker is a person who <b>seeks safety</b> from persecution or serious harm in a country other than his or her own and <b>awaits a decision on the application for refugee status</b> under relevant international and national instruments.</li> </ul> <p>Asylum applications 2006-2017</p> <p>In your opinion, what is the proportion of asylum seekers applying in your country?</p>	The slide 9 contains the definition of an asylum seeker and a question for <u>discussion</u> in panel on the proportion of asylum seekers applying in your country compared to other EU countries. The correct answer is <u>provided</u> in slide 10 ( <u>Eurostat 2016 and 2017</u> ) (5 min.)
12.	 <p><b>Irregular migrants in the EU</b></p> <p>Irregular migration refers to:</p> <ul style="list-style-type: none"> <li>movement that takes place outside the regulatory norms of the sending, transit and receiving countries;</li> <li>There is no clear or universally accepted definition of irregular migration. From the perspective of destination countries it is entry, stay or work in a country without the necessary authorization or documents required under immigration regulations;</li> <li>From the perspective of the sending country, the irregularity is for example seen in cases in which a person crosses an international boundary without a valid passport or travel document or does not fulfil the administrative requirements for leaving the country.</li> </ul> <p>In your opinion, are there more migrants staying regularly or irregularly in your country?</p>	The slide 12 contains the definition of irregular migration and a question for <u>discussion</u> in panel "Are there more migrants in your country staying regularly or irregularly?". The answer at EU level is <u>provided</u> in the next slide ( <u>Eurobarometer 469, 2018</u> ) (5 min.)



# Training Programme

## Module 1: The Context of Migration

### **Unit 1: Introduction to Migration Health (for HPs, LEOs, SWs & COACH)**

- Global and European Migration Trends
- Determinant of health
- Health as a human right, with reference to migrants and refugees



# Module 2: Health/Well-being (1)

## **Unit 2A: Health Needs, Challenges and Risks among Migrants and Refugees for Health Professionals (for HPs & COACH)**

- Introduction on Health Needs, Challenges and Risks among Migrants and Refugees
- Communicable diseases to consider
- Vaccinations
- Non-communicable diseases
- Access to health care

## **Unit 2B: Health Needs, Challenges and Risks among Migrants and Refugees (for LEOs and SWs)**

- The context of migration health
- Definitions
- Infectious diseases of relevance for refugees/migrants in the EU/EEA
- Non-communicable diseases and migration
- DR ABCDEF: an approach to unwell person(s)

## **Unit 3: Introduction to Migration and Mental Health (for HPs, LEOs, SWs & COACH)**

- Migration and its consequences for mental health
- The relation between mental illness and migration



## Module 2: Health/Well-being (2)

### **Unit 4: Psychological First Aid – PFA** (for HPs, LEOs, SWs & elective for COACH)

- PFA: What, Why, Who, When, Where
- PFA action principles
- Good communication skills
- Special attentions

### **Unit 5: Working with People in Vulnerable Situations** (for HPs, LEOs, SWs & COACH)

- Migration and vulnerability
- Working with people in vulnerable situations: identification, response, communication, security, confidentiality
- Unaccompanied Minors; GBV survivors; Victims of Torture; Drug Abuse; Trafficking
- Other vulnerable groups: people living with disabilities, elderly, people living with chronic disease and pregnant women





## Module 2: Health/Well-being (3)

### **Unit 6 A: Occupational health (for LEOs & SWs)**

- Occupational Health and prevention measures

### **Unit 6 B: Self- and Staff Care and Stress Management (for HPs, LEOs, SWs & COACH)**

- Different kind of stress
- Stress reactions
- How to cope with stress

### **Elective units<sup>§</sup>:**

- Grief and migration (for HPs, LEOs, SWs & COACH)
- Migrants self-support and coping mechanism (for HPs, LEOs, SWs & COACH)

*<sup>§</sup> During the implementation of the Training of Trainers (ToT), some Countries have requested additional units that were not initially preselected following the Expert Group's feedbacks. It was then decided to include them as Elective units for all programmes.*



# Module 3: Intercultural Competences

## **Unit 7: Introduction to Intercultural competences** (for HPs, LEOs, SWs & COACH)

- Introduction of the concepts of “culture”
- From intercultural competence to diversity sensitivity
- Introduction on interpretation and cultural mediation

## **Unit 8A: Communication skills** (for LEOs. It can be used as elective topics for other target groups)

- Theoretical aspects of communication
- Migrants and LEOs, the context
- The emotional experiences of migrants
- Good communications skills
- Conflict management

## **Unit 8B: Intercultural Competences in the health framework** (for HPs, SWs and COACH)

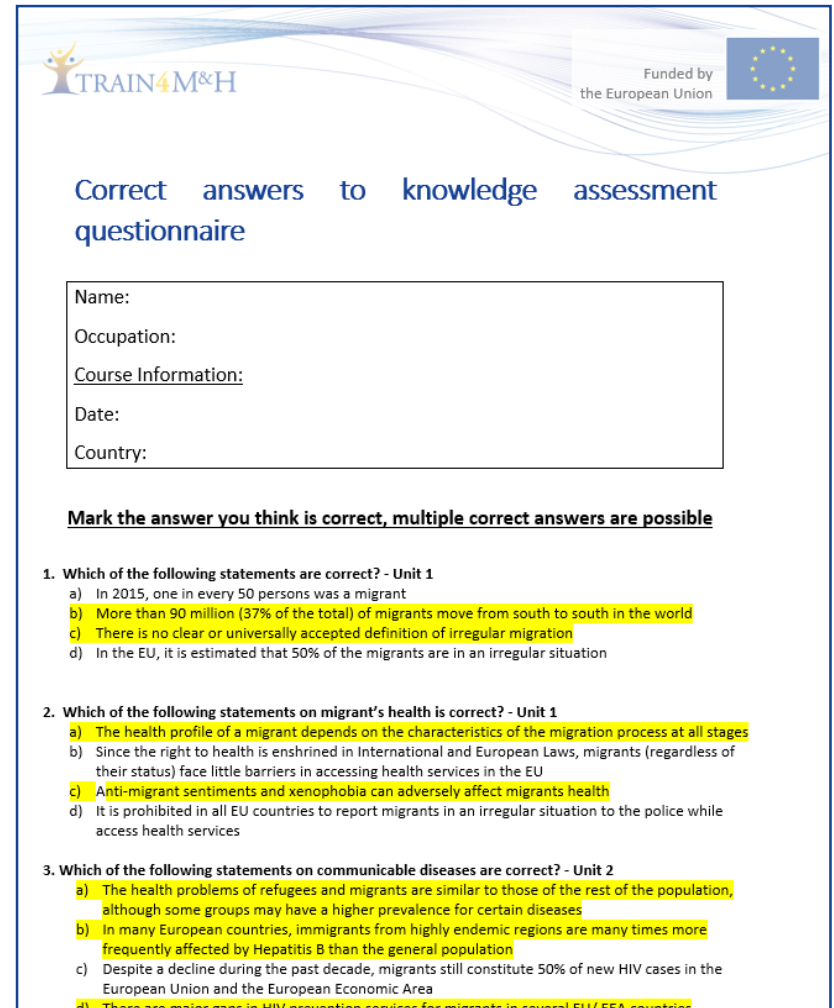
- The influence of culture on a person’s life
- The main principles of intercultural mediation



## Evaluation tools (2bis)

### 2bis) The ‘Post- assessment knowledge questionnaire’

to test the achievement of “positional” learning outcomes (ie. the change of the learner’s position within the learning process)



The screenshot shows a questionnaire form titled 'Correct answers to knowledge assessment questionnaire'. It includes a header with the TRAIN4M&H logo and 'Funded by the European Union' text. Below the title is a form box with fields for Name, Occupation, Course Information, Date, and Country. The main content consists of three numbered questions, each with multiple-choice options (a, b, c, d). The correct answers are highlighted in yellow in the original image.

**Correct answers to knowledge assessment questionnaire**

Name:  
Occupation:  
Course Information:  
Date:  
Country:


**Mark the answer you think is correct, multiple correct answers are possible**

- Which of the following statements are correct? - Unit 1
  - In 2015, one in every 50 persons was a migrant
  - More than 90 million (37% of the total) of migrants move from south to south in the world
  - There is no clear or universally accepted definition of irregular migration
  - In the EU, it is estimated that 50% of the migrants are in an irregular situation
- Which of the following statements on migrant’s health is correct? - Unit 1
  - The health profile of a migrant depends on the characteristics of the migration process at all stages
  - Since the right to health is enshrined in International and European Laws, migrants (regardless of their status) face little barriers in accessing health services in the EU
  - Anti-migrant sentiments and xenophobia can adversely affect migrants health
  - It is prohibited in all EU countries to report migrants in an irregular situation to the police while access health services
- Which of the following statements on communicable diseases are correct? - Unit 2
  - The health problems of refugees and migrants are similar to those of the rest of the population, although some groups may have a higher prevalence for certain diseases
  - In many European countries, immigrants from highly endemic regions are many times more frequently affected by Hepatitis B than the general population
  - Despite a decline during the past decade, migrants still constitute 50% of new HIV cases in the European Union and the European Economic Area
  - There are major gaps in HIV prevention services for migrants in several EU/EEA countries




## Evaluation tools (3)

**3) The ‘Teaching quality feedback questionnaire’:**  
to record the opinion expressed by the participants in the training course



Funded by  
the European Union



### Teaching quality feedback questionnaire

This is an anonymous and confidential questionnaire.  
Your opinions will contribute to improving the quality of training this program provides, and we thank you in advance for your collaboration.

Course information

Date:

Country:

*Indicate on a scale from 0 to 10, where:*

- 0 represents the most negative valuation possible (poor quality, totally dissatisfied)
- 10 is the highest possible score (excellent quality, total satisfaction)
- If you are unable to give a response, please use DK (don't know)

**OBJECTIVES**

Clarity of the objectives outlined in the course schedule

0 1 2 3 4 5 6 7 8 9 10 DK

Level of attainment of the proposed learning objectives

0 1 2 3 4 5 6 7 8 9 10 DK

**THEMATIC CONTENT**

Suitability of the content developed for achieving the course objectives

0 1 2 3 4 5 6 7 8 9 10 DK

**LEARNING-TEACHING METHODOLOGY**

Suitability of the methodology for fulfilling the course objectives

0 1 2 3 4 5 6 7 8 9 10 DK



# Final considerations

## From tender requirements...

- Limited training timeframe (i.e two half-days)
- Different professional targets
- Exclusive use of pre-existing, validated, training materials
- Training for all EU countries

## ... to TRAIN4M&H added values (!)

- **Mixing the target groups into multi-professional classes for large part of the time that could:**
  - **Encourage peer-to-peer learning**
  - **Bring a diversity of understanding on migrants' health into the classroom**
  - **Enhance communication between sectors**
- **Adopting a social determinants of health wide approach (including “Context of migration” and “Intercultural competencies”)**
  - **To create common ground for multi-professional exchange**
  - **Avoiding the creation of a hierarchy of specialized knowledge**
- **Modular adaptable structure**
  - **To adapt to the different contexts and needs in different EU countries**

Adult learning methodologies engaging learners from their previous experiences and with interdisciplinary approach due to the cross-sectoral nature of the topic



Thank you  
for the attention!!