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CARERS WITHOUT BORDERS

A FACE-TO-FACE TRAINING PACKAGE FOR PROFESSIONALS



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Authors:

Licia Boccaletti - Anziani e non solo soc. coop. soc.

Casandra Cristea - Associazione C'Entro

Savvoula Oikonomou - KMOP

Anita Vatland, Marie Brorstad Bogen - Pårørendealliansen

Valentina Hlebec, Karina Sirk, Maja Mrzel - Fakulteta za družbene vede, UL

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Introduction

From June 2019 to February 2020, the COSMIC consortium has developed, pilot tested and finalized the curriculum for the “O3. Carers without borders: a face-to-face training package for professionals”. The aim of this Output is to strengthen the skills of professionals to reach out, work in partnership, support and empower informal carers from migrant communities.

The three modules developed under this IO are:

- Carers with migrant background CWMB: who they are and the challenges they face
- Impact of different cultural backgrounds on etiology, diagnosis, cure, care provision
- Beyond the concept of cultural competence: how to deal with diversity in care

This training package has been tested in 4 countries in 64 professionals, covering a wide range of professional fields related to the healthcare sector such as healthcare workers, social workers, social educators, students in the field of health and social care, NGO representatives in the field of healthcare.

Country	Number of participants
Italy	16
Norway	6
Slovenia	13
Greece	29

The aim of this publication is to give insight on the methodology, the content and the necessary documents used during the development of this output, in order to ensure its transferability and adoption by trainers and interested stakeholders.

Why this course

The course developed under IO3 has specific advantages to offer to the trainees:

- It has been tested in different cultural backgrounds with success
- It has been developed by organizations covering a wide range of experience, ensuring a multidisciplinary approach to the issue
- It is available in many languages, specifically: EN, GR, IT, NOR, SI
- It offers theoretical and practical experience on the issue
- It was positively evaluated by the pilot users



Out of the 59 survey respondents who took part in the pilot activities, more than 80% had a good and excellent impression of the curriculum.



Methodology

Target group

The training package was designed for professionals such as: social and healthcare workers, social educators, social workers, students of the above-mentioned sectors etc.

Logistics

Find a quiet and secure environment with the appropriate tools and required logistics.

Implementation of the training

Follow the instructions as they are explained in the Lesson Plan provided with every module of the curriculum. All lesson plans are included in the later sections of this document.

Learning methods

According to Gagne (1985) there are nine steps for a successful learning method, which we are going to use in order to develop a guide for our piloting workshops.

1. Gain attention: storytelling, presenting a problem to be solved and stress its importance - explain how important it is to be able to work with CWMBs for their work.
2. Provide a learning objective: this will allow learners to understand the purpose of being there - to develop their skills in order to cooperate and help CWMBs more efficiently.
3. Stimulate recall of prior knowledge: build on existing knowledge (if any) and assess any previous knowledge.
4. Present the material: present the modules, the sequence and the learning tools.
5. Provide guidance for learning: provide assistance where needed but also let them learn by themselves.
6. Elicit performance: the exercises and quizzes should allow them to use the knowledge they acquired.
7. Provide feedback: use the quizzes and give verbal comments about their progress.
8. Assess performance: use the data from the quizzes, exercise and the post-evaluation questionnaires to provide progress information.
9. Enhance retention and transfer: identify similar problems and tasks in order to put the learner in a transfer situation.

Modules

The training programme consists of three modules, which can be offered all together or separately, to tailor made the training to the interest and background competences of participants.



The full training should last for approximately 6 hours in total.



Modules

Module 1 - “Impact of different cultural backgrounds on aetiology, diagnosis, cure, care provision”

Lesson plan

Topic:	Impact of different cultural backgrounds on aetiology, diagnosis, cure, care provision
Duration:	Max 2 hours
Summary Description:	<p>This module aims to introduce learners to the concept of culture and interculturality and how different cultural backgrounds can have an impact on the caregiving experience.</p> <p>The module includes some theoretical background information as well as practical exercises to better understand the concepts and try to apply them in practice.</p>
Objectives:	<p>This lesson intends to enable participants to:</p> <ul style="list-style-type: none">Learn key concepts regarding cultural identity and interculturalityUnderstand which differences we can find in approaches to careLearn some basic techniques to explore the impacts of own’s culture on the caregiving experience
Learning outcomes:	<p>With the completion of the lesson, participants will be able to:</p> <ul style="list-style-type: none">Apply the key-concepts in a self-evaluation process on the elements defining each one’s cultural identityInterpret the other’s behaviour/way of acting health and care practices with a cultural relativism approach

	<p>(recognize the value of elements belonging to the others' culture)</p> <ul style="list-style-type: none"> ▪ Identify the diversity of caregiving experience ▪ Explore client's approach to caregiving avoiding stereotypes and wrong assumptions
Material:	White board, markers, computer, projector, lemons or other fruit, pen and pencils

Activities/Presentations

Activity 1 (10 min)	The trainer presents the slides from 1 to 4 in order to introduce the concept of culture and to make participants reflect on its complex aspects and dynamicity (notes for trainers are provided)
Activity 2 (10 min)	Perform exercise nr. 1 (see instructions)
Activity 3 (20 min)	Begin from the outcomes of exercise 1 to remark the difference between cultural identity and national identity by presenting slide 6 and introduce the concept of cultural iceberg (slide 7) to explain of how many aspects our culture is made. (notes for trainers are provided)
Activity 4 (15 min.)	Presentation of power-point slides from nr.8 to nr.10 (notes for trainers are provided) to provide participants some basic information about how caregiving can be impacted by culture and the risk of using solely a "cultural competences" approach.
Activity 5 (15 min.)	After this introduction the trainer involves participants in the exercise 2 : "Lemons are all the same"? The goal is to make them understand in practice the fact that even if we belong to the same group (the lemons) we are all different as individuals.
Activity 6 (10 min.)	The trainer introduces power-point slides from nr.13 to nr.18 (notes for trainers are provided) in order to provide some techniques for dialoguing with the caregiver exploring the impact of his/her cultural background on caring.
Activity 7 (20 min.)	After this introduction the trainer involves participants in a group work (exercise 3). The goal is to give them the opportunity to try to apply some of the techniques presented in the slides in a practical case.
Evaluation Activity (10 min)	The five-fingers evaluation - see attachment

Suggestions on how to deliver the training

Take into consideration the heterogeneity of the group

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Worksheets

Exercise 1- Multiple Identities

Write on the board the question:

"Who/what am I"

First, ask the participants to choose 1 "role" from their daily life that mostly defines them when answering the question. (2 minutes)

List the answers on the board.

Then ask all participants to make a longer list (at least other 5 "roles") with the "roles" they have in performing the daily life activities (it should come out: professional role, nationality, mother/father, hobbies -like a biker, a football player, etc.). - 3 minutes

Feedback: Observe how frequent the self-definition puts the national identity among the first elements defining the persons. Help participants reflect on the complexity of "roles" that compose their "cultural identity" and on the importance of having the right and the conditions to perform and to express all of them. Underline that being "Italian" or "Greek" etc. is not the only element distinguishing them from the others, and that they have many roles in common with a migrant person, except the national identity one.

Exercise 2 - Lemons are all the same?

Bring a basket of lemon (or any other fruit): you should have one for each participant.

First, ask participants which word is getting to their mind spontaneously if they think about a lemon (*normally, they should say very general things like: it is yellow, it's a fruit, it's sour...*).

Then ask each participant to pick up a lemon and familiarize with it: they should touch it, play with it, observe it carefully... Allow them 30 seconds to do that and then ask each participants to describe its lemon (*normally, they should provide a lot of details: if it is big or small, has any particular signs, if it smells etc...*).

Now all the lemons are mixed again and each trainee has to pick the lemon he/she chose before. Did they choose the right lemon? Why? How did they recognize it? Which specific features?

Feedback: All lemons look the same. But if you have a closer look, they are all different and have specific features. A general association does not represent all the characteristics of the fruit. The same can happen in our daily life: we tend to put humans and situations into categories. Generalizing is normal and it is an economic process that allows us to take decisions more quickly, however we have to be aware that we shouldn't give for granted that this general information tells us all about the individual member of the group. Even though persons might belong to one cultural area, they have their own identity and different affiliations that shape their attitudes and opinions.

Exercise 3 – Role playing

Present to the class this scenario:

You are a social worker. You have been informed that you will meet Amy.

She is 45 years old women of Ghanaian origins living in your country. She is the caregiver of her mother, Lucy, who is 85, blind and with the symptoms of an onset of dementia. Lucy had lived in Ghana until 6 months before, when she moved with after her other daughter Mary suddenly died because of a car accident.

Amy comes to see you to ask for help.

These are the information you have about the Ghanaian culture: The Ghanaian culture values respect for the elderly. Generally, it is also a culture of interdependence within which children are the 'social security' of their parents and are expected to care for them in their elder years, particularly when they are infirm. In this traditional context, care of the elderly would be considered a filial piety. This concept of caregiving, in the Ghanaian context, is rooted in the culture of the people. The Ghanaian culture is very spiritually oriented and it is common to believe in supernatural powers as source of strength.¹

First ask the class to make an assumption about Amy's needs and situation.

Then pick up one trainee to play the role of Amy and provide her this scenario (make sure the rest of the class doesn't see it)

You are Amy, 45 years old women of Ghanaian origins. You come from a very wealthy family and you completed your education in the USA, where you obtained an MBA. You are currently employed as financial director in a multinational corporation in [name of the country]. You have two children of 14 and 8 years, the latter is mentally

challenged with an expressive speech disorder. Your husband blamed you for this disability problems and divorced you when the child was barely two years old.

6 months ago, you received the tragic news that your younger sister Mary died in a car accident in Ghana. She was the caregiver of your mother, Lucy, who is 70, blind and with the symptoms of an onset of dementia. After Mary passed away, the responsibility to take care of Lucy passed to you, according to the tradition, and you decided to bring her to live with you. The change of context was very negative for Lucy that is now very confused. You have problems in reconciling work and care and you decided to ask for the help of the social services. *Ask the class to interview Amy to check their assumptions:*

What would they ask? What should they explore? Was their assumptions confirmed?

Power point slides

Download the slides of this module from:

https://cosmicproject.eu/cosmic_module1_slides-2/

Module 2 “Carers with migrant background CWMB – who they are and challenges they face”

Lesson plan

Topic:	Carers with migrant background CWMB – who they are and challenges they face
Duration:	Max 2 hours
Summary Description:	<p>This module aims to introduce learners to</p> <ul style="list-style-type: none"> What an informal carer is, who they are and tasks they do What is a CWMB? What challenges are common and specific for CWMB? <p>The module includes some theoretical background information as well as practical exercises to better understand the concepts and try to apply them in practice.</p>
Objectives:	<p>This lesson intends to enable participants to:</p> <ol style="list-style-type: none"> 1. Learn key concepts regarding Informal carers, 2. CWMB – what are their challenges 3. Why they are effacing double risk of exclusion
Learning outcomes:	<p>With the completion of the lesson, participants will be able to:</p> <ol style="list-style-type: none"> 1. Apply the key-concepts what is an Informal carer 2. Why do migrant carers face risk of double exclusion? <ul style="list-style-type: none"> ▪ What are the challenges for CWMB groups coming to their country/region
Material:	White board, markers, computer, projector, pen and pencils

Activities/Presentations

Activity 1 (15 min)	The trainer presents the slides from 1 to 5 , in order to introduce the concept of informal carers and to make participants reflect on its complex aspects and dynamicity
Activity 2 (20 min)	Perform exercise nr. 1 . 1 person from each group should present the things discussed about "what is a caregiver daily life and where do they get help as caregivers
Activity 3 (15 min)	Begin from the outcomes of exercise 1 as a starting point - Knowing this about informal caregivers, how is it to do this in a country you don't know and in a totally other setting. Go through slide 7 - 10 to gain knowledge about who is the migrant groups in your country who are probably having the hardest time
Activity 4 (15 min.)	Perform exercise nr 2 . Make notes in group work so one person can summarise for the others
Activity 5 (5 min.)	Short break
Activity 6 (10 min.)	Presentation of exercise 2 results
Activity 7 (20 min.)	Slide 12-16 . This is where the discussion about specific groups will happen, the groups that are relevant for each country. Combine knowledge of informal caring - migrants' risk of exclusion -
Activity (10 min)	Perform exercise nr.3
Evaluation Activity (10 min)	The five-fingers evaluation - see attachment

Suggestions on how to deliver the training

Take into consideration the heterogeneity of the group
Is the group big or small?

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Worksheets

Exercise 1- Discussion on informal carers

- Do you know any informal carers and how their daily life is? (3 minutes)
- Do you know where they get help for the person they care for and for themselves? (2 minutes)
- Please discuss and write down some examples (5 minutes)
- Present the outcomes of the discussion (10 minutes)

Feedback: Identify the main perceptions participants have for informal carers and their knowledge on the daily life of an informal carer.

Exercise 2 - Discussion on migrants in your country

- Who are the 3 largest migrant groups in your country/region? (4 minutes)
- What are the reasons for them migrating to your/country or region? (4 minutes)
- Do the reasons differ and what impact does that have? (4 minutes)
- Will informal carers from specific countries have more challenges than others? (3 minutes)
- Sum up the results of the discussion (10 minutes)

Feedback: Go to official statistics to find the largest populations with migrant background, and the one who will have most challenges. They may not always be who you think!

Exercise 3 – Discussion on CWMB

- Why can we say that CWMB are facing «double risk» of exclusion? (3 minutes)
- What will be the most efficient way to start to reach out to the migrant carers group? Try to find some solutions (3 minutes)
- Discuss the background for this, in consideration to the migrant groups you think will benefit most of the COSMIC project (4 minutes)

Feedback: Write down the proposals of the participants and present them to the group

Power point slides

Download the slides of this module from:

https://cosmicproject.eu/cosmic_module2_slides-3/

Module 3 “How to deal with diversity in care provision”

Lesson plan

Topic:	How to deal with diversity in care provision
Duration:	MAX 2 hours
Summary Description:	<p>This module aims to introduce the concept of a migrant informal care giver, present the difference in the care provision in different cultures, the challenges they face, to show how these have an impact on the care and to explain the concepts of facing such diversity in the care provision.</p> <p>The module includes some theoretical background information as well as practical exercises to better understand the concepts and try to apply them in practice.</p>
Objectives:	<p>This lesson intends to enable participants to:</p> <ol style="list-style-type: none">4. Learn the key concepts of the informal care5. Understand the key concepts of cultural diversity and identity and explore the challenges that the care givers face6. Learn of the techniques of how to deal with the diversity in care provision
Learning outcomes:	<p>With the completion of the lesson, participants will be able to:</p> <ol style="list-style-type: none">1. Recognize the diversity of the care givers in care provision2. Identify and explore the challenges of the migrant care givers3. Learn to deal with the diversity in the care provision
Material:	White board, computer, projector, books, pens, papers, a hat

Activities/Presentations

Activity 1 (15 min)	The trainer presents the slides from 1 to 4 in order to introduce the concepts of the module.
Activity 2 (20 min)	Perform the exercise no. 1 . Each participant should present their experience and thoughts on the Cultural diversity and the migrant care givers. After that it should be discussed in the group.
Activity 3 (15 min)	Proceed with the slides 6-8 to gain the knowledge on how to deal with diversity on the personal level.
Activity 4 (20 min)	Perform the exercise no. 2 . Each of the participants should offer possible solutions to the challenges the informal care givers face.

Activity 5 (5 min)	Short break
Activity 6 (10 min)	Proceed with the slide 10 to learn about the methods on how to deal with the diversity in the care provision on the organizational level.
Activity 7 (20 min)	Perform the exercise no. 3 . The participants should gain the understanding on dealing with cultural diversity.
Evaluation Activity (10 min)	Discuss the exercises with the participants. What have we learned? Did it give us a picture of how to deal with the diversity in care provision?

Suggestions on how to deliver the training

Take into consideration the heterogeneity of the group
Is the group big or small?

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Worksheets

Exercise 1-My Experience of the Cultural diversity in the care provision

The participants are given a sheet of paper and a pen. The following questions are written on the board:

- What does cultural diversity mean to you?
- Do you have any experience of working with the migrant care givers?
- What are the challenges you faced when working with the migrant care givers? Or what challenges do you think you would face when working with the migrant care givers?
- How do you think you can solve these challenges?

The participants should write their answers down. The answers are then presented by each participant and are discussed together in the group.

The aim of this exercise is to explore the participants' knowledge and experience of the cultural diversity in the care provision. Its aim is also to look into possible techniques of facing the cultural diversity.

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Exercise 2-The Thinking Hat

Take a hat, which is filled with folded pieces of paper. Each paper should contain a story of a migrant care giver (e.g. Where he/she comes from, who they take care of, the challenges they face). Each participant should take a piece of this paper and read the story out loud. The participants should discuss these stories together and offer possible solutions for these challenges.

The story examples:

- Emil, 42 years old, Bosnia. Emil recently found a job in Slovenia, so he moved there with his wife, 2 young children and his mother. None of them speak Slovenian. His mother is 74-years old and has dementia. Because of her illness she needs to be supervised, as she forgets to eat, doesn't know how to use the toilet and gets confused on where she is.
- Selma, 29 years old, Serbia. Selma moved to Slovenia for her work two years ago and speaks Slovenian. The only family she has and takes care of is her sickly mother, who stayed in Serbia. Selma's work is very challenging and she also doesn't have much money.
- Daniel, 14 years old, born to Croatian parents. Daniel was born in Slovenia to parents who migrated from Croatia. He lives together with them and his

grandfather. His grandfather is sick and can't take care of himself. Because his parents are very busy with work, Daniel takes care of his grandfather by himself.

- Mila, 42 years old, Serbia. Mila moved to Slovenia with her critically ill husband, so he would get better medical attention. None of them speaks Slovenian yet, and Mila is looking for job to provide for the family.

The discussion questions:

- Can you recognize the challenges this person faces?
- What solution would you offer him/her?
- How would you react if you were interacting with this person?

The aim of this exercise is to recognize the differences in the diversity of care provision, introduce different cultural perspectives of the care givers and to form suggestions on how to deal with these differences.

Exercise 3 – The Flower

The participants are given a sheet of paper, a pen and are instructed to draw a flower. No further instructions are given than this. After each participant finishes his/her drawing, they are instructed to show their drawing to other participants. The following question are discussed:

- What kind of flower did you draw and why?
- Did you notice that every participant drew a different flower? Why do you think that is?
- How would you connect this exercise with the cultural diversity? How would you respond to this diversity?

The aim of this exercise is to recognize that each person perceives things differently, which does not mean it is wrong. But rather, that is makes us diverse and culturally rich. The aim of this exercise is to discover how to respond to these differences

Power point slides

Download the slides of this module from:
https://cosmicproject.eu/cosmic_module3_slides-2/

Evaluation tool

At the end of each module, you can use the following evaluation tool: ask to the students to design the shape of their hand on a sheet of paper and fill it in according to the following instructions:



Annex 1 – Consent form

This is a model of consent form that can be used in organizing the course:

I, _____, hereby declare that:

- I consent to participate in the piloting workshop, organized [in CITY] by [Organizer's name + date of the planned trainings], which was developed in the context of the Intellectual Output 3 of the European project "Community for Migrant Informal Carers, project number: 2018-1-NO01-KA204-038801".
- I have been informed about the project and I have understood what the project is about and what it aims to achieve.

- I have been informed that photos will be taken and that will be solely for internal use by the facilitators and organisers.
- I may choose not to answer any of the questions that I will be asked and may stop participating in the workshop at any time I wish. During the training, or at its end, I can ask to modify or remove some of my remarks.
- My name will not be published or communicated to anyone outside of the research team.
- The information I will provide will only be used for this study and for the exploitation of its results.
- Each participant should respect the personal data of the other team members. I fully understand that any information provided by me or the other members of the group should be kept confidential.
- My participation is voluntary and I am free to withdraw at any time, without giving any reason.
- I have received the invitation with the information, I have read it and I understand clearly the process that I will follow.

Place and date: _____

Participant's signature

Annex 2 – Evaluation form

This is an example of evaluation form that can be used at the end of the project

	1 😊😊	2 😊	3 😐	4 😞
What was the general impression you had of the curriculum?				
To what extent did the course meet your expectations?				
How would you rate the content in terms of its relevancy with the topics of the course?				
How appropriate were the training methods (was there a good mixture of activities, practical examples, guidelines etc.)?				
How would you rate the usability and navigation of the course?				
How would you rate Module 1: Carers with migrant background CWMB - who they are and challenges they face				
How would you rate Module 2: Impact of different cultural backgrounds on aetiology, diagnosis, cure, care provision				
How would you rate Module 3: How to deal with diversity in care provision				
Did you encounter any difficulties during the course? If yes, can you explain?				
Please leave any other comments about the course:				

