



Based on the project PreQual

<http://www.prequalsteps.at/>

PREQUAL STEPS

European dimensions within the intercultural qualification for migrant women entering the health and care sector

Experiences in Austria, Czech Republic, Greece,
Hungary and Spain

PreQual steps

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Preamble

maiz is a self-organization of migrant women and a certified institution for further education in Linz/Austria. Since its formation in 1994 adult education and political education of migrant women has been, next to (and entangled with) the activities of the departments Education and Cultural Work. The self-organization maiz delineates a pedagogical praxis, which is defined as anti-racist and feminist, that is to say, which means to contribute to emancipation, to changing reality and to the reduction of structurally caused discrimination. maiz has a critical position towards the concept of intercultural pedagogy as it dismisses decidedly the included focusing on culture and identity as well as the culture-based obfuscation of structurally provoked discrimination. With this offers maiz wants to further a critical appropriation of language and the hegemonically limited knowledge of the predominant society. Concomitant the knowledge and abilities of the course participants are being acknowledged, revalued and as well critically highlighted and discussed. maiz offers courses in German, computers, occupational orientation, alphabetization, a preparation course for finishing secondary modern school for migrant youth and project-related series of workshops like PreQual.

The work of maiz stands out due to the fact that as a self-organization of migrant women, maiz tries to intervene on all levels in societal disputes. Within the counseling and educational work also political cultural work is being done and artistic projects are being drafted, in which migrant women exchange on their respective situations of living and limitations of their capacity to act, in order to collectively develop a strategy how to present or rather confront the majority of the population in Austria. In this way migrant women are meant to get the opportunity to step out of their status as an object of political negotiation and to develop forms of articulation of their own in order to intervene in the hegemonic discourses by shifting them. In terms of being visible maiz also wants to provoke, to break with the traditional structures of representation and to bring forward a “disturbance of the harmony”.

The migrant women that turn towards maiz are working as cleaners for leasing companies, as cleaners and carers in private households, as assistant nurses in the health sector and/or they are working in the sex industry. Their concrete situation is not only determined by legal regulations. In fact discursive and economical factors account for their concrete standards of living too.

1. PreQual – an international concept

Due to the concrete need maiz started a pilot project in 2004, in which the objective was to develop an international prequalification for migrant women, in order to render possible or ease their excess into the scarce fields of employment open to them, in the so called first employment market. In line with the needs of the migrant women the focusing on the occupational fields in the health- and care sector emerged. Within a Leonardo da Vinci project maiz started to work with partners from Bulgaria, Germany, Greece, Italy and Spain on a commonly valid concept for all the countries involved. Thereby drafts for the curriculum were worked out during workshops and then exchanged within international workshops and the hereby created model curriculum was tested in pilot courses. It was evaluated and the resulting piece was published as “Handbook – Model Curriculum and Educational guide”. In this process experts from all relevant areas were involved, like training facilities, care providing institutions, workers’ representations, migrant women already working in the field of health and care or respectively interested in getting qualified work in this field, adult education pedagogues and other experts. In spite of very different situations of migration, occupational image and job qualifications in the respective countries a common curriculum was achieved. Set up as a model curriculum it represents a kind of guideline in respect to content and method, on the one hand adapted according to the national and regional conditions and requirements of the market and on the other hand adjusted to the needs of the migrant women it was successfully implemented in seven European countries. Meanwhile this approach proved to be very sustainable as this sector has still an increase of labor requirements to register. This field of work also requires an especially high amount of social and emotional competence as complex factors of personal, familial and societal basic parameters come together in the encounter between the caregiver and the person cared for. In order to develop a sustainable approach the European dimension has to be taken into account. maiz has been able to successfully realize the educational training program PreQual already four times in Austria. More courses are being planned.

Within the framework of the Leonardo da Vinci Project PreQual steps¹ the concept could be taken further towards an international practicability and was a contribution towards the support of migrant women to find legal gainful employment in EU-countries. maiz accompanied the partners in the implementation of the concept (theory, praxis, pedagogical basics, evaluation) and during the implementation of the course by taking into account the national framework requirements at international workshops, partner meetings and advanced trainings. The partner organizations brought an extensive field of experience in the fields of education, migration, anti-racism inter alia with them and in addition they disposed of a large network of experts, who ultimately contributed intrinsically to the successful implementation of the course.

Due to this intensive and serious teamwork all partners were able to alter the frame of the concept in their countries in order to further develop it and to adapt it to their conditions, so that in all countries the training measure was not only realized but also new aspects could be taken into account which allowed for different framework conditions e. g. in regard to migration history, labor market, health system and accompanying legal scope. As different as the operational implementation within the countries in part have been, they all had the basic

¹ Leonardo da Vinci Transferprojekt LLP-LDV/TOI/2007/AT/009-PreQual steps.

principles of work and pedagogy in common and tried to find innovative approaches to the subject area adult education and migration on the basis of the pedagogy of liberation of Paulo Freire.

As a product of the above mentioned differences of the national framework conditions resulted an interesting variety of international experiences. By distributing this leaflet they are being disseminated to all the interested people who are engaged in the subject areas education of women, migration and health as a stimulation to their work for and with migrants and primarily as an input for their further political (educational) work. "PreQual steps" is meant to be a complementary publication to the leaflet "PreQual basics" already published in within the scope of the project PreQual steps. In them the pedagogical and didactical basics of the PreQual concepts can be referred to in printed form.

2. Female migration and work

Paid services of migrant women are strongly influenced by the current context of the globalization of (precarious) labor conditions and mostly a result of the manifold reorganization of the production process in the post-fordistic society.²

Due to the plurality of precarious existences the part and number of migrant women in this sector increases rapidly. Existing employments are mainly located in the continuum “sex-aid-care work”. Precarious service sectors like the sex industry or the cleaning sector, in which migrant women are strongly represented, may therefore be seen in connection with a series of other precarious fields of work in the informal sector, like for example paid housework, care for the sick and elderly, childcare, mini-jobs at the supermarket or in hotels, employment in call centers and so on. As different as these new worlds of identities of labor may be, what many of them have in common is the exclusion from the system of labor legislation and therefore from the protection it provides.

Current developments at the economy market show effects of which primarily people with migrant background are hit by. Next to social and very obviously party political racisms which are just recently steeply increasing, this group is barred from the excess to gainful employment or has to face difficulties when entering this process.

Based on the fact that these people are marginalized into the sector of unqualified or low qualified jobs, that many of the employment relationships rest on unstable to tenuous structures, moreover that every day and structural racism and discrimination against these people grows in times of economic crisis they are squeezed out of the labor market. This happens openly and directly but all too often also very subtly, indirectly and through informally applied pressure. The affected group is thus obliged to meet considerably greater demands and overcome greater obstacles when entering the labor market than those belonging to the majority society. Neither can they in most cases rely on knowledge of the national education and labor structures from their personal experience or their family and social environment nor can they access related job descriptions or equivalent qualifications. In addition qualifications which have been gained in the country of origin are often not accredited, and education and qualification opportunities are often insufficient in these countries. Therefore, particularly in times of economic crisis, integration in the qualified labor market is the main starting point for successfully and sustainably coping with this challenge.

In view of the urgent need of qualified personnel the emerging trend is that migrants show strong interest in working in the healthcare and nursing sector. This stems from the fact that there exist realistic chances for a qualified occupation.

The main aim of the PreQual project is therefore to help migrants attain a recognized qualification and to facilitate their chances for regular work and subsequently securer (i. e. less tenuous) working conditions in the participating EU countries.

It is not only necessary to advocate recognition, enhancement of social prestige, and de-stigmatization of services but also to oppose normative attributions of individual working groups.

2 Caixeta/Gutierrez-Rodriguez inter alia 2004.

2.1 Beyond the simplistic discourse on pauperization

Precarisation is more than legal, social and financial insecurity. What is also demanded is the individual ability to become creative and to develop new forms of collectivity. The individual quality of life is increasingly dependent on the personal success on the free market.

A special challenge represents the existing contradictions in the precarisation process. The submission to hyper-exploitative circumstances paradoxically frees the persons concerned from the rigid ideas of patriarchal-fordistic normality and uncovers better life perspectives to the people in precarious work situations from the perspective of a migrational and feminist theory and practice. Through the precarisation of migrant women the so-called “autonomy of migration” becomes obvious, a sort of precarisation “from the bottom up”, in which the desires for better life perspectives of the individual persons are incorporated. In this way the submission to the manifold precarious compulsive situations at the same time amplifies the rooms of manoeuvre. Already the escape from the woeful economical situations and the patriarchal structures in the country of origin and the move into paid labor abroad can be a first step towards the experience of self-empowerment. Even in exploitative structures are moments, which can be an initial point for resistance. If and how we describe the way in which the people concerned create living conditions that meet with their own interests, in rendering services in the sex industry, cleaning industry or in private households and so on, and which “additional sexual or cleaning work” they continually have to render in order to resist to the usual attributions, is therefore also a question of political strategy.³

Essential to this strategy are the answers to the question, how the existing contradictions and the ones that still are to be discovered can be comprehended beyond a simplistic discourse on pauperization that hides out the subjectivity and the personal activity of the individual. The flexible organization of the everyday reproduction for example is in this context not only to be seen as a consequence of new economical forces. It is crucial to which extent the rebellion against the patriarchal-fordistic normality and the surge for alternative ways of living are a requirement to implement new labor- and production conditions and how this surge can be transferred into collective strategies. New forms of labor and division of labor that are the basis of transnational distribution by which they create new disruptions are to be questioned and are to be reorganized. A look at the tasks in question illustrates a tendency towards contradictory entanglements of increased submission on the one hand and of an amplified autonomy at the other: the individual laborer or the team in the cleaning industry gets for example the responsibility for the cleaning of a whole building, the work is organized in sole responsibility, the boss is rarely at the site. The organization of work in private households is mainly organized in the same manner, the sites are (mostly) being cleaned while the employer is not at home. In the sex industry migrant women earn the most money, are able to do it as a side job, normally they do not have to have former experience, are not contractually bound and have the possibility to socialize, to practice a new language and so on. None the less the fight for better living- and working conditions for migrant women in precarious service sectors and above all of migrant sex workers and migrant women working in households

3 Caixeta, Luzenir: Jenseits eines simplen Verelendungsdiskurses. Die widersprüchliche Verknüpfung von verstärkter Unterwerfung und erweiterter Autonomie. In: fields of TRANSFER. MigrantInnen in der Kulturarbeit. IG Kultur Österreich. April 2007.

continues to be necessary. Above all this means to counter the anti-prostitution and the anti-migration policies that mainly have a negative influence on the rights of migrant women working in the sex industry. The often moralistically based refusal of the recognition of sex work and the work in private households as a sector with rights and as a sector with strong ethnological relevance is not diminishing the amount of migrant women working in this sector, it merely ignores the reality of many women (and men). Repressive political regulations in regard to migration, public order and morality lead to an increased vulnerability of the service providers and to negative consequences for their health and security. In order not to get stuck in individual solutions it takes an interdisciplinary development of political-ethical positions that render a basis for the fights, which question the hegemonic corporate order and deconstructs it. The (self-)organization of the people in question is hereby indispensable.

3. PreQual a prequalification model to support migrant women to enter the European labor market

The primary goal of the prequalification measure PreQual was to fill a gap in the international education system for nursing and social care occupations, by specially implementing an innovative course concept for the companionship and qualification of the target group. This scheme centres on the increasing need throughout Europe for certified nursing staff as well as on the necessity to facilitate access to the qualified labor market for migrant women and to improve their sanitary care. An important and innovative characteristic of this project is its involvement of migrant women as experts in each phase of the project. This ensures that the entire contents, methods and evaluation tools are developed and implemented in co-operation with the educational program's target group. Incorporating “intersectional and antiracist perspectives” in each phase of the prequalification program contributes to creating an educational program that offers more than traditional programs.

Within maiz intersectionality is understood as being a concept that goes beyond the concept of interculturality and expresses much further social processes, and that considers the structures and connotations to terms of labor, care, migration, class, gender ... within different regions of the world.

3.1 The concept

Within the pilot project (Program Leonardo da Vinci)⁴ a course concept for prequalification was developed and during the phases of implementation within maiz consequently evaluated.

The findings were incorporated into the conception which resulted in a program oriented current requirements, which was the basis for the implementation of the course in the individual partner countries.

This scheme centers on the increasing need throughout Europe for certified nursing staff as well as on the necessity to facilitate access to the qualified labor market for migrant women. Consequently, the PreQual project addresses problems related to discrimination and racism in the job market and in the education system while at the same time working to contribute to dismantling these barriers faced by migrant women.

Among many other contents the course emphasis on enhancing the participants knowledge on the health- and care sector (structure, career profiles and possibilities for advancements ...) including personal orientation.

4 Leonardo da Vinci Pilotprojekt A/04/B/F/PP-158.130 „Vorqualifizierung von Migrantinnen im Gesundheitsbereich“

Both concept and booklet drew upon following experiences:

- work and results within the framework of PreQual (international EU project, LdV program)
- experiences from the implementation of the course in the years 2006, 2007, 2007/08 and 2008/09 and that from the international innovation transfer project PreQual steps within whose framework PreQual courses were implemented in the following countries: CZ, ES, GR and HU.
- cooperation with educational institutions: courses are partly held on the premises of a nursing school or a retirement home
- institutions offering care and other facilities of the healthcare system
- external experts from various areas (registered nurses with additional qualifications/university degree, lecturers at nursing schools, caregivers, doctors, experts from the social sector ...)
- regular contact and sharing with experts in conjunction with the well developed network in this sector

3.2 Educational principles and methods

The prerequisite for the pursuit of our educational goals is the recognition of the migrants as capable individuals⁵. The PreQual concept is based on the principles of maiz's educational program which are an integral part. After in-depth discussion all organizations implementing the course within the framework of the international partnership commit themselves to adhere to these principles as well:

- We work to increase political awareness, not to foster charity.
- We support subjects – not clients or objects.
- We in maiz understand education to be a political, reality-changing process that serves to verify or question the status quo.
- Language is not only a communication medium but also a process of construction of signification. (Paulo Freire)
- In opposition to a position that classifies migrant women learners as people with an orientation and information deficit, our work is based on appreciating and expanding the participants' knowledge and skills. The learning process takes place neither through transfer of information nor on the basis of training settings, but rather as a content debate/discussion: as dialogue.

⁵ Note: The term “individual” therein is understood differently to any colloquial term and is directed at underlining the personality, including the acknowledgement of abilities, dignity, authenticity and personal rights.

- Our work is following a principle of dialogue: In accordance with the concept of the “pedagogy of the oppressed“ (Paulo Freire). We understand dialogue as a meeting between subjects that direct their actions and reflections onto the world they live in order to transform it.
- The awareness of and reflection on the social position of the participants as well as addressing the imbalance in power between hegemonic and marginalized groups are both the prerequisite for and the result of the dialogic and anti-racist education process. In the process of the political educational work the tension between two dimensions is obvious: on the one hand the course participants should form the educational process depending on their individual social positions, their specific knowledge, their stories, experience and culture, on the other hand they should also adopt the codes, skills and culture of the dominant society. In a critical educational process the emphasis is not placed on one of these two dimensions but on the tension between the two. The task of the teachers is to facilitate a process in order to identify the different tensions as such, to understand their origin and to search for and invent ways to deal with them.
- We understand empowerment as a process that takes place in a context in which there is a countervailing power; empowerment aims to collectively strengthen skills that support the participants in taking action, decision-making and intervening in social and systematic discriminatory practices. Contrary to a conception of empowerment that focuses on solving problematic situations by activating the individual's potential, we view facilitating the discussion on the question of the cause of the problem as a significant part of the empowerment process. We don't follow the neoliberal conception of empowerment that at last attribute people the sole responsibility for one's own success or failure.
- Empowerment is seen as a political strategy which pursues the goal of structural transformation. This implicates a concept of empowerment which aims for the transformation of the individual as well as the social conditions, the social and cultural norms and the relationship between the sexes. Unlike the concept of empowerment which focuses on the solution of a problematic situation by activating the individual's potential, we perceive the search for and the discussion of the root causes of the problem as an integral part of the empowerment processes.

Furthermore within the political measures of the labor market the following positions apply: Unemployment is not seen as an individual's failure. We perceive unemployment as a consequence of the socio-economic and political development. This perception demands a positioning regarding content and methodology, which challenges the nature of conventional career orientation courses and also demands a differentiated approach towards the issue of unemployment and (re)integration of migrants into the labor market. In this context, it is very important for the design of the course that the teachers and the course participants realize that social inequalities and discrimination in the labor market cannot be changed solely by education. Education on the policies of the labor market should facilitate the awareness processes, which enable the course participants to explore and realize forms and perspectives of acting as an individual in society.

Why take a critical approach towards intercultural pedagogy?

An intercultural perspective is part of our educational work. It is demonstrated as a didactic processing of particular issues, however it is only one of many approaches in our courses. A superficial application of the intercultural perspective would not be consistent with our principles. For intercultural pedagogy prioritizes “culture” as the main dimension of difference. Regarding the participants solely from the perspective of culture and the phenomena associated with migration would lead to a limitation. This would also result in hindering an engagement with attributions of belonging based on demarcations according to nationality, ethnicity, gender, age, religion, social status, wealth etc. The biggest challenge within the framework of the educational process is to avoid reproducing and cementing these concepts, but to reflect on and expound, the problems associated with them.

3.3 Course participants

Through many years of experience in providing educational programs, it has become vividly apparent that there is a need for an innovative approach to working with migrant women as a target group. This starts with viewing the participants as the protagonists of their own migration experience and living circumstances in their country of residence. Conditions allowing migrant women to shape their own life and work worlds still have a long way to go before even coming close to equality with those of the majority society. In light of this fact, migrant women must be understood as subjects whose abilities and self-confidence are supplemented and strengthened through educational programs such as this one. In working with all of the participants, their previously attained knowledge and experiences – which are often devalued or blatantly ignored as a matter of course – are to be addressed as meaningful, thereby redefining them as important capital, which provides the participants with a basis for their further education.

The empowerment of women and insight that they need not accept the imposed victim status, meaning that they acquire everyday practical ability to assert themselves and learn to develop publicly effective strategies, however can also result in them denying and individualizing the existing discriminatory conditions. Additionally the concepts of autonomy, self development, self-centered ideologies are bound to an occidental, patriarchal, and today neoliberal idea of humankind.⁶

Feminist educational theory opposes this ambivalence with the term “attitude”. “Having an attitude is an ethical-political necessity, which enables the freedom of everyone else to also take a position. Ethics of responsibility and ethics of conviction would not be a contradiction, if both the starting point and the goal are a humanist principle as a critique of every kind of discrimination.”⁷

This concept is also based on the principle of acknowledging, valuing and expanding the participants' know-how and skills in contrast to approaches in similar courses that view the migrant women participants as people who are gravely lacking in orientation and information. Strengthening the participants' self-confidence in their own abilities, offering them choices,

6 Bildungskontext Frauenmigration p. 7

7 Ibid. p. 8

involving them in the decision-making process regarding the course's objectives, contents and methods etc., supports them in their learning process and encourages them to strengthen their self-determination.⁸

3.4 Structure of content: theory and practice

The concept has been divided into five main topic modules which are closely defined and described through more subsections and associated teaching units. The curriculum presented in the following chapter is the framework of the syllabus, which was designed for international implementation and one which allows for expansion according to the international framework and the basics of our work. The modules are closely connected and can neither be individually assessed nor processed. The foundation for this is the close cooperation and interaction between the teachers and the content of the course through regular sharing at team conference, meetings as well as written preparation and documentation. All modules combine theoretical teaching units, practical tasks and phases of autonomous learning which makes up about 20 % of each teaching unit. 5 to 10 % of the teaching time must be allocated to the implementation of selfEvaluation in the lessons. We regard the process of selfEvaluation as one of the central elements in guaranteeing the cooperation in the class within the given quality guidelines. Electronic learning platforms (e. g. Moodle) can contribute to an improvement of cooperation and support the combination of the topics. The sequence of the course is designed in such a way that the topics dealt with deliver insight into the structures and job descriptions of the healthcare and nursing sector. Based on this an individual orientation is possible and an introduction to the specific theoretical and practical areas of healthcare follows. Further topics such as job application, computer courses, language preparation by means of general and subject specific language lessons, law, communication and learning strategies enable this course to consider both the expectations and prerequisites in the preparation for education and occupation in the healthcare sector as well as the specific personal situations and needs of the participants.

3.5 PreQual course implementation and success, preparation workshops

The frame curriculum of PreQual defines clearly the methodical-didactic orientation of the course, gives guidelines with respect to the participants, venue, structure and sequence of content, applied evaluation methods but also leaves room for the specific implementation which must on the one hand address regional requirements and on the other hand the needs of the migrants. In this way the concept ensures the realization of a course which specifically caters for the local situation and whose success depends on the feedback of the participants. The first and most important criteria is the personally perceived benefit for the participants.

In this way, the specific basic conditions and teaching plan are developed in the preparation

⁸ Salgado, Rubia: Politischer Antirassismus und die Praxis in der Arbeit als und mit MigrantInnen. In: Bildungskontext Frauenmigration. Wien 2005. p. 58

for a PreQual course under special consideration of the local legal and labor market related conditions. Local workshops have proven very effective for this, in which migrant women are also involved, who (want to) work in this sector.

Other members of these workshops include experts from the social, healthcare and care sectors, from the fields of migration and adult education, as well as migrant self organizations in the respective countries.

The combination of all relevant factors, specifically within the members of the relevant target groups, enables initial local exchange, and secures the relevant professional orientation of the measure. At the same time this also forms the basic structure of a network which expands with the development of the course. In addition to the cooperation on subject areas such as care and migration, this also supports raising awareness in the respective fields.

It is true for all PreQual courses that in the process of realizing the course, networks and cooperation evolved, which led to valuable development steps among all the participants. In some countries this also enabled the lasting establishment of the PreQual course through financial commitment by different funding institutions.

3.6 Framework curriculum

1. Introduction to health care and social services with a special focus on social structures and categories relevant to issues of labor, care, migration, class, gender etc. in different regions of the world (120 units).

- 1.1 Career profiles in international comparison
- 1.2 Law
- 1.3 Communication and conflict management
- 1.4 Applying for a job and education programs
- 1.5 First aid course

2. Personal orientation for health care occupations that incorporate transcultural, political, economic and gender-related aspects (130 units).

- 2.1 Personal position for working in health care and social services
- 2.2 Ethics
- 2.3 Law

3. Improving language and communication skills and modes of study for professions in health, care and assistance (200 units).

- 3.1 Expanding and deepening German language skills: new vocation-specific vocabulary, grammar exercises, spelling, phonetics, syntax etc.; reading comprehension, conveying ones knowledge verbally and in writing
- 3.2 Vocation-specific communication
- 3.3 Introduction to study methods
- 3.4 Rhetoric and presentation techniques

4. Information and Communication Technology (50 units).

- 4.1 Socio-political aspects of ICT
- 4.2 Exploration of how a computer is built and how it works
- 4.3 Basic skills in office programs
- 4.4 Internet: functions, uses and data security

5. Short-term internships, Excursions and Supervision (148 units).

- 5.1 Excursions
- 5.2 Short-term internship
- 5.3 Supervision and reflection

Within each module:

- Phases of independent study (20 % of the unit)
- Evaluation (5-10 % of the unit)

3.7 SelfEvaluation

The whole educational process is accompanied by selfEvaluation. This represents an essential element of a transparent and goal-oriented educational process; one which focuses on the needs of all the participants. Training objectives are defined and specified in operational measures. With the thereby developed indicators and investigation instruments, the extent to which the defined goals are achieved is reassessed. These evaluation results serve as the basis for reflecting on which conclusions to draw with respect to the methods and goals. With this control system it can be assured that the goals of the educational process are in line with the needs and requirements of the target group and the requirements of an anti-racist educational program. In this way the educational process is continuously optimized while taking the target group into account. Process-oriented and discursive evaluation of the systematically collected data by the training-team is intended to enable the continuous professionalization of all involved in the education process. This is one of the core elements of the selfEvaluation which resulted from the need to develop an evaluation tool which does justice to the target group as well as the context. There was the need to develop a module which is benefit-oriented – in the sense of practically relevant results – process-oriented and participative in order to overcome the hierarchy between the researcher and the “subject of research“ by actively involving the participating migrants in the quality management. Thus we meet following requirements:

- a) We see selfEvaluation as an integrated part of an education process and design it as such. This process is political culture.
- b) The selfEvaluation is based on the anti-racist and feminist basic principles of the project and is an essential element for ensuring the adherence to the principles.
- c) Evaluation must also be an act of empowerment (in the sense of emancipation) for both the participants and the teaching staff. The ties between empowerment and realization on merely a personal level must be broken, and instead a focus should be placed on the social

components. Evaluation contributes to increasing autonomy and participation within educational contexts geared toward migration.

- d) Evaluation must facilitate the systematic self-reflection, self-monitoring and self-professionalization of the teachers and make a contribution to the examination of values in relation to hegemonic legitimized knowledge.
- e) Evaluation must be carried out in a systematic and process-oriented fashion. This means that stipulated indicators are continuously overhauled, the results being implemented in the projects and documented.
- f) The evaluation must be carried out in close cooperation with the participants. The participants are NOT to be the objects of research in this process.
- g) External and internal experts can be involved where needed (the participants may also be involved). The project team decides this.
- h) Any observation by people not involved in the process is principally not acceptable.
- i) Based on the goals and the criteria to be checked, the instruments are developed by the team and implemented in the project in agreement with the participants.
- j) Due care when handling data and return of results to the participants are basic requirements.
- k) Principles of interaction are: commitment, trust, anonymity

SelfEvaluation steps:

- Involvement in the planning/design of the project in advance in regard to responsibilities, resources, time and location.
- Introduction by the teachers and collective documentation of the principles of cooperation in the framework of the selfEvaluation process.
- In the team:
 1. Specification of the educational goals and decision as to which goals should be central to the evaluation
 2. Determination of those criteria which are essential in reaching the goals
 3. Documentation of the measurable indicators and development/selection of the survey questionnaires.
- In the course:
 1. Information for the participants about selfEvaluation (goals, implementation, principles)
 2. Joint decision on the instruments used in the course – if necessary modification considering the wishes and suggestions of the participants
 3. planning of time resources in the courses
 4. regular implementation and documentation of results
 5. feedback to the project and communication about results and consequences

- Within the team:
 1. regular meetings: checking the instruments and if necessary modification/adaptation; evaluation of the results according to plan and discussion of the results; decisions on consequences and feedback to the project
 2. documentation of results

3.8 Trainers and trainer qualification profile

A particularly significant part of this process is the exchange of experiences between the participants and migrant women with the desired qualifications who currently work in the care field. The course is supposed to function as a platform which offers insights into versatile subject and working areas tinted by personal experience.

Consistently being able to work through all of the topics from an intercultural perspective, incorporating the diversity of the participants' know-how and experience and consistently engaging in applying partnership-oriented teaching and evaluation methods requires trainers with a multidisciplinary qualification profile. On the one hand they should be qualified for and have a background in education programs for workers in care occupations and possess a working knowledge of and openness for implementing participative methods in teaching. On the other hand, they should exhibit the willingness and have the experience to deal with all issues related to living in "migration". The most qualified trainers are persons who have first-hand experience of living in migration. This is the only way to ensure professional supervision for the course participants – professionalism in dealing with the participants' personal biographies, teaching and working methods, course content, evaluation, communication and documentation.

3.9 Networks and co-operations

Qualification measures that address disadvantaged groups through educational programs and situations in the labor market must pursue strategies – much more so than other measures – that seek to involve the participants in existing networks and forming alliances on all levels.

The course participants' position in both (potential) employment and in social structures – care and assistance occupations are part of a sector that is subject to highly specific and changeable dynamics and challenges – confronts them with the risk of segmentation and an intensification of the restrictions within the existing order. An effective way of counteracting this is by building a multidisciplinary network that aims for and realizes work in co-operations and alliances.

Therefore, involving a network of diverse partner institutions and organizations not only augments the practical course implementation (through offering access to short-term internships, excursions, educational institutions etc.), it also influences the course measure's formal and informal recognition and makes fundamental contributions to the dissemination process.

4. PreQual course:

Implementation and experience by international comparison

The clearly stated goals of the PreQual concept are the linchpin of the concrete measures and guarantee that the implementation of the concept is serving migrant women in the respective country. Thus by now eleven PreQual courses have been realized which had been designed differently in several aspects.⁹

- 1) Time structure: The time frames vary from full-time courses to six month long morning classes from Monday till Friday to evening courses and block instructions which are being held on afternoons and evenings or on weekends.
- 2) Internships: In order to gain insight into the practical work and the daily working routine the framework curriculum allows for two one-week internships. While in some countries it was relatively easy to find places for internships for course participants, and some of them even found employment in those places after finishing the course, in some other countries the legal conditions were so limiting that the participants were only allowed to follow the daytime operation of the hospital or nursing home by accompanying a committed nurse.
- 3) Course of action with regards of content: The frame conditions of the executing organization and the group of women interested in partaking in the course were here as well of formative influence. In this way some PreQual courses are geared towards the thematic modules which are taken in consecutive order. Or, like in maiz, were all the four PreQual courses have so far been conducted with a weekly structure of the topics on a relatively constant basis throughout the entire course. Specific days were allocated to certain topics, e. g. Mondays, Thursdays and Fridays had the focal point care, Wednesdays and Thursdays the focal points language, communication, solicitation training and computer course. In this way it was possible to offer a clear course structure to the participants (in regard to content, lecturer and venue). All models have in common that the progression of the attended topic is aimed to prepare the participants theoretically and practically for their internship and particularly for the positive conclusion of the certified course.
- 4) The interconnection between the individual modules is an integrative part of the curriculum and of the concrete implementation which naturally can differ substantially depending on the timeframe and structure chosen. Within this setting all additional subject areas align themselves to the succession of theoretical and practical introduction to care and all related course activities.
- 5) Course location: An essential part of realizing the pedagogic concept is essential to carefully consider the course location. We are well aware of the fact that power relations and dependencies are particularly easily reproduced or even amplified in measures for the labor market and that the course location greatly influences the learning situation.

⁹ Both EU-partnerships could benefit from the pedagogical and didactical competences of maiz and its experiences gained within the course measures, since this enabled a continuous and on practical use oriented exchange.

Because of their ideological orientation, it is essential that self-organizations step in and represent the interests of those learning and create a learning atmosphere situated outside the ever-present hegemonic structures that the participants are confronted with on a daily basis.

6) PreQual's orientation toward the qualified professional employment in the health and care sector has proved to be an invaluable direction in light of the recent global developments in the care sector. This is also compounded with the simultaneous growth in the disadvantages of migrant women on the local labor markets. Despite this, since PreQual began, we have been forced to formally submit to the limitations regarding the (inter)national recognition of this measure – the legal framework has made it impossible for the PreQual courses to be adopted into an officially recognized as a certified qualification course for the social, health and care sector in all the partner countries. Nonetheless, all of the organizations that have implemented the program until now have indeed ensured that, at least on a local level or informally, the PreQual certificate has been noticed and appreciated. In addition to representing the certificate-holder's experience in first aid and work experience in the sector (via the short-term internship), the certificate is also a testimony to the holder's personal commitment to entering this area of work. The certificate holders have received positive feedback during application processes for training or jobs in the field. Here, the international activities within the PreQual framework have an additional supportive effect, particularly in Linz, where maiz's experiences with this certification have been overwhelmingly positive. This can particularly be attributed to the (inter)national network and to the fact that the activities are set up on a long-term basis.

5. Reports from partners

from the participating countries

The following country reports were put together by the respective partners and it reflects their subjective experience within the framework of the implementation of PreQual.

5.1 PreQual course in Austria – maiz

While in recent years the discussion within the European community has not only been on demographical questions but also on unitary standards for trainings and the aim to reach a cross-national mobility of professionals in this sector, the shortage in care and support forced policy and public in some Western countries (esp. Austria) into a direct and fiercely conducted discussion. Solutions have not been reached so far. Once more the public came to realize what a high input is being delivered by female family members in terms of support and what an impact its discontinuation or omission has on the care system. Within this discussion the conditions of employment of the nursing staff were discussed and the claim for binding regulations in order to protect the employees was pushed. With this discussion it got obvious how conflicting the situation and the handling of the personnel within the care professions are. Notwithstanding the fact that it is seen as objectionable and immoral that care personnel is exploited by doing a 2-week work shift (that is to say a permanent presence and availability in the residence of the patients in need of care), the decisions are still primarily based on monetary criteria – the less cost-intensive solution will be chosen in spite of all the other criteria. The interests of the employers are put first and with it the discourse on protection and safeguarding – the situation of the other party in this employment status (which is increasingly taken up by migrant women) scarcely attracts any interest and if so, it is only a peripheral one. Thus the majority societies put their focus on accomplishing the challenges of being able to offer the people in need of care the state of the art in terms of medicine and developments of the theory of care while primarily respecting the economical factors in combination with having to consider high quality standards within the care system. In this way the people delivering care services are bound to reliving the age-long inequality and the familiar forms of exploitation. Thus prevention, support and care for children, for the sick, handicapped and elderly are earmarked by:

- a) a high input in time, including the frequent necessity to provide an around-the-clock service
- b) a notably high physical and psychological pressure
- c) high flexibility
- d) a permanent training – according to the developments in the sector as well as the standards (availability of resources for further training)
- e) an explicitly low prestige of these professions within society

f) this work is still dominantly executed by women and within the group of women this work is increasingly sourced out onto migrant women.

The increasing need for nursing personnel and the economic gap both regionally and globally has led to the worldwide movements of migrants into more economically developed societies with cheap nursing activities on one hand, but also by care consumers to countries with low costs for living and services.

A system named “care-chains” by Arlie Hochschild has developed in which women in particular migrate to wealthier countries to work in the nursing sector and employ people from even poorer countries to take care of their relatives left back home. The nursing network is therefore globally inter-connected.

At the same time, the solutions must also take into consideration the new emerging forms of global transfer and develop approaches that go beyond regional or national borders.

5.1.1 PreQual Courses

In Austria, specifically in Linz, all EU-projects are co-financed by the Upper Austrian Health Funds. Parallel to this, PreQual courses were also funded in the years 2007, 2007/08 and 2008/09, so that maiz meanwhile has experience from a total of four PreQual courses.

In all PreQual courses until now, the structure of the course with morning lessons from Monday to Friday has proven partly successful. Based on this time structure, the course lasts from four and a half to six months.

As the current development on the labor market does not leave room for migrants to spend their limited time in a four and half month course, we have opted to further develop the concept so that it is possible to accompany interested women with internal differentiation within the framework of a competence center.

In order to comply with the very heterogeneous orientation of the participant with respect to their origin, previous knowledge, information and educational needs, the concept is to first accompany a group of women all the way through. We experienced a strong demand for information and personal advice on questions about the health system in general and the job description and training in particular. This should be strongly taken into considered by the competence center.

At the same time we are continuing intensive effort in seeking financial support for the participants during the course.

As an autonomous organization, maiz has permanent contact with migrant women and therefore can develop and implement the educational programs together with the target group and in keeping with their needs.

PreQual course implementation

Because maiz is self-organized, it has strong connections to a wide range of possible participants from the target group. This provides an added value for the course participants, because taking a course at maiz gives them easy access to a wide range of low-threshold activities and services at maiz, including: legal, social and family counseling, participation in other educational programs and cultural projects at maiz, support and opportunities for networking and for exchanging experiences with experts with a migration background etc. In this way, maiz was able to amply meet the challenge of addressing and dealing with the complexity of issues concerning everyday life and work of migrant women.

Trainers: each course was overseen by qualified, experienced trainers with expertise in nursing certification courses, training for working with the elderly, communication and job application training, computers and German as a foreign or second language. Many of the trainers have, in addition, also experienced life in migration first-hand. Further experts with and without a migration background joined the on-staff trainers for the units on specific issues, such as law, advocacy groups, the health care system in Austria etc.

The outcome of the courses and self-evaluation also confirm that the content, methods and the order in which the topics are addressed do indeed correspond with the participants' everyday realities, in addition to providing opportunities to learn about the concrete practices of the field. This target-oriented mode of course implementation is particularly visible in the example of short-term internships for which the participants are well prepared, as the themes and persons involved are mutually agreed upon in advance.

Certification

Educational programs for health, nursing and care occupations are regulated by law. Consequently, there are very great limitations to our ability to ensure recognition for qualification initiatives on regional and international levels. It is virtually impossible, or extremely difficult, for pilot courses such as this to receive formal recognition as a prequalification for entering into education programs or gaining credit for certain courses within a certification program. Therefore, this program's main focus is to take into consideration the requirements and demands of existing formal certification programs through exchanging information and establishing co-operations and open dialogues with various educational institutions. In addition to communicating the unique quality of this particular educational program, the long-term goal is to make PreQual a formally certified program. Formal certification not only plays an important role for graduates who have successfully completed the course which provides them with documentation for their specific qualification, but it also underscores this program's distinctively innovative character and international dimension.

In context of certification, it was possible to convey a documentation of prequalifications that is important for applicants for conventional training and perceived as such by the decision makers. This also strengthens the effort for recognition of this special educational offer for the health and care sector, in addition to maiz's already formally recognized adult education.

Development process

As an autonomous organization form and for migrants maiz can especially cater for the needs of the participants as described above. That is why time and progression concepts were developed for the first pilot course, and the following course had the same content issues and structure. The first two courses were held from January to June and four lessons every day, from Monday to Friday. Owing to the fact that the regular application for training in the health and care sector is closed early spring, and maiz wants to ensure the career orientation of the individual women before that time, the beginning of the third course was re-scheduled for November. This leaves enough time for supporting the participant with their applications.

Every PreQual course is accompanied by a selfEvaluation – the result of which affected the module of the language lessons in the first courses. These are again discussed by the participant and the instructors and it was realized that these lessons should encompass besides the work vocabularies and communications training, also other aspects of the language such as grammar, spelling, phonetics, syntax and the producing and writing of the different kinds of texts and reports.

Also in conjunction with the selfEvaluation, the limitations and weaknesses of the word “intercultural“ are highlighted. Concentrating on the word “culture“ eliminates further influencing factors and gives it a very superficial meaning and limitations in the perception, indications and the confrontation with the “other“. Out of this contention with the content with respect to the educational process within the realm of migration, the PreQual team together with all the instructors revised the curriculum and replaced the term “from intercultural perspective“ with “inclusion of the social structures and the connotations of words like work, provision, migration, classes, gender, etc in different regions of the world“

The first three PreQual courses included four lessons a day and therefore lasted six months. The current developments on the labor market are becoming increasingly more severe and limiting for migrants. That means, women in particular are forced to take up any job available in order to secure their own livelihood and that of their families. As a result, continuing to attend training courses becomes more difficult for these women, and we often saw that they had to quit the course to be able to continue working. We wanted to eliminate this problem and therefore increased the number of lessons per day to six. This reduced the duration of the course to four and a half months. We must also mention that feedback came from the participants that they would prefer longer courses, as the intensity and variety of what they learned and practiced put them under immense pressure. In the next course we will plan for five units daily.

Besides the already mentioned changing requirements, we have also observed in maiz that more youths are making use of this opportunity. One of the possible reasons for this is the deteriorating working perspectives for the youth. We can say of all the courses that the realization methods of the lessons and the selfEvaluation made the course a success for all participants and groups, irrespective of their initial situations or composition, and regardless of which criteria is used for measuring success.

Accompanying measures

In the course of the project work and all its associated activities and contacts, the network was expanded and a competence center in the fields of care and migration was established. With this establishment we are able to address migrants who are working or aspiring to work in these fields and also provide them with a platform which should encourage exchange and mutual support amongst the participants. At the same time we advise interested women with respect to their career, training possibilities and the requirements for entering a standard training program. Many of them enroll directly in a training program and others chose the PreQual course.

Every PreQual course is preceded by an informative event, where interested women are given details on the course, requirements for enrollment and conditions. They are also given insight into career possibilities and perspectives after a successful completion of the course. This is followed by a personal admission conversation between the teachers and the applicants. All the women who do not decide for the PreQual course or do not gain admission are helped to look for alternative possibilities.

Theoretical and practical education modules

1. Introduction to health care and social services with a special focus on social structures and categories relevant to issues of labor, care, migration, class, gender etc. in different regions of the world (120 units).

The top priority is the conveying of information on the care and nursing sector (structure, career path, and training) including personal orientation. The necessity for this is emphasized by experiences from the previous years and also by results from research on youth: that is women who newly reside in Austria as well as girls with migrant background who grew up in Austria have not (yet) had an opportunity to become acquainted with “what is taken for granted” (by majority Austrians) due to “socialization“ in dealing with health facilities, in assessing careers and in the choice of training and education. As a result they have to be able to manage the basic existing conditions within the decision making process of one's career without knowledge or experience. This is further complicated in the educational process where beside the increased demands through learning and working in a second or even third language, there is also a break with their own biographies and the previously experienced skills, structures and guidelines which must be overcome.

2. Personal orientation for health care occupations that incorporate transcultural, political, economic and gender-related aspects (130 units).

The development of this area occurs under the involvement of the knowledge about intersectionality (which reaches far beyond the term interculturality). Strategies for dealing with racism, sexism and other forms of discrimination, be it structural or in everyday or working life, are thereby developed. Language and new job orientation are integrated in the general conditions of the local labor market and all others involved. The participants are also supervised and supported in the processes of career orientation and job applications based on their individual needs.

3. Improving language and communication skills and modes of study for professions in health, care and assistance (200 units).

For the target groups, German is the second, third or another learned language. Taking this into consideration especially in a methodical preparation increases the chance that, within the framework of the course, the women gain command and security over writing and oral aspects of the German language. The didactic concept which respects the people and their existing speech patterns during the process enables the embedding of all other elements yet to be learned and consolidated in an internalized structure. This increases the accessibility of the knowledge of the language. Since the learning of a language involves the making of new associations with the meaning of words and their construction as well as the reconstruction of reality, the consideration of these issues in the teaching and learning process would help the individual in many ways. It will on one hand support the individual in dealing with her own life realities and the resulting interventions, and on the other hand strengthen the effect of the learning process in relation to language skills. This way of promoting the confrontation with the root cause of problems is a key component of our empowerment process.

We see language not only as a central communication tool but also as tool for the construction and the reconstruction of reality. In addition to this, special attention is paid to female-specific language. Language fosters self confidence and conveys content by being embedded in a comprehensive disclosure of background, motivation, correlations and targets.

4. Information and communication technology (50 units).

Sociopolitical aspects of ICT, gain insight into the machinery and the function of computers, basic knowledge in office programs, internet, application and data privacy. The participants get a certificate of qualification for this part of the course.

5. Short-term internships, excursions and supervision (148 units).

The comprehensive exchange with experts from health and care sector training from geriatrics, the social sector, with representatives of providers of care and nursing services, with representative of workers unions, care institutions for women and many more, ensures that the content of the course is aimed at practical reality. Also very important are the excursions to training and care institutions, lectures from experts, internships by the participants and many other activities. This leads to direct contact and exchange among migrant women, who aspire to work in the care sector, as well as with the directors, co-workers, and patients or rather clients of training and care institutions.

Examples from the implementation of the course

A detailed presentation of all the lesson units in this brochure is not possible and would also not be relevant. The following examples should provide a little insight into the practical work.

Preparation and documentation by the teachers

Gathering arguments for the application

Important points about the framework conditions (agreements, daily events ...):

During the previous exercises on the admission interviews, it was very difficult for the participants to give arguments in favor of why they are aspiring to work in this sector and which personal characteristics qualify them for that job.

Teaching and learning objectives

1. The participants broaden their knowledge on requirements for training and working in the health and care sector.
2. The participants familiarize themselves with the characteristics, requirements, etc needed for working in the nursing sector and formulating them into arguments for their own job interview.

Planned realization (sketch of methodical procedure)

Introduction – with reference to the previous work sequences (exercise from the job interview in teams of two)

Leading to the necessities, broader knowledge (also in the German language) on the associated terms and their meaning.

Gathering arguments and qualities and developing them into text which can be used in the individual's interview.

Planned social forms: (class lesson, group work, partner work, individual work etc.)

work in a team

division into groups of 2 or 3

individual work and decision making in these small groups

presentation in a team

Working materials (media)

Text and Flip chart

Planned alternatives to topic or implementation plan

Implementation and reflexion

Personal evaluation of the consistency of “Preparation and Implementation”.

The participants had difficulties with the assignment (I clearly failed to explain it properly).

I then formulated specific questions which they had to work on:

1. What is the text about?
2. Were any jobs described which a registered nurse must do? If yes, which ones?
3. Was there a description of what the work demands? Which?

NOTE: we kept the mentioned arguments and qualities on flip chart so that it would remain visible in the following lessons.

I noticed that one participant used female forms in writing her text.

Gabriela Küng

Workshop: My abilities and I – do we know each other?

Content and objectives

Part I – Identifying and becoming aware of competence, abilities, talents, strengths and weaknesses.

This workshop was developed based on the principle of maiz that “no human is a tabula rasa”. It was very important in this part to create the awareness that the migrants do not have to begin their life all over again in a new country, but they have experiences and so can fall back on these treasures.

Exercise: we first concentrated on the central theme of the workshop. After that, the participants described what they could identify as their personal competence, abilities, strengths and weaknesses etc.

Part II – Public relations: How do I present myself? The composition of my CV.

The principle of maiz “self-awareness and self-advocacy” were introduced in this section.

Exercise: A journey through life. The participants had to highlight their competence, abilities and strength by drawing the course in their lives, so as to be able to write down their CVs. The structure and presentation of the CVs were given out beforehand and in the end, the participants presented the drawings of their life. Two things were of greater importance here; firstly, that the participants could tell their stories through the drawings of their life because they would feel more secure at the interview the more command they have over themselves, and secondly, no one can tell the stories of their lives, their experiences and abilities better than they themselves.

Part III – Network developing, maintaining and using.

The maiz principle “Participation” was the basis for this stage.

Exercise: play with the triade: I x People x city

The participants made a list of recreational, educational and other opportunities and later arranged them according to possibilities so as to familiarize themselves with it. The different opportunities were used to discuss the significance of developing, maintaining and using networks. Example: Through contacts obtaining information about job, course and recreational opportunities. We also talked about isolation focusing on the sentence from Anna Gavaldà: “we are less alone when we are together”. Following a discussion, we added what we have and can experience together of *more experience, more awareness, more self advocacy and more participation*.

Danielli Zickermann-Cavalcanti

PreQual learning-platform

To implement the course the management-system Moodle played an important role. Based on it maiz installed the PreQual learning-platform and the trainers and also the participants of the course had access to it. The PreQual learning-platform proved to be a very functional tool in concern of transfer of information, coordination of content of the course, mutual seizing up suggestions for topics and working on them as well as for the atmosphere in the course. The trainers were able to access the schedule, to call up actual changes or to announce desired changes of classes if necessary. In the daily journal of the course, the trainers described dealt topics and tasks during the classes, they could also express their personal impressions of the progression of the course in a special area for commentaries. The participants could call up and download the working materials, which were published by the trainers as preparation and post-processing on the PreQual learning-platform. The offer of the platform was completed by a news-forum and an actual preview on oncoming topics of the course.

Ingeborg Proyer

maiz interviews Karin Uglyai, the experienced trainer of the healthcare and nursing in the PreQual course

Karin, you were the trainer of this course since its inception. What are your experiences in the four years of your service?

The most interesting experience in maiz was the encounter with many different and always changing women and cultures. There were about 13 women in the first course. In the second year I taught on three days in the week. There were many women in this course, I believe about 18 women. I only had lessons one day in the week during the third course. In the fourth and last course for now, I again taught on one day in the week and sometimes on two days but the group was very small. We had orientation days in senior citizens home and practical exercises in a hospital.

Can you describe the practical aspects in more detail?

There was whole-body care, specifically different medical and nursing measures. I showed them this exercise with the help of a doll and they practiced with it. It was always very interesting when the women came back from the practical work. We discussed the experiences they gained and wrote a report on them. In general, they had very positive experiences. There were one or two incidents which were not positive. They often blamed their status as migrants and felt discriminated against and talked about racism.

Which topics did you treat in the course?

We started with anatomy and organisms otherwise they wouldn't have understood the other topics. We then moved into the nursing sector and talked about the different nursing measures.

We went on many excursions which were associated with the topics. It always made my work easier and helpful when the topic of the lesson is combined with something practical; whether with a film or an excursion. That was easier than to talk about pure theory in the class.

I tried to actively involve the women in the lesson. For example you take the topic “washing” and ask “what comes to mind when you hear this word or what do you associate with this word”? This leads to a discussion and we write the mentioned activities and keywords down. I then add my idea to it and ask for their opinion on which of two things they consider better. We in this way treat the topic together in a form of a discussion. There is of course the theory and I have so many handouts which we all go through. It is not enough to just give the women the handouts and tell them “look through them at home”. That will not work, that is why we do that together in the lesson.

You also trained as a geriatrics nurse in Austria. Which advantages does the PreQual course present to the women who take part?

I see a great advantage as they already know what it is about. They have these practical internships, so they do not just go into a job that they have no idea about. They are well prepared for the terminologies and work interview and also for the decision making process as to whether that is the right job.

What particularly comes back into memory when you look back on the four years?

That was the partner meeting in Greece. Getting to know the partners, the exchange..... I find that very impressive. It was fun to be able to pass on my knowledge on to other women. I will miss the women. I always found the cooperation with the team very interesting, I am already missing that. I learned so many things in maiz within these four years as a trainer.

Thank you for the interview.

Karin Uglyai is from Romania and migrated to Austria in 1990. She worked for ten years in the health geriatric care sector and has recently started further training as a certified psychiatric healthcare professional and nurse.

Reports by participants

An excursion to a retirement home

We went with our trainer to a home for senior citizens on the 13th of November. It is a very big home and had four floors. Every station has its own name, for example Rainbow, Apple tree, Sunflower or Butterfly. We saw many old people. There is a kitchen and a salon in a every station. Each resident has his or her own room and there is a room with all the things the people need. For instance sheets, pillows, towels, bedspreads, sanitary pads etc. There is a living room where the residents can comfortably spend their time.

There is an equipment in the bathroom which helps them to stand and there is bathrooms equipped with special shower.

What is the work of the nurses? They help the old people if they can't get up, to eat, bathe and get dressed.

I am happy that we went on this excursion because I got to learn many things. **Ö.U.**

An excursion to the Knowledge Tower

We went to the Knowledge Tower on the 19th of February, where there was an ongoing exhibition on National-Socialism. There were videos and many posters and I saw many symbols from the time of Hitler. On one poster, it was written: Hitler planned Linz. This caught my attention and made me curious; I asked, what do the people of Linz think about that? We met a man who told us a lot about events that took place at this time. It was very interesting but unfortunately for me, I had a headache and so I couldn't concentrate, although I was very interested in what he was saying.

After the visiting the exhibition, we went to the library, where we learned how to look for and borrow books from the library. It was very practical and we were all very happy about that. It is always good to read as one can enjoy the time while learning something meaningful.

Y.C.

Communicating with people

I attended a course on the health and care sector in maiz. I had the opportunity to meet many people because I had two internships. The first of the two was in AKH (= general hospital) and the other was in the hospital "Barmherzige Schwestern" (= hospital of the merciful sisters) in Linz. It was very nice and the people were very friendly. I worked for two weeks as an apprentice in the hospital. It was a very good experience, how I have to deal with people. I believed it is not easy being a nurse, and my suspicion was confirmed as many things can happen to a nurse. As a nurse, one has to be very friendly, patient and active.

The Profession of a Nurse

The patients need help and the nurses are there for them. They also uphold the Hippocratic oath. Their duty is caring for the needy. That could be at home or in an old people's home. One has to be healthy to be able to help old people. The work of a nurse puts stress on the body as well as the soul. But I am sure I can make it and this is what I want to do. This would be a victory for me and my family, if I am able to realize my dream. As a nurse, one has to be very cautious about giving medication, as this could be fatal if it is not administered in the prescribed quantity. Self discipline is very important in this job. I have problems with the German language. This work requires punctuality, tolerance and strength and one has to open and honest. I will continue to learn to be able to realize my dream and become a nurse.

N.N.

Internship report

Data from Senior Citizens Home

There are 103 beds and 95 residents in the home we visited. In the ward where I worked, there are 20 beds. There are nine staff members in total, a registered nurse, five geriatric nurses, a woman who only has a two-year working contract, a trainee, and a person doing national service. They all work on shifts with the exception of the national service person. Each one of them works about three days in a week and ten hours per day and three staff members are on duty each day. The national service person works from Monday to Friday, 40 hours in a week.

Data from my Internship Work

My daily working hours are from 8:00 till 17:00 from Monday to Thursday with a 30 minute break every day. I worked from 8:00 till 14:00 on Fridays without a break alongside three geriatric nurses. There is only one resident who stays in bed all the time and six residents sit in wheelchairs. They cannot get up, take a bath, dress etc. on their own. I went for a walk with the residents, gave them their food and medication, had conversations with them, combed their hair, washed their faces and helped them to apply their body lotions.

My Personal Observations

The national service person works in the kitchen, the registered nurse is responsible for prescribing the medicines and documentation but sometimes helps with the other work in the house. Apart from cleaning, the geriatric nurses are responsible for almost everything; e.g. making the bed, giving the residents a wash, mobilization, dressing the residents, taking them to bed, doing their hair, food, administering medicines, injections and infusions.

The daily schedule is as follows:

7:00h till 11:00h the residents wake up, take a bath, dress and have breakfast. The nursing staff makes the beds.

11:00h till 11:30h documentation: how the residents are doing, are they in a good or bad mood, what they ate etc.

11:30h till 11:50h preparation of lunch, give medication.

11:50h till 12:00h Lunch

12:30h till 13:30h bring some of the residents to bed.

13:00h till 14:00h Documentation; controlling to make sure that everything is in order.

14:00h till 14:30h prepare coffee and cakes and serve them

14:30h till 16:00h the residents watch television, attend mass and sing together; measurement of blood pressure and blood sugar level. They are asked about what they want to eat on the next day, go for a walk etc.

16:00h till 17:00h supper

17:00h till 18:00h brush their teeth and bring the residents to bed.

18:00h till 07:00h night service

I had the opportunity to observe all activities and I was allowed to perform activities such as laying beds, giving food, tablets, brushing hair, washing faces etc.

There is a resident who is 104 years old. Whenever she is in a bad mood, she kicks and scratches the geriatric nurses and they sometimes bleed. So someone has to hold her hands when she is being dressed; she is always angry and curses the workers. This work appears to be very difficult and unpleasant.

My personal Opinion

Care work requires strength and patience. It would be better to talk more with the residents and play together with them. I had no bad experience concerning the issue of migration here. The staff and the residents were very nice.

Y.C.

Feedback

Since the inception of our work with PreQual, several competent experts from relevant fields of work have been involved in planning and conception. Due to that it was possible to start constant interchange, receive feedback and keep up and expand our cooperation within the frameworks of the courses. The feedbacks from these sections (nursing, health, social, labor union etc.) were characterized by appreciation and approval for our work, especially for the contents and aims of PreQual. Among other things, this appreciation is shown by the promise of funding further PreQual courses in Linz by the Upper Austrian health fund. Furthermore we received invitations to national as well as international research conferences. Appreciation is also shown in the deepened cooperation with facilities providing care in the course of organization of internships and the accompaniment of our participants.

The most relevant feedback, however, is that from former participants who see these courses as a very helpful in climbing the career ladder and have already been accepted in further educational programs. Additionally the interest of migrant women in participating in PreQual courses in Upper Austria is rising, despite its time commitment and economic expenses.

Due to selfEvaluation there is already room for feedback during the courses which makes it possible for us to consider and react to wishes or altered conditions. Moreover the work of every individual participant undergoes a constant and systematic reflection. The international exchange within the partnership already showed that feedbacks of various forms were received. On one occasion at a meeting with partners a colleague depicted the procedure of the courses in her organization with great enthusiasm and energy, also showing pictures and course brochures.

It is true for all PreQual courses that during the course a community has developed among the participants which together with the trainers has created a key course-defining character. Due to the formation of this community, expectations of the trainers as well as that of the partners of this project are no longer determined by a possible norm, leaving a greater scope for a more dynamic situation. This more dynamic situation especially concerning “methodical guidelines” brings the participants and their community to the center of attention. For the instructors these are the moments in which they experience the revolutionary powers of education. Due to these moments one can guess the power and dynamic of educational processes.

5.2 PreQual course in Czech Republic – Sofia

5.2.1 Working within health and care in Czech Republic

For access to employment in area of social and health services in the Czech Republic is peculiar separation of the segment of the services into 2 sectors – health services sector and social services sector. The separation includes the founder, the framework of legislature and the consequent qualification requirements. The segment of social services is regulated by Ministry of Labor and Social Affairs and the segment of health care is in competence of Ministry of Health Affairs. Establishment and providing of social services is regularized by Social Services Act, directive 108/2006.

Social services are provided partially free of charge – the services include social consultancy, physiotherapy, crises help, juvenile care services and others. The other segment of social services is represented by residential services – protected dwelling senior homes, social welfare institution, and physiotherapeutic residence. These services are provided against payment, which is paid by users from their care allowances.

The basic prerequisite to get opportunity for employment in social services segment is certificating from “Course of Social Services Worker“, of minimal range 150 hours. A precondition for acceptance into the qualification course is accomplishment of high school education. Social service persons may promote their accreditation from their education courses with special competence for work with particular types of clients. Currently accredited Courses of Social Service Workers with range of 600 hours are also available. Opportunities for employment of the course graduates are in day as well as week social welfare institutions, homes for handicapped persons, senior homes, sanctuary homes, protected dwelling, personal assistance, low doorsill centers, social-physiotherapy services, therapeutic workshops and other connected services. Women graduates of the course find opportunities for employment in the institutions to facilitate common activities of personal self-care, personal hygiene, to provide personal assistance, attendance, to execute training in self-keeping skills, to help in household, in edifying, in educative and in activating effort, as well as to help in proceeding with authorities etc.

The basic prerequisite to get opportunity for employment in health care services is certification of a course “General ambulance attendant“. The required professional training is defined in Conditions for Obtaining and Acceptation of Qualification to Exercise Non-physician Medical Occupations Act No 96/2004 Sb. The prerequisite to be accepted into the course is accomplishment of elementary education. The certified from the course of General ambulance attendant may find employment in various types of medical facilities such as hospitals, health centers, hospices, spas, and other facilities. The scope of their employment in the facilities lay in support of hygienic and nurse care, food processing and keeping, manipulation with biological material, disinfection, attendance and transport of patients to examinations and other medical performance. Consequently there are qualification courses with higher trade credit and extended number of hours that certifies for employment in the segment of nursery care without necessity to get a professional education at a college of nursery. These are qualifications as a medical assistant, dental nurse, medical attendant and other qualification of a special aim as a disinfectant or masseur. As a summary entry conditions

into health services to get position of a general ambulance attendant are less demanding as for previous education and later opportunities for employment provides a more narrow selection of opportunities to get higher qualification profile based on experience and consequent qualification courses.

5.2.2 The PreQual course

Background of the implementing organization

SOFIA organization – citizen’s association for dialog – was established in 2004 as response to women demand for a space to share, for activities of personal development, for education activities, and for consultancy. The demand was focussed to a safe framework for disquisition and denomination of dialog opportunities between various groups of women and of opportunities for its own resources to render support to not-institutional help in the women community, for women activation based on self-keeping principle and for women’s own competencies.

Women naturally tend to share, to mutilate support and to help. We know on base of our experience that participation in women group or society is boosting and therapeutic as its own.

Since its establishment SOFIA has participated in projects of other organizations in area of gender and multiculturalism in form of voluntary work or on base of project partnership. We keep in performance of ABSOLVO program – lectures and experiences workshops for women based on their own adventures in personality development.

In 2007 we participated in the project Na rovinu! (Frankly) realization. We as a partner organization were in charge of concept preparation, structured group program for women implementation, and issues processing for migrant women as well as for majority ones. That included a facilitated discussions and self-adventure experiences workshops pondered on topic of women movements, family, partnership, community involvement and spirituality. A methodical publication integration in culturally multifarious group here and now is the issue.

On base of activities (consultancy, education, enlightenment, psychotherapy, and community involvement) as well as on our experience we have developed a strategy with denotation by abbreviation CET:

- Consulting – Education – Psychotherapy
- Center for Education and Psychotherapy
- CENTRAL EUROPEAN TIME for women

The aim of the organization is inter-generation, inter-cultural, and gender dialog.

Typical life phases of women, different cultures, various areas of profession orientation, differences in family background, specific social conditions, individual rhythms of everyday life, individual set up for personal development ...

Compliancy for listening to, dare for experiences sharing, capability to accept the other's points of view, pleasure of life adventures sharing ... looking for similarities, scrutinizing differences, mounting of individuality.

Preparatory activities for the PreQual course

Project team

We opened the project implementation in September 2008. We accepted partnership instead of an organization that had backed out of the project. Thus we took obligation to fulfill aim of the project and implement all activities including pledge of co-financing of half of the time. The fact affected also the project running in the Czech Republic and our priorities that became then efficiency and successful implementation of the course.

We implemented the project in co-operation with a wider team (female-members of citizen association Berkat, external members and experts of other co-operating organizations). The team met in regular sessions and kept in communication within a common mailing list.

Networking, PR

From the very beginning we focussed in addressing possible strategic partners in NGO segment, education institutions, health care and social institutions, and legislature. The dealing included information about project, discussion about possible form of co-operation – course fulfillment, lectures team creation, and invitation of participants in syllabus correction within PreQual of the course. While the networking an idea of the Project Partners Forum occurred thus of a platform for wide range of opinions, about optimal practices, about information share and about the project experience etc.

Information leaflet with basic information about the project was distributed in electronic as well as pressed form to all relevant organizations. We participated in conferences in the field of gender and multiculturalism. We kept promoting the project within interviews and contacts. We issued two press releases and one interview that dealt the project PreQual and its implementation in the Czech Republic.

Syllabus correction

Within the preparation phase we performed three meetings with professional public – creative workshops for correction of the suggested syllabus to fit needs of migrant women in context of the Czech Republic.

The first workshop focussed at experience of NGO representatives,

The second workshop focussed at plausibility of legislature,

The third workshop focussed at point of view of representatives of professional and education organizations.

Objectives of PreQual course met a positive acceptance and workshop participants willingly conduced to syllabus correction with their experience, some of the participants became part of the lectures team. Nevertheless, we met also diffidence about plausibility to perform it in the cut short time and especially diffidence about feasibility to provide financing for completion. Representatives of the migrating women participated in all the workshops. The very migrating women had eventually played up the key role with their enthusiasm and trust for the project to be asserted and performed.

Representatives of organizations from the segments of health care and social services, gender, education, migration and public administration participated in syllabus correction.

Besides direct participation in creative workshops we consulted the syllabus correction and the complete project context with particular experts individually.

Lecturer team

While networking activity we contacted prospective lecturers. We had organized preparation workshop for applicants before PreQual course began, where experience related to target group of individual lecturers had been discussed as well as methodical procedures, objectives and possible issues of the course, time frame and possible mutilate connection of particular study blocks. We dealt corrected syllabus and created groups for individual blocks. We agreed on ways of communication between lecturers and between lecturers and project team. We also created an interactive website for the purpose.

The lecturer team was multifarious as for genders, cultures, professions and also generations.

Target group

Addressing of women applicants

In spite of shortcut time for the course preparation we successfully raised amazingly high interest about potential tyros of the course due to a very active migrant woman in the project realization team.

In order to address migrating women we profiled women of SOFIA database and of co-operative organizations. We created a leaflet for migrants in two languages – Czech and Russian language – that had been distributed to relevant organizations in electronic way and on websites.

We invited the applicants and other profiled women to introduction meeting before the very beginning of the course where we introduced ourselves as an organization, presented objectives of the project and content of the course. Above all we discussed needs of participants, possibilities of the project, context in the Czech Republic as well as about conditions and pattern of participation in the course. Issues of the discussion were included into correction of the syllabus for PreQual course.

Entry motivation interviews

We filled an entry questionnaire with each applicant with declarations of voluntariness and of ethical dealing with the obtained data. The applicants were informed about planed schedule of the course, about conditions for participation and about methods of teaching. All participants signed a written contract, in which both contractors took an obligation to observe the agreed conditions. Content of the contract was dealt with individual participants of the course.

Participants of PreQual course

The written contract signed 19 migrating women of nationalities Russia, Ukraine, and Byelorussia. Participant education was various, most of them college educated in humanities as well as in engineering branch. In country of origin they worked in their profession, nevertheless, here in the Czech Republic they are employed mostly as char women and in similar way.

14 migrating women accomplished the course, 2 leaved preliminary because of employment, 3 because of setting-off. Generally women coped with the course well though it was time demanding for some of them. Also women who were in the Czech Republic shortly less then 6 months coped with the course well. That is why most of participants appreciated the course had began with Czech language and joins of the Czech language classes with the other study blocks within the course. They had opportunity for tutorial with their teacher to the stuff they had not understood in lectures.

While excursions and internships some women succeeded in contact creation at their workplace and fond employment in the trade. Problems rose with the women who didn't have a domicile in the Czech Republic.

Content of the course

The course syllabus was divided into blocks:

a) Trade block:

(150 hours of accredited course "Worker in social services" + 52 hours excursions, supervision of internship over the scope of accredited education + 40 hours of internship by participants interest).

Accredited education "Course of worker in social services for persons with corporal or combined detriment" that includes standards of social services quality, ethics, development of communication skills with detriment people, knowledge of types of health detriments, methods of alternative communication, basic of psychology, psychopathology, somatology, prevention of dependency on social services, first aid, training for self-keeping of detriment people, avoiding of maltreatment and abuse, crisis intervention.

Excursions, internships and supervisions were parts of the block. We established co-operation with lecturers of citizen's association Asistence o. s. to provide accreditation in the course implementation and with Community College of Social Pedagogy and Theology Jabok to get opportunity in participation on guaranteed work sites.

b) Language block (180 hours):

The block was connected with the other blocks. It included language education as for grammar, phonetic, knowledge of cultural, historical and society context of life in the Czech Republic, development of conversation aspects of the language and the trade Czech language. In consequence to reference tests of participant's language level we began teaching at pre-intermediate or intermediate level. The block was realized in co-operation with language school Alternativ.

c) Block of personal development and multiculturality (118 hours):

Communication and conflict management, negotiation, verbal and non-verbal communication, discrimination and racism avoiding, cultural differences in approach to care, gender and cultural stereotypes, comparison of social service systems in the country of origin and in the Czech Republic, orientation in social services network and in opportunities for employment, orientation in creation her own prospect in education, knowledge of important women of Czech culture (gender problems). The block of personal development and multiculturalism was performed as experiences workshops based on their own stories.

d) Block of social legislature and work legislature (56 hours):

Legal problems in context with migration, work permissions, green cards, residence permits, social security benefits, active group seeking for solutions of situations on the basis of the participants experience in dealing with the authority in the Czech Republic. In the frame of work legislature the participants got orientation in problems of work advertisement, processing of curriculum vitae and of letter of application, preparation for interview with an employer, employment contracts, Labor Act.

e) Block IT technology (64 hours):

Word, Excel, PowerPoint, internet, orientation in technical aspects of PC. The block was performed in co-operation with community college Jabok.

PreQual course implementation

a) Time frame and venue

The course PreQual was opened 14th March and accomplished at 18th July, 2009. Individual blocks ran 4-times per a week from 16:00 hours to 19:30 hours personal block took place once per month on Saturday from 10:00 hours to 16:00 hours. The class work ran in rented precincts of education institutions.

b) Trainee-ships and internships

The trade practical training ran within course for workers in social services and also over the frame of the course as a part of complete education program PreQual. The practical training had a form of excursions and internships.

The objectives of the excursions were orientation in various types of detriment and in specific groups one can meet while working in the segment of social services. Within the excursion frame the participants met facilities that served to these target groups: people with auditory and visual disabilities, seniors, persons with mental detriment. There were also small non profit associations with very specific profile of their services for the very type of care in between the visited facilities.

In the internship we preferred facilities in which were opportunities to master various skills from direct care, personal assistance, orientation in social-acquisition techniques as art-therapy, music-therapy, group meetings, work-therapy and work with clients of various detriment types. The participants had opportunities to meet facilities of cross-country, assistance and nursery services in our internships.

Prior to internships tuition by a coach about joining at work sites, about labor safety and about confidentiality was rendered. In segment of social services the participants worked under supervision of a head of section of social services, in the health care under supervision of a ward nurse.

Conclusions

a) Certification

Due to legislature rules of the Czech Republic is necessity at least certified education of General Ambulance Attendant to entry into employment in the segment of health care, in the segment of social services it is Worker in social services.

The objectives of PreQual course was access facilitation to consequent education in the trade for migrating women as well as their support to get qualified employment in the trade. To achieve the objectives we pondered our effort to way how to get the certificate for the course participants.

We established co-operation with association Asistence o.s. that provided the trade study block with certification in the course PreQual.

b) The course implementation

The fact we succeeded in fulfillment of the PreQual course (and in accomplishment of virtually the same number) in very short time was affected above all with these factors:

- a member of team who contacted the applicants is also a migrating woman,
- we had provided promise of the certificate that is a necessity for work in the segment,
- prior to the course we performed a workshop for the course candidates who were inspirited to maximal initiative in marking up where also the project team had been introduced and information about possible course running had been rendered.

c) Introduction workshop

The PreQual course had been opened with an experiences self-adventure workshop of personal development block that facilitated group potential to effect. Objectives of the introduction workshop were above all:

- to create condition for personal story to be told
- to start group cohesion
- non-directive establishment of group rules
- to inspirit safety and frankness
- to facilitate self-adventure and experiences
- to introduce features of the course – non-frontal participative methodology, principle of selfEvaluation.

d) Participant motivation

For full engagement and motivation to accomplish the course we resolve to these strategies:

- a member of the team, a migrant woman, was also a participant of the course,
- the personality block was performed in the form of self-experience workshops & group work
- we supported the principle of self-agency in the group

e) The course

The trade block

The trade block was provided by association Asistence o.s. The participants appreciated intelligibility of the lecturer's sensitive approach and took the teaching in as beneficial for their future professions. The lecturers took the participants in helpful way and appreciated their effort to engage to classes and their approach to the trade. The comments of the lecturers pointed also to the fact most of the participants had a different job and late coming occurred for the very reason.

One of the participants showed interest to work for Asistence within the course running and some of them sought for information. With regard to the fact the association doesn't offer a permanent employment after the course accomplishment, no one of them showed interest any more.

The language block

The language school Alternativ CZ s.r.o. provided the Czech language teaching. The teaching was covered by totally 3 lecturers who tried to cover all of the language skills. The communicative way of teaching rose astonishing reception with the students. In the course frame we aimed at word-stock improvement in dedicated theme units. We trained capability of rapid response to given communicative situation and we drilled grammar meticulously as we had found the greatest faults the very here.

The group was very active and it was a pleasure to teach such committed students. At the end the result was issued the group achieved huge progress and considering the participants response we resume they would like to continue in similar conversation courses.

The personality block

Within the frame of the block we performed the introduction workshop and topical workshops (discrimination, communication, gender and migration) with engagement of a member of the team and external lecturer.

The block ran while all the PreQual course running and it appears the participants were engaged into the group, they provided mutual support and information and they met also out of the course as they became friends.

The participants were active in the workshops and brought their own topics, shared their experience and reflections.

f) SelfEvaluation

The selfEvaluation had been introduced to the all members of the team and also to the immigrant women as a part of the entire project with emphases to the argument it is a pioneer project and consequent evaluation is an important investment into its possible future and integration into system of services for migrating women. The aims and objectives of selfEvaluation were created by all participating persons including the lecturers and the participants of the course.

The selfEvaluation as a method was discussed just at the first self-experience workshop. The selfEvaluation was a part of workshops with self-experience character and which were always led by a woman-worker of the team and an external woman-lecturer. The team dealt evaluation of the assigned aims and the issues at regular meetings.

The aims of selfEvaluation focussed at corrections and implementation of the course with regard to possibility to find a job in the Czech Republic in effective way and the training usefulness for the profession, subjective usefulness of the course to create mutual share and support by the migrant women, the layout of the course with regard to the time schedule and local availability, its flexibility with regard to needs of participants and last but not least to the methods used for the teaching. All the aims in view should contribute to the course appeal and to the participant's satisfaction providing the participants to be motivated for the course accomplishment and to gain the accreditation and to find a job in the trade – health and care sector.

The other form of evaluation was a supervision that should offer a view to ways of their own work evaluation and to mastering of problem situation at a workplace.

5.3 PreQual course in Greece – Antigone

5.3.1 Working within health and care in Greece

The health and care sector is made up of hospitals, private nursing homes, complementary medicine and other human health and care activities. It represents a wide spectrum of organizations within the public, private and voluntary sectors. Opportunities within this sector are influenced substantially by national governmental policies, advancements in the provision of healthcare and technology and the demographic changes.

In Greece, the health and care services are provided by the welfare state, according to one's profession and social security status. The characteristics of this sector influence its relationship to the thematic fields of migration, work and health. Although Greece is in accordance with the relative European legislation, it is difficult to spot a policy towards migrant people in regard to the health and care professions. A foreigner who wishes to exercise a medical or paramedical profession in Greece is obliged to follow a specific procedure that entails the academic as well as the professional accreditation, the inscription to a relevant scientific association and the acquisition of a work license. Apart from that, the residents of non EU countries are not allowed to work in the public health and care sector.

However, it seems that recently the health and care sector provides a point of entry into the labor market for many migrants, especially women. Immigrant labor is drawn on to fill the most urgent needs at the lower end of the nursing care sector and gains access to these jobs.

Migrant women provide a ready source of nursing staff, complementing and further stratifying the local labor market while also contributing to the sustainability and reinforcement of the segmented health care arena. This is due to the fact that the welfare state and the large informal economy have led to the creation of the demand for this “new type of nurses” (otherwise called “quasi-nurses”), which, on the one hand helps this welfare system to be perpetuated and, on the other, has implications on migrant women themselves as, inter alia, it contributes often to their exploitation, marginalization and exclusion; the degree and forms that these processes take depend, to a large extent, on cross sections of gender, ethnicity and class, as sexism intersects with different forms of “othering” and racialization processes in the destination country.

On the other hand, there is the argument that it would be a mistake to approach female immigrants in the hidden domestic economy as mere passive victims and/or condemned to remain silently marginalized. Their role should be viewed rather as active agents involved in a continuous process of contention and bargaining. Their employment is a response to the pressing care needs created by demographic and other socio-economic trends.

Having these realities and working conditions in mind, intensive efforts were made for the implemented PreQual training course to be based on a high level of competency and capacity in order for the course participants to meet to the labor market's needs.

5.3.2 The PreQual course

Background of the implementing organization

The project “PreQual” was implemented in Greece by “Antigone – Information and Documentation Centre on Racism, Ecology, Peace and Non Violence”, a non-governmental organization established in 1993 in Thessaloniki.

During 2001-2007 ANTIGONE was the official partner for creating the RAXEN National Focal Point of Greece for the European Monitoring Centre on Racism and Xenophobia with the aim to collect reliable data about racism, xenophobia and anti-semitism in all European member states. Since 2007 ANTIGONE – along with the Centre for European Constitutional Law – is the official Greek partner of the EUMC’s subsequent organization FRA (European Agency for Fundamental Rights) for the “Provision of Reports and Studies on Legal Issues concerning the promotion and protection of fundamental rights in the European Union”.

ANTIGONE:

- Launches a variety of awareness-raising activities, training seminars and anti-discrimination events.
- Works on a large number of research projects with both national and European partners, disseminates relevant publications and issues press releases. In the context of its function, Antigone has undertaken more than 40 studies on racism, xenophobia and anti-Semitism in the sectors of employment, education, legislation, racial violence and housing in Greece.
- Participates in press conferences concerning issues of discrimination and in various Antiracist Festivals in Athens, Thessaloniki and other cities.
- Since 2002, it has been organizing an annual National Round Table. Government representatives, public officials, academics, NGOs and migrant and minority organizations participate in the event.
- Some of the activities that Antigone implements concern lessons of the Greek language to migrant people and refugees, consulting and support regarding employment issues towards Romanians, trainings for migrant women, creative workshops for prisoners, peace dialogue etc. Antigone closely cooperates with several institutes and organizations aiming at combating discrimination and is also collaborating on a permanent basis with a large network of experts (sociologists, social anthropologists, political scientists, lawyers etc), as well as with a large network of NGOs in Greece and abroad.

Preparatory activities for the PreQual course

a) National workshops – Adaptation of the curriculum and the project’s concept

During the preparatory activities, Antigone organized national workshops where the curriculum as well as the project’s concept was processed and adapted in order to meet the national needs. In the workshops participated migrant women, professors of nursing and of pedagogics at the public university and at private training schools, nurses at public hospitals, experts specialized in social psychiatry and the migration reality and a representative of the local authority. The moderator of the national workshops was a nurse who has strong connection with the PreQual project, having worked in PreQual I, and who is experienced in teaching nursing classes at the University of Thessaloniki.

During the national workshops, there was a presentation of the project’s principles and goals. The focus was on the pedagogical approach and on the future perspectives of the project. There was a discussion on the suggested training course of PreQual and the possible adaptations in order to meet the national needs and also, a long elaboration on the topics of the curriculum. It was agreed that there is a huge need for “social and nursing careers” and the success of the course would be based on the high level of competency and capacity of the participants to deliver the care that their future clients would require.

During the national workshops, most of the participants stressed that the evaluation of the participants should be done through case studies and constant feedback. This would help to test themselves in real situations, which they might face soon.

b) Dissemination activities – Acquisition of participants

Along with these preparatory actions, the dissemination activities started: In order to contact all relevant stakeholders of Northern Greece, Antigone made a list of all organizations, associations and NGOs related to the migrant community and informed them about the project. There were personal meetings with more than 50 representatives of self-organizations or key persons that are highly involved in the field and who would create a domino effect regarding the project dissemination.

There was preparation of brochures and information material which was given to the organizations with which we were in contact. Also, there was distribution of the dissemination material in meeting points of migrants and refugees, as well as in places where they could easily be reached. This practice proved to be very successful. We made posters and announcements and put them on bulletin boards in places where migrants gather, go by or meet. We also distributed the information during various seminars and meetings that concerned other subjects in various Greek cities and, in that way, we were able to reach a lot of different groups.

Furthermore, we participated at two very important events: the International Food Festival of Migrant Women and the Antiracist Festival that both take place in Thessaloniki during June every year. Antigone took the opportunity to get in contact with the migrant people who were participating and were visiting the festivals, informing them about PreQual and disseminating the PreQual material in Greek, English and Albanian (as Albanians form the biggest migrant group in Northern Greece).

Also, we sent emails informing about the course to a big range of stakeholders in Thessaloniki, as well as in other cities, and especially in Athens, in case they had any contacts of people interested in Thessaloniki where the courses would be held. By the end of summer

and the beginning of fall, migrant women who had got interested in the PreQual course, made a visit to Antigone where the Antigone staff conducted individual interviews, informing them about the project.

Target group

The participants of the training courses were from various countries of Europe, Africa and Asia. Their age range was between 22-55 years old. The majority of them did not have knowledge in the nursing field, while some of them had a university degree in the nursing field but their certificates and diplomas acquired in their countries of origin were not recognized in Greece.

The training courses started at the end of October 2008 with 14 participants who later became 16. However, as the months passed by, only half of them were attending the courses on a regular basis. The rest of them were engaged with many responsibilities, faced work problems etc and, thus, were not able to attend all lessons.

By the time the courses as well as the internship were concluded, only 8 out of the 16 women had attended over 80 % of the courses units – a requirement in order to receive the official certificate of the Leonardo project.

Content of the course

The curriculum that was introduced by the coordinator organization “maiz” was developed furthermore in cooperation with the trainers and scientific experts that worked on the project and with regard to the needs of the participants, as well as according to the national necessities. The course was implemented by participative methods and experiential learning and combined both theoretical educational sessions, as well as practical workshops.

The curriculum that was finally formed included the following training courses:

- Introduction to the National Health System (Public/Private Sector)
- Health and Care Employment Positions: Personal orientation – Skills and tasks of care personnel for employment in different areas in health and care – Labor Law – Migration Issues – Ethics
- Medical Terminology
- Anatomy-Physiology
- Diseases
- First Aid Procedures – Emergencies
- Care Skills
- Health and Care of the Elderly – Health and Care of Chronic Patients
- Prevention Care – Hygiene and Security
- Infant and Children Care
- Care for people with special needs

- Psychology
- Improving language and communication skills
- Information and Communication Technology
- Field trips in various health and care institutes
- Short-term internships

It should be noted at this point that, although the curriculum implemented was an adaptation to the one proposed by “maiz” and within the project guidelines, there were some changes made in order for it to serve the participants’ needs in the best possible way: After a thorough discussion with all stakeholders, there was a general agreement that, due to the fact that the Greek PreQual course would serve different needs than the one in the rest of the partners’ countries, the curriculum should be adapted to the Greek standards, that is, it was agreed that there should be a bigger focus on the practical courses rather than on the theoretical ones, as it would be most probable for these women to find a job in the private sector, keeping in mind that, due to the Greek legal system, the possibility of finding a legal job in the public sector or studying in the Greek university is out of the question.

PreQual course implementation

The seminars were taking place three times per week, two weekdays in the afternoon (5 teaching units each) and also, every Saturday (10 units each). The theoretical courses were conducted in Antigone’s offices (where the Migrant Centre is also located) and the practical workshops took place in two public Greek hospitals, as well as in the Red Cross.

Furthermore, there were some field trips made to health and care institutes, such as the Day Care Centre for People with Memory Disorders, the Psycho-Geriatric Clinic of the Psychiatric Hospital of Thessaloniki, the Day Care Centre for the People with Special Needs and others.

Finally, the participants’ internship at the end of the course took place in a public hospital, a private medical clinic and an infants and young children day care centre.

Regarding the trainers, there was the decision to have a big number of trainers to teach the courses, as we thought that it would be best for each one to teach the subject that he/she felt most confident about and was more experienced in, and to have, thus, the input of many talented teachers. The trainers involved in the training courses were Greeks as well as some with a migrant background and their professions were doctors, nurses, psychologists, physiotherapists, teachers of the Greek language, computer teachers, lawyers and others.

A crucial point regarding the course implementation was the decision to combine theory and practice from the very beginning of the course. We believed that, by putting into practice each weekend what the participants had been taught in theory during week days, would make them more interested in the field and would also make the teaching subjects more comprehensive.

Through the whole course, the big challenge was the coordination of all trainers, especially those whose teaching subject had to do with medicine or nursing. The challenge referred to the fear of one’s teaching material “overlapping” someone else’s. However, this was overcome as the trainers, not only communicated with the Antigone staff working in the

project and explained in detail what they would teach, but they also communicated with their colleagues whose teaching material was close with theirs and discussed the course, what they would teach etc. In general, one might say that there was an atmosphere of understanding from all sides and, mostly, a will for cooperation in order to achieve the best possible results.

Examples and experiences

Every trainer was choosing the learning material that he/she wanted to teach and presented it to us before using it. We have been very satisfied because we felt that the trainers were really involved in their work. They used written learning material, power point presentations etc.

Central to the training courses was the emphasis given to the participation aspect on behalf of the trainees. Giving some examples, in the anatomy/physiology course, the doctor who taught the course had projected on the screen the human body with its internal organs and had written in colorful stickers the name/medical term of every human organ. Before explaining anything, she asked the participants to stand up and put the colorful stickers with the names of the organs into what they thought it would be the corresponding place. This procedure was really successful as it raised lots of discussions between the participants and through this interactive process, learning was easier to achieve.

Also, in the course on the patient's psychology, the trainer/psychologist, through the method of experiential learning, presented to the participants some photos which showed various situations with patients and asked the participants to identify the situation and adapt "roles" by practicing an imaginary dialogue between the patient and the other person presented on the photo (a doctor, a care assistant etc).

During the subject of health and care for people with disabilities, the trainer brought relevant equipment (a wheeling chair) and the participants experienced first hand how it is to have physical disabilities. Also, for the issue of the blind, the trainer tied their eyes and they had to have part of the lesson blind folded.

Another example that took place during internship in a public hospital is that the participants attended various and different hospital departments, such as the First Aid Department, the Emergency Room Department, the Cardiological Department etc.

At the time the participants' internship took place in the infants and young children day care centre, they were discussing a special topic in the group of the older children: they were talking about other languages. So, in order to incorporate the participants into the class activities, the trainer/supervisor assigned small tasks to the participants in regard to the different language they spoke. For example, the participants taught the children a few very basic words in their own language, brought some songs from their countries and performed a well known fairy tale (each participant a different one) to the children, while they were also translating it. In that way, the children were acquainted with the concept as well as the sound of foreign languages.

It should be pointed out that all participants were satisfied with the courses and they were really enthusiastic with the practical workshops as they had the chance to demonstrate what they had learned during theory and, as a proof of the genuine interest they showed in learning as much as they could was the fact that they asked for an increase in the teaching hours in certain courses even if that meant a personal sacrifice time wise.

SelfEvaluation

Since the beginning of the course, the process of selfEvaluation was applied as an integral part of the training course with the objective to achieve optimum results from the course participants, as well as the trainers.

It should be noted that, due to the fact that during the PreQual course there was a big number of trainers involved, it was decided that it would be best for the participants to carry out the selfEvaluation with the Antigone staff as well as the project scientist, as some trainers would appear only a few times and so the participants may not have felt that attached to them in order to open up and express themselves freely, while, on the other hand, the Antigone staff had started since the application procedure to build a relationship of trust with them. However, some selfEvaluation sessions were conducted in the presence of those PreQual trainers that had a high number of courses and with whom the participants were familiar with since the beginning of the courses.

The focus and the goals of the selfEvaluation were determined together with the participants and the persons that conducted the selfEvaluation sessions and were in relation to the development of the course curriculum, the course implementation, its effectiveness regarding the future job seeking, as well as the empowerment of the participants. More specifically, the main objective was to adapt the curriculum in order to meet the national needs and standards in which the curriculum was implemented, as well as to address the actual circumstances in which the participants lived.

Another objective was to develop and adapt the curriculum within the course progress, with the involvement of the participants and based on the provided feedback as well as their needs. Also, the matter of participation was a major objective, referring to the participation within the courses (i. e. to what degree the course followed participatory methods), as well as to all decisions that had to be taken regarding the implementation of the course (i. e. course adaptation, relevant changes etc).

The development of indicators was conducted by all stakeholders taking part in the selfEvaluation sessions. The indicators that were formulated were in regard to the achievement of the goals and in consideration to the following criteria:

- The courses are designed to support participation, discussion and exchange of ideas
- The participants gain and broaden their professional knowledge during the course
- The way the courses are conducted takes into account the background of the participants and is flexible and adjusted according to their needs
- The contents of the courses are considered helpful in job-related areas as well as more generally.

The way that the selfEvaluation sessions would be conducted was discussed thoroughly during the first sessions. The participants were given ideas and suggestions with which the selfEvaluation sessions could be implemented. It was really important to apply methods with which the participants would feel comfortable with and, thus, the sessions would be carried out with the best possible achievable results. Finally, there was an agreement for the selfEvaluation sessions to be carried out in round tables, mostly with verbal feedback and

also, as the courses progressed and the participants started to feel more familiar with the whole process, some selfEvaluation sessions were conducted with the use of questionnaires.

At the same time, all trainers were determined to the selfEvaluation process, by reflecting the extent to which the training provision and all methods applied during the courses led to high-quality outcomes for the trainees. The process took place taking in consideration the criteria of appropriateness, comprehensiveness and usefulness to the participants and it was conducted with the help of questionnaires.

It should be noted finally that, during the selfEvaluation process, the following points were given a great deal of consideration:

- the involvement of the participants to be as wide as possible and to include as many views as possible
- there is no right or wrong way of doing it, meaning that the selfEvaluation is sensitive to the different views involved
- whenever the objectives are decided and the data is collected and presented, it is important to get the consent of the people involved

Certification

Regarding the course certification, it was agreed by the PreQual partnership that those participants who would attend over 80 % of the course units would get the official certificate of the Leonardo project. The certificate for the Greek PreQual training courses includes a detailed list of all the courses that the participants attended, as well as their time and place of internship.

It should be noted at this point that attempts were made in order for the certificate to have a more formal validation and approval. However, given the national circumstances and the Greek educational system, it became obvious that we could not meet up to this challenge therefore much emphasis was given on being approved informally, because of the high quality that was being offered during the courses.

Network and co-operations

Throughout the whole course, Antigone worked closely with the partners' organizations from Austria, Spain, Hungary and Czech Republic. During the course preparation, Antigone was in contact and in cooperation with a wide range of NGOs and migrants' organizations and associations. Also, during the course implementation, Antigone worked with a network of experts in various fields (doctors, nurses, psychologists, lawyers etc).

5.3.3 Other possibilities to support migrant women in Greece

In order to continue to support the migrant women that participated in the PreQual training courses, Antigone got in contact and finally to an agreement with an expert/counselor who will be responsible for the follow up of the participants now that the courses are concluded. We feel that it is very important for the participants not to lose touch with us keeping always in mind that the PreQual project was not just a series of training courses, but it aimed at the support of migrant women during their effort to enter the health and care sector in various ways, with an emphasis also in the empowerment of them in taking action and in decision making, something in which the expert/counselor will focus.

Also, due to the great interest that the participants showed in the computer courses as they understood that it is a very useful tool in today's reality, it was decided that all participants are welcomed to come in Antigone whenever they feel like they need reinforcement in their computer skills.

Furthermore, as some of the participants showed a great progress in the Greek language courses, efforts are being made to include some participants in other training courses offered by the State, in order for them to receive an official certification regarding the Greek language.

Finally, Antigone will keep all ties and will be in contact with the wide network of organizations, associations and individuals that has developed in order to seek a suitable job position for each participant.

5.4 PreQual course in Hungary – DemNet

5.4.1 Working within health and care in Hungary

Health and care services in Hungary are provided by the welfare-state, on the basis of compulsory social security and health insurance in accordance with the solidarity principle. Aside from the compulsory health insurance, there are several complementary insurance options, including services of private insurance companies, some of which are also compulsory for emerging generations to ease the financial pressure on the public budget in an aging society.

All medical service providers are covered by the same legislation, regardless of the type of ownership (public, private, charity/voluntary organization). All the service providers (hospitals, doctors, clinics, private clinics etc.) have to meet the legislative requirements, including meeting the compulsory qualification requirements of staff. The necessary qualifications can be obtained through accredited training programs provided by accredited training institutions, including the whole scale and the complete hierarchy, from assistant nurses to medical doctors and specialists. The same structure is applied to the social care services sector, and anyone providing social care services described in legislation has to have the prescribed accredited qualification.

Conditions for working within health and care in Hungary are determined by the state's financial difficulties in the sector (what has been termed recently the “premature welfare-state”) and the lack of qualified staff willing to work in the sector due to its low-paid profile. Demographic factors have high significance as well, many of the medical staff emigrated to older member states of the EU for better pay, whereas most of the migrant workers (75-80 % of the overall 2 % migrant population in Hungary) are Hungarian-speaking ethnic Hungarians from neighbouring countries, where the training structure is similar to that in Hungary, therefore possible to have qualifications recognized by the Hungarian authorities. Therefore, it is often the case that Hungarian speaking (migrant) nurses and doctors are hired in various assistant positions for the time being until their qualifications receive full recognition by the authorities.

Given the level of financial restrictions in public medical service providers (the main terrain for the sector) keeping the low-paid profile intact and the budgetary restrictions resulting in a decrease in human resources, it is unlikely that the remaining positions eventually would not be fulfilled by migrants from the neighbouring countries.

5.4.2 The PreQual Course

Background of the implementing organization

DemNet Hungary is a foundation working to empower communities and CSOs in and outside Hungary. It has extensive experience in technical assistance programs for NGOs, whereby external funds (EU Social Funds, Norwegian Financial Mechanism etc.) are channeled to CSOs along with management and programming assistance provided by the Foundation.

Other fields of expertise include research and lobbying for more transparent and better Official Development Assistance, research expertise in various development and migration issues, as well as awareness raising programs in international development issues. DemNet took part in establishing the first Migration Network in Hungary, an information network of some 40 stakeholders in this field. Although DemNet Hungary does not have any direct services for migrants, the Foundation regularly exchanges information with the relevant CSOs about needs and services, as well as about latest trends.

DemNet Hungary has organized several trainings, study trips and experience based learning programs in the past decade, and has the relevant expertise for organizing the PreQual training. Despite its extensive efforts to involve other migration focussed CSOs and groups, many organizations and trainers eventually committed their expertise as external consultants, mainly due to the budgetary constraints of the project. In spite of all the efforts, DemNet Foundation has not found any authentic migrant women's organization operating in Hungary. DemNet Hungary has long established ties with the Refugee Reception Centers in Hungary, it has been decided to implement the project in one of the Centers, in Bicske.

Process of curriculum and concept adaptation

There have been several workshops held during 2008 involving experts in the fields of migration, labor market specialists, as well as health and care education and the public health care system. The general outcome of the series of workshops can be summarized:

- The number of units in the proposed concept is extensive, given that the potential target group either has some income-generating activities already and/or children;
- There is no scholarship included in the budget;
- Without accreditation, this training will not lead to less menial jobs in the health and care sector which does have a low-paid profile already;
- The intercultural and practical aspect of the training shall be kept with very strong language and communication development, ICT skills development and practical information about job-search, job interviews and legal background information.

After several discussions with migration experts and health and care, labor and adult education specialists, it has been decided that the intercultural and communications aspect should receive a stronger emphasis than health and care specific knowledge.

This approach proved to be efficient, since participants had rather weak knowledge of Hungarian language, without which it is unlikely that they will find a job in any case.

Since 2007, only those organizations are eligible to submit institutional accreditation, which already received program-accreditation, which is also a precondition to apply for vocational training applications. The Hungarian institutional system only gives recognition for adult educational programs of organizations, if the status of accredited institution is acquired.

However, having both the status of accredited institution and an accredited adult educational program still does not necessarily mean that it will be listed in the National Training Registry (OKJ). For example, to become a qualified assistant nurse or a gerontological assistant, one has to complete a 2000 hours long OKJ-registered training, above a recognized certificate of having finished the 10th class of elementary education. (A basic problem refugees have to face is that their elementary education is either not recognized as compatible or they do not have proof.)

Target group

There have been several workshops held with migration experts, researchers and civil society organizations (CSOs) trying to define the scope and potential reach-out activities to find the right target group for the training. Despite the various research-projects dealing with migration issues and technical assistance programs supporting CSOs working in this field, as well as one of the founding members of the Migration Network, DemNet Hungary itself is not a service organization for migrants directly. Therefore DemNet Hungary used all the existing channels to come up with the right approach, however, experts and CSOs providing services to migrants remained sceptical about the focus and the potential of such a resource-intensive program, which then in the end is unable to provide the necessary accredited degree.

Migrant ethnic Hungarians have very different perspectives, opportunities and difficulties than those forming the presumptions of the PreQual project, therefore DemNet found it highly incompatible with the PreQual framework to target migrant ethnic Hungarian women. First of all, it is difficult to reach out to them, since their migrant identity very often is not overt in any way. Many of them do have education that is possible to have it recognized, and many of them have status that both provide work and studying opportunities in their mother tongue. These Hungarian speaking ethnic Hungarians do not face the kind of racism that many migrant women face in old member states.

For women of other origins, the presence is so weak and statistically so low that it is very difficult to reach out and unforeseeable whether a committed group might be drawn up. After due consideration, DemNet decided to take a different approach and targeted refugee women living at Bicske Reception Center, a refugee camp that is assigned to “integration”. The people living there have confirmed status and are allowed to stay there for 1 year, while they can come up with solutions for their new lives. Here we announced the training and 8 women were interested, 6 of them attend the classes regularly. Their countries of origin: Afghanistan, Iraq, Palestine, Lebanon, Vietnam and Georgia.

Content of the course

The content of the course is based on the needs assessment of the participants as well as on the suggestions and experience of the experts and labor market specialists. The objectives of the training is to provide orientation and information to migrant women interested in working in the health and care sector, promote their inclusion in formal vocational training programs; assist refugee women in skills and capacity building; assist refugee women's integration to the labor market; empower and strengthen their capacities to fight exclusion and racism by actively building on their existing intercultural knowledge and experiences.

The course content is made up of four modules. The first one is the intensive language training, focussing on communication methods. The second is ICT basic skills training, which has been very successful so far, as it fulfilled a long-wished skill development on behalf of the women. Despite that some years ago DemNet Hungary established an “info point” at the Reception Center, including an internet room, the women often cannot use the computers there, since it is unacceptable for them to be in the same room (maybe alone) with foreign men. In the PreQual course the participants can share 3 fully equipped computers in a separate training venue, often using the internet outside training hours. Parallel to the ICT training the personal orientation and intercultural training is conducted. These two modules run parallel due to time constraints, as well as to enhance efficiency of the two modules. By the end of the ICT-training the participant will be able use word processing skills to present themselves, as well as to use their communication methods. The fourth module will include information and assistance in finding a job, adapting strategies, legal background and regulations regarding labor contracts and the labor market. During August, a first aid course is scheduled as well.

Alongside the personal orientation and the legal and communication training the participants receive smaller self-conducted exercises, assisting them in their everyday life, getting along in Hungary. There were several little study trips organized within the framework of the PreQual to adjust the participants' personal situation to the challenges they may face once they have to move out of the camp, therefore mitigating the hospitalization effect camp life outside Budapest creates. These exercises help them getting to know the infrastructure, the system of local social services etc.

PreQual course: realization and implementation

The level of education of the women is very diverse, due to political, cultural and social factors from their country of origin and due to the time spent seeking international protection. The level of their knowledge of Hungarian also varies, and though rapidly expanding, still poses constraints to the content of the course.

The course lasts from the middle of April until the middle of September (5 months, 16 hours per week, in sum 320 hours in class). The course started with an intensive 11 weeks long language training. The training is communication-focussed, which is the most effective method to reach a working level in Hungarian, however the weak literacy in Hungarian creates some difficulties. Some of the participants did not learn any other than their mother tongue before starting the training, therefore gaining literacy in a different character proved to be challenging. These challenges are mitigated by the 32 hours long ICT-training, which on the basics includes internet and communication skills, word processing, various research activities and presentation techniques.

As to the methodology, the course is following the principles of participatory learning, intercultural, feminist and anti-racism approach, and insists on a strong communication focus. Participatory learning is ensured by the trainers and the language teachers, and language teachers know the difficulties these women may face in the learning process, and are personally committed to participate on an equal footing. During the training of trainers, they also have received the necessary methodological requirements. The trainers all have intercultural training experiences, and they view the learning process as a cultural exchange between the trainers and the participants. The training provides channels of understanding and guidance within a foreign culture, and does not try to integrate the participants culturally, rather providing them with skills and knowledge for adaptation and connecting to their context. This is an extremely delicate issue with our participants, as most of them are coming from rather traditional muslim societies, and Hungary has a very closed society.

Several training submodules are focussing on conflict-management and communication skills to empower women not only for taking up public roles as they are preparing to find “secure” jobs on the Hungarian labor market, but also to deal with the fact that Hungary is one of the least inclusive societies in Europe (according to Euro barometer data). The training itself creates tensions within the private sphere, as husbands often fear that women are less able to perform their traditional roles. Therefore special attention must be paid to finding more subtle ways of empowering women, so we do not create an obstacle to their participation in the course either. However, the training provides techniques and also information on how to take an active and secure role, as well as finding networks of support in cases of racist and discriminatory events.

The course is intended to follow Paulo Freire’s liberation pedagogy, and to ensure this, the language trainers were scheduled for a workshop at DemNet to discuss and exercise possible ways to implement this method at a later stage in the intensive language course, even though the language skills pose some constraints to the full application of the liberation pedagogy. The trainer responsible for the overall implementation of the further training is familiar with the method and follows the principles of this pedagogy herself.

Examples and experiences

Language class: shopping at the market. The participants as a group draw up certain recipes, discuss the ingredients and learn about nutrition values and relevant vocabulary. Then as a group they visit the food market (which otherwise they would not do due to financial and language reasons) and do the shopping while engaging with the sellers, and try to explain not only the shopping list, but also where they are from and how they manage in this country. A plausible amount of fear has been overcome as they engage in discussion. The following day the ingredients are cooked up into a full meal for the participants, during the process experiences are discussed, including their experience of engaging despite the fear observed by the sellers created in the participants. During the meal traditions and customs are discussed.

ICT-training session: Google search and google maps discovery. The participants are given various little research tasks, while discovering some of the basic learning databases, acquiring the understanding that google does not necessarily equal reality and discussion about what might and might not be found on google maps created the necessary critical approach to information. Discussion follows on ownership of information and about their experience with now living in the non-arabic world.

These two examples shed light on some of the methods used in the training, as well as the application of the liberation pedagogy, leading to critical learning. At the same time motivation is created through the relevant starting points, while the training is communication based, non-verbal, contextual learning situations are turned into verbal team work. Due to the language constraints huge amounts of factual and theoretical knowledge cannot be discovered at one session (there is no transfer language either, since there is no other “common” language shared by all the participants and trainers than Hungarian).

SelfEvaluation – results

Trainers hold regular selfEvaluation sessions as part of the training and the management team holds a monthly evaluation workshop together with the trainers. These sessions and workshops assist the necessary amendments to the course content and methods. It is important to note that as the participants are refugees, there are various external conditions influencing the participants' motivation, as well as their development. Participants in general are very satisfied with the content and the methods, although the language is a major challenge for them. They are very satisfied with the method of organizing some of the sessions in Budapest, as they feel somewhat isolated in Bicske. The motivation-level decreased somewhat during those 8 weeks when Cordelia Foundation organized a group therapy for Arabic speaking women, but eventually they felt that both the therapy and the PreQual course is very important, therefore they struggled, but kept on participating. The final selfEvaluation report will be drawn up once the course ended.

Certification

We were advised both by maiz and by the Institute for Basic and Continuing Education of Health Workers to provide a very detailed course description as an attachment to the certificate. Since the course is not accredited by the Accreditation Committee of Hungary, and there were no budgetary calculations to do, so we are unable to provide a diploma directly recognized by the state. The objective of this training is to provide prequalification for basic trainings or vocational trainings, which would not be possible without speaking and understanding Hungarian. Currently the educational system is very strict on both prequalification and language requirements, as well as basic training for nursing and care occupations, so it is unlikely that this training will provide the participants with a diploma that is formally recognized. However, DemNet believes that this training will provide the useful guidance and information, as well as the language training necessary to get along and try to find a job whether in the health and care sector, which does not require a specific qualification, or outside it.

Network and co-operations

DemNet Hungary is one of the founders of the National Migration Network, which connects migrant organizations and CSOs providing services to migrants as well. DemNet Hungary received very valuable input as to the feasibility of the project and the necessary approaches for keeping the course on realistic grounds. The most important cooperation has been established with the Reception Center at Bicske, which provided time and resources for the training to be held, as well as important communication channels for disseminating

information about PreQual. Despite all the research and networking efforts, DemNet Hungary has not managed to find any migrant women organizations in Hungary, and women's organizations in general did not show any considerable interest in this field. (This is partly due to the fragmentation of civil society organizations and lack of capacity to participate in extensive networking activities.) DemNet Hungary is a widely known development focussed organization, due to its general profile of providing management and technical assistance services to CSOs. The migration network involves service providers, NGOs, the Minority Research Institute of the Academy of Sciences, the Demographic Research Institute at the Hungarian Statistical Office (member of the FEMAGE project, various university departments including the Semmelweis Medical University (member of the MIGHEALTHNET project), TÉT Foundation (member of the GEMMA project) and various migrant groups (many of them are represented by individuals and are not formally organized). It is commonly agreed that the network of these organizations will continue striving for a better labor market integration policy and advocacy for specialized adult education programs for migrant women, despite challenges created by the very low migration rate Hungary experiences in European comparison.

5.5 PreQual course in Spain – IEPALA

5.5.1 Working within health and care in Spain

According to the Disability, Impairment, and Health Survey carried out by the National Statistics Institute (INE, 1999), there are over 3.5 million disabled people in Spain, representing approximately 9 % of the total population. Government coverage of this dependent population takes many forms, from institutionalization in residences and homes to home hospitalization by means of home help. Experts in gerontology and EU policy maintain that it is necessary to expand the range of mechanisms available which allow elderly people to be cared for in their own home (National Institute of Social Services, INSERSO, 1993; Institute for the Elderly and Social Services, IMSERSO, 2005). Consequently, since the 1990s home help has been promoted in the political sphere.

What level of coverage is offered in Spain? Statistics on the number of places available for people in need of care and the coverage achieved by home help reveal that only a low level of coverage is achieved by health and social services when it comes to caring for the elderly. If we take into account only those people with a degree of dependency (those who require personal assistance in order to be able to carry out daily tasks), we can see that institutions cover the needs of 48,2 % of this group. Due to this absence of a public care network, the family becomes the basic care provider for elderly people; in turn, women are the main carers within this category. There are still very few Spanish families that have taken the decision to delegate this care to someone outside of the family, although there is a growing tendency to outsource this service. An immigrant carer is only hired if no native Spanish person willing to carry out the task can be found. Therefore, if it is impossible to find a Spanish carer, the solution is to hire an immigrant.

Care of the elderly has become a new employment market for female immigrant workers, and in the majority of cases it is also combined with domestic duties. However, there is no specific data available to calculate the number of foreign women who care for the elderly. There are various reasons for this. Firstly, these are predominantly black market jobs. Secondly, when this kind of work is “legal”, it is included in the category of “domestic help”, and so the differences between housework and the emotional work of the carer are not taken into account.

Conclusions

The phenomenon of aging, together with other factors related to social policy, the integration of women into the labor market, and the lack of balance in the distribution of housework between the sexes are creating new fields of employment related to personal services such as care of the elderly. The demand for people who carry out this activity coincides with an era of intense migration which has some very specific characteristics. The migratory flow is predominantly female and of Latin American origin. These two characteristics – “Latin American and female” – are the two most important requisites of Spanish families when it comes to choosing a carer for their elderly relatives. The motivation for migration is not only generated in the country of origin, but also in the host country, which needs or selects workers

with certain characteristics. This is the case in Spain as well as in southern European countries as a whole (with the exception of Portugal) which are characterized by a very specific healthcare system and migratory model which eventually complement each other.¹⁰

5.5.2 The PreQual course

Background of the implementing organization

The PreQual project is being carried out in Spain by IEPALA (Institute of Political Studies for Latin America and Africa). IEPALA was previously involved in the organization of educational courses during the first PreQual project.

IEPALA, established in 1954, works within the following principles:

- to serve populations “on the basis of and within” their history and structure;
- to be critically independent of economic, political, military, ideological, and other powers;
- to contribute to training and encouraging an organized critical awareness in society;
- to demand that public funds are better used to serve ordinary people;
- to be an efficient instrument working in favour of the independence and development of populations;
- not to become institutionalised, and be prepared to disband when it no longer serves a purpose;
- to promote equality in remuneration, valuing academic and manual work equally;
- to promote personal and institutional austerity in the management and use of goods and resources.

In line with the above principles, the following three principles have formed the pillars or core values of our work:

- Critical analysis, study, and training on the historical and structural reality in Latin America, Africa, and the Third World and the international factors that determine their circumstances (IEPALA – Estudios);
- International Cooperation for Development in the Third World (IEPALA – Cooperación);
- The defence and promotion of population and human rights (IEPALA Solidaridad y Derechos Humanos).

¹⁰ The care of the elderly: a link between immigration and old age, *Panorama Social*, 2, 2005, pp. 85-97, Raquel Martínez Buján, Carlos III University.

Within Spain and Europe, we see ourselves as partners and potential allies of all forces and organizations in civil society which defend a new and different order in the sphere of international, national, and social relations, in which people and communities are the uncontested protagonists when it comes to the exercise of power, aware that people and their towns as organized collectives are the source and the root of a sovereignty which nothing and noone may violate, exclude, or ignore.

Within the fields in which we work we can highlight Occupational Training, which follows three main lines of action:

- The creation of courses, workshops, and practical work aimed at the unemployed
- Increasing training for immigrants
- Specializing in courses on local development cooperation and training agents, trainers, and teachers in urban and peri-urban areas.

Besides professional training aimed specifically at migrants, we also wish to highlight the accompaniment and support we provide for numerous associations and platforms for immigrants whose sphere of action is the empowerment of immigrants in Spanish society.

Preparatory activities for the PreQual course

a) National workshops aimed at the public

During the organization of the curriculum, various workshops were held aimed at the public who would attend our courses: migrant women interested in working in the field of health and supportive care. It was clear to us that we wanted the course to consist of three sections: an important professional training element including theory and practice, another component based on work orientation, and finally, a section aimed at building the personal skills and confidence of migrant women.

We also wanted to compare our ideas for the course with potential participants in order to include any ideas they could offer which we might have missed. We therefore organized three workshops aimed at migrant women interested in working in the field of health and supportive care who needed either training or certification which would recognize the knowledge that they already possessed.

The workshops had two objectives: to introduce the course, its structure, contents and organization, and to record any initiatives that potential students might have.

The workshops were held during the second term of the year so that the proposals we received could be incorporated over the course of the summer, after which we planned to finalize the curriculum before the course began in October.

Both objectives were achieved, and on their completion we found we had developed initiatives which could be included in the curriculum, in particular with regard to the organization of the course, its timetables etc.

It was also useful to start circulating the course within associations of women and immigrants. We found that when the workshops had ended we had a large group of women

interested in signing up for the courses who went through an initial selection process, with the final group of students composed primarily of those that had attended the workshops or personal contacts that emerged from these workshops.

b) Dissemination activities – Acquisition of participants

The promotion of the course began with the organization of the workshops. It was based around two lines of action. One was centred on media directed at migrant populations, as well as media related to tertiary industries indirectly linked to migrant populations. We sent out a press release to these groups. A newspaper also contacted IEPALA in order to obtain more information and publish a more in-depth report on the project. Similarly, information was also broadcast on a radio station by means of a program aimed specifically at migrant women. Potential students called in as a result of this, and they were subsequently sent information on the course: they were also invited to take part in the workshops that were being organized.

The second line of action consisted in contacting associations of women and migrants. As in the case of the media, we compiled a mailing list in order to send out information on the course and invite potential interested parties to participate in the workshops. We were then able to use this mailing list during the project in order to send out press releases, magazines, and all the information that was generated by the project.

Finally, information was sent to official authorities such as job centres and offices providing support for immigrants who we believed might be able to help in the promotion of the course we were organizing.

Target group

The participants on the course were all Latin American women from various countries such as Peru, Ecuador, Colombia, Argentina, Paraguay etc. We must point out that one of the basic requirements for admittance into the course was knowledge of the Spanish language, and this is why the majority of applications came from women from Spanish-speaking countries.

Almost all the students had already been living in Spain for some time, years even: some had come to this country in order to be with their families, others in order to provide support for family who they had left far behind in their home countries. All of the women were adults with little training and some experience of caring for the elderly. They were all very interested in acquiring some training.

This interest was demonstrated over the duration of the course: almost no one dropped out. The only course component which registered a lower attendance was the IT module, despite the fact that this initiative had come from the women themselves. This was perhaps due to the fact that there were some problems at the start of the course.

Of the 20 people who signed up to the course at the start, a stable group of 15 students was formed who regularly attended the course. There were only two women who dropped out of the course, the reason being that they had found employment.

Content of the course

As a starting point we used a ready-made training curriculum, and contacts we had made with residences for the elderly for the practical element of the course. We incorporated the personal development component into this curriculum. We wanted these two elements to work together, as the training could not go forward as an isolated activity; rather, it was intended to be part of a vital process for the participating women. Each training module was subsequently linked to the related personal development module.

The final curriculum was the following:

- Aging: Old age throughout history; old age in my context
- Getting to know the patient, Communication techniques: Communication techniques; verbal and non-verbal communication
- Fundamental needs of the elderly: The skin as a protective organ; our vital necessities: associated problems and solutions; developing group cooperation and confidence
- Life's invariables: Our life context: the story of my life; my migratory process
- Nutrition and diet for the elderly: The origins of food: A workshop on foreign and Spanish food
- Elimination and conditioning: Constructing an intra-articular society; salvaging our knowledge
- The mobility of the patient: Migratory movements; my migratory history.
- The most common pathologies in the elderly: Listening and empathy workshops; conflict resolution forum theatre

These two theory-based elements of the course lasted two months. Then came a month of practical work in a residence for the elderly, followed by a module on work orientation which included:

- Seeking employment: Analysis of the job market; knowledge of employment legislation; preparation of CV, cover letters, job interviews
- Going self-employed: Creating a micro-enterprise

As the result of dialogue with the women we worked with, two new modules were included: one on gender, whose objective was the analysis of our role as women within our social, work and family contexts, and one on information technology, in which basic training was provided on word processing, surfing the Internet and using email.

PreQual course implementation

The course took place in the afternoons from Monday to Friday over the course of four months. The long duration of the course was one of its most important problems, since the participants, migrant women who urgently needed to work, were expected to deal with an extensive reading list. We nevertheless maintained the course timetable as planned, since we believed it crucial in order to provide quality training.

There were three groups of teachers involved, each in charge of the three sections into which the course was divided. One group of three was in charge of the training curriculum and organizing internships in the residences. Another group of three was responsible for the personal development curriculum, and, unlike the first group, was composed of IEPALA staff. Finally, for the purposes of the work orientation component, a consulting firm was hired which specializes in working with immigrants. All the teachers, 10 in total, were coordinated by a general training coordinator who made sure the curriculum was followed, and implemented any changes which became necessary during the course of the project. All of the teachers were also involved in the evaluation process.

Examples and experiences

Unlike other training courses organized by IEPALA, the PreQual course featured a self-esteem and personal development curriculum. Given the results, we believe that this component was essential to the course, as it encouraged the creation of a cohesive group of students who shared not only their interest in learning, but also their life experiences, much of which they had in common. The idea of dedicating part of the time to communicating their past migratory processes, their problems and current challenges in a host country which did not always welcome them, as well as their dreams for the future – whether in Spain or in their homeland – created a climate of trust and mutual support which was essential throughout the course.

The women's confidence was further boosted by reusing knowledge they already had in relation to what was being studied. Thus, when the dietary and nutritional needs of the elderly were being studied, we asked the women to teach us about their culinary knowledge and how they might apply it to caring for the sick and the elderly. The cooking workshop was developed on the basis of this, and we all learned a great deal from one another. We also had a great time doing it.

We ran a workshop on common expressions in which we analyzed the inherent difficulties of language using one language as an example (Iberian or Latin American Spanish), and looked for solutions to the problem of misunderstanding which many had encountered.

SelfEvaluation

The selfEvaluation process began even before the course had started. In the preparatory workshops there was an initial evaluation of the curriculum being prepared by the teachers which included the concerns and initiatives raised by the women the course was aimed at. These ideas led to certain changes in the curriculum and, above all, influenced the organization of the course, particularly with regard to the timetable and course duration.

Periodic meetings were called involving the project coordinator and the coordinators responsible for the trainers on each of the course modules in order to adapt the curriculum to meet the needs of the women, as well as to decide on crucial elements to include. The project coordinator also met with those responsible for the internships at residences for the elderly in order to establish criteria for both the work and subsequent evaluation process. Surveys were provided to the supervisors of the internships.

On the completion of each module, a meeting was held with the teachers and students in order to evaluate the module, particularly the professors' and students' work, whether the material taught matched what was set out in the program, and how the participants thought the course content might help them to find work. In these evaluation sessions questionnaires were given to professors and students in order to gather information systematically.

The evaluation of the practical element, although carried out as part of the training module in various ways, was essential. First-hand accounts were collected assessing how adequate the material had been with regard to the demands of the daily work carried out at a residence for the elderly.

Finally, a meeting of all the staff was held at the end of the course in order to analyze information gathered from the women, the teachers and the supervisors of the internships. The issues analyzed included attendance levels, classwork, the relevance of the content to the needs in the workplace where they trained, work done both in and outside classes, the satisfaction levels of both students and teachers, course organization, timetables, materials used, new materials that might be needed in future etc.

All of these contributions will prove fundamental to the organization of future courses.

Certification

The necessary attendance criteria in order to obtain certification had already been discussed in the workshops prior to the course itself, and it was agreed that an attendance rate of 80 % was required, as proposed by the PreQual members. We also decided that it would be necessary to take other factors into account in the awarding of certificates, such as work carried out by the students and its application in the class.

During the course we also realized that it was necessary to grant certification before the course had finished. A decision was made to grant certification on completion of each module if requested, recognizing the number of hours completed both of practical or theory-based classes.

There was ample discussion with the students regarding the certificate's contents. They expressed a preference that the certificates should not only include the number of hours completed and specify how many of these had been practical, but also accredit them as carers of the elderly. They felt that this title, which covered what they had learned on the course although it is not recognized in Spain, would help them find work caring for the elderly more easily, a job which is much in demand in Spain. Nonetheless, the course is not directed solely at training on caring for the elderly, but rather at the care of dependant persons in general, which in our opinion might lead to more employment opportunities. However, the students insisted on receiving certificates accrediting them as carers of the elderly and so that is what appears on the final certificates.

Finally, we ought to note that there contact was made with the public education and labor administrations in order to ensure that the certificates were made official. These negotiations have been unsuccessful, due in part to the rigidity of the education system in Spain with regard to recognizing titles granted by private entities.

Networks and co-operations

Throughout the project development, IEPALA have been in close contact with their partners in Europe, with whom they have exchanged information, and offered and received both assistance and collaboration.

In Spain we worked mostly with immigrant associations, who assisted in the dissemination of information to the public, and collaborated with the course. Several organizations paid visits during the course in order to explain their work and offer support and help to the students. We also had the support of women's associations for distribution work and cooperation with the course.

Contact was made with government bodies in order to receive official certification for the course. This was not achieved, although there was collaboration insofar as publicizing the project was concerned, particularly course information concerning its launch and on its completion, reporting that 15 women had been trained in the health and support care.

5.5.3 Other possibilities to support migrant women in each country

At IEPALA we believe that cooperative work is crucial when focusing on each person's issues. We therefore insisted on the necessity of contacting the city's network of institutions, particularly migrant associations who could better address the problems and concerns faced by the students in their daily life. We therefore made important provisions on the course so that the various migrant associations who visited the classrooms to explain their work could be better known. We similarly wished to emphasize the fact that all the students were female, and the reasons why the course targeted female immigrants. We therefore specifically invited an association of women immigrants to visit us.

A lot of information was also provided on other courses not related to what they had studied in specialties that they had inquired about, such as information technology, English etc., as well as where they could find courses, who organized them, and how they could apply.

Nevertheless, in this digital society where all information is obtained over the Internet, we ensured that the students gained sufficient ability to find relevant information themselves as to where to find work, courses, addresses for different associations, how to get in touch with employment agencies or businesses which might potentially be interested in their curriculum. This was a fundamental aspect of the module which dealt with information technology.

Finally, personal ties created during this course have been used to the best advantage and maintained through informal meetings of students and teachers, in order to stay in touch and keep open the possibility of working together again.

6. Recommendations

Within the framework of both international projects, it turned out that the frame curriculum supports the basis of a course, which focuses on the local situation of migrants. It also supports measures taken to support and accompany migrants in making use of working opportunities in the first labor market. In the meantime, the PreQual course has been implemented eleven times; (four times in maiz, as well as in Magdeburg, Rome, Prague, Budapest, Thessaloniki and Madrid) and current indications raise hope that in several countries funds would be made available for further PreQual courses.

In order to achieve the same quality of performance for every course, which is especially defined by the benefit of the migrants, it is necessary to pay attention to all local framework conditions:

- 1) Framework conditions of the migrants living in this area, their perspectives, their other time schedules and wishes.
- 2) Legal and labor market as well as sociopolitical situation, especially with regard to the social, health and care sectors.
- 3) Job training, education and job perspectives for migrants in these areas.
- 4) General conditions and concrete possibilities for internship in the relevant institutions.
- 5) Possibility for documentation, transfer and recognition of the competence and experiences created within the framework of PreQual.

The points shown above enable the creation of a definite concept together with the course instructors and participants. This concept, together with the selfEvaluation and network-activities, starts where migrant women are hindered in their access to the first labor market by obstacles and growing difficulty.

7. Closing remarks

This brochure is based on the international innovation transfer project “PreQual steps” in the framework of which maiz carried out the project successfully with the support of the partner organizations Antigone, IEPALA, DemNet and Sofia in other EU-countries. By choosing the same name for the project and product we wanted to point out which steps were taken and feasible in order to pursue a concept in a larger international framework on one hand, and on the other hand (which is to us the most important aspect) to help migrants all over Europe through focussed and operative steps to establish themselves in qualified work areas. With this, we find ourselves in a legal straitjacket which is severely limited and steeped in racism as well as in one of the top socio-political realms of today, which is that of health-care, nursing and social issues.

In this brochure we have tried to present our very diverse and to a certain extent varying international experiences and through the citation of examples encourage the implementation of measures which aid migrants to access qualified gainful employment. The countries' reports were written by representatives of our partner organizations. Coaches, course participants, experts and project coordinators should be given the opportunity to present their experiences from a subjective perspective.

When we look back at the experience we have gathered in the hitherto conducted PreQual projects, it is striking how the size and the power of the steps courageously taken by the women with a migration background in order to cope with their everyday life outshine our steps, no matter how exhausting and varied they are. Our recognition and admiration go especially to these women.

That is why we deem it very important to once again state that: We regard PreQual as a small step towards and contribution to the support of migrant women. We hold education as the central element for the attainment of autonomy and participation, but as long as it is not detached from ethical and emancipatory principles and embedded in global contexts. We neither see unemployment and the difficulties in over-coming circumstances in everyday life as a result of the individual's short-comings nor highlight the personal responsibility of the individual as a criteria to reach the educational goals. Most importantly, what is needed is critical self-reflection, questioning hegemonic and eurocentric structures and approaches, and a critical position with regards to the manifold forms of exclusion throughout Europe, which are adorned with superficial discourses around integration and migration.

In tune with the concrete political demands below, we call for financial and structural resources to be made available to maintain the existing autonomous places of education, participation and encounters and also to promote the establishment of new ones in the future.

At the same time we also hope that many different steps will continue to be taken to support migrant women throughout Europe, not only on the part of NGOs and voluntary organizations but also on the part of the State, especially through the elimination of structural racism and its associated serious consequences especially for women with migrant background.

For this reason we emphasize here our demands once again:

We demand:

- The right to freedom – the right to migration!
- Social and political equality beyond market-based interests!
Equal access for migrants to the labor market, regardless of origin, status and duration of residence!
- Putting an end to hiding structural discrimination behind a veil of “cultural difference!”
- The promotion of autonomy and union-based, grassroots forms of representing migrant women’s interests on the labor market, particularly within the service sector – including care, care-giving and sex work!
- Stop placing the blame for the consequences of exclusionary practices and global contexts onto those affected by them!
- The promotion of a self-organization of migrant women through the provision of resources and inclusion in social and political structures and in decision-making processes!

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<http://prequalsteps.maiz.at>

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Project director

maiz – autonomous centre by and for migrant women, Austria: maiz is an organisation by and for migrant women and was created in 1995 out of the necessity for changes with regards to migrants' living and work situation in Austria and to strengthen political and cultural participation. In the knowledge that our role as protagonists is absolutely legitimate and through our work in various fields, we attempt to provide answers to the issues surrounding women's work migration. In the process, we explore and adapt theory and practice while developing a variety of new forms, methods and strategies. Our activities include education, legal and social counselling; family counselling; general counselling, street work and training for migrant women working in the sex trade; cultural work; public relations activities and research. Our activities are aimed to reach migrant women in general as well as refugees, asylum seekers and migrant women working in the sex trade. Moreover, the preparatory program for the high school leaving exams is also open to male migrant youth.

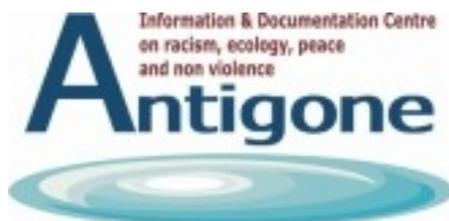
www.maiz.at



Project partners

Antigone – Information & Documentation Centre on Racism, Ecology, Peace and Non Violence: Antigone is a non-governmental organisation based in Thessalonica with offices in Athens. Since 1995 it has been active in issues concerning human rights, ecology, peace and non-violent conflict resolution in close cooperation with the ecological movement in Thessalonica. To fulfill its mission of studying the abovementioned issues and combating racism, xenophobia and discrimination Antigone undertakes research and activity projects, disseminates relevant publications, organises round table discussions and issues press releases.

www.antigone.gr



DemNet – Foundation for Development of Democratic Rights: The Foundation for Development of Democratic Rights (DemNet Hungary), an Hungarian private foundation, works for the creation and strengthening of democratic civil sphere in Hungary and in South and Eastern Europe, in addition to other developing or disadvantageous regions of the world with special attention on sharing the Central European social-political-economic transition experiences. DemNet Hungary designed targeted programs for refugees and asylum-seekers to access information via the internet and to foster their integration to the local host communities. One of the major focus groups is the Roma minority, their institutions and forums of Roma legal defense and advocacy.

www.demnet.org.hu



IEPALA – Instituto de Estudios Políticos Para América Latina y África: IEPALA is an independent non-profit organization founded in 1955 as an academic institute that focuses on the intersection of education based on development studies, politics and interculturality. IEPALA supports migrant women's selforganizations as well as organizations that work for the development of their own countries. IEPALA has extensive experience in international co-operations.

www.iepala.es



Sofia – Civic Association for Dialogue: Sofia is a non-governmental organization in Prague founded in 2004 with the objective to initiate the establishment of a community center for women, to promote women's participation in community life, enhance mutual understanding, support and informal forms of assistance and self-support. Sofia offers free counseling and psychotherapy for women and their families, organizes information, cultural and educational activities. Sofia creates a space for intercultural and intergenerational dialogue and anticipates in the gender dialogue as a way of contributing to the process of dismantling discrimination and combating stereotypes.

www.cet-sofia.cz

