

MEM-TP PROJECT

Training Packages for health professionals to improve access and quality of health services for migrant and ethnic minorities, including the Roma

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Presentation to the EC Expert Committee on Social Determinants and Health Inequities

Luxembourg 18 December 2015



Main project goal

- Review, develop, test and evaluate training for health professionals in order to facilitate the access and improve the quality of health services for migrants and ethnic minorities, such as the Roma

- Service contract of €600 000
- January 2014 – March 2016
- Implemented by a consortium
 - Andalusian School of Public Health
 - University of Copenhagen
 - University of Amsterdam
 - Azienda Unitá Sanitaria Locale Reggio Emilia
- Five subcontractors
 - Jagiellonian University (Poland), National Institute of Public Health (Rumania) and Trnava University (Slovakia)
 - IOM and EPHA

Five work packages

- WP1 – Review migrant and ethnic minorities' situation in the EU and identify common challenges and best practices
- WP 2 – Review existing training materials
- WP 3 – Produce content of new training package
- WP 4 – Train trainers, pilot training programmes and evaluate
 - Pilot countries: Denmark, Italy, Poland, Romania, Slovakia and Spain
- WP 5 – Finalise training materials and evaluation report and disseminate results

Timeline

- Reviews (WP1 and WP2): September 2014
(final approval January 2015)
- Training package (WP3): December 2014
- ToT in Granada: January 2015
- Local adaptation and pilots: February – May 2015
- Dissemination workshop: 2 October 2015
- Now finalising various reports

WP1 – MEM situation analysis

Six chapters

1. Demographic data and terminology
2. Migrants' state of health and determinants
3. Legal and policy frameworks
4. Barriers to access
5. Factors undermining quality
6. European framework for collaboration on ethnic and minority health

WP1: Main take-home messages

- **'Health in all policies', diversity and intersectionality** increasingly recognised,
- Need for a **joined up way of working** (e.g. social services, schools, families and community organisations),
- **Entitlement ≠ access**: Targeted services and interventions essential,
- **Barriers** to access and quality remain and are **often related to organisational structures**,
- In adapting the training packages locally
 - Take account of national health system features, characteristics of migrant populations and **local context**, and
 - **Shift training towards diversity sensitivity** (intersectional approach) instead of focusing only on cultural differences

WP2: Training review

- Provide overview of training material produced in EU countries in the last 10 years,
- Identify good quality material by assessing against quality criteria
- Produce directory of training materials
- Propose recommendations for the new training package

WP 2: Main recommendations (a)

- Adopt a **holistic and systemic** approach when defining objectives
- **Involve service users and stakeholders** in training development and delivery
- Address training to a **multi-professional audience**
- Develop a clear rationale and **pedagogical approach**
- **Avoid passive acquisition of knowledge** about different ethnic groups

WP 2: Main recommendations (b)

- **Integrate cultural competence** with other approaches
- **Link** training programmes to **key organisational support** mechanisms
- Choose a **participatory and experiential training delivery** method
- **Focus on outcomes** in training design, implementation and evaluation



WP 3: MEM-TP training materials

ESSENTIAL CORE CONTENTS

Module 1: Sensitivity and awareness of cultural and other forms of diversity

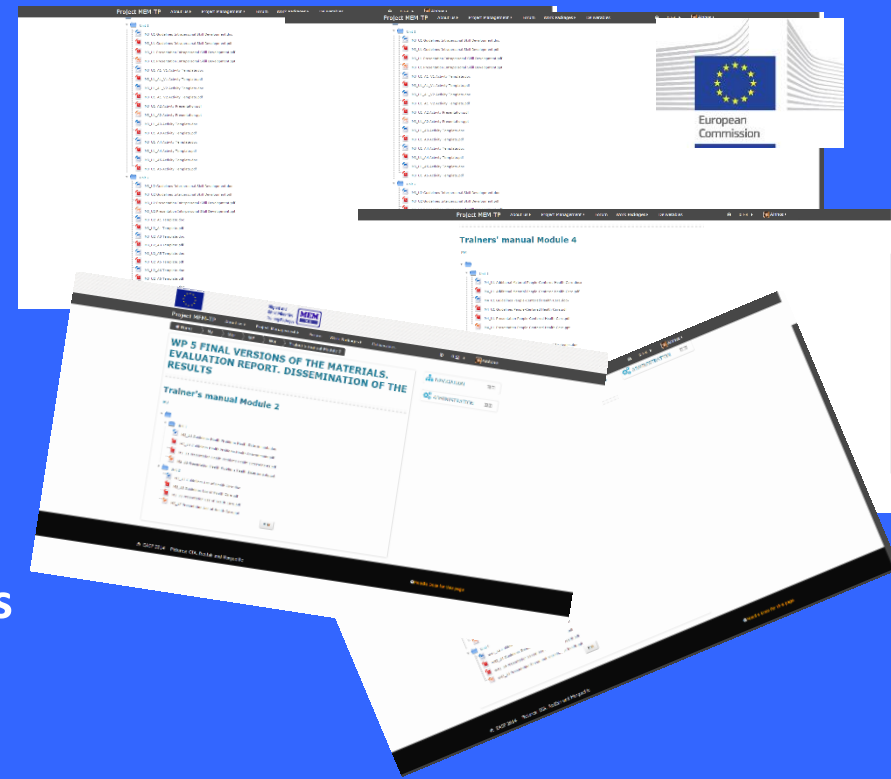
Module 2: Knowledge about migrants, ethnic minorities and their health

Module 3: Professional skills

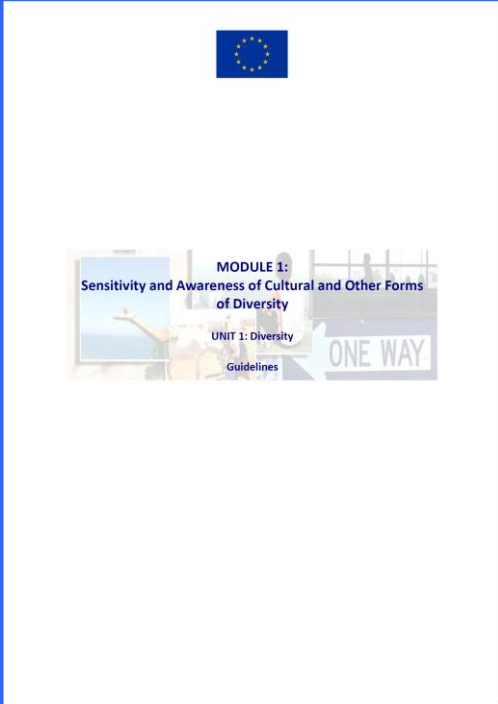
Module 4: Knowledge application

Additional module 1: Target groups

Additional module 2: Specific health concerns



GUIDELINES



MODULE 1:
Sensitivity and Awareness of Cultural and Other Forms of Diversity

UNIT 1: Diversity
Guidelines

PPT PRESENTATIONS



Outline of the session

- Activity 1: Brainstorming
- Presentation: Cultural and other important types of diversity
- Presentation: Intersectionality

Activity 1: Brainstorming

Tradition: the values groups, a model to ...

Intersectionality: Concept

Social Class, Employment Status, Income, Migration Status, Ethnicity

Definition of migrant:
Regarding migrants, this presentation adopts the definition used by the IUN, World Bank, OECD and EU, which define an (international) migrant as a 'foreign-born' resident (i.e. a person born outside the country in which he or she lives) ...

Migration history and background:
-From 1945 to 1970.
-Since the economic crisis of 1973.
-During the 1980s.
-Currently.

Migration process involves a decision-making process ...



ACTIVITY TEMPLATES



Module 1, Unit 1
Activity 2: Identifying Intersectional Dimensions
Template 1: Individual Task

PREPARED BY:
Amets Suesc
Andalusian School of Public Health, 2015

Please answer the following questions individually:

1. Remember a migrant or member of an ethnic minority community you have provided health care to recently, and identify elements of intersectionality in his/her situation.

2. Describe your own personal and professional position, taking into account several dimensions of intersectionality, and identify its potential influence in the communication with health care users.

1

Example of a guideline



Title of the module

Title of the unit

Type of source

Example of an activity template



Module 4, Unit 2, Activity 3:
Service Organization and Change Management

PREPARED BY:

Ametz Suesc

Andalusian School of Public Health, 2015

Individual activity

Please complete the template, responding to the following aspects:

- List reasons for taking cultural and ethnic diversity into account in your own institutional context.
- Identify relevant stakeholders.
- List potential barriers for the implementation of management changes.
- Identify strategies for introducing a service organization oriented towards cultural and ethnic diversity in your institution.

Reasons for taking cultural and ethnic diversity into account

Relevant stakeholders

Example of presentation



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MODULE 2: KNOWLEDGE ABOUT MIGRANTS, ETHNIC MINORITIES AND THEIR HEALTH

Unit 1: Migrants' and ethnic minorities' health problems and health determinants

Elaborated by:

Olga Leralta, Andalusian School of Public Health, 2015

Essential core: Module 1

Sensitivity and awareness of cultural and other forms of diversity

Unit 1 Diversity

Unit 2 Intercultural competence and diversity sensitivity

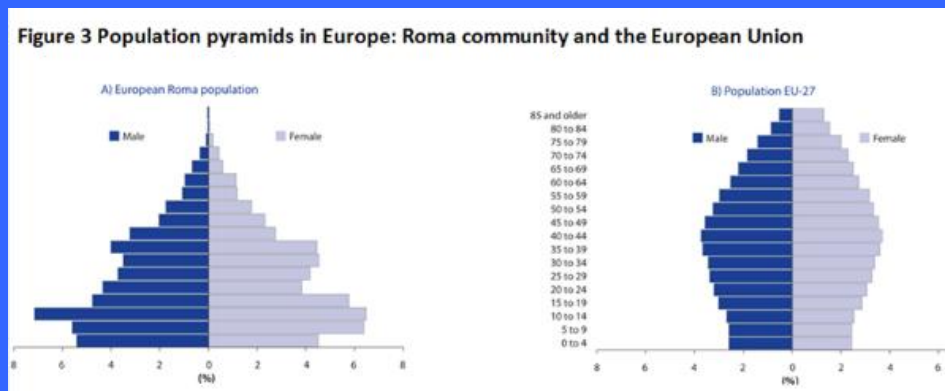


Essential core: Module 2

Knowledge about migrants, ethnic minorities and their health

Unit 1 Migrants' and ethnic minorities' health problems and health determinants

Unit 2 Migrants' and ethnic minorities' use of health care



Essential core: Module 3

Professional skills

Unit 1 Intrapersonal skill development

Unit 2 Interpersonal skill development



Essential core: Module 4

Knowledge application

Unit 1 Strategies and procedures for people-centered health care services oriented towards cultural and ethnic diversity

Unit 2 Strategies for planning and implementing actions

Unit 3 Public health, preventative health care and promotion from multidisciplinary perspectives

Essential core: Module 4 (continued)

Knowledge application

Unit 4 Quality of health care taking diversity into account

Unit 5 Community-based approaches, promotion of user and community participation and involvement

Unit 6 Intersectoral approach

Additional module 1

Target groups

Unit 1 Ethnic minority groups. Including roma and sinti communities

Unit 2 Migrants in an 'irregular' situation

Unit 3 Refugees and asylum seekers

Unit 4 Vulnerable groups

Sub-unit Children's health

Additional module 2

Specific health concerns

Unit 1 Chronic diseases

Unit 2 Communicable diseases

Unit 3 Mental health

Unit 4 Sexual and reproductive health



- **Length of the training sessions was adapted to the local context** (breaks, lunch time...)

- **Activities and practical experience sharing were very well appreciated**, occasionally taking longer than planned in the agenda.



Evaluation Plan

Objectives:

1. Assess the **training materials**.
2. Evaluate the **development** of the pilot training.
3. Evaluate the opportunities for **knowledge transfer**.
4. Evaluate the professional profile and **training needs** of the participants before and after the training.
5. Assess the **quality and satisfaction** of the trainees regarding the teaching activities.

The **participants** of the pilot trainings had a **double role**:

- 1.As participants of the piloting process, **assess the training materials**,
- 2.As trainees, follow the **evaluation process** of professional profile, training needs, quality of teaching and satisfaction **to be applied in future uses** of the training packages.

- **Assessment of training materials**
 - Training materials questionnaire (participants)
 - Template for a qualitative evaluation of the pilot training, training materials and transference (trainers)
 - Qualitative feedback in the website forum (participants)
- **Evaluation of professional profile, training needs, quality of teaching and satisfaction.**
 - Pre-Test: Professional profile and training needs questionnaire (participants)
 - Post-Test: Training needs questionnaire (participants)
 - Quality of teaching and satisfaction questionnaire (participants)
- **The assessment tools** were prepared as **online surveys** in the **local language**, sent to the trainees by means of a personal e-mail and accessed and analysed by the EASP team.

Assessment

All materials at www.mem-tp.org



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The project "Training packages for health professionals to improve access and quality of health services for migrants and ethnic minorities, including the Roma (MEM-TP)" has received funding from the European Union, in the framework of the Health Programme (2008-2013). The contents of this website are the sole responsibility of EASP and can in no way be taken to reflect the views of the European Union.

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Thank you very much!

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