

# **SMILE Integration Guide**

**SMILE – System for Migrants-Integration as Life help through Education  
Pilot Project in EU-Programme Leonardo da Vinci 2000-2006**

## **1.) Information about the SMILE Project**

Statistic data say, that annually on the average of 700,000 persons immigrate to the European Union. European committees concern themselves with the causes and consequences of the immigration for the European Union and these national states. Political, socio-cultural and economic aspects play a major role. Many questions of the migration politics are decided in the future with qualified majority on European level. Migrants will search for vocational perspectives, which make a worthy existence for themselves and their families possible.

At the European Union summit on 20./21. June 2003 in Thessalonica the economic aspects of the immigration regarding the demographic changes in the population structure of Europe were regarded at a special meeting. The Greek Prime Minister, Kostas Simitis, explained in Thessalonica: "Step by step we compile common immigration politics, which concern both the illegal and the legal immigration".

Language barriers, cultural traditions, bureaucratic hurdles, problems of acceptance lead often to the isolation of migrants, immigrants and repatriates - in particular at the job market. There is a multiplicity of organizations and single initiatives for the support of migrants in the different areas of life (e.g. in DE: German Red Cross, Arbeiter-Samariter-Bund, Caritas, Diakonie), but they are often not enough interlaced with consideration of the individual situation of the concern and the assistance to self help, in particular with the vocational integration. Results showed that the former immigrant workers' families are affected by unemployment or were often used as unqualified workers. This economic development in Europe requires trans-national solutions. Only active integration of humans into the living environment and the job market leads, on a long-term basis, to the avoidance of social conflicts.

**Note :** The project has successfully been converted into a Leonardo da Vinci pilot project of 13 partner organizations from CZ, DE, NL and PL from October 2004 to September 2007. The project is promoted by the European Union. The available „Integration Guide“ is a user manual for people interested in the topic: Vocational integration of migrants. Target groups are migrants, immigrants and repatriates with problems of the socio-cultural and vocational integration in the target country. The project is, therefore, directed at unemployed persons, who are interested in working in medical care occupations.

## 2.) Introduction

### Definition of migrant, immigrant and migration

#### Migrant:

1. One that moves from one region to another by chance, instinct, or plan.
2. An itinerant worker who travels from one area to another in search of work.

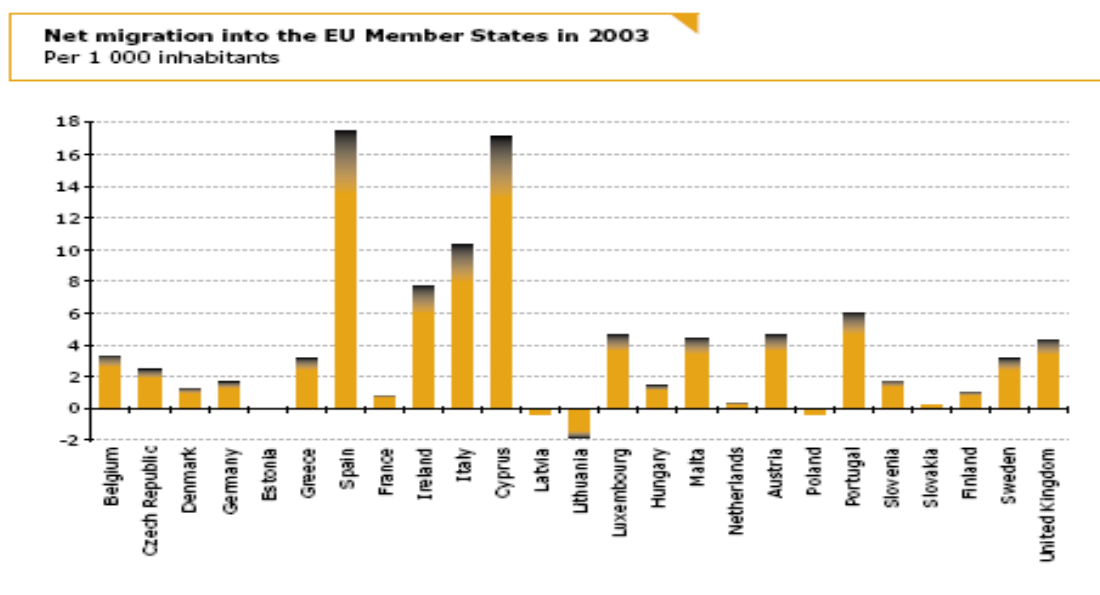
#### Immigrant:

1. A person who leaves one country to settle permanently in another.
2. A plant or animal that establishes itself in an area where it previously did not exist.

#### Migration:

1. The act or an instance of migrating.
2. A group migrating together

### General information for immigrants, migrants and migration in European Union in EUROSTAT numbers



Total net migration, accordingly to the presented tables, official national statistics and Eurostat estimates, increased from 1 707 000 in the year 2002 to 2 092 000 in the year 2003. The scale of net migration varies between different European countries.

The 10 countries that joined EU in the year 2004 are generally experiencing much lower rates of net migration. The former 15 EU countries noticed a positive migration in the year 2003. In contrast Latvia, Lithuania and Poland experienced a negative migration, while the zero migration was observed in Estonia<sup>1</sup>.

The mentioned information is taken from the "Europe in figures. Eurostat yearbook 2005", ISBN 92 – 894 – 9122 – 1, published in the year 2005.

Accordingly to official national statistics and Eurostat estimates, the total number of non – nationals living in the European Union in 2004 was around 25 million, just below 5,5 percent of the total population.

## **2.1 Role of vocational integration of migrants in EU**

Across the EU, both conditions of employment and conditions of work have changed in the last decade (European Foundation for the Improvement of Living and Working Conditions, 2002). Many of these changes are likely to continue: the trend towards more employment in services; growing application of information technologies; increasing professionalism of the workforce; ageing of the working age population; a steady increase in the proportion of female workers; and a growing diversity of employment contracts to reinforce the flexibility and adaptability of the workforce.

These changes alongside other business measures to improve the competitiveness and efficiency of enterprises – downsizing, quality management, outsourcing, sub-contracting – are having an impact on the demand for skills, as well as on the health and mobility of workers (Merllié and Paoli, 2001). The need for labour market flexibility and the skills revolution are tending to increase the gap between the work-rich and the work-poor.

Analysis of changes in work organisation and processes point to some underlying factors, including the increasing pace and intensity of work, the increasingly client-oriented economy, involving both more contacts and a rhythm of work increasingly determined by consumers, as well as growing pressure to reconcile time in work with time for other aspects of life (Merllié and Paoli, 2001). Of course these general trends can mask important differences between occupations and sectors. Nevertheless, the recent data show a clear relationship between reporting of higher levels of work intensity and reporting of health problems such as backache and stress. In general, these health problems are reported more often among employees in precarious employment relationships, on fixed-term contracts, and in low-skilled manual jobs (European

Commission, 2001b; Merli  and Paoli, 2001)

The main trends in labour market participation have changed markedly over the last 30 years, with a sharp increase in the activity rates of women aged 25-60 and a fall in participation rates for men at all ages (European Commission, 2002a). The gender gap in employment, associated with childcare responsibilities, remains, as do significant differences in the employment rates of high- and low-skilled workers. There are important country, and especially regional, differences in these rates.

<sup>1</sup> Europe in Figures. Eurostat Yearbook 2005. European Communities, 2005

Activity rates are much higher among EU nationals for high-skilled, non-manual work, and they are higher among migrants for unskilled manual work. Two-thirds of disabled people are outside employment, as a result of difficulties in entering the labour market and remaining there. Illness and disability, alongside family responsibilities and lack of education or training, are identified as the major reasons for inactivity in the labour market (European Commission, 2002a).

In the year 2000, employment growth in the EU was the strongest for a decade, with an employment rate of 63%, but still with 8%, or 14.5 million people, registered as unemployed (again emphasising that most non-active people of working age are not unemployed). There are significant differences between countries regarding employment and unemployment rates, with countries like the Netherlands, Sweden and the UK having unemployment rates below those of the United States. On the other hand, unemployment rates for females aged 15-24 are over 30% in Greece, Spain and Italy (European Commission, 2002b). The differences in non-employment rates range from more than a fifth in Denmark and Sweden to over half in Italy and Spain. The low employment rate of older workers, 38% on average, ranges from 27% in Belgium to 69% in Sweden – and over the next 15 years the population aged 55-64 in the EU is projected to increase by about 20% (European Commission, 2002b).

Access to employment and investment in people are priorities of the EU in terms of both policies and budgets. The Nice European Council of December 2000 emphasised the need to promote employment, particularly among the long-term unemployed, disabled workers, older workers and ethnic minorities. It set objectives specifically to facilitate participation in employment for the most vulnerable. The Council underlined the need for an integrated and multidimensional strategic approach. The Commission's Social Policy Agenda, recognising the multifaceted needs of vulnerable groups, calls for enhancement of employment policies and further modernisation of social protection, alongside improving systems for education, housing and health (European Commission, 2000)<sup>2</sup>.

According to the European Commission's work (Second Annual Report on Migration and

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<sup>2</sup> Access to employment for vulnerable groups. European Foundation for the Improvement of Living and Working Conditions, 2002

Integration):

- The diversity of admission policies and instruments across the EU is growing.
- Apart from arrangements for family reunification, the use of green card policies, quotas or similar programmes enabling specific groups of third-country labour migrants, particularly the highly qualified, to obtain work permits continues.
- Measures to facilitate the admission of seasonal workers are developing.
- The establishment of annual contingents or quotas is normally preceded by the identification of shortages in the labour market, usually in co-operation with trade unions and employer organisations.
- The new Member States are also starting to develop schemes to admit labour migrants.
- Special migration schemes continue to be developed with countries that have signed bilateral co-operation agreements<sup>3</sup>.
- A certain number of Member States now require new immigrants to fulfil certain integration obligations. There is a new emphasis on obligatory integration courses, containing both language instruction and civic orientation.
- Integration in the labour market remains a priority.

The following barriers occur while implementing the vocational integration of migrants in European countries:

a. *access to information* - one of the problems identified in this field is connected to access to information about trainings, development courses, further development courses and upgrading courses. There are no specific national agencies who are working as information centres for migrants on the vocational training' possibilities. Generally speaking, migrants possess the same access to information as nationals of the host countries. Information is spread at national, regional or municipal level according to the national policies in this matter.

Most of the migrants have access to vocational and training programmes on the same basis as citizens of the hosting country, but civil servants from employment agencies and non governmental organisations are less experienced in dealing with migrants and refugees to provide them with the right information and services.

b. *recognition of academic qualifications and professional experience* – migrants' skills and knowledge are frequently wasted or underused because of a lack of recognition of their qualifications (academic as well as vocational) in the different Member States of the European Union.

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<sup>3</sup> COMMISSION STAFF WORKING DOCUMENT Second Annual Report on Migration and Integration, Brussels, 30.6.2006 SEC(2006) 892

c. *appropriate career guidance* - “career guidance” means comprehensive information advice and guidance on education, vocational training and employment opportunities. An effective orientation is the only way to produce conclusive results in overcoming the obstacles surrounding the assessment of existing skills and qualifications. Migrants must be given the choice of vocational training programmes adapted to their level of experience, education and capacities, and to opportunities in the job market.

d. *partnership to improve migrants’ access to vocational training and employment* - lack of co-operation between the various actors involved in the provision of vocational training for refugees is certainly one of the causes of the difficulties refugees face in accessing vocational training. To set up a frame-work for such an effective partnership to exist could be a way to overcome this , and to improve the synergy in this field<sup>4</sup>.

## **2.2 role of care professions on European job market as field for migrants with intercultural backgrounds (demographical factor, migrants processes, clients)**

*The following text is taken from the research summary: Employment in social care in Europe, prepared by European Foundation for the Improvement of Living and Working Conditions (see enclosed CD Rom for the full report).*

One problematic aspect of investigating the European care sector is its definition. The diversities and complexities of care are reflected in its range of providers, organisational settings, location and sources of funding. For the purposes of the research, care has been defined as ‘help that is provided for any person of any age with a dependent social care need, which hampers the person in some of his/her daily activities’. The term ‘carer’ refers to a person involved in the everyday delivery of services to the users, regardless of professional or educational qualifications. The focus of the research is on paid employment in a formal service provision setting, whether provided by public, private or voluntary sectors – this may include self-employment.

Although the social care sector has relatively low visibility in society, the ageing of Europe’s population is expected to have a major impact on demand for social care services, and it is predicted that nearly every household will eventually be using social care services of some kind. At the same time, the ageing of the working population will gradually lead to a contraction of the workforce. By 2030, the population of working age could be reduced to 280 million in the EU25 compared with the present 303 million. This has implications for the growth potential and sustainability of not only pensions and benefits, but even more so for that of social services for the elderly (European Commission, 2005).

Demographic changes go hand in hand with changing family structures. Moreover, the

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<sup>4</sup> Section based on Good Practice Guide for Vocational Training of Refugees, prepared by ECRE Task Force on Integration

accelerating speed of the actual female employment rate may lead to a decreased ability among families to care for their dependent family members. These factors contribute to a growing demand for more formal care workers.

An initial examination of the European care sector from a supply perspective suggests a number of weaknesses, including relatively few young labour market entrants and the intensifying levels of staff turnover, often due to the lack of career prospects and poor working conditions. These problems are exacerbated by the poor perception and image of the sector as employers typically offer low rates of pay in part-time or short-term employment contracts.

Labour shortages in the care sector exist in many of the EU25 Member States. As Europe becomes a knowledge society, labour-intensive care will put more and more pressure on national budgets and on individuals' resources.

The European Employment Strategy plays a leading role in the implementation of the employment objectives of the Lisbon Strategy. The 2004 Council Recommendations (European Commission, 2004d) were structured around four priorities for action identified by the Employment Taskforce: increasing adaptability of workers and enterprises; attracting more people to enter and remain in the labour market; investing more effectively in human capital and lifelong learning; and ensuring effective implementation of reforms through better governance.

The economic dimension of the care sector is one of the most dynamic in the EU. Between 1995 and 2001, more than two million jobs were created in the health and social care sector – 18% of total job creation. Employment in these sectors accounts for almost 10% of total employment in the EU (European Commission, 2004f, 2003). In light of the need for an adequate social care labour supply across all Member States – to meet the ageing demographic challenge, encourage economic growth, and support the sustainability of social protection systems – the social care sector would appear to offer excellent employment growth opportunities for the foreseeable future.

### **2.3 Criteria of vocational integration of migrants in partner countries**

Most of the EU Member Countries use following steps to integrate migrants into their labour markets:

- *Language Training and Education* - most of the EU Member States share the desire that immigrants should learn to speak the language of their receiving country as weak language abilities are seen as a key impediment to successful integration;
- *Skills Upgrading and Developing Employment Experience* - it is well accepted that skills development and education are key to economic integration and the long-term

social mobility of immigrants, and a number of European countries have developed programs that attempt to train migrants and their children for the labour force;

- *Anti-Discrimination in Employment Measures* - at the level of the EU, the European Monitoring Centre on Racism and Xenophobia (EUMC) is charged with providing information and data to Member States about racism, xenophobia, Islamophobia and anti-Semitism so that effective measures can be taken against discrimination. The adoption of two Directives on discrimination and equal treatment by the Council of the European Union in June and November 2000 respectively has established a new framework for pursuing anti-discrimination legislation for Member States<sup>5</sup>.

General Areas and Indicators of Integration<sup>6</sup>:

AREA OF INTEGRATION	INDICATORS
Language	Proficiency level
Education	School performance Choice of schools and universities Level of degrees attained
Labour Market	Participation rate Unemployment rate Wage level as compared to average income Household income Employment sector distribution
Social and Residence	State of health and psychological condition De facto access to the health system Level of ghettoisation/segregation Choice of neighbourhood Housing standards Level of ownership
Political Life	Level of organisation: membership in migrant association Membership in other associations and political parties Participation in elections Political representation

During the first trans-national experts' meeting in Berlin in 2005, the partners agreed that a migrant – in order to apply for a job in a hosting country – must possess:

- a fluent knowledge of the language used in the hosting country,
- a degree in the occupation he / she is applying for,

<sup>5</sup> Practices to Promote the Integration of Migrants into Labour Markets, Brian Ray, Migration Policy Institute, Washington, D.C. ; Paper Prepared for the European Commission, DG Employment and Social Affairs, July 2004

<sup>6</sup> Mobility and Migration into EU: Social and Employment Impacts, Dublin, Ireland 2003; presentation of Mr Frank Laczko, Chief of Research and Publications Division Integrational Organization For Migration

- vocational experience in the occupation applied for.

**Note (!):** The specific situation of vocational integration of migrants in SMILE partner countries CZ, DE, PL and NL is described in analysis I and II of the project (download attachment).

### **3.) Objectives of vocational qualification in care service for migrants**

#### **3.1.) Need of socio-cultural help in the vocational training of migrants**

Aim of the socio-cultural help (SCH) was to empower the participants on the base of their bi-national skills and knowledge they brought with into their residence-country and to sensitise them for their barriers as well. Another aim was, to bring them into contact with socio-cultural networks, welfare- and migrant organisations, as they are also offering further training programmes, possibilities for practical trainees, volunteer work and supporting networks. In Germany there exists for example the “campaign for cultural-sensible elderly care”, where welfare- and migrant organisations are engaged, as well as elderly-care-services. The socio-cultural support was also connected with a long-term-perspective of this project, as these networks shall take part in the frame of the whole project.

It was taken into account that the professional perspectives for the participants were not optimal in this low-wages-sector. So the socio-cultural support had an umbrella-function in the whole project, more or less connected with the other modules. It wanted to show alternatively ways of self-organisation for the migrants, connected with their life-circumstances and to broaden their perspectives.

There were differences in the participating countries, as migration has different backgrounds.

In the Netherlands and in Germany are good organized networks already existing. For example in the Netherlands the Dutch government changed two laws who influence migrants situations:

The first law changed the official vision on the support of migrants. This temporary ending law called "Law Together", developed for Employers, was meant to raise consciousness about the labour-participation of these minorities. A lot of different projects to stimulate work-participation of migrants started.

The second law that changed concerned among other things the whole system of the elderly care.

This whole situation caused stagnation in the subsidised caresector which was for the Smileproject the place to find jobs for our migrants. Education for migrant woman was really no problem any more but vocational integration for lower educated migrants could only be carried out by stimulating to organize themselves in independent supportcenters for familycare.

Due to changes in the social system in the Netherlands and the Czech Republic, these supporting networks could get a greater importance for the participants of this project. The Netherlands changed their law concerning elderly care in the beginning of 2007. Before that year the support came from the government, after that date the support will have to come from the city administration but what could lead to stagnation in the subsidised care sector. There is the possibility that the service in the care-sector will directly be paid by the elderly people themselves, which might become another problem. Nevertheless this could encourage the participants to organize themselves (e.g. KAPPA project in NL) and law changes in CZ) to work as freelancers or better as an entrepreneur.

To guarantee that the socio-cultural modules will be maintained in all practical and theoretical parts of the program, the teachers should also be cultural sensible persons or trained in this way. So it's helpful to organise Train the Trainer workshops. In SMILE project organised one trans-national Train the Trainer workshop in June 2005 in Berlin and in February 2006 one national in Berlin with science partner in project EFH (Evangelische Fachhochschule Berlin).

### **3.2.) Development of a Curriculum**

The curriculum for the vocational training "Assistant in Care" is based on the contents of a low qualification of helpers in the care sector. For the development of the curriculum this was an important factor because of the political and vocational situation in the European countries.

Degrees of non-European migrants are not officially recognized.

To participate in training or to study in the care sector a secondary or high school diploma is required. So people migrated to European countries often can not take part in a high vocational training. Participants needed an easy access to a training the care sector.

The assistant training for the care sector is a basic qualification of 288 lessons.

The curriculum was developed as a vocational training of 216 lessons theory and 72 lessons practical training, totally 288 lessons.

All partners of DE, NL, CZ, PL discussed the training module for applicability in their own countries. All partners accepted the contents of the module. The organization in the countries was dependent on the school systems and underlying national law and the vocational training was adapted in different ways.

The contents of the training module and the number of lessons were based on priority and importance of the subjects:

- Care
- Nutrition and housekeeping
- Psychological care
- Socio-cultural assistance
- Intercultural communication and cultural sensitivity care
- Hygiene

- Host country language
- Sociology, including biographical work
- Application or job training

**Attachment: Curriculum, time table, literature, exc. DE, CZ, PL**

### **Common conclusion**

Definition of migrants, school system, national law, vocational training and studies in the single European countries are different from each other. So the module “Qualification in Care” was brought down to a common denominator. The curriculum with special contents and a certain number of lessons offers an easily accessible vocational training for the care sector to the migrants.

## **4.) Participant Profiling**

### **Personal conditions**

Necessary is, that the candidate’s command of the language is sufficiently grounded as to his speaking, writing and reading skills. An indispensable basis of communication and understanding is very important to work in this field. Experience regarding career assessment or language courses would be further an ideal help.

Other criteria were:

- residence permit and work permit.
- suitable conditions of life in the family as well to enable the participant finishing the project
- care for children during training phase of mother or father
- motivation as a whole adequate to achieve a positive conclusion
- prospective of professional start or promotion in connection with career planning

### **The Interest in Nursing and Geriatric Care**

In this field the following questions are to be answered positive by the interested candidates:

Is there a positive attitude towards the elderly, the old and the handicapped?

Is the candidate ready to adapt and to integrate in the permanent hard working process

And is the candidate sufficiently able to put himself in other people’s place and living conditions? Is the candidate ready to get in touch with people from a different background and to keep on such human contacts?

**Note:** The final selection procedure should be based on the individual application papers.

## **CZ**

These steps were necessary to profile interested participants in the best way:

- a) Thinking of the kind of people you need for the project in deep cooperation with employment agencies (they have lists of unemployed people)
- b) Describing in terms the potential of applicants
- c) Developing tools to find out whether the person meets the profile (participants should fill in a questionnaire of personal and social data)
- d) Making a selection of the closest people of the profile

Added possible step:

Getting contact to migrant organisations or communities and presenting the project goals to them (we can get feedback help to find the potential participants)

The aim was to create a stable and still group of project users. The best way of contacting the possible project users has probably been the cooperation with the Employment Agencies where the migrants from various countries have been registered. The target group has also been made of unemployed participants of Czech nationality. This step of involving the Czech nationality with foreign nations has turned out to be very positive because the target group has created its own reciprocal contacts, and participants from different cultural environment were integrated to the Czech society in a very short time.

To reach the aim of the project there was a need to solve how the information about individual migrants (project participants) should be found. A questionnaire was created with this purpose, which has helped to find the basic information as for instance the origin of migrants, the length of their stay in the Czech Republic, their education, but also the migrants' ideas about their future in certain countries etc. The questionnaire information has been a starting point for further meetings.

Attachment – Questionnaire

## **DE**

A goal was to win 50 participants for the profiling and to win afterwards from this number of persons the best suitable 20 candidates. In addition first an optimized requirement profile was developed.

First however the advertisement for the project and/or the recruitment of interested people became very difficult. The following institutions were contacted: Berlin job

centres, migration organizations and further institutions with contact to groups of migrations e.g. the Russian-orthodox and Polish church municipalities. For this a special flyer was developed. But only approx. 30 prospective customers were found. For these prospective customers four information meetings were held. During these information meetings a German test was carried out. 25 participants had passed this test. Of those passed 3 prospective customers decided against the project and two candidates were rejected, as they didn't appear sufficiently motivated.

Further criteria were specified for the selection of suitable participants and afterwards in personal discussions both the motivation and admission /realisation potential of the individual prospective customer were included into an interview Guide. Finally 20 candidates could participate in the programme.

**Attachment:**

German language test

**PL**

Due to the fact that all Polish partners are operating in different cities and areas (Kołobrzeg, Gdynia, Gdańsk) it was decided that the testing phase (implementation of the training course) will be made in Gdańsk/Gdynia (Pomerania) and that the participants will be profiled and selected from that region. This decision was accepted by the coordinating unit from Germany – BBQ Berlin.

The interviewing and profiling procedure was implemented by Wspólnota Polska among the migrants and repatriants who are seeking support from the WP. Additional information and invitation to take part in the project' testing phase was sent to local labour offices, non governmental organisations and governmental social care centres. Special advertising campaign was implemented in the local and regional media (daily press).

The profiling procedure was based on the common initial questionnaire, informative meetings and individual interviews with the potential direct beneficiaries of the project. The profiling procedure allowed Polish partners to gather 40 potential beneficiaries of the project. After final interviews and meetings with the potential participants, 23 were chosen to implement the testing phase (15 migrant women and 8 unemployed women).

**NL**

Based on the curriculum "care assistant" of Drenthe College and in cooperation with ProActief and NAZH u.a. the main goal was to select those migrants who already were registered for the course "care assistant" and who were interested in the SMILE project. In some classes the students were informed about the project by Pro-Actief and Nazh u.a. Finally 6 allochtone (migrants) students were interested especially to start as a private company or entrepreneur in the home care.

Because Dutch education likes to work with a multicultural mix of students we invited native students too but they were not selected because of their backgrounds.

In April and May 2006 there were some meetings with the students.

After a few meetings the following things got clear and based on these facts the next decisions were made:

- That working in a group did not work because of the differences in the education- and experiences level and in the private situation of the participants. They was chosen for an individual course for each of the participants.
- The level of the curriculum is level 2, which means that the graduated students are allowed to do the basic care activities. In practice in the Dutch Situation it means cleaning the houses, do the washing, washing and clothing the people and so on, but no medical activities which are preserved for nurses.
- One of the main qualities in this work is the quality of communication. This means a good knowledge of the Dutch language. Four of the six participants had a small knowledge of the Dutch language, so they did not understand most of what was told in the group meetings. The other two had a bit more knowledge of the Dutch language but also did not understand everything. That was the reason why we decided to work individually.
- When someone wants to start a private company or as an entrepreneur there are some important requirements:
  - a. One should have some knowledge about the legislation according to this profession and according to the private research.
  - b. One should have some ideas what it means to be an entrepreneur
  - c. One should have the competencies (hard and soft) to be an entrepreneur.

For the Dutch situation it was decided to try to reintegrate them as employees. If possible in the direction of their education but the main goal should be to get a job, by means of an individual reintegration course.

- The ambition level of the participants lies in the rule higher than the possibilities in the Dutch situation. A case of overestimating or lack of reality testing?
- Another experience was the psychological- and sometimes psychiatric problems of some of the participants, mostly based on their experiences in the past. The question you could ask is, if the home- or elderly care would be a good working field.
- In the period April until October 2006 it began with 6 participants in Assen. One moved, two failed because of psychological problems, one got pregnant, one started a study on a higher level and one could find work.
- Because of the low educational level in combination with a lack of knowledge of the Dutch language only cleaning jobs,(offices, hotels, restaurants and so on), could be found - Unskilled jobs).
- The offered jobs were not accepted.
- After the summer holidays it was decided, according to the experiences, to put the job integration on a low level for some months. However, if a possible job would be found, one would contact the former participant.
- At the end of 2006 (no jobs were found), it was decided to refresh the individual course again and all the participants were invited for an individual intake which should be the start of an individual reintegration course.

In the beginning of the project we searched for organisations that could offer work as a freelancer or employee. On the other side we searched for organisations that could find work for possible candidates, for example:

Staff members of the communities and social services of Assen and Emmen, a institution of social insurance, a private home care organisation for migrants, a big health care insurance organisation, a platform for ethnical groups in Assen and a big group of allochtonen in Assen.

### **Common conclusions:**

Unfortunately the aspect of the single discussions were missed out and also the German test examined too briefly not sufficiently the language ability of the later participants in the pre-selection of the participants, which became negatively apparent then also in instruction with the language understanding and/or with presentations of the participants. The cultural composition of the participants depended something on the coincidence, was however correct.

Advertising activities must be operated more on a long-term basis and more intensively. The German test must be revised and/or the requirements to the appropriate language skills be increased. For single discussions more time should be scheduled.

The aim of the recruitment and selection of candidates is to recognize whether the individual applicants have the corresponding basic knowledge, skills and personal living conditions.

The potential participants will be recruited with the help of associations, responsible bodies and institutions which are in contact with migrants and attend to them. These organizations will be personally informed and pass on the details of information to prospective participants in a corresponding flyer. Information meetings will then be held in which explanations on the project, its aims and potentialities will be given, as well as on the conditions and procedure.

**Note:** Define the special cultural socialisation background of target groups in test phase in each country. Define the way to find out and motivate participants.

### **Attachments:**

Interview Guide

Extended interview manual

Small assessment centre organisation

## **5.) Test phase realisation**

### **5.1) Starting situation**

#### **CZ**

a ) Most migrants have only a degree that is accepted in their country and not in their newly chosen country – it is necessary to undergo balance exams which are required by the visited country

b ) Ministry of foreign affairs should produce good application forms

c) The easiest way how to integrate into new job market is to start work as a volunteer to learn the practice and after that to find a job in this company

One of the pieces of knowledge during the project duration was a discovery that a lot of users can have worse possibilities to find a job also because they do not have basic information about the facts which are absolutely natural for Czech citizens, it is the way of looking for possible employers (although the Employment Agencies are being considerably helpful in this case), the way of contacting the employers, and the way of communication with them, plus details as introducing oneself, ways of greeting, shaking hands, ways and styles of appearance designing, and a lot of other trifles which nonetheless create an overall impression. Acquirement of such basic skills together with the knowledge from the social and legal area was a topic of following meetings.

Among other important characteristic features of the target group we can name for example knowledge of a language, origin of project users, willingness to travel because of the job, or users' view of the project. The knowledge or rather the ignorance of native language can be marked as a serious problem that very often is one of the most important obstacles when looking for a job at the job market.

On the basis of personal attitude were later gradually created balance diagnoses for the interested, which served as the starting point for further activities like the creation of individual plans, help in professional orientation, dealings with possible employers. The source for these diagnoses were, aside from individual meetings, the above mentioned questionnaires on one hand, and on the other hand there were some courses how communicate with an employer, the aim of which was to check propositions and skills of the user for certain professional concentration.

With the area of care service the issue of social services is closely related, and it is nowadays one of the disputable topics. A lot of legislative changes and adaptations have been undergone, which have had an influence upon the possibilities of future employment of the participants.

To provide current information in this area a seminar tutored by JUDr. Jaroslav Kleveta (from the Educational Centre of the Employment Agency, Olomouc) has been prepared.

A very important fact in the course of implementation of the project was that the current Czech legislation does not allow practising of the activities in the area of care service on private level and that is why the phase “start up support” has been transformed into the above mentioned activities.

However in spite of these obstacles there has been created a plan for the possibility of the establishment of one’s own business and one of the participants has really joined this programme.

A remarkable activity was to establish cooperation with possible employers. Although the evaluating criterion of the project was not the number of employees, it was needed to support the users, to show them the way, and to help them open the door leading to a new beginning. We tried to contact preferably such possible employers where we could see at least partially real possibility of the user (with regards to his/her characteristics and propositions) to be employed. Most institutions were interested firstly in male population or they had sufficient number of employees and they did not seem to show any interest in the course participants.

Attachments: List of possible employers, Cooperation organigram

## **DE**

Migrants as the most unemployed group in Germany needed an easily accessible recognized vocational training in the care sector.

Criteria to be accepted for the training course were:

- Application form with photo
- Unemployment status
- Legal status
- Knowledge of the German language
- Sufficient financial situation (government aid, partner’s or parents’ support, etc. (participation of the training course was paid by the EU but no subsidy)
- Health
- Regular participation in the training course

From 25 interested persons proposed by employment offices, migrants services and church communities 20 were selected to take part in the training course. Eighteen women and two men from sixteen different countries: Poland, Ukraine, Russia, Lithuania, Kenya, Gambia, Morocco, Kosovo, Turkey, Kurdistan, Ethiopia, Senegal, Papua-New Guinea, Romania, Estonia and Greece started the two month course to be trained as an “assistant in care”.

For most of them it was the first time trained in Germany vocationally.

## PL

Organizational meeting for the direct beneficiaries and the representatives of the organisers were held on 14/10/2005. During the meeting participants were informed about the training programme, trainers, didactical materials, content of the modules, examination and qualification procedure after the testing phase.

The general training curriculum was created by the Polish team of partners till the end of September 2005. On the local partners meetings it was decided that the training phase will be started on 14/10/2006

In September and October 2005 we have contacted organisations, institutions and firms which could prove useful at task of setting specific schedule and place for start up support course, for instance : Local Labour Offices in Gdańsk and Gdynia, Pomeranian Voivodship Office – Department of Immigrants, Agency of Women’s Professional Development in Gdańsk, Cador Consulting Sp. z o.o. and The Scientific Society for Organisation and Management. We used a lecturing hall for 40 persons with complete audio-visual equipment, a computer laboratory with 10 training stands, which was near tram and train stations as well as bus stops, and not far from downtown.

The programme then was establish due needs of target group and time of the course titled “ABC of entrepreneurship for migrants” was set on two weekends : 25,26,27 of November and 02,03,04 of December 2006.

Lecturers were obligated to give their materials which were turned into common script before course starting. Additional books were gathered, such as : “Jednoosobowa firma – jak założyć i samodzielnie prowadzić jednoosobową działalność gospodarczą”, Danuta Młodzikowska (Soletrader - how to start and to run your own firm), “Przedsiębiorco skorzystaj”, Anna Forin (Entrepreneur – take it), “Partner przedsiębiorcy”, Dominik Lada (Partner of entrepreneur) and others as well as law acts concerning entrepreneurship and regulations about getting grants of public funds.

All planned activities were implemented on Fridays, Saturdays and Sundays accordingly to the wishes and expectations of the direct beneficiaries. The first five days (27 hours) of the course were lectures, nevertheless participants were encouraged to ask questions of interest with regard of details, even specific cases. Those were cleared by the experts. The last day (5 hours) beneficiaries spent preparing frames of their small business with the help of trainers leading the workshop. Training methods were presentations, multimedia presentations, discussions, lectures and workshop.

Involved experts assisted participants in a rational evaluation of the costs and their own capacity in starting and running business. In the end participants received certificates of attendance to the “ABC of entrepreneurship” course.

## NL

The Netherlands have always been a migration country. There live migrants coming from former colonies; Indonesia and Surinam. They possess the Dutch nationality and have been living with their families for the last 60 years in the Netherlands (Ambon and Surinam). All are integrated and speak Dutch perfectly. People from Ambon (Indonesia) are more unemployed than some other low educated Dutch groups but not as bad as the more recent migrants from the former Yugoslavia, North- Africa ( Morocco and Turkey), and South America (Colombia, Peru). The African Group is the largest in Amsterdam (Morocco, Turkey and Ghana), the Ambon group in Assen, the Yugoslavian group in Emmen.

Training courses for the care sector at level 2, that took place in the ROC (high school), include already the contents of the SMILE curriculum of 288 lessons. This accredited curriculum could not be changed in order to give people a recognized certification. Some of the Socio Cultural modules are also part of the curriculum because of the future cultural compilation of the elderly population in the Netherlands. After the participants finished their care assistant education in April 2006, they could enter the other SMILE Modules, which means a combination of some of the socio cultural modules in-depth with the training entrepreneurship and job integration.

The gap in the Dutch situation is the step from school education to application for a job. Therefore special reintegration offices are introduced to guide applicants. The findings with this not pre-selected group are;

- The ambition level of the participants is mostly higher than their possibilities on the labour market in the Dutch situation. This might be overestimation or lack of insight in reality.
- Some participants experienced psychological - and even psychiatric problems mostly based on their experiences in the past. Home - and elderly care is possibly not be a good working field for them.
- From April until October 2006, 6 participants started in Assen as a group. The results were;
  - one moved,
  - two failed because of psychological problems,
  - one got pregnant,
  - one started a study on level 3
  - one could find work.
- The low educational level in combination with the lack of knowledge of the Dutch language made that only cleaning jobs (unskilled jobs in offices, hotels, restaurants) could be found. The offered jobs were not accepted by the participants.

At the same time in the Netherlands we started a second line of the Smile project; a fully integrated program for assistant-family caretaker. Family and friends are officially by law the primary caretakers for elderly in the Netherlands. Assistance for these people has top-priority whether it is voluntarily help or paid help. The last is not developed yet. The whole integrated program; a combination of lessons in care, socio-cultural training, start-up training and re-integration should be developed. We had to start with writing the

script of a new project. We called the program "KappaSmile". The general idea was to keep a group of migrant woman together and train them all in tasks and organisation of their own private centre for family-care support. We contacted the organisation for migrants in Assen to find another 6 women for the Smile project; these women refused to participate in the program because the work at private residences had a too low status for them.

With this in mind we moved the project to Amsterdam. The law for society support would become legally binding in January 2007 and we contacted city councils and organisations for family support as well as official organisations for homecare starting in May 2006. We also contacted the migrant organisation for Turkish Female platforms (Milli Goeruesch) and the Employers Organisation for Elderly Care Homes.

We found out that:

- Turkish migrant woman think about assistance in housekeeping as a low status job (payments are low)
- Turkish migrant woman think of entrepreneurship as a sufficient status.
- Kurdish Woman will export this KappaSmile model to their home country because their parents now mostly are without family and friends and the society in Turkey in those villages is not familiar with elderly care.
- City councils are busy now with finding out how the new law works.
- Markant, an official subsidised volunteer-organisation has the assignment of most city councils to do research in Amsterdam about the needs of family caretakers.
- Most money of the city councils will be spend in consultancy about financial contracts with professional Home Care organisations
- We are in a too early phase to promote KappaSmile completely.
- Socio Cultural Modules are core business for management positions in the care sector.

**(download: recruitment information CZ /Charita), DE, PL )**

### **Common conclusion:**

The starting situation was different in all countries for training regularities of vocational education and national laws. The special situation of the target groups in European countries has to be considered: migrants, repatriates, ignorance of migration situation and discrimination. The political discussion or even missing discussions show the situation of migrants. This influences training and work situation.

## **5.2 Sozial-cultural-help (SCH) modules:**

### **Introduction**

*The goals for this group of modules were:*

- Make participants aware of their own socio-cultural background and talents being:
  - life experience,
  - intercultural competence,

- resources and restraints
  - Find ways to handle and empower these talents and help them translate these competences in a professional way by organising for them or let themselves organise;
    1. Visits of socio-cultural institutions and organisations
    2. Own ideas and activities,
    3. Offering social and cultural networks for migrants
    4. Documentation of the individual development
  - Create relationships between participants' and try to make them self-supporting and independent; give them mutual responsibility".

The experience showed that if you start from the very beginning working on building a group and keeping the participants together it will work out in most cases. But later in the course the group might split up in groups of nationalities, that can support each other easily, and some dropouts. Tell them from the beginning that in the integration and application session they might need each other.

### **Goals for the participants**

Let participants/migrants discover that:

- they have a voice of their own in society.
- they can become aware of their feelings about position and possibilities
- they may show their feelings, culture, presence and judgements of the host country.
- they will be empowered and should empower themselves and their colleagues in learning and working
- they can be proud of the way they succeed in
  - Who they are
  - What they want
  - The way they are supported by the environment
  - Grow in consciousness
  - Become what they want to become.
- there are new perspectives and a possible future
- migrants can feel, think and act independently
- Migrants can create and maintain networks of their own.

### **Flexible training structure:**

The Modules were developed in a loose-leaf structure. Every module will take about 4 hours training; some are 3, some are 5 h so they will fit into a morning, an afternoon or an evening program. They can be adjusted to the professional modules but have an own meaning.

- 1) The modules in a row can be organised in an educational hierarchy
- 2) (Self) awareness
- 3) Recognition (in others in the group)
- 4) Knowledge and understanding about culture in society
- 5) Practise in society

### **The training materials**

Materials can, in a large part, be organised by the participants themselves.

- newspapers and music of different cultural backgrounds.
- photographs of the participants.
- objects they brought with them or were given by the teachers and trainers like
- cardboard paper
- pencils,
- gum, placards,
- textiles
- key-objects

### **The training methods:**

The methods are divers and adjusted to the final goal of each module.

1. Working in groups with round-table-talks, games and discussions
2. Working individually with personal assignments
3. Lectures and mini - lectures with PowerPoint, flip charts and folios
4. Relaxation exercises to unbend yourself
5. Creative Work with
  - collages,
  - photo- and video-documentations,
  - outdoor-visit-programs, networking,
  - informal intercultural plays
  - exhibitions

In Germany these methods were used by a social pedagogue. It is also true that not all methods were used because of the time schedule. For example the intercultural play was not realised anywhere.

The biographies can be worked out for an exhibition on the base of paintings, collages, photography's etc.

The assignment will be:

“What did you bring with you from the past?” and

“What will you need in the future?”

The moment the practise or internships start this support can be organised during the whole period. It might be a kind of “return days”. The participants themselves can become responsible for the documentation.

### **Note:**

Use the first 3 - 5 days to built a group

Use the last 3 - 5 days to end the whole educational line with a Public Presentation

Create a “Festival of recognition” and invite all involved people; teachers, partners, children, parents, brothers, sisters etc.

Intertwine the rest of the modules in the theoretical line of care modules.

## **PL**

The preparation of socio-cultural modules in Poland started with acceptance of module combination, mostly based on the German and Dutch training programmes for migrants. However, modules were adjusted to Polish reality and the needs of target group. From the beginning of 2005 till September 2005, meetings with representatives of migrants and interviews with lecturers were organized in order to choose trainers and find course participants. In order to invite a larger numbers of the direct beneficiaries to the testing phase the following activities were implemented:

- Advertisements in local newspapers;
- Implementation of the initial questionnaire by the participants of the training course (see attachment - Profiling questionnaire)

According to the activities described above, the final number of the direct beneficiaries of the training course was established.

At the organizational meeting held on 14/10/2005 the participants were informed about the prepared examination procedure and the certification.

The test phase started in October 2005 with the first block of socio-cultural modules-communication modules and self care. Other modules were divided into five training blocks, implemented during the whole length of course. Socio-cultural module finished with visits to institutions connected to elderly-care and migrant's services, in order to prepare participants for the practical training.

## **DE**

With the start of the project in Germany contacts were made with the Germany-wide initiative "cultural-sensitive campaign in the elderly care sector" including those initiatives, who work for this campaign at Berlin. Other initiatives were visited as well, participating in EU-projects in the same context or being organized in a public health-system. - There was a big openness to work together with the socio-cultural help (SCH), also on the side of migrant organisations. So these organisations have been participating at the visit programme or giving us information for our SCH map. Talks were held with the whole Berlin-team to combine this information with our "network in progress", as well with some lecturers of the DRK (German Red Cross), who were specialists in intercultural training programmes.

The test phase started in October 2005. The first day of the training programme started with an SCH module. The team consisted of the Neighbourhood Museum, the director of the DRK and the Social-Pedagogue.

The participants were asked to bring with objects of their home-country, following the questions:

- What seems to be important in my life that I stand where I am?
- Where do I see my basic skills / capabilities / advantages / networks?
- What changed my life, would I like to change?

Music and newspapers of different cultural backgrounds were additional offered in the

first module.

The modules gave the participants the opportunity to reflect their motivation to participate in this training programme and how to make use of their life experience and skills they brought with.

Starting with the biographical method offered the team the opportunity to come immediately in contact with the motivation of the participants, who decided to take part in the training programme.

Attachment: basic skills (Word document! Rita)

Attachment: work on objects (Word document! Rita)

Download SCH Modules

### **The socio-cultural visit-programme**

Aim of the visit-programme was to find out new ways to make use of existing socio cultural networks for the own professional background and coming in contact with different kind of concepts and ways to organize the work in the care sector. By the visits of socio-cultural institutions, migrant organisations and a care service the participants came also in contact with the labour market.

The participants heard about the importance of being a part of a greater network to find out new ways of self organisation in this sector. Some of the migrant organisations were connected with the “cultural-sensible elderly services”.

The visit of the Welfare and migrant organisations also showed to the participants the programmes – for example language courses and further training programmes, trainee-places, volunteer work - and networks the organisations offered.

The visits were connected with the basic course and the round-table-talks after the certification.

Added to the visit-programmes the participants got offered a map that gave them an overview about the socio-cultural networks, training programmes, health services and integrations-courses in Berlin. It was collected in the interest of the participants in the frame of the round-table-talks. The lessons were documented by photo and video.

Attachment: The content of the social-cultural supporting map

Download: Video

### **PL**

As Poland is one of the countries with a migration in minus, the partners and BBQ had to decide how – in case of not finding the exact number of migrants willing to take part in the testing phase – to maintain the expected number of participants. After presenting the dilemma to the National Agency of LdV in Germany a common solution was taken: in case of insufficient direct participants from migrant groups partners are allowed to invite

to the training course also unemployed women, registered in the local labour offices and social care agencies.

The profiling activities were directed to all beneficiaries with the support by the Wspólnota Polska and local labour offices and governmental social care centres. The initial profiling stage brought 40 persons interested in the further development possibilities within elderly care and social care. After the second round of profiling and individual interviews 15 migrant women were still interested in the training course implementation. Partners decided to invite long – term unemployed women from the local labour offices in Gdynia and Gdańsk to the training course. From 20 potential beneficiaries 8 final beneficiaries were chosen.

All chosen migrant participants were coming from the former Soviet Union areas, possessed fluent knowledge of Polish language and culture and were unemployed at the time of starting the testing phase. All of them were legal migrants with permanent permit of stay.

Unemployed women chosen for the testing phase were coming from Gdańsk' and Gdynia' areas, were unemployed in a long period of time and were directed to the partners of the project by the local labour offices. Both migrant women and unemployed women showed interest in the social care and elderly care issues – this was the final selection criteria.

The test phase started in October 2005 with the first block of socio-cultural modules-communication modules and self care. Other modules were divided into five training blocks, implemented during the whole length of course. Social-cultural module finished with visits to institutions connected to elderly-care and migrant's services, in order to prepare participants for the practical training.

The social-cultural training programme was well integrated into the whole course programme and connected to all activities organized by other Polish partners. Networking between all courses modules was established in the preparation phase, during partner meetings and discussions.

Social-cultural activities were continued after the implementation of the basic course. Meetings with course participants were organized every few months, in order to find out what their present situation was, whether they needed any extra help or support. Five of our participants gained the opportunity to continue their education in the field of migrants on the two-weeks training in Lithuania. It was part of the SMILE Poland programme, which was established by Wspólnota Polska as a supporting programme for SMILE and granted by Leonardo da Vinci National Agency in Poland.

## **DE**

Three modules of the social-cultural programme were integrated in the lessons of the training programme of the DRK. On the day of the certification in December 2005 an exhibition about important socio-cultural networks in Berlin was shown. A slide-presentation about the realization of the SCH was presented to the participants, the

trainers and the SMILE-team.

Monthly round-table-talks were held after the implementation of the basic course from January to June 2006. They were connected with the start-up-support, the job-integration and the DRK. They included the presentation of job advertisements, how to prepare the application. The participants explained their actual life-situation. The wishes for the future were discussed after the presentation of the video documentation about objects, who symbolized their wishes for the future.

Outdoor-visit-programmes brought the migrants in contacts with several networks and a home for elderly care, including Turkish elderly people.

## **CZ**

Round table talks took place after the training, where personal experience of looking for a job and changes in Czech Social Law were mostly discussed.

**Note:** Continue activities with migrants after ending direct qualification time (round table, visiting care companies, farewell organisations, migrants support structures and others)

### **Common conclusion:**

All partners agreed that competence-based learning involves a certain responsibility for the participants, in our case with instructions about "How to support each other", "how to use the pedagogical support", which will start after the educational sessions, and "how to keep the information about yourself up-to-date". In this way participants learn also to give each other support. This support will be given through the whole educational period. It is a personal support for participants during lessons and practise for advice and guidance. It will be connected to the documentation of certain selected biographies and the information for the social pedagogical support and also for the presentation.

The biographies will be worked out in an exhibition on the base of paintings, collages, photos etc.

The assignment will be:

"What did you bring with you from the past?" and

"What will you need in the future?"

The moment the practise or internships start this support will be organised during the whole period. It might be a kind of "return days". The participants themselves will be responsible for the documentation

Family life also included for the participants to live among several generations and they underlined awareness, passion, respect and tolerance as a basis for a good living together.

The objects the participants explained, offered the opportunity to come in contact with several cultures, they came from. So there was the possibility to hear (hi)stories of different home countries and to compare them with the own history and culture as well.

The discussions about the collages showed the wishes of the participants for the future:

- to create a strategy by the knowledge and competences
- to contact new networks
- to overcome language barriers by social contacts and training programmes

- to find a place in the labour market
- to profile skills in further training programmes.

### **5.3 Job Integration**

#### **Improvement of each single application document (to-be analysis)**

The presentation of curriculum vitae without interruptions is very important because a discontinuous job history could make it harder for the participant to find a new job. To improve curriculum vitae means to modify phrases and to omit unessential topics. Otherwise a curriculum vita has to be consistent and true. The intention is a presentation of a complete letter of application that contains all the necessary certificates.

#### **To apply means to campaign for 'yourself'**

Application training helps the candidate to become more self-confident and prepares him for several situations like recruitment tests, interviews or contract negotiations.

#### **Fortification of motivation and the active searching for jobs**

The candidate needs to know that an employer usually doesn't contact the candidate by himself. He has to find a job on his own. He is in fact a marketeer and sells himself to an employer. The candidate need to find information about potential employers and compare it with his/her abilities and carrier. He needs information about possibilities on the local job market. He should organise his/her own administration, practise his own internet and newspaper data-recall facility, organise his applications and follow up in a time-table. In fact he acts like an entrepreneur.

#### **Support for the advanced job search**

Activation of personnel service, employment service and personnel leasing companies at home and abroad. Here you have to consider the existing communicative competence of the candidate as well as his migration background and the migration background of the potential employer or whose client/patient.

#### **Psychological attendance during qualifying period**

During this first period the candidate wants to ask questions which he can not talk about with his employer, for example, how to handle an older colleague or how to behave in a work group. Competent answers help and affect positively.

#### **CZ**

Most migrants have only a degree accepted in their home-country and not in their new chosen country – it is necessary to absolve balance exams which are required by the visited countries.

The Ministry of foreign affairs should produce good application form

The easiest way to integrate into a new job market is to start work as a volunteer to learn the practice and after that to find a job in this company

#### **DE**

The most candidates ended the qualification successfully with the DRK-Certificate "Elderly care assistant". This is exactly the right time to search for a job with the help from BBQ as our project-part "qualification in care".

In the national meeting in November 2005 the German National Group decided to create a monthly "Round table". All candidates will be invited automatically and separately with a remembering letter and an additional telephone call a few days before.

In the meetings, BBQ will present job-offers searched and found in newspapers, Internet, databases, searching-machines, and existing contacts and so on.

**Note:**

Applications and problems of changing the job develop and/or result naturally also from the present state of the strained job market although demographically especially within the range of the old person care an increase in workers was forecast in different studies. Therefore a placement ratio with a value of 30% in work resulted a half year after the end of the advanced training, whereby some jobs did not take place in the range of the care field. If some framework conditions change, e.g., the possibility of offering the advanced training with a practical course over half a year, that mentoring and coaching efforts per participant could also be increased, that motivated and language talented participants were to be recruited and, in addition, a positive development of the job market, the target group of the migrants addressed in the project has better chances to get working permits following the advanced training.

**PL**

Job Integration activities were implemented during the lasting of the testing phase and are now expanding beyond it.

During the testing phase all implemented activities were directed at strengthening individual competences within active job searching and 'positive image' building. Activities included CV and motivations' letters writing, simulations of the interviews with potential employers, study visits to social care units and labour offices.

The second phase of the job integration' support is continued by monthly meetings with the direct beneficiaries of the training course, individual guidance and counselling sessions for those participants who are applying for the position in the social care sector, as well as telephone hotline for those participants who are in need of the direct support.

As the certificate of the training course finalisation does not give the direct beneficiaries direct right to be employed in social care sector in Poland (due to the change of law regulations in social and health care), direct beneficiaries are encouraged to take part in the voluntary works for seniors and elderly people in their neighbouring areas. The Job Integration team is also encouraging the direct beneficiaries to create their own micro companies and use their new vocational experiences as their way to success.

**NL**

The main problem is the gap between education and the labour market. The labour market is good for the higher skilled people. For unskilled or lower skilled people there is enough work to do but it is all low paid work with only a low qualification needed, therefore many (migrant) people are not willing to do this kind of work. There is a considerable number of high educated people in the Dutch situation and employers need employees to be broadly employable, so they try to find young cheap applicants with a good education. Therefore people with an educational level 5, often work on level 4 and so on. It means that for people with an educational level 2 (SMILE) there is only work on level 1 available. This is the unskilled work, which is mostly not acceptable to them. If they like to be employed in a better job environment they have to study at least for level 3 and higher. This will become more and more a bottle neck in the Dutch labour market.

### **Proposals:**

1. Define the problems in the job sector and find private (reintegration companies, coaching companies, home- and elderly care companies etc.), public companies (communities, social services, UWV, educational institutes etc.), organisations of the defined group (client groups, migrant groups, care institutions etc.) and possible other groups which are all involved in this problem and are able to work as an integrative system. It is very essential that all involved organisations start work together with one goal; to solve this problem.
2. Make a good (trans)national analysis of the functions the labour market is asking for both as an employer and as an employee.
3. Describe these functions in terms of competences. What personal capabilities in experience and/or knowledge are really necessary to work in these functions? Interviews with companies can deliver the information to make the profile needed. A good picture of what is really necessary in the labour market will grow.
4. Make an analysis of the existing educational systems and compare this to the needed competences in the functions. The way the education systems fits into the needs of the labour market will become clear.
5. If you educate people and they finish successfully their education, see to it that they receive a valid certificate recognized in their own country and if possible in the other countries of the European Union. Beware that they do not get a nice certificate without any value.
6. It is also important to give employers a clear picture of the possibilities, wishes, educational degree, ambition level and competencies of the applicant. In reverse the candidates should have a good picture of the work they are going to do with their certificate.

### **Note:**

Working in a way as proposed we are sure that many people will get a job that fits and which they keep longer than 6 months.

The structure is clear but profit organisation do not always fit in this structure. They tend to act on their own insights. One of the problems that still exist in the labour force is that migrants do not enter the managerial ranks in the same ratio as they are available in the labour market and stay in the lower ranks of the care sector. The Employer organisation

for the Care Sector (SIGRA) is a special department to promote and stimulate this rise in the hierarchy. The head of the department literally said: "The higher managerial people you meet in the Care Organisation, the whiter the faces despite all certificates and training." Therefore training the socio-cultural modules in all ranks and in all vocational training modules can help to bridge this gap and stimulate this flow.

#### **5.4 Start-Up Support**

Small (also smallest) and middle scale establishments play in all European partner countries economically an important and partly increasing role. For this reason establishments of an enterprise should be examined and promoted in any regard. Start-UP Support flowed therefore also as project module into our SMILE- project. It showed up that it is in principle possible and meaningful to aim at business start-ups within the range of the cultural sensitive seniority care, however considering very in each case the different country-specific characteristics. However, in some countries the legal regularities are so strict that the conversion was hardly possible in the context of the project. In the following the common steps of the project partners are particularly lit up.

Already in the context of the Profiling the selection of the participants must take place:

- under the criterion of the interest in a business start-up as well as
- under attention of the individual suitability and the
- individual basic conditions

This is necessary in order to be able to accomplish this module successfully. In addition the following steps are necessary.

#### **Conversion of the Start-Up Support**

The conversion of the start-up support should at least follow the components developed in the trans-national adjustment of the project and take place with consideration of the national conditions:

5. Information of the participants over contents and the possibilities of the module start-UP support during the qualification (thus very early)
6. After the qualification information of the participants about basic conditions and possibilities of a business start-up on the basis of cultural sensitive elderly care - see 5.4.1 "topics of the first information to the Start-UP support"
7. Execution of seminars in small groups for business start ups.
8. Main component should be the individual training , with long-term partnership or coaching of the business founder

## **Duration of the Start-Up Support**

It is meaningful to go through with the interested persons in a business start-up the following steps:

- Registration and/or estimation of the individual suitability as business founder (e.g. technical and business suitability, physical and psychological fitness, language authority or own Expectations) - see to appendage 5.4.2 "Skills of an business founder in the cultural sensitive seniority care"
- Clarification of the individual basic conditions of a business start-up (e.g. financing, support by private surrounding field, formalities)
- Planning of the enterprise and/or the business start-up (e.g. examination and if necessary adjustment of the business idea, market analysis, business plan creation, financial plan of SME) - see to appendage 5.4.3 "Start-UP seminar"
- Coaching in the implementation phase (very individual to support each existence founder in his/her individuality) - see to appendage 5.4.4 "emphasis and notes to the Start-UP Coaching"

Here the seminar forms the total frameworks and serves also the mutual support of the founder. In the Coaching, however, attention should be paid to the individual conditions as well as the appropriate conversion of the establishment ideas, in particular, and should arrange and guarantee the long-term company.

## **Common Conclusion**

The business start-up within the range of the cultural sensitive elderly care is in all partner countries involved possible, however under very different political, social and economic basic conditions, which, during the establishment phase can change. Contents and methods planned by us are therefore trans-national convertible, must be adapted however partly clearly to the country-specific and even regional conditions. The individual proceeding is necessary, since each individual case can have regionally for example, different legal basic conditions which makes procedure comparability impossible.

The emphasis is to be put on single support, in order to make individually tailored advice and coaching possible. The individual concept production is the principal item of a good establishment with chance of success. The framework form however, nevertheless, seminars or at least small groups, in which impulses can be given from participant to participant.

The trainees should start in the founding phase at least one year before the end of the project so that the support is, as far as possible, secured during the course of the project.

At the beginning of the coaching it can be helpful that a coach with personal migration background is involved at least at first. Then however again compellingly mutual openness between coach and trainee must be given (the differences between different ethical can possibly lead to problems).

1. The understanding and speaking of the national language is absolutely necessary, if the potential customers speak it (at least predominantly) – then the knowledge of the English language, for example, is not sufficient.
2. Within the intercultural care range it is of advantage to at least partly understand and speak several languages.
3. It showed that tandem of two willing to set up a company can be of mutual benefit. However, it also has to be made certain that people willing to set up a company do not become competitors and better offer different supplementary services.
4. The establishment within the pure care range is in most cases hardly possible, at least, it must counted on a very long start-up phase. The service offered in the care must be supplemented by additional offers within the range of the support of the company, in order to secure a gainful existence - the less the qualifications the more other offers are necessary. For example these activities are such as reading, shopping, watering plants or home cleaning. A completely broad field of activities is conceivable. However it is very difficult to find customers, and it can require a long period of time.
5. The services which can be offered depend usually also on the nationally recognized qualifications: Which activities may I accomplish as self employed?
6. The Coaches must have experience in establishment consultation, and have contacts to Migration organizations
7. Appropriate areas (for consultation and seminar) must be available
8. Suitable working tools are necessary, e.g. patterns for the creation of the establishment concept as well as for calculation and planning

## **Attachments**

Appendage 5.4.1 "Topics of the first information to the Start-Up Support" This is an overview of the information, which was given to the participants in an early project phase.

Appendage 5.4.2 "Skills of an existence founder in the cultural sensitive elderly care"  
Here Skills are represented, which are necessary for an establishment from the view point of the trans-national project partners.

Appendage 5.4.3 "Start-up seminars" :The contents of a German seminar is described as an example, whereby contents of partner countries can be the same, the order, however, can vary. The German version of the seminar is available as PDF presentation in the Download over the Project website.

Appendage of 5.4.4 "Emphasis and References to the Start-Up Coaching"

For purposes of deepening the knowledge, the contents of Coaching are outlined here. Via the project website the pattern for the creation of calculation and planning for existence founders can be downloaded.

## **6 ) Experiences of Work Group**

This chapter describes different points of views for all involved people:

### **6.1) Participants**

#### **CZ:**

One of the most positive aspects of training is that participants got the assured education in social services and that they are ready then to work as legally-admitted health care assistant in Czech or in other European health-care services. Participants got knowledge in basic health care and also had time to practice their knowledge and improve their abilities how to work with handicapped people.

On the other hand participants got the opportunity to have new contacts with other migrants, had regular daily routine during education (which most of them lost when unemployed) and most of them could get new opportunities to realise themselves in a new social role. Some of them gained new friendships which also motivated participants to be more interested in finding a new job in a new professional field and encouraged them to be responsible for their own success.

During training the participants were also exchanging views and became integrated not only into the field of health care services, but also into the fields of cultural background, social and family situation

The structure of the group was much diversified from the point of view of education, intellectual level and interests, speed of thinking and reactions and learning abilities. They all had some experience with caring for ill persons with the exception of an American participant, who was a trained paramedic. Their expectances were to get qualified in the field of health assistance in order to get a full time job. The perspective to

care for migrants was not attractive for them because, with the exception of city and region administration Social Affaires departments, there is not any institution that could fulfil their expectances as a potential employer.

During biography classes, Czech participants not being accustomed to talking about their lives and national characteristics were shocked by migrant's openness and eagerness to do so.

Two polish women found meanwhile part-time-jobs; but they wished, to find a full-time-job. One of the participating women got promised a job in the Faculty Hospital as an orderly in Oncology department. She wanted to make use of the burned-out-syndrome-materials. An American participant is currently teaching English language. Two Czechs and one migrant are without a job.

## **DE**

Participants who remained were rather committed and knew that if they successfully completed the training program it would be possible to find a job. They were very motivated to be trained and to get a job to earn their own income.

They had due to their immigration experiences a particular sensitivity for cultural differences. Some of them became friends during the training module and learned more of each other's culture. For some of them it was the first time they left their homes to participate in a work or training scheme. In the past they spent time at home speaking in their own mother language and did not meet others.

Their ability to speak German improved along with their self-confidence and they gained a better understanding of the German culture. Due to the fact that they mostly still thought in their mother tongues, there was a need to have more time devoted to studies. The methods of the training modules differed greatly from those they had before. The German language as a second language was difficult to learn. So they needed more time to understand and to learn. Some of them had to get used to learn in a different way - no class teaching but in groups, independent, some times auto-didactically and expressing their views.

For living in two different cultures they had good intercultural competencies and by training they got more of them to be able in taking care of old migrants.

The motivation of the participants on the day of the certification in December 2005 was very high, to go on in this training programme. They saw the efforts in the German language as they had been working together in a good functioning and supporting team. They realized the importance of a vocational training and wanted to look for further possibilities after the test phase. Parallely, they looked for a new job.

After the certification 30% of our participants just started with a job or one more training programme or they had to care for family affairs (2 babies were born). So a big part of the participants had not been permanently participating at the "Round tables" and the visiting programme, concerning the socio-cultural networks.

## **Attachment: Analyse questionnaire of the participants**

## PL

The unemployed Polish women, especially those who never worked before, were withdrawn in the beginning. During the first meetings together with the work on their own biographies and future expectations, modules on verbal and non verbal communication, they seemed to have a huge problem with understanding the need to disclose themselves to others; those persons had problems with team work in the beginning.

The same problem was observed in the group coming from the former Soviet Union' area. Participants coming from this region are generally shy and do not trust other nations. They stayed in own circles and while taking a break in the activities they were speaking only Russian. This group was also not willing to share their experiences while taking part in the socio cultural activities.

Only after a couple of common activities (and an integration evening meeting held in December 2005) the participants started to disclose themselves and to feel free. One could observe how new acquaintances were formed among the participants and new friendships were growing. Direct benefits were the gaining of more consciousness in their interpersonal skills, the widening of their theoretical knowledge connected to the main issues of the training programme and the gain of more confidence in own skills and abilities. It was observed that participants continued their theoretical development while taking up the private conversations with other participants of the course – they were exchanging information, experiences and reflections on elderly and social care.

Course participants appreciated the socio-cultural module very much. In general, they found it very useful both for their future work and everyday life experiences. They all admitted that those modules proved to be important team-building exercises. According to Polish test phase participants, the structure of the course, with socio-cultural modules integrated in the programme, created ideal possibility for the group self- integration as well as awareness of other migrants organisations.

Poland

Taking into consideration socio-cultural situation of the target group, they definitely feel more self-confident, both on the labour market and in everyday activities. All modules proved to be advantageous, providing the basic training in communication skills, awareness of other cultures and pro-activity. Most of the group is well integrated, some of our trainees became friends and they support each other. Migrants have been acquainted with problems of unemployed Polish women, and vice versa.

**Note:** Participants were demonstrated the direct benefits of the daily routine of the care house, were taken to activation workshops organised by the physical therapists as well as introduced to the plans of modernisation of the care house according to the new standards of social care.

4 Polish participants found occupation in the elderly care sector; one works in the social care house where the practical training took place, two works as house help for elderly friends and neighbours and one is works as an elderly care staff in the United States of America

Most of the participants of the testing phase now undertake additional vocational development of their skills and abilities, not necessarily in the care sector.

## **NL**

In April 2006, 6 participants started in start-up support and reintegration. Evaluating the situation half way the route in September 2006 it was decided to put the job integration on a low level for some months. If possibly a fitting job would be found, one would contact the former participant.

At the end of 2006 (no jobs were found), it was decided to refresh the individual routes again. All six participants were invited to take part in an individual intake that could be the beginning of a new individual reintegration route.

In the beginning of the project we searched organisations that could offer work for freelancers or employees (organisations for home-care). We also searched organisations that could help us find work for our participants such as:

Members of the personnel department of communities and social services as well in Assen as in Emmen,

- an institution of social insurance,
- a private home care organisation for migrants,
- a great health care insurance organisation,
- a platform for ethnical groups in Assen and a large migrant organisation in Assen.

### **Common conclusions:**

There is one common experience in all groups and countries: no employment = no integration. Mostly women spent former times in their house and did not have contact to other people, except of their families. Self-confidence and routine for learning was missing. So the training was a possibility for emancipation and integration.

### **Attachment: Participant Questionnaire**

## **6.2) Project Team Experts**

The project team experts of the trans-national partners bring into the project the knowledge, the technical and material authority and resources. This forms the basis for advance and success of the project together with a good cooperation.

A task which could not be mastered easily was to maintain a continuous structuring of the project and to ensure the linkage of the modules in particular and also before the background of different conditions in the partner countries involved. Right from the beginning of the project a change of project partners has to be taken into account, e.g.

for economic reasons. This should be considered from the beginning, in order to keep temporal delays as small as possible.

The qualification module in the project was complicated due to very different legal regulations in the partner countries. This should therefore be particularly considered with the development of qualification contents on the European level.

It was shown that the selection of the participants must possibly begin relatively promptly and should cover a larger number. At least however the selection of the participants is specifically necessary, considering all requirements regarding the different modules.

PR work and spreading activities must be adjusted from the outset, since a longer start-up phase is to be taken into account. They could be included by the implementation of the project request and strengthened by activity planning. Helpfully, it could be proven by more and better contacts, which gave further impulses to the project implementation. A content management system integrated on the website surely would keep the website current, which would then work both inwardly and outwardly in a good way.

The observance of DEAD LINES showed up in the entire course of the project as complicated. This should, with the project start, be considered and appropriate regulations - and possibly sanctions - be introduced in order to be able to keep the common process running. Otherwise, there would be the danger that one partner obstructs the other and/or the common work cannot be finished.

The development of common products was much more complicated, as national perspectives moved again and again into the foreground. Nearly all partners had to orient themselves regularly and place the common European perspective into the centre. This should likewise be taken into account in the project start, as in-process inventory part.

## **Common Conclusions**

The selection of the partners and coordinated co-operation are crucial. In the ideal case fundamental information to the political and economic conditions as well as expecting changes in the partner countries are also well-known. In our case, for example, to the topics:

- Migration
- Migration management in society and politics
- Care systems and qualification
- Legal basic conditions and possible changes

The usability of the project results for the partners involved should be considered from the beginning. This promotes the concentrated work in the project.

### **6.3) Trainers/ Lectures**

#### **CZ**

Trainers were specialized in each subject.

The defined process of learning was slower than in Czech courses because of seeking for different explanation to training contents, different ways of education and partly low education level of participants. The trainers evaluated the whole group as very motivated, curious and trying to clear difficulties they had.

#### **DE**

Trainers were freelancers in a special academic field. They had own migration background or cultural sensitivity by experience or vocational training. They were informed about the SMILE project and its goals.

Problems appeared in context of participants with low knowledge of the German language and not knowing about others or new methods of training. Both resulted in learning slowly and they needed more time for training. They had to recalculate the time for training.

Lessons needed much patience for very different characters and learning methods. Teaching material and literature had to be chosen and arranged in a simple form to be understood.

The lessons were able to bring participants together and caused a positive feelings. One result was the intercultural knowledge by getting to know each other in class with the cultural background of the colleagues.

While going over the practical period it was possible to speak about and sometimes even solve problems appeared in practical training.

#### **PL**

All lecturers assigned to the training programme were introduced to the general aims, objectives and projected results of the Pilot Project SMILE. After getting to know the potential groups of the direct participants they prepared the core training programmes contents, teaching materials for the participants and supporting materials for the expert team.

All trainers and lecturers were enthusiastically engaged in the implementation of the training programme; they tried to put themselves into the difficult position of the participants, explain the most problematic issues, provide most interesting and up-to-date teaching materials as well as solve emerging problems and difficult situations.

Trainers and lecturers attended also the integration activities with the direct participants. It helped to create a more informal atmosphere and to integrate the participants more closely.

## **NL**

All trainers involved were specialists in their profession. In school social workers, doctors and nurses with an educational degree and practical experience trained the participants. After finishing the training care-assistant the reintegration office took over. Here we worked with professional trainers in integration and start-up support. They all were committed to this small not pre-selected group and tried to help them to find work. Even at the beginning of 2007, they started a new route in individual reintegration for them.

### **Common conclusion:**

Lectures needed an intercultural sensitivity. Teaching methods today are others than participants were used to. This meant a further new learning: not only the contents but the methods. Training went slower than in native classes.

**Note:** In the SMILE Project two special Train the Trainer courses with focus on cultural sensitive care and work with migrants in training situations were realised.

**Download:** Train the Trainer Programme (SMILE trans-national meeting June 2005, DE February 2006)

## **6.4) Practical companies**

### **CZ**

There were some problems with participants who were slower than the working staff and sometimes had difficulties with the professional language knowledge and skills. Health-care organizations in CZ are not used to take care of migrants (main service users are Czech nationality). The organizations are not prepared to host migrants as staff members. The organizations could not imagine a migrant after accredited training to work in their institution. Czech companies have to change their attitude towards migrants, but this is very closely connected with the migration problem (that is still not so strict in CZ as in other countries).

There were also troubles connected with practical training because some service users didn't want to be cared by foreigners. That's another part of the situation in CZ. Czech people are still not used to be in close contact with migrants especially when they need help and are vulnerable.

### **DE**

Practical training was in cooperation with care companies. Intercultural work and cultural sensitivity are both themes of a host country like Germany. But in practice companies mostly neglect this theme. They know about the problems but the personal situation in care services does mostly not allow a special training for intercultural competencies – so they believe.

So we have a few care companies in Germany which work with concepts and methods for a cultural sensitivity care.

The participants worked in these companies, and some of them were trained by a mentor who trained them basic care support. Most of them were contented with their work and for a perspective they tried to get an employment in this company.

Some participants' behaviour was not understood by their colleagues and caused problems in work. One experienced discrimination by an old person, who was cared by her.

It is necessary to stimulate the cultural sensitivity of personnel in care services.

Note: Many problems existed with the correctly needed written documentations in German language. The reason was that the participants had problems with bringing it in a written form. Often they spoke better than they wrote.

**Download:** Evaluation of the questionnaire of the practical companies

### **PL**

Companies where the practical training was held were very open to the participants. Both social care units are open for all people willing to work within the social care sector and are willingly inviting people for the practical training.

Parts of practical training took part in three different companies where elderly people live and are supported.

First introductions started by learning the daily routines in the social care houses, and elderly care took part by planning all activities: rehabilitation activities, nutrition and hygiene activities connected to the care services.

Other activities were trained on services for vulnerable groups in Gdynia. Direct benefits were also visits to organisations and institutions belonging to the Administration for Social Support in Gdynia.

The director of the care house introduced the participants to the daily routines of the care house, took them to the activities workshops organised by the physical therapists as well as introduced them to the plans of modernisation of the care house accordingly to the new standards of the social care.

### **NL**

Different levels in the Dutch modules give regulations for working in practise. In the module participants were taught on level 2 (care assistant). On this level the involved participants were allowed to clean the house, do the washing and clothing of the client but were not allowed to handle medical situations. For this kind of help the organisation sends a nurse. Some of the participants worked during the education in private residences with elderly people guided by a teacher practise (supervision).

### **Common conclusion:**

Care companies need professionals for different tasks and duties. "Care Assistant" can be a new profession with a special assignment. Participants can work in the house care or residence care to support elderly people in their daily routine. But they need to be accepted by their colleagues and the old people. With a vocational training of a low

qualification it could be a chance to put in their “migration knowledge” of two or more cultures with a cultural sensitivity. These skills can be used in the care support for old migrants.

**Attachment:** Sample “Judgement of the participants about the practical companies”

## **7) Comments and Recommendations**

The test phase showed to all partners that they have to choose a specific type of approach.

Developments in the different countries related to migrants are different and change from period to period connected to the elections and economical developments. For a start, it might be very difficult to find a common realistic way to legally attract migrants for the project. In some partner countries the central project-management had to handle the legal obstructions.

In the Czech Republic the law restrictions are still very strong. Due to restricted time of working permit (permit is issued not earlier than 1 year after the person asks for asylum , these working possibilities are difficult to exploit.

In the Netherlands the normal situation for migrants was further developed. The Smile started as its period of stimulating employers to employ migrants politically ended. The project management had to support the Dutch partners finding a way to fulfil the terms of the project in a useful way.

In Poland a lot of people are unemployed but only a few of them are migrants. Only Germany developed the project exactly in the right time with the right target group within the terms of their laws.

It would be helpful and useful to have comparable rules at European level without huge restrictions but we should be aware that this might never be the case.

So in the following chapters important results will be summarized for various target groups as recommendations and points of interest that may be helpful in similar project situations.

## 7.1 Recommendations for the central project management :

- *Preparations of the project*

Seek and choose very carefully your partners in the various partner countries in a trans-national project. Choose them based on facts, figures, references and vision about further developments inside their homeland. Let your partners tell you what they want to achieve by the common project for their country or for Europe and what goals and targets they will meet in the project. (Perhaps even apart from the application form because this is mostly written according to the demands of the subsidizing party.) In this way partners also may contribute to the project content by delivering these facts and figures and, above all, the determinations of their targets.

Evaluation of the project can be done more effectively by determining before the beginning what should be the points of evaluation; what are the processes or results and what innovative steps in a process or innovative results you like to test in the project. Make clear to all your partners what items for evaluation you will handle and also what kind of evaluation you will use. Is it an active evaluation (what did you do to overcome... ) or a passive evaluation (what went wrong and what went OK) and will it be internal or external.

- *Information technology*

A meaningful consideration for subsequent projects could be to work with a simple project software in order to better coordinate common work and optimize the overview - if necessary even with an on-line module. This saves costs and corresponds to the basic idea very well for nationwide close cooperation.

If the technical facilities are present, it is to be considered whether video conferences could be accomplished - between the direct meetings. Telephone conferences would be more simple and more feasible, might linguistically not be well convertible.

Due to the enormous number of documents, which are used in the course of time also in different versions, a good document management system and a clearly specified administration are helpful. A project-internal knowledge data should be another further useful tool.

Regarding the course programme, essential reflection is that it would be good to begin it with some informal meetings, where participants can integrate, get to know themselves and "socialise" better than during classes. The module "Cases about Religion, Food, Rituals, Habits" seems to be ideal for that purpose as a practical, yet informal presentation of different cultures, kinds of food, taboos and habits. It could be followed by evening presentation about live cases prepared together by students and migrants' organisation. Such a form of informal evening meetings may be continued during the

whole length of course in order to enhance integration of the group.

- *Communication*

Due to specialised training, knowledge of the official language of the host country at everyday life level - and this is usually the case- will not ensure the same speed of understanding, learning and even taking notes for native and migrant. A 30% longer training would provide time for them to deal with new information without unnecessary stress and feeling of not being able to keep up with natives. At the end, the language competence of migrants would improve without being traumatised by trial and error and missing the goal of understanding.

- *Transnational partnership*

It helps in mutual understanding to discover special culture differences in the behaviour of countries and partners. In the meetings of the trans-national project and workgroups, project parts of the socio-cultural programs can be used on a professional level to help to get acquainted in a deeper and understanding way. Even between national partners you can use this way of looking at each other, particularly in stressful situations.

After this has been done, each country can train the trainers involved in the program to learn about themselves and their students and give them the opportunity to enrich their own programs. In Smile we agreed that teachers and trainers should be experienced in the field of migrants. If they are skilled specialists in their field, but have no such experience, they should be provided with “train the trainer” workshops before the beginning of the course.

## **7.2 Recommendations for the partner organisations:**

- *Organisation and structure between national partners*

It might be helpful to have a representative of the specific migrant population to be part of every national workgroup as a trainer for example. It is not easy to find a person like that because this person should already be integrated in your society, mostly already has a job. You need this person not because they are familiar with all different cultures but they have the basic experience of being part of a new culture and know how to deal with it.

Offer the participants a place in your office where they can go to, where they can currently receive information and make use of the “socio-cultural supporting-map” that was created for example for them in Berlin. It is also the place where they will have their interim meetings after finishing the course.

- *Recruitment and selection of migrants*

Help migrants to discover their real possibilities in their new country. Migrants come from a different cultural environment and show different behaviour and presentation. They do not know the local job market, their rights and duties. We also meet unreal migrants' ideas about their skills and the salaries paid for jobs stemming from different traditions.

Tests are often a normal part of an application procedure. If you want to test a migrant on (social) intelligence use culture free test materials or use observable behaviour as an indication. Mostly they perform badly in the usual test situation in host countries. This has to do with the fact that language bears culture and they might not be familiar enough with native language. All tests with words and forms are no indication at all. Therefore you need an assessment centre method or special culture free materials.

- *Precautions at course level*

Education is not culture free. Problems arise with different cultures. People from different countries have stereotypes that are different what might cause problems. Cultural insight is the missing link in all kinds of educational programs according to the new insights in the Netherlands. Lower education mostly means a substantial gap. This is less felt with people with higher education. Here people are trained to select their own staff members in the future, but participants are not informed about how to select and value migrants.

It is a very important advice to begin the course with some more informal meetings, where participants can integrate, get to know themselves and "socialise" better than during the vocational classes. The module "Cases about Religion, Food, Rituals, Habits" seems to be ideal for that purpose as a practical, yet informal presentation of different cultures, kinds of food, taboos and habits. It can be followed by evening presentation about live cases from the background of the participants, prepared together by students and migrants' organisation. Such a form of informal evening meetings may be continued during the whole length of course in order to enhance integration of the group. Presentation of host culture is necessary.

More psychological support should be available for the participants in this project. People from various social and cultural background often find it difficult to integrate in society and sometimes they have traumatic experience. Therefore they need special support and personal consulting hours with a psychologist, who will also "helps them to help themselves" and give some directions about burn-out and burn-out prevention.

The socio-cultural modules should also be connected with the start-up support, the job-integration and the vocational modules. Business is handled different in other cultures, loans and banking are organised differently, and the application procedure requests different kind of presentation.

A good way to improve in the host language for migrants is talking to native speakers. Contacts with welfare organisations, church or other organisations are very helpful. These organisations do offer language courses, practical training, fields and opportunities for volunteer work, networking, and training in elderly and family care.

Participants should join socialising activities, picnics, national kitchen days, holidays and festivities. These are very useful to cultivate sensibility for different cultures as part of the preparation for work. In the form of amusement it brings much knowledge and comfort to participants in quite a natural way.

There is also the need of more practical training integrated in the course programme. The confrontation of theoretical knowledge with real life problems of elderly people is very important for the future practice in the field of social care.

The visit-programme, reflected on the background of the labour-field of the participants, showed the importance of being in contact with informal networks. Socio-cultural work is not a luxury; it's a "must"

Participants should be taught to create their own networks among themselves and their friends, to organisations and institutions, and mutually support themselves by exchanging information and personal experience.

Tell and train participants in recognising the needs of an employer. A potential employer is often not so willing to employ a migrant who does not know the language enough or shows behaviour that is not recognized; this can be understood. When the employer engages a migrant who does not know the language or who gives him the feeling that the job seeker is not reliable enough he/she faces the risk of losing clients or he risks work accidents connected to slower understanding of an employee. For example: Ignorance of foreign languages (except the migrants' native languages) weakens the chance of their admission mostly for mid and higher positions.

The employer has also often some prejudice – employing a migrant = risk for his business. Discrimination of migrants – already during the first phone contact will easily happen. The employer finds out that he speaks with a foreigner and will for some reason not invite him/her. The solution could be in closer cooperation with the Employment Agency and other organisations providing references and support. It is very important because it diminishes the 'risk' for employers.

From all evaluations the message is that it is hardly impossible to help people to start an individual business as a freelancer or entrepreneur. The interest in starting together a centre in family- support is an idea that will be tested in a later stage in the Netherlands. If we can combine different talents it might work for this level of education too.

### **7.3 Political and social conclusions**

We have to make migrants streetwise and even offer them support before signing employment contracts. There is a tendency of (commercial private) employers to abuse migrants as a cheap labour force or as workers in dangerous conditions which is ignorance of the Law for working conditions and employment. The employers abuse the ignorance of the persons seeking asylum. One of the reasons they often get into financial problems or have an accident. They force them to accept bad conditions – heavy dangerous jobs, unpaid overtimes, or even no money at all. These troubles are more obvious among the construction companies and companies offering a service with low extra value. The employers make use of the low law consciousness of foreigners.

There are migrants coming to the new country with only a few for-life-basic things. They often do not have all demanded papers. Therefore the acknowledgment of qualification (validation of documents) is necessary. For example: Sometimes regional offices demand a proof of the duration of attended school subjects signed by school officials.

Discrimination of the migrants – already during the first phone contact the employer finds out that he speaks with a foreigner. Migrants often solve this language barrier with the help of someone else who translates for them – the employer can get a feeling that the job seeker is not self reliable enough. The employer has also often some prejudices – employing a migrant = risk of business. The solution could be in closer cooperation with the Employment Agency.

Do not forget to work on changing the view of the society and try to find a way to do that more effectively. The present as well as the future world is trying to get rid of the problems among different societies.