

## **I Introduction**

(will follow)

## **II. Women's Migration and Occupations in the Care Sector: A Solution-oriented Approach**

### **Project goals**

The primary goal of the PreQual project was to provide women migrants with a recognized qualification and improve their chances for regular work and hence, more secure (i.e. less precarious) working conditions in participating EU countries. A unique prequalification training program for migrant women developed as a result of the PreQual project striving to fill a gap in the international education system for nursing and social care occupations.

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

### **Approach**

The innovative character of this project arose from the active participation of migrant women as experts in the development and test phases.

The unique character of this project is its fundamental rejection of the usual deficit-oriented focus regarding migrant women on the labor market. Instead, the approach taken is one that focuses on recognizing and emphasizing migrant women's skills, knowledge and experience, as well as an acknowledgement of the structural mechanisms that prevent an appropriate application of existing skills on the labor market.

“The educational process itself becomes a political space when an authentic impartation of critical thinking draws/leads to sustainable dissidence and self-organized alterity. That is also a reminder of the urgency to take the partakers/participants also as contributors seriously.” (Translated from German -Bildungskontext Frauenmigration 2005)

## **Curriculum Development**

The combined efforts of diverse national and international project partners have culminated in a partnership manifesting widespread competencies and experiences.

While the operative partners include eight organizations from Austria, Bulgaria, Germany, Greece, Italy and Spain with experience in international projects, the co-operation of strategic partners and experts in the relevant fields consisted of 21 organizations from the six countries.

Moreover, the diversity of the partners presents an opportunity to address the relevant issues and develop a common product from different perspectives, backgrounds and expertise. While each country has a different immigration history and tradition, what they have in common is limited access to the regular labor market for migrant women.

Each partner country published a report on training and employment opportunities for migrant women in the health and care sector and on the situation of migrant women in their respective countries. Challenges and recommendations were an essential part of the reports and were compiled and published in the form of a comparative study that served as a basis for development of the draft curriculum.

Four different European countries held working meetings in which differences in health systems, training and other challenges faced by migrant women became strongly evident and taken into consideration during curriculum development.

International strategic partners and experts from the fields of health, care, migration and the labor market successfully collaborated in working out a draft curriculum geared directly to the needs of migrant women and the labor market. This collaboration was comprehensively worked out in a process that exchanged and reflected the objectives, contents, methods and results. Furthermore, the process made accommodation for the respective national-specific features.

## **Curriculum content**

The principal purpose of the prequalification course developed within the scope of this project is to convey the necessary intercultural, social and languages skills for completing a formal training program in the health and care fields.

The specific requirements of training programs for nursing and care occupations, the legal, cultural and social conditions, as well as migrant women's wide spectrum of experience and know-how have all been taken into account.

### **III Framework Curriculum**

This framework curriculum is the core of this PreQual handbook. Before implementing a PreQual course, we highly recommend consulting this handbook, which serves as a manual for implementing a PreQual training program, including important background information, examples of teaching methods as well as experiences and the outcome.

#### ***1. Course objectives and structure: networks, course location, recommendations, etc.***

As an adult education program, PreQual aims to reach interested women and provide them with orientation for occupations in the health and care fields and to facilitate their entrance into a vocational education program through equipping them with specific prequalifications and skills. A particular focus will be on skills the participants already possess, intercultural skills and experiences, health-specific intercultural aspects of care occupations and discussing antiracist strategies.

National and international comparative studies (see national and comparative studies in the selected literature section) conducted previous to this program entail recommendations for ensuring that the curriculum is designed in a way that is as open as possible in its selection of course location, material and settings. In this way a framework curriculum is created that takes into consideration the structural conditions on the external and internal, national and international levels, as well as the specific needs and skills of the diverse participant groups in each of the partner countries.

Characteristic of the curriculum development process is an intensive and on-going theoretical exchange between experts and migrant women, i.e. migrant women's self-organizations.

It is imperative that educational programs on offer which aim to intervene in the realities of disadvantaged groups as a controlling entity are constantly aware that there is still much that needs to be changed in order to realize equal rights as well as improving the living and working conditions for migrant women.

#### ***2. Participants (course target group)***

##### **2.1. Course participants**

In contrast to approaches in similar courses that view the migrant women participants as people

who are gravely lacking in orientation and information, this concept is based on the principle of acknowledging, valuing and expanding the participants' know-how and skills. Viewing the development and application of individual learning strategies is an important part of the process, encouraging the participants to take self-determined action. Strengthening the participants' self-confidence in their own abilities, offering them choices, involving them in the decision-making process regarding the course's objectives, contents and methods, etc., supports them in their learning process and encourages them to strengthen their self-determination.

## **2.2. Trainers and trainer qualification profile**

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

## **3. General information on course implementation**

### **3.1 Course times**

In conceiving a qualification measure for migrant women, considering the framework of time available to this group is of utmost importance. This is particularly relevant for women who have assistance and care responsibilities of their own.

Implementing the course in the participants' countries has shown that the scheduling of course times has been of great importance due to various differing structural conditions in each of the partner countries. For example, in Austria, participants confirmed that half-day courses were the best; Germany implemented the course on a full-day basis; and Italy scheduled evening and weekend courses to accommodate daytime employment situations.

### **3.2. Course location**

Situated within the health, nursing, care and assistance field, the course primarily aims to develop its content from an intercultural perspective. In doing so, we are convinced that these educational programs will set in motion awareness processes among the participants, enabling them to explore and realize different forms and perspectives for acting as subjects in society. Doing so opens up perspectives for critically discussing and questioning circumstances and developments, thereby creating a space in which the participants can develop strategies to change their own situations. This requires a course location that aids in this process, a place that is situated outside the health and care field structures. The location must also provide the necessary infrastructure and be able to accommodate different teaching methods.

Internships and excursions afford the participants insight into the concrete, everyday tasks performed in each country's care sector.

### **3.3. Content structure**

It is necessary to rework content design while taking into consideration course times when devising a final course implementation plan. This entails outlining and taking into account the interrelations between each module's content during the implementation phase. The short-term internships can serve here as structural guidelines. These internships require scheduling in such a way as to ensure that all of the preparatory topics are covered before they begin. Preliminarily covering first aid, basic legal information, career profile and personal orientation in the care and social work fields, practical exercises, hygiene, everyday care tasks, etc. is particularly important.

### **3.4. Placement process**

This course poses high demands for all participants on many levels, including the content level, the social challenges it poses, the temporal resources it demands, etc. Additionally, in selecting the participants, it is the course organizers' responsibility to include certain topics and to match these, if possible, with any regular educational program requirements the course participants wish to pursue. This includes prerequisites such as: age limits, visa status, a minimum aptitude of course language, interest in the health sector, vocational interests, etc.

### **3.5. Course certification**

Educational programs for health, nursing and care occupations are regulated by law. Consequently, there are very great limitations to our ability to ensure recognition for qualification initiatives on regional and international levels. It is virtually impossible, or extremely difficult, for

pilot courses such as this to receive formal recognition as a prequalification for entering into education programs or gaining credit for certain courses within a certification program. Therefore, this program's main focus is to take into consideration the requirements and demands of existing formal certification programs through exchanging information and establishing co-operations and open dialogues with various educational institutions. In addition to communicating the unique quality of this particular educational program, the long-term goal is to make PreQual a formally certified program. Formal certification not only plays an important role for graduates who have successfully completed the course which provides them with documentation for their specific qualification, but it also underscores this program's distinctively innovative character and international dimension.

## **4. Method**

### **4.1 Teaching method – principles**

#### *4.1.1. Participatory approach*

Continuously creating a space for and incorporating the participants in each phase of the course measure substantially adds to quality assurance, as it entails participation in course planning, implementation and evaluation. It is common knowledge that implementing a participative teaching mode requires an excellent knowledge of the curriculum content and an understanding of, and experience in, using the method. In order to ensure participation, it is necessary to maintain a balance between implementing different forms of social interaction and structured activities.

Some forms of social interaction include collaborative teaching, team teaching, frontal lecturing, individual project work, open learning process.

Examples of structured activities are classroom conversations, oral reports, class discussions, lectures by trainers, in-class or independent assignments, etc.

#### *4.1.2. Intercultural approach*

A framework curriculum, which defines how topics are addressed by applying an intercultural perspective, also requires appropriate teaching methods. This means creating a classroom environment that allows the participants to compare (i.e. their countries of residence and origin) and reflect upon differences, prejudices and clichés. It is recommended, however, that trainers remain aware of reverse discrimination practices, as is the case when migrants are frequently asked to be more open to a “foreign” culture—e.g. during discussions regarding interculturality.

The intercultural approach is intended to provide space for reflections and discussions concerning cultural norms rather than as a method enabling the participants to gain intercultural skills that aim to establish a harmony between those in the minority and majority social groups.<sup>1</sup>

#### *4.1.3. Antiracist approach*

From the first moment of confrontation with “racism,” migrant women are compelled to address an omnipresent and more-or-less extremely invasive re/action from their environment. Therefore, taking an emancipatory approach is absolutely necessary when discussing and addressing issues related to racism. All of the strategies involved in the measure are to be treated from the point of view that these injustices are (1) the result of someone’s actions that had an impact on another person and (2) that migrant women do not have to justify their pain. “The necessity of positioning migrant women in a way that renders them visible as protagonists has been the outcome of abandoning the practice of viewing racially discriminated people from a logic of victimization and/or criminalization.”<sup>2</sup>

Simultaneously, it is necessary to address not only different types of racism (structural, institutional, internalized), but also antiracism models (political versus moral).

#### *4.1.4. Communication-focused approach*

The content and methodological concepts aim to provide participants in this course with the possibility of expanding all levels of their communication skills. The emphasis is on enhancing the participants’ communication proficiency as a social and cultural act. Systematic reflection on language use, grammar and vocabulary are sub-categories of the course’s communication unit.

#### *4.1.5. Care field-focused approach*

Working in health, nursing and elderly care requires taking independent and self-responsible actions. In order to do so, it is necessary to have some background in recognized theories, models, standards and processes of care and to incorporate an understanding of developments on both individual and social levels.

#### *4.1.6. Feminist approach*

On the one hand, there is an increasing demand for care personnel. On the other, the care sector is characterized by burdensome working conditions, adverse social circumstances and structures as well as a bad image. Predominantly women are employed in these fields and, as an effect, this goes (in view of current socio-political developments) hand-in-hand with sustaining low pay and

difficult working conditions in the sector. Addressing these issues is important when preparing to enter into this field of employment. Incorporating feminist approaches in teaching methods means simultaneously thinking and acting in several areas. It also means facing reality, pointing out disadvantages and inequalities, identifying and developing approaches to finding solutions, exchanging experiences and developing strategies for action.

#### *4.1.7. Self-guided learning*

Including the opportunity to work with individual learning methods, learning strategies and modes of appropriation enhances the participants' personal learning process, a process geared to supporting them to take self-determined actions. In effect, this expands the participants' scope of action in decision making that not only shapes their lives in personal, family and social contexts, but also influences their ability to circumvent dependent situations and raises their self-esteem.

## **4.2. Paulo Friere's teaching method**

Aside from the content structure, this course calls for a didactic method that encourages participants to give input and to integrate it into the teaching process. Paulo Friere based his liberation pedagogy on the learners' living conditions and situations and deemed them capable of generating the necessary motivation, knowledge and creativity in making decisions on what is important to them. Thus, "teachers" accompany the development of human potential that values and acknowledges the group's diversity. The course preparation, implementation and reflection phases are all realized in collaboration with the participants. In using Friere's method, we view learning as a "movement" toward forging a dialogue and sense of social responsibility. In order to do so, it is necessary to critically discuss reality and become aware of dependencies, which then provides us with a basis for a "problem-posing" form of education. This pedagogical process takes on a dynamic and changeable position within the participants' realm of experience. This is one of the main future-shaping experiences that—particularly when situated in a migration context compounded by structural and everyday racism and the intercultural factor of care occupations, etc.—is an important element which enables participants to experience, consciously acknowledge and transform personal abilities and skills in a way that will be useful for tackling future challenges. From a learning process within and based on one's living situation, Friere's education as self-liberation seeks to develop a unity of thought and action.<sup>3</sup> "Liberation pedagogy consists of acts of acknowledgement, not in the mediation of information. The teacher is no longer simply the one

who teaches, but also someone who is taught, even when in dialogue with the students. The students, while being taught, also teach. They become jointly responsible for a process in which all grow.” (Paulo Friere Pedagogy of the Oppressed, 1974, p. 67)

## 5. Content

### 5.1. PreQual prequalification course overview

“Intercultural Qualification for Migrant Women Entering into Health and Care Occupations”

This table provides an overview of course content. It was developed according to the methods, outcomes, principles and recommendations mentioned above. The following main topics that are integral to the modules are to be understood as suggestions for content focus.

<i>Qualification Area</i>	<i>Module Topics</i>	<i>Hrs.</i>
	<b>1. Introduction to health care and social services from an intercultural perspective</b>	<b>140</b>
	1.1 Career profiles in international comparison 1.1.1 Career profile and situation of health, care and social services employees in the country of residence and country of origin 1.1.2 Institutions and structures in health care and social services 1.1.3 Educational institutions: access and structural conditions for professional qualification in the health and care sector	40
	1.2 Law 1.2.1 Country-specific legal requirements for working in health and care services 1.2.2 Skills and tasks of care personnel for employment in different areas of health and care	10
	1.3 Communication and conflict management, including supervision 1.3.1 Ascertaining and discussing the participants’ skills and experiences in the care sector (career profile, situation). 1.3.2 Migration—experiences, know-how and developing strategies 1.3.3 Rhetoric and presentation techniques 1.3.4 Introduction to working in teams	50

	1.3.5 Closeness and distance 1.3.6 Coaching and internship supervision	
	1.4 Applying for a job 1.4.1 Finding a job 1.4.2 Documents 1.4.3 Written and practical exercises 1.4.4 Exchanging, expanding and adapting strategies	20
	1.5 First aid course 1.5.1 Accident prevention 1.5.2 Emergencies 1.5.3 First aid procedures	20
<b>2. Personal orientation for health care occupations that incorporate intercultural and antiracist perspectives</b>		<b>130</b>
	2.1. Personal position for working in health care and social services 2.1.1 Migration and health 2.1.2 Self-awareness in relation to neediness; proximity--distance 2.1.3 Looking into care and assistance work 2.1.4 Looking into the required theoretical classes	80
	2.2 Ethics 2.2.1 Discussing images and the meaning of assistance and care 2.2.2 Social skills	40
	2.3 Law 2.3.1 Assessing one's own legal situation 2.3.2 Legal requirements 2.3.3 Laws on residency and employment 2.3.4 Employer and employee interest groups	10
<b>3. Language and communication skills for working in health care and social services</b>		<b>270</b>
	3.1 The language(s) of health and care 3.1.1 Medical structure and care vocabulary 3.1.2 Language surrounding health and illness 3.1.3 Language surrounding bodies and bodily functions	60

	3.1.4 Terms for giving directions and therapy procedures 3.1.5 Exercises on situations in the workplace and hospital communication	
	3.2 Communication skills 3.2.1 Preliminary study of medical terminology 3.2.2 Preliminary study of care-related vocabulary 3.2.3 Vocation-specific communication training 3.2.4 Further training in the target language	110
	3.3 Vocation-specific information and communication training (ICT) 3.3.1 ICT basics 3.3.2 Presentation and communication techniques 3.3.3 Vocation-specific ICT	50
<b>4. Short-term internship and supervision</b>		<b>108</b>
	4.1 Preparation and introduction 4.1.1 Introductory meetings at educational institutions 4.1.2 Introductory meetings at health and care service institutions	14
	4.2 Short-term internship (SI) (2 internships, each for one 40-hr. week) 4.2.1 SI at hospitals 4.2.2 SI at institutions providing care services for the elderly 4.2.3 SI at institutions providing care services for people with dis/abilities 4.2.4 SI with a mobile care unit 4.2.5 SI at institutions providing social services 4.2.6 SI at other institutions	94
Total Training units		648

## **6. Self-evaluation in antiracist work**

### **6.1. Introduction and objectives**

This model developed based on the real necessity for a tool to evaluate a concrete educational measure for migrants within the working environment of a migrant self-organization. It was necessary that the evaluation method (1) acknowledge the existing power imbalances between hegemonic and racially discriminated groups (2) take a clear stance against reducing migrant women to mere research objects and (3) enable further systematic and goal-oriented development of the educational programs in a migration context.

This model is based dually on process-oriented procedures and on engaging migrant women participants as protagonists and experts in a process of developing principles, indicators and methods, as well as evaluating and providing feedback about the outcome.

“An [...] important principle in political and antiracist education is inextricably linked to quality assurance through self-evaluation—thus cultivating participation for the course participants. This approach puts participants in the role of the co-producers (rather than clients or consumers) of what the courses (etc.) can offer. The mediation and acknowledgement of self-esteem, self-initiative, independence, reflection skills, defense skill, and self-organization are the requirements and the goal of the program, as is the self-evaluation that monitors if and how these main goals [...] are reached or maintained.” (Krondorfer, 2005, p. 23)

Self-evaluation takes place before, during and after the qualification measure, in a sort of spiral form. Integrating surveying instruments into the educational program ensures consistent and process-oriented research. Thus, the evaluation results can, after assessing concrete consequences, be directly incorporated into the course design.

The following general steps characterize a formative self-evaluation: defining the aim and object of the evaluation, developing criteria and indicators, selecting instruments and methods, implementing the methods and analysis, communicating the results, guaranteeing anonymity and formulating and implementing changes according to the outcome.

### **6.2. Self-evaluation in PreQual**

PreQual conceives that executing the evaluation module is an impetus for reflecting on the learning progress and for supporting a critical assessment of the practical, labor market and personal use of course content and methods. The operational goals must be set in relation to different types of research documents in the course (documentation, collages, etc.); they can be tools developed

during the course (such as trainer's notes, teaching material, notes from team meetings, etc.), assessment instruments, evaluation reports (analyses) and the self-evaluation concept (handbook) itself. Information and communication technology (ICT) work to facilitate this process.

### **Principles for implementing the self-evaluation in PreQual**

- The evaluation must be conducted in a way that accounts for the antiracist principles.
- The evaluation must be participatory, self-defined and empowering for the participants. For example, participants must have a say in the decisions made about the course, be able to make proposals and given options to choose from, etc.
- The preparation, implementation and follow-up work are all integral parts of the self-evaluation, e.g.: clearing up questions, how much time is devoted to it, explaining its importance, methods used, making agreements in advance on how the outcome is used—not sharing personal information collected in the evaluation...
- The self-evaluation must be organized in a way that facilitates systematic self-reflection, self-controlling and self-professionalism.
- The self-evaluation must be process-oriented. The main emphasis of the self-evaluation process is on the quality of the process and it must be attached to clearly defined goals and structured in a goal-oriented manner.
- The trainer or course instructor is responsible for implementing the self-evaluation.
- The evaluation must be conducted in close cooperation with the participants, as they are not research "objects."
- No external observers are admitted during the evaluation process! (However, if external persons are incorporated into the process, this has to be discussed and agreed upon by the participants in advance.)
- All of the trainers/lecturers who were part of the course must be involved in the self-evaluation process.
- The self-evaluation results are to be continuously integrated into and realized as part of the course measure.
- The self-evaluation is considered and conceptualized as an integral part of the educational

process.

### **Goals of the Self-Evaluation within PreQual**

1. Adaptation of the curriculum as the course progresses and documentation of the results are to be geared to, and verified by, the target group.
2. Participant involvement in the curriculum development
3. Course design remaining open to changes based on the ongoing self-evaluation.
4. Its implementation is sensitive to, and reacts to, changes in structural conditions
5. The course makes an important contribution to reaching the following goals:
  - a) Discussing and dealing with racism, devising strategies
  - b) Discussing theories and practices in health and care sectors from an intercultural perspective
  - c) Formulating personal learning objectives
  - d) Developing course content, methods and techniques
6. Course implementation follows the principles of participative teaching concept
7. The course's structural design enables participants to take part regularly and facilitates the initiative to participate continually.

### **Making time for the evaluation procedure**

For the self-evaluation procedure, we recommend reserving at least five percent of each class hour and each subject. Should any results and/or developments within the group call for attention within the self-evaluation procedure, it is necessary to arrange for more than the previously set amount of space to react to these issues immediately.

### **Method, selection and implementation**

Method selection is based on the self-evaluation experiences mainly collected during the Equal project RasMigras.<sup>5</sup> Regarding the method selection, it is crucial that each step toward data collection and analysis is systematic, target-oriented and in accordance with the criteria of qualitative social research.<sup>6</sup> The method selection links to the question formulated as well as to the

amount of time and personnel available. It is mandatory that the social and cultural particularities, as well as migration-related aspects, are incorporated and that the described indicators were able to measure these.

The methods are meant to answer questions posed during the self-evaluation process, be integratable into the course in a sensible and practical manner and be accessible to the participants for their own autonomous use.

The selection will be made in accordance with course participants. This not only serves to motivate the participants to take part in the evaluation process, but it also engages the participants as actors in the sense of participant empowerment. It is important that the language did not pose a barrier when employing the methods.

### **Recommended implementation procedure**

Introduction and question-and-answer session on self-evaluation with the participants. What is self-evaluation? What are our aims? Who benefits from the evaluation? Alignment of the course goals with those of the participants.

Method selection. Which methods are most appropriate? How much time is available?

Working the results into the course. Agreement on how much time will be taken and which method will be employed in feeding the results back into the course.

Encouraging active and critical participation, emphasizing the issue of remaining open to changes even during the course implementation phase.

Use of data.

### **Integrating self-evaluation process findings into the course**

Throughout the process of antiracist self-evaluation, the question of feeding insights back into the measure plays a very significant role. Particularly in this context, actively challenging hegemonic structures can take place by preventing the accumulation of knowledge by certain individuals, which only strengthens them in their positions of power. Withholding information and findings can lead to disproportionate hierarchies, which we consciously work to dismantle through specific measures. Based on our experience, it is best for all persons involved to clarify, agree upon and plan the schedule and the method on time, namely at the beginning. (See Cepek-N, 2005, p. 46)

## **Self-evaluation on team and trainer levels**

The implementation of educational programs for migrant women requires an ongoing reflection of Eurocentrism and internalized racism among the trainers and within the entire project team.

On the team and organizational levels, the self-evaluation aims to contribute to maintaining a process of self-reflection based on systematic and commonly defined principles to be able to guarantee the project's principles. One of the possibilities portrayed below is an example of a procedure tested during PreQual:

1. Defining project principles and objectives in the team
2. Determining self-evaluation objectives on a team (all those working on the project) and according to the topics.
3. Regular mediated meetings in which any questions, challenges and outcomes regarding project principles and self-evaluation can be discussed.
4. Reflecting the alliances between members of the social majority and social minorities.
5. Participation in events/workshops on topics related to political antiracism, postcolonial theory, migration, feminism, etc., with opportunities for exchange about workshop content relevance for implementing the educational program.
6. According to the needs of the group, inviting external experts for education/supervision
7. Documentation of the outcome and formulation of the effects.

## **IV Concluding remarks**

Completing this PreQual project has brought about a solution-oriented approach to a highly contemporary sociopolitical topic of debate. Successful course implementations in Austria, Germany and Italy, in conjunction with the networks that have evolved during this project, clearly demonstrate the significance and urgent necessity of creating concrete measures for generally improving migrant women's access to the labor market—specifically access to the care field.

However, PreQual's success and the recognition received from experts should not hide the fact that migrant women's social and political scope for action in Europe is marked by exclusion, discrimination and racism; and the current political climate demonstrates that this will become even more restrictive. The main impetus of education programs for migrant women must become void of the prevailing deficit-oriented approach, and instead create supportive and encouraging programs

that understand migrant women to be active protagonists in this society. For this reason, we encourage the implementation of PreQual courses and further development of concepts that improve migrant women's access to the labor market. The central components of this work are to acknowledge the participants' pre-existing qualifications and to work in collaboration with migrant women along the lines of the principles laid out in this handbook.