



Erasmus+

TIME

Train  
Intercultural  
Mediators  
for a Multicultural  
Europe



# Guide on the desired Intercultural Mediator for Immigrants (IMfi) profile and related learning outcomes

Erasmus+ Project: Train Intercultural  
Mediators for a Multicultural Europe



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## Document history

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| Editor             | A.I. Panagiotopoulou (OT)   |
| Researchers        | Team BEST<br>I. Coune; H. Verrept (IMU)<br>A.I. Panagiotopoulou; M.T. Papagiannopoulou; K. Sotiropoulou (OT)<br>N. Basili; C. Raguso (PI) |

## Abstract

This guide presents an outline of the task range of an intercultural mediator, and describes in detail the skills, competences and other characteristics that research during the initial phase of the project has proven necessary or desirable for an IMfI at European level. Country specific characteristics have been taken into account.

For competences acquirable through targeted training in intercultural mediation, a connection has been established to desired learning outcomes. In describing learning outcomes, a constructivist approach has been adopted, as this approach is calling for “active learning methods and a learner-centred approach to teaching based on formulating broad outcomes to guide the learning process”<sup>1</sup>. The final product of this activity provides the foundation for *O4 Comprehensive IMfI Training Course*, presenting in essence the training needs for an IMfI in general.

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<sup>1</sup> Learning outcomes approaches in VET curricula - A comparative analysis of nine European countries, p.10, CEDEFOP, 2010

## Table of Contents

|              |   |           |
|--------------|---|-----------|
| <b>1.</b>    | <b>Description of a European intercultural mediator profile .....</b>                                       | <b>6</b>  |
| <b>1.1.</b>  | <b>Methodology .....</b>  | <b>6</b>  |
| <b>1.2.</b>  | <b>Definition and task range of an intercultural mediator .....</b>   | <b>7</b>  |
| <b>1.3.</b>  | <b>Educational background.....</b>  | <b>8</b>  |
| <b>1.4.</b>  | <b>Training in IMfl .....</b>   | <b>9</b>  |
| <b>1.5.</b>  | <b>Migrant experience.....</b>  | <b>10</b> |
| <b>1.6.</b>  | <b>Personal competences - Interpersonal skills .....</b>  | <b>10</b> |
| <b>1.7.</b>  | <b>Intercultural competences .....</b>  | <b>11</b> |
| <b>1.8.</b>  | <b>Linguistic and interpreting skills .....</b>   | <b>11</b> |
| <b>1.9.</b>  | <b>Fields of knowledge .....</b>  | <b>12</b> |
| <b>1.10.</b> | <b>Deontology – ethics .....</b>  | <b>13</b> |
| <b>1.11.</b> | <b>Digital skills.....</b>  | <b>14</b> |
| <b>1.12.</b> | <b>Country specific characteristics .....</b>   | <b>15</b> |
| <b>2.</b>    | <b>Connection of the intercultural mediator profile to learning outcomes .....</b>                          | <b>17</b> |
| <b>2.1.</b>  | <b>Methodology .....</b>  | <b>17</b> |
| <b>2.2.</b>  | <b>Intercultural mediation and the host country structures .....</b>  | <b>19</b> |
| 2.2.1.       | <i>The role, tasks and intervention fields of an intercultural mediator .....</i>                           | <i>19</i> |
| 2.2.2.       | <i>Structure of public services administration and basic administrative procedures in host country.....</i> | <i>20</i> |
| 2.2.3.       | <i>Legal framework on migration and migrant rights in host country - history of migration</i>               | <i>21</i> |
| 2.2.4.       | <i>Specific fields of intervention.....</i>   | <i>22</i> |
|              | Health .....  | 22        |
|              | Education.....  | 23        |
|              | Police and legislative services .....   | 24        |
|              | State services and Labor.....   | 25        |
|              | Housing.....  | 26        |
| <b>2.3.</b>  | <b>Essentials in Humanities and Social Sciences .....</b>   | <b>28</b> |
| 2.3.1.       | <i>Communication theory and practice .....</i>  | <i>28</i> |
| 2.3.2.       | <i>Introduction to psychology concepts.....</i>   | <i>29</i> |

|             |  |           |
|-------------|--|-----------|
| 2.3.3.      | <i>Basics in sociocultural structures and anthropological concepts</i> .....               | 29        |
| 2.3.4.      | <i>Knowledge of exclusion and discrimination mechanisms</i> .....                          | 30        |
| 2.3.5.      | <i>Gender theory</i> .....   | 31        |
| 2.3.6.      | <i>Special characteristics of vulnerable groups</i> .....                                  | 32        |
| 2.3.7.      | <i>Sociocultural differences - impact on service provision and coping strategies</i> ..... | 33        |
| <b>2.4.</b> | <b>Mediation</b> .....   | <b>34</b> |
| 2.4.1.      | <i>Conflict resolution techniques</i> .....  | 34        |
| 2.4.2.      | <i>Ethnic conflict particularities and coping strategies</i> .....                         | 35        |
| <b>2.5.</b> | <b>Terminology and interpreting</b> .....  | <b>36</b> |
| 2.5.1.      | <i>Terminology in fields of specialization</i> .....                                       | 36        |
| 2.5.2.      | <i>Interpreting techniques</i> .....   | 36        |
| <b>2.6.</b> | <b>Professional ethics and tools</b> .....   | <b>38</b> |
| 2.6.1.      | <i>Professional conduct and deontology code</i> .....                                      | 38        |
| 2.6.2.      | <i>Professional identity and tools</i> .....   | 39        |
| 2.6.3.      | <i>Role awareness in different settings</i> .....  | 40        |
| 2.6.4.      | <i>Self-improvement techniques</i> .....   | 40        |
| <b>2.7.</b> | <b>Digital skills</b> .....  | <b>42</b> |
| 2.7.1.      | <i>Use of e-mail</i> .....   | 42        |
| 2.7.2.      | <i>Retrieve efficiently information from the Web</i> .....                                 | 42        |
| 2.7.3.      | <i>Word processing</i> .....   | 43        |
| 2.7.4.      | <i>Use of e-learning platforms</i> .....   | 44        |
| 2.7.5.      | <i>Use of videoconferencing technology (for remote intercultural mediation only)</i> ..... | 45        |
| <b>2.8.</b> | <b>Personal, interpersonal &amp; intercultural skills &amp; competences</b> .....          | <b>46</b> |
| 2.8.1.      | <i>Empathy</i> .....   | 46        |
| 2.8.2.      | <i>Teamwork</i> .....  | 46        |
| 2.8.3.      | <i>Cultural awareness and cultural interpreting skills</i> .....                           | 47        |
| 2.8.4.      | <i>Dealing effectively with ironic and/or stereotypic-oriented assaulting</i> .....        | 48        |
| <b>3.</b>   | <b>Conclusions</b> .....   | <b>49</b> |
| <b>4.</b>   | <b>Bibliography</b> .....  | <b>50</b> |

# 1. Description of a European intercultural mediator profile

## 1.1. Methodology

Data collected from research activities O1-A1 & O1-A3 has been analyzed and combined in order to depict the desired profile of an IMfl in terms of educational background, interpersonal and linguistic skills, experience with/as migrants, deontology, intercultural competences, fields of knowledge and digital skills. A distinction was made between which competences, characteristics and skills are considered crucial for an IMfl in each country, which are considered to add value to mediation services, and which need regular up-skilling.

After the comparative analysis of all this data, TIME partners made their recommendations on the desired European IMfl profile. In addition, essential characteristics of successful IM models applied in Belgium, Italy, and Switzerland were embedded into the proposed profile. The profile outlines the recommended characteristics and competences of a professional intercultural mediator, as these can be achieved after the completion of a targeted post-secondary training course (vocational or university).

Attention was paid to country specific differences in the role of a mediator or cultural features. The wide spectrum of IM definitions and tasks in the different countries was taken into account so that necessary differentiations in certain aspects of the profile can be made. The suggested differentiations are presented in the section *Country specific characteristics*.

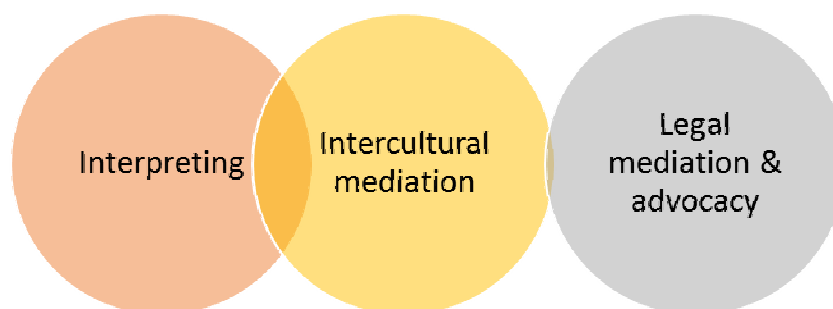
## 1.2. Definition and task range of an intercultural mediator

For the description of the professional profile of an intercultural mediator for immigrants in the TIME project, the following definitions are used:

“Intercultural mediator is someone who is able to accompany relations between migrants and the specific social context, fostering the removal of linguistic and cultural barriers ... and the access to services. Moreover, the intercultural mediator assists organisations in the process of making services offered to migrant users appropriate.” (Chiarenza, as cited in Pöchhacker, 2008<sup>2</sup>)

“Intercultural mediation refers to all activities that aim to reduce the negative consequences of language barriers, socio-cultural differences and tensions between ethnic groups” and local professionals<sup>3</sup>.

According to these definitions, intercultural mediation refers to the facilitation of the integration process through the removal of both linguistic and cultural barriers, covering a broad range of tasks that are between the two extremes of a spectrum with pure linguistic services as provided by interpreters on the one end and strict conflict resolution as provided by legal experts or other types of mediators on the other end. Effective communication is the core issue in intercultural mediation.



**Graph 1. The task range of intercultural mediation.**

<sup>2</sup> Pöchhacker F; Interpreting as mediation. In: Valero-Garcès C, Martin A, eds. *Crossing Borders in Community Interpreting. Definitions and dilemmas*. Amsterdam/Philadelphia, John Benjamins Publishing Company, 2008: 9-26.

<sup>3</sup> Adapted from: HPH Task Force Migrant Friendly Hospitals and Health Services. *Standards for Equity in Health Care for Migrants and other Vulnerable Groups*. SI, 2015.



Within this spectrum, the tasks of an intercultural mediator may include, at a varying frequency and intensity, the following:

1. Linguistic interpreting
2. Facilitation of communication, the development of a relationship of trust and the effective collaboration between professionals and migrants during administrative procedures and service provision
3. Provision of information to migrants regarding administrative procedures, access to services and supportive resources, and assistance in navigating the services (accompaniment, paperwork etc.)
4. Cultural brokerage or interpreting, i.e. explaining the migrant's culture to the local professional and vice versa
5. Conflict prevention and mediation
6. Contribution to informational events and projects in order to raise awareness and enhance intercultural communication and integration
7. Advocacy under specific circumstances, i.e. acting as a power broker or supporting migrants in recognizing the violation of their rights and dignity (strictly differentiated from protectionism, political involvement and legal advocacy)

### **1.3. Educational background**

The experience gained in the different countries we have studied makes clear that it is important for intercultural mediators to have a sufficiently high level of general education. Higher secondary education is generally felt to be the lowest acceptable level of entry to the profession. A higher level of education (bachelor or master) adds value considerably. In addition, a consensus exists that intercultural mediators should also receive specific training to become professional intercultural mediators.

Intercultural mediators with a low educational level may not be readily accepted as professionals in their own right by the service providers they are working with who exercise a well-established profession and have a (much) higher educational level. It should be noted however, that the temporary nature of many intercultural mediation projects as well as the poor remuneration may make it hard or impossible to attract highly educated candidates.

Notwithstanding the importance of good general education, there are exceptional cases where it may be necessary to make the training and/or profession of intercultural mediation accessible for individuals with a lower educational level. This may be so for 'new groups' that arrive in Europe or certain culturally diverse groups (e.g. Roma people). It may be impossible

to find someone from within these groups who has the desired educational level, while the need for mediation may be such that it would make sense to train a less educated person.

Finally, it should also be possible to enter the training program without an official degree of higher secondary education for those who have proven knowledge and skills necessary to participate successfully in the program. Strategies to assess the level of such candidates should be developed.

## 1.4. Training in IMfl

An absolute consensus exists that intercultural mediators should be specifically trained to exercise the profession of an intercultural mediator. Most specialists agree that the training program should ideally lead to a degree in intercultural mediation at bachelor's or master's level (EQF levels 6 or 7). However, for reasons of practicality and depending on the specific country conditions, training provided might also be at the level of higher secondary vocational training (EQF level 5).

The experience in the field clearly shows the importance of training on the job (as a complement to the more traditional academic training methods) as well as that of intensive coaching during the training (and afterwards).

We propose a **modular structure** for the training program that consists on the one hand of a basic, general, training course and makes it possible for the trainees to specialize afterwards in one or more specific domains (e.g. health care, social work, education).

It is important that the program leads to a **recognized diploma or degree**. This is of symbolic importance (it should add to the recognition of the mediator as a professional) and makes it relatively easy for e.g. public institutions to employ them. In addition, it will facilitate access to other university training programs.

The fact that the number of intercultural mediators working within an organization is mostly relatively small also has important implications for their continuing education: whereas the large number of e.g. nurses at a hospital may make it easy to coach them and organize continuing training sessions for them, this is not at all the case for mediators. For this reason, we propose that intercultural mediators are **regularly invited for refresh courses and supervision sessions** organized by e.g. the entity that provided their training.

## 1.5. Migrant experience

In Europe, as well as in the US, most intercultural mediators are themselves migrants or belong to an ethnic minority. This is not felt to be a necessary condition for the enrollment in the training program or working as a professional mediator. It is, of course, essential that the intercultural mediator when he starts working has extensive experience with the phenomenon of migration. Due to interethnic tensions, it may be – for some groups more than others (e.g. the Roma) – important that the intercultural mediator is a member of the target group. This may facilitate the creation of a relationship of trust between the service provider and the ethnic minority client. On the other hand, it has been noted that the fact that the mediator does not belong to the national or ethnic group of his clients, may be advantageous when important tensions exist within the target group (e.g. in the case of a civil war or interethnic conflict in the country of origin).

In all cases, it is essential that the intercultural mediator has the linguistic skills and culture competence to make smooth communication and collaboration with the target groups possible. But it is as important that the mediator is able to assess the context he is working in objectively. This implies that he/she has a realistic view on the situation of his own group and the experiences of members of this group in society at large and in the context of the service delivery the intercultural mediator is involved in.

## 1.6. Personal competences - Interpersonal skills

Being a professional intercultural mediator requires (the development of) a series of attitudes and interpersonal skills that are typical of most service providing professions. Intercultural mediators should be empathetic, understanding, trustworthy, respectful and have a non-judgmental attitude. In addition, they have to be able to work in a team and have a professional attitude. This includes aspects such as being on time, respect professional secrecy, eagerness to learn, be critical of their own professional performance and be able to accept and learn from feedback and criticism. Other skills that add value to the services of an IM are the ability to judge problems, prioritize decisions, and take initiatives.

As intercultural mediators who themselves are migrants or belong to an ethnic minority may often be confronted with (the consequences of) unjust situations, discrimination, racism or prejudices towards their own group (or themselves), it is very important that they are able to monitor and manage the emotional impact of these phenomena on their professional performance. Aspects that merit special attention are their impact on their neutrality and

objectivity, on their relationship with both their own and the 'other' group and emotional well-being and balance. Being able to deal with insults seems – unfortunately – to be an important skill to be able to continue working as an intercultural mediator without developing a burn-out or depression.

## 1.7. Intercultural competences

The following competences and attitudes are considered essential by the TIME partnership for IMs to successfully provide their services in culturally diverse environments:

- Be non-racist and non-xenophobic
- Neutrality towards all parties involved (with the exception of advocacy, mentioned in section 3.7 *Deontology – Ethics*)
- Ability to reflect on their own perceptions, values and norms, and to recognize own prejudices
- Keep calm and be not responsive to ironic and/or stereotypic-oriented assaulting
- Have a positive attitude towards people
- Aware of cultural differences and able to provide information of relevant social and cultural issues in a succinct and non-stereotyping manner (cultural interpreting skills)

Several of these competences and attitudes can be further developed through targeted training, and should be an essential part of IMfl training. As for the attitudes / competences that are less subject to training, it should be ensured that candidate IMs do possess them through interviews or personality tests before acceptance to the IMfl training courses.

## 1.8. Linguistic and interpreting skills

Research and empirical data from many countries has demonstrated that *linguistic competence* at C1 level in both the migrant and the host languages is strongly recommended for an IM to provide reliable and professional services. Advanced linguistic competence is a prerequisite for effectively performing the multifaceted tasks of an IM that, more often than not, involve demanding communication situations. The TIME partnership proposes that these linguistic skills should have been acquired before entering an IMfl training course.

It is crucial for an IM to have good knowledge of the *terminology* of the field(s) he/she is active in, which should be acquired during the training. Indicatively, this may include administrative procedures, legal terminology, medical terminology, or terms related to

employment or education. It would be useful to mention on the training certificate / degree the domains for which the mediator has been prepared. Terminology is a field of knowledge where regular upskilling is needed.

Given that the removal of linguistic barriers is essential to the function of an intercultural mediator (according to the definitions adopted), *interpreting skills* are considered crucial for this profession. The IMfl training course should equip the mediator with the amount of knowledge in consecutive interpretation that will allow him/her to use his high linguistic skills and knowledge of terminology for rendering accurate, culturally-sensitive interpretation services. Upskilling in interpretation techniques is required from time to time.

## 1.9. Fields of knowledge

Based on the European experience, including both good practices and serious skill gaps, TIME proposes a minimum course list within the range of EQF levels 5-7, adaptable and extendable according to need. The main fields of knowledge are presented, along with specific subjects that are considered absolutely essential for the training of IMfl professionals. It should be noted, however, that this list is intended only to depict the cognitive profile of an IM and is not as structured and comprehensive as the training program to be created by TIME.

### ***Intercultural mediation and the host country structures***

- The role, tasks and intervention fields of an intercultural mediator
- Structure of public services administration and basic administrative procedures in host country
- Legal framework on migration and migrant rights in host country - history of migration
- Specialization in one or more intervention fields (health, education, police-courts, housing, administration)

### ***Essentials in Humanities***

- Communication theory and practice
- Introduction to psychology concepts
- Basics in sociocultural structures and anthropological concepts
- Knowledge of exclusion and discrimination mechanisms
- Gender theory
- Special characteristics of vulnerable groups
- Sociocultural differences - impact on service provision and coping strategies

### **Mediation**

- Conflict resolution techniques
- Inter-ethnic conflict particularities and coping strategies

### **Linguistics and interpreting (see section 1.8)**

- Terminology in Health, Law, Housing, Paperwork etc. according to field of specialization
- Interpreting techniques

### **Professional ethics and tools**

- Professional conduct and deontology code
- Intercultural mediators' rights, networking, registries etc.
- Role awareness in different settings
- Self-improvement techniques (e.g. balancing work stress and burn-out, temper control, coping with pressure and adverse working conditions)

### **Digital skills (see section 1.11)**

As stated before, TIME proposes training to be offered in a modular form, so that different initial competence profiles can be catered for. The level of expertise obtained through such training will depend mainly on the training scheme offered by the training provider. Evidently, regular refreshing and up-skilling seminars are as important for the IMfl profession / occupation as for any other type of social services.

## **1.10. Deontology – ethics**

For intercultural mediation to be recognized as a profession, the development of a code of conduct, a set of standards for the execution of the different tasks involved, and a deontological code seems to be essential. A clear description of the tasks and missions of the intercultural mediator and how these should be carried out is a cornerstone for the establishment of the profession. As regards the development of a deontological code, many elements can be taken from existing codes. Leaning on the professional codes for intercultural mediators that exist in countries with highly developed IMfl services (namely Belgium, France and Switzerland), we propose the following as essential elements of an IM deontological code:

- Confidentiality – respect for professional secrecy
- Knowing when information obtained during interventions may / should be shared
- Neutrality

- Objectivity
- Transparency – clarity of role
- Completeness and intelligibility

It is of the utmost importance that existing legislation applicable to the work of the intercultural mediator is taken into account. The different elements described above in the proposed code of conduct should make it possible for the intercultural mediator and those he/she is working with to assess the quality of his/her work both at technical level and at the level of deontology.

A controversial issue in the deontology of intercultural mediators is their neutrality. We argue that neutrality should be the ‘default position’ of the intercultural mediator but that he/she may be confronted with situations that require advocacy for one of the parties involved. This is especially the case when the principle of equal opportunities is violated or the dignity/rights of the weaker party are attacked.

## 1.11. Digital skills

In our digital age, digital literacy is considered a transversal skill for most types of professions and occupations. However, there are certain digital skills essential for the effective communication of IMs with their clients and efficient service rendering, such as:

- Use of e-mail (medium level)
- Retrieve efficiently information from the Web (advanced level)
- Word processing (medium level)
- Use of e-learning platforms (medium level)
- Use of videoconferencing technology (advanced level; for remote intercultural mediation only)

Depending on the tasks of the IM and the specific country conditions, the following skills may be either crucial or add value:

- Use of social media
- Organizing a website
- Digital form completion

Especially when IMs are of migrant origin, the levels of digital literacy may vary significantly. Therefore, digital skills should be assessed before entering an IM training program and IT courses should be offered to all the trainees in need, as part of the IM training program.

## 1.12. Country specific characteristics

In *Germany*, there is a distinction between certified mediators (who are usually of non-migrant origin and mostly work in the economic or health sector) and facilitators, ambassadors, interpreters (mostly with migration background) who work in de-escalation of conflicts and misunderstandings due to cultural differences, but are not trained mediators. Given this situation, we propose for the first group to foster the integration of intercultural mediation issues (in an adequate scope) into all kinds of mediation training. This becomes more and more important in view of changing structures of society, where the rising number of migrants in the society affects all public as well as private parts of life - patients, customers, colleagues, binational marriages, students etc. Knowledge of a migrant language and culture would be also very important.

Regarding the second group, more attention should be paid to mediation skills, with a special mention to interpreters. Strategies for mediation skill development have to be developed and integrated. A professional training and certification in intercultural mediation for this group is highly recommended. Intercultural trainers could also receive additional training in order to provide intercultural mediation services.

Regarding the fields of knowledge, for both groups there should be a special focus on:

- a. Cooperation in intercultural teams (due to the increasing number of migrants and consequently the change of structure of the associate teams in every sector)
- b. Communication mediation in the care sector: care of the elderly (demographic development)
- c. Conflict management – mediation: prevention of youth violence

In *Italy*, there are already well-defined training structures and requirements for intercultural mediators. TIME does not propose that these structures should change; however, the proposed profile applies in general to Italy as well. Of course, according to the training level and the degree of specialization, the aforementioned qualifications may be significantly exceeded.

In *Poland*, trainings in mediation take place at university level, and intercultural mediation falls in the same category. Until now, there has been no acute need for intercultural mediation and offers have been limited. However, this is expected to change soon, both due to projected population movements and the refugee crisis that affects the whole EU. Understandably, as far as refugees are concerned, it will be very hard to find either Polish citizens or migrants who have sufficient knowledge of both languages and cultures. However, communication and intercultural mediation needs may be urgent. In such cases, it may be advisable to design crash courses in language, culture, and intercultural mediation



that will enable trainees to act as interpreters/facilitators within a short period of time. The skills acquired through such training would be expected to be at functional and not advanced level, with continuous on-the-job learning and up-skilling. The cognitive challenges posed by such courses would require a minimum educational background of secondary level.

At the same time, it will be difficult to find trainers competent in the cultures / languages involved. Training may need to be held in a third language, e.g. English, French or German. This means that trainees should have a good working knowledge of the third language as well.

In *Portugal*, the legal requirements for a sociocultural mediator are that he is over 18 years old, has completed at least the 6<sup>th</sup> grade of school education (elementary), and has a professional training in sociocultural mediation (Portuguese level 2 of professional qualification, equivalent to the 9<sup>th</sup> grade of school education; EQF level 4). According to the profile drafted by TIME, it appears that elementary education would not provide sufficient background for the acquirement of the European IMfl profile. Upgrading requirements and training content could be taken into consideration.

## 2. Connection of the intercultural mediator profile to learning outcomes

### 2.1. Methodology

The definition of desired learning outcomes is essential part of designing a training program. A main aim of the TIME project being to produce a modular training program for intercultural mediators, learning outcomes had to be defined according to the intercultural mediator profile, prior to defining training content and methodology.

In formulating the learning outcomes, a constructivist approach was adopted. Constructivism, as opposed to cognitivism, is based on subjectivism and is descriptive rather than prescriptive (Anthony, 1996, as cited in CEDEFOP, 2010). This approach places the learner and his experiences, skills, interests and needs in the center, shifting focus from teaching to learning (CEDEFOP, 2010). It calls for active learning strategies, where students have significant “autonomy and control of the direction of the learning activities” (Anthony 1996, p. 350, as quoted in CEDEFOP, 2010, p. 40). In accordance with the constructivist approach, the learning outcomes produced for this project are not always calculable. Instead, they call for facilitative training and flexible assessment where self-reflection and real-life performance play an important role (CEDEFOP, 2010).

For the description of learning outcomes, the definitions recommended by the European Qualifications Framework (EQF) have been used<sup>4</sup>:

*“‘Knowledge’ means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.”*

*“‘Skills’ means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).”*

*“‘Competence’ means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and*

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<sup>4</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

*personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.”*

The learning outcomes have been developed corresponding to EQF level 5. The only exception to that are digital skills, where the levels defined in the profile are followed. For the reader’s ease, the EQF standards for level 5 are quoted<sup>5</sup>:

*Knowledge: “Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.”*

*Skills: “A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.”*

*Competence: “Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.”*

The learning outcomes were developed in correspondence with the structure of the intercultural mediator profile produced by TIME project. Therefore, not only knowledge fields are covered, but also personal and intercultural skills and competences. This resulted in overlaps, to some extent. However, given that personal and intercultural skills and competences are usually not acquired through a single field of knowledge / learning unit, it was seen necessary to maintain this structure, so as to make clear what the overall outcome should be. Understandably, learning outcomes could only be produced for fields of knowledge and competences that are trainable through a specialized course training intercultural mediators. Learning outcomes referring to fields of general education, life-experience or personality traits have not been produced.

It should be noted that where wording suggests that the intercultural mediator is of migrant origin, this does not mean that non-migrant mediators are not involved as well.

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<sup>5</sup> <https://ec.europa.eu/ploteus/content/descriptors-page>

## 2.2. Intercultural mediation and the host country structures

### 2.2.1. *The role, tasks and intervention fields of an intercultural mediator*

#### **Learning outcomes**

##### Knowledge

1. IMs will know about the development of intercultural mediation in Europe, different definitions of and approaches to IM
2. IMs will have detailed knowledge about the definition, content and profile of intercultural mediation in the country of residence
3. IMs will have a comprehensive understanding of their role, how it is differentiated from akin professions, and issues of power/ authority that are involved
4. IMs will know specifically about their tasks, what they involve, and how they are differentiated according to the intervention field
5. IMs will know about the main issues, principles and techniques involved in facilitation of communication, the development of trust relationships and the effective collaboration between professionals and migrants

##### Skills

1. IMs will be able to assume and assert their role while interacting with clients, without intruding into other professional fields
2. IMs will be able to apply effectively principles and techniques of trust development, facilitation of communication, and promotion of collaboration between professionals and migrants, in their everyday work

##### Competences

1. IMs will be competent at assessing the level of trust, collaboration and mutual understanding in a triadic encounter, and in adjusting their behavior accordingly
2. IMs will be capable of reviewing, analyzing and reflecting on encounters, in order to improve their performance

## 2.2.2. *Structure of public services administration and basic administrative procedures in host country*

### **Learning outcomes**

#### Knowledge

1. IMs will have a general knowledge of the overall administrative structure of the country of residence
2. IMs will have an overall knowledge of the public services available in the country of residence, and issues of eligibility / access
3. IMs will know the main administrative procedures related to legal residence, healthcare, work, education and social services provided by the State
4. IMs will know principles of effective communication with civil servants
5. IMs will know of supportive resources (info material, websites, NGOs etc.) that provide guidance or assistance in administrative procedures and access to services

#### Skills

1. IMs will be able to communicate effectively with civil servants, taking into consideration both hierarchy issues and lawful procedures
2. IMs will be able to explain in a simplified manner administrative procedures to migrants, according to the clients' background and the IMs' field of intervention
3. IMs will be able to assist migrants in navigating successfully public services and administrative procedures
4. IMs will be able to support practically migrants or professionals in bureaucratic procedures if there are linguistic barriers (e.g. filling in forms in host country language, translating lists of required documents, and the like)
5. IMs will be able to make efficient use of supporting resources in order to provide reliable information regarding administrative procedures, and facilitate access to public services

#### Competences

1. IMs will be able to adapt to changing administrative procedures, by assuming responsibility for tracking developments and by autonomously retrieving relevant information

### 2.2.3. *Legal framework on migration and migrant rights in host country - history of migration*

#### **Learning outcomes**

##### Knowledge

1. IMs will know European and national legislation on migration (procedures of application for permit of stay and structures in charge, procedures of claim for international protection, procedure of request for citizenship, Dublin regulation)
2. IMs will know social and political contexts of the country of migrants'/refugees' origin
3. IMs will have a general knowledge and understanding of migration history in the host country
4. IMs will know the national and local system of reception of the host country and the main supporting organizations that operate with migrants/ refugees
5. IMs will know the legal rights and obligations of migrants / refugees, as well as the penalties that apply to them

##### Skills

1. IMs will be able to explain the legal papers of migrants and refugees (permit of stay, request of international protection, recognition of the international protection status)
2. IMs will be able to collect and draft the personal history of any asylum seeker, forewording the procedure of international protection
3. IMs will be able to explain migrants their rights and obligations and help them through procedures of integration
4. IMs will be able to provide meaningful information to migrants on the social, political and administrative context of the host country in order to facilitate the integration process

##### Competences

1. IMs will be competent to support the legal workers during the interview with migrants/asylum seekers
2. IMs will be competent to attend and support migrants during the fulfillment of administrative and bureaucratic procedures
3. IMs will be able to discern breaches of human rights and other legislation applying to migrants, and refer them where necessary to the relevant authorities

## 2.2.4. Specific fields of intervention

### Health

#### **Learning outcomes**

#### Knowledge

1. IMs will know the functioning of the national and local health system (structure, care levels, insurance issues, welfare system, administrative procedures related to healthcare access)
2. IMs will know the main rules to access health assistance for migrants
3. IMs will know the medical terminology used in doctor-patient contacts
4. IMs will know elements of migration medicine
5. IMs will be aware of certain rules and features in communication with health professionals, given the special culture and authority related to the medical profession
6. IMs will be aware of specific protocols applied in health environments of special caretaking conditions such as psychiatric clinics and hospitals, prison hospitals, rehabilitation centers, first reception health facilities etc.
7. IMs will know elements of medical anthropology: doctor-patient relationship, traditional healing systems, social and anthropological dimension of health, illness and related treatment, ethnomedicine
8. IMs will know basic deontology issues in the health sector
9. IMs will know the basic steps, procedures and techniques involved in designing and implementing awareness raising activities on health issues in migrant communities

#### Skills

1. IMs will be able to supply information and orientation to migrants on national/regional/local health services
2. IMs will be able to inform, educate and incite migrants in their communities on prevention issues and the use of the health system
3. IMs will be able to prevent and resolve conflicts in healthcare that are caused by cultural differences

#### Competences

1. IMs will be competent to realize support actions regarding doctor-patient relationship, focused on the psychological and cultural dimension of illness

2. IMs will be competent to support the doctor-patient relationship, in which it's necessary to realize an effective/efficient communication, especially for topics such as: cultural/religious feasts, rituals, attitudes towards possible taboo-subjects such as sexuality, abortion, contraception, euthanasia

## Education

### ***Learning outcomes***

#### Knowledge

1. IMs will know the education system of the host country (levels of education; types of schools for migrants; opportunities for lifelong learning for migrants and their integration in the host society, e.g. language courses)
2. IMs will know about values and attitudes regarding education in the host country in comparison with those of their country of origin
3. IMs will know the evaluation system adopted in the educational system
4. IMs will be aware of certain rules and features in communication with educators, given the special culture and authority related to the teaching profession
5. IMs will know the basis of intercultural communication and pedagogy
6. IMs will be aware of bullying issues in schools
7. IMs will know about structures that support parents and pupils/ students (like parent schools, homework aid provisions, scholarships etc.)
8. IMs will know the correspondence of the basic educational structures between the host and origin countries, as well as procedures of recognition of studies/ education/ professional training realized abroad, as applied in the host country
9. IMs will know the steps, procedures and techniques involved in awareness raising activities for pupils

#### Skills

1. IMs will be able to support migrant parents in administrative and communicative issues related to their children education
2. IMs will be able to decode attitudes culturally connoted
3. IMs will be able to communicate effectively with the teaching and administrative staff of schools in order to support them to deal effectively with cultural and linguistic differences of migrant pupils and parents
4. Conflict resolution skills in the educational environment, including bullying issues

#### Competences

1. IMs will be competent to realize interventions of social mediation, in order to prevent and manage conflictual situations, related to educational settings, and to



communicate with educators to prevent the educational abandonment of foreign pupils

2. IMs will be competent to plan and schedule the modalities of foreign pupils' admission in the classroom
3. IMs will be able to design and implement awareness raising activities for pupils of all origins on issues of multiculturalism, the migration / refugee experience, cultural identities and the like
4. IMs will be able to design and adapt their interventions in the educational environment according to the importance assigned to education in the different cultures of reference and the relevant attitudes

### Police and legislative services

#### ***Learning outcomes***

##### Knowledge

1. IMs will know legal terminology
2. IMs will know the rules in communication with police officers, lawyers and judges, given the authority and hierarchy assigned to them related to the teaching profession
3. IMs will know the structure of the judiciary system
4. IMs will know about the procedures involved in migrant encounters with the police and at courts

##### Skills

1. IMs will be able to understand and accurately translate judiciary deeds
2. IMs will be able to synthetically and clearly describe the legal situation of migrants
3. IMs will be able to support migrants and authorities in filling in accurately necessary documents
4. IMs will be able to prevent and resolve conflicts caused by cultural or linguistic differences between migrants and the police

##### Competences

1. IMs will be competent to optimize the relationships between migrants and institutions, in diverse legal contexts (first reception, public security, disembarkation, judicial procedures, etc.)

## State services and Labor

### *Learning outcomes*

#### Knowledge

1. IMs will know in detail the public offices and services addressed at migrants, their structure, competences and interdependence (submission procedures, authorization issues, etc.)
2. IMs will know the network of public services designated at 'direct encounter' with the foreign
3. IMs will know the legal obligations of civil servants towards foreign citizens as well as institutions protecting civil rights (e.g. ombudsman)
4. IMs will be acquainted with labor legislation in general and that applying to different residential statuses of foreigners (e.g. declaration of work; insurance; forms of employment and duties of the different parties; hiring procedures and contracts)
5. IMs will be able to explain the differences between the different categories of residence permit for employment and business purposes (paid employment – provision of services or work - special purpose employees- investment activity- highly qualified employment EU Blue Card - seasonal employment- fishermen etc).
6. IMs will be acquainted with the local job-seeking procedures, tools and techniques
7. IMs will know the basic steps, procedures and techniques involved in designing and implementing awareness raising activities on intercultural communication issues

#### Skills

1. IMs will be able to translate migrant needs and administrative requirements in an understandable way in the context of reference
2. IMs will be able to explain risks of undeclared work to migrants and employers
3. IMs will be able to provide up-to-date information to migrants in relation to basic legal rights of employers and employees, social security, and job-seeking processes
4. IMs will be able to assist migrants to present their working experience properly in written form

5. IMs will be able to prevent and resolve conflicts of cultural and linguistic origin that arise at the working place or at civil service encounters
6. IMs will be able to design and implement simple awareness raising activities on issues of multiculturalism, the migration / refugee experience, cultural identities and the like

#### Competences

1. IMs will be competent to intervene in order to support both civil servant and migrants to properly decode the stated requests
2. IMs will be able to detect distrust between migrants and the competent services, and work towards the creation of a trusting relationship
3. IMs will be competent in recognizing the violation of labor legislation and civil rights, and inform the migrant which authority is responsible for dealing with the issue

#### Housing

##### ***Learning outcomes***

#### Knowledge

1. IMs will know rental agreements, procedures of registration
2. IMs will know residence regulations, rights and duties of tenants
3. IMs will know elements of intercultural communication
4. IMs will know prevention strategies of intercultural conflicts
5. IMs will know the basic steps, procedures and techniques involved in designing and implementing awareness raising activities on intercultural communication issues

#### Skills

1. IMs will be able to explain rental agreements
2. IMs will be able to decode verbal and non-verbal communication
3. IMs will be able to resolve interpersonal (non-legal) conflicts between house owners, brokers and tenants

#### Competences

1. IMs will be competent to define an individual plan of support in the research of an accommodation, based on the needs of migrants

2. IMs will be competent in the planning of social mediation interventions, in the housing field: to facilitate the communication in condominium contexts; to organize and manage informative meetings on the topics of intercultural communication; to support the condominium administrators in the management of relationships in multiethnic condominium contexts
3. IMs will be competent in raising awareness about non-discrimination in the access of accommodation, and to inform migrants on the respect of the rules of living in a condominium

## 2.3. Essentials in Humanities and Social Sciences

### 2.3.1. *Communication theory and practice*

#### **Learning outcomes**

##### Knowledge

1. IMs will understand the main communication theories and models, mechanisms of communication and message transmission
2. IMs will know different ways of communicating in various environments and situations and will familiarize themselves with techniques of organizing messages
3. IMs will know techniques to adapt their communication style depending on the scope of their message and the feedback they receive by the receiver
4. IMs will have a thorough understanding of cross-cultural non-verbal communication issues
5. IMs will know to properly codify and de-codify messages in order to react accordingly and achieve successful communication.

##### Skills

1. IMs will develop self-awareness and self-control in communication, so as to control their feelings and reactions in difficult environmental conditions that disfavor proper communication (pressure, irritation, anxiety, insulting behaviors etc.)
2. IMs will be able to properly interpret nonverbal messages of individuals from different cultures
3. IMs will be able to recognize the communication factors and their particularities that apply in every case in order to modify their communication strategy accordingly
4. IMs will be able to realize if and to what extent they are understood by others so as to take all necessary steps for proper communication

##### Competences

1. IMs will be competent to identify and avoid two of the basic errors people usually fall in when communicating: (a) that they have been understood, (b) that it is the others' fault not to have understood them
2. IMs will be competent to cope with challenging situations in communication
3. IMs will be more discerning and intuitive in communication with others

### 2.3.2. *Introduction to psychology concepts*

#### **Learning outcomes**

##### Knowledge

1. IMs will understand basic psychology concepts and terms in order to be able to better collaborate with specialists and officers
2. IMs will have a basic understanding of the mechanisms shaping self-perception and personal identity
3. IMs will know the specific psychological characteristics of individuals in different environments and situations for whom they are called to mediate (hospital, first reception incidents, mental health facilities, etc.)
4. IMs will have a basic understanding of stress mechanisms and how these affect all parties involved in mediation

##### Skills

1. IMs will be able to collaborate more efficiently with the staff of different facilities; in particular in mental health and social welfare facilities
2. IMs will be able to apply intercultural mediation techniques depending on the specificities of each case
3. IMs will be able to recognize signs of stress, discomfort, fatigue and depression in themselves and others
4. IMs will be able to use indicated discharging techniques at initial stages

##### Competences

1. IMs will become more introspective, observant and analytical
2. IMs will become more effective and collaborative on the field
3. IMs will become more self-controlled yet more empathetic

### 2.3.3. *Basics in sociocultural structures and anthropological concepts*

#### **Learning outcomes**

##### Knowledge

1. IMs will know the main principles of sociocultural and anthropological theories and concepts with emphasis on Migration, Otherness, Solidarity, Diversity, Integration and Social Cohesion
2. IMs will understand how stereotypes are created and how these can affect integration

3. IMs will be acquainted with the profiles of professionals from Humanities and Social Sciences whom they will be called to work with on the field
4. IMs will know about types and causes of migration, as well as its impact on migrants themselves and the hosting society

#### Skills

1. IMs will be able to recognize the manifestation of basic sociocultural and anthropological structures in their working environment and its impact on the mediation process
2. IMs will be able to offer informed and high standard mediation services as they will better understand the needs and attitudes of both sides

#### Competences

1. IMs will be competent to overcome the barriers caused by their own stereotypes so they will become more open-minded, understanding and tolerant
2. IMs will be competent in actively promoting migrant integration by efficiently communicating sociocultural and anthropological issues in mediation encounters and awareness-raising activities

### 2.3.4. *Knowledge of exclusion and discrimination mechanisms*

#### **Learning outcomes**

##### Knowledge

1. IMs will know about social exclusion and discrimination mechanisms
2. IMs will know about types and categories of discrimination
3. IMs have a thorough knowledge about the social and psychological impact of phenomena such as oppression, racism, discrimination, and stereotyping
4. IMs will know about human rights and international protection, as well as institutions protecting human rights in the host country and at European level
5. IMs will know about (anti-) exclusion and discrimination policies in laws, conventions, regulations, guidelines and agreements related to migration, integration and discrimination

##### Skills

1. IMs will be able to explain migrants their rights according to national, European and international law
2. IMs will be able to inform/ educate migrant societies in the host country about anti-discrimination policy

3. IMs will be able to anticipate the impact of discrimination and stereotyping on the mediation process

#### Competences

1. IMs will be able to recognize discriminatory behavior against migrants, assess the seriousness of the incident and decide whether it can be resolved within the professional and deontological boundaries of intercultural mediation or should be referred to a pertinent authority / institution
2. IMs will be able to deal effectively with insults addressed either at themselves or at migrants

### 2.3.5. *Gender theory*

#### **Learning outcomes**

##### Knowledge

1. IMs will know the main concepts of prevailing gender theories
2. IMs will understand the role of political theory and religion in gender issues
3. IMs will understand the impact of the feministic movement in the Western world and elsewhere
4. IMs will understand the main structures and concepts of patriarchal societies
5. IMs will understand the main issues of alternative sexual orientation in the modern world and its implications for intercultural mediation
6. IMs will understand how gender stereotypes are developed and manifested, and how they effect self-perception
7. IMs will know about mechanisms of positive social change

##### Skills

1. IMs will be able to successfully mediate in cases where gender issues arise
2. IMs will help develop trust and collaboration between the parties involved
3. IMs will be able to soft-pedal negative attitudes due to gender stereotypes
4. IMs will be able to explain effectively gender issues to professionals and help them adjust their intervention where possible in order to respect different beliefs, values or taboos

#### Competences

1. IMs will be able to identify gender stereotypes in their working environment, assess how they affect the encounter and adjust their intervention accordingly



2. IMs will be able to recognize their own gender stereotypes and develop a more objective, unbiased attitude

### 2.3.6. *Special characteristics of vulnerable groups*

#### **Learning outcomes**

##### Knowledge

1. IMs will know the main characteristics (physical, sociocultural and psychological) of vulnerable groups such as refugees, torture victims, drug addicts, mental health patients, patients in general, abused women and children, disabled, elderly and others
2. IMs will know about forms, prevalence and impact of home violence both in the host country and the main migrant countries of origin
3. IMs will know the protective regulations and institutions that exist in the host country for different vulnerable groups
4. IMs will know medical and psychological terms and definitions related to vulnerable groups
5. IMs will know procedures and bureaucracy necessary to handle mediation situations involving subjects from vulnerable groups
6. IMs will know terminology and possible jargon used in relation to and within different vulnerable groups
7. IMs will know special requirements and rules that apply to mediation with children

##### Skills

1. IMs will develop techniques to cope with clients from vulnerable groups in different settings
2. IMs will be able to more efficiently support the work of specialists (doctors, psychologists, sociologists etc.) working with vulnerable groups
3. IMs will be able to understand and use terminology and possibly jargon used in various facilities by specialists treating migrants in vulnerable groups and members of vulnerable groups alike
4. IMs will be able to refer members of vulnerable groups to institutions dedicated to their protection, as well as to inform them on protective regulations

##### Competences

1. IMs will be competent to understand needs and attitudes of migrants pertaining to vulnerable groups and adjust accordingly their interventions

2. IMs will be competent in treating members of vulnerable groups in a respectful and thoughtful manner

### 2.3.7. *Sociocultural differences - impact on service provision and coping strategies*

#### **Learning outcomes**

##### Knowledge

1. IMs will know about group and subgroup theory
2. IMs will understand important sociocultural structures and characteristics of the host country
3. IMs will know about sociocultural differences of the more populous migrant groups in the host country and understand their impact on service provision
4. IMs are knowledgeable about communication style differences, how their style may clash or facilitate the counselling process with minority clients, and techniques for handling difficulties in communication caused by sociocultural differences
5. IMs possess comprehensive knowledge about their own racial and cultural heritage and how it personally and professionally affects their definitions and biases of normality/ abnormality and the process of mediation

##### Skills

1. IMs will be able to use coping strategies to resolve difficult situations due to sociocultural differences
2. IMs will be able to differentiate between difficulties caused by social differences and ethno-cultural differences, as well as the implications for communication and relationships
3. IMs will be able to help both sides understand sociocultural differences and collaborate well despite of them

##### Competences

1. IMs will become more flexible when facing diversity
2. IMs will be able to recognize and work on their own stereotypes in order to provide more effective services according to the characteristics of the parties involved

## 2.4. Mediation

### 2.4.1. Conflict resolution techniques

#### **Learning outcomes**

##### Knowledge

1. IMs have thorough knowledge of the characteristics of conflict and how it manifests into interpersonal, social and organisational contexts
2. IMs know how to identify and take steps to prevent potential situations that could result in unpleasant confrontations
3. IMs manage and resolve conflicts and disagreements in a positive and constructive manner to minimize negative impact

##### Skills

1. IMs are able to understand the psycho-physiological and behavioural aspects of conflict
2. IMs are able to manage and resolve conflicts and disagreements in a positive and constructive manner to minimize negative impact
3. IMs are able to demonstrate problem solving skills, such as:
  - Active listening
  - Formulate and express desired outcomes
  - Identify underlying interests
  - Develop and analyse options
  - Balance power relationships

##### Competences

1. IMs demonstrate a high level of respect of all participating parties, without being biased
2. IMs understand the characteristics of conflict and how it manifests itself into organisational and social contexts
3. IMs apply different collaborative conflict resolution techniques considering several parameters, such as neutrality, confidentiality, objectivity, respect and honesty

## 2.4.2. *Ethnic conflict particularities and coping strategies*

### **Learning outcomes**

#### Knowledge

1. IMs will know the definitions, characteristics and main causes of ethnic conflict
2. IMs will know about the history and impact of ethnic conflicts between the host country and the countries of origin, as well as between the different countries of origin and within different ethnic groups pertaining to them
3. IMs will understand how ethnic conflict between various communities affects social cohesion in the host country
4. IMs will have a clear understanding how the mediation process can be affected from power structures of various minority groups and the impact of inter-ethnic conflicts, as well as the factors that determine the choice or exclusion of an IM in such settings

#### Skills

1. IMs are able to plan an intercultural mediation session taking into consideration their clients' background and create an appropriate setting
2. IMs are able to deal with escalating situations but work towards de-escalation and systematically apply conflict resolution strategies
3. IMs are able to understand themselves as racial and cultural beings and are actively seeking a nonracist identity
4. IMs are able to explain to professionals the significance and impact of ethnic conflict between various migrant communities

#### Competences

1. IMs are aware and sensitive to their own cultural heritage and its relation to other people, respectively different kinds of clients, and how this influences the mediation process
2. IMs recognize the limits ethnic conflicts may pose on their mediation activity and assume the responsibility to refuse an intervention if they are aware that the ethno-cultural context will not enable a session that is in the best interests of both parties

## 2.5. Terminology and interpreting

### 2.5.1. Terminology in fields of specialization

#### **Learning outcomes**

##### Knowledge

1. IMs will have a comprehensive knowledge of the terminology and jargon used in their everyday working environment / field of specialization in both languages, as well as their simplified equivalents
2. IMs will have a basic knowledge regarding the procedures/contents described by the professional terms they have learned

##### Skills

1. IMs will be able to interpret terminology to clients at the level of simplicity appropriate for the clients' educational background, linguistic and intellectual abilities

##### Competences

1. IMs will be competent at detecting their lack of knowledge / upskilling needs in terminology used in their everyday tasks/field of specialization, and using appropriate resources to cater for these
2. IMs will be competent at assuming the responsibility for accurate information transfer when terminology is involved, including the initiative to ask for explanations when needed

### 2.5.2. Interpreting techniques

#### **Learning outcomes**

##### Knowledge

1. IMs will have a general knowledge about the different types of interpreting
2. IMs will have a comprehensive knowledge of the methodology of consecutive interpreting
3. IMs will know the techniques and tools that support consecutive interpreting (e.g. memory exercises, note taking, automations)
4. IMs will know the characteristics and differences of on-site and distant interpreting
5. IMs will know the deontology of interpreting

6. IMs will thoroughly understand the scope and limits of interpreting in intercultural mediation and the adjustments that may be necessary
7. IMs will know key resources available for upskilling in interpreting or specific interpreting fields (e.g. medical interpreting, interpreting at courts)
8. IMs will know the specific characteristics and requirements of remote interpreting

#### Skills

1. IMs will be able to make quick linguistic decisions regarding word choice or terminology selection
2. IMs will be able to provide consecutive interpreting services with accuracy, conserving intent, tone, style, and utterances of all messages
3. IMs will be able to use tools and techniques that support consecutive interpreting (e.g. memory exercises, note taking, automations)
4. IMs will be able to prepare efficiently for interpreting sessions
5. IMs will be able to provide remote interpreting services

#### Competences

1. IMs will be competent at adapting the kind and level of interpretation (word to word, more liberal, inclusion of simplifications or cultural interpreting) according to the content and context of the encounter, maintaining accuracy and reliability
2. IMs will be able to assume responsibility for the further development of their linguistic and interpreting skills, according to the needs observed in everyday practice
3. IMs will be able to assume responsibility for adhering to interpreting deontology as applicable

## 2.6. Professional ethics and tools

### 2.6.1. Professional conduct and deontology code

#### **Learning outcomes**

##### Knowledge

1. IMs will have a good understanding of the general rules applying to professional conduct (being on time, dress code, respectful behavior, hierarchy issues, eagerness to learn, accepting feedback/criticism)
2. IMs will have a good understanding of the meaning of confidentiality, neutrality, objectivity, transparency, completeness and intelligibility in intercultural mediation, as well as the related practical and ethical issues
3. IMs will be knowledgeable of and fully comprehend the deontology code applicable to intercultural mediation in their country, including the legal implications

##### Skills

1. IMs will be able to discern what kind of information is confidential and what should or might be shared and with whom, in line with the applicable legislation
2. IMs will be able to discern when neutrality is required in an encounter, and when advocacy is needed/justified/allowed and to what extent
3. IMs will be able to pursue and assess during their professional encounters objectivity, independently of their personal beliefs or preferences
4. IMs will be able to explain in a transparent way their role to their clients

##### Competences

1. IMs will be able to maintain professional conduct in changing or challenging circumstances
2. IMs will be competent at estimating which tasks are within their skill range and emotional limits, and reject tasks they are unable to perform in a professional manner
3. IMs will be capable of improving their services through constructive use of feedback and criticism
4. IMs will be competent at assessing the quality of their work both at technical level and at the level of deontology based on the code of conduct

## 2.6.2. Professional identity and tools

### **Learning outcomes**

#### Knowledge

1. IMs will know about the professional status of intercultural mediation in the host country and their established rights, relevant authorities, as well as possibilities to further pursue a professional identity (lobbying, legal issues etc.)
2. IMs will know about the different registries for IMs in the host country, inscription requirements and procedures, scope, and utility
3. IMs will know about the institutions that may issue calls for intercultural mediation interventions and the related procedures, as well as other job opportunities
4. IMs will know about intercultural mediation practices and organizations in other countries, as well as other affiliated practices such as community interpreting or medical interpreting
5. IMs will know about online communities and other networks of intercultural mediators (local, European and international) and related professions, their regular events and informative material
6. IMs will know the principles and basic techniques of effective networking

#### Skills

1. IMs will be able to actively identify job opportunities
2. IMs will be able to use registries in order to foster their professional profile
3. IMs will be able to identify and create networking opportunities with peers and others, as well as to use effectively existing networking tools

#### Competences

1. IMs will be competent in accessing resources on intercultural mediation and related fields in the languages they know in order to improve their services
2. IMs will understand the importance of networking and lobbying for their own development and the pursuit of a professional identity for IMs in general



### 2.6.3. *Role awareness in different settings*

#### **Learning outcomes**

##### Knowledge

1. IMs will have a thorough understanding of the multiple factors affecting their role in different settings:
  - Field and scope of intervention
  - Power and hierarchy issues
  - Special traits of certain professional groups
  - Educational and sociocultural factors
  - Presence/ absence of conflicts

##### Skills / Competences

1. IMs will be able to assume the appropriate role in different settings, i.e. according to field and scope of intervention, power relations, educational and sociocultural background of clients

### 2.6.4. *Self-improvement techniques*

#### **Learning outcomes**

##### Knowledge

1. IMs will know and understand the scope and utility of the following self-improvement techniques:
  - Stress management
  - Reflection
  - Observation
  - Visualization
  - Developing assertiveness
  - Fighting self-victimization

##### Skills

1. IMs will be able to cope effectively with stressful situations
2. IMs will be able to apply reflection, observation and visualization techniques for the adjustment of hindering attitudes and the amelioration of their services

3. IMs will be able to provide their services in an assertive manner that creates trust and respect
4. IMs will be able to support migrants to recognize and fight self-victimization

#### Competences

1. IMs will be able to identify the need for and apply independently self-improvement techniques for the enhancement of their professional performance

## 2.7. Digital skills

### 2.7.1. Use of e-mail

#### **Learning outcomes**

##### Knowledge

1. IMs will know the procedures of creating an email account
2. IMs will know the procedures involved in opening, replying to and composing of new messages
3. IMs will know the procedures of attaching files to messages and opening / saving attachments
4. IMs will know the procedures of searching for previously received messages in their inbox
5. IMs will know the procedures involved in organizing incoming mails in folders

##### Skills

1. IMs will be able to create and administer an email account
2. IMs will be able to open, write, reply to messages
3. IMs will be able to attach files to messages and open / save attachments
4. IMs will be able to find previous messages in their inbox
5. IMs will be able to organize incoming mails in folders

##### Competences

1. IMs will be competent of discerning the role of emailing in all of their professional encounters, and adapting their behavior accordingly

### 2.7.2. Retrieve efficiently information from the Web

#### **Learning outcomes**

##### Knowledge

1. IMs will know the most popular search engines and their purpose
2. IMs will know the procedures of searching information online
3. IMs will know the procedures of using online-lexica or online-dictionaries
4. IMs will know the factors which are relevant for the credibility of the content from a website like author, references, timeliness
5. IMS will know why online-information is tailored to different target groups

6. IMS will know the legalities of having to give reference to sources, respectively having to license content from the content owner
7. IMs will be able to download important documents (applications, declaration forms etc.) to be filled in
8. IMs will be aware of the online databases and services available for procedural issues for migrants

#### Skills

1. IMs will be able to identify search engines and differentiate between them
2. IMs will be able to perform a search by assistance of keywords or phrases
3. IMs will be able to use online-lexica and online-dictionaries
4. IMs will be able to differentiate between serious, dubious and user-generated content
5. IMs will be able to differentiate content by target groups
6. IMs will be able to differentiate between copyright and intellectual property right

#### Competences

1. IMs will understand why it is crucial to critically examine online-content and assume the responsibility for using reliable online content

### 2.7.3. *Word processing*

#### ***Learning outcomes***

##### Knowledge

1. IMs will know the procedures of using a word processing application
2. IMs will know the procedures of creating and editing documents
3. IMs will know the procedures of formatting documents and inserting objects
4. IMs will know the procedures of preparing outputs

##### Skills

1. IMs will be able to work with documents and save them in different file formats
2. IMs will be able to create and edit documents which are ready to be shared and distributed
3. IMs will be able to format text and insert tables, images, and drawn objects into documents
4. IMs will be able to adjust document page settings
5. IMs will be able to check and correct spelling before finally printing documents

### Competences

1. IMs will be competent in using a word processing application to create and edit documents

#### 2.7.4. *Use of e-learning platforms*

##### ***Learning outcomes***

##### Knowledge

1. IMs will know the concept of an e-learning platform
2. IMs will know the procedures involved in logging in and out of courses of an e-learning platform
3. IMs will know the procedures of uploading and downloading files
4. IMs will know the procedures of using different course activities like lessons, assignments, quizzes, etc.
5. IMs will know the procedures of collaborating and interacting via communication tools within the e-learning platform like forums, chats, Wikis etc.
6. IMs will know the procedures involved in organizing learning activities in an e-learning platform

##### Skills

1. IMs will be able to identify e-learning platforms
2. IMs will be able to log onto and out of a course
3. IMs will be able to upload and download files
4. IMs will be able to use different course activities
5. IMs will be able to collaborate and interact within an e-learning platform
6. IMs will be able to organize learning activities in an e-learning platform

### Competences

1. IMs will be competent in understanding the concept of e-learning platforms and the functions and activities available within an e-learning platform like noticeboard, forums, calendars, chats and assessments.

### 2.7.5. *Use of videoconferencing technology (for remote intercultural mediation only)*

#### **Learning outcomes**

##### Knowledge

1. IMs will know the procedures of using videoconferencing applications
2. IMs will know the procedures of sharing desktops and files in an online meeting
3. IMs will know the procedures of using available chat features
4. IMs will know the procedures of using available audio and video features in an online meeting

##### Skills

1. IMs will be able to share and unshare desktops and files in an online meeting
2. IMs will be able to chat with hosts, moderators and participants in an online meeting
3. IMs will be able to use audio and video within an online meeting

##### Competences

1. IMs will be competent in using videoconferencing tools to collaborate and interact.

## 2.8. Personal, interpersonal & intercultural skills & competences

### 2.8.1. Empathy

#### **Learning outcomes**

##### Knowledge

1. IMs will know how empathy is defined in psychology and its importance in encounters of significant emotional load
2. IMs will know the techniques of developing and demonstrating empathy
3. IMs will know the limitations of empathy and the signs of emotional overload

##### Skills

1. IMs will be able to deal with a variety of emotionally burdensome encounters without getting emotionally involved, but understanding their client's position, feelings and attitudes

##### Competences

1. IMs will competently recognize the signs of their own emotional overload and reject encounters they are unable to deal with in a professional way

### 2.8.2. Teamwork

#### **Learning outcomes**

##### Knowledge

1. IMs will have a general understanding of team dynamics
2. IMs will know the principles applying to teamwork and the resulting benefits
3. IMs will have a thorough understanding of how teamwork is involved in intercultural mediation

##### Skills

1. IMs will be able to promote teamwork as an effective problem-solving method
2. IMs will be able to apply different principles of teamwork in their professional encounters according to the circumstances

##### Competences

1. IMs will be able to analyze the quality of teamwork in an encounter and make the necessary adjustments, within their range of responsibility

### 2.8.3. *Cultural awareness and cultural interpreting skills*

#### **Learning outcomes**

##### Knowledge

1. IMs will have a general knowledge of the mechanisms that shape perceptions, values and prejudices in different fields
2. IMs will have an understanding of the concept of bias and the interaction mechanisms between the environment and the individual's values / prejudices
3. IMs will understand deeply the cultural aspects that affect language
4. IMs will know about the use of cultural nuances, regional variations, idiomatic expressions, and colloquialisms in all working languages

##### Skills

1. IMs will be able to reflect on their own perceptions, values and norms, and to recognize own prejudices
2. IMs will be able to provide information of relevant social and cultural issues in an accurate, succinct and non-stereotyping manner
3. IMs will be able to explain the importance of intra-cultural diversity and of communication to obtain information on views, habits etc. of clients with a different cultural background
4. IMs will be able to discern and explain how certain kinds of behavior etc. are erroneously attributed to cultural factors

##### Competences

1. IMs will be able to monitor their own behavior in terms of bias and ensure professionalism, either by making the necessary adjustments or by refusing a job they are unable to deal with in a professional way
2. IMs will be competent to realize interventions of awareness on the topics of cultural diversity
3. IMs will be competent to realize interventions of interpreting, that take into account the cultural specificity of different stakeholders that take part in the encounter



#### *2.8.4. Dealing effectively with ironic and/or stereotypic-oriented assaulting*

##### **Learning outcomes**

###### Knowledge

1. IMs will have a good understanding of reasons and factors contributing to ironic / stereotypic-oriented assaulting
2. IMs will know techniques of controlling own temper and calming aggressive behavior of others

###### Skills

1. IMs will be able to apply techniques of self-control when receiving ironic comments, focusing on the objectives and the desired results of the encounter
2. IMs will be able to discern how assaulting behavior affects the mediation process and what mitigation steps are required

###### Competences

1. IMs will be competent at preventing conflicts by properly dealing with assaultive behavior

### 3. Conclusions

Although practices and definitions of IMfI vary in the partnership countries, to a great extent the communication and conflict prevention/ resolution issues posed by migration are common. Structures in each country may have led to different approaches and solutions. However, from the comparative analysis of research results it becomes clear that the characteristics, skills and knowledge required from a host-migrant intermediary are essentially common. The differences in terminology and professional categorization make little, if any, change.

The proposed profile is characterized not only by comparative synthesis, but also by significant flexibility. The needs of the end-users and experience accumulated so far, rather than a rigid theoretical framework, determine the approach to be adopted.

As mentioned for the case of Poland, the current refugee crisis may create in other EU members as well the need for fast-track procedures. This does not render the proposed profile useless – on the contrary, the main issues involved in the training of IMfI are highlighted and can provide the much needed guidelines when time or experience is scarce for effective strategic planning. We are confident that the European IMfI profile drafted by TIME and the connected learning outcomes can provide valuable information not only to the countries of the partnership, but also to other European countries with little experience so far in intercultural mediation issues.

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