

Training Course for Intercultural Mediators for Immigrants



Part I

Training Content

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Introduction to the TIME training course for intercultural mediators

One of the main objectives of the project *Train Intercultural Mediators for a Multicultural Europe* (TIME) was to develop a comprehensive training program for intercultural mediators for immigrants (IMfl) that would correspond both to the established needs of the partnership countries and to academic standards as well. Towards this purpose, desk and field research was conducted in 11 European countries, identifying needs, trends and good practices in the field of intercultural mediation. The research results allowed the compilation of a European IMfl profile, highlighting the core tasks, competences and qualifications required from an intercultural mediator. In turn this profile guided the identification of desired learning outcomes from an IMfl training course¹.

The training course developed builds on all of the aforementioned aspects and embeds a large number of good practices from many European countries, thus ensuring high levels of quality and relevance. The course is designed in modular form and is intended for both initial training and upskilling. Each module of the curriculum covers a certain number of the specified learning outcomes; the modules can be combined flexibly in order to cater for different initial competence profiles. The modules are divided into four categories:

- Introductory module (module 1)
- Core modules (modules 2-4)
- Specialization module (module 6)
- Transversal modules (modules 5 and 7)

Guidelines for the order of module delivery according to type of training (initial or continuing) as well as module duration are proposed in the training methodology (Part II, as presented below).

Rather than presenting merely training content, the TIME partnership developed a comprehensive guide for IMfl training, addressing issues of training and assessment methodology and on-the-job training. The guide consists of five parts:

Part I presents detailed learning content, structured in modules and topics, corresponding to the desired learning outcomes.

Part II presents the training methodology to be followed. It explains how principles of constructivism, adult education and intercultural training should be applied when delivering this training course. The recommended training techniques are presented, with special emphasis on a case study methodology developed specifically for IMfl training. Elements

¹ All project products are available at the project website www.mediation-time.eu.

adopted from good practices in IMfI training are highlighted and recommendations for the use of ICT tools are made.

Part III contains a large collection of specialized training material on intercultural mediation. Core learning material is recommended, learning platforms for IMfI training, case studies, as well as material dealing with specific aspects of intercultural mediation in English and in all national languages.

Part IV presents the practical training methodology, i.e. a model of on-the-job training for intercultural mediators. This model is based on good practices from Belgium, France and Germany. Recommendations are made how to better adapt this model to the national contexts of the partnership countries.

Part V presents an outline of the assessment methodology recommended both for theoretical and practical training.

This guide is targeted at any institution providing training for IMfI, at trainers of intercultural mediators, as well as at employers and employees in the field of IMfI who are interested to find out how they can improve their services through the course.

We hope that this guide will contribute to the professionalization of intercultural mediators across Europe, and raise awareness on the need for comprehensive, qualitative IMfI training.

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Introduction to Part I

As a result of the research conducted on intercultural mediation practices in 11 European countries at the first stage of the TIME project, the desired professional profile and training needs of intercultural mediators for immigrants (IMfi) could be identified in detail. The desired learning outcomes that have been identified during activity O3 of the project, are connected herein with structured training content. Training content forms the first part of the TIME training course for IMfi.

7 modules were created, covering a total of 27 topics. The modules developed are:

1. Intercultural mediation and the host country structures
2. Essentials in Humanities and Social Sciences
3. Mediation
4. Interpreting
5. Professional ethics and tools
6. Specific fields of intervention
7. Digital skills

The content of each topic is preceded by a short description and the connected learning outcomes in terms of knowledge, skills and competences. The learning outcomes guide the trainer in understanding the scope, importance and perspective of the different subjects recommended. Content has been carefully developed leaning on European good practices, accumulated partner experience in intercultural mediation, and expertise in the fields of each module, thus ensuring comprehensive, balanced and high-quality training for intercultural mediators. Specific fields of knowledge or activities for which terminology is crucial are being highlighted.

The content proposed is intended both for initial vocational training of IMfi and upskilling. In initial training the whole set of modules needs to be presented, while in upskilling only the modules or topics of choice should be dealt with.

The document concludes with structured information sources on intercultural mediation for immigrants for each partner country.

Training content per module and topic

Module 1: Intercultural mediation and the host country structures

Overview

Module 1 provides an overview of the context of intercultural mediation in Europe and the host country. Key concepts of intercultural mediation are discussed, as well as the delineation of the occupation of an intercultural mediator. In addition, the administrative and legal framework of services and issues related to migrants is presented in detail.

Topic 1: The role, tasks and intervention fields of an intercultural mediator

Short description

This topic serves as an introduction to definitions, basic concepts and tasks of intercultural mediation. It helps trainees understand the context of intercultural mediation in Europe and the host country, its scope and development.

Learning outcomes covered by topic

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

Contents

1. History of integration theory and practice
 - The assimilation theory
 - Multiculturalism
 - Interculturality
 - The appearance of intercultural mediation in Europe
 - The role of the EU in the development of intercultural mediation
2. Definitions and forms of intercultural mediation
 - At national level
 - The TIME concept
3. Models of intercultural mediation in Europe
 - Belgium
 - France
 - Germany
 - Italy
 - Spain
 - Switzerland
4. The task range of an intercultural mediator
 - The national context
 - The TIME concept
 - Related professions
 - Interpreting
 - Medical interpreting
 - Community interpreting
 - Court interpreting
 - Legal mediation
 - Other professionals acting as IMs
 - Role awareness
5. Intervention fields of intercultural mediation
 - Overview of scope, tasks and power issues
 - Healthcare
 - Education
 - Administration
 - Police

- Courts
 - Labor
 - Housing
- 6. The professional – migrant encounter
 - Psychological aspects
 - Power imbalance
 - Creating trust
- 7. The triadic encounter
 - Preparation
 - Gaining acceptance
 - Setting the rules
 - Defining the issue
 - Communication and behavior rules
 - After the encounter
 - Discussion
 - Reflection – evaluation
 - Referring the case to other professionals
- 8. The professional and social profile of the IM

Topic 2: Structure of public services administration and basic administrative procedures in host country

Short description

The unit is the complex analysis of the administration service and procedures in host countries. There are many administrative issues connected to migration such as public service organization, internal security, and migration offices functioning. It is necessary for intercultural mediators to be well educated in this area which is the foundations for other topics as migration law, stay legalization, managing administrative procedures.

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

Contents

1. Basic terms and definitions of public administration
 - Different definitions of public administration
 - Separation of powers
 - The public interest
 - The common good
 - Public service
 - Political culture
 - Characteristics of public administration
2. The model of public administration in the host country
 - History, traditions and the most important reforms
 - The structure of public administration in the host country
 - Levels of public administration
 - The organization of central administration
 - The organization of regional administration
 - Documents
 - Political system model and elections
 - Organs of public administration in the host country

- Basic terms of public service
- The comparison of the host country public administration with selected migrant origin countries.
- 3. Ways and possibilities of communication with civil servants
 - Administration hierarchy
 - Letters and documents
 - Type of administrative language
- 4. The introduction to administrative law in the host country
 - Characteristics and basic terms of administration law
 - Sources of the administrative law in the host country
 - Principles of administrative law in the host country
 - Relations between administration and external entities
 - Forms of activities of public administration
 - The administrative courts
 - Basics of administrative procedures of specific areas
 - Health
 - Education
 - Housing
 - Work
 - Social service
- 5. The system of supervising and control on public administration
- 6. Public administration ethics
 - Administration ethics principles
 - Pathologies in public administration to pay attention to:
 - Bureaucracy
 - Corruption
 - Solutions how to avoid pathology
- 7. Access to the public information
 - Sources of public information in host country
- 8. Modern tools in administration
 - Use of the Internet administrative platforms
 - Opportunities of the new possibilities
 - Types of e-administration in Europe and in the host countries
- 9. Administration of the European Union
 - Globalization and public funds
 - Economics administration
 - EU institutions
 - International relationships in Europe
- 10. Public Administration for migrants
 - Offices for migrants
 - Migrant programs in host country

- Central and regional migrant institutions
- Relations between administration and migrants

Topic 3: Legal framework on migration and migrant rights in host country - history of migration

Short description

Under this topic IMs will become acquainted with basic information about the legal framework of migration and migrant rights in the host country. They will get to know the legal procedures and legal provisions governing the status of foreigners in the country. Historical aspects of migration will be also presented, related to causes, directions, and goals.

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, forwarding 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 fulfilment 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

Contents

1. Selected concepts and terms

- People with a temporary residence permit (for a temporary residence)
- People with permission to settle
- People with work permits
- People who have refugee status and subsidiary protection
- Persons with tolerated stay permit
- The repatriates
- The Dublin system
- Relocation
- Resettlement
- International protection
- Non-refoulement

2. Law / Legal framework on migration

- Acts of international law
 - Convention Relating to the Status of Refugees. Geneva
 - Protocol Relating to the Status of Refugees. New York
 - European Agreement on the abolition of visas for refugees. Strasbourg
 - European Agreement on Transfer of Responsibility for Refugees. Strasbourg
 - Protocol No. 7 to the Convention for the Protection of Human Rights and Fundamental Freedoms. Strasbourg
 - The Universal Declaration of Human Rights
 - The Convention on the Rights of the Child
- European Union laws
 - Regulations
 - Directives
 - Decisions
- Legal acts of the host country
 - The legal rights and obligations of migrants / refugees
 - The penalties that apply to migrants / refugees
 - The political and social context of the host country
 - Organizations supporting migrants
- Scheme of procedure for granting international protection

- The asylum procedure step by step:
 - Submission of the application
 - Interview and decision issuing
 - The decision - refugee status
- Discontinuance of the Proceedings Concerning international protection
- The "Dublin" procedures
- Subsidiary protection
- Tolerated stay
- Foreigners rights during the procedure
- Responsibilities of foreigners during the procedure
- Social rights for people applying for refugee status
- Stopping
- Expulsion
- Legal acts, documents, applications, etc. on the Internet - useful sites
- History of migration. Migration history in the host country.
 - Pre-modern migrations
 - Industrialization and the rise of nationalism / imperialism - migration in the 18th and 19th centuries
 - The World Wars and their aftermath
 - Migration in the 21st century

Module 2: Essentials in Humanities and Social Sciences

Overview

Under this topic IMs will become acquainted with basic information about the essentials in humanities and social sciences. Communication, psychological, sociocultural and anthropological concepts will be presented as well as knowledge of exclusion and discrimination. The IMs will get to know the gender theory, special characteristics of vulnerable groups and sociocultural differences.

Topic 1: Communication theory and practice

Short description

Communication skills aid us in cooperating constructively with each other and in avoiding misunderstandings. Communicating “correctly” though, is not always easy in practice. Therefore, in this topic we'll be tackling communication theory and processes, getting to know helpful communication models and techniques, and we will be dealing with circumstances which can lead us to falsely believe that our communication signals are universal and obvious to everybody.

Learning outcomes covered by topic

Knowledge

1. IMs will be introduced to communication theories and models, learn mechanisms of communication and of message transmission
2. IMs will learn different ways of communicating in various environments and situations and will familiarize themselves with techniques of organizing messages
3. IMs will learn techniques to adapt their communication skills depending on the scope of their message and the feedback they receive by the receiver
4. IMs will learn to properly codify and de-code messages received by senders/receivers in order to react accordingly to lead a successful communication
5. IMs will have a general understanding of team dynamics
6. IMs will know the principles applying to teamwork and the resulting benefits
7. IMs will have a thorough understanding of how teamwork is involved in intercultural mediation

Skills

1. IMs will develop self-awareness and self-control in communication, so as to control their feelings and reactions in difficult working 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 communication factors and their particularities in order to modify their communication strategy accordingly depending on the scope of communication
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
5. IMs will be able to promote teamwork as an effective problem-solving method
6. IMs will be able to apply different principles of teamwork in their professional encounters according to the circumstances

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

Contents

1. Introduction in Communication
 - Role of Communication in IM
2. Communication theories and models
 - Shannon–Weaver model of communication
 - Encoding and decoding model (Stuart Hall)
 - Iceberg Model (Sigmund Freud)
 - Communication Model (Paul Watzlawick)
 - Five basic axioms
 - Four-sides model (Schulz von Thun)
3. Communication and message types
 - Types of communication
 - Verbal communication
 - Nonverbal communication
 - Group/team communication
 - Mass communication
 - Telecommunication
 - Computer Mediated Communication (e.g. Online Communication)
 - Types of messages
 - Explicit messages

- Implicit messages
- Congruent messages
- Incongruent messages
- 4. Questions and feedback techniques for IMs
 - Question techniques
 - General question techniques
 - Open questions
 - Closed questions
 - Dividing and applying question techniques
 - Questions of information
 - Questions for decision
 - Alternative questions
 - Leading questions
 - Rhetoric questions
 - Clarifying questions
 - Stimulating questions
 - Circular questions
 - Closing questions
 - Feedback techniques and rules
 - Avoid misunderstandings and conflicts
- 5. Teamwork principles
 - Definitions of groups, teams etc.
 - Principles of teamwork and resulting benefits
 - Advantages and risks of teamwork
 - Stages of team development
 - Forming
 - Storming
 - Norming
 - Performing
 - Adjourning
 - Teamwork in intercultural mediation
 - Team roles
 - Techniques and practices to improve teamwork
 - Disruptive factors and conflicts
 - Team moderation

Topic 2: Introduction to psychology concepts

Short description

This topic focuses on basic concepts and phenomena in psychology that are related to the everyday praxis or the intercultural mediator. Identity, behavior, emotions, and the psychological impact of migration are presented in practical way. The IM will also learn how communication is affected from mental disorders. The IM will gain a good understanding of stress mechanisms and the development of empathy.

Learning outcomes covered by topic

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

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
5. 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 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
4. IMs will competently recognize the signs of their own emotional overload and reject encounters they are unable to deal with in a professional way

Contents

1. Introduction to psychology
 - Scope of and differences between psychology, psychotherapy and social work
2. The individual and social identity
 - Definitions of the most important terms (self, self-concept, self-esteem etc.)
 - Identity formation in ethnic groups
 - Identity issues in intercultural mediation
 - Identity and its representations
 - The identity of the local professional
 - The migrant's identity
 - The IM's identity
3. Attitudes, personality, emotions and behavior
 - Definition of terms
 - Behavior and motivation
 - Relation between emotions and behavior
 - Relation between attitude and behavior
 - Expectations and values
 - Self-efficacy and self-fulfilling prophecies
4. Psychological impact of migration
 - Intersection of language, culture, and cognition in the migration process
 - The self and social behavior in differing cultural contexts
 - Emotional/behavioral reactions in different settings (first reception, healthcare etc.)
 - Common migrant emotions and impact on communication: hope, fear, anger, anxiety, trauma, post-traumatic stress, grief
5. Mental health and social welfare facilities
6. Stress
 - Types of stress
 - Acute stress
 - Acute episodic stress
 - Chronic stress
 - Physiological stress responses
 - Psychological stress responses
 - Impact of stress
 - Good stress

- Bad stress
 - Physical impact
 - Impact on memory
 - Impact on communication and social encounters
 - Principles of stress-coping
- 7. Burnout in social and caregiving professions
 - Definition
 - Causes
 - Symptoms
 - Coping strategies and treatments
- 8. Empathy
 - Definition in psychology
 - Importance of empathy in social professions
 - Limitations
 - Development techniques
- 9. Common mental health problems
 - Mood disorders: main symptoms and implications for communication
 - Depression
 - Bipolar disorders
 - Substance induced disorders
 - Anxiety disorders: main symptoms and implications for communication
 - Acute stress disorder
 - Post-traumatic stress disorder
 - Generalized stress disorder
 - Phobias
 - Panic disorder
 - Other mental disorders: main symptoms and implications for communication
 - Schizophrenia
 - Psychosis

Topic 3: Basics in sociocultural structures and anthropological concepts

Short description

Whenever we meet a stranger we rarely have the opportunity to get a comprehensive picture of her/him. Our brain therefore uses mechanisms to filter, simplify and classify an abundance of information. In this topic you learn that culture can help to understand a person's behavior. You learn how stereotypes are created and how these affect migration and integration.

Learning outcomes covered by topic

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

Contents

1. Sociocultural and anthropological theories and concepts
 - Introduction to basic anthropological and sociocultural concepts
 - Migration and Integration
 - Reasons for migration
 - Pull factors
 - Push factors
 - Types of migration
 - Internal
 - Rural-urban
 - Causes and examples
 - Consequences
 - Consequences for the area they arrive in

- Consequences for the area they leave
 - Consequences for the migrant
 - Impact for the hosting society
 - Seasonal
 - Causes and examples
 - Consequences
 - Consequences for the area they arrive in
 - Consequences for the area they leave
 - Consequences for the migrant
 - Impact for the hosting society
 - Planned
 - Causes and examples
 - Consequences
 - Consequences for the area they arrive in
 - Consequences for the area they leave
 - Consequences for the migrant
 - Impact for the hosting society
- International
 - Voluntary
 - Causes and examples
 - Consequences
 - Consequences for the area they arrive in
 - Consequences for the area they leave
 - Consequences for the migrant
 - Impact for the hosting society
 - Involuntary
 - Causes and examples
 - Consequences
 - Consequences for the area they arrive in
 - Consequences for the area they leave
 - Consequences for the migrant
 - Impact for the hosting society
- Legality
 - Legal
 - Illegal
- Migration difficulties
- Diversity and Otherness
 - Definition of terms
 - Why is it important in IM?
 - Diversity management in IM

- Solidarity, integration and social cohesion
 - Definition of terms
 - Role of intercultural mediation
- 2. Stereotypes
 - Definition
 - Differentiation between cliché and prejudice
 - Formation of stereotypes
 - Examples of stereotypes and their characteristics
 - Effects and functions of stereotypes on behavior in IM
 - Preferential treatment of the in-group
 - Homogeneity of external groups
 - Phases of social information processing
 - Rebound effect
 - Countermeasures of stereotyping in IM
- 3. The profiles of professionals from Humanities and Social Sciences: implications for the intercultural mediator

Topic 4: Knowledge of exclusion and discrimination mechanisms

Short description

Social exclusion is about belonging to society: it is about ‘insiders’ and ‘outsiders’ rather than about the ‘poor’ and the ‘rich’. Social exclusion is inequality in its most problematic form. It refers to processes where persons are pushed to the edge of society due to their poverty, lack of education and qualifications, or as a result of discrimination. Dealing with individuals and groups who have been excluded, or who face particular types of discrimination, is an important but difficult task for IMs. Therefore this topic provides a discussion of indicators of social exclusion and discrimination IMs often encounter in the field.

Learning outcomes covered by topic

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

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

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
4. 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
5. IMs will be able to discern how assaulting behavior affects the mediation process and what mitigation steps are required

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

Contents

1. Social exclusion and discrimination
 - Definitions
 - Types and categories
 - Indicators for social exclusion and discrimination
 - Social and psychological impact
2. Dealing with discriminatory and assaultive behavior in IM
 - Reasons and factors contributing to ironic / stereotypic-oriented assaulting
 - Effects of stereotype threat and assaultive behavior in communication
 - Conflict prevention
 - Calming aggressive behavior of others
 - Techniques of self-control
3. Human rights and international protection

- What are human rights?
 - Purpose and status in international law
 - Relation between economic and social rights as well as civil and political rights
 - Special categories of protection, e.g. minorities, indigenous peoples, children, women and refugees
 - Institutions at national and international level protecting human rights
 - (Anti-)exclusion and discrimination policies in laws, conventions, regulations, guidelines and agreements
4. Role awareness in incidents of discrimination and breaches of human rights
- The possibilities and boundaries of intervention in IM
 - When to refer a case to a lawyer, a pertinent authority or an institution for the protection of human rights

Topic 5: Gender theory

Short description

Different living conditions, societal roles, needs and interests of men and women have to be considered in intercultural mediation. Therefore, the goal of this topic is to sensitize IMs for these issues and to promote gender equality and social justice. The more IMs understand biological sex, gender, gender identity, and sexual orientation, as well as related cultural perspectives, the more they can understand themselves and relate effectively to other people.

Learning outcomes covered by topic

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 affect 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

Contents

1. Differences in gender and gender roles
 - The historical change of “gender” and “gender relations”
 - Political theory and religion in gender issues
 - Effects of “gender” in social, political or economic structures
 - Gender identity and gender roles
 - Sex differences
 - Gender stereotypes
 - Development and manifestation
 - Effect of gender in self-perception
 - Prevalent gender stereotypes in host and migrant communities
 - Implications for IM
 - Gender-sensitive language in IM
2. Patriarchal societies and women’s role in the past
 - Structures and concepts of patriarchal societies
 - Women’s role in the past and today
 - Parties engaging in women’s issues
 - Life and work of women from different classes
 - Types of education and careers accessible to women
 - Areas and issues of feminine involvement or commitment
 - Influence of women in social, political or economic structures
 - Comparison of women’s role in host and migrant communities: class discussion
3. Mechanisms of positive social change

Topic 6: Special characteristics of vulnerable groups

Short description

The vast majority of migrants who are in need of intercultural mediation are members of vulnerable groups. Children, pregnant women, elderly people, malnourished people, and refugees are only few examples for vulnerable groups. The following topic deals specifically with the characteristics of vulnerable groups and the issues affecting them as well as with poverty and its common consequences.

Learning outcomes covered by topic

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

Contents

1. Physical, sociocultural and psychological characteristics of vulnerable groups
 - Refugees
 - Torture victims
 - Drug addicts
 - Mental health patients
 - Patients in general
 - Women
 - Children
 - Disabled people
 - Elderly people
 - Malnourished people
2. Poverty and its common consequences
 - Malnutrition
 - Homelessness
 - Poor housing
 - Destitution
3. Home violence
 - Reasons for home violence
 - Types of home violence
4. Dealing with vulnerable groups
 - Helpful practices
 - Strategies for use in practice
5. Protective regulations and institutions for vulnerable groups

Topic 7: Sociocultural differences - impact on service provision and coping strategies

Short description

Race and ethnicity, religion, gender, social class, family traditions, peer groups, and age may influence someone's behavior. In this topic IMs learn to understand human behavior and personality development by examining the rules of social groups and subgroups in which the individual is a member. IMs learn what a sociocultural perspective is, and get an overview of

cultural tools and how to use them. Tips for handling difficulties in communication caused by sociocultural differences are provided.

Learning outcomes covered by topic

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
6. IMs will have a general knowledge of the mechanisms that shape perceptions, values and prejudices in different fields
7. IMs will understand deeply the cultural aspects that affect language

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
4. IMs will be able to reflect on their own perceptions, values and norms, and to recognize own prejudices
5. IMs will be able to provide information of relevant social and cultural issues in an accurate, succinct and non-stereotyping manner
6. 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
7. IMs will be able to discern and explain how certain kinds of behavior etc. are erroneously attributed to cultural factors

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
3. 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
4. IMs will be competent at implementing interventions of awareness on the topics of cultural diversity

Contents

1. Group and subgroup theory
 - Definitions and key concepts
 - Effect of behavior by groups
 - Implications for communication and IM
2. Sociocultural perspective of learning and behavior
 - Definitions
 - Learning as a cultural activity
 - Examination of cultural differences – reflection on own cultural heritage
 - Main sociocultural structures and characteristics of host country
 - Sociocultural differences between migrant groups and host country: impact on service provision
3. Sociocultural perspective of language and communication
 - Language and communication
 - What makes language possible?
 - Central aspects and concepts of languages
 - How does language solve or create communication problems?
 - How do language and culture influence each other?
 - Cultural tools
 - Signs
 - Codes
 - Traditions
 - Other
4. Handling difficulties in communication caused by sociocultural differences
 - Identifying the causes
 - Styles of communication and the IM process
 - Communication tips

Module 3: Mediation

Overview

Members of a team, a group or an organization are different in many respects. In practice, these differences lead to conflict, time and time again. In order to work on or solve these conflicts, mediation is used. Mediation is a structured process for intervening in conflicts, in which conflicting parties work on finding a mutual solution with a non-party instance - the mediator.

Topic 1: Conflict resolution techniques

Short description

Conflicts arise where different perceptions and behaviors clash. Practice shows that a conflict-free life is almost impossible and that conflicts are inevitable. Therefore, in this topic IMs will deal with conflicts, their possible causes, the differences between them and strategies to solve them.

Learning outcomes covered by topic

Knowledge

1. IMs have thorough knowledge of the characteristics of conflict and how it manifests into interpersonal, social and organizational 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 behavioral 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 analyze 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 organizational and social contexts
3. IMs apply different collaborative conflict resolution techniques considering several parameters, such as neutrality, confidentiality, objectivity, respect and honesty

Contents

1. Causes and types of conflicts
 - Types of conflicts
 - Hot/cold conflicts
 - Inner conflicts
 - Conflicts of goals
 - Conflicts of means
 - Conflicts of interests
 - Conflicts of perception
 - Conflicts of assessment
 - Conflicts of distribution
 - Conflicts of relations
 - Two-party and three-party conflicts
 - Group conflicts
 - Role conflicts
 - Systematic and structural conflicts
 - Typical indicators for conflicts in IM
2. Dealing with conflicts
 - Core strategies
 - Win – win
 - Win – lose
 - Lose – lose
 - Conflict strategies
 - Avoidance strategies
 - Holding strategies
 - Behavior in conflicts
 - Typical behavior in conflicts
 - Logical-objective
 - Emotional
 - Relationship-oriented

- Helpful behaviors
 - Marking time
 - A distanced view
 - A change of perspective
 - Discussing openly and constructively
 - De-escalation
- 3. Conflict resolution
 - The role of the intercultural mediator in conflict resolution
 - Concepts and forms of mediation
 - Conflict strategies and techniques for mediators
 - Strategies
 - Flight
 - Fight
 - Submission/subordination
 - Pursuit of harmony
 - Destruction
 - Separation
 - Delegation
 - Compromise
 - Consensus
 - Techniques
 - Intervention techniques
 - Questioning techniques

Topic 2: Inter-ethnic conflict particularities and coping strategies

Short description

In today's world, more and more people are leaving their respective native countries to settle elsewhere. With the increase of migration and the cultural and religious differences comes an increase of conflicts between different ethnic groups as well. For this reason this topic deals with the dynamics of inter-ethnic conflicts and introduces IMs to effective coping strategies.

Learning outcomes covered by topic

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

Contents

1. Introduction to inter-ethnic conflict particularities
 - Definition of inter-ethnic conflict
 - Causes and types of inter-ethnic conflicts: typical indicators
2. The impact of ethnic conflict on social cohesion in the host country
 - Frictions between different ethno-cultural groups in the host country
 - Host country and countries of origin
 - Different countries of origin
 - Different ethno-cultural groups within specific country
 - The variable of migration and ethnic conflicts in social cohesion

3. Dealing with inter-ethnic frictions in intercultural mediation
 - Importance of the ethno-cultural identity of the IM
 - Communicating the ethno-cultural context to the professional
 - Criteria for accepting or refusing a case
 - Core strategies for conflict prevention during the encounter
 - Coping strategies for effective de-escalation and conflict resolution

Module 4: Interpreting

Overview

Interpreting is in most countries one of the main tasks of intercultural mediation. This module will provide intercultural mediators with all the skills needed to conduct accurately and efficiently consecutive interpreting, either face-to-face or remotely. The specific requirements of intercultural mediation are clearly presented, so as to enable IMs to decide the level of simplification / editing needed in encounters, as well as to incorporate the dimension of cultural brokerage.

Topic 1: Interpreting techniques

Short description

This topic will equip IMs to provide their services using the interpreting techniques mostly used in intercultural mediation, i.e. consecutive interpreting and sight interpreting. Trainees will learn about the methodology and deontology of interpreting in intercultural mediation, with emphasis on the cultural aspects of interpreting. IMs will receive training in the use of appropriate interpreting tools and techniques, as well as in the development of cognitive skills that are crucial in the interpreting process.

Learning outcomes covered by topic

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)
4. IMs will know the characteristics and differences of on-site and remote 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 about the specific requirements of sight interpreting
8. IMs will know key resources available for upskilling in interpreting or specific interpreting fields (e.g. medical interpreting, interpreting at courts)
9. IMs will understand deeply the cultural aspects that affect communication
10. IMs will know how to handle cultural nuances, regional variations, idiomatic expressions, and colloquialisms in all working languages

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)
4. IMs will be able to prepare efficiently for interpreting sessions
5. IMs will be able to provide sight interpreting services for administrative paperwork frequently used in migrant encounters (forms, applications, instruction sheets etc.)

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 in the country and in intercultural mediation
4. 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

Contents

1. Introduction to consecutive interpreting
 - Forms of interpreting
 - Definition of consecutive interpreting
 - Application of consecutive interpreting
2. Key skills in interpreting
 - Attention and concentration
 - Definitions and how they work
 - Role in interpreting
 - Improvement exercises
 - Memory
 - How it works
 - Role in interpreting
 - Improvement exercises

- Analysis of verbal speech
 - How it works
 - Role in interpreting
 - Improvement exercises
- 3. Methodology of consecutive interpreting
 - Preparation
 - Hearing
 - Listening
 - Understanding
 - Retaining
 - Verbalizing
- 4. Tools and techniques in consecutive interpreting
 - Notetaking: principles and practice
 - Successful recall strategies
- 5. Sight interpreting
 - Definition and process
 - Sight interpreting in intercultural mediation
- 6. Interpreter ethics and protocol
- 7. Interpreting in intercultural mediation
 - Purpose of interpreting in intercultural mediation
 - Differentiation in ethics and protocol
 - Cultural aspects of language and cultural brokerage
 - Linguistic registers
 - Assessing linguistic ability of interlocutors
 - Editing and rephrasing in intercultural mediation
- 8. Upskilling resources

Topic 2: Remote intercultural mediation services

Short description

The provision of remote intercultural mediation services either via phone or via teleconferencing is often necessary because of urgency, distance, cost or other reasons. This topic will equip intercultural mediators with the necessary knowledge and skills to provide efficient services remotely, with proper choice and use of the technology available.

Learning outcomes covered by topic

Knowledge

1. IMs will know the specific characteristics and requirements of remote interpreting
2. IMs will know the procedures of using videoconferencing applications

3. IMs will know the procedures of using available audio and video features in an online meeting
4. IMs will know the procedures of sharing desktops and files
5. IMs will know the procedures of using available chat features
6. IMs will know about issues and procedures involved in record keeping of remote interpreting/ mediation encounters

Skills

1. IMs will be able to provide remote interpreting services via telephone or videoconference technology
2. IMs will be able to use audio and video within an online mediation encounter, and resolve the most common technical problems that may emerge
3. IMs will be able to share and unshare desktops and files in an online meeting
4. IMs will be able to chat with hosts, moderators and participants in an online meeting
5. IMs will be able to keep proper records of remote mediation encounters

Competences

1. IMs will be competent in using videoconferencing tools to provide their services, collaborate and interact

Contents

1. Introduction to remote interpreting / mediation
 - Need and scope
 - Similarities with and differences from on-site intercultural mediation
 - Good practices in Europe
2. Principles and key-factors in remote interpreting
 - Preparation
 - Ensuring consent
 - Explaining the rules
 - Quality of sound / connection
 - Proper environment
 - Articulation
 - Ensuring understanding
 - Keeping records: practical and ethical issues
3. Telephone interpreting
 - Pros and cons
 - Key-issues
 - Organizing telephone interpreting services
4. Using videoconference technology in intercultural mediation
 - Pros and cons

- Advantages:
 - Easy to use
 - Interactivity in the exchange of information
 - Availability on demand
 - The ability to integrate into any network structure
 - Connections involving many participants
 - Visual communication and interaction
 - Transmission of information in text and video to multiple sites simultaneously
 - Disadvantages
 - Technical issues
 - Security issues
 - Quality and depth of communication
5. Free tools for video conferencing: (Skype, Google Hangouts, Camfrog Video Chat, OpenMeetings I inne)
- Best video conferencing tools for intercultural mediation - the pros and cons
 - Basics in the use of videoconferencing applications
 - Selecting / installing the application
 - Checking the equipment
 - Establishing a connection
 - Using available audio and video features
 - Sharing desktops and files in an online meeting
 - Chat features
 - Recording tools
 - Resolving common technical problems

Module 5: Professional ethics and tools

Overview

The purpose of Module 5 is to help IMs to foster their professional profile by developing professional attitudes, and becoming acquainted with the administrative, deontological and practical aspects of intercultural mediation. This module also presents tools and techniques that will contribute significantly to autonomous up-skilling and self-development. Role-awareness in different settings is addressed as a key-skill of a professional IMs.

Topic 1: Professional conduct and deontology code

Short description

This unit presents the principles of professional behavior, as generally applicable. It then discusses in detail deontological issues that are essential both for the creation of trust towards the IM as a professional and for quality assurance of the services provided. The deontology code applicable in the country is presented (if existent).

Learning outcomes covered by topic

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

Contents

1. General principles of professional conduct
 - Punctuality
 - Dress code
 - Respect
 - Hierarchy issues
 - Lifelong learning
 - Accepting feedback and criticism
2. Deontology in intercultural mediation
 - Confidentiality
 - Definition
 - Where confidentiality applies
 - When and how to share information
 - Legal aspects
 - Neutrality
 - Defining neutrality
 - The issue of advocacy
 - Objectivity
 - Understanding objectivity
 - Assessing objectivity of others and self
 - Transparency
 - Definition
 - How to ensure clarity of role
 - Completeness
 - Why necessary
 - Intelligibility
 - What it includes
 - How to ensure understanding

- Responsibility
 - Recognizing own limitations
 - Professional and ethical reasons for declining cases
- 3. Deontology code for intercultural mediators [if existing in country]
 - Code applicable in country
 - Legal implications

Topic 2: Professional identity and tools

Short description

The professional status of IMs and the resources available vary significantly in each country. In this unit IMs will learn how to promote their professional identity according to the national context and how to trace job opportunities. They will also learn about organized services of IM and related professions in other countries and the available resources. In addition, this topic introduces IMs to the principles and tools of effective networking.

Learning outcomes covered by topic

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

Contents

1. The status of the intercultural mediator in the country
 - Trainings and accreditation
 - Professional status and rights
 - Responsible authorities (if existent in country)
 - Coordination of intercultural mediation
 - Certification and accreditation body
 - Pending issues in professional status
 - Socioeconomic issues
 - Administrative and legal issues
 - Procedures to pursue a professional identity
 - Importance of lobbying
 - The personal portfolio
 - Importance
 - What it should include
2. Registries of intercultural mediators
 - Utility of registries
 - Scope of existing registries
 - Inscription requirements and procedures
 - Actual use of the registries
3. Job opportunities
 - European funds for integration and intercultural mediation
 - Public authorities
 - Calls and procedures
 - Local authorities
 - NGOs
 - Other opportunities
 - Freelancing
 - Intercultural mediation in businesses
 - Volunteering
 - Financial issues
4. Intercultural mediation and akin professions in the world
 - IM services and organizations in other countries
 - Belgium: Intercultural Mediation and Policy Support Unit

- Switzerland: INTERPRET
 - Resources
 - France: Association de femmes relais mediatrices
 - Resources
 - Community interpreting
 - Definition
 - European Network for Public Service Interpreting and Translation (ENPSIT)
 - Resources and events
 - Association of Community Interpreters (ACIS – UK)
 - Resources and events
 - Critical Link network (Canada)
 - Resources and events
 - Medical interpreting
 - Definition
 - International Medical Interpreters Association (IMIA)
 - Resources and events
 - California Healthcare Interpreting Association (CHIA)
 - Resources and events
 - National Council on Interpreting in Health Care (NCIHC)
 - Resources and events
 - Online communities
 - SONETOR
 - Resources
5. Networking
- Importance of networking
 - Principles and techniques
 - Recognizing opportunities
 - Taking initiative
 - Building trust
 - Keeping touch
 - Providing assistance

Topic 3: Role awareness in different settings

Short description

In the daily practice of intercultural mediation, encounters may vary heavily in scope and context, even within the same field of intervention. This unit will help IMs to analyze the context and special requirements of every encounter, in order to decide on their own

position in the encounter. It will provide IMs with the necessary insight to adjust appropriately to different settings.

Learning outcomes covered by topic

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

Contents

1. Defining role awareness
2. Identifying role according to scope of intervention
 - Situation analysis
 - Bridging linguistic barriers
 - Bridging cultural barriers
 - Preventing or resolving conflict
 - When conflict is out of the IM task range
 - Providing information
 - Educating
 - Raising awareness
 - Dealing with role conflicts
3. Identifying role according to field of intervention
 - The IM in relation to the professionals' responsibility and status
 - Education
 - Healthcare
 - Administration
 - Police
 - Courts
 - Labor
 - Housing

- Expectations of service providers towards clients
- 4. Power relations, hierarchy and the IM role
 - Understanding and respecting the hierarchy structure of the institution
 - Power imbalance in the professional-migrant encounter
- 5. Educational and sociocultural factors
 - Adjusting to migrants of high educational and/or socioeconomic status
 - Adjusting to migrants of minimal educational and/or socioeconomic status
 - Adjusting to locals of low educational status

Topic 4: Self-improvement techniques

Short description

In the whole social service sector the ability to reflect on people's behavior or events, cope with emotionally demanding situations, and develop positive attitudes is essential for self-protection and improvement of services. This unit provides IMs with the understanding and skills to pro-actively care for their own well-being, while further developing their professional competence.

Learning outcomes covered by topic

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

Contents

1. An introduction to self-improvement techniques
2. Stress management
 - Identifying stressors
 - Principles of stress management
 - Coping strategies
 - Emotion focused
 - Problem focused
 - Effective prevention and coping techniques
 - Adopting a healthy lifestyle
 - Time out
 - Exercise
 - Attitude control
 - Social engagement
 - Biofeedback
 - Relaxation techniques
 - Controlling the stress spiral: stress – burnout – depression
 - Recognizing and differentiating between signs of stress – burnout – depression
 - When to seek professional help – available resources
3. Reflection
 - Definition
 - Importance in intercultural mediation
 - Development techniques
4. Observation
 - Definition
 - Importance in intercultural mediation
 - Development techniques
5. Visualization
 - Definition
 - Importance in intercultural mediation
 - Development techniques
6. Assertiveness
 - Definition
 - Importance in intercultural mediation
 - Development techniques

7. Fighting self-victimization

- Definition
- Importance in intercultural mediation
- Development techniques

Module 6: Specific fields of intervention

Overview

Each topic of Module 6 is designed to equip IMs to perform professionally in distinct intervention fields, and is considered a complete module. Trainees are expected to specialize in one field until completing the course. Specialization in more than one fields is optional. For each field of intervention the IM will examine in more depth issues of communication and the social / cultural / anthropological / policy context associated with it, as well as specific challenges. Administrative and procedural structures involved are presented in detail, in addition to basic terminology of the field.

Topic 1: Health

Short description

A major field of intervention of IMs is healthcare. This unit will help IMs to understand the special characteristics, needs and challenges in the migrant patient – healthcare provider relationship, and will equip them with the necessary skills to intervene effectively. In this unit IMs will also learn the basic terminology used in healthcare, coping strategies with emotional load, and basic skills for the implementation of awareness raising activities.

Learning outcomes covered by topic

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 be familiar with the most common medical terms used in doctor-patient contacts
4. IMs will be familiar with the basic concepts 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, ethno-medicine
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
10. 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 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
4. 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 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 healthcare provider – 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
3. 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
4. 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

Contents

1. Structure of the national health system
 - Care levels and corresponding providers at national, regional and local level
 - Administrative structure of:
 - Hospitals and clinics
 - Primary care centers
 - The welfare system
 - Structure and services
 - Eligibility

- Insurance provisions and requirements²
 - For long-term residents with work permission
 - For protected family members
 - For refugees
 - For contemporary residents / travelers
 - For children
 - For the disabled
- Terminology
 - Types of healthcare institutions
 - Departments of healthcare institutions
 - Welfare services
 - Common insurance terms
- 2. Migrant health policy
 - Applicable regulations and legislation
 - Regular procedures and requirements
- 3. Central concepts of migration medicine
 - Health issues in the different phases of the migratory process
 - Ethnic healthcare disparities
 - Endemic diseases and import pathology
 - Different stages of acculturation
 - Risk taking behaviors
 - Terminology
 - Common diseases in countries of origin
 - Risk taking behaviors
- 4. Introduction to medical anthropology
 - Cultural and social perception of health and illness
 - Kleinman's explanatory model of illness
 - Perception of human body
 - Cultural diversity in the doctor-patient relationship
 - Traditional healing practices
 - Culturally/ socially/ religiously based health attitudes and practices
 - Hygiene customs
 - Rituals related to birth / reaching adulthood / death / grieving
 - Religious feasts
 - Food and fasting
 - Pain perception
 - Sexuality
 - Contraception and abortion
 - Euthanasia

² In the countries where this is not part of the IM tasks, this section can be omitted.

- Terminology
 - Healing practices
 - Feasts, rituals and related practices
 - Contraception methods
- 5. Regular administrative and medical procedures in healthcare
 - Administrative procedures
 - Reception
 - Intake procedures
 - Exit: payment and insurance
 - Outpatient care
 - Medical procedures
 - History taking
 - The physical exam
 - Screening tests
 - Surgery
 - Post-surgery care
 - Drug treatment
 - Treatment of chronic diseases
 - Terminology
 - Administrative terms related to patient intake / stay / exit
 - Names of medical specializations
 - The human body parts
 - Common childhood diseases
 - Common seasonal and infection illnesses
 - Common chronic diseases / conditions
 - Common symptoms
 - Screening procedures
 - Treatment procedures
- 6. Principles of communication with health professionals
 - Understanding the challenges of the medical profession
 - The social status of doctors
 - Understanding the challenges of caretaking professions
 - Hospital hierarchy
 - Elements of medical deontology
- 7. Special caretaking conditions
 - Psychiatric care
 - General information on common mental illnesses
 - General information on common psychotherapeutic processes
 - Intercultural mediation in psychotherapy: special requirements
 - Safety issues
 - Prison hospitals

- Protocols applied
- Rehabilitation centers
 - Common psychological reactions of patients
 - Protocols applied
- Terminology
 - Major mental illnesses
 - Common psychotherapeutic processes
 - Nuances of emotions
- 8. Dealing with emotional load in the healthcare environment
 - Common stressors
 - Time pressure and urgency
 - Exposure to physical illness
 - Exposure to emotional shock, death and grief
 - Monitoring and promoting own self well-being
 - Signs of emotional and physical tiredness
 - Self-assessment of emotional resilience
 - Debriefing
 - Seeking help
 - Care for physical well-being
- 9. Awareness raising activities
 - Communication with migrant communities or groups
 - Need for community education
 - Common challenges when addressing migrant communities
 - Principles of preventive medicine
 - Hygiene rules
 - Lifestyle choices
 - Physical activity
 - Wholesome diet and weight control
 - Smoking
 - Alcohol consume
 - Stress management
 - Importance of sleep
 - Immunization
 - Check-ups
 - Designing an activity
 - Principles of awareness raising
 - Task analysis
 - The assignor of the activity
 - Defining objectives and duration
 - Target-group identification: how it affects the intervention

- Assessing available resources (financial, technical and human)
 - Content and material development
 - Informing and inviting the target-group
 - Implementing an activity
 - Principles of speaking to an audience
 - Engaging the audience
 - Common problems during events
 - Evaluation
 - Internal evaluation
 - Participant satisfaction measurement
 - Impact estimation
 - Terminology
 - First aid materials
 - Nutrient categories
 - Vaccines
10. Resources on medical terminology

Topic 2: Education

Short description

In this topic trainees will obtain a thorough understanding of prevalent values and attitudes related to education in the country, and the structure of the educational system. Besides the administrative procedures the migrant parent and child have to go through, IMs will learn the characteristics and challenges of modern life school. Specific skills for intercultural mediation in the teacher – parent – pupil relationship are developed, along with basic skills for the implementation of awareness raising activities in schools.

Learning outcomes covered by topic

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

Contents

1. Values and attitudes towards education in the host country
 - The importance assigned to education in general and to specific forms of it
 - The educator's status and authority: implications for intercultural mediation
 - Comparison with values and attitudes towards education in migrant origin countries: identifying potential clashes
2. The role of intercultural mediation in education
 - Why and when necessary

- Types of interventions
 - Principles of communication with children
 - Dialogue with four: the migrant child, its parents and the intercultural mediator
3. Overview of the national/regional educational system
- General issues:
 - Public authorities involved at national/ regional level
 - Duration of compulsory education
 - Public vs. private education
 - Levels of education and providers
 - Pre-school education
 - Primary
 - Secondary
 - Vocational training
 - Tertiary
 - Administrative issues in education
 - Staff hierarchy and responsibilities
 - Enrolment procedures
 - Rights and duties of teaching personnel, pupils and parents
 - Schools for migrants
 - Public schools for migrants / intercultural education
 - Schools of migrant communities
 - Other integration provisions within regular public schools
 - Language courses
 - Lifelong learning opportunities
4. Understanding school life
- Everyday procedures
 - Daily workload
 - Evaluation procedures
 - Discipline procedures
 - Counseling / tutoring provisions
 - Common issues and conflicts in the teacher – pupil – parent relationships and the pupil-to-pupil relationships
5. Supporting structures for parents and pupils
- Meetings with teachers
 - Parent councils
 - Parent schools
 - Homework aid provisions
 - Scholarships
6. Intercultural communication and pedagogy
- Principles of intercultural communication

- Cultural diversity at school
- Principles of intercultural pedagogy
- 7. Bullying at school
 - Bullying definition and forms
 - Reasons for bullying
 - The role of the intercultural mediator in preventing / resolving bullying issues due to cultural diversity
- 8. Recognition of education / training realized abroad
 - Correspondence of basic educational structures between the host and origin structures
 - Recognition procedures of studies / education / professional training realized in other countries, according to the country
- 9. Awareness raising activities for pupils on issues of multiculturalism, the migration / refugee experience, and cultural identities
 - Principles of awareness raising
 - Principles of designing activities for children
 - Interactive tools / games / activities
 - Involving parents and teachers
 - Designing and implementing an activity
 - Defining objectives and duration
 - Target-group identification: how it affects the intervention
 - Assessing available resources (financial, technical and human)
 - Content and material development
 - Common problems during events
 - Evaluation of activity
 - Internal evaluation
 - Participant satisfaction measurement
 - Impact estimation
- 10. Terminology
 - Educational levels and institutions
 - Administrative positions in education and teaching professions
 - Teaching subjects
 - Common school activities
 - Common procedures (enrolment, monitoring, evaluation, disciplining, counselling)

Topic 3: Police and legislative services

Short description

In this topic the IM will get acquainted with basic information about police, acting on the territory of the host country for migrants. He will also become acquainted to the legal services that can be provided within the country and may help - indirectly or directly - to contribute to migrants. In addition, he will also come to know the legal regulations, which are the basis of rendered services.

Learning outcomes covered by topic

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
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
5. 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 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
5. 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 to optimize the relationships between migrants and institutions, in diverse legal contexts (first reception, public security, disembarkation, judicial procedures, etc.)
2. 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

3. 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

Contents

1. Judiciary and legal services
 - The judiciary system in the host country
 - The bodies of the judiciary system and their competences
 - Standard court procedures
 - Terminology related to standard legal procedures
 - Communication with legal professionals
 - Organizations that provide free legal support to migrants
2. Migrant issues in the legislative system of the host country
 - Documents and regulations
 - Legislative institutions in host country
 - Committees
 - Institutes
 - Other
3. The police in the host country
 - The role of the police in public administration service
 - Structures of organization
 - The legal basis of the structure and organization
 - The range of tasks and duties
 - The way of implementation of Police permissions
 - Legal conditions of cooperation with other public services
 - Terminology
 - Internal security
 - Public order
 - Social order
 - Community policing
 - Public space
 - Police procedures in case of operation
 - The cooperation with police forces from other countries and international organizations
 - Application of the Schengen Information System
4. E-Police
 - Police websites and information system
 - Issues to solve in the Internet
 - Police number helpline and contact
 - Connected institutions and public services platforms
5. Control of stay of foreigners

- Host country procedures
 - Police duties
 - First reception
 - Procedures
 - Documents to be filled in
 - Common difficulties
 - Legal framing
 - Rights and duties of migrants
 - Related terminology
 - Asylum procedures
 - Services involved
 - The interview
 - Documents to be filled in
 - Common difficulties
 - Legal framing
 - Related terminology
 - Other permits of stay and legalization procedures
 - Services involved
 - Documents to be filled in
 - Common difficulties
 - Legal framing
 - Related terminology
 - Disembarkation
 - Procedures
 - Documents to be filled in
 - Legal framing
6. Crisis management: tasks and responsibilities of the IM

Topic 4: Public services and labor

Short description

This topic will present public services and their tasks towards immigrants, as well as welfare provisions available for migrants in the host country. In addition, issues of labor legislation, immigrant employment policies and procedures for hiring immigrants will be discussed. The IM will learn how to design and implement awareness raising activities in order to facilitate migrant integration in the labor force.

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
7. IMs will have a basic knowledge regarding the procedures/contents described by the professional terms they have learned

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
4. 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
5. 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

Content

1. Public services and service departments addressed at migrants
 - Structure
 - Competences
 - Interdependence
 - Authorization issues
 - Submission procedures
 - Network of public services
 - Foreign Service
2. Welfare/Social Services
 - Administration
 - Assistance
 - Insurance
 - Refugees/Immigrants
3. Legal obligations of civil servants towards foreign citizens
 - Obligations of civil servants and civil rights
 - Institutions protecting civil rights (e.g. ombudsman)
4. Labor
 - The employment policy of immigrants in the host country
 - Legal conditions of employment of foreigners (immigrants)
 - The situation of immigrants in the labor market
 - Employment legal and illegal: prevention of illegal work
 - Employment/career Services
 - Discrimination
 - Special programs / seasonal employment
 - Unemployment / compensation
 - Declaration of work

- Insurance
 - Forms of employment and duties of the different parties
 - Hiring procedures and contracts
 - Job seeking tools and services
5. Awareness raising activities for the local community on issues of intercultural communication, the migration / refugee experience, and cultural identities
- Principles and techniques of awareness raising
 - Designing and implementing an activity
 - Defining objectives and duration
 - Target-group identification: how it affects the intervention
 - Assessing available resources (financial, technical and human)
 - Content and material development
 - Common problems during events
 - Evaluation of activity
 - Internal evaluation
 - Participant satisfaction measurement
 - Impact estimation

Topic 5: Housing

Short description

Starting life in a new country is a huge challenge for everyone involved. The housing needs and choices of immigrants and refugees are mostly dependent on their registration status, affordability and access to social or individual procedures that can lead to find proper accommodation. This topic provides IMs with the necessary tools and competences to effectively assist migrants in accommodation issues and sensitize the local community to develop acceptance.

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 in housing issues
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
4. 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 to define an individual plan of support in the research of 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
4. 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
5. 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

Contents

1. Housing policy of the host country towards immigrants - goals, entities and instruments
2. The institutions involved in housing assistance for immigrants
3. Guidance on the housing market - legal advice, NGOs, websites
4. Housing grants for immigrants
 - Eligibility
 - The procedure for awarding
5. Social rights for people applying for refugee status
 - Accommodation in the center for refugees applying for international protection
 - Centers for foreigners - the conditions, rules of functioning
 - Benefits rendered in out of the refugee center - the ability to rent an apartment on the open market

6. Access to social housing for immigrants
 - Eligibility
 - Procedures
 - The possibility of appeal
7. Council apartments for immigrants
 - Eligibility
 - Procedures
8. Registration issues
9. Renting a flat on the open market
 - Rental prices
 - Hiring rules
 - Mediation between landlords and potential landlords
10. Basic institutions of housing market
 - Property rights and contracts
 - Mediation rules
 - Land registers and mortgage
 - The right to evict
 - Tenant law
11. Housing programs for immigrants
 - Integrating migrants with the local communities
 - Possibility of buying an apartment or house by immigrant
 - Mortgages for foreigners – availability
12. Ethnic enclaves and ghettos
 - Explanation of concepts
 - Former industrial districts and the old blocks: the reasons of settle by immigrants in such places
 - Discrimination against immigrants in the housing market
 - Declines of housing prices in neighborhoods inhabited by immigrants
 - Conflict situations
13. Awareness raising activities for the local community on issues of intercultural communication, the migration / refugee experience, and cultural identities
 - Principles and techniques of awareness raising
 - Designing and implementing an activity
 - Defining objectives and duration
 - Target-group identification: how it affects the intervention
 - Assessing available resources (financial, technical and human)
 - Content and material development
 - Common problems during events
 - Evaluation of activity
 - Internal evaluation
 - Participant satisfaction measurement
 - Impact estimation

Module 7: Digital skills

Overview

Through this module the IM will be equipped with the necessary skills to effectively use modern ICT technology in order to improve communication, trace reliable information on the internet related to his job, and take advantage of e-learning platforms.

Topic 1: Use of e-mail

Short description

Using e-mail messages is still the most popular way of online communication. Through this topic the IM will be aware of modern e-mail techniques, styles and practical knowledge about the creation of e-mails in different situations.

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

Content

1. Introduction to e-mail communication
 - E-mail account
 - The structure of e-mail address

- Configure e-mail account
 - Stationary device
 - Mobile device
 - Login and password
 - Password security
- E-mail software
- Importing data
 - Contacts
 - Previous e-mails
- 2. The correct use of e-mail account
 - Formulating mails: topic, content, formatting
 - Sending and receiving e-mails
 - Files attached
 - Group e-mails
 - Forwarding e-mail
 - Use of e-mail drafts
 - Contacts
 - Contact lists
 - Groups
 - Contact editing
 - Folders and labels
 - Spam
 - E-signature
 - E-mail account protection
 - E-mail search engine
- 3. Newsletter
 - Use of newsletters
 - Newsletters platforms
 - Newsletter language
 - Creating contact base
- 4. E-mail netiquette
 - Basic rules
 - Rules of e-mail topic
 - Correct use of fields:
 - 'to'
 - 'cc'
 - 'bcc'
 - Formal and informal e-mail language
 - E-mail formats
 - Use of html
 - Spellcheck
 - Use of emoticons and graphics
 - Time for responding

Topic 2: Retrieve efficiently information from the Web

Short description

The Internet is an important place of publication, gathering, sharing, and exchanging information in any form. It is also a tool to enable and facilitate the acquisition of information and knowledge. The large number of online sources can be either an advantage or be misleading. This topic will enable IMs to make fast and clever use of the Internet in order to gather reliable and up-to-date information important for migrants and mediators.

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

Content

1. Information access
 - Information in the communication process
 - The role of sender and receiver
 - Mass Media
 - The information society
 - National document
 - Definitions
 - Theories
 - Open Access
 - Open Archives initiative
 - Open Access initiative
2. Quality check of the Internet information
 - Defining need of information rating
 - Rating attributes
 - Relevancy
 - Topicality
 - Completeness
 - Cohesion
 - Credibility
 - Information rating methods and criteria
 - Technical
 - Statistical
 - Analytical
 - Second source verification
3. Information technologies and sources
 - Google
 - Advantages and disadvantages
 - PageRank
 - Definition of SEO
 - Google Books
 - Google Scholar
 - Google News
 - Electronic resources
 - Papers
 - Repositories
 - Digital libraries
 - Online dictionaries
 - Online translation services
 - Catalogs
 - Databases
 - Web portals
 - Web 2.0

- Wiki
 - Blogosphere
 - Social media
 - Information systematization tools examples
 - Delicious
 - ReadCube
 - CiteULike
- 4. Methods of retrieving digital information
 - Browsers
 - Indexes
 - Indexing browsers
 - Fields catalogs
 - Metadata
 - Links collections
 - Webrings
 - Techniques of searching
 - Simple search
 - Advanced search
 - Multisearching
 - Index searching
 - Reference to sources and licensed content
- 5. Social media
 - Facebook
 - Fanpages
 - Following sites
 - List of interests
 - Saving links
 - Hiding topics
 - Thematic groups
 - Twitter
 - Following profiles
 - Lists of users
 - Notifications
 - Hashtags
 - Miniblog platforms
 - Content aggregators
 - Digg and information 2.0
- 6. The problem of misinformation
 - Manipulation
 - Open editing access
 - Sponsored information
 - Trolling
 - Cloaking

- Doorway page
- Link farm
- Google bomb
- Keyword stuffing

Topic 3: Word processing

Short description

In this topic text and word processing basics will be presented. In addition, IMs will learn about new tools in word processing and creating texts. Students will get to know solutions and platforms that help in preparing professional documents, information and materials.

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

Content

1. Word editing tools
 - Use of Microsoft Office
 - Preparing MS Word forms
 - Word editing in MS Word
 - Preparing layouts
 - Use of review, referents and comments

- Headers and styles
 - Editing materials in MS Publisher
 - Use of PowerPoint tools
 - Use of different file formats
 - Use of images and tables in documents
 - File settings
- OpenOffice platform
- Group processing tools
 - Shared documents tools
 - Google platform
 - Internet cloud
 - Use of Slack
- Font adjustment
 - Document styles
 - Font meaning
 - Type classification
- OCR system
 - OCR software
 - OCR editing
- 2. Internet communication platform
 - Chat and discussions platform
 - Short messages structure
 - Use of ChatOn, WhatsApp, Messenger
- 3. Notes management
 - Mobile applications to manage notes
 - EverNote application
 - Wikipad application
- 4. Use of Wiki
 - Wiki platform tools
 - Creating Wikipedia
 - Access to wiki data
- 5. Hypertexts

Topic 4: Use of e-learning platforms

Short description

The use of the modern platforms can be very useful in educating cultural mediators and improving their knowledge and skills. This topic equips IMs to become independent users of e-learning platforms and will present special platforms dedicated to intercultural mediators.

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 manage their own 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

Contents

1. E-learning services - today and tomorrow
 - E-learning – what is it?
 - Advantages of e-learning
 - Money saving
 - Time saving
 - Monitoring progress
 - Participant number
 - Modification on demand
 - Accessibility
 - Advantages for students
 - Personalization
 - Flexibility
 - Improvement of learning skills
 - Accessibility

- Popular services - outsourcing LMS platforms
 - Internet courses for cultural mediators
 - Sharing e-courses
 - Creation of courses on request
 - Staff training processes - telementoring / teletutoring
 - Hosting of computer hardware infrastructure
 - Directions of development needs, products, solutions and services for e-learning
 - Elements of copyright and licensing content on the Web
2. E-learning platforms
 - Examples of specific platforms - principles of operation
 - Characteristics
 3. Platform SONETOR
 - What is the learning process?
 - Registration on the platform
 - Areas of interest to educational scenarios
 - Cooperation in the network
 - Co-creation of content by users
 - Moderated and unmoderated scenarios
 - Multimedia illustrations
 - Networking (blogs, wikipedia, forums, chats)
 - Social networking tools integrated in the platform
 - Teleconferencing system
 - Other tools: folksonomic (to create tag clouds), exchange of video content (using YouTube), internal search, translator
 4. Practical service of e-learning platforms (classes in the computer lab)

Annex: Structured information sources on intercultural mediation for immigrants

Austria

1. Österreichischer Bundesverband für Mediation (ÖBM)
url: <http://www.oebm.at/>
2. Standards of mediation in Austria
url: <http://www.mediatoren.justiz.gv.at/mediatoren/mediatorenliste.nsf/docs/home>

Belgium

1. Intercultural Mediation and Policy Support Unit, DG Healthcare Federal Public Service Health, Food Chain Safety and Environment.
url: www.intercult.be

Germany

1. Portal für Sprach- und Integrationsmittlung
url: <http://www.sprachundintegrationsmittler.org>
2. Bundesverband MEDIATION e. V. (BM)
url: <http://www.bmev.de/>
3. Portal für die Orientierung im Mediationsmarkt
url: <http://www.mediation.de/>
4. Bundes-Arbeitsgemeinschaft für Familien-Mediation e.V. (BAFM)
url: <http://www.bafm-mediation.de/>

Greece

1. Ministry of Interior, General Directory of Citizenship and Migration Policy
url: www.ypes.gr/el/Generalsecretariat_PopulationSC/
2. Registry of Trained Intercultural Mediators
url: www.intermediation.gr

Italy

1. Rome Municipality - Department of Social Policies and Health - Registry of Intercultural Mediators of Rome Municipality
url: https://www.comune.roma.it/pcr/it/reg_pubb_dei_med_intercult.page
2. Ministry of Labour, Ministry of Education, Ministry of Interior - Focus and documents on intercultural mediation in Italy
url: <http://www.integrazionemigranti.gov.it/mediazione/Pagine/default.aspx>

Poland

As to the time this document was created, there were no structured information sources on intercultural mediation for immigrants in Poland.

Portugal

1. Lisbon Municipality - Social Rights Department
url: <http://www.cm-lisboa.pt/viver/intervencao-social/interculturalidade>
2. High Commissioner for Migration
url: <http://www.acm.gov.pt>

Other countries

Switzerland:

1. INTERPRET, Swiss Association for Intercultural Interpretation and Mediation
url: www.inter-pret.ch