

Self-study Course for Trainers of Intercultural Mediators

Part I

Trainer profile and learning content



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Introduction

The training course for IMfl (intercultural mediators for immigrants) trainers is addressed at professionals of various profiles and levels of experience with intercultural mediation, who are interested in training intercultural mediators by means of the IM training program developed by the TIME partnership. At the same time this training course can be used by any active or future IM trainers who want to further develop their skills.

In order to design this course, the profile of IMfl trainers in the partnership countries had to be identified first, in order to detect the actual training needs. These needs are also determined by the requirements of the TIME IM training course. Therefore, the first step in designing this course was to depict the actual and the desired profile of IMfl trainers.

Building on this profile and the needs identified, desired learning outcomes were identified for the following topics:

- Special characteristics of the TIME IMfl training program
- Adult training methodology and techniques
- Communication techniques
- Cultural and anthropological issues
- Legal aspects of intercultural mediation
- Resources on intercultural mediation

Each one of these topics consists a module of the trainer course that can be studied independently according to the needs of the individual learner. For each module learning content and training material was developed. Content is presented in this document, along with learning outcomes, whereas training material is presented in separate documents per module.

Trainer profile in intercultural mediation

The TIME IMfl training course has been designed according to experience in intercultural mediation accumulated Europe-wide throughout the last decades. The standards defined are high, promoting the professionalization of intercultural mediation. Therefore, the trainer qualifications are of great importance towards this goal. At the same time, IMfl training courses offered in the project countries vary heavily in complexity, academic level and scope. Naturally, the profile of IMfl trainers is expected to vary accordingly.

The objective of this research was two-fold: First, to provide a qualitative description of the IMfl trainer profile in Europe; second, to define the desired profile of a trainer who would be invited to provide training in the TIME IMfl course. Taking into account these two aspects, the desired IMfl trainer profile is presented in two ways: a) According to the specific conditions of each country and b) according to the requirements of the IMfl program developed by the TIME project.

To this purpose, data collected from previous research activities of the TIME project, as well as the requirements of the new IMfl training program (O4) were analyzed in order to determine which competences, characteristics and skills are important for an IMfl trainer. Issues like formal qualifications, interpersonal and linguistic skills, and experience in intercultural mediation are addressed. Research was carried out in two stages.

The first stage was to gather information about the requirements from adult trainers at EQF 5 level in general¹ and intercultural mediation trainers in particular, in all the partnership countries. The result of this data analysis was to identify the requirements from trainers in terms of educational background, working experience, certifications, skills and linguistic competences.

The second stage was to elaborate suggestions and proposals on the IMfl trainer profile desired for the TIME training program, in accordance with the specific characteristics of the training course and the requirements at national levels.

Data analysis demonstrated that the formal requirements from adult trainers in general and IMfl trainers in particular are very different in the partnership countries². Many of the countries still do not have official regulations for trainers, although practice creates some guidelines. Only a few countries apply a certification system. The establishment of trainer certification procedures would enhance credibility and quality of training in intercultural mediation, provided that intercultural mediation is recognized as a distinct professional occupation.

Good preparation for leading IMfl trainings is not only about educational background; a consistent connection between education and experience in the training field is needed too. Trainers should have not only a solid theoretical and professional background but also experience with transcultural encounters, integration issues and intercultural mediation. Such experience will lead to better training procedures and results.

¹ The TIME IMfl training course is designed at EQF level 5.

² The trainer profile per country is presented in the Annex.

IMfl trainers should focus especially on their interpersonal, communicational, and intercultural competences and skills. Besides forwarding knowledge and experience they should also be able to empower trainees and help them in becoming professionals. Knowledge of at least one foreign language (B2 or higher) should be necessary in the training field of IMfl. In addition, competence in English is highly desirable, in order to be able to use resources from other countries.

The following table provides an overview of the desired characteristics of a trainer invited to train intercultural mediators at professional level through the TIME training program.

Table 1: The desired trainer profile according to the requirements of the TIME IMfl training program.

Desired profile of the TIME IMfl trainer	
Educational level	Graduate or higher
Working experience in training field	2 years min.
Training in adult education	Yes
Certification in adult education	Preferably yes, but not necessary
Experience in intercultural mediation / migrant issues	2 years min. (except the module of digital skills and technical sub-topics not directly related to IMfl)
Interpersonal skills	<ul style="list-style-type: none"> Assertiveness Objectivity Ability to deal with heterogeneity and diversity in groups Empathy Communication skills Patience Collaborative / team spirit Conflict management skills Cultural awareness Adaptability Interactivity Tolerance Motivating skills Negotiation skills
Linguistic skills	Good knowledge of at least one foreign language (B2 or higher)

Objectives of the IMfl trainer self-study course

As presented in the desired profile of IM trainers in Table 1, the TIME IM trainer ideally should dispose a combined set of training, skills and experience that would allow him to provide training with full understanding of the dimensions and challenges inherent to intercultural mediation. As mentioned before, formal requirements from trainers in general or from IM trainers in particular, differ significantly in the partnership countries. In addition, in most of the countries training in intercultural mediation is not systematic enough for professionals to specialize in IM training. According to the module/ topic the trainers are called to present, their fields of specialization will obviously vary. The TIME IM trainer course is designed to address different possible needs and ensure that trainers will possess the necessary tools and information to lead effectively the TIME IM training program.

Rather than providing professional training in a specific field, this course addresses issues **out of the field of expertise** of each trainer that are necessary in order to provide coherent and meaningful training for intercultural mediators. E.g. an experienced psychologist or anthropologist may not be aware of legal aspects of intercultural mediation or adult training methodology. On the other hand, an expert interpreter may not be aware of the cultural or psychological aspects of intercultural mediation. And certainly all trainers would need to familiarize themselves with the principles, structure and methodology of the TIME IM training course.

To this purpose, learning outcomes and content are presented here, in line with the contents and requirements of the TIME IM training course. Learning outcomes are presented in terms of knowledge, skills and competences. Depending on the module, skills and competences may not be applicable. Content is presented in clear correspondence with learning outcomes. The modules of the course are designed for self-directed learning and reflection, according to the learners' needs.

Module 1: Special characteristics of the TIME IMfl training program

Description

This module serves as an introduction and presents the trainer with the theoretical background of the TIME IM training program. It is essential for all trainers to be well acquainted with the educational principles underlying this course and their implications for the trainer, so that training is delivered with a unified educational approach.

Learning outcomes covered by module

Knowledge

1. The trainer will understand the structure and objectives of the TIME IMfl training course
2. The trainer will have a thorough understanding of the concepts and theoretical aspects underlying the TIME IMfl training program
3. Trainers will understand the principles of intercultural education and how they affect the training procedure

Skills

1. The trainer will be able to facilitate the learning procedure in accordance with the theoretical background of the course
2. Trainers will be able to adapt teaching materials and methods, and assessment procedures according to the principles of intercultural education

Competences

1. The trainer will be able to add or adapt contents and material in line with the general course principles, the desired learning outcomes and the specific needs of each participant group
2. Trainers will be competent in assessing the quality of interaction in the culturally diverse classroom, identifying risk factors and promoting the intercultural education principles through appropriate activities

Contents

1. Why and how the TIME IMfl training course was created
2. Core principles of the IMfl training course
 - Constructivist approach
 - Participant oriented training
 - Intercultural education principles
 - Empowerment
 - Experience orientation
 - Learning by doing
 - Integrative approach

Module 2: Adult training methodology and techniques

Description

This module is addressed at IM trainers who have not received so far specialized training on adult training methodology. The module presents the characteristics of the adult learner, principles of adult training and effective techniques. Intercultural training principles are also presented, taking into account the target-group of the IM trainers.

Learning outcomes covered by module

Knowledge

1. Trainers will understand the characteristics of the adult learners
2. Trainers will know principles, theories in the field of adult education
3. Trainers will understand the role of the adult trainer
4. Trainers will know about resources on adult education
5. Trainers will know principles and methodologies in conducting needs assessment, instructional design methodology, developing learning objectives, and evaluating the impact of training activities
6. Trainers will know principles and techniques for the development of customized training responding to the needs of learners
7. Trainers will know principles of groups dynamics and group control management techniques
8. Trainers will know crisis managements techniques in learning environments

Skills

1. Trainers will be capable of conducting needs assessment and embedding them in the design and organization of learning activities
2. Trainers will be able to organize training activities and choose the appropriate training techniques for their implementation
3. Trainers will be able to apply assessment techniques emphasizing on learning outcomes
4. Trainers will be able to choose and use the necessary educational material and equipment
5. Trainers will be able to create an engaging, interactive learning environment in the classroom

Competences

1. Trainers will be competent to apply effective training techniques for managing participants, engaging a variety of learning styles, and creating an effective positive learning environment, and managing classroom challenges

Contents

1. The characteristics of adult learners
 - Control over learning
 - Diversification of experiences
 - Incentives
 - Life margins
 - Confidence issues
 - Resistance to change
2. Principles and theories of adult learning
 - Adult learning theories
 - Andragogy
 - Self – directed learning
 - Transformational learning
 - Other theories
 - Adult learning principles
 - Experience as a resource of learning
 - Motivation
 - Guidance
 - Learning environment
 - Autonomy and self-directed learning
 - Relevance of learning
 - Different learning styles
 - Active learning
3. The role of the adult trainer
 - Differentiation from other teaching activities
 - Resources on adult education
 - Ongoing professional development
4. Methods and techniques in adult training
 - Training techniques
 - Techniques for different learning activity types
 - Techniques that encourage maximum learning and participation
 - Choosing the appropriate techniques
 - Communication in adult education
 - Group dynamics and group control
 - Crisis management
5. Course design and delivery
 - Assess training needs, context, tools and practices
 - Design and delivery of training courses
 - Linking training needs
 - Arranging the learning space
 - Creating a lesson plan
 - Learning material production
 - Teaching equipment
 - Learning assessment

Module 3: Psychological issues in mediation

Description

As all social services, intercultural mediation involves much interaction between people, and especially vulnerable groups. Different needs, emotions, motives and behaviors are displayed by all involved. The intercultural mediator needs not only to mediate in order to enable communication despite these differences, but also to deal effectively with the own emotions and reactions. This module enables the trainer to embed the psychological dimension in all aspects and topics of the IM training.

Learning outcomes covered by module

Knowledge

1. The trainer will understand how issues of self-identity and self-esteem play an important role in mediation
2. The trainer will know about the importance of mirroring
3. The trainer will know about looping
4. The trainer will understand how the psychological level and deeper identity issues affect mediation
5. The trainer will know about the IDR cycle and understand the main stages of it
6. The trainer will get to understand the problems of stress and burn-out as manifested in intercultural mediation
7. The trainer will get to know what is emotional intelligence (EI) and its significance in intercultural mediation

Skills

1. The trainer will be able to recognize if and to what degree IMs develop a reality-based and objective sense of self and others
2. The trainer will be able to reflect one person's identity
3. The trainer will be competent in recognizing mirroring and looping as displayed by IMs
4. The trainer will be able to provide counsel to trainees on how to identify, prevent and cope with stress and burn-out, and recognize when mediation parties are under stress

Competences

1. The trainer will be competent in dealing with issues of self and identity arising in the IM training process

Contents

1. Bader's model of psychology of mediation
 - Psychoanalytic theory on the development of the sense of self and identity
 - Deeper dimensions of the self
 - Working with the mediator's own issues of self and identity
 - Presence, mindfulness, and release of identity
2. IDR cycle
 - The Inflation/Overconfidence Stage
 - Deflationary stage
 - Impasse as a narcissistic crisis
 - Realistic resolution
3. Stress and burnout in intercultural mediation
 - Common stressors in:
 - Social services
 - Mediation processes
 - Interpreting
 - Burnout: causes, symptoms and prevention
4. Emotional intelligence in intercultural mediation
 - Definition of EI
 - Importance of EI in intercultural mediation

Module 4: Communication techniques

Description

Communication is at the core of both training and intercultural mediation. This module provides the trainer (who hasn't previously received training on communication issues) with an in-depth discussion of communication principles that apply in general, as well as communication issues in multicultural environments and the mediation context.

Learning outcomes covered by module

Knowledge

1. The trainer will know the basic concepts of communication
2. The trainer will know the most important models and trends of modern science of communication
3. The trainer will understand the main aspects of interpersonal communication, group communication, and mass communication
4. The trainer will know the main assumptions and interpretation of body language
5. The trainer will know about techniques that improve communication effectiveness
6. The trainer will understand how problems in communication arise
7. Trainers will know the principles of intercultural communication

Skills

1. The trainer will be able to apply appropriate techniques in order to improve communication with a variety of different people including students
2. The trainer will be able to analyze and interpret verbal, non-verbal, informative and persuasive messages
3. The trainer will be able to create messages tailored to different levels of communication and choose appropriate communication tools depending on the purpose
4. The trainer will develop the skills of assertive communication
5. The trainer will improve the ability to cope with difficult situations occurring on a daily basis during training and cross-cultural encounters
6. The trainer will be able to assess the level of understanding of the interlocutor
7. The trainer will be able to communicate effectively in a culturally diverse classroom, applying the principles of intercultural communication

Competences

1. The trainer will be aware of the responsibility for the consequences of one's actions in the field of personal and professional communication
2. The trainer will be sensitive to the dilemmas associated with conducting discussions in a multicultural context
3. The trainer will be competent in following the rules of discussion and interpersonal communication

4. The trainer will be competent in detecting problems in communication like manipulation, conflicts and misunderstanding, and will be aware of the risks included

Contents

1. Introduction to communication
 - Basic terms of communication
 - Sender, transfer and receiver
 - Characteristics of transfer
 - Type of codes
2. Communication features
 - Classification and ways of communication
 - Features and role
 - Communication competences
 - Language competences
 - Cultural competences
 - Basic communication models
 - Lasswell's model
 - Shannon's and Weaver's model
 - Newcomb's model
 - Schramm's model
3. Communication techniques
 - Communication process: defining objectives
 - Levels of communication
 - Interpersonal communication
 - Group communication
 - Institutional communication
 - Mass communication
 - Main rules of interpersonal communication
 - Building relationships
 - Purposefulness in communication process
 - Identifying interlocutor characters
 - Word managing
 - Active listening
4. Verbal and non-verbal communication
 - Verbal communication
 - Vertical communication
 - Horizontal communication
 - Meaning of non-verbal behaviors
 - Personal space and different kinds of distance
 - Meaning of appearance
 - Observation and interpreting
 - Face expression
 - Eye contact

- Gestures
 - Touch contact
 - Cultural differences in non-verbal communication
- 5. Improving communication effectiveness
 - Form and content
 - Credibility
 - Attractiveness
 - Tools of communication
 - Paraphrase
 - Asking
 - Explaining
 - Summarize
 - Comparisons
 - Describing
 - Rules of creating statements
 - Role of assertiveness
 - Self-assessment of assertive behavior
 - Basic techniques of assertive communication
- 6. Argumentation
 - Ways of argumentation
 - Persuasion techniques
- 7. Problems in communication
 - Manipulation
 - Conflicts
 - Misunderstanding
 - Solutions
- 8. Principles of intercultural communication

Module 5: Cultural and anthropological issues

Description

This module helps the trainer become aware of the impact cultural and anthropological factors have on the host society, the migrant attitudes and behaviors, and the intercultural mediation process. The trainer will be assisted in knowing, analyzing and reflecting on characteristics of his own society and the origin countries of the most populous migrant communities. This will enable the trainer to design his presentation in a cultural-sensitive and practice-related manner.

Learning outcomes covered by module

Knowledge

1. Trainers will understand the main concepts of culture, and how its various aspects and dimensions affect intercultural mediation
2. Trainers will understand the meaning of and difference between cultural integration, acculturation and assimilation processes
3. Trainers will understand how stereotypes and prejudices are developed, and their impact on intercultural mediation
4. Trainers will understand the emotions, cognitive processes, and behaviors related to culture shock
5. Trainers will understand the processes and behaviors of members of host cultures when confronted with the symptoms of acculturation stress of immigrants
6. Trainers will know and understand the mechanisms of discrimination and social exclusion

Skills

1. Trainers will be able to put into practice selected concepts of culture in order to analyze cultural misunderstandings
2. Trainers will be able to better understand needs, behavior and difficulties of people who work with immigrants
3. Trainers will have be able to assess the reliability of resources related to cultural knowledge in terms of stereotypes, prejudice and discrimination
4. Trainers will be able to identify the factors intensifying and soothing acculturation stress from the migrant and the host society perspective
5. Trainers will be able to recognize their own stereotypes and how stereotyping is manifest in the behavior of others

Competences

1. Trainers will be competent to note details and change of meaning in different contexts within a particular culture
2. Trainers will be competent in assessing the respect displayed towards otherness
3. Trainers will be sensitized to cultural differences and will be competent in indicating possibilities of overcoming frictions caused by these differences
4. Trainers will be competent in approaching multicultural encounters from different perspectives and behaving in a flexible manner

Contents

1. Culture - the diversity of the concept / definition
2. Culture as a system
 - The components of culture - typology
 - The concept of Norman Goodman
 - Knowledge
 - Convictions
 - Values
 - Norms
 - Habits
 - Manners
 - Taboos
 - Rights
 - Signs
 - Symbols
 - Language and gestures
 - Material and non-material aspects of culture
 - Conceptions: J. H. Turnera, N. Goodmana, A. Giddensa
3. The individual, societal and national identity
 - Cultural identity - definition
4. Typologies of culture and cultural diversity
 - The dimensions of intercultural differences - Geert Hofstede
 - Authority distance
 - Individualism and collectivism
 - Masculinity - femininity
 - Avoidance of uncertainty
 - Individualism and collectivism - Harry Triandis
 - The dimensions of intercultural differences - Richard Gesteland
 - The role of relationship
 - Pro-dealing cultures
 - Pro-partnership cultures
 - The structures of relation
 - Non-ceremonial cultures
 - Ceremonial cultures
 - Relation to time
 - Monochronic cultures
 - Polychronic cultures
 - Non-verbal behaviors
 - Expression cultures
 - Reserved cultures
 - Nonverbal language as a component of culture
 - Typology of cultures according to Alfons Trompenaars
 - Multiculturalism in the past and now

5. Cultural integration and assimilation
 - Definitions
 - Differences between integration and assimilation
 - Acculturation
 - Acculturation strategies
 - The role of the host society in the process of acculturation and adopted strategies
 - Culture shock - causes, dynamics, signs, impact
 - Acculturation stress and its symptoms
6. Cultural relativism and tolerance in intercultural communication
 - Cultural relativism - definition and concepts
 - Tolerance
7. Conflict of cultures and ethnic conflict
 - Analysis of the appearances / definitions / examples
8. Ethnic language as a component of culture
9. Anthropological sources of barriers to intercultural communication
 - LaRay M. Barn classification
 - Stereotypes
 - Prejudices
 - Ethnocentrism
 - Discrimination
 - The concept of categorization, stereotypes, prejudices and discrimination
 - The impact of stereotypes knowledge to our expectations
 - The effects of stereotypes
 - What prevents the use of stereotypes
 - How to break stereotypes
 - In what situations stereotypes start up quickly and clearly
 - Stereotypes in the media
 - Recognition of own stereotypes

Module 6: Legal aspects of intercultural mediation

Description

This module provides an overview of the legal framework of intercultural mediation. It is addressed at trainers from professions other than the legal field, in order to ensure awareness on the issues faced by IMs in their everyday practice. Issues of human rights, legal status of migrants, rights and obligations of IMs, as well as legal responsibilities of professionals who work with IMs are discussed.

Learning outcomes covered by module

Knowledge

1. The trainer will know about deontology in IM
2. The trainer will know about the legal aspects involved in intercultural mediation, the nature of confidentiality and mediator liability
3. The trainer will know about the legal responsibilities of professionals who work with IMs
4. The trainer will know about human rights and understand their legal implications
5. The trainer will know about national and international institutions protecting human rights
6. The trainer will understand the role of the intercultural mediator in cases of discrimination, harassment or other violations of human rights
7. The trainer will know about the legal status of migrants and the interplay between the different legal spheres
8. The trainer will know about anti-exclusion and anti-discrimination policies related to migration and integration

Skills

1. The trainer will be able to recognize the implications of IM deontology for the trainer's field of specialization
2. The trainer will be able to consult IMs how to take into account the legal responsibilities of professionals working with them in order to achieve better results
3. The trainer will be able to direct IMs to pertinent institutions or authorities for human right protection and conflict resolution
4. The trainer will be able to guide IMs in the prevention of and coping with incidents of discrimination

Competences

1. The trainer will be competent in identifying how the legal framework and changes thereto affect the work and intervention scope of IMs

Contents

1. Rights and obligations of IMs
 - Position of IMs in national law / regulations
 - Deontology code
 - Liability
 - Legal responsibilities of professionals who work with IMs
 - Other types of mediation as differentiated from IM
2. Human rights
 - Scope of human rights
 - The Universal Declaration of Human Rights
 - The Convention on the Rights of the Child
 - Protocol No. 7 to the Convention for the Protection of Human Rights and Fundamental Freedoms. Strasbourg
 - Anti-exclusion and anti-discrimination policies
 - National and international institutions and networks representing human rights
 - The role of the IM in cases of violation of human rights
3. Legal status of migrants and the migration law
 - History of migration with focus on the 21st century
 - EU migration policy and legislation
 - International and national migration law

Module 7: Resources on intercultural mediation

Description

Any IM trainer needs to know which resources (bibliography, associations, training material etc.) are available at national and international level on intercultural mediation and related issues. This module is intended both as an up-skilling resource and as a tool for training material development.

Learning outcomes covered by module

Knowledge

1. The trainer will know about the development of intercultural mediation in Europe, different definitions of and approaches to IM
2. The trainer will know about the professional status and profile of intercultural mediators in the country, trainings and certifications
3. The trainer will know which authorities, associations and other stakeholders are involved in intercultural mediation in the country
4. The trainer will know about training material on IM (including training platforms) developed in the national language
5. The trainer will know about publications on IM (paper and on-line) in the national language
6. The trainer will know about effective intercultural mediation practices and organizations in other countries, as well as other affiliated practices such as community interpreting or medical interpreting
7. The trainer will know about training resources on IM in other countries / languages
8. The trainer will know about online communities and other networks of intercultural mediators (local, European and international) and related professions, their regular events and informative material
9. The trainer will know about university courses offered on IM at European level

Skills

1. The trainer will be able to embed a comparative perspective of IMfl in his training
2. The trainer will be able to integrate successful approaches of professions related to IMfl that are in line with the IM role in the country

Contents

1. An introduction to intercultural mediation
 - The appearance of intercultural mediation in Europe
 - The role of the EU in the development of intercultural mediation
 - Definitions and forms of intercultural mediation
 - Related professions

2. The professional profile of an intercultural mediator
3. Models of intercultural mediation in Europe
4. Intercultural mediation and akin professions in the world
 - IM services and organizations in other countries
 - Belgium: Intercultural Mediation and Policy Support Unit
 - Italy: Programma Integra
 - Switzerland: INTERPRET
 - France: Association de femmes relais mediatrices
 - Community interpreting
 - Definition
 - European Network for Public Service Interpreting and Translation (ENPSIT)
 - Association of Community Interpreters (ACIS – UK)
 - Critical Link network (Canada)
 - Medical interpreting
 - Definition
 - International Medical Interpreters Association (IMIA)
 - California Healthcare Interpreting Association (CHIA)
 - National Council on Interpreting in Health Care (NCIHC)
 - Online communities
 - SONETOR
5. Other publications and resources on IM
6. European university courses in intercultural mediation
 - Graduate
 - Post-graduate

ANNEX: IMfl trainer profile per country and TIME course requirements

1. Educational background and working experience

Austria

In Austria there are no formal requirements from IMfl trainers. For adult training courses in general, the educational background required from trainers is related to the institution and the type of training. For trainers leading courses at VET schools or colleges there are the following requirements³:

- Subject – related theory: university degree in specialized fields & at least four years of work experience in the private sector
- Subject – related practical: Relevant vocational education & at least six years of relevant practical vocational activity
- General education subjects: graduation at university, colleges of teacher education as well as one year of teaching practice at a school & one year of teaching practice at a school

Talking about teachers for training in workshops it is necessary to be graduated at pedagogical universities. The pedagogical education lasts three years and ends with Bachelor degree diploma. They should have experience amounting to 24 weeks of full employment.

For trainings at vocational schools for apprentices, education requirements are similarly structured as in the VET or colleges:

- In general education theory and subject related instruction it is necessary to have graduated from pedagogical universities (bachelor degree, after three years of study) & have three years of relevant work experience.
- For practical training requirements: diploma from occupation-related VET program, Craftsman Master Exam and graduation from pedagogical universities (bachelor degree, after three years of study) & three years of relevant occupational practice.

Belgium

There are no specific formal regulations about minimum educational background for IMfl trainers or working experience. As regards the original training program for intercultural mediators, implemented in the early 90's, trainers had to fulfill the requirements of anyone teaching at the level of secondary higher education. For the university training in community interpreting, trainers have to have the level required by the university.

³ <http://www.abc.berufsbildendeschulen.at/de/page.asp?id=21>

Germany

In Germany, there are both university courses on intercultural mediation (EQF 6) and many trainings for integration facilitators/ ambassadors etc. as adult education courses with no level specification. For teachers providing respective education as part of formal tertiary education (universities), a corresponding qualification at EQF level 7 or 8 is required. For the other courses, there are no formal requirements from trainers.

It should be noted that in Germany not the national level but the states have the regulatory competence for the education issues. Thus, different rules apply in the 16 Federal states of Germany. A joint body, the KMK (Kultusministerkonferenz), where all states are represented, is in charge to ensure exchange and cooperation among the states regarding education. Regarding adult education, no specific legal regulations for requirements to trainers apply. Rules and requirements from adult trainers are set up by chambers, professional associations, health insurance funds or similar bodies according to their specific branches or sectors.

Greece

There are no formal requirements from IMfl trainers. According to the professional trainer profile issued by EOPPEP (the National Organization for the Certification of Qualifications and Vocational Guidance) there are several paths to become an adult trainer⁴. The requirements for working experience vary according to the education level:

- For holders of graduate and post-graduate university degrees, 2 years of working experience.
- For post-secondary education degree holders, 3 years of professional experience in their field of specialization.
- For secondary education graduates (12 years), 5 years of professional experience.
- For those who have completed compulsory education (9 years), 6 years of professional experience are required.

Italy

In Italy there are no formal requirements for IMfl trainers. In general, if the training course for IMfl is organized by the University, the Trainer has to be graduated in one of the following topics: sociology, psychology, philosophy, anthropology, contemporary history, political sciences. At the same time, in a training course organized by the University, the Trainer should be an expert in the field of Intercultural Mediation Services, Migration and International protection issues, Social sciences.

On the other hand, if the course is organized by a Training Organization accredited by a Region (in Italy Regions manage the VET system), there are no formal requirements for IMfl trainers. In this case, the professional experience is the most important criterium for the selection of the trainer.

⁴ http://www.eoppep.gr/images/EP/New_trainer_profile_final_all.pdf

Poland

There are no legal frames of being an IMfl trainer in Poland but the practice is to have a diploma of postgraduate studies (mostly led by universities) or trainings in mediation issues (led by institutions or non-governmental organizations that organize this kind of courses).

Experience (besides studies or training) is not a requirement; however during studies or trainings it is obligatory to have practical work, so experience is partly obtained from previous trainings.

Portugal

Relevant academic and / or professional qualification (preferably tertiary, not less than complete 9 years of education) is necessary for adult trainers in general⁵, and accordingly to be able to lead courses of Intercultural Mediation for Immigrants.

The duration of working experience is not defined, but the trainer should have relevant work experience in basic training area, enabling him to have realistic contact with the labor market and consequently know the main challenges of the profession.

TIME program requirements

The TIME IMfl training course is designed at EQF level 5. Therefore, trainers leading the course should be holders of university degrees. Ideally, the trainer should have a degree in Intercultural Mediation. However, as such specialization is not available in most countries, any degree in fields relevant to the modules or topics they will provide training for would be accepted. Indicatively, this would encompass Social and Human Sciences (e.g. Sociology, Social Anthropology, Political Sciences, Social Communication, Interculturality, European and International Studies), Interpreting Studies, and Computer Sciences. Whichever academic or professional background the trainer is coming from it is highly desirable to have been trained as an IM himself or be a certified trainer of IMs.

Professional experience in the training field is also very important. Trainers should be able to convey not only theoretical knowledge, but also practical, hands-on training. We suggest that the TIME IMfl trainers should have 2 years of working experience at least.

⁵ Instituto de Estudos Sociais e Económicos – IESE. (2013). Referencial de Formação Pedagógica Inicial de Formadores (2nd ed.). Instituto do Emprego e Formação Profissional, I.P. (Ed.). Retrieved from <https://www.forma-te.com/mediateca/finish/14-formacao-de-formadores/27089-referencial-da-formacao-pedagogica-inicial-de-formadores/0>

2. Training and certification in adult education

Austria

For adult education trainers, there is no strict regulation of formal certification requirements. The applicable requirements are described in the section *Educational background and working experience*.

Belgium

For adult education trainers, there is no strict regulation of formal certification requirements.

Germany

There is no certification required by law. However, trainers working for specific branches usually have to fulfil rules set by chambers or professional associations, as indicated above. A large variety of certificates exist to document trainers' competences acquired through training outside of formal education (issued by various education providers). Certificates for intercultural trainers exist, issued by various education providers, but there is still a lack of consistency and wider recognition.

For adult education trainers, there is no strict regulation of formal qualification requirements. There are only recommendations regarding didactical competences and/or rules set by professional associations, chambers etc.

Greece

Depending on the path someone has become an adult trainer, there are different training and teaching experience requirements in adult education:

- For holders of doctorate /master /bachelor in adult education or e-learning no further training or teaching experience is required
- For holders of doctorate /master /bachelor in any other field and all other educational backgrounds, the attendance of a public or certified training course in adult education is required, along with 150 hours of teaching experience.

In order to be certified, adult trainers need to obtain a certificate of training competence and enroll in the EOPPEP registry of trainers. From 1.9.2017 certified training competence will be required from all trainers in order to be eligible to participate in publicly funded programs of non-formal education⁶.

Italy

For adult education trainers, there is no strict regulation of formal certification requirements.

⁶ http://www.eoppep.gr/index.php/el/trainers_certification_exams/2015-06-04-12-53-21#γιατι-ειναι-απαραιτητη-η-ιστοποιηση-εκπαιδευτικης-επαρκειας

Poland

For adult education trainers, there is no strict regulation of formal qualification requirements. Experience (besides studies or training) is not a requirement. A postgraduate diploma or a training certificate are recognized as kind of legitimation to be a trainer but it is still not regulated by the law.

Portugal

There are the following requirements for training in adult education⁷:

- Successful completion of Initial Pedagogical Formation of Trainers (90 hrs);
- OR Recognition, validation and certification of pedagogical skills, acquired through experience;
- OR Recognition of higher education qualifications/ certificates conferring corresponding teaching skills in the profession of reference

There are two types of certificates accepted:

- Certificado de Competências Pedagógicas (CCP - Certificate of Pedagogical Competences);
- Certificado de Competências Pedagógicas de Especialização (CCPE - Certificate of Specialization in Pedagogical Competences)

TIME program requirements

The TIME IMfl training course has been designed according to the principles of adult training methodology. For the successful implementation of the course, some training in adult education is necessary. Trainers should have received training in adult education or at least have experience in teaching adults, either formally or informally. For trainers who have not received such training (and are not HEI staff or graduates of pedagogical faculties) there should be a training in adult education as proposed in O5-A2.

Experience or certification in training issues is not considered by the partnership as the most essential factor to train intercultural mediators effectively. Nevertheless, such experience and/or certification would add value.

⁷ Instituto de Estudos Sociais e Económicos – IESE. (2013). Referencial de Formação Pedagógica Inicial de Formadores (2nd ed.). Instituto do Emprego e Formação Profissional, I.P. (Ed.). Retrieved from <https://www.forma-te.com/mediateca/finish/14-formacao-de-formadores/27089-referencial-da-formacao-pedagogica-inicial-de-formadores/0>

3. Other formal requirements

Austria

The Public Employment Service Austria (AMS) reports on following requirements: psychological resilience, physical endurance, good written and oral presentation skills, independency, learning ability and retentiveness.

The special interest groups backed by GPA (Union of Private Employees) report following requirements: theme-specific expertise, methodical competence, didactic competence, design competence, group dynamic competence, process orientation and control, social skills, communicative competence.

The Skills Development Academy (Weiterbildungsakademie) reports following requirements: didactic competence, professional competence, education theory competence, social skills, personal competence, management competence, competence in librarianship as well as information management, research-oriented working, reflective competence⁸.

Belgium

For adult education trainers, there is no strict regulation of formal qualification requirements.

Germany

For adult education trainers, there is no strict regulation of formal qualification requirements.

Greece

There are no formal requirements other than those described in the previous two sections.

Italy

For adult education trainers, there is no strict regulation of formal qualification requirements.

Poland

For adult education trainers, there is no strict regulation of formal qualification requirements.

Portugal

There are some additional requirements from adult trainers in Portugal⁹:

⁸ All references: <http://erwachsenenbildung.at/themen/berufsfeld/berufsbild/kompetenzprofile/trainerin.php>

⁹ Instituto de Estudos Sociais e Económicos – IESE. (2013). Referencial de Formação Pedagógica Inicial de Formadores (2nd ed.). Instituto do Emprego e Formação Profissional, I.P. (Ed.). Retrieved from

- 150 hours of proven teaching experience as trainer (regardless of the training course);
- Individual characteristics (autonomy, assertiveness, flexibility, problem solving, initiative and innovation, creative and entrepreneurial skills, communication);
- Consistent knowledge of the National Qualifications System, including the different forms of vocational education and training;
- Knowledge of e-platforms and Online Interaction Networks;
- Continuous Training Certification for Trainers (recommended);
- Basic ICT knowledge

4. Experience in intercultural mediation or in migrant issues

Austria

There is no specific information available, but according to the requirements mentioned in the section *Educational background and working experience* there should be at least 2 years of experience.

Belgium

No legal requirements exist. There can be found many trainers with an experience in IM/ migrant issues, but this is not a legal requirement.

Germany

Requirements for specific experience are not clearly defined. Requirements are set by the education provider (e.g. professional association, but also regional service providers or bodies, health services etc.). An orientation is provided through curricula currently used, which indicate core issues to be taught in respective courses. The trainer shall give a proof of experience covering those aspects. A migration background is not seen as a requirement (even not an advantage per se), as it does not automatically lead to intercultural competence.

Greece

Experience in intercultural mediation or in migrant issues is preferable but it is not a legal requirement. However, according to the general rules applying to adult trainers, they should have experience relevant to the training subject.

Italy

No legal requirements exist. There can be found many trainers with an experience in IM/ migrant issues, but this is not a legal requirement.

Poland

For adult education trainers, there is no strict regulation of formal qualification requirements.

Portugal

Experience in Portugal is required in accordance with the general requirements for trainers.

TIME program requirements

For the successful implementation of the TIME IMfl training program, trainer experience in IM or migrant issues is considered absolutely necessary (except for the module of digital skills and technical sub-topics not directly related to IMfl). Such experience is a prerequisite to convey the sensitivity, complexity, interrelationship and interaction of factors involved in intercultural mediation. We recommend for trainers to have at least 2 years of experience in working with migrants (not only as a mediator but also as a translator, assistant or adviser, in formal, non-formal or informal activities).

5. Interpersonal skills

Austria

Interpersonal skills of an IMfl trainer are not clearly defined, but the skills presented in the 2010 EC report on "Key competences for adult learning professionals"¹⁰ are generally accepted: communicator, team player and networker; motivator; dealing with heterogeneity and diversity in groups. In addition, conflict ability (Kraft, 2009), and empathy (Heilinger, 2005; 2008) are considered important.

Belgium

There are many different forms of adult trainings and there is no special requirement of interpersonal skills at a formal level.

Germany

Interpersonal skills are not clearly defined. For specific branches, rules or standards for adult training may apply (defined by professional associations, chambers etc.). Education providers usually define their requirements in form of Terms of Reference for a trainer position (but not compulsory). An

¹⁰

http://erwachsenenbildung.at/themen/berufsfeld/berufsbild/kompetenzprofile/kompetenzprofile_ueberblick.php

orientation is given in research papers and publications by the BMBF (Ministry of Education) or the BIBB (Federal institute of professional education). Further, pedagogical faculties of universities often issue respective researches and recommendations.

Often, intercultural competences are set as requirement (depending on the donor of the courses). Intercultural competences may be acquired through intercultural training (however not IM specific). Indicatively, such training might include: cultural awareness, knowledge of other cultures, tolerance, dealing effectively with heterogeneity and diversity in group, lack of prejudice, non-discriminatory behavior, recognition and avoidance of stereotypes, reflection on own cultural norms, dealing with relativity/ ambiguity, conflict resolution strategies.

The Federal Association for Mediation (Bundesverband Mediation) indicates specific requirements to their members (including training issues)¹¹.

Greece

According to the professional profile of adult trainers issued by EOPPEP, there is a general list of interpersonal skills desirable for adult trainers in Greece¹². Trainers should have features as the following: Collaborative, interactive, team working, communicative, networker, conflict management skills, cultural awareness, negotiation skills, adaptable, motivator.

Italy

There is no formal regulation of interpersonal skills required from adult trainers.

Poland

There are no legal requirements, but some specific skills are connected to specific courses. If there is a course about intercultural communication it is necessary to be an expert in theory of communication, cultural knowledge and interpersonal technics but also have skills of being communicative, open-minded etc.

As practice shows, very important skills in teaching IMfl are impartiality, neutrality, having good knowledge of the topic and communication skills, but these are no legal requirements.

Portugal

According to the professional profile of adult trainers¹³, the most important interpersonal skills are: Cooperation, tolerance, team spirit, motivation, flexibility and work coordination. In addition, all trainers are required to have the interpersonal skills corresponding to their target groups.

¹¹ www.bmev.de/fileadmin/downloads/anererkennung/bm_standards_mediatorIn_2015.pdf

¹² http://www.eoppep.gr/images/EP/New_trainer_profile_final_all.pdf

¹³ Instituto de Estudos Sociais e Económicos – IESE. (2013). Referencial de Formação Pedagógica Inicial de Formadores (2nd ed.). Instituto do Emprego e Formação Profissional, I.P. (Ed.). Retrieved from

TIME program requirements

As it is obvious, interpersonal skills are very important for trainers in all training fields. Especially in intercultural mediation, interpersonal skills are at the core of the profession, and trainers should serve as role models, motivators and inspirers. Because of that the suggested interpersonal skills for TIME IMfl trainers are as following: Assertiveness; objectivity; empathy; communication skills; patience; collaborative; team spirit; conflict management skills; cultural awareness; ability to deal with heterogeneity and diversity in groups; negotiation skills; adaptability; tolerance; interactive; motivator.

6. Linguistic skills

Partnership countries

In most partnership countries there are no requirements from IMfl trainers to know a foreign language. The only exception is Germany, where foreign language skills are generally considered to be intrinsic part of the intercultural competences an expert teaching such a subject should have, even though not specifically mentioned.

TIME program requirements

Given that trainees should have a good knowledge of the official language of the host country (B2-C1), courses shall be given in it without the trainer having the obligation to know migrant languages. Nevertheless, since intercultural mediation is about bridging linguistic and cultural barriers through the display of excellent intercultural skills, it is impossible for a trainer to serve as a role-model or be able to understand the issues involved in IMfl unless he is bilingual. Therefore, all TIME IMfl trainers should have good knowledge of a second language (B2 or higher) and culture. In addition, competence in English is highly desirable, in order to be able to use and present material and practices from other countries.

For the activities that involve training in interpreting, it has to be ensured that all trainees have access to terminology in the target migrant languages and that the progress of all students can be monitored. This might require specific language combinations from the trainers, according to the trainee group.