

TIME

Train
Intercultural
Mediators
for a Multicultural
Europe

Recommendations for the validation, certification and accreditation of Intercultural Mediator training

INTELLECTUAL OUTPUT N° 6



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Editing of document:

Olympic Training and Consulting Ltd

Development of document:

BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH

BGZ Berliner Gesellschaft für Internationale Zusammenarbeit mbH

Hellenic Open University

Intercultural Mediation Unit of Federal Public Service Health, Food Chain Safety & Environment

Lisbon Municipal Police

Olympic Training and Consulting Ltd

Programma integra società cooperativa sociale

Uniwersytet Papieski Jana Pawła II w Krakowie

Contact:

Olympic Training and Consulting Ltd (project coordinator), www.olympiakokek.gr



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Abstract

The TIME project produced in earlier activities two new training programs: One for intercultural mediators and one for their trainers. In this document the accreditation and validation possibilities of these new courses are explored.

First, alignment with EQF and ECVET is proposed. Then the accreditation authorities of the partnership countries were contacted and partners retrieved information on procedures and prerequisites of accreditation. With the exception of Italy, there is no accreditation possible yet for non-formal VET training for intercultural mediators. In Belgium, Greece, Poland and Portugal a prerequisite for accreditation is the creation of the vocational profile of intercultural mediators. In Austria and Poland the validation/ certification/ accreditation system is under reorganization.

This document briefly describes the accreditation procedures applicable in each country of the partnership and proposes an alignment of the new courses with respective NQFs. Most important, opportunities for the accreditation of the courses are identified and recommendations to stakeholders are made in order to further promote the professionalization of intercultural mediation.

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Introduction

Accreditation becomes increasingly important in the European labor market. Accreditation, defined as “the formal recognition by an authoritative body of competence to work to specified standards” is an important tool for quality assurance in services and products, creating trust, transparency and reliability¹. The European Commission has stated that “Accreditation is essential for the correct operation of a transparent and quality-oriented market.” **Being a highly needed social service where quality directly affects human lives, intercultural mediation for immigrants (IMfi) can be no exception to this. In fact, the very lack of accredited intercultural mediator training in most partnership countries was a driving force for the implementation of the TIME project.**

In the field of intercultural mediation most training offers are informal or non-formal (with the exception of Italy and partly Austria and Germany), creating a very diverse landscape in terms of quality, professionalism and range of competence that renders comparison and standardization difficult. When referring to formal training, accreditation procedures usually are in place. At the same time, the importance of the validation of non-formal and informal learning is increasingly acknowledged.

This need can be catered for with the use of tools developed by the European Commission that allow comparison, validation, and recognition of learning, whatever the context it takes place or the accreditation procedures applied. Tools like EQF, NQFs, ECVET, ECTS, Europass etc. are configurable, yet transparent means to deal effectively with the huge diversity of learning offers and individual learning paths in all fields of knowledge. A short overview of the tools relevant to the TIME project is presented here.

The **European Qualifications Framework (EQF)** is a translation tool that helps communication and comparison between qualifications systems in Europe. Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences. This allows any national qualifications systems, national qualifications frameworks (NQFs) and qualifications in Europe to relate to the EQF levels. Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems². **National Qualifications Frameworks (NQFs)** reference the formal training provisions of each country to EQF. Not all EU members have developed so far an NQF or have referenced it to EQF.

The aim of the **European Credit System for Vocational Education and Training (ECVET)** is to enable the recognition of qualifications for learners of the secondary vocational education, initial and continuing vocational education and training during the mobility periods, by creating a common qualification framework, the use of common language, and the enhancement of exchanges and mutual trust between VET beneficiaries across Europe. ECVET aims to support the recognition of learning outcomes acquired through formal, non-formal and even informal learning processes³.

¹ European Co-operation for Accreditation: *A Briefing for Government and Regulators*. <http://www.european-accreditation.org/brochure/a-briefing-for-government-and-regulators>

² Quoted definition from: [http://ec.europa.eu/ploteus/search/site?f\[0\]=im_field_entity_type%3A97#](http://ec.europa.eu/ploteus/search/site?f[0]=im_field_entity_type%3A97#)

³ <https://www.iky.gr/en/ecvet-network>

The main purpose of the TIME project is to promote the standardization of IMfl training and professionalization of their services. Therefore, the training courses developed in the frame of the project have been designed so as to cater for the training needs detected at European level for IMfl and their trainers⁴. At the same time, courses have been designed in such a way as to facilitate alignment with the European tools for recognition of qualifications, in order to promote the professional profile of IMfl. The IMfl training course can be implemented in either formal, non-formal or informal context, whereas the trainer course is intended for informal learning (self-study).

In order to proceed with alignment of the TIME training courses with the three European tools mentioned before, all partners collected information about the correspondence between EQF and their NQFs and subsequently recommended possible training providers for the IMfl course. ECVET units were proposed for each course linked to the corresponding learning outcomes, which have been developed in line with the descriptors for EQF and ECVET with regard to particular levels. In addition, the relative weight of each unit and ECVET points were calculated, combining the three factors described in *ECVET Questions and Answers*, p. 23⁵:

1. *The relative importance of the learning outcomes which constitute the unit for labour market participation, for progression to other qualification levels or for social integration;*
2. *The complexity, scope and volume of learning outcomes in the unit;*
3. *The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit*

After proposing an alignment with EQF, NQFs and ECVET, **all project partners had encounters and/or interviews with local, regional or national accreditation authorities in order to identify the steps needed to accredit the TIME training courses and further promote the professionalization of IMfl.** Accreditation procedures and standards were explored, and subsequently the features of the TIME training courses were compared to existing requirements. These meetings provided valuable information on the opportunities presented in each country of the partnership and led to recommendations by each partner for future action. Recommendations are addressed at policy makers, training providers and stakeholders in general at national, regional or local level proposing not only the exploitation of project products but also **strategic actions necessary for the recognition of IMfl as a regular profession.**

⁴ See the *Training Course for Intercultural Mediators for Immigrants* (Parts I-V) and the *Self-study Course for Trainers of Intercultural Mediators* (Part I and training modules) available at www.mediation.time.eu.

⁵ European Commission, DG Education and Culture (February 2011). *ECVET Questions and Answers*. Retrieved from <http://www.cedefop.europa.eu/en/news-and-press/news/get-know-ecvet-better-questions-and-answer>

1. Proposed alignment of the TIME training programs with the European Qualifications Framework and ECVET

1.1. IMfl training course

EQF

According to the desired IMfl profile depicted earlier in the project (O3), while most specialists agree that the training programs in intercultural mediation should ideally lead to a degree at bachelor's or master's level (EQF levels 6 or 7), for reasons of practicality and depending on the specific country conditions, training provided might also be at the level of higher secondary vocational training (EQF level 5). Due to the significant discrepancies in the level and extent of training provisions in IMfl in the partnership countries, the course developed in the frame of the TIME project was designed in adherence to the EQF level 5 descriptors of learning outcomes. Correspondingly, training content was developed according to desired learning outcomes. Therefore, the TIME IMfl training program is proposed as an **EQF 5 course**.

ECVET

As a first step, ECVET units were proposed according to competence areas. The competence areas are presented in accordance with the profile, the training needs and the learning outcomes defined in O3; therefore they vary somehow in order and structure from the actual modules and topics developed for the training course.

The second step was to propose the overall ECVET points to be allocated to the whole course. 60 ECVET points correspond to a full year of vocational training. 120 ECVET points correspond to a 2-year course, which is the estimated learning time for the TIME IMfl course⁶.

The relative weight (%) of each unit in the whole course was calculated according to estimated learning time, topic duration⁷, intensity and importance. ECVET points for each unit were calculated correspondingly (table 1). In some cases decimals needed to be rounded off in order to reach the total of 120 points.

Finally, the learning outcomes corresponding to each unit were allocated, in accordance with the desired learning outcomes in O3 (see Appendix 1).

⁶ For the definition of the term "learning time" see *ECVET Questions and Answers*, p. 77 (available at <http://www.cedefop.europa.eu/en/news-and-press/news/get-know-ecvet-better-questions-and-answer>)

⁷ The recommended duration of each module and topic is presented in *Part II - Training Methodology* of the training course.

Table 1: Proposed ECVET units and points for the TIME IMfl course.

Units / subunits	Unit weight %	ECVET points
1. Principles of intercultural mediation	6.7	8
2. Knowledge of migration legal framework and history in host country	5	6
3. Understanding of administrative structures and procedures in host country	3.9	4.7
4. Competence in specific intervention fields	11.1	13.3
5. Communication skills	3.6	4.3
6. Mediation skills	7.7	9.2
6.1 Conflict resolution techniques	5.5	6.6
6.2 Inter-ethnic conflict particularities and coping strategies	2.2	2.6
7. Interpreting skills	14.2	17
7.1 Consecutive interpreting techniques	8.7	10.4
7.2 Remote intercultural mediation services	5.5	6.6
8. Knowledge of basic sociocultural and psychological concepts and mechanisms related to intercultural mediation	17.9	21.5
8.1 Introduction to psychology concepts	2.7	3.2
8.2 Basics in sociocultural structures and anthropological concepts	3.3	4
8.3 Knowledge of exclusion and discrimination mechanisms	2.4	2.9
8.4 Gender theory	1.7	2
8.5 Special characteristics of vulnerable groups	6.7	8
8.6 Sociocultural differences - impact on service provision and coping strategies	1.1	1.3
9. Professional ethics	16.7	20
9.1 Professional conduct and deontology code	3.9	4.7
9.2 Professional identity and tools	3.3	4
9.3 Role awareness in different settings	3.9	4.6
9.4 Self-improvement techniques	5.6	6.7
10. Interpersonal and intercultural skills	4.9	6
10.1 Interpersonal skills	1.6	2
10.2 Intercultural skills	3.3	4
11. Digital skills	8.3	10
11.1 Use of e-mail	1.7	2
11.2 Retrieve efficiently information from the Web	3.3	4
11.3 Word processing	1.7	2
11.4 Use of e-learning platforms	1.7	2
Total	100	120

1.2. Trainer self-study course

EQF

The alignment of the trainer course with EQF is proposed according to the EQF descriptors of learning outcomes. Learning outcomes have the following descriptors for EQF level 6⁸:

KNOWLEDGE: Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.

SKILLS: Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study.

COMPETENCE: Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

On the basis of the desired profile of IM trainers (O5 Part I) and the knowledge, skills and competences described in O5-A2, it is proposed that the TIME IMfl trainer course correspond to **EQF 6**.

ECVET

The procedure followed for the alignment of the TIME trainer course with ECVET was similar to that followed for the alignment of the IMfl course. First, competence units were determined. For this course, the ECVET units proposed are identical with the course modules.

The second step was to propose the overall ECVET points to be allocated to the whole course. 60 ECVET points correspond to a full year of vocational training. It was estimated that for a trainer to go through the whole self-study material and the recommended bibliography, 4 months of full-time study would be required. Hence, 20 ECVET points were allocated to the whole course. It should be noted, however, that most trainers will not need to take the whole course, since they will have expertise in at least one of the learning fields.

The relative weight of each unit in the whole course was calculated according to length, intensity and importance (table 2). Finally, the learning outcomes corresponding to each unit were allocated, in accordance with the design of the course in O5 (see Appendix 2).

⁸ <https://ec.europa.eu/ploteus/content/descriptors-page>

Table 2: Proposed ECVET units and points for the TIME trainer course.

Units	Unit weight %	ECVET points
Special characteristics of the TIME IMfl training program	10%	2
Adult training methodology and techniques	20%	4
Psychological issues in mediation	10%	2
Communication techniques	15%	3
Cultural and anthropological issues	20%	4
Legal aspects of intercultural mediation	10%	2
Resources on intercultural mediation	15%	3
Total	100	20

2. Current status of IMfl training accreditation and recommendations for the use of the TIME training courses per partner country

Austria

Accreditation authorities

Name of authority: Nationale Koordinierungsstelle (NKS, National Coordination Office, part of the OEAD)

Level: National

Procedures and requirements to validate/certificate/accredit a new training course

According to the NQR-law from March 15th 2016 the validation of non-formal qualifications is still in a conceptual stage and will be planned and reviewed in 2017/18. The current concept of validation is the following:

The education/training provider hands in all the necessary documents (not defined yet) at the NQF-service-office (NQR Servicestelle, does not exist yet). The NQF-service-office sends the application to the NKS (National Coordination office, part of the OEAD) who checks and accepts/rejects the application and the allocation to the EQF/NQF level. Two control groups (Beirat, Steuerungsgruppe, neither of these exist yet) have the option to confirm or approve the decision of the NKS. In case of approval, the non-formal qualification gets listed in the national NQF-register (which also does not exist yet).

Current status of IMfl training certification and accreditation procedures

Currently there are no formal VET courses on IMfl. Regarding non-formal IMfl training, no accreditation procedure is possible for the time being as the accreditation of non-formal qualifications is still in conceptual stage.

On tertiary level, there are university courses on "community interpreting" ("Kommunal Dolmetschen"). Community interpreting is part of the master study programmes on translation and interpretation⁹. These university courses are, unlike university studies, not free of charge and have a duration between one to four semesters (depending on their level and intensity). They target professionals, who are already working in the field of community interpreting (social, therapeutic, medical institutions¹⁰) yet without having relevant previous qualification in that, as well as students and interpreters who want to specialise at this stage of their professional development¹¹.

⁹ <http://www.studium.at/studieren/kommunaldolmetschen>

¹⁰ <https://slawistik.uni-graz.at/de/neuigkeiten/detail/article/universitaetslehrgang-kommunaldolmetschen-am-itat/>

¹¹ <http://www.uniforlife.at/sprache-kommunikation/detail/kurs/kommunaldolmetschen-basiskurs-grundlagen-und-basiskompetenzen/>

The course does not lead to a formal university degree, but to a university certificate and some are credited with ECTS points.

Alignment of the TIME training courses with NQF

a. IMfl training course

EQF 5 corresponds to the Austrian NQR 5 (Nationaler Qualifikationsrahmen, i.e. NQF). The NQR is based on the same classifications as the EQF but considering the national context.

According to the NQR-standards neither the location nor the duration or type of school or training are relevant for the classification, the only criteria are the learning outcomes.

Formal ways to achieve NQR are for example:

- short studies or university courses (minor than bachelor)
- diploma of a higher secondary school with vocational training (BHS)
- diploma of a (higher) VET-institution

The so called NKS (National Coordination Office, part of the OEAD) has the responsibility for the implementation and recognition of NQR-projects. In order to get the NQR-recognition a training/course must fulfil several criteria such as the application by a certified institute, a final qualification check (a formal, standardized exam) and a formal certificate at the end.

The NQR-recognition of informal learning outcomes that do not comply with the mentioned official criteria is unfortunately still not clear.

b. Trainer course

EQF 6 corresponds to the Austrian NQR 6 (Nationaler Qualifikationsrahmen, i.e. NQF). At the moment (March 22nd 2016) the Austrian National Assembly recently voted through the NQR-bill launching the first phase of the alignment of qualifications as a result of formal learning. The alignment of non-formal and informal qualifications has not been realized yet and is going to be part of the following phases in future.

Opportunities for the accreditation of the TIME training courses

Currently there is no IMfl training accreditation possible as the accreditation of non-formal qualifications is still in conceptual stage.

Recommendations for future action

As the national validation process of non-formal qualification is still in a conceptual stage the next steps can only be planned as soon as the legal details are determined.

Belgium

Accreditation authorities

Names of authorities: Flanders: The authorities responsible for providing validation/accreditation depend on the EQF/NQF level.

- For training courses at **levels 1-5** (anything below bachelor level) the **Flemish government** is in charge of the actual validation/accreditation. The Flemish government will be advised by the **VLOR** (Flemish Education Council) for levels 1-4 (anything up to higher secondary education) and by the **Commissie Hoger Onderwijs** (Commission for Higher Education) for level 5 (professional bachelor).
- For training courses at **levels 6-8** (academic bachelor, master, Phd) the **NVAO** (Dutch-Flemish Accreditation Organization) will validate and provide accreditation.

The “**Fédération Wallonie Bruxelles**” is competent for the French part of the country.

Level: Regional (Flanders and French Community)

Procedures and requirements to validate/certificate/accredit a new training course:

Flanders

In order to reach validation/certification/accreditation for occupations for which no vocational profile exists, the following procedures should be applied:

- Develop a vocational profile (in Dutch: ‘beroepskwalificatie’, ‘profession qualification’): this should be done by representatives of employers in cooperation with coaches of AHOVOKS
- The vocational profile should be validated by the validation commission (representatives of the interprofessional social partners and AVOHOKS)
- A NQF (in Flanders called VKS) level should be attributed by the Flemish NQF/VKS-evaluation commission
- The vocational profile should ultimately be accredited by the Flemish government
- The vocational profile is then registered by AVOHOKS

It is only at the end of this procedure that one can start applying for the validation/accreditation of the training program. This involves the following steps:

- Develop a proposal for the ‘education qualification’ (Dutch: onderwijkskwalificatie). To do this, the training program should be linked to one (or more) vocational profile(s) (this will be done by AVOHOKS)
- The Commission for Higher Education will provide advice on the accreditation of the program
- The Flemish government will accredit the program or not (depending on the advice formulated by the Commission for Higher Education)
- The training program is then registered by AVOHOKS

French community (Wallonia and Brussels)

In the French community, the best way to obtain validation/certification/accreditation is to include training in a school for ‘vocational training and social promotion’. These schools hand out the diploma and the institution of the French Community accredits it.

For the validation of the diploma, there are two possibilities:

1. Create a new bachelor training in intercultural mediation in two years. We need to introduce an educational file that must be approved by ARES (Academie de recherche et d'enseignement supérieur) and then by the ministry of education and after that by the ministry of social promotion. The procedure takes minimum 2 years. If the educational file is already done and accepted, it takes less time.
2. The schools providing 'vocational training and social promotion-programs' can organize trainings and sign a convention with another institution to recognize the skills acquired. The training do not lead to a bachelor certificate but the school of social promotion can deliver a certificate of completion for a specific unit but not for a bachelor or master degree.

Documents required for the validation/certification/accreditation of a new training course:

Flemish community

- Profession qualification description (this is a prerequisite to be able to apply for validation/certification/accreditation)
- Proposal for the 'educational qualification' (in Dutch: onderwijkskwalificatie) of the training program
- Advice of the Commission for Higher Education
- Accreditation

French community

To organize a bachelor degree, the school has to provide an 'educational file'. This file must be approved by ARES and then accepted by 2 ministries: education and social promotion.

Current status of IMfl training certification and accreditation procedures

Flemish community

The training program "intercultureel medewerker" ("intercultural collaborator") is organized in a number of vocational training and social promotion schools in Flanders. This modular training program roughly corresponds to the level of higher secondary education. However it does not lead to a diploma of higher secondary education. It leads to a certificate. In order to obtain a diploma of higher secondary education, the candidate will have to pass another test "Aanvullende algemene vorming" ("Additional general education"). The certificate obtained during the intercultural collaborator program is not a prerequisite to work as an intercultural mediator in most public and private organizations.

The 'Agentschap Integratie en Inburgering' (Agency for integration) delivers certificates for community interpreters (called 'social interpreters' in Flanders) that are 'supported' (sic) by, among others, the Flemish authorities and the ESF (European social fund). The training program that consists of 2 modules totaling 130 hrs is not connected to the NQF-system.

French community

Until now there are no validation/certification/accreditation procedures for intercultural mediators. Since this year, the University of Mons organizes a 70 hours training for intercultural mediators and

interpreters but the students receive only a certificate of completion (after having passed a test). This certificate is not recognized by the French community.

Alignment of the TIME training courses with NQF

a. IMfl training course

Belgium has implemented more than one NQF. The federal structure of Belgium gives the three communities a wide ranging autonomy in how to organize their education, training and qualifications systems. While the Flemish- and the French-speaking communities have been working on national frameworks since 2005-06, the German-speaking community has only recently decided to start work in this area. The Flemish and the French-speaking communities have been following different pathways, reflecting the substantial institutional and political differences in education and training between the two.

The **Flemish qualifications framework** is based on an eight-level structure described by the categories of knowledge, skills, context, autonomy and responsibility. Compared to the EQF, the FQF-descriptors are more detailed, in particular for lower levels. A main difference is that the **FQF** does not use 'competence' as a separate descriptor category but considers it as an overarching term and uses it interchangeably with learning outcomes. A main feature of the Flemish framework is the use of 'context' as an explicit element of the descriptors. The context in which an individual is able to function is seen as an important part of any qualification.

EQF level 5 characteristics:

- Courses are delivered by higher education institutions conjointly with centers for adult education
- Courses are taught either during the day or through evening classes
- 90 to 120 credits (with the exception of Associate Degree Nursing = 6 semesters)
- Strongly intertwined with the labor market, emphasis on learning at the workplace
- Full part of higher education, situated between secondary education and professional bachelor programs

For the **French community** in Belgium, the division of the framework into two main strands – educational and professional qualifications – has implications for stakeholders' involvement. The *Service Francophone des Metiers et Qualifications (SFMQ)* will play a key role in defining and positioning professional qualifications at levels 1-4. The SFMQ is well placed to play this role as its overall task (set up in 2009) is to develop occupational profiles based on the inputs of the social partners and in collaboration with employment services. Its role is also to develop training profiles with reference to these occupational profiles, in close liaison with education and training providers. **ARES**, the Academy of Research and Higher education will be responsible for defining and positioning educational qualifications at levels 6-8. ARES and SFMQ will share responsibility for qualifications at level 5, reflecting the extensive 'mix' of professional and educational qualifications at this level.

EQF level 5 characteristics:

- Only one institution delivers certification: EPS (enseignement de promotion sociale /social promotion)

- 2 years courses (1400 hours in total)
- Possibility to get on a level 6 if the student does one more year (700 hours)

Regarding the TIME IMfl training course, we recommend a training organized by Social Promotion Schools, Centers for Adult Education and Higher Education Schools.

b. Trainer course

The EQF 6 corresponds in both parts of the country to a bachelor level delivered in Flanders by higher education institutions and universities conjointly with Centers for Adult Education and in Wallonia only by higher education schools and universities. However, so far there are no provisions for the alignment of self-study courses with EQF.

In the Flemish community, Centers for Adult Education organize training programs for adult trainers who work for VDAB (Flemish Employment and Vocational Training Service) or SYNTRA (Flemish agency for training entrepreneurs). The trainers are evaluated each year and receive an OOV certificate called 'Trainers for adult trainers'. There is no provision for self-study courses.

In the French community, there are three major VET providers: FOREM, Bruxelles Formation and IFAPME. FormaForm provides in-service training for trainers in five core competences. There is no provision for self-study courses.

Opportunities for the accreditation of the TIME training courses

The most efficient way to implement the TIME training for mediators would be to incorporate it in vocational training and social promotion education system. This, however, would imply that a number of preliminary steps are taken, i.e. developing a vocational profile as described above. We will probe the interest of different stakeholders (among others: representatives of institutions employing intercultural mediators in different sectors) to develop and submit (in collaboration with the relevant government agencies) such a vocational profile.

Another possibility is to propose at the U-Mons university to include some modules of the training in a post-master training (Interpreter/mediator in the Public Services) that will be organized next year (2016/2017). This new training delivers a university certificate.

Regarding the TIME course for IM trainers, currently there are no perspectives for accreditation.

Recommendations for future action

In order to obtain validation/certification/accreditation of the developed material, our first strategy should be to get in touch with AVOHOKS (Agency for Higher Education, Adult Education, Qualification and Tuition Grants) and present the material developed within the context of the TIME-project. For Belgium, we recommend for the TIME training a NQF level 5, i.e. a professional bachelor degree.

The next step would be to develop with the relevant stakeholders a vocational profile, have it validated, accredited and registered. Next, the educational qualification file has to be developed and submitted for validation and registration. Once these procedures have been completed, vocational training and social promotion schools can organize the training program and deliver a certified and recognized diploma.

Germany

Accreditation authorities

In Germany, the **regional ministries** are the regulatory bodies for formal education. VET is regulated by the Vocational Training Acts (Berufsbildungsgesetz), higher education by the Higher Education Acts of the Federal States.

Level: National and Regional

Procedures and requirements to validate/certificate/accredit a new training course:

The current status of regulatory framework on mediation and mediation training is as follows:

- According to §5 subparagraph 2 Mediation Act (as of July 26th, 2012) there is a difference between a mediator and a “certified” mediator¹².
- A joint verifying body for certified mediators (GPZM - Gemeinsame Prüfstelle Zertifizierter Mediator) is under construction. By end of January 2014, a draft regulation on training and advanced training for certified mediators (ZMediatAusbV - Zertifizierte-Mediatoren-Ausbildungs-Verordnung (education regulation for certified mediator) was released. This draft regulates the training and advanced training as a certified mediator as well as the requirements for institutions that conduct trainings and advanced trainings¹³.

Documents required for the validation/certification/accreditation of a new training course:

- Proof of recognition as an educational institution / training provider
- Documents about the new course: curriculum, exam regulations, access regulations, fee system etc., in line with the Mediation Act
- Proof of availability of skilled trainers (in this case certified mediators)
- For courses according to the rules of BMEV: proof of fulfilment of the requirements according to the sets for certified mediators issued by the Bundesverband Mediation (see also draft “ZMediatAusbV”)

Current status of IMfl training certification and accreditation procedures

Currently, VET and HE degree courses for intercultural mediation do not exist. The mediation training is correspondingly not covered by the Vocational Training Acts or Higher Education Acts, but regulated by professional associations, in particular:

- Bundesverband Mediation e.V. (BMEV, <http://www.bmev.de>)
- Bundesarbeitsgemeinschaft für Familien-Mediation e.V. (BAFM, www.bafm-mediation.de),
- Bundesverband Mediation in Wirtschaft und Arbeitswelt e.V. (BMWA, www.bmwa-deutschland.de)

¹² German mediation law: www.dgm-web.de/download/Mediationsgesetz-Stand26072012.pdf

¹³ Standards for mediators and mediator training: www.bmev.de/aus-fortbildung/wie-werde-ich-mediatorin/standards.html

The above-mentioned mediation associations are working on definitions for standards of the training. They demand a qualification of at least 200 hours and they certify association members that qualify according to the standards of the association.

- Actually, on the one hand there are institutes that only train the mediators for 110 hours. On the other hand, in other institutes the training lasts 450 hours (including peer sessions).
- For making out a certificate, usually the mediation organizations request a verification of a qualified training that is recognized by the association, a documentation of four conducted mediations, respective inter- and supervision and a colloquium.
- After a successful validation process this entitles to use an addition in the certain association name, for example “mediator BAFM”.

Further networks and associations to mention are:

- The initiative of a national mediation network on immigration integration and participation, started by the university of Bochum (see www.mediationaktuell.de/news/bochumer-aufruf-einwanderung-integration-partizipation)
- Deutsches Forum für Mediation e.V. (www.deutscher-mediationsrat.de) and
- Deutsche Gesellschaft für Mediation e.V. (DGM, www.dgm-web.de)
- Centrale für Mediation (www.centrale-fuer-mediation.de)

The professional associations certify mediators according to their standards.

Verification

The associations BAFM - Bundesarbeitsgemeinschaft für Familien-Mediation e.V., Bundesverband Mediation e.V., BMWA Bundesverband Mediation in Wirtschaft und Arbeitswelt e.V., Deutsches Forum für Mediation e.V. und Deutsche Gesellschaft für Mediation e.V. installed a task force, which deals with the preparation for a joint verifying body for certified mediators (GPZM - Gemeinsame Prüfstelle Zertifizierter Mediator). A discussion draft was signed by the representatives of the associations and then published on July 14th 2013.

Public list of mediators

In Germany, there is a public list of intercultural mediators, which applies nationwide and is not restricted on one region (“mediator DGM”). The list is guided by the DGM - Deutsche Gesellschaft für Mediation. It is not a State Register. Since March 1st 2010 the recognition of mediators following the DGM education standard is carried out by the Deutsche Gesellschaft für Mediation e. V. Upon application, the certification committee proves, whether the applicant meets the education standard for quality assurance of practical work that was formulated in §1 of the DGM-recognition regulation (“DGM-Anerkennungsordnung”) in the version of November 20th 2009. If this is the case, the commission awards the quality label for a period of five years. During the period of recognition, the awarding of the quality label authorizes people to hold the label “Mediator DGM”. On request, the recognized mediators can become a part of the mediation register.

General regulations governing mediator training and current developments

In Germany, mediation training (if not integral part of a higher education degree) is offered as adult education. Its regulation is up to the professional associations. In Germany, these are especially the Bundesarbeitsgemeinschaft für Familien-Mediation e.V. (BAFM), the Bundesverband Mediation in

Wirtschaft und Arbeitswelt e.V. (BMWA) and the Bundesverband Mediation e.V. (BMEV). They formed a task force (as stated above) to install regulations for mediation training based on defined quality standards.

Currently, the standards and certificates for certification of mediators issued by the Bundesverband Mediation e.V. (www.bmev.de) according to §5 subparagraph 2 of the German Mediation Law are operational. The mediation law regulates the support of mediation and other methods for extrajudicial conflict resolution; in §5 (2) the standard for a certified mediator is established. Everyone who passes a qualification as a mediator in accordance with this regulation is designated to call himself a “mediator”. This regulation includes rules for scope and duration of training, requirements from teachers and the type of certification. Since 2009 the three associations BAFM, BMEV and BMWA recognize each other’s certified mediators. According to their standards, only certified mediators may work as trainers for mediators. These rules apply to all members of the association (however, parallel structures exist, thus the rules are not compulsory for non-members).

The Bundesarbeitsgemeinschaft für Familien-Mediation e.V. (BAFM), the Bundesverband Mediation in Wirtschaft und Arbeitswelt e.V. (BMWA) and the Bundesverband Mediation e.V. (BMEV) demand likewise further trainings with a minimum of 200 hours (with different specializations, for example the BMWA sets its focus on economic mediation). The BMEV demands for example 200 hours that are allocated to 120 hours basics and general methods of mediation, 30 hours mediation in a selected sector, 30 hours general and special supervision, and 20 hours peer consulting.

It is worth mentioning that the large professional associations for mediation in Switzerland (Schweizer Dachverband Mediation, SDM), Austria (Österreichischer Bundesverband für Mediation, ÖBM) and Germany (BAFM, BMEV, BMWA) recently agreed to recognize the certified training of each other. This opens up further opportunities for transfer.

Currently, several university degree courses on intercultural mediation are offered across Germany (EQF 6). Simultaneously, a variety of adult education courses for integration facilitators and ambassadors exist that cover a comparable content (intercultural communication and mediation), but these courses do not have any GQF-level specification. At VET-level, respective education offers have not been found in Germany.

The *Bundesarbeitsgruppe Berufsbildentwicklung* (BAG, federal workgroup for occupational profile development) is now adopting a training regulation for language and integration mediators according to §53 of the Vocational Training Act (BBiG). The BAG is a consortium of institutions that already have experience with the training and the use of language and integration mediators with the lead of the Federal Ministry of Labor and Social Affairs, Group Social Europe.

In addition, the Senate of Berlin (basis: Parliamentary inquiry, Alliance '90 / The Greens, SPD) plans to upgrade a successful model of integration guides (Integrationslotsen) by vocational training. The founded workgroup prefers a multi-level-scale job outline governed by state law¹⁴. The current framework in Berlin for integration guides includes a basic training of 100 hours¹⁵.

¹⁴ <http://www.berlinonline.de/mitte/nachrichten/4311672-4015813-integrationslotsen-berlin-will-neue-beru.html>

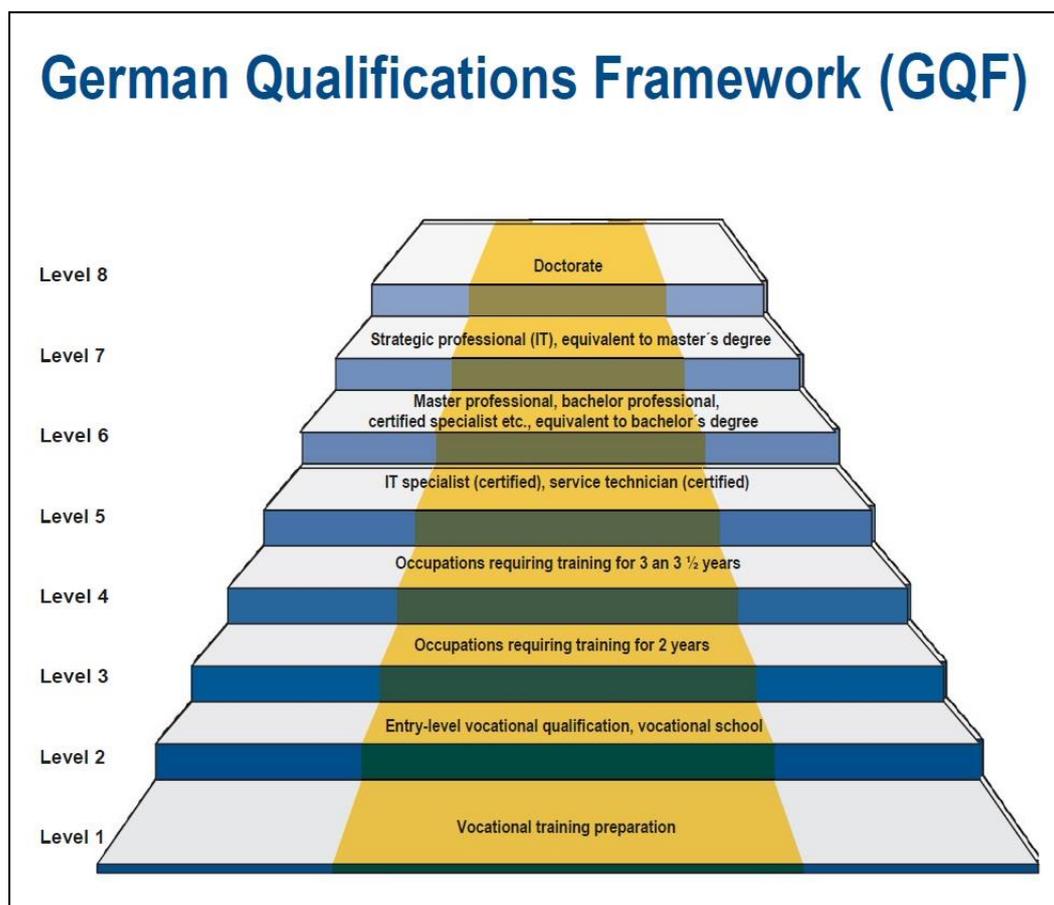
¹⁵ <http://www.berlin.de/lb/intmig/themen/integrationslots-innen/programm/ziele-und-programminhalte>

Alignment of the TIME training courses with NQF

a. IMfl training course

The German Qualification Framework (GQF), like the EQF, has eight levels, which are characterized through different description categories. The structure refers the learning outcomes associated with a qualification to the professional and personal development of the individual (professional competence – personal competence), and clarifies the orientation of all achieved learning outcomes to acting in a competent manner under the terms of defined structures of requirements (described in the level indicator).

Table 3: The German Qualifications Framework (source: <https://www.ihk->



[nuernberg.de/de/media/PDF/Weiterbildung/Aktuelles-und-Projekte/englisch_informationen-zum-dqr-des-dihk.pdf](https://www.ihk-nuernberg.de/de/media/PDF/Weiterbildung/Aktuelles-und-Projekte/englisch_informationen-zum-dqr-des-dihk.pdf)

The GQF differentiates between two categories of competence:

- 1) **“Professional competence”**, which is divided into “Knowledge” and “Skills”, and
- 2) **“Personal competence”**, divided into “Social competence” and “Autonomy” (four-pillar structure)

Given the fact that the GQF consistently refers to competences, the modal verb “can” has not been used throughout the GQF matrix.

Each GQF level is generally accessible via various educational pathways. The GQF is therefore, in line with the German understanding of education, based on a broad educational concept even if the GQF, like the EQF, is specifically concentrated only on selected characteristics. Notwithstanding this, aspects such as reliability, precision, stamina and attentiveness, and also intercultural and interreligious competence, active tolerance and democratic patterns of behavior, and normative, ethical and religious reflectiveness, act as constitutive elements for developing the ability to act. Methodological competence is understood as a transversal competence and for this reason is not separately stated within the GQF matrix¹⁶.

For a VET course, the Vocational Training Act (Berufsbildungsgesetz) applies and has to be met. As it can be seen from the GQF diagram, in order to align the IMfl-course of the TIME project to GQF 5 (VET level), the duration of the course should be significantly upgraded (from 2 to 3 or 3 ½ years) and the content expanded. Description of learning outcomes would have also to be adapted to the GQF descriptors as well. Consequently, a certification of the TIME IMfl-course as single offer is only applicable outside of the EQF/NQF system as part of professional standards like those of the Bundesverband Mediation e.V.

b. Trainer course

As described before, EQF 6 corresponds to GQF 6. However, for the time being (March 2016) there are no alignment procedures foreseen for non-formal training and learning paths, such as self-study courses^{17, 18}. Therefore the TIME course for IMfl trainers cannot be aligned with the NQF right now. As it is the case with the IMfl course, learning outcomes need to be adapted to the descriptors of GQF in order to make any reference possible. It is interesting that there are two university courses on intercultural mediation (EQF 6) and many training courses for integration facilitators/ ambassadors etc. as adult education courses with no level specification.

Opportunities for the accreditation of the TIME training courses

A set of meetings and interviews to promote the project, present the TIME IMfl-course and discuss opportunities for application was held with representatives of public bodies, professional associations, and education providers, to mention in particular:

- Deutsche Gesellschaft für Mediation e.V.
- Dachverband der Mediatoren
- Senatsverwaltung für Bildung, Berlin (regional Ministry of Education)

¹⁶ See also: http://www.dqr.de/media/content/German_EQF_Referencing_Report.pdf.

¹⁷ BIBB Hauptausschuss (2014): Empfehlung des Hauptausschusses des Bundesinstituts für Berufsbildung vom 12. März 2014 für Eckpunkte zur Struktur und Qualitätssicherung der beruflichen Fortbildung nach Berufsbildungsgesetz (BBiG) und Handwerksordnung (HwO) <https://www.bibb.de/dokumente/pdf/HA159.pdf>

¹⁸ http://www.dqr.de/media/content/The_German_Qualifications_Framework_for_Lifelong_Learning.pdf

- AG Migration der Senatsverwaltung für Wirtschaft, Technologie und Forschung, Berlin (migration task force of the regional Ministry of Economy, Technology and Research)
- Senatsverwaltung für Inneres und Sport, Berlin (regional Ministry of the Interior)
- Handwerkskammer Berlin (Chamber of Small Business and Skilled Crafts)
- Free University Berlin
- Arbeit und Bildung (certified education provider for postgraduate professional education)

In Germany, the most important question during the project was why people with migration background with the function of intercultural mediators are obviously underrepresented in relation to their share on the German population.

In the period from project start until today, a variety of important initiatives have been set in motion for the promotion of training for integration facilitators/ ambassadors and intercultural trainers across Germany, mainly due to the current immigration situation in the EU. An example is the initiative of the Berlin Senate.

The Senate of Berlin (basis: Parliamentary inquiry, Alliance / The Greens, SPD) plans to upgrade a successful model of integration guides (Integrationslotsen) by introducing a VET training course. The State Secretary for Integration Barbara Loth (SPD) supports the initiative. A work group was set up. The group work prefers a multi-level-scale job outline governed by state law. A dialogue for interested parties will be opened soon. In course of this dialogue, BGZ will have the opportunity to present the TIME IMfl-course and the recommendations. Before the preparation for this dialogue, BGZ already had various discussions with migrant organizations (e.g. the initiative of female immigrant entrepreneurs I.S.I. e.V.) and education consultants (e.g. Arbeit & Bildung e.V.).

BGZ also established a discussion with the university Alice Salomon Hochschule and the Free University of Berlin to work on opportunities for integration of the TIME IMfl-course into a higher education degree. The discussion is ongoing. However, integration into existing or new bachelor or master courses remains a task for the mid-term.

Finally, we have to state that according to the current regulations in Germany, the IMfl-course of the TIME project does not fulfil the conditions for a recognized education course in the formal education system. It is eligible as an adult education offer.

The following steps can be suggested to promote the TIME IMfl course and acquire an alternative certification outside of the EQF system:

- Workshops with institutions offering training in intercultural communication / intercultural mediation, using the material of the TIME course
- Presentation of the suggestions for certification made by the partners from other countries to the certification bodies, professional associations and education providers in Germany
- Integrating the TIME course (or parts of it) into training courses offered by certified mediators in Germany (for getting feedback and recommendations)
- Integration of the course into the training offers of a certified training provider of adult education and/or postgraduate professional education

- Request for review of the course at the GPZM (Gemeinsame Prüfstelle Zertifizierter Mediator) concerning the fulfilment of criteria for certification (to discover option for improvement/ adaptation in line with professional standards of BMEV / GPZM)

Recommendations for future action

In the course of the project, we were faced a variety of challenges in view of societal changes, developments in the education sector, needs and expectations of migrants. The respective findings led to the following recommendations:

Recommendations to policy and legislative level

- Aspects of intercultural communication should be more effectively integrated into curricula and training regulations. Urgent action is recommended. In Germany, the vocational training system is quite complicated, not only due to its federal character, where each state sets its own laws and regulations for VET, but also due to a large variety of actors - from school through various trade associations to diverse ministries. This structure is not sufficiently transparent so far. This defines urgent improvement needs for the regulatory level.
- We recommend that the regulatory and administrative bodies (regional ministries as well as federal regulatory bodies) better promote opportunities for intercultural mediator training as qualification option and provide respective support (e.g. paid training leave, postgraduate studies etc.)
- The VET system is largely influenced by the needs and economical estimations of the business actors (guilds, chambers), with corresponding effects on both the VET institutions, the regulatory bodies. Changes in framework curricula, training regulations or exam regulations, and the introduction of new training content – such as intercultural communication issues - is only successful with respective support from these business actors. It is urgently recommended that the political actors strengthen their dialogue with the business actors about the future of the labor market, staff needs and availability of skilled staff to increase their influence and promote the significance of skills and competences to cope with the societal challenges (like intercultural communication skills).

Recommendations to VET institutions

- Further education for teachers and social workers is highly important. For this, the IMfl training material is a suitable instrument. VET schools may use various ways to organize internal training for their teachers on a regular basis.
- VET-schools should have the opportunity to call on external assistance by trained intercultural mediators and to regularly have access to such experts. Partnerships between VET-schools and mediators help the schools to open themselves to their local environment, help students and teachers to change perspectives and open-up new opportunities of thinking and acting (avoiding conflicts in advance).

Recommendations to business actors

- The business sector should be more strongly confronted with the relevant topics. It is the task of professional associations to make intercultural communication a subject of

discussion. The enterprises need qualified staff who is trained in a global context and possess respective skills and competences. Therefore, it should be in the interest of the enterprises to make intercultural communication a mandatory part of VET.

- Professional associations, chambers and guilds should become more engaged in this issue, participate in the process of discussion on intercultural communication and promote respective training. This also includes the integration of intercultural communication aspects in their training offers.

Recommendations to the civil society

- In comparison to state institutions, NGOs often have much more freedom to design and install training opportunities. Therefore, they are also an important target group for the transfer.
- It is highly recommended to closely cooperate with the migrant organizations for paying more attention to intercultural communication and promoting mediator training. The current project benefitted a lot from such kind of cooperation (e.g. when making surveys or conducting seminars).
- We recommend to install a dialogue with so-called “Lotsen” (ambassadors or guides), working in various areas with citizens and advising policy actors, such as education ambassadors, integration ambassadors, ambassadors hospitals or volunteering ambassadors (for example the ambassador group installed by BGZ through the EU-project PROTECT)

Recommendations of eligibility standards for entities to offer the new IMfl training program

Bundesverband Mediation (BM) has defined a set of professional requirement to persons who plan to work as intercultural mediators, as follows:

- have a qualified educational background in mediation
- have demonstrated practical experience
- undertake to participate in further education, conferences, supervision and collaborate with mediator networks
- recognize the ethical principles and both standards and training rules of the Federal Mediation Association as they are required for their work
- practical working experience in the intercultural context
- knowledge of 2 or more foreign languages

The practice in Germany shows that most migrants are not aware about the offers for mediation assistance that exist and that they may use. Only some model projects might be (regionally) known. This defines an urgent need for information and advice to migrant groups about mediation purposes, existing offers, and when and how to ask for them. However there is a gap between the migrants as potential users of mediation offers and the access mediators currently have to these groups, as follows:

On one hand, the majority of certified mediators, who completed a certified training (according to the mediation law and the recommendation of the German Society of Mediation), do not have a migration background. Most of them work in the business and health sector.

On the other hand, most persons with migration background, who are engaged as facilitators in de-escalation of conflicts (incl. cultural conflicts) or as ambassadors for citizens (e.g. related to education, social issues or health), are not trained as mediators. This group has already significant practical experience of working in an intercultural environment and in communication with people in need. They have the potential to participate in a mediator training.

The solution proposed is to address those migrants who are already active as facilitators or ambassadors in their communities and to educate them as mediators through the IMfl training. The financing shall be covered from public sources.

Greece

Accreditation authorities

Name of authority: National Organization for the Certification of Qualifications & Vocational Guidance (EOPPEP)

Level: National

Procedures and requirements to validate/certificate/accredit a new training course:

The necessary precondition for any course of initial or continuing vocational training to be accredited is the existence of the pertinent vocational profile certified by EOPPEP. At least 2 social partners are required to propose a vocational profile and submit it for accreditation. For professions such a profile exists, there are two pathways to pursue accreditation:

a) *Accreditation of the course.* The training provider has to submit to EOPPEP the learning outcomes, content, training and assessment methodology of the course in accordance with the vocational profile. However, this procedure has not been applied so far for any training course.

b) *National exams after course completion in order to acquire an accreditation recognized by the State.* These exams are carried out by EOPPEP and ensure that regardless of the training course attended, the trainee has the knowledge, skills and competences prescribed by the vocational profile. This is the common practice followed for the accreditation of vocational training in Greece. Accreditation refers to EQF levels 3-5.

Documents required for the validation/certification/accreditation of a new training course:

The following information regards requirements for accreditation pathway b) described above, for initial vocational training provided by Vocational Training Institutes (IEK). Candidates have to submit to EOPPEP:

1. The Certificate of Vocational Training issued by the Vocational Training Institute upon successful completion of the course
2. The application form for participation in the exams
3. Identification documents
4. Proof of payment of examination fees

For participation in accreditation examinations of other professions for which training is provided through a variety of training providers and pathways, requirements are regulated specifically for each profession by respective laws.

Current status of IMfl training certification and accreditation procedures

In Greece there exists no accreditation procedure for the training of Intercultural Mediators, since there exists no vocational profile approved by EOPPEP. In addition, there are no university courses at bachelor or master level on intercultural mediation.

Alignment of the TIME training courses with NQF

a. IMfl training course

EQF 5 corresponds to the Hellenic Qualifications Framework (HQF) level 5. Three types of training lead to a HQF 5 diploma/degree¹⁹ (for initial VET):

- Training at a vocational upper-secondary school (EPAL), followed by apprenticeship and accreditation
- Training at an Institute of Vocational Training (IEK), followed by accreditation
- Training at a higher professional schools (non-university tertiary training)

Continuing VET is usually provided by Lifelong Learning Centers, social partners, universities, ministries, and enterprises (for in-house training)²⁰. However, very few continuing VET courses are certified by the national accreditation body EOPPEP, therefore correspondence to HQF often is unclear.

Regarding the TIME IMfl training course, the providers recommended to implement it in Greece are Institutes of Vocational Training, Lifelong Learning Centers and universities. However, eligibility of learning providers would have to be finally determined by EOPPEP, in case this course receives its accreditation.

b. Trainer course

EQF 6 corresponds to the Hellenic Qualifications Framework (HQF) level 6. However, for the time being (March 2016) there are no alignment procedures foreseen for non-formal and informal training and learning paths. Therefore the TIME course for IMfl trainers cannot be aligned with the NQF right now.

Opportunities for the accreditation of the TIME training courses

In order to achieve accreditation of the TIME IMfl training course, it is mandatory to certify first the IM vocational profile. To achieve this, an application has to be submitted to EOPPEP by at least two social partners. **After contacts established in the frame of the TIME project by OT and HOU, this process has been initiated in collaboration with the Ministry of Interior. GSEE (General Confederation of Workers of Greece) and GSEVEE (Hellenic Confederation of Professionals, Craftsmen & Merchants) as leading social partners and the Ministry of Interior are currently working on this process.**

We consider this step to be very important, because the creation and accreditation of the vocational profile will open the way to more systematic and qualitative training for intercultural mediators, as public services usually take into account the approved vocational profiles when job positions are proclaimed. In other words, high quality expectations and requirements from IM trainings will arise, pushing training providers to meet high quality standards like the ones set by the TIME course. After

¹⁹ <http://www.nqf.gov.gr/index.php/ta-8-epipeda>

²⁰ <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4130>

the accreditation of the IM vocational profile and related trainings, formal accreditation of IMs through exams can be realized; currently this is a remote perspective, given that the procedures involved are lengthy and present a high level of complexity.

Regarding the TIME course for IM trainers, currently there are no perspectives for accreditation, since there are no validation procedures foreseen yet for non-formal and informal training and learning.

Recommendations for future action

In order to pursue the creation of the IM's vocational profile **contacts need to be established by the leading authority, i.e. the Ministry of Interior, with interested and well informed parties.** Institutions that could be involved in the dialogue to be initiated are:

- Ministry of Health
- Ministry of Civil Protection
- Ministry of National Defense
- NGOs actively involved in training and employing intercultural mediators for a series of years
- Representatives of academia active in fields of intercultural mediation, community interpreting, intercultural communication etc.
- VET providers and other institutions involved in projects related to training and employment of intercultural mediation

Agreement needs to be reached on the main professional functions and tasks of an intercultural mediator, taking into account various fields of activity and projected future needs and roles for intercultural mediators (e.g. facilitation of integration beyond first reception and healthcare). After reaching agreement, the Ministry of Interior with the collaboration of GSEE and GSEVEE will have to draft the profile according to the outline of all vocational profiles in Greece, i.e.:

- Title and description of the profession/ specialization
 - General description of the profession and its objectives
 - Alignment with Classification System of Occupations and the Classification System
 - History of the profession
 - Growth potential of economy / profession/ specialization
 - Employment perspectives and market trends
 - Existing forms of exercising the profession and trends
 - Quantitative and qualitative characteristics of human resources exercising
 - Trade unions, professional associations, publications and sources of information
 - Formal or institutional requirements for exercising the profession
 - Titles and hierarchy
 - Working conditions (including hygiene and safety)
 - Employment opportunities for people with disabilities
- Description of the profession / specialization and standards
 - Main and specific vocational operations and tasks

- Criteria for meeting professional standards and application range
- Necessary knowledge, skills and competence
- Suggested pathways for the acquisition of required qualifications
- Indicative assessment methods of required knowledge, skills and competences

The proposed vocational profile is then submitted to EOPPEP for approval.

For the TIME IMfl course to be offered as an initial vocational training course by a Vocational Training Institute, duration of training would have to be extended to **1200h of theoretical training and 1050 hours of on-the- job training or apprenticeship.**

In addition to VET courses we recommend that **intercultural mediation be offered at bachelor level** (possibly as a specialization field of various professions) or as an **interdepartmental master's course**. The structure of the TIME IMfl course that has been based on successful university and vocational training models could be exploited to that purpose. Lately there is **increased interest in community interpreting and intercultural mediation by several HEI in Greece**; therefore contacts should be established in order to build on accumulated experience and common interests.

Italy

Accreditation authorities

In Italy the validation/accreditation/certification of courses and training centers depends on the EQF in which the course to be validated/accredited is listed. The VET system is under the competence of the Regions that are 20. In this document, we analyze the case of Lazio Region where Rome is located.

Name of authority: Lazio Region - Regional Authority for Education, Research and Innovation, School and University, Right to Education

Level: Regional

Procedures and requirements to validate/certificate/accredit a new training course:

The request to accredit a new training course has to be submitted by an organization (public or private) accredited by Lazio Region.

Requirements to be accredited by Lazio Region:

- the organization has to have among its goals the training activity;
- the organization has to have its headquarter in Lazio Region;
- the organization has to have the 'Quality Card' - The Quality Card is a document of information and documentation that uses both inwards in the involvement of all employees and outwards with its clients.

Each organization can request the accreditation for one or more Sectors under the ISFOL - ORFEO Classification. The request has to be submitted through the SAC website (<http://sac.formalazio.it/login.php>).

Documents required for the validation/certification/accreditation of a new training course:

An accredited organization (see above) can submit the request to accredit a new training course. They have to submit:

- Sector of the training course;
- Brief description of the training course;
- System of referencing: 1) Istat CP 2011 System (<http://cp2011.istat.it/>); 2) Istat ATECO 2007 System (<http://www.istat.it/it/strumenti/definizioni-e-classificazioni/ateco-2007>);
- Competences; skills; knowledge;
- Information on the assessment of competences: Competence unit; object of observation; indicators; expected results; methodology.

If the qualification already exists, the organization can not require the accreditation of a new training course for the same qualification but it can ask the authorization to carry out the training course. In order to start a training course that grants an already existing qualification, the organization has to send to the Regional Authority:

- the training course program in line with the accredited profile;
- training course duration and hours;
- CV of the trainers.

Current status of IMfl training certification and accreditation procedures

In Italy there are a lot of training courses addressed at Intercultural Mediators. They are carried out by:

1. Universities. Universities propose Bachelor's degree classes that last 3 years and Master degree classes that last 1 year. These courses are at EQF 6 level.
2. Training centers/ schools /third sector organizations accredited for the training activity by Regional Authorities. The courses at EQF 5 level are recognized by Regions and organized by accredited training providers. They can be attended by students with high school diploma. In the last 10 years many Regions in Italy have identified a professional profile and a specific training for the intercultural mediators. At the moment a process is ongoing led by the permanent State-Regions-Autonomous Provinces Conference in order to create a qualification of intercultural mediator valid at national level.

The intercultural mediator qualification in Lazio Region

Among the 20 Italian Regions, the Lazio Region is an exemplifying case because:

- it approved the definition of the intercultural mediator professional profile through the regional decree no. 321 on the 24th of April 2008²¹;
- the regional decree provides detailed information about the duration of the training course that grants the qualification of Intercultural mediator (450 hours) and the duration of the specialized training course (200 hours);
- finally it provides an attachment to the regional decree with detailed information about the profile description, the competences units, the criteria to access the training course, the duration of the course and of the on-the job training²².

The intercultural mediator profile description

The IM carries out mediation activity between immigrants and local society, promoting, supporting and accompanying both sides:

- removing the cultural and language barriers;
- promoting the culture of solidarity and the socio-economic integration;
- promoting the knowledge of the rights and duties in force in Italy, particularly the access to and use of public and private services.

The IM collaborates with organizations and institutions, public and private, in the process of adjustment of the services offered to immigrants and operates in all situations of difficult communication and / or understanding between people coming from different countries in order to clear up misunderstandings or potential conflicts due to a different system of codes and cultural values. **The IM is usually an immigrant or a person who, for migration experiences or prolonged residence abroad, knows the language and cultural codes of reference migrant population.**

²¹ http://www.regione.lazio.it/binary/rl_main/tbl_documenti/FOR_DGR_321_24_04_2008.pdf

²² http://www.regione.lazio.it/binary/rl_main/tbl_documenti/FOR_DGR_321_24_04_2008_Allegato1.pdf

Links to the national and international profession classification systems

- National Statistics Institute - Classification of the professions (CP - Classifica delle Professioni 2011): 5.5.3.4 *Workers in the field of personal assistance in institutions: Social Worker and Support for social services in institutions*
- International Standard Classification of Occupations (ISCO-88): 346 (*Social work associate professionals*)
- Isfol - Catalogue of the Professions: *Associative activities - Cultural Mediator*

Competence Units

1. Linguistic and cultural mediation
2. Needs analysis and resources of the mediation beneficiary
3. Orientation in the relation between immigrant and services
4. Cultural mediation

Guidelines for the assessment of competence units

The grid to be used is set up of: 1. Competence Unit; 2. Object of observation; 3. Indicators; 4. Expected results; 5. Methodology. Table 4 presents the relevant information.

Training course criteria

The qualification is granted as a result of the participation at the course lasting **450 hours**. The course, carried out by training providers accredited by Lazio Region, is aimed at the professionalization of youth and adults and can be attended by people with a **high school diploma**. The course must include **on-the-job training** that can fluctuate from 35% to 50% of the total number of the training course hours.

Specialized training course criteria

The specialization is achieved through courses that last 200 hours. The specialization is reserved for those who have acquired the qualification of intercultural mediator or a professional experience in the intercultural mediation field. It aims to provide the needed competences and skills to carry out the intercultural mediation in public and private institutions and organizations. The specialization training program provides an articulation of modules according to the work areas of the intercultural mediator, among which:

- health
- education
- public administration
- entrepreneurship

The courses must include on-the-job training that can fluctuate from 40% to 50% of the total number of training hours.

Table 4: Assessment grid of competence units

Competence Unit	Object of observation	Indicators	Expected results	Methodology
1. Cultural and linguistic mediation	Operations for cultural and linguistic mediation	Linguistic and cultural translations in the immigrant user and Italian operator relationships; Preparation of information materials, press releases, notices in foreign language	Realized meetings and translated materials	Simulation of cases
2. Analysis of needs and resources of the mediation beneficiary	Operations for needs analysis and resources of the mediation beneficiary	Collection of data about the needs expressed by immigrants; Development of pathways and intervention programs for access to the service system	Immigrant's needs and resources processed	Simulation of cases and role-playing; Case studies
3. Orientation in the relation between immigrant and services	Operations for orientation in the relation between immigrant and services	Provision of training/ information measures on local services and related procedures and regulations; Assistance to services workers in the understanding of the expressed needs	Information on offered services provided correctly	Practical test in the situation; Written paper
4. Cultural mediation	Operations for cultural mediation	Provision of training/ information measures to support social integration; Assistance to the definition of new services or improving of the services provided in relation to immigrant users' needs	Mediation actions/ Interventions realized	Practical test in the situation; Role-playing; Planning of a project.

Alignment of the TIME training courses with NQF

a. IMfl training course

Italy does not have a NQF for lifelong learning in place but there has been technical work pointing in this direction in recent years. Since 2003, reforms have been implemented in education and training (upper secondary general education and VET) and higher education, pre-empting the principles of a learning-outcomes-based NQF. The Italian qualifications framework for higher education (QTI) was published in 2010 and self-certification against the QF-EHEA is ongoing.

Despite not having a NQF in place, Italy has referenced its formal qualifications (general education, VET and higher education qualifications), directly to the eight EQF levels, using the EQF level descriptors. Qualifications are awarded a) by the Ministry of Education and University, and b) by the Regions in the framework of the State-Regions agreement. Other qualifications awarded by the Regions, licenses for regulated professions and private qualifications, are not included and will be dealt with in the second stage of referencing^{23,24}.

According to the **First Italian Referencing Report to the European Qualifications Framework (2012)**²⁵, in Italy only one type of training leads to EQF 5 diploma that is higher technical education diploma issued through Higher Technical Education pathways (ITS).

The Higher Technical Education and Training system is made up of:

- Courses organized by Higher Technical Institutes (ITS);
- Higher Technical Education and Training pathways (IFTTS).

Higher Technical Institutes (ITS), established on the basis of Regional Territorial Plans, are specific types of participative foundations. The organizational standard states that founders of these institutes are: an upper secondary school, both technical or vocational, state or fully recognized; a training center accredited by the Region for the purpose of higher training; an enterprise operating in the same production area as the higher technical school; a university department or another organization operating in the field of scientific and technological research; a local institution (municipality, province, mountain community, etc.).

Higher Technical Institutes (ITS) can be attended by young people and adults holding a *Diploma di istruzione secondaria superiore* (upper secondary education diploma). ITS courses last 4 semesters for a total of 1800/2000 hours (for special subjects, courses may take up to 6 semesters). At the end of ITS courses, a *Diploma di tecnico superiore* (higher technical education diploma) is issued. These qualifications, awarded by the Ministry of Education, concern different technological areas (energy efficiency, sustainable mobility, new technologies for life, new technologies for 'Made in Italy', innovative technologies for cultural heritage and activities, information and communication technologies) identified to meet the needs of the public and private labor market, in particular of small and medium-sized enterprises, and areas of high technological innovation and internationalization of market.

²³ Cedefop - European Centre for the Development of Vocational Training, 2015, National Qualifications Framework Developments in Europe

²⁴ Isfol, EQF - European Qualifications Framework, <http://www.isfol.it/eqf>

²⁵ Isfol, 2012, First Italian Referencing Report to the European Qualifications Framework EQF

IFTS courses, programmed by Regions, have a specializing nature and are designed and managed by at least four training partners (a school, a vocational training center, a university, an enterprise or another public or private center) which formally cooperate.

IFTS courses can be attended by young people and adults with a *Diploma di istruzione secondaria superiore* (Upper secondary education diploma).

IFTS courses last 2 semesters, for a maximum of 800/1000 hours. At the end of an IFTS course, a *Certificato di specializzazione tecnica superiore* (higher technical specialization certificate) is awarded by Regions. The specialization fields include: Agriculture, industry and manufacturing (manufacturing products, ICT, construction), tourism, transportation, public services and private services of public interest, insurance and financial services.

Both types of curricula - IFTS and ITS - are made up of units (*unità capitalizzabili*, UC); this structure is consistent with the LOs approach.

According to this scheme, **the TIME training course for IMfi could be realized through an IFTS course** because:

- it lasts a maximum of 800/1000 hours;
- it provides a certificate awarded by Regions;
- it covers the issue ‘public services and private services of public interest’;
- it can be attended by young people and adults with a *Diploma di istruzione secondaria superiore* (upper secondary education diploma).

If we consider other qualifications awarded by the Regions that are not included in the first Italian referencing report, we discover that Lazio Region (Rome is inside Lazio Region) established in 2008 the qualification of ‘Intercultural Mediator’. In order to get this qualification, these are the requirements of the course:

- it has to last 450 hours;
- it can be attended both by persons with knowledge and skills in the field of intercultural mediation obtained during a training course or job experience, and by persons without such knowledge and skills;
- it has to be provided by a VET organization accredited by the Lazio region;
- it provides a qualification as intercultural mediator recognized and authorized by the Lazio Region

b. Trainer course

As mentioned before, Italy still does not have a NQF for lifelong learning in place. The Italian qualifications framework for higher education (QTI) was published in 2010 and self-certification against the QF-EHEA is ongoing. According to the *First Italian Referencing Report to the European Qualifications Framework* (2012), in Italy only one type of training leads to EQF 6, which is the first cycle of the University Higher Education (*Laurea* and *Diploma accademico di primo livello*).

At regional level a number of relevant good practices on validation of non-formal and informal learning have been implemented in the last few years in Italy. The Ministerial Decree No. 270/2004 established that Universities can validate university credits for “individually certified abilities and

professional skills, in compliance with the regulation into force, as well as other knowledge and skills developed through other post-secondary training activities, designed and implemented in collaboration with the University itself". Several universities have activated projects, rules and procedures for the validation of non-formal and informal learning aimed at the validation of university credits in specializations and learning pathways.

The guidelines "L'Università per l'apprendimento permanente" (Universities for lifelong learning) elaborated by the working group set up by the Ministry of University and Research in 2007 establishes the *Centri per l'Apprendimento Permanente – CAP* (Centres for Lifelong Learning). Their purpose is validating non-formal learning and credits, in order to customize learning pathways on the basis of previous non-formal experiences, and facilitate the participation of adults and/or working students. Some universities – such as the University of Rome III, the University of Naples, the University of Siena and the University of Catania - activated centers for Lifelong Learning, while implementing specific actions for the validation of non-formal and informal learning of adults or working students, and agreements with Public Administrations (e.g. the Ministry of the Defense and the Ministry of Finance), private enterprises and companies.

However, according to the Didactic Regulations of the Rome University La Sapienza²⁶, for example, each university department can recognize as university credit only knowledge and professional skills **that have been certified in accordance with the national or regional legislation**. Therefore, for the validation of the TIME self-study training course for IMfl trainers, certification procedures would first need to be established. As a general comment, it is rather difficult at this stage for a self-study course to be validated.

Opportunities for the accreditation of the TIME training courses

In Italy the qualification of intercultural mediator already exists and there are a lot of training courses addressed at intercultural mediators. They are either academic or vocational and they are always structured with a theoretical part followed by an on-the- job training.

The TIME course for IMfl is listed under the EQF 5 so it is a course that can be attended by people with a high school diploma. In Italy the courses under the EQF 5 are validated and authorized by the Regions that are responsible for the vocational education.

As mentioned before, through the 2008 Regional Decree and the related attachment, Lazio Region ruled the professional profile of the intercultural mediator and provided detailed information about the training course to be developed by accredited training providers in order to grant the qualification of intercultural mediators. As the qualification and the training course details are already defined, there is no space for the validation of TIME training course for IMfl.

²⁶ Didactic Regulations of the Rome University La Sapienza (Regolamento Didattico dell'Università degli Studi di Roma "La Sapienza")

Programma integra had an interview with ISRI - *Istituto di Studi sulle Relazioni Industriali*, which is the technical assistance to Lazio Region for the accreditation procedure, in order to understand if it is possible to propose the TIME training course program. Here is a brief summary of their answers:

1. The qualification of Intercultural Mediator in Lazio Region already exists;
2. The training course to grant the qualification of Intercultural Mediators is to be organized by an accredited training provider;
3. The course program has to be in line with the competence units, guidelines for the assessment of competence units and training course criteria as included in the attachment of the Lazio Region Decree for the recognition of the intercultural mediator qualification;
4. It is possible to present a training course program more extended than the one proposed by the attachment at the Regional Decree and ask for authorization by the competent authority.

Taking into account point 4, the TIME training program for IMfl could represent a very valid tool to accompany the accredited training centers that want to propose a more in-depth program. At the same time, the training program for IMfl can represent a very valid tool to be used by universities that implement EQF 6 level courses and want to introduce topics and approaches validated at European level.

Regarding the TIME course for IM trainers, currently there are not perspectives for accreditation, since there are no validation procedures foreseen yet for non-formal and informal training and learning.

Recommendations for future action

In Italy, the qualification of intercultural mediator already exists and there are a lot of training courses addressed at intercultural mediators. They are either academic or vocational and they are always structured with a theoretical part followed by on-the- job training.

Currently, there are no perspectives for the validation of the TIME courses. For sure, the course for IMfl developed by project TIME could be used by accredited training centers that want to propose a more in-depth program for their courses addressed at Intercultural Mediators. The Regional Authority told Programma integra that at the moment the course to obtain the qualification of IM is structured in 450 hours that is the minimum duration. However, the program could be longer. The only problem would be to find people that are interested in attending a longer course to obtain the same qualification.

Furthermore, the TIME course addressed at IMfl represents a very valid tool to be used by universities that implement EQF 6 courses and want to introduce topics and approaches validated at European level.

Poland

Accreditation authorities

In Poland there is no main institution for the accreditation of training courses. However this situation is subject to change since in summer 2016 there is a plan to activate a program called Integrated Qualification System that will regulate vocational training (more details in the subheading *Alignment of the TIME training courses with NQF*).

The standards existing so far for training courses and vocational education were created by the Ministry of Family, Labor and Social Policy (described below) regarding training courses offered by Local Labor Offices to upgrade or update vocational and/or general skills of the unemployed and job seekers for increasing their employability.

Name of authority: Ministry of Family, Labor and Social Policy

Level: National

Procedures and requirements to validate/certificate/accredit a new training course: The only certification system according to existing regulations is addressed at training institutions. There is a Training Institution Register that for now includes over 12000 institutions providing vocational education for job seekers. Those institutions have to present for the register:

- contact details and information about the organizational form
- information about the possession of the certificate of quality of services
- a description of the subject of training and vocational training adults
- the characteristics of the facilities available and the staff
- indicative prices of the courses
- experience in training the unemployed and the preparation of vocational training for adults

The register of Training Institutions is kept and updated by the local labor offices. Training institutions have to submit to the local labor office an application for registration.

The Ministry in turn offers the register of Modular Vocational Training Programs. Educational programs and packages can be used without restrictions by all training institutions offering training in the form of courses or vocational training programs. Teaching packages can also be used in vocational training, in particular the implementation of activities of a workshop. *Modular Training Programs* refer to the list of professions created by the Ministry. It is expected that in July 2016 the Integrated Qualification System will offer an opportunity to introduce new qualifications and professions.

Documents required for the validation/certification/accreditation of a new training course: Not defined.

Current status of IMfi training certification and accreditation procedures

In Poland there exists no accreditation procedure for the training of Intercultural Mediators. The profession and vocational profile do not exist so far.

Alignment of the TIME training courses with NQF

a. IMfi training course

Since 15 January 2016 a new bill came in effect in Poland introducing the so called Integrated Qualification System (ZSK). This regulation includes the 8-scale Polish Qualification Framework (PRK), analogous to the EQF, and also regulates sectoral frames, correspondence of qualifications and PRK levels and system of qualifications registration.

A main component of this complex regulation is the Polish Qualification Framework. Levels 1-4 are equivalent to the primary and secondary school education, levels 6-8 are equivalent to the University education on three basic levels of studies (bachelor, master, doctoral). Appropriate sets of knowledge, abilities, and social skills are or will be included in learning outcomes requirements announced by the Ministry of Education and the Ministry of Science and Higher Education respectively. Level 5 applies to qualifications obtained after maturation exams (A-level) and before academic studies. This level corresponds to level 5 of EQF.

In the course of ZSK implementation qualifications will be successively registered in the Integrated Qualifications Register (ZRK) in correspondence with EQF and will be certified as the universal European quality framework.

ZRK will be launched in July 2016. The integrated system applies both to so called regulated qualifications (defined and announced by respective ministry) and market qualifications (defined, announced and registered by other bodies, the industry, sectoral associations, NGOs, training institutions and so on). The latter will include qualifications obtained through informal training and education.

The Integrated Register will be administrated by the Polish Agency for Enterprise Development (PARP). Only certifications registered in ZRK will have an appropriate PRK level assignment.

b. Trainer course

EQF 6 corresponds to the Polish PRK 6 (Polska Rama Kwalifikacyjna, i.e. Polish Qualification Framework). Level 6 is based on virtually the same classifications as the EQF and is specified for the academic education at bachelor's level by the Ministry of Science and Higher Education. After the amendment of the bill regulating academic education (in 2011) also elements of informal education and vocational skills obtained outside the formal education process can be justified as a part of bachelor studies and level 6 of qualification at the same time. The amendment to the Law on Higher Education of 11 July 2014 introduced the possibility of confirmation by the institutions of learning outcomes achieved outside the study. Formal process verification of learning outcomes concerns the knowledge, skills and social skills acquired by a person outside the system of study, obtained e.g. by performing work, participation in training courses, self-improvement, etc. Verification of learning

outcomes is made in relation to the learning outcomes set out in the curriculum for the course of study, on the given level and profile of education.

According to the new law, universities should elaborate detailed rules, conditions and procedures of acknowledgment of learning outcomes and the mode of operation of the university commission which would verify these effects.

Opportunities for the accreditation of the TIME training courses

As soon as the Integrated Qualification System (ZSK) is applied to the so called regulated qualifications (defined and announced by the respective ministry) and market qualifications (defined, announced and registered by other bodies, from the industry, sectoral associations, NGOs, training bodies etc.), the possibility to establish the qualification of the intercultural mediator in the Polish labor market and system will open up.

The Integrated Register (ZRK) to be created will be managed by the Polish Agency for Enterprise Development (PARP). Only certifications registered in ZRK will have an appropriate PRK level assignment. There will be a provision for qualifications obtained in informal training and education as well. Thus there will be the opportunity to integrate both the TIME IMfl training course and the self-study course for trainers in the appropriate accreditation schemes. Focused action towards this direction will be possible as soon as the new regulations are announced.

Recommendations for future action

All methods used for the entire training process will be fully effective only when the training service market will be reorganized in Poland. At the same time the new regulations regarding the qualifications may provide a solution to the certification and accreditation of vocational training. These activities can include:

- Creating a legal basis for the profession of the intercultural mediator (establishing the requirements for education, experience and specialization in the subject);
- Establishing institutions supervising the operation of the training providers based on the specific legal act;
- New processes of qualification, validation and accreditation.

Portugal

Accreditation authorities

Name of authority): National Agency for Qualification and Vocational Education and Training (ANQEP, I.P.)

Level: National

Procedures and requirements to validate/certificate/accredit a new training course:

The request to accredit a new CET (Technological Specialization Courses) training course can be submitted by:

- Institutions of Higher Education;
- Other training institutions (vocational training centers of the network coordinated by the Employment and Professional Training Institute and other training institutions accredited by the Ministry of Labor and Social Solidarity).

The *requirements* for the accreditation of new training courses differ according to the type of institution:

- *Higher education institutions:* HEIs are entitled to create CETs but prior registration is required. The registration of a CET is non-transferable.
- *Other training institutions:* In other training institutions, creating and putting into place a new CET is up to the responsible ministry through a previous proposal by the institution and after hearing by the Technical Committee for Technological Post-Secondary Training. For instance, the Ministry of Education is responsible if the training institution is a public educational institution, private or cooperative. The Ministry of Labor and Social Solidarity is responsible if the training institution is a vocational training center of the network coordinated by the Institute of Employment and Vocational Training or an entity accredited by the Ministry of Labor and Social Solidarity.

The *application process for a CET registration* includes the following information and procedures:

- Name of the course, training area and professional profile that seeks to prepare;
- Skills referential to be acquired;
- Training plan, indicating for each training component the competence areas and, for each of these, their training units, their workload, number of grants, programmatic content and assessment of learning methodology;
- Skills referential for admission;
- Rationale for the necessity and adequacy of the training offer to the socio-economic structure;
- Human, pedagogic and materials resources, including facilities and equipment, to allocate to the training development and evaluation;
- Maximum number for each admission of new trainees and maximum number of trainees that can be registered simultaneously in the course;
- Agreements or other forms of partnership with companies, other employers entities, business or socio-professional associations;

- When the training institution is not a higher education institution, a protocol of collaboration with a higher education institution is required.

The *evaluation* of the application is incumbent upon the Higher Education Directorate General and focuses on:

- The adequacy of the referential system of competencies to the target professional profile;
- The adequacy of the training plan to the referential system of competencies;
- Compliance with of the necessary requirements;
- The existence of human, pedagogic and materials resources, including facilities and equipment necessary to ensure the training level and quality and its assessment;
- The coordination of the public offer of CET, in the case of public training institutions, after hearing by the Technical Committee for Technological Post-Secondary Training.

The decision of approval of the creation of a CET is notified in writing to the training institution and has to be published in a governmental document (Diário Da República). The announcement of the decision must contain the following elements:

- Name of the training institution;
- Name of the course;
- Training area;
- The professional profile that seeks to prepare;
- The skills referential to be acquired;
- The training plan, indicating, for each training component, the competence areas and for each of these, their training units, their workload and number of credits awarded;
- The skills referential for admission;
- Maximum number for each admission of new trainees and maximum number of trainees that can be registered simultaneously in the course.

Current status of IMfl training certification and accreditation procedures

In Portugal, there exists neither a legal framework for the occupation of the intercultural mediator nor any accreditation of IMfl training. In this sense, the first step to formalize this situation will be the recognition of the intercultural mediator as a profession and its inclusion in the National Qualifications Catalogue.

Alignment of the TIME training courses with NQF

a. IMfl training course

EQF 5 corresponds to the National Qualifications Framework (NQF) level 5.

According to the Portuguese National Qualifications Framework (NQF), the level 5 qualification - Technological Specialization Courses (CET) - is obtained through a secondary education, general (12 years of formal education) or professional (through a professional certification), combined with a post-secondary technical training.

These courses are taught in higher education institutions (Universities and Polytechnic Institutes) and also in non higher educational establishments, namely:

- Secondary schools (public and private or cooperative with autonomy and parallel teaching);
- Vocational training centers (coordinated by the Employment and Vocational Training Institute, direct management or subsidiary);
- Technological schools;
- Other training institutions accredited by the Ministry of Labor and Social Solidarity.

b. Trainer course

EQF 6 corresponds to the Portuguese Qualifications Framework (NQF) level 6. This level is specified for the academic education at bachelor's level by the Ministry of Science, Technology and Higher Education.

Higher education in Portugal consists of a binary system which includes university and polytechnic education. So far, there are no provisions for the alignment of self-study courses with EQF²⁷.

Opportunities for the accreditation of the TIME training courses

In order to obtain an accreditation for intercultural mediator training it is essential to ensure, in a first phase, the professional profile of the intercultural mediator. To this end, there is a Query Open Model for the National Qualifications Catalogue Update, which is a permanent consultation mechanism and extended to all entities of the National Qualifications System that enables interested entities to submit proposals for updating the National Catalog Qualifications, under the initiative of the National Agency for Qualification (ANQ) and Sectoral Qualification Councils (SQC). These updated proposals may include, among others, i) the integration of new skills; ii) the revision of existing qualifications in the Catalog; iii) changes to existing professional profiles and iv) changes to the training standards framework.

The steps in this consultation mechanism are as follows:

Step 1 – Submission of a proposal to ANQ for preliminary analysis - The entities submit a qualification proposal within the model defined by the ANQ. The ANQ analyzes the proposal and if it is considered relevant and consistent, the ANQ submits it to the Sectoral Qualification Councils to have their opinion on the proposal. If the proposal is set in a regulated activity area or the respective output profile corresponds to a regulated profession, it is up to ANQ to consult in the first instance the regulatory authority.

Step 2 – Opinion of the Sectoral Qualification Councils – In case the proposal is considered relevant by the ANQ, it is submitted to the respective Sectoral Qualification Council that frames the activity associated to that qualification. If the qualification does not exist in the National Qualifications Catalog, the proposal will only be submitted to the SQC, provided it includes the professional profile and the list of the respective Short-Term Training Units (UFCD).

²⁷ https://ec.europa.eu/ploteus/sites/eac-eqf/files/broch_pt.pdf

Step 3 – Drawing up the standards for the qualification – This step occurs when the proposed update does not include the standards for qualification, namely the professional profile and / or the training standards framework. In this step, the design, revision or consolidation of standards for the qualification proposal is carried out, namely: professional profile, training standards framework, standards for the recognition of professional skills and the related evaluation tools.

Step 4 – Analysis of the qualification proposals – The result of step 3 is submitted to the respective SQC for discussion and decision on accepting the inclusion of the qualification.

Step 5 – Inclusion of the qualification in the catalogue and in the NQF and publication in the Labor and Employment Bulletin - Any changes in the catalog are published in the Labor and Employment Bulletin (BTE). The integration of new skills becomes effective immediately after publication in the BTE. The new proposals may be submitted by all entities of the training entities network of the National Qualifications System and other employers' entities. The new qualifications must fulfill the following criteria:

- Have strategic importance for the different sectors of national economic, social and cultural activity
- Respond to skills required for the performance of one or more than one profession in a particular sector of activity
- To be associated with an area of education and training and a level of qualification:
 - Level 2 NQF
 - Level 4 NQF
 - Level 5 NQF
- To be associated with professional profiles clearly distinct from those already integrated in the catalog - should configure professional practice fields different from the qualifications associated with lower levels and higher levels.
- To adopt the logic of a more comprehensive skills development associated with level 4 qualifications, and a logic of greater specialization at level 5.

Recommendations for future action

At national level

The establishment of the intercultural mediator profile and the training course accreditation for intercultural mediators are under the competence of the National Agency for Qualification (ANQ). Both processes are long and include procedures with a high level of complexity, so the prospect of achieving these results in a short-term is remote.

The establishment of the intercultural mediator profile is a process involving a common methodology to the design of all other professional profiles in Portugal. The description of the professional profile is organized according to a model that includes the following fields: name of the professional profile, area of activity, global objective of the activity, professional output, activities, and skills described in terms of knowledge, skills and competences.

Regarding the training courses standards, they should include a core training component (academic level), according to each education and training modality, and a technological training component

(professional level) common to the different education and training modalities of dual accreditation regulated by the National Qualifications Catalogue. Regarding the overall workload, a course at level 5 of the training standards framework must comply with the workload associated with technological specialization courses (CET), that is, with an approximate duration of one year (between 1200 hours and 1560 hours).

At local level

In the Lisbon Municipality, the Development and Training Department (DDF) and the Social Development Department (DDS) are two services that, strategically, may have an important role in contributing to the accreditation of IM training. The Development and Training Department through its Qualification and Vocational Training Centre (CQEP), tutored and certified by ANQ, is the service of the Lisbon Municipality that has the competence to increase the level of educational and professional qualifications of the workers from the Lisbon Municipality and citizens in general, through the Lifelong Learning Program - Value+ Lx Program. It is also the service that will have a crucial role both in identifying the necessary requirements (documents and procedures) for the accreditation process of this training course in intercultural mediation, and the accreditation itself.

The Social Development Department has been focusing, over the years, on issues of cultural diversity and immigrants and, following this strategic line, developed the Municipal Plan for Immigrant Integration of Lisbon 2015-2017. In one of its strategic priorities, specifically on Axis 1 - Citizenship and Participation, is planned to set up a 24 mediators scholarship which, for the performance of their functions, may receive training in intercultural mediation, incorporating the security component, certified by the Development and Training Department.

The results of the Lisbon Municipal Police strategy of implementing local community policing projects, namely on diverse cultural territories in close cooperation with local safety partnerships and community mediators, has been paving the way to a municipal training strategy for the development of intercultural skills of police agents.

Being the Lisbon Municipal Police the only public institution in the security area with expression in the TIME project, it is desirable that the training standards on intercultural mediation, properly certified and in collaboration with the Development and Training Department, incorporates both the security perspective (police), as a context of intervention, along with others, such as health, school, community, and that the intercultural mediation should become a strategic tool to be used in the context of police skills, namely on community policing teams. In this sense, it is important that the training of the 24 mediators foreseen in the Municipal Plan for Immigrant Integration Lisbon 2015-2017, developed by DDS, could receive this certified training in intercultural mediation with the security component.

This police training in mediation skills may be an important contribution to the performance of the police, not only in conflict resolution but also promoting social cohesion.

3. Conclusions

In most partnership countries, namely Belgium (the French community), Greece, Poland and Portugal, there exist no accreditation procedures for IMfl training. In Austria and Germany only university courses at bachelor level receive accreditation, while Italy is the only country where there exist accreditation provisions for both vocational and tertiary courses.

Regarding the TIME IMfl training course, the opportunities for its certification/ accreditation/ validation vary greatly according to the specific situation of the VET system in the partnership countries. Partners suggest different actions to be taken in order to accredit and implement the training course developed for IMfl by the European project TIME. In some countries, the first step to be done in order to accredit the training program addressed at IMfl is to **develop the professional profile of IM**. Only after the creation of a professional profile, it would be possible to accredit/ validate/ certificate the training course. This is the case of **Belgium, Greece, Poland and Portugal**. In **Austria** and **Poland** the validation/ certification/ accreditation system is under reorganization, therefore true accreditation opportunities will become evident only when the new regulations are announced and come into effect.

In **Germany**, the professional associations that are competent on the IM issues formed a **task force to install regulations for mediation training based on defined standards** and this task force is now working. In the meantime, the project partner BGZ suggests some recommendations to different stakeholders. At legislative level it is recommended to make the VET system more transparent and to promote opportunities for IM training and qualification. At training provider level, the IMfl course could be integrated into training courses offered by certified mediators in Germany and / or offered by certified providers of adult education or postgraduate professional education. The TIME course for IMfl trainers could represent a suitable instrument as training material for VET Institutions that organize courses for teachers and social workers. In addition, BGZ proposes to address the TIME IMfl training course at those migrants who are already active as facilitators or ambassadors in their communities and to educate them as mediators.

In **Italy**, the **qualification of IM already exists in many Regions** (that are competent for the VET). Surely there is a lot of attention to IM issues in Italy and the TIME project training programs can represent **valid tools to be spread and transferred both to accredited training providers in charge of the organization of VET courses and to universities** in charge of the provision of bachelor's and master's courses.

Comparing EQF with the NQFs of the partnership countries it is obvious that there is a 1:1 correspondence between levels. However, there may be significant differences as to what type and length of training is recognized as level 5 by each NQF. This clearly indicates that for the implementation of the TIME IMfl training course at level 5 in each country, **adaptations will be needed to the duration of the course and the type of institution that could provide it. This is a point that should be seriously considered during contacts with the local / regional / national accreditation authorities**. As the ECVET guide points out²⁸, estimated learning time is usually

²⁸ European Commission, DG Education and Culture (February 2011). *ECVET Questions and Answers*. Retrieved from <http://www.cedefop.europa.eu/en/news-and-press/news/get-know-ecvet-better-questions-and-answer>

indicative. What is important to preserve the core identity and function of the course is the *relative unit weight* and training content.

In most partnership countries (Austria, Belgium, Germany, Greece, Italy), there are no procedures yet for the recognition and validation of non-formal or informal learning at EQF 6 level. At the same time, there is still no assessment methodology foreseen for the TIME IMfl trainer course which would provide the necessary tools to measure the extent to which desired learning outcomes have been achieved. Therefore, **the development of a comprehensive assessment methodology** (perhaps in the frame of a future Erasmus+ project) **is a prerequisite for the validation of the trainer course.** Once assessment procedures are established, providers of the TIME training courses in cooperation with universities could work for the certification of learning outcomes. This certification and recognition procedure does not necessarily have to be at central level, i.e. in cooperation with the accreditation authorities, but could take place through the certification regulations valid for the universities interested.

However, **regardless of validation or not of the TIME IMfl trainer course, we consider the course to be indispensable for any trainer who is going to train at the TIME IMfl course.** Therefore, training providers implementing the IMfl training course should by all means ask their trainers to go through the self-study course and assess (even in simple ways) whether desired learning outcomes have been achieved to a reasonable degree.

Given the ongoing refugee crisis, awareness of the need for qualitative and sustainable IMfl services is high among stakeholders. Increased activity in training and employing IMfl takes place in order to cater for the urgent communicative and integration needs of newly arrived refugees and migrants. This is an excellent opportunity to promote the standardization and accreditation of IMfl training, exploiting accumulated experience and products created with a European perspective.

Appendix 1: Correspondence of units with learning outcomes (IMfl course)

Units	Subunits	Learning outcomes		
		Knowledge	Skills	Competences
<i>Principles of intercultural mediation</i>		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	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	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
<i>Knowledge of migration legal framework and history in host country</i>		1. IMs will have a general knowledge of the overall administrative structure of the country of residence	1. IMs will be able to communicate effectively with civil servants, taking into consideration both hierarchy	1. IMs will be able to adapt to changing administrative procedures, by assuming responsibility for tracking developments

		<p>2. IMs will have an overall knowledge of the public services available in the country of residence, and issues of eligibility / access</p> <p>3. IMs will know the main administrative procedures related to legal residence, healthcare, work, education and social services provided by the State</p> <p>4. IMs will know principles of effective communication with civil servants</p> <p>5. IMs will know of supportive resources (info material, websites, NGOs etc.) that provide guidance or assistance in administrative procedures and access to services</p>	<p>issues and lawful procedures</p> <p>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</p> <p>3. IMs will be able to assist migrants in navigating successfully public services and administrative procedures</p> <p>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)</p> <p>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</p>	<p>and by autonomously retrieving relevant information</p>
<p><i>Understanding of administrative structures and procedures in host country</i></p>		<p>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)</p> <p>2. IMs will know social and political contexts of the country of migrants'/refugees' origin</p> <p>3. IMs will have a general knowledge and understanding of migration history</p>	<p>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)</p> <p>2. IMs will be able to collect and draft the personal history of any asylum seeker, forwarding the procedure of international protection</p> <p>3. IMs will be able to explain migrants their rights and obligations and help them through procedures of</p>	<p>1. IMs will be competent to support the legal workers during the interview with migrants/asylum seekers</p> <p>2. IMs will be competent to attend and support migrants during the fulfilment of administrative and bureaucratic procedures</p> <p>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</p>

		<p>in the host country</p> <p>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</p> <p>5. IMs will know the legal rights and obligations of migrants / refugees, as well as the penalties that apply to them</p>	<p>integration</p> <p>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</p>	
Competence in specific intervention fields	Health	<p>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)</p> <p>2. IMs will know the main rules to access health assistance for migrants</p> <p>3. IMs will be familiar with the most common medical terms used in doctor-patient contacts</p> <p>4. IMs will be familiar with the basic concepts of migration medicine</p> <p>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</p> <p>6. IMs will be aware of specific protocols applied in health environments of special caretaking conditions such as psychiatric clinics and hospitals, prison hospitals,</p>	<p>1. IMs will be able to supply information and orientation to migrants on national/regional/local health services</p> <p>2. IMs will be able to inform, educate and incite migrants in their communities on prevention issues and the use of the health system</p> <p>3. IMs will be able to prevent and resolve conflicts in healthcare that are caused by cultural differences</p> <p>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</p>	<p>1. IMs will be competent to realize support actions regarding doctor-patient relationship, focused on the psychological and cultural dimension of illness</p> <p>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</p> <p>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</p> <p>4. IMs will be competent at assuming the responsibility for accurate information transfer when terminology</p>

		<p>rehabilitation centers, first reception health facilities etc.</p> <p>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</p> <p>8. IMs will know basic deontology issues in the health sector</p> <p>9. IMs will know the basic steps, procedures and techniques involved in designing and implementing awareness raising activities on health issues in migrant communities</p> <p>10. IMs will have a basic knowledge regarding the procedures/contents described by the professional terms they have learned</p>		is involved, including the initiative to ask for explanations when needed
	Education	<p>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)</p> <p>2. IMs will know about values and attitudes regarding education in the host country in comparison with those of their country of origin</p> <p>3. IMs will know the evaluation system adopted in the educational system</p> <p>4. IMs will be aware of certain rules</p>	<p>1. IMs will be able to support migrant parents in administrative and communicative issues related to their children education</p> <p>2. IMs will be able to decode attitudes culturally connoted</p> <p>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</p> <p>4. Conflict resolution skills in the educational environment, including</p>	<p>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</p> <p>2. IMs will be competent to plan and schedule the modalities of foreign pupils' admission in the classroom</p> <p>3. IMs will be able to design and implement awareness raising activities for pupils of all origins on issues of multiculturalism, the migration / refugee</p>

		<p>and features in communication with educators, given the special culture and authority related to the teaching profession</p> <p>5. IMs will know the basis of intercultural communication and pedagogy</p> <p>6. IMs will be aware of bullying issues in schools</p> <p>7. IMs will know about structures that support parents and pupils/ students (like parent schools, homework aid provisions, scholarships etc.)</p> <p>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</p> <p>9. IMs will know the steps, procedures and techniques involved in awareness raising activities for pupils</p>	bullying issues	<p>experience, cultural identities and the like</p> <p>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</p>
	Police & legislative services	<p>1. IMs will know legal terminology</p> <p>2. IMs will know the rules in communication with police officers, lawyers and judges, given the authority and hierarchy assigned to them</p> <p>3. IMs will know the structure of the judiciary system</p> <p>4. IMs will know about the procedures involved in migrant encounters with the police and at courts</p>	<p>1. IMs will be able to understand and accurately translate judiciary deeds</p> <p>2. IMs will be able to synthetically and clearly describe the legal situation of migrants</p> <p>3. IMs will be able to support migrants and authorities in filling in accurately necessary documents</p> <p>4. IMs will be able to prevent and resolve conflicts caused by cultural or</p>	<p>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.)</p> <p>2. IMs will be competent at detecting their lack of knowledge / upskilling needs in terminology used in their everyday tasks/field of specialization,</p>

		5. IMs will have a basic knowledge regarding the procedures/contents described by the professional terms they have learned	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	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
	State services and labor	<ol style="list-style-type: none"> 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 5. IMs will be able to explain the differences between the different categories of residence permit for employment and business purposes 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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

		awareness raising activities on intercultural communication issues	regarding the procedures/contents described by the professional terms they have learned	
	Housing	<ol style="list-style-type: none"> 1. IMs will know about rental agreements and 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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

Communication skills		<ol style="list-style-type: none"> 1. IMs will understand the main communication theories and models, and know about mechanisms of communication and of message transmission 2. IMs will know different ways of communicating in various environments and situations and will familiarize themselves with techniques of organizing messages 3. IMs will know techniques to adapt their communication skills depending on the scope of their message and the feedback they receive by the receiver 4. IMs will know how to properly codify and de-code messages received by senders/receivers in order to react accordingly to lead a successful communication 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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
Mediation skills	Conflict resolution techniques	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> – Active listening – Formulate and express desired outcomes – Identify underlying interests 	<ol style="list-style-type: none"> 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

			<ul style="list-style-type: none"> – Develop and analyze options – Balance power relationships 	
	Ethnic conflict particularities and coping strategies	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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
Interpreting skills	Interpreting techniques	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 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

		<p>differences of on-site and remote interpreting</p> <p>5. IMs will know the deontology of interpreting</p> <p>6. IMs will thoroughly understand the scope and limits of interpreting in intercultural mediation and the adjustments that may be necessary</p> <p>7. IMs will know about the specific requirements of sight interpreting</p> <p>8. IMs will know key resources available for upskilling in interpreting or specific interpreting fields (e.g. medical interpreting, interpreting at courts)</p>	<p>4. IMs will be able to prepare efficiently for interpreting sessions</p> <p>5. IMs will be able to provide sight interpreting services for administrative paperwork frequently used in migrant encounters (forms, applications, instruction sheets etc.)</p>	<p>needs observed in everyday practice</p> <p>3. IMs will be able to assume responsibility for adhering to interpreting deontology as applicable in the country and in intercultural mediation</p>
	Remote intercultural mediation services	<p>1. IMs will know the specific characteristics and requirements of remote interpreting</p> <p>2. IMs will know the procedures of using videoconferencing applications</p> <p>3. IMs will know the procedures of using available audio and video features in an online meeting</p> <p>4. IMs will know the procedures of sharing desktops and files</p> <p>5. IMs will know the procedures of using available chat features</p> <p>6. IMs will know about issues and procedures involved in record keeping of remote interpreting/ mediation encounters</p>	<p>1. IMs will be able to provide remote interpreting services via telephone or videoconference technology</p> <p>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</p> <p>3. IMs will be able to share and unshare desktops and files in an online meeting</p> <p>4. IMs will be able to chat with hosts, moderators and participants in an online meeting</p> <p>5. IMs will be able to keep proper records of remote mediation encounters</p>	<p>1. IMs will be competent in using videoconferencing tools to provide their services, collaborate and interact</p>
Knowledge of basic	Introduction to psychology	1. IMs will understand basic psychology	1. IMs will be able to collaborate more	1. IMs will become more introspective,

<i>sociocultural and psychological concepts and mechanisms related to intercultural mediation</i>	concepts	<p>concepts and terms in order to be able to better collaborate with specialists and officers</p> <p>2. IMs will have a basic understanding of the mechanisms shaping self-perception and personal identity</p> <p>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.)</p> <p>4. IMs will have a basic understanding of stress mechanisms and how these affect all parties involved in mediation</p>	<p>efficiently with the staff of different facilities; in particular in mental health and social welfare facilities</p> <p>2. IMs will be able to apply intercultural mediation techniques depending on the specificities of each case</p> <p>3. IMs will be able to recognize signs of stress, discomfort, fatigue and depression in themselves and others</p> <p>4. IMs will be able to use indicated discharging techniques at initial stages</p>	<p>observant and analytical</p> <p>2. IMs will become more effective and collaborative on the field</p>
	Basics in sociocultural structures and anthropological concepts	<p>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</p> <p>2. IMs will understand how stereotypes are created and how these can affect integration</p> <p>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</p> <p>4. IMs will know about types and causes of migration, as well as its impact on migrants themselves and the</p>	<p>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</p> <p>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</p>	<p>1. IMs will be competent to overcome the barriers caused by their own stereotypes so they will become more open-minded, understanding and tolerant</p> <p>2. IMs will be competent in actively promoting migrant integration by efficiently communicating sociocultural and anthropological issues in mediation encounters and awareness-raising activities</p>

		hosting society		
	Knowledge of exclusion and discrimination mechanisms	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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
	Gender theory	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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, 	<ol style="list-style-type: none"> 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

		<p>intercultural mediation</p> <p>6. IMs will understand how gender stereotypes are developed and manifested, and how they affect self-perception</p> <p>7. IMs will know about mechanisms of positive social change</p>	<p>values or taboos</p>	
	<p>Special characteristics of vulnerable groups</p>	<p>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</p> <p>2. IMs will know about forms, prevalence and impact of home violence both in the host country and the main migrant countries of origin</p> <p>3. IMs will know the protective regulations and institutions that exist in the host country for different vulnerable groups</p> <p>4. IMs will know medical and psychological terms and definitions related to vulnerable groups</p> <p>5. IMs will know procedures and bureaucracy necessary to handle mediation situations involving subjects from vulnerable groups</p> <p>6. IMs will know terminology and possible jargon used in relation to and within different vulnerable groups</p>	<p>1. IMs will develop techniques to cope with clients from vulnerable groups in different settings</p> <p>2. IMs will be able to more efficiently support the work of specialists (doctors, psychologists, sociologists etc.) working with vulnerable groups</p> <p>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</p> <p>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</p>	<p>1. IMs will be competent to understand needs and attitudes of migrants pertaining to vulnerable groups and adjust accordingly their interventions</p> <p>2. IMs will be competent in treating members of vulnerable groups in a respectful and thoughtful manner</p>

		7. IMs will know special requirements and rules that apply to mediation with children		
	Sociocultural differences - impact on service provision and coping strategies	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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
Professional ethics	Professional conduct and deontology code	<ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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

		<p>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</p> <p>3. IMs will be knowledgeable of and fully comprehend the deontology code applicable to intercultural mediation in their country, including the legal implications</p>	<p>neutrality is required in an encounter, and when advocacy is needed/justified/allowed and to what extent</p> <p>3. IMs will be able to pursue and assess during their professional encounters objectivity, independently of their personal beliefs or preferences</p> <p>4. IMs will be able to explain in a transparent way their role to their clients</p>	<p>they are unable to perform in a professional manner</p> <p>3. IMs will be capable of improving their services through constructive use of feedback and criticism</p> <p>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</p>
	Professional identity and tools	<p>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.)</p> <p>2. IMs will know about the different registries for IMs in the host country, inscription requirements and procedures, scope, and utility</p> <p>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</p> <p>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</p> <p>5. IMs will know about online</p>	<p>1. IMs will be able to actively identify job opportunities</p> <p>2. IMs will be able to use registries in order to foster their professional profile</p> <p>3. IMs will be able to identify and create networking opportunities with peers and others, as well as to use effectively existing networking tools</p>	<p>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</p> <p>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</p>

		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		
	Role awareness in different settings	1. IMs will have a thorough understanding of the multiple factors affecting their role in different settings: <ul style="list-style-type: none"> – Field and scope of intervention – Power and hierarchy issues – Special traits of certain professional groups – Educational and sociocultural factors – Presence/ absence of conflicts 	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	
	Self-improvement techniques	1. IMs will know and understand the scope and utility of the following self-improvement techniques: <ul style="list-style-type: none"> – Stress management – Reflection – Observation – Visualization – Developing assertiveness – Fighting self-victimization 	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	1. IMs will be able to identify the need for and apply independently self-improvement techniques for the enhancement of their professional performance
Interpersonal and	Interpersonal skills	1. IMs will have a general	1. IMs will be able to promote	1. IMs will be able to analyze the quality

<i>intercultural skills</i>		<p>understanding of team dynamics</p> <p>2. IMs will know the principles applying to teamwork and the resulting benefits</p> <p>3. IMs will have a thorough understanding of how teamwork is involved in intercultural mediation</p> <p>4. IMs will know how empathy is defined in psychology and its importance in encounters of significant emotional load</p> <p>5. IMs will know the techniques of developing and demonstrating empathy</p> <p>6. IMs will know the limitations of empathy and the signs of emotional overload</p> <p>7. IMs will have a good understanding of reasons and factors contributing to ironic / stereotypic-oriented assaulting</p> <p>8. IMs will know techniques of controlling own temper and calming aggressive behavior of others</p>	<p>teamwork as an effective problem-solving method</p> <p>2. IMs will be able to apply different principles of teamwork in their professional encounters according to the circumstances</p> <p>3. 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</p> <p>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</p> <p>5. IMs will be able to discern how assaulting behavior affects the mediation process and what mitigation steps are required</p>	<p>of teamwork in an encounter and make the necessary adjustments, within their range of responsibility</p> <p>2. IMs will competently recognize the signs of their own emotional overload and reject encounters they are unable to deal with in a professional way</p> <p>3. IMs will become more self-controlled yet more empathetic</p> <p>4. IMs will be competent at preventing conflicts by properly dealing with assaultive behavior</p>
	Intercultural skills	<p>1. IMs will have a general knowledge of the mechanisms that shape perceptions, values and prejudices in different fields</p> <p>2. IMs will understand deeply the cultural aspects that affect language</p> <p>3. IMs will understand deeply the cultural aspects that affect communication</p> <p>4. IMs will know how to handle cultural nuances, regional variations, idiomatic</p>	<p>1. IMs will be able to reflect on their own perceptions, values and norms, and to recognize own prejudices</p> <p>2. IMs will be able to provide information of relevant social and cultural issues in an accurate, succinct and non-stereotyping manner</p> <p>3. IMs will be able to explain the importance of intra-cultural diversity and of communication to obtain information on views, habits etc. of</p>	<p>1. IMs will be able to monitor their own behavior in terms of bias and ensure professionalism, either by making the necessary adjustments or by refusing a job they are unable to deal with in a professional way</p> <p>2. IMs will be competent at implementing interventions of awareness on the topics of cultural diversity</p> <p>3. IMs will be competent to realize</p>

		expressions, and colloquialisms in all working languages	clients with a different cultural background 4. IMs will be able to discern and explain how certain kinds of behavior etc. are erroneously attributed to cultural factors	interventions of interpreting that take into account the cultural specificity of different stakeholders that take part in the encounter
Digital skills	Use of e-mail	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	1. IMs will be competent of discerning the role of emailing in all of their professional encounters, and adapting their behavior accordingly
	Retrieve efficiently information from the Web	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	1. IMs will understand why it is crucial to critically examine online-content and assume the responsibility for using reliable online content

		<p>target groups</p> <p>6. IMS will know the legalities of having to give reference to sources, respectively having to license content from the content owner</p> <p>7. IMS will be able to download important documents (applications, declaration forms etc.) to be filled in</p> <p>8. IMS will be aware of the online databases and services available for procedural issues for migrants</p>	<p>between copyright and intellectual property right</p>	
	Word processing	<p>1. IMS will know the procedures of using a word processing application</p> <p>2. IMS will know the procedures of creating and editing documents</p> <p>3. IMS will know the procedures of formatting documents and inserting objects</p> <p>4. IMS will know the procedures of preparing outputs</p>	<p>1. IMS will be able to work with documents and save them in different file formats</p> <p>2. IMS will be able to create and edit documents which are ready to be shared and distributed</p> <p>3. IMS will be able to format text and insert tables, images, and drawn objects into documents</p> <p>4. IMS will be able to adjust document page settings</p> <p>5. IMS will be able to check and correct spelling before finally printing documents</p>	<p>1. IMS will be competent in using a word processing application to create and edit documents</p>
	Use of e-learning platforms	<p>1. IMS will know the concept of an e-learning platform</p> <p>2. IMS will know the procedures involved in logging in and out of courses of an e-learning platform</p> <p>3. IMS will know the procedures of uploading and downloading files</p> <p>4. IMS will know the procedures of</p>	<p>1. IMS will be able to identify e-learning platforms</p> <p>2. IMS will be able to log onto and out of a course</p> <p>3. IMS will be able to upload and download files</p> <p>4. IMS will be able to use different course activities</p>	<p>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</p>

		<p>using different course activities like lessons, assignments, quizzes, etc.</p> <p>5. IMs will know the procedures of collaborating and interacting via communication tools within the e-learning platform like forums, chats, Wikis etc.</p> <p>6. IMs will know the procedures involved in organizing learning activities in an e-learning platform</p>	<p>5. IMs will be able to collaborate and interact within an e-learning platform</p> <p>6. IMs will be able to manage their own learning activities in an e-learning platform</p>	
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Appendix 2: Correspondence of units with learning outcomes (trainer course)

Units	Learning outcomes		
	Knowledge	Skills	Competences
<i>Special characteristics of the TIME IMfl training program</i>	<ol style="list-style-type: none"> 1. Trainers will understand the structure and objectives of the TIME IMfl training course 2. Trainers 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 	<ol style="list-style-type: none"> 1. Trainers 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 	<ol style="list-style-type: none"> 1. Trainers 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
<i>Adult training methodology and techniques</i>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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.

	and group control management techniques 8. Trainers will know crisis managements techniques in learning environments		
<i>Psychological issues in mediation</i>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 able to support the IMs' sense of self on a deeper basis 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 	<ol style="list-style-type: none"> 1. The trainer will be competent in dealing with issues of self and identity arising in the IM training process 2. The trainer will be competent in recognizing mirroring and looping as displayed by IMs 3. The trainer will be competent in dealing with stress and preventing burn-out 4. The trainer will be emotionally more intelligent than before and will be able to transfer this competence to others
<i>Communication techniques</i>	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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

	<p>6. The trainer will understand how problems in communication arise</p> <p>7. The trainer will know the principles of intercultural communication</p>	<p>assertive communication</p> <p>5. The trainer will improve the ability to cope with difficult situations occurring on a daily basis during training and cross-cultural encounters</p> <p>6. The trainer will be able to assess the level of understanding of the interlocutor</p> <p>7. The trainer will be able to communicate effectively in a culturally diverse classroom, applying the principles of intercultural communication</p>	<p>manipulation, conflicts and misunderstanding, and will be aware of the risks included</p>
<i>Cultural and anthropological issues</i>	<p>1. Trainers will understand the main concepts of culture, and how its various aspects and dimensions affect intercultural mediation</p> <p>2. Trainers will understand the meaning of and difference between cultural integration, acculturation and assimilation processes</p> <p>3. Trainers will understand how stereotypes and prejudices are developed, and their impact on intercultural mediation</p> <p>4. Trainers will understand the emotions, cognitive processes, and behaviors related to culture shock</p> <p>5. Trainers will understand the processes and behaviors of members of host cultures when confronted with the symptoms of acculturation stress of immigrants</p> <p>6. Trainers will know and understand the mechanisms of discrimination and social exclusion</p>	<p>1. Trainers will be able to put into practice selected concepts of culture in order to analyze cultural misunderstandings</p> <p>2. Trainers will be able to better understand needs, behavior and difficulties of people who work with immigrants</p> <p>3. Trainers will have be able to assess the reliability of resources related to cultural knowledge in terms of stereotypes, prejudice and discrimination</p> <p>4. Trainers will be able to identify the factors intensifying and soothing acculturation stress from the migrant and the host society perspective</p> <p>5. Trainers will be able to recognize their own stereotypes and how stereotyping is manifest in the behavior of others</p>	<p>1. Trainers will be competent to note details and change of meaning in different contexts within a particular culture</p> <p>2. Trainers will be competent in assessing the respect displayed towards otherness</p> <p>3. Trainers will be sensitized to cultural differences and will be competent in indicating possibilities of overcoming frictions caused by these differences</p> <p>4. Trainers will be competent in approaching multicultural encounters from different perspectives and behaving in a flexible manner</p>
<i>Legal aspects of intercultural mediation</i>	<p>1. The trainer will know about the rights and obligations of IMs (applicable deontology)</p> <p>2. The trainer will know about the legal aspects involved in intercultural mediation, the nature of confidentiality and mediator liability</p>	<p>1. The trainer will be able to recognize the implications of IM deontology for the trainer's field of specialization</p> <p>2. The trainer will be able to consult IMs how to take into account the legal responsibilities</p>	<p>1. The trainer will be competent in identifying how the legal framework and changes thereto affect the work and intervention scope of IMs</p>

	<p>3. The trainer will know about the legal responsibilities of professionals who work with IMs</p> <p>4. The trainer will know about human rights and understand their legal implications</p> <p>5. The trainer will know about national and international institutions protecting human rights</p> <p>6. The trainer will understand the role of the intercultural mediator in cases of discrimination, harassment or other violations of human rights</p> <p>7. The trainer will know about the legal status of migrants and the interplay between the different legal spheres</p> <p>8. The trainer will know about (anti-) exclusion and discrimination policies related to migration and integration</p>	<p>of professionals working with them in order to achieve better results</p> <p>3. The trainer will be able to direct IMs to pertinent institutions or authorities for human right protection and conflict resolution</p> <p>4. The trainer will be able to guide IMs in the prevention of and coping with incidents of discrimination</p>	
Resources on intercultural mediation	<p>1. The trainer will know about the development of intercultural mediation in Europe, different definitions of and approaches to IM</p> <p>2. The trainer will know about the professional status and profile of intercultural mediators in the country, trainings and certifications</p> <p>3. The trainer will know which authorities, associations and other stakeholders are involved in intercultural mediation in the country</p> <p>4. The trainer will know about training material on IM (including training platforms) developed in the national language</p> <p>5. The trainer will know about publications on IM (paper and on-line) in the national language</p> <p>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</p>	<p>1. The trainer will be able to embed a comparative perspective of IMfi in his training</p> <p>2. The trainer will be able to integrate successful approaches of professions related to IMfi that are in line with the IM role in the country</p>	

	<p>medical interpreting</p> <p>7. The trainer will know about training resources on IM in other countries / languages</p> <p>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</p> <p>9. The trainer will know about university courses offered on IM at European level</p>		
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