

Project Title	Advancing cross-CULTural Mediation
Project Acronym	ACUME
Grant Agreement Number	2011-1-IT1-LEO05-01899 – CUP G62F11000150006
Deliverable Type	Document
Deliverable Number	R3 – Descrizione delle caratteristiche della figura professionale
Date of Delivery	15-03-2012
Author(s)	FH Joanneum
Editor	
Related Work Package	WP2
Availability of Deliverable	v.1 (15-03-2012)



"Il presente progetto è finanziato con il sostegno della Commissione europea. L'autore è il solo responsabile di questa pubblicazione e la Commissione declina ogni responsabilità sull'uso che potrà essere fatto delle informazioni in essa contenute".

CONTENTS

RATIONALE:	3
MAIN DIFFERENCES BETWEEN THE ITALIAN AND THE SPANISH COMPETENCE PROFILE:	3
IMPLICATIONS OF THESE DIFFERENCES FOR ACUME:	5
UNIFIED COMPETENCE PROFILE:	7

Rationale:

ACUME intends to define and use a competence profile for intercultural mediators as a tool for several purposes. The involved competences and the profile itself define the ultimate aim of the course: to provide training which is able to teach the respective competences to the target audience, the intercultural mediators. As the course itself will be presented in a modules and units, it is necessary to clearly indicate which modules and units will aim to promote and/or teach which competences. As such the competence framework is of utmost importance. As the course is aimed to be set up in a way, which will enable an unified training approach for both Spain and Italy, it is necessary to analyze the existing profiles, to find the differences and the analogies, decide how these can be treated and to finally set up an unified competence profile, which can be used as basis for a course, which can be used in both countries.

Main differences between the Italian and the Spanish competence profile:

The main difference found in the comparison of the IM profiles in Italy and Spain, is the importance given in Italy to the knowledge of mother tongue and the language of the host country (Italian language). In Spain, the idea that the IM needs to know the language of the users is something secondary, as the IM usually mediates with people from different countries, and also, the IM usually come from different countries or are Spaniards. In the same way, referred to knowledge, the Italian profile talks about the “deep understanding of both written and spoken Italian and native language”, as well as “translation and interpretation techniques both simultaneous and consecutive”. This implies the fact that in Italy the IM usually come from different countries and they also work as linguistic mediators.

Another basic difference is the division of competences made in the Italian description in 4 main units: cultural and linguistic mediation; needs analysis, identifying limitations and activating resources in the intervention context; introduction report user immigrant/services; intercultural mediation. We find this division something positive since it could facilitate the design of a modular structure for the training course.

There are also other differences between the documents, but less important. Regarding the competences / skills:

- In the Italian document, the following competences are not included: pedagogical basic competences, negotiation, capacity to take distance, impartiality, decision making, ethical commitment, sensibility, experiential, self-motivation, creativity, adaptation to new situations, conflict solving (but they include problem solving).
- On the other hand, the following competences are brought together: communication, interculturality, personal, and self-confidence.

Regarding the knowledge, we find the following differences:

- When in the Italian profile is mentioned the knowledge of elements of cultural anthropology (ethnicity, kinship, values...), in Spain we would need to specify which culture we are talking about, taking into account that in Spain the same IM can work with different cultures. To develop the course, the most important cultures in each country could be selected.
- Regarding the “knowledge of the Italian culture”, again it is assumed that the IM is not Italian.
- In the Italian profile, they only talk about general characteristics of communication, while in Spain this part is more specific and communication techniques, main obstacles of communication, and management of the speech techniques are included.
- Indeed, within the description of the profile in Spain, team working techniques, ethical codes, group enhancement techniques, self knowledge and self esteem techniques, emergency psychology and techniques to manage changes, are included even though it is understood that some of these competences are transversal.
- Finally, regarding the knowledge of psychology, in the Spanish document it’s mentioned “emergency psychology, and general and relational psychology”, while in the Italian document they talk about health psychology.

Implications of these differences for ACUME:

As is Spain the approach of cultural mediation is a culture general approach (meaning that one mediator should be able to mediate between many different cultures) and in Italy the approach is culture specific (one mediator is usually supposed to mediate between a specific target culture and the Italian culture) ACUME needs to take this fundamental difference in account. As the course design by necessity needs to be culture general (elsewise a course would be needed to be set up for each specific target culture), the Italian, culture specific approach can only be addressed in providing additional culture specific training, which should be planned for in the curriculum.

One relevant implication for the design of the training is that the target audience in Spain and Italy is different which needs to be taken into account by the course design. Each of the syllabi needs to describe the proposed training activities either in a way fitting to both target groups (mediators working culture specific and mediators working culture general) and needs to actively address differences where they are necessary.

As the division of competences in four main areas as used by the Italian competence profile is very useful for the course design and no such structure is available for the Spanish profile, the Italian basic structure should be kept.

Both profiles do not distinguish between general (transversal) and specific competences. Some of the transversal competencies found are: Teamwork, Networking, Empathy, Consolatory Attitude, Ethical Commitment, Communication Competence, Problem Solving. These should be considered to be of equal importance then the competences defined below, but need to be addressed differently. The transversal competencies can be trained by designing learning activities which include transversal competencies and specific competencies in one training session. Example: Working in small teams on a case study about problems faced by immigrants in the host country can be used to train “Needs analysis, identifying limitations and activating resources in the intervention context” as defined below, but could at the same time used to train “teamwork” and “problem solving”. This needs to be taken into account when designing the training pathway.

Unified Competence Profile:

Inter-cultural Mediator		
COMPETENCIES (C) (skills, knowledge and abilities)	SKILLS '(Application of Knowledge) (S)	KNOWLEDGE (K)
1. Cultural and Linguistic Mediation	<ol style="list-style-type: none"> 1. Interpret verbal and non-verbal elements of communication. 2. Understand and interpret language meaning and communication. 3. Decode and transmit verbal communication to the immigrant user. 4. Recognize and interpret cultural codes that influence communication and relations. 5. Identify and remove cultural obstacles that prevent effective communicative relationships 6. Management of interviews, active listening and communications with others. 	<ol style="list-style-type: none"> 1. Verbal and non-verbal communication techniques 2. The elements of cultural anthropology (ethnicity, kinship, values and norms which form the basis of culture) 3. The main theories regarding culture patterns and the phenomena of acculturation and enculturation 4. Elements of Host culture (cultural and anthropological application of these elements in a local context) 5. Deep understanding of both written and spoken Italian (and the native language). 6. Translation and interpretation techniques (both simultaneous and consecutive).

As Italian CM are working on a culture specific approach, while Spanish CM are working culture general, the profile cannot be exactly the same in this competency. There are additional requirements which are only needed in Italy. The Skill “Decode and transmit verbal communication to the immigrant user” will be much more central as in Spain and should involve the knowledge “Deep understanding of both written and spoken Italian and the native language” and “Translation and interpretation techniques (both simultaneous and consecutive)”, which will not be the case in Spain.

Inter-cultural Mediator

Inter-cultural Mediator		
COMPETENCIES (C) (skills, knowledge and abilities)	SKILLS '(Application of Knowledge) (S)	KNOWLEDGE (K)
2. Needs analysis, identifying limitations and activating resources in the intervention context.	<ol style="list-style-type: none"> 1. Locate and decode all intervention stakeholders' needs 2. Identify and distinguish any problems arising from the migrant's status. 3. Identify cultural characteristics, as well as personal and professional resources that the migrant can use in different frames of reference. 4. Translate the needs, limitations and resources of all stakeholders in the intervention programs. 	<ol style="list-style-type: none"> 1. Phenomena and dynamics of migration processes 2. The presence and make up of immigrants in the area covered 3. Social Research Methods 4. Intervention planning techniques.

Inter-cultural Mediator		
COMPENTENCIES (C) (skills, knowledge and abilities)	SKILLS '(Application of Knowledge) (S)	KNOWLEDGE (K)
3. Induction Report User immigrant / services	<ol style="list-style-type: none"> 1. Explain organisation and operation of and promote the access to public and private services and resources. 2. Advice people and minority groups in their relation with the host society and make them aware of their rights and responsibilities within a social context. 3. Furnish service operators with knowledge regarding the immigrants' culture. 4. Facilitate dialogue between institutions and inside them. 5. Use a systemic and holistic understanding of aspects of inclusion, European harmonization and complementary / contrast-inclusion (with respect to existing policies) 	<ol style="list-style-type: none"> 1. Structure, organisation and operation of public services: social services, health, education, business 2. Immigration legislation. Principle legislation regarding national, European and International rights, and the protection of human rights. 3. Structure, organisation and operation of public bodies in the host country and in migrant's country (countries) of origin 4. Policy elements relating to integration and inclusion in the host country, (regarding both immigration and asylum)

Inter-cultural Mediator		
COMPENTENCIES (C) (skills, knowledge and abilities)	SKILLS '(Application of Knowledge) (S)	KNOWLEDGE (K)
4. Inter-cultural Mediation	<ol style="list-style-type: none"> 1. Self-awareness, reflectivity and capacity to handle own cultural bias. 2. Facilitate the exchange between different parties in order to reach agreements and bring together opposite views. 3. Change and transform intercultural conflicts concerning individuals and groups. 4. Built citizenship and promote the growth and enhancement of autonomy and accountability (empowerment) 5. Promote community development and a continuous exchange and approach within inter and intra-cultural contexts 6. Planning, coordination and evaluation of interventions 7. Flexibility with respect to the intervention methodology 	<ol style="list-style-type: none"> 1. Self-knowledge and self-confidence techniques 2. Intervention and Mediation techniques 3. Main theories about cultural phenomena and processes of integration. (From Cultural Anthropology, Sociology and Psychology) 4. General characteristics of communication 5. Elements that facilitate and impede inter-cultural communication. 6. Basic principles of inter-cultural education and cross-cultural psychology 7. Psychology of Emergency

Additionally to the above specific competencies, the profiles mention a number of transversal (general) competencies: Teamwork, Networking, Empathy, Consolatory Attitude, Ethical Commitment, Communication Competence, Problem Solving. They are not included expressively in the competence profile above, but need to be considered in course and exercise design.