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FLIPPPI

*Supporting the participation of
migrant families in Flipped Learning*

Matrix of Competences



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Introduction

According to United Nations, migrant can be understood as *someone who changes his or her country of usual residence, irrespective of the reason for migration or legal status, being refugees included in this definition.*

The FLIPPMI project aims to strengthen the participation of migrant families in Flipped Learning through Family Learning methods. For this purpose, the project will design outputs to equip Intercultural Mediators with the necessary skills and resources to support the process.

The following project results will be designed in order to fulfil the project propose:

- **Matrix of Competencies:** A structured set of competencies based on EU standards and methods on Flipped Learning for migrant families through Family Learning.
- **Online Campus:** A new ICT-based educative tool for Intercultural Mediators.
- **Practical Activities Set:** A practical tool with a series of comprehensive methods, exercises and activities to be applied by Intercultural Mediators in their daily practice supporting migrant pupils and parents.

The multi-sectoral partnership of eight organizations experts in Family Learning and Flipped Learning, intercultural mediation, developing ICT-based tools, and supporting migrant families, working together to analyse the main needs that migrant parents and pupils are facing in school contexts.

Training Curriculum

Based on a learning outcomes-oriented approach which aligns with EQF and ECVET methodologies and tools, the FLIPPMI matrix of competences aims to strengthen the participation of migrant families in Flipped Learning through Family Learning methods by equipping intercultural Mediators with the necessary skills and resources to support the aforementioned process.

To do so, the partnership has worked on the following methodology to achieve this Training Curriculum:

- **Setting up of the Theoretical Framework** analysing European and National Qualification Frameworks. The Theoretical Framework is included at the end of this document, as Annex I, where you can consult the different national contexts of the professional profile of Intercultural Mediator.
- **Defining the Competence Framework and creating the Learning Units.** This framework is included at the end of this document, as Annex II, where you can consult the different competences that make up the professional profile of intercultural mediator.
- **Developing the Learning Outcomes** expressed in terms of Knowledge, Skills and Responsibility and Autonomy. As core of the Training Curriculum, you can find it in the next pages.

The Training Curriculum is an Open Educational Resource (OER) available in English and all the languages of the consortium and is accessible through the project website.

Description of the elements included in the Learning Outcomes

Aim

Overall description of the purpose, intention, or objective of the Unit.

Learning Outcomes

Knowledge

Collection of facts, principles, theories, and practices related to the field of studies or professional activity.

Skills

Ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive or creative thinking) or practical (implying manual skill and the use of methods, materials, tools and instruments).

Responsibility and Autonomy

Ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility.

The FLIPPMI Training Curriculum is aimed at **EQF level 5**

Qualification level	Knowledge	Skills	Responsibility and Autonomy
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

Also, keep in mind that **each unit corresponds to 1 ECVET point and each ECVET point is set to 25 hours of blended learning** (contact, hands-on practice, autonomous studying, and assessment).

Units of Learning Outcomes

U1. Raising awareness of intercultural families in the school community

U2. The intercultural mediator in the educational environment

U3. The intercultural mediator in the wider school community

U4. The Family Learning approach in the intercultural school community

U5. Flipped learning in your classroom

U6. FLIPPMI: Supporting the participation of migrant families in Flipped Learning

Units of Learning Outcomes

Unit 1: Raising awareness of intercultural families in the school community

AIMS

This Unit aims to identify and address social and communication issues between the school community and adult family members from migrant backgrounds to achieve the maximum engagement between all the parties. The unit aims to analyse the notion of intercultural shock and to model the intercultural approach according to Cohen-Emerique’s analysis of critical incidents.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 13

Hands-on practice: 5

Autonomous studying: 5

Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to...

K n o w l e d g e	K1. Present practical tools and experimental exercises for multicultural and diversity workshops within the school environment with the school community and migrant families.	S k i l s	S1. Negotiate appropriate and tailor-made advice with the school community and migrant families in order to overcome social and communication issues as to achieve the maximum engagement between all the parties, as well as their well-being.	R e s p o n s i b i l i t y a n d A u t o n o m y	RA1. Assume responsibility to carry out multicultural and diversity workshops within the school community.
	K2. Have knowledge of the method developed by Cohen-Emerique’s three steps approach to detect and process both positive and negative cultural shocks.		S2. Analyse critical incidents through the lenses of Cohen-Emerique’s three steps approach: decentration, discovering the frame of reference of the other, negotiation.		RA2. Assume responsibility to realize interventions of intercultural mediation using Cohen-Emerique’s approach with the school community and migrant families in order to achieve the maximum engagement between all the parties in the education environment.
	K3. Be acquainted with other theories concerning intercultural communication and conflict management and prevention, such as the Cultural Indicator Tree Model and Hall’s Cultural Iceberg Model.		S3. Influence pupils, peers and superiors towards the creation of a positive school environment that can stimulate trust and dialogue between all the educational community parties.		RA3. Evaluate social and communication dynamics between all the parties committed in the child’s education environment.

Unit 2: The intercultural mediator in the education environment

AIMS

This Unit aims to assist teachers, educational professionals, and students in affirming their cultural differences in the classroom in a healthy way, while also focusing on cultural similarities. Assessing the possibilities of applying digital methods to the educational setting.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 13

Hands-on practice: 5

Autonomous studying: 5

Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to...

<p>K1. Identify cultural differences without judgement or prejudice.</p> <p>K2. Emphasise awareness of appropriate cultural behaviour, effective ways to communicate (verbal/non-verbal and body language) with people of different cultural backgrounds and ages.</p> <p>K3. Have knowledge of new digital technologies, methods, and tools and how they can meaningfully support an existing learning process in educational settings.</p>	<p>S k i l i s</p>	<p>S1. Create a space for value-free and empathetic intercultural communication as a basis for future learning success.</p> <p>S2. Harmonise and settle intercultural and intergenerational conflicts between learning partners to contribute to a sustainable coexistence of all people in the learning environment.</p> <p>S3. Apply innovative methods, creative strategies, digital tools and social media to address communicative tasks with all learning partners.</p>	<p>R e s p o n s i b i i t y a n d A u t o n o m y</p>	<p>RA1. Practice empathy and adapt your behaviour while communicating across cultural differences.</p> <p>RA2. Adapt and practice an appropriate code of conduct related to what is to be taught and shared.</p> <p>RA3. Acting responsibly when using different digital tools in different situations in a reflective and mindful way (privacy, data protection...).</p>
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Unit 3: The intercultural mediator in the wider school community

AIMS

This unit aims to promote the diversity of the learners between students, parents, and the general school community to further assist the inclusion of the migrant students and support their families and assessing the digital possibilities of families and communities.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 15

Hands-on practice: 3

Autonomous studying: 5

Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to...

<p>K1. Identify the barriers to family and community engagement and the key features, types and effects of family and community engagement for a better inclusion of migrant students and families in education.</p> <p>K2. Define the strategies and activities for overcoming the barriers of family and community engagement in education for meeting the needs of migrant students and their families within the school set-up and beyond.</p> <p>K3. Emphasize the importance and the reasons of using digital channels within and beyond the school to have more inclusive classrooms.</p>	<p>S1. Compile the necessary information to organise meaningful partnership opportunities to overcome the barriers to family and community engagement within and beyond the school, which provides a welcoming environment for migrant families and students.</p> <p>S2. Practice the family and community engagement strategies by supporting two-way communication between the school staff and migrant parents.</p> <p>S3. Choose the appropriate methods to overcome the digital barriers of migrant families and communities.</p>	<p>RA1. Assume responsibility to realize interventions to overcome the barriers to family and community engagement by communicating with school staff and parents to prevent the educational abandonment of migrant students.</p> <p>RA2. Monitor the processes of the family and community engagement strategies in order to enable all the actors work collaboratively for an inclusive education atmosphere.</p> <p>RA3. Instruct the school staff, migrant families and students to help them be more digitally competent.</p>
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Unit 4: The Family Learning approach in the intercultural school community

AIMS

This Unit aims to help educators strengthen the participation of migrant families in curricular and extracurricular activities by using the models, methodologies, and tools of the Family Learning approach.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 15 hours

Hands-on practice: 5 hours

Autonomous studying: 2.5 hours

Assessment: 2.5 hours

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to...

<p>K1. Identify common factors which impede migrant families from participating in curricular and extracurricular activities.</p> <p>K2. Measure the individual needs of migrant families through an assessment to improve their participation in curricular and extracurricular activities through Family Learning.</p> <p>K3. Determine how to apply Family Learning to improve the participation of migrant families in curricular and extracurricular activities.</p>	<p>S k i l l s</p>	<p>S1. Express common factors which impede migrant families from participating in curricular and extracurricular activities.</p> <p>S2. Interpret individual needs of migrant families through assessment to improve their participation in curricular and extracurricular activities through Family Learning.</p> <p>S3. Select the most applicable Family Learning practices to improve the participation of migrant families in their school in curricular and extracurricular activities.</p>	<p>R e s p o n s i b i l i t y a n d A u t o n o m y</p>	<p>RA1. Instruct trainees to identify common factors which impede migrant families from participating in curricular and extracurricular activities.</p> <p>RA2. Assume the responsibility of conducting a needs analysis to improve the participation of migrant families in curricular and extracurricular activities through Family Learning.</p> <p>RA3. Act independently to create an action plan using the most applicable Family Learning practices to improve the participation of migrant families in their school in curricular and extracurricular activities.</p>
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Unit 5: Flipped learning in your classroom

AIMS

Creating a more participative, resolute and applicative environment in the classroom, being able to attend to the diversity of the students. Flipping the classroom with limited digital resources. Dealing with the students that are not collaborating in the flipped classroom method.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 13

Hands-on practice: 5

Autonomous studying: 5

Assessment: 2

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to...

K n o w l e d g e	<p>K1. Have knowledge of the basic principles and methods of developing an inclusive and efficient learning climate in the classroom</p> <p>K2. Recognize the diversity of students and therefore their diverse ways of learning</p> <p>K3. Have knowledge of the alternative ways of realizing the flipped learning method in case of limited digital resources</p> <p>K4. Select the most effective ways of communicating with students who are reluctant in following the flipped classroom learning method</p>	S k i l s	<p>S1. Create a quality learning environment where students will be motivated enough to participate in the flipped learning method</p> <p>S2. Apply flipped learning in a diverse group of students</p> <p>S3. Make use of limited digital resources to implement flipped learning sessions</p> <p>S4. Respond to the challenging behaviour of students who are reluctant in following the flipped classroom method</p>	R e s p o n s i b i l i t y a n d A u t o n o m y	<p>RA1. Evaluate the level of student's engagement in the flipped learning</p> <p>RA2. Monitor the overall impact that flipped learning approach has in your classroom</p> <p>RA3. Instruct trainees on how to effectively realize flipped learning methods in their classrooms by using limited digital resources</p> <p>RA4. Support other intercultural mediators, or educators, in adopting the flipped learning approach into their teaching methodology</p>
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Unit 6: FLIPPMI: Supporting the participation of migrant families in Flipped Learning

AIMS

This Unit aims to promote the role of the intercultural mediator in supporting Flipped learning in diverse schools through Family Learning and digital methods to promote social inclusive educational communities.

ALLOCATED ECVET POINTS

1 point (25 hours of blended learning)

Contact: 9 hours

Hands-on practice: 9 hours

Autonomous studying: 5 hours

Assessment: 2 hours

LEARNING OUTCOMES

Upon completion of this Unit, the adult educator will be able to...

K n o w l e d g e	<p>K1. Outline the specificities of the intercultural mediator role linked to supporting Flipped learning in diverse schools through Family Learning and digital methods to promote social inclusive educational communities.</p>	S k i l s	<p>S1. Compile the necessary information to perform the intercultural mediator role linked to supporting Flipped learning in diverse schools through Family Learning and digital methods to promote social inclusive educational communities</p>	R e s p o n s i b i l i t y a n d A u t o n o m y	<p>RA1. Act independently while performing the intercultural mediator responsibilities linked to supporting Flipped learning in diverse schools through Family Learning and digital methods to promote social inclusive educational communities.</p>
	<p>K2. Determine to whom and how the intercultural mediator will be accountable, so the school community and families recognize their role in promoting socially inclusive educational communities.</p>		<p>S2. Combine the roles played by the different educational environment members, including the intercultural mediator, to promote social inclusive educational communities.</p>		<p>RA2. Demonstrate to peers and/or superiors how the intercultural mediator role can be key when promoting the social inclusive educational communities.</p>
	<p>K3. Gather the individual's and social expectations when applying the Flipped learning in diverse schools through Family Learning and digital methods to promote social inclusive educational communities.</p>		<p>S3. Align the individual and educational communities' expectations to the possibilities given by the context when applying the Flipped learning in diverse schools through Family Learning and digital methods to promote social inclusive educational communities.</p>		<p>RA3. Interpret the individual and educational community expectations when applying the Flipped learning in diverse schools through Family Learning and digital methods to promote social inclusive educational communities as a personal and social growing point possibility.</p>

Annex I: Setting up of the Theoretical Framework

Theoretical Framework BELGIUM

Partner: Le Monde des Possibles

Country: Belgium

a) NQF and ECVET update

In Belgium, there are two national qualifications frameworks: the French-speaking qualifications framework (CFC) and the Dutch-speaking framework (VKS).

Generally, the Framework of Qualifications provides an understanding of the level of competences acquired during training.

Both the CFC and the VKS are based on the model of the European Qualifications Framework. They have 8 levels on which we can set the qualifications of the French-speaking and Dutch-speaking Belgian public sector.

b) Professional profiles

- Are there Intercultural Mediators strengthening the participation of migrant families in Flipped Learning through Family Learning methods? If so, could you briefly describe these profiles.
- Are there any Learning Outcomes approach describing these profiles at National level?

Intercultural mediation in Belgium has as its primary focus the intercultural mediation program in hospitals (organised by the Federal Public Service for Health, Food Chain Safety and Environment) (Time, 2015, 28).

However, at the moment, there is no specific profile on Flipped Learning through Family Learning methods.

c) Education or training programmes

- Are these professional profiles required with any qualification or educational degree or with specific training for access/developing their job?
- Is there any training specifically aimed at supporting the participation of migrant families in Flipped Learning through Family Learning methods?

As the profession of mediator is not regulated in Belgium, anyone can set up as a mediator (SIEP, 2013). For this reason, the intercultural mediators often have a basic training that is complementary to the function they perform. There are, however, some recommended trainings for becoming intercultural mediator, which are organised in the form of training units or academic years following the Bologna agreement or as vocational trainings.

In Brussels, the course for “Agent de développement et de médiation interculturelle” (Developmental Agents and Intercultural Mediators) is organised by the Centre bruxellois d'action interculturelle – CBAI (Time, 2016, 5). It lasts two years and it consists of 540h theory, 150h practice and 60h coaching.

This training is recognised by the Wallonia-Brussels Federation as a certificate of aptitude for the coordination of projects of cultural and socio-cultural organisations (BAGIC).

Moreover, on the initiative of the Regional Integration Centres, more and more training courses leading to qualifications are provided in various schools in the Wallonia-Brussels Federation.

In Flanders, a 3-year program for intercultural mediators was designed and implemented at the beginning of the project in the early 90's. This course was taught at the level of higher secondary education and led to a certificate (not to a recognized degree) (Time, 2016, 48).

Concerning the support of the participation of migrant families in Flipped Learning through Family Learning Methods, specific training is still missing in the Belgian Educational system.

d) Training needs

- Are these professionals' profiles required with formal qualifications or with specific training for access/developing their job?
- Are there any national studies or publications analysing the training needs or skill gaps of these professional profiles?

Some up-skilling needs mentioned in this research http://mediation-time.eu/images/TIME_O1_Research_Report_v.2016.pdf are:

- more knowledge about culture, religious and intercultural matters (p. 52)
- medical terminology (for intercultural mediators working in hospitals) (p. 52)
- some say that their linguistic skills are inadequate (p. 63)

Moreover, the research points out that this profession is insufficiently (some say 'not at all') defined in Belgium, since it lacks clarity on the mission and skills needed to be a good intercultural mediator. The research also mentions the absence of an ethical/deontological code (p.63).

e) Relevant initiatives

- Are there any institutions, organisations, programmes, or experiences at national level relevant for the purposes of the Curriculum? (Please, include only if relevant for the definition of the Learning Outcomes of the Curriculum)

In the province of Liège, the organisation Le Monde des Possibles is implementing the Ecol'age project. This project is based on an intercultural and Family Learning methodology, in order to facilitate the establishment of a dialogue between all parties involved in the child's educational trajectory (the educational teams, the non-French speaking parents and their children).

The main objectives are:

- preventing situations of vulnerability by improving two-way communication between the educational team and non-French speaking parents.
- Ensuring accessibility of school services to all families through a training module adapted to the public and taking into account the language barrier.
- Fight against social inequalities through tools that will make the project sustainable (the creation of a multilingual welcome kit).

More specifically, the project aims at:

- Supporting the educational team in dealing with the barriers to communication with non-French speaking migrant parents and to help them dispel any prejudices they may have about this public.
- Facilitating the inclusion of children and parents with a migrant background with a multilingual welcome kit. This kit consists of:
 - 1) a welcome booklet: practical information that the management and teachers wish to pass on to parents;
 - 2) a school calendar created with the head teacher and teachers;
 - 3) a card game, created by the children, presenting a typical day at school to their parents;
 - 4) a game "Learn to learn" which responds to some of the needs/questions of migrant parents by presenting one of the neuroscientific methods that will enable them to learn and memorise effectively (game for parents-children).
- Building bridges between professionals and migrant parents by establishing a quality relationship based on mutual trust, exchange and cooperation.
- Reducing the gap between the family culture and the school culture of the host country.
- Surveying the needs/expectations of non-French speaking migrant parents in terms of support for their child.
- Awareness-raising about the organisation of the Belgian school system and its specificities and informing parents about the main roles of the school institutions and their expectations/requirements.
- Encouraging the involvement of parents in their children's schooling, with a view to coeducation with the educational teams.

- Promoting the learning of children of foreign origin via the "Learning to learn" module, enabling parents with little schooling to be informed about learning strategies and difficulties as well as how to deal with them.

f) Competence Framework

It would be important to focus on key competencies such as:

- Being able to understand group dynamics and react accordingly
- Communicate information in a clear and precise manner
- Pedagogical skills
- Adaptation to different audiences and their expectations
- Budget and management skills
- Linguistic competencies
- Deontological aspects (ex.: confidentiality, impartiality, and neutrality, etc.)
- Knowledge of the main administrative procedures related to legal residence, health care, work, education, and social services provided by the state social services
- Sociolinguistic and cultural knowledge (of the cultures of the host society and of the person with a migrant background)
- Conflict management and resolution
- Empathy
- Knowledge of ethnology, psychology, and sociology
- Intercultural sensitivity
- Strategies for intercultural communication: 1) notion of culture in relation to norms, values, beliefs and frames of reference; 2) notion of intercultural shock; 3) modelling the intercultural approach according to Cohen-Emerique and analysis of critical incidents; 4) negotiation of difference and intercultural mediation).

g) Units of Learning Outcomes

Include here your proposal of Units (list):

- Communication (verbal and non-verbal) theory and practice
- Group and family dynamics
- Flipped learning as a Family Learning pedagogical method
- Stigmatisation of social groups (stereotypes, discrimination, racism, domination) in school contexts
- Cultural awareness
- Role-play

Theoretical Framework SPAIN

Partner: Infodef SL & LBP

Country: Spain

a) NQF and ECVET update

The Spanish National Qualification Framework is named Marco Español de Cualificaciones (MECU). The legal basis for the implementation of MECU is the Royal Decree 1027/2011, which defines levels and level descriptors for referencing MECU to EQF levels. Nevertheless, this legal framework is still being developed and its practical implementation yet to be extended.

The national qualifications have been assigned to MECU levels based on three criteria:

- Comparability of qualifications type descriptors defined in learning outcomes and the MECU level descriptors.
- Implementation of the common quality assurance in higher education and in VET.
- Public consultation with bodies involved in design, award and use of qualifications in a respective field.
-

The Organic Law 8/2013 for the Improvement of Educational Quality (LOMCE) was developed in line with the goals of NQF implementation. This law aims at improving quality and promoting lifelong learning, mobility, and coherence of the national system in line with inter-national standards. In this sense, all framework curricula should include the standard and measurable learning outcomes. However, the notion of learning outcomes is a new concept in the Spanish context and not widely shared. Level descriptors within the Spanish NQF are defined in terms of knowledge, skills, and competence. They have been inspired by EQF level descriptors but adopted to suit the national context. The level of implementation varies across subsystems, being VET the most developed and elaborated.

Regarding the levels, Spanish NQF has adopted an 8 levels framework equals to the ones from the EQF covering all main types of qualifications. On the Spanish NQF one is the lowest score whereas the eight is the highest.

The VET qualification system is defined by the Organic Law 5/2002 on Qualifications and Vocational Training. This system is managed by several institutions, among them the National Institute of Qualifications (INCUAL) defines the National Catalogue of Occupational Standards. This catalogue is the reference for the elaboration of VET programmes by both the Ministry of Education, Culture and Sports in I-VET; and the Ministry of Employment and Social Security in C-VET. The two main VET pathways in Spain are:

- I-VET programmes, which lead to the award of Official VET Diplomas. I-VET includes intermediate and higher official VET programmes of around 2 000 hours, compatible with 120 ECTS.
- C-VET programmes, which lead to the award of Certificates of Occupational Standards.

The Spanish VET system has implemented all ECVET principles, except credit points. VET qualifications are expressed in learning outcomes and most I-VET qualifications have been updated since 2013.

Numerous Spanish institutions and organizations have taken part in ECVET initiatives and Programmes although the ECVET credit system is not already implemented. The Spanish Ministry of Education promotes its implementation in collaboration with Regional Governments. ECVET are being implemented:

- The upper level of official VET Programmes are aligned with Bologna process and are compatible with ECTS
- Intermediate official VET Diplomas and Professional Certificates are unit-based. This means the acquisition of Units of Learning Outcomes, which may be accumulated and transferred, but do not have credit points attached. This unit-based system supports the process of validating non-formal and informal learning, so Spain has a credit transfer system which is compatible with ECVET principles and technical specifications.

The concept of ECVET is largely unknown among VET official teachers and trainers. The Spanish institutions have worked on ECVET within the administrative structure. Therefore, the normative development and the policy on information and training did not have taken place yet in VET. This normative and informative work was done with ECTS, and actually the upper level of official VET Programmes usually assign 120 ECTS.

On the 9th of March 2021, it was announced that the Education Ministry has set a law to assess and validate competences acquired during the professional performance. These competences would be assessed if workers can prove a three years or 2000 hours experience on the assessed matter¹.

b) Professional profiles

- Are there Intercultural Mediators strengthening the participation of migrant families in Flipped Learning through Family Learning methods? If so, could you briefly describe these profiles.
- Are there any Learning Outcomes approach describing these profiles at National level?

The profile of the intercultural mediator in Spain is a profile that is still in the process of adapting to academic and employment needs. This is due to the late arrival, from the mid-2000s until now, of the migrant population.

This being the case, the profile of the intercultural mediator is limited to professionals in the social field (social workers, social educators) and also in other fields such as education (adult education teachers) who also have notions of the native language of the migrant community, which they help to become autonomous through empathetic and respectful relationships.

So, no, at the moment there is no specific profiles on Flipped Learning through Family Learning methods.

With regard to the learning outcomes of this profile, some of the job offers for intercultural mediators can be highlighted.

¹ https://incual.mecd.es/documents/35348/80300/Glosario_cualificaciones.pdf

The professional in cultural mediation will know how to:

Analyse and solve problems, have Initiative and autonomy, learning ability, Ability to lead initiatives, Organisation and planning, Technical and personal reliability, Interpersonal communication, Teamwork, Diplomacy and flexibility, Negotiation skills.

c) Education or training programmes

- Are these professional profiles required with any qualification or educational degree or with specific training for access/developing their job?
- Is there any training specifically aimed at supporting the participation of migrant families in Flipped Learning through Family Learning methods?

Depending on the degree of responsibility attached to the job, the intercultural mediator will be required to have completed, if the responsibility is greater, a university degree in the social field, mostly, or a degree related to the work to be performed (including a degree in law or psychology). If the responsibility is lesser, they will be required to have completed vocational training in cultural integration or sociocultural animation.

However, there are profiles that work as sociocultural mediators in certain circumstances, such as social educator assistants in children's centres. These profiles do not require a formal academic qualification, but they do need to have the appropriate language tools and to act as a reference for the young people they assist.

At this moment, there's no specific training that supports the participation of migrant families in Flipped Learning through Family Learning methods. The closest reference found comes from a private educational centre² which describes the profile of intercultural mediators in the educational context.

d) Training needs

- Are these professionals' profiles required with formal qualifications or with specific training for access/developing their job?
- Are there any national studies or publications analysing the training needs or skill gaps of these professional profiles?

As previously described, the access / development of the works of the intercultural mediator differs even from position to position and depends on the amount of responsibility taken by the professional. The largest amount of responsibility usually means a higher level of formation.

² <https://formainfancia.com/mediador-intercultural-perfil-funciones/>

In regards with the role of the intercultural mediator in the educational context, the roles are still being developed as the country doesn't move as quickly as its needs, finding difficulties with the second generations of migrants or those who have been adopted in all kind of contexts but especially manifesting on the educational contexts and the lack of involvement of families due to the cultural and linguistic differences between their national and host environments as described for example on this academic paper³ and on this educational websites⁴⁵

e) Relevant initiatives

- Are there any institutions, organizations, programmes, or experiences at national level relevant for the purposes of the Curriculum? (Please, include only if relevant for the definition of the Learning Outcomes of the Curriculum)

The project-relevant initiatives found in the search for resources are reduced to initiatives that incorporate part of the project items:

-The Punjab foundation in Castellon brings intercultural mediators both to school and summer schools. It also has a conflict resolution service between the community and families⁶.

-The Canarias government in 2021 proposed a one-off course for its teachers to understand what flipped learning is and how it can be applied in the classroom⁷.

-Several papers around the relevance of the use of involving families, especially migrant families, in the educational context to support the most successful results within the learner's community.

³

https://www.researchgate.net/publication/320734363_Formacion_de_educadores_y_mediadores_interculturales_en_Espana

⁴ <https://sarraeducacion.com/2020/10/25/la-figura-del-mediador-intercultural-clave-en-la-mediacion-cultural/>

⁵ https://formacionpermanente.uned.es/tp_actividad/idactividad/11260

⁶ <https://old.fundacionpunjab.org/>

⁷ <https://www3.gobiernodecanarias.org/medusa/edublog/cprofesnortedetenerife/accion-puntual-iniciacion-al-aprendizaje-invertido-flipped-learning-2/>

f) Competence Framework

- 1) Identify and address social and communication issues between the school community and adult family members from migrant backgrounds to achieve the maximum engagement between all the parties.
- 2) Assist students in affirming their cultural differences in the classroom in a healthy way, while also focusing on cultural similarities
- 3) Promoting the diversity of the learners between students, parents, and the general school community to further assist the inclusion of the migrant students and support their families.
- 4) Using the models, methodologies, and tools of the Family Learning approach to strengthening the participation of migrant families.
- 5) Creating a more participative, resolute and applicative environment in the classroom, being able to attend to the diversity of the students.
- 6) Implementing Flipped learning in diverse schools through Family Learning methods.

g) Units of Learning Outcomes

- 1) Promote the roles of intercultural families in the educational setting: Identify and address social and communication issues between the school community and adult family members from migrant backgrounds to achieve the maximum engagement between all the parties.
- 2) The role of the intercultural mediator in the educational field: Assist students in affirming their cultural differences in the classroom in a healthy way, while also focusing on cultural similarities
- 3) The role of the intercultural mediator in the community: Promoting the diversity of the learners between students, parents, and the general school community to further assist the inclusion of the migrant students and support their families.
- 4) Incorporating the migrant families to the curricular and extracurricular activities: Using the models, methodologies, and tools of the Family Learning approach to strengthening the participation of migrant families.
- 5) Flipped learning in the classroom: Creating a more participative, resolute and applicative environment in the classroom, being able to attend to the diversity of the students.
- 6) FLIPPMI: Implementing Flipped learning in diverse schools through Family Learning methods.

Theoretical Framework TÜRKIYE

Partner: Governorship of Istanbul

Country: Türkiye

a) NQF and ECVET update

Türkiye adopted its national quality framework in 2015. The Turkish Qualification Framework has eight levels and it includes all types and levels of qualification and certificates. The Vocational Qualifications Authority, the Ministry of National Education and the Council of Higher Education jointly developed and are implementing the framework. Implementation structures, main working methods and instruments are established and the TQF is a reference point for the use of learning outcomes, for the continuous revision and renewal of qualifications, and for the allocation of qualifications to levels. The implementation of the TQF is progressing at different speeds in the different subsectors of the qualifications system, so that while some aspects of the TQF such as the levels, level descriptors, learning outcomes and quality assurance approaches are operational, the TQF overall is in the activation stage.

TQF Levels	Qualification types awarded in formal education and training system	NVQ	EQF levels
8	Doctoral diploma (PhD, proficiency in arts, specialty in medicine, dentistry, pharmacy, veterinary)		8
7	Master's diploma (with thesis) Master's diploma (without thesis)		7
6	Bachelor's diploma	Level 6 vocational qualification certificate	6
5	Associate diploma (academic) Associate diploma (general)	Level 5 vocational qualification certificate	5
4	High school diploma High school diploma (VET, fine arts and sports) Mastership certificate Level 4 course completion certificate	Level 4 vocational qualification certificate	4
3	Journeyman's certificate Level 3 course completion certificate	Level 3 vocational qualification certificate	3

2	Level 2 adult learning certificate Level 2 course completion certificate	Level 2 vocational qualification certificate	2
1	Literacy certificate		1

Considering the ECVET; Turkey does not have a framework or guidelines for the attribution of ECVET points and credits for VET programmes. Therefore, the ECVET credit attribution has been implemented via the general ECVET Recommendation, attribution of 60 ECVET credits for each academic year.

b) Professional profiles

- Are there Intercultural Mediators strengthening the participation of migrant families in Flipped Learning through Family Learning methods? If so, could you briefly describe these profiles.
- Are there any Learning Outcomes approach describing these profiles at National level?

Intercultural mediation, also known as cross-cultural dispute resolution, involves having a neutral facilitator assist parties in resolving disputes impacted by cultural misunderstanding. An intercultural mediator (also called 'community interpreter' or intercultural facilitator) is defined as a professional who facilitates communication between domestic, ethnic and migrant individuals, families and communities in general (Catarci, 2016). An intercultural mediator is also adept at helping to bridge cultural and linguistic gaps, and often works with migrants and refugees.

In Turkey, mediation has started to be implemented as an "alternative dispute resolution" method with the Law No. 6325 on Mediation in Civil Disputes (HUAK), which was published in the Official Gazette dated 22.06.2012 and numbered 28331. The Regulation on the Law on Mediation in Civil Disputes for the implementation of this Law was published in the Official Gazette dated 26.01.2013 and numbered 28540 (Özmumcu, 2013:). With Law No. 6325, a new self-employed profession was created and persons who will practice the profession of mediation were authorized to use the title of "mediator". Law No. 6325 "Law on Mediation in Civil Disputes". In late 2017, Turkey adopted Labour Courts Law 7036, which compels the parties to try mediation before their dispute can be heard by the court with no obligation to settle. Law 7036 took effect on 01.01.2018 and applies to a wide range of employment disputes.

There is no independent professional organization of the mediation profession in Turkey. According to Law No. 6325, the registry of mediators is kept by the Department of Mediation established under the Ministry of Justice, General Directorate of Legal Affairs.

The Department is in charge of registering mediators and the Mediation Board is in charge of deleting mediators from the registry. Although there are some exceptions, applying to mediation is a condition of litigation in labour cases and commercial cases.

However, at the moment, a profile on strengthening the participation of migrant families in Flipped Learning through Family Learning methods and “learning outcomes” approach describing these profiles are currently not available in Turkey.

c) Education or training programmes

- Are these professional profiles required with any qualification or educational degree or with specific training for access/developing their job?
- Is there any training specifically aimed at supporting the participation of migrant families in Flipped Learning through Family Learning methods?

The profession of mediator is regulated by law in Turkey. A mediator is a person who has graduated from a law faculty, has at least 5 years of experience in the profession, and has received specialised training in mediation, communication and interview techniques (Art. 20 of the Mediation Law). Since lawyers can also be mediators, the term "mediator lawyer" is also used among the public.

After graduating from law school, mediators receive vocational training that includes theoretical and practical knowledge such as basic information about mediation activity, communication techniques, negotiation and dispute resolution methods, behavioural psychology, etc. After the vocational training, professional competence is measured through the mediation exam. Mediators who successfully pass the mediation exam must register to the mediation list in order to be able to operate.

It should be noted that only persons registered in the mediation list kept by the Ministry of Justice can carry out mediation activities.

However, at this moment, there’s no specific training that supports the participation of migrant families in Flipped Learning through Family Learning methods in Turkey. The closest reference can be found in family mediation regulations. Family mediation, in Turkey, is also legally recognised, commonly implemented and encouraged by the State; it is recommended by Law No 6325 on Mediation in Civil Disputes. The Turkish family mediator is a professional who must justify the State Diploma of the mediator and adhere to the Code of Ethics for the Mediators adopted by the Board of Mediation.

While international family mediation is encouraged by the administrative and legal authorities, there is no specialised structure for international family mediation in Turkey. But the Network of Cross-border Family Mediators has created a global database which identifies expert family mediators who specialise in cross-border family conflict.

d) Training needs

- Are these professionals' profiles required with formal qualifications or with specific training for access/developing their job?
- Are there any national studies or publications analysing the training needs or skill gaps of these professional profiles?

Mediation is defined in the Official Gazette No. 28331, June 22, 2012, as a dispute resolution method carried out voluntarily and with the participation of a neutral and independent third party who has received specialised training, who brings the parties together for the purpose of meeting and negotiating by applying systematic techniques, establishing a communication process between them to ensure that they understand each other and thus produce their own solutions.

Mediation training refers to the training received by persons who have gained five years of professional seniority after graduating from a law faculty, which includes basic information on the conduct of mediation activities, communication skills, negotiation and dispute resolution methods, psychology and other theoretical and practical information and aims to acquire the knowledge and skills necessary for the performance of mediation. People who graduated from a law faculty with 5-year professional experience can apply to organizations that have been granted a training permit by the Ministry of Justice.

Although it is necessary to refer to many applicable laws and international conventions in order to determine the scope of mediation, the legislation directly addressing mediation is as follows:

- Law on Mediation in Civil Disputes
- Regulation on the Law on Mediation in Civil Disputes
- Mediation Asgri Fee Schedule
- Mediation System and Model Code of Ethics and Practice for Mediators

Training subjects can include units such as: Labour Theory, what is Mediation? Basic Principles of the Mediation Process, who is a Mediator? Review of the Stages of Mediation, Stages of Mediation: Preparatory Phase (1), Stages of Mediation: Initial Phase (2), Stages of Mediation: Review Phase (3), Stages of Mediation: Negotiation Phase (4), Stages of Mediation: Conclusion / Agreement Phase (5), Application Training, Mediation Legislation, Ethics in Mediation, Party Counsel.

However, there is no specific training program for intercultural mediators in Turkey.

e) Relevant initiatives

- Are there any institutions, organizations, programmes, or experiences at national level relevant for the purposes of the Curriculum? (Please, include only if relevant for the definition of the Learning Outcomes of the Curriculum)

Currently in Turkey, family education programs led by the Ministry of Education and supported by non-governmental organizations are extensively serving the public.

For children 0-3 years old:

- Parent Child Education Project
- Social Services and Child Protection Agency
- Activities of Private Institutions and Organizations
- Family Child Education Program
- Women and Children Centres Project
- Father Support Program (FSP)
- Parent School

For children aged 3-6 years:

- Mother Child Education Program
- Summer Schools
- Parent Child Education Project
- Social Services and Child Protection Agency
- Family Child Education Program
- Parent School
- Mobile Preschool Education
- Father Support Program
- Activities of Private Institutions and Organizations
- Ministry of National Education
- Women and Children Centres Project

For children 5-6 years old:

- Mother Child Education Program
- Summer Schools
- Parent Child Education Project
- Social Services and Child Protection Agency
- Family Child Education Program
- Parent School
- Mobile Preschool Education
- Father Support Program
- Activities of Private Institutions and Organizations
- Ministry of National Education
- Women and Children Centres Project

f) Competence Framework

Some of the key competences a mediator should have been:

- Establishing Transparency
- Maintaining Neutrality
- Managing Emotion
- Building Trust & Rapport
- Facilitating Collaboration
- Steering Parties Toward Shared Goals
- Deep and Active Listening

g) Units of Learning Outcomes

- Introduction to Flipped Learning
- Flipped Learning as a Pedagogical Method of Family Learning
- Introduction of Intercultural Mediation
- The Role of Intercultural Mediation in Education-Family Learning

Theoretical Framework GREECE

Partner: DSEL/IASIS

Country: GREECE

a) NQF and ECVET update

NQF: The Hellenic Qualification Framework is at an activation stage. In Greece, there has been slow progress in developing a framework for validation of non-formal and informal learning gained through work experience and other means. The law adopted in 2020 is reshaping the institutional framework of VET and lifelong learning policies in Greece through formalising the operational aspects of the HQF, establishing its role within the Greek educational system. This is a very important step in moving into a full operational stage (CEDEFOP,2022). EOPPEP is designated as the National Contact Point for the Transfer of Credits (ECVET) in Greece.

Types of Qualifications:

Level 1: Primary school certificate (six years)

Level 2: Lower secondary school certificate (3 years)

Level 3: IEK certificate (Initial vocational training-post lower secondary level)

Level 3: Vocational training school certificate (post lower secondary level)

Level 4: Vocational School certificate (VET)

Level 4: Vocational upper secondary school degree (VET)

Level 4: EPAL certificate, Level 4 (VET)

Level 4: General upper secondary school leaving certificate (General Education)

Level 5: Vocational post-secondary degree for graduates of EPAL Apprenticeship Class, Level 5

Level 5: Vocational training diploma (post-secondary level)

Level 5: Post-secondary non-tertiary education diploma

Level 6: Bachelor degree

Level 7: Master degree (Msc)

Level 8: Doctorate (PhD)

ECVET:

The National Qualifications Framework provides the basis for the classification - at its level - of all the degrees awarded by the Greek educational system and their correspondence to the levels of the European Qualifications Framework.

The European Qualifications Framework, as a meta-framework, allows the qualification systems of different countries to be related to each other. Both frameworks define learning outcomes based on Knowledge, Skills and Abilities. The Greek descriptive level indicators further explain the equivalents of the European Qualifications Framework by level, providing a more complete source of data on which to base specifications for multiple Qualifications Types.

The European Qualifications Framework has a simpler level structure, while the National Qualifications Framework adopts the eight levels, but at the same time introduces a series of "Qualifications Types", aiming at the clear and precise categorization of all the qualifications awarded.

b) Professional profiles

- Are there Intercultural Mediators strengthening the participation of migrant families in Flipped Learning through Family Learning methods? If so could you briefly describe this profiles.
- Are there any Learning Outcomes approach describing these profiles at National level?

An intercultural mediator is defined as the professional who mediates between individuals and / or groups with different cultural perceptions and practices in order to ensure equal communication between them or to remove any linguistic and cultural barriers that make it difficult for them.

Intercultural mediators are well acquainted with two or more cultural contexts, they may be immigrants who have been integrated into Greek society for years and have relevant training in intercultural mediation or properly trained in intercultural mediation Greek citizens who know very well another language and another culture, due to origin or related education.

As the work of intercultural mediators is necessary in various fields (work, health, education, etc.), they must have received special training in order to know the necessary specific terminology and the procedures / practices related to their field of employment.

Although intercultural mediators have been employed in recent years mainly through co-financed programs, providing their services in various public services and structures (e.g. refugee accommodation structures), there was no institutional framework in Greece that defines issues related to the profession of intercultural mediator until 2019. More specifically, all the conditions for attending Intercultural Mediator training seminars and participating in the accreditation exams are described in law 4640/2019.

c) Education or training programmes

- Are these professional profiles required with any qualification or educational degree or with specific training for access/developing their job?
- Is there any training specifically aimed at supporting the participation of migrant families in Flipped Learning through Family Learning methods?

The training of mediators is done by training providers, called Intercultural Mediator Training Providers. The accreditation of the trained Intercultural Mediators is awarded after an examination held by the Examination Committee of the Ministry of Justice. All the conditions for attending Intercultural Mediator training seminars and participating in the accreditation exams are described in law 4640/2019.

More specifically, the mediators must be a) higher education graduates or holders of an equivalent qualification of an institution of recognized foreign prestige, b) trained by a Mediators Training Body, recognized by the Central Mediation Committee or holders of an accreditation degree from another European Member State c) accredited by the Central Mediation Committee and registered in the Registers of article 29 hereof.

Concerning the support of the participation of migrant families in Flipped Learning through Family, specific training is lacked in Greek Educational system.

d) Training needs

- Are these professionals' profiles required with formal qualifications or with specific training for access/developing their job?
- Are there any national studies or publications analysing the training needs or skill gaps of these professional profiles?

Since intercultural mediation has never been an official academic subject in Greek universities, the training of this specialty is done sporadically by private and public education structures and other educational institutions.

Data show that about 10% of the total Greek population consists of migrants and refugees. The synthesis of Greece's population has brought out certain difficulties in communication between natives and migrants mostly due to linguistic and cultural diversities, stereotypes and lack of information. The need for trained and qualified intercultural mediators is tremendous. The subject of literature on intercultural mediation is poorly examined in Greece. In fact, references are mainly from empirical studies and project final reports.

e) Relevant initiatives

- Are there any institutions, organizations, programmes, or experiences at national level relevant for the purposes of the Curriculum? (Please, include only if relevant for the definition of the Learning Outcomes of the Curriculum)

Academia of Citizens in Athens carries out a targeted specialization seminar in Multicultural Mediation. The Program is addressed to graduates of University Education / TEI of the country and abroad, as well as to graduates of post-secondary schools of related subjects.

Further, the National and Kapodistrian University of Athens offers a 5-month Training Program aiming at the interconnection of the trainees with the role and the profession of the Intercultural Mediator on a theoretical and applied level. The Program is addressed to graduates of higher Education or Technological Educational Institutes of the country and abroad, as well as to graduates of post-secondary schools of related subjects.

f) Competence Framework

Include here your proposal of competences (list):

SPECIAL PROFESSIONAL KNOWLEDGE:

Elements of planning, implementation and evaluation of information actions and awareness. Conflict management strategies and techniques in IM (prevention - de-escalation -solution).

SKILLS:

Search, evaluate and classify information. Adaptation of the information to the needs of the recipient. Culturally sensitive interpretation. Conflict prevention and management. Work in teams. Maintain a neutral attitude. Completion of service forms. Time management. Management of stereotypical attitude and behaviour. Organization, archiving and registration of data and data of incidents. Active listening. Creating a climate of trust and security. Intercultural communication.

AUTONOMY/RESPONSIBILITY:

Reflection, Observation, Self-control, Critical ability, Decision making, Adaptability and flexibility, Psychosocial resilience, Role awareness, Problem solving, Intercultural awareness, Collaboration.

g) Units of Learning Outcomes

Include here your proposal of Units (list):

- Introduction in the fundamental principles of Intercultural Mediation
- Socially vulnerable groups and types of Migration
- The profile of the Intercultural Mediator
- Case studies in Intercultural Mediation

Theoretical Framework AUSTRIA

Partner: KIST Consult

Country: AUSTRIA

a) NQF and ECVET update

NQF in Austria (NQR = Nationale Qualifikationsrahmen) is an instrument for classifying qualifications in the Austrian education system into eight NQF qualification levels and is based on EQF (European Qualification Framework). The aim of NQF is both the transparency and comparability of qualifications in Austria and Europe, as well as the promotion of lifelong (formal, non-formal and informal) learning. The NQF serves as a guide, but is not an instrument that entitles you to move up to a different/higher level in the educational career

Qualifications are the result of an assessment and validation process whereby a responsible body determines that learning outcomes meet specified standards. In turn, learning outcomes are understood in this context as knowledge, skills and competences. They can be acquired in training, further education or further training or also in the work process.

The assignment of qualifications goes through a precisely defined process that the national NQF coordination office (NKS) coordinates on behalf of BMBWF (Austrian Federal Ministry of Education, Science and Research) (BMBWF, s.a.).
<https://www.bmbwf.gv.at/Themen/HS-Uni/Studium/NQR.html>

Allocation of a qualification to an NQF level must be viewed separately from crediting or recognizing examinations or degrees. Assigned by NQF law: Bologna qualifications Bachelor NQF qualification level VI, Master and diploma NQF qualification level VII, Doctorate and PhD NQF qualification level VIII. All nationally assigned qualifications are also presented in a [European database](https://www.qualifikationsregister.at/) to ensure better comparability at European level (OeAD; BMBWF, s.a.).
<https://www.qualifikationsregister.at/>

The implementation of ECVET in Austria is based on a comprehensive, national overall strategy. According to the structure of the (NQF), ECVET can be used at all levels. At the degrees that meet the requirements of the Bologna process (Bachelor, Master and PhD) as well as for existing master or diploma studies, ECTS is used. All other qualifications that cannot be assigned to the higher education sector (e.g., BMS, BHS, teaching, engineer, master, qualifications in adult education) can in principle be used.

In addition to the importance attributed to ECVET in the national consultation document for permeability in the area of teaching, BMS and BHS training, this context, in particular the national ECVET sub-strategy in the area of adult education of interest. This envisages exploring potential applications of ECVET in the area of non-formal learning and making the advantages of the learning credit system usable in the area of adult education.

This means an increased use of formulations of learning outcomes in the curricula of adult education as well as a greater permeability towards formal education.

The long-term goal of the domestic ECVET strategy in the field of adult education is to provide a transparent, adult-oriented offer in all educational matters. This also applies to reaching, reviewing and recognizing learning outcomes. The recognition of non-formally and informally acquired competences is seen as an essential component in the use of ECVET in the individual educational areas. From the perspective of those responsible, ECVET can contribute in the long term to improving the recognition of informally acquired skills.

In some European countries concepts for qualification pathways in “Higher VET” already exist. But to date Higher VET is quite far from being understood in the same manner throughout Europe. In Austria, we are at the starting point of a discussion process at experts' level that aims at defining a common vision of what might be labelled “Höhere Berufsbildung”. European transparency instruments, in particular ECVET and NQF/EQF, can support the process by delivering tools for quality assurance and a clearer structuring of qualifications (ibw, 2015). <https://ibw.at/resource/download/293/ibw-forschungsbericht-182.pdf>

Last event: In 2019 there was the 4.th national ECVET Conference - With vocational training all the way to the top. Further development of higher vocational education in Austria.”

ECVET points are not yet awarded in any branch of vocational training in Austria.

b) Professional profiles

- Are there Intercultural Mediators strengthening the participation of migrant families in Flipped Learning through Family Learning methods? If so could you briefly describe this profiles.
- Are there any Learning Outcomes approach describing these profiles at National level?

Such a profile is currently not available in Austria

Such “Learning Outcomes” approach is currently not available in Austria.

Approximation with Learning Outcomes of an intercultural mediator working with migrant families:

Defined competencies to be acquired with the master studies (120 ECTS) “**master course for interreligious competence and mediation**” are the following:

- Mediator training
- Deepening understanding of one’s own and other religions and their traditions
- Knowledge of the opportunities and problem areas of interreligious dialogue
- Working out the cultural-sociological influences on religious groups

<https://kphvie.ac.at/institute/zentrum-fuer-weiterbildung/hochschullehrgaenge-im-ueberblick.html?detailDceUid=38560&cHash=bd990961b79d53988d7aa4ea3b7a916f>

At Johannes Kepler University Linz the master studies in “**mediation and conflict management**”

Here are some points from the studies curriculum that are relevant for FLIPPMI project:

- Basics of Mediation
- Mediation models & communication tools
- Personality theory models & conflict theory basics
- Self-management & group supervision
- Family Law & Family Mediation
- Conflict management: group processes, conflict dynamics
- Intercultural aspects, ethical issues, supervision
- Mediation in the public sector: environment, schools, municipalities, large group proceedings

https://www.wifi.at/kursbuch/akademische-ausbildungen/persoentlichkeitsbranchen/master_mediation

At Sigmund Freud Private University Vienna there is a university course called “**Transcultural Counselling and Migration**”. Here are some points from the studies curriculum that are relevant for FLIPPMI project:

- Transcultural communication - culture, language, norms, value orientation
- Trauma experience, migration, flight, asylum
- Systemic thinking and acting
- Models of the coexistence of different cultures
- The influence of religion in transcultural work
- field research and evaluation
- Transcultural competence - Crossing borders between culture

<https://www.ausbildungskompass.at/ausbildungen/106944-universitaetslehrgang-transkulturelle-beratung-und-migration/>

Teacher education and training in Austria for Primary School:

The curricula for the bachelor's and master's degree in the primary level are aimed at professional and science-oriented training in the field of professional practice necessary skills. The content includes analyzes of the professional field, national and international standard catalogs as well as the skills of educators recommended by the development council have been incorporated. The individual modules refer to the defined core elements of the profession: Including pedagogy with special consideration of the difference areas of **talent and disability; Diversity with focus on multilingualism, interculturality, interfaith; Language and literacy; Gender; Global citizenship; Media and digital skills.**

The university didactic approach is based on concepts of research-based and dialogical learning and strives for active knowledge construction and independent competence acquisition. All subject areas contribute to comprehensive pedagogical education.

The model of the pedagogical-practical studies is based on the model of the reflecting practitioners and aims to link educational science, technical and didactic knowledge, to convert it into action competence and

Planning, evaluating, analyzing, reflecting and developing lessons according to the principles of practical research.

https://www.ph-kaernten.ac.at/fileadmin/media/oeffentlichkeit/PH_on.line/ph_on.line_9.pdf

Curriculum and Teaching Methods to be trained

As the curriculum of primary school has a framework character, teachers enjoy a certain freedom of choice regarding the selection and weighting of the syllabus and the choice of teaching methods and materials. To design teaching at primary school in a way that is appropriate for children, lively and stimulating for them, teachers have to impart various learning techniques depending on the situation and try out forms of learning appropriate for primary school:

learning by playing, open learning, project-oriented learning, learning by discovery, learning through information and learning by repetition and practice.

The possibilities offered by computers must be used to encourage independent, target-oriented and individualised learning and creative work.

The teaching content of primary school is organised by subjects, but the individual subjects should not be too strictly separated because the teaching of knowledge also requires the establishment of cross-links and therefore an interdisciplinary approach. This is especially true for the implementation of the following teaching principles:

health education, reading skills, media education, artistic education, citizenship education (including peace education), intercultural learning, sex education, speech education, environmental education, road safety education, economics education (including saving and consumer behaviour) and education for gender equality

https://eacea.ec.europa.eu/national-policies/eurydice/content/organisation-primary-education-1_en

c) **Education or training programmes**

- Are these professional profiles required with any qualification or educational degree or with specific training for access/developing their job?
- Is there any training specifically aimed at supporting the participation of migrant families in Flipped Learning through Family Learning methods?

Such an education or training programme is currently not available in Austria.

Approximation with training programs of an intercultural mediator working with migrant families:

- At some Austrian universities or technical colleges, the course in “**mediation and conflict resolution**” can be completed. There are 3 different degrees:
 1. After 3 semesters: Certified mediator; entry in the list of mediators at the Federal Ministry of Justice
 2. After 4 semesters: Academic Mediator
 3. After 5 semesters: Master of Science (mediation and conflict resolution)
<https://www.ausbildungskompass.at/ausbildungen/102144-universitaetslehrgang-meditation-und-konfliktregelung/>
- At Alpen-Adria-University Klagenfurt there is the university course “**Asylum and Migration Support**”. The aim of the course is to impart skills for educational, psychosocial and intercultural and transcultural support, advice and support for people who have experienced migration or flight. The course imparts basic knowledge on which further social or pedagogical studies can be built. In this way, the course opens up further perspectives for people who already have qualifications but have not yet been fully able to connect to the Austrian education and labour market. Degree: Academic asylum and migration companion (60 ECTS).
- At Sigmund Freud Private University Vienna there is a course called “**Transcultural Counselling and Migration**” There are two degrees:
 1. Academic Transcultural Counsellor (60 ECTS)
 2. Master of Arts - M.A. (Transcultural Counselling and Migration) (90 ECTS). (Described above)
- At Donau University Krems there is a Department for Migration and Globalisation. There are two interesting studies concerning migration: “**Migration and integration management**” aims to promote the integration of migrants and improve mutual understanding between locals and migrants. Study variants:
 1. The Certified Program (30 ECTS)
 2. Academic Migration Expert (60 ECTS)
 3. Master of Science in Migration Studies (120 ECTS).

- The second study “Migrant Entrepreneurship Support” aims to provide students with scientifically sound, application-oriented and practical knowledge in the field of migrant entrepreneurship. It is a Certified Program with 15 ECTS.
<https://www.donau-uni.ac.at/de/universitaet/fakultaeten/wirtschaft-globalisierung/departments/migration-globalisierung/lehre.html>
- Training at Donau University Krems “Intercultural Conflict Transformation and Mediation”
https://www.fachhochschulen.at/studium/interkulturelle_konflikttransformation_und_mediation_18400
- The Academy for Mediation and Personality development in Austria differs from 3 training levels and offers continuing education courses, seminars and online training.
 1. Training without prior training (25 ECTS): This training is for educators for different types of school, Kindergarten, other areas of education for children, adolescents and young adults, social workers, etc.
 2. **Certified advanced course for mediation:** For trained coaches for peer mediation, peer mediators, life and social counsellors, mental trainers or other professions with basic psychosocial training have the opportunity to attend an advanced course. After this course mediators get the certificate as a registered mediator according to the Civil Law Mediation Act.
<https://akademie-mediation.at/excellence-in-mediation/>
 3. Master class (120 ECTS): At University College of Teacher Education of Christian Churches Vienna/Krems there is the “**master course for interreligious competence and mediation**”. (described above)
<https://kphvie.ac.at/institute/zentrum-fuer-weiterbildung/hochschullehrgaenge-im-ueberblick.html?detailDceUid=38560&cHash=bd990961b79d53988d7aa4ea3b7a916f>
- At Johannes Kepler University Linz: the master course in “**mediation and conflict management**”. (described above)
https://www.wifi.at/kursbuch/akademische-ausbildungen/persoennlichkeit-branchen/master_mediation
- At “Uni for life in Graz” the Master studies called (120 ECTS) “**Mediation, Negotiation, Communication & Conflict Management**” and after this studies there is also an **Upgrade** course (+47 ECTS).
<https://www.uniforlife.at/de/weiterbildung/recht/masterlehrgaenge/mediation-negotiation-communication-conflict-management-masterupgrade/>
- Flipped learning arrangement (Flipped Lernarrangement) The Flipped Learning Arrangement is a bridge from analog teaching in presence to education in a digitised world. The basic education course "Learning Arrangement " developed by learn forever is combined with the method of the Flipped Course. It is learned in small groups (6-8 women who have a low level of education) and "turned upside down"

(flipped): In multimedia self-learning phases, new content is developed, in collaborative group phases the learned is deepened and the learning process is reflected.

[Lernarrangement – learn forever](#)

Such an education or training programme in any of the project topics' is currently not available in Austria.

d) Training needs

- Are these professionals' profiles required with formal qualifications or with specific training for access/developing their job?
- Are there any national studies or publications analysing the training needs or skill gaps of these professional profiles?

There is no special education or training programme, but in general to be able to act as mediator or educator, you have to have the appropriate training in Austria (courses or university studies)

During the project forward 2013 (supported by the EU, Lifelong Learning Programme) the Austrian Women's Centre in Graz edited a handbook called "a competence-based approach to improving the social participation of migrant women - a handbook for anyone working with migrant women". Although it was published in 2013, some of the mentioned competencies represent basic competencies. It is assumed that such basic skills have not (really) changed until today. The competence background guideline of supervisors, all people who work with migrants, is divided in three categories: Knowledge, Attitudes and skills.

List of proposed **knowledge**: Competency-based learning methodology with a focus on informal learning; Feminist and gender theories; Migratory and human movements; Psychological and sociological basics; Empowerment theories; Diversity management and intercultural relations (minorities and majorities): Knowledge of mediation and conflict resolution; Social groups and their organization (in the home country as well as in the receiving countries); Group organization and facilitation techniques; Knowledge of legislation relevant to target groups (especially with regard to migration and gender equality); Basics of the resources available in the home country of migrant women; Knowledge of resources and networks in host countries and how they work; Models of personal development and interpersonal relationships; Languages and communication theory; Intercultural communication; Knowledge of labour market related legislation and reality; Knowledge of the procedures for the recognition of qualifications or for the validation of competences and Methods for analysing needs and demands.

List of proposed **attitudes**: Openness; Creativity; Curiosity; Self-knowledge; Empathy; Solidarity; Confidence; Respect and tolerance; Confidence in the abilities of other people; Willingness to negotiate and flexibility; Teamwork and cooperation

List of proposed **skills**: Communication skills: active listening, paraphrasing, positive rephrasing, etc; Ability to lead groups; Ability to analyse and synthesize information; Ability to evaluate the interests and claims of others; Ability to analyse sociocultural systems: access to different cultural logics; Ability to manage and mediate intercultural conflicts; Ability to inspire trust and

empathy; Ability to be impartial when intervening in certain situations; Learn from others in an informal and sustainable way; Seize opportunities for innovation or change and Identify own responsibilities (and their limits).
<https://www.frauenservice.at/application/files/9515/2239/9455/121-forward-handbuch.pdf>

In 2018, Austria began to implement the principles and directions of digital education development prepared by the European Commission. According to them, Austria is actively supporting people, educational institutions and education systems in terms of digital transformation. It should also be noted that there are three priority directions of "Investing in digital competences development throughout life" in Austria:

- The active use of digital technologies in the process of teaching and learning involves the development of a structure of qualifications for the certification of learning outcomes and the verification of competencies acquired in the digital form. This structure will be harmonized with the European Qualifications Framework (EQF) and the ESCO classification. In addition, this direction involves expanding the additional education of teachers in the context of digital technologies.
- The development of appropriate skills for the digital transformation involves maintaining a common understanding of digital literacy and giving people the opportunity to confidently and responsibly use digital technology. The reference framework can be used in all sectors, for example, when developing training programs or assessment tools. This direction also involves the development of a concept for increasing the computer literacy of millions of adults with low qualifications or low levels of education.
- Improving educational systems through effective data analysis and preplanning – tracking the main trends in the "digitizing" of educational and teaching materials and their adaptation to use in education systems.
<https://www.digitalroadmap.gv.at/handlungsfelder-und-massnahmen/bildung/>

We identified the training needs for using Digital Tools to teach at home in a Flipped Learning context with a Family Learning Approach in Austrian Elementary Schools as follows:

- Using digital technologies for communication, collaboration and professional development.
- Sourcing, creating and sharing digital resources for flipped learning.
- Managing and orchestrating the use of digital technologies in teaching and learning.
- Using digital technologies and strategies to enhance assessment.
- Using digital technologies to enhance inclusion of children with a mother tongue other than German through customization and learners' active engagement.
- Enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing and problem-solving.

The above training needs are in concurrence with the European Framework for the Digital Competence of Educators.

https://ec.europa.eu/jrc/sites/jrcsh/files/digcompedu_leaflet_en-2017-10-09.pdf

e) Relevant initiatives

- Are there any institutions, organizations, programmes, or experiences at national level relevant for the purposes of the Curriculum? (Please, include only if relevant for the definition of the Learning Outcomes of the Curriculum)

Since 1995 there has been the Austrian Federal Association for Mediation (ÖBM). Important cooperation partners are the Ministry of Justice and the Federal Ministry for Women, Family, Youth and Integration. The ÖBM launched the International Day of Mediation (18th June). The aim is to integrate mediation into society and is anchored as an essential part of Austrian conflict culture. The ÖBM supports its members to strengthen their market positioning, training, etc.

[Willkommen - OEEM](#)

The Austrian Study Centre for Peace and Conflict Resolution (ASPR) was founded in 1982. The ASPR is an independent, non-profit and non-partisan organisation. It is engaged in research, education/training and practical conflict transformation. Research, specialists' conferences and publications on the dialogue on current peace policy issues. In addition to research the focus of ASPR education is peace education. Their target groups are students, professionals that work in crisis regions and also interested people across all professions and age groups. The interested people can attend summer academy. The ASPR summer academy sees itself primarily as a forum for up-to-date information, advanced training dedicated to peace, political discussion and intellectual debate. The aim is to combine research and practice, dialogue and action, culture and politics while maintaining a scientific orientation.

<https://www.aspr.ac.at/en/education-training/peace-education#/>

The leading trends of the development of digital competences in elementary education in Austria includes:

- training of pedagogical staff in the field of "Elementary Education" and the formation of teachers' digital competences;
- getting to know new educational digital tools and formats – the use of MOOC and OER in Elementary education;
- the use of digital media for digital competence development;
- facilitating digital education development through public funding or participation in international projects and grants;
- introduction of elementary education on-line by using gamification elements;
- the creation of a centralized digital infrastructure (distance learning platforms, web conferencing systems, etc.) with methodological support for elementary education institutions;
- the establishment of virtual education platforms

f) Competence Framework

Include here your proposal of competences (list):

- Didactical Competence
- Digital learning competence
- Linguistic competence
- Intercultural competence
- Communication competence
- Problem solving and critical thinking competencies
- Self-regulated learning competence (planning, monitoring and reflection)
- Emotional competence
- Competence, to work in intergenerational teams
- Social competence

g) Units of Learning Outcomes

Include here your proposal of Units (list):

- 1) Flipped learning in a Family learning pedagogical approach
- 2) Digital tools in the context of flipped learning
- 3) Role of Parent in flipped learning of children
- 4) Intercultural and intergenerational communication in a Family learning context
- 5) Social Competences as Intercultural mediator for Flipped learning

Theoretical Framework IRELAND

Partner: Innoquality Systems

Country: Ireland

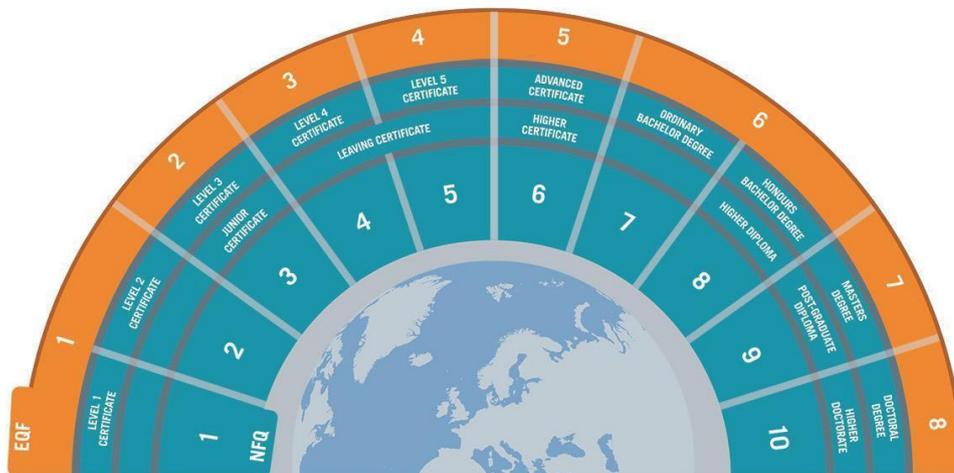
a) NQF and ECVET update

The Irish National Framework of Qualifications is a 10-level framework for the development, recognition and awarding of qualifications in Ireland. All ten levels are regulated and overseen by Quality and Qualifications Ireland. The QQI is a state agency responsible for promoting quality and accountability in education and training services.

Levels 1 and 2 (Primary School) are awarded directly by the QQI and equate with a Level 1 in The European Qualification Framework (EQF). The State Examinations Commission awards Levels 3 to 5 (Secondary School). The corresponding state exams are called The Junior Certificate (Level 3), which equates to a Level 2 in the EQF, and The Leaving Certificate (Level 4 & 5) equates with Level 3 & 4 in the EQF.

Level 6 corresponds to achieving a Higher Certificate, and Advanced Certificates equates to a Level 5 in the EQF. These certificates are awarded by private educational institutions and the 13 Irish Institutes of Technology.

Level 7 (Ordinary Bachelor Degree) equates to a Level 6 in the EQF, and Level 8 (Honours Bachelor Degree or Higher Diploma) also equates to a Level 6 in the EQF. Level 9 (Post Graduate Diploma and Master's Degree) equates to a Level 7 in the EQF, Level 10 (High Doctorate and Doctorate Degree) equates to a Level 8 in the EQF. All of the qualifications above are awarded by private educational institutions, the 13 Irish Institutes of Technology and the 7 Irish Universities.



Léargas oversee the ECVET system. Léargas is not directly funded but will assist organisations and learners with information and support on how to convert their qualifications.

www.leargas.ie

b) Professional profiles

There are currently no Intercultural Mediators in Ireland who are strengthening the participation of migrant families in Flipped Learning through Family Learning methods. However, the following professional profile is relevant

Mayte C. Martín has a PhD from the School of Sociology from University College Dublin (Ireland) www.ucd.ie/online/ She lectured for several years in the School of Applied Languages and Intercultural Studies, Dublin City University. She worked in collaboration with Dublin City University www.dcu.ie/ and the NGO Doras www.doras.org to; define the difference between Interpreters and Intercultural Mediators.

https://doras.dcu.ie/16481/1/Martin_and_Phelan_Translocations.pdf .

Are there any Learning Outcomes approach describing these profiles at National level?
There were no Learning Outcomes described at National level.

c) Education or training programmes

➤ Are these professional profiles required with any qualification or educational degree or with specific training for access/developing their job?

B.A. in Applied Languages and Intercultural Studies

B.A. in Sociology

➤ Is there any training specifically aimed at supporting the participation of migrant families in Flipped Learning through Family Learning methods?

There is no training to specifically support the participation of migrant families in Flipped Learning through Family Learning methods.

d) Training needs

➤ Are these professionals' profiles required with formal qualifications or with specific training for access/developing their job?

No

➤ As there are no professionals with this profile in Ireland no formal qualifications or with specific training, have been identified to access/develop this job.

No

➤ Are there any national studies or publications analysing the training needs or skill gaps of these professional profiles?

There are no national studies or publications analysing the training needs or skill gaps of these professional profiles.

e) Relevant initiatives

- Are there any institutions, organisations, programmes, or experiences at national level relevant for the purposes of the Curriculum? (Please, include only if relevant to the definition of the Learning Outcomes of the Curriculum)

The Clare Family Learning Project www.familylearning.ie support parents at key times through courses e.g., when their children start pre-school, primary school and the move to the second level. They also offer learning for parents for themselves when children have moved on.

Clare Family Learning Project (Clare VEC Adult Basic Education Service) also offer free courses to parents who may have left school early or find it hard to read, write or do maths. They arrange classes countywide at times to suit parents. They are experts in Family Learning.

f) Competence Framework

Include here your proposal of competences (list):

The learner can identify barriers which prevent the participation of migrant families in Flipped Learning.

The learner can define and explain Flipped Learning.

The learner can suggest best practices which support the participation of migrant families in Flipped Learning.

The learner can estimate and customise Flipped Learning opportunities to the needs of migrant families.

g) Units of Learning Outcomes

Include here your proposal of Units (list):

Educational barriers faced by migrant families

Flipped Learning

Educational challenges caused by migration

Combating educational challenges caused by migration with Flipped Learning

Addressing the education needs of migrant families with Flipped Learning

Assessing the educational needs of migrant families with Flipped Learning

Engaging migrant families in education with Flipped Learning

Annex II: Defining the Competence Framework

<p>Communication Competencies</p> <p>Communicate information in a clear and precise manner. Strategies for intercultural communication. Skills to address social and communication issues in the school community with migrant families.</p>
<p>Pedagogical Competencies</p> <p>Pedagogical skills. Didactical competence. Self-regulated learning competence (planning, monitoring, and reflection). Competence in promoting diversity and inclusion in the classroom.</p>
<p>Intercultural Competencies</p> <p>Sociolinguistic and cultural sensitivity. Knowledge of sociology, psychology, and ethnology. Strategies for intercultural communication.</p>
<p>Management and Organizational Competencies</p> <p>Budget management skills. Conflict management and resolution skills. Establishing transparency and neutrality. Building trust and rapport. Facilitating collaboration. Steering parties toward shared goals. Time management.</p>
<p>Project-Specific Competencies</p> <p>Knowledge of administrative procedures related to migration. Knowledge of Flipped Learning methodology and family learning approaches. Competence in planning, implementing, and evaluating informational and awareness actions. Competence in conflict management specific to intercultural mediation.</p>
<p>Digital Competencies</p> <p>Digital learning competence. Digital competence in implementing Flipped Learning in school environments.</p>
<p>Social and Emotional Competencies</p> <p>Empathy. Emotional competence. Social competence. Creating a climate of trust and security.</p>
<p>Evaluation and Customization Competencies</p> <p>Identification of barriers to the participation of migrant families in Flipped Learning. Definition and explanation of Flipped Learning. Suggesting best practices supporting the participation of migrant families in Flipped Learning. Estimation and customization of Flipped Learning opportunities according to the needs of migrant families.</p>