

Generic ANGELIE Curriculum

Intercultural Mediator

- Profile
- Units of Learning Outcomes
- ECVET-Points
- Knowledge, Skills, Competences

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1. Profile of the “Intercultural Mediator”

The intercultural Mediator is designed to enhance the competencies of individuals to serve the goal of economy, the labor market, social, humanitarian and political development of a country and increasing the safety of all citizens in a global intercultural context.

The background for the transfer of our training in the project Angelie is based on the profile and curriculum of the “**Intercultural Mediator – (Education Coach)**” in the project OSETO.

The training covers all topics of the seven different core themes: Living & Lifestyle, Employment, Health, Culture, Values, Active Citizenship, Creativity and Innovation and is experiential.

The training follows an active learning by doing methodology and this ensures a consistent evolution of the participating stakeholders.

1.1. The table of training areas at a glance:

No.	Themes	Training-Areas - Project "OSETO" - Integration of Migrants											
1)	Culture	Demography	Language	The art world	Generations	Traditions, rituals, festivals	Sport & Leisure	Mass-Media	Communication, Sign Language	Culture of Eating	Gender	Cultural centres	Youth Culture
2)	Professions & Job Market	Intercultural competences/strengths	Entrepreneurship	Emotional Competences	Recognition of competences	Social competences	Economy	Informal & formal competences					
3)	Living & Lifestyle	Public service-providers	Transportation	Accommodation	Administration	Job Market	Infrastructure						
4)	Values	Respect	Religion	History	Societal Status	Ethic	Empathy						
5)	Active Citizenship	Political System/Institutions	Engagement/Participation in civic society	Interaction with Officials/Bureaucrats	European dimension	Democracy & Rights	Education						
6)	Creativity & Innovation	Lifelong Learning	Science, Technology, Engineering, Mathematics	The 3 Rs	Methodic-Didactic	Experiential							
7)	Health & Environment	Hygiene	Managing Resources	Health-system	Self-help	Care	Promote health and prevention	Pediatric Health	Environmental protection	Nutrition	Animals		

1.2. Change Process

Through this learning process (change process) the participants follow a strategy to set steps on opening the door to their own culture and get aware of this treasure in life. It includes knowledge about their own behavior, tradition, stereotypes, prejudices, religion, society, gender and age in the society they are living. To open the own consciousness for new steps on their life they open the door for more peace and freedom for our planet. New learning tools underpin their process of internationalization. By applying learning tools, that underpins that process of internationalization, to appreciate a leverage of diversity in the workplace. They innovate and adapt their entrepreneurial spirit in being creative, active in using their language and awareness of diversity as a tool of creative self-expression, to act self consistent. They value the richness of cultures and harness for effective integration in workplace as well as social life. They raise awareness for the importance of intercultural management in organizations and internalize the process of welcoming foreigners.

1.3. Participants – Stakeholders

- The workshop addresses relevant stakeholders from Industry, SME's, Institutions, NGO's, Chambers, Training Centers, VET-Schools and other government officials dealing with migrants
- Number of participants is limited to approx. 20 persons

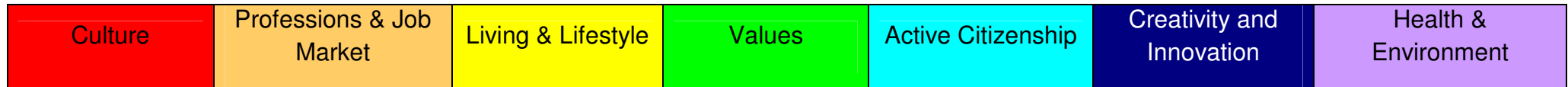
1.4. Learning – Outcome in training

The objective of this training-workshop is to foster Intercultural Leadership Training and Capacity Development for Staff in public and private organizations:

- to raise awareness for the importance of intercultural management in organizations
- to internalize the process of welcoming foreigners
- to apply learning-tools, that underpin the process of internationalization
- to appreciate and leverage the diversity in the workplace
- to innovate and adapt entrepreneurial spirit
- to value the richness of cultures and harness it for effective integration in workplace as well as social life
- to use language as a tool of creative self-expression
- to practice active listening skills, communication, non verbal communication and body language
- to strengthen intercultural soft skills (communication, conflict solving, teamwork)
- to enlarge the emotional competence
- to act interculturally competent in an international setting

1.4.1. Knowledge

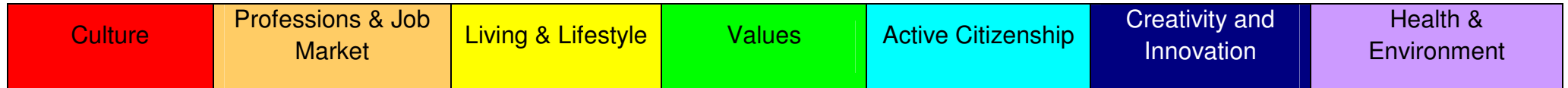
- Factual and theoretical knowledge about the 7 training areas



- about cultural profiles, behaviour and core values
- about society and living / working culture
- about the intercultural process
- Knowledge of/about
 - action-oriented Training Methods
 - Language-Training
 - Intercultural Training
 - Training Working culture
 - about intercultural and Entrepreneurship training standards
- Basic knowledge of/about
 - reading, writing, math and IT-tools
 - communication
 - conflict solving
 - social work

1.4.2. Skills

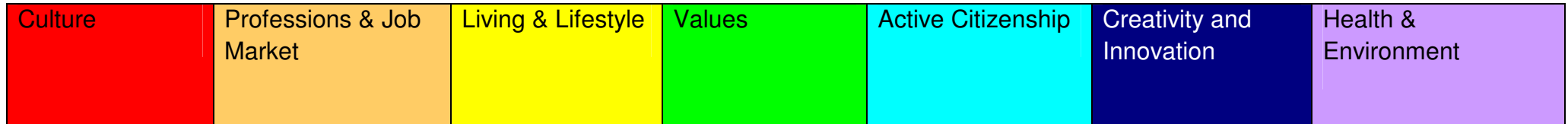
- All skills relate to the 7 training areas



- Ability to interact with others at the workplace and in social life, which promote coexistence and cooperation among all people
- Ability to harmonize and integrate the intercultural, entrepreneurship and social skills of the civic society
- Ability to integrate new approaches and strategies for learning: learning by doing and action oriented learning
- Ability to embrace and adopt to new ICT technologies
- Ability to adapt
 - professional skills
 - social skills
 - personal skills

1.4.3. Competencies

- All competences relate to the 7 training areas



- **Competencies** describe the ability to address particular needs. They are always seen as something holistic, so that in most application situations, professional, social and personal skills at the same time are needed
- **The 4 main competencies** in our training are:
 - Intercultural competence
 - Emotional competence
 - Social competence (soft skills): Intercultural Communication – Intercultural Conflict Solving – Intercultural Teamwork
 - Entrepreneurship competence

2. Intercultural Mediator: Learning Units and ECVET points

Intercultural Mediator/Learning Units/ECVET points												
UNITS OF LEARNING OUTCOMES	KEY UNITS		LEVEL		LEARNING HOURS	ECVET POINTS	GENERIC UNITS		LEVEL		LEARNING HOURS	ECVET POINTS
	EQF	NQF					EQF	NQF				
	Unit 1 - Intercultural Competence as basic value of global interaction	5-6				6						
Unit 2 - Personal Intercultural Change Process and Reflection	5-6				6							
Unit 3 - Emotional Competence as a useful door opener	5-6				6							
Unit 4 - Effectiveness of Social Competences in Intercultural Communication, Conflict-Solving and Teamwork	5-6				6	1	Non applicable					
Unit 5 - Application of Entrepreneurship-competences	5-6				6							

2.1. Units of learning outcomes

UNIT 1: Intercultural Competence as basic value of global interaction						
SUMMARY DESCRIPTION: Ability to express individual cultural preferences, get aware of cultural, individual behavior and tradition, deconstruct stereotypes and prejudices, introduce intercultural models and global intercultural profiles, value the richness of cultures and harness it for the effective integration in workplace as well as social life.						
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	LEVEL		ECVET POINTS
				EQF	NQF	
<p>Identify and differentiate communication skills (verbal communication, non-verbal communication, body language, critical communication, etc.)</p> <p>Describe social competences involved in an intercultural approach (soft skills) – the importance of an intercultural mediator</p> <p>Establish connections between cultural technique and cultural skills</p> <p>Identify relevant aspects on cultural group formation and group dynamics</p> <p>Identify the interrelation and interdependence of dominant values and believes-systems in work-life balance</p> <p>Identify values in accordance to cultural profile</p> <p>Describe the Intercultural competence characteristics</p> <p>Describe the importance of intercultural management in organizations trough practical examples</p> <p>Collect and process information in order to make use of it in a project</p>	<p>Adapt communication techniques in order to create harmonious relationship with self and others</p> <p>Express or release one’s inner feeling (emotions)</p> <p>Recognize, interpret, and respond constructively to emotions in yourself and others.</p> <p>Support the importance of intercultural management in organizations</p> <p>Act recognizing the different job profiles in the context of intercultural competence</p> <p>Integrate new creative learning methods: learning by doing and action oriented learning (Entrepreneurship-approach)</p> <p>Summarize concepts and ideas discussed in a teamwork</p>	<p>Apply extended communication skills in order to support creative processes, to solve problems in interaction, to motivate participants</p> <p>Act as an intercultural mediator in the personal change process of each person/the whole group</p> <p>Apply extended communication and conflict solving strategies in integrating social skills in view to a greater level of trust and responsibility</p> <p>Leverage cultural differences in view to implement tasks and projects in an effective and productive manner</p> <p>Facilitate the introduction to a project and to coach sensitive the entire individual and group process</p> <p>Apply intercultural management in the workplace</p> <p>Apply learning-tools, that underpin the sustainable process of internationalization</p> <p>Apply the correct intercultural standards to the work-process activities in different areas</p>				

2.2. Units of learning outcomes

UNIT 2: Personal Intercultural Change Process and Reflection						
<p>SUMMARY DESCRIPTION: Ability to express the interaction and interdependence of different intercultural work-life equilibrium, to express communication and emotions in a team work in a common work; to understand the interrelation as well as interdependence of dominant values and believe-systems in work-life-balance; to introduce basic principles of conflict resolution in different intercultural contexts; to create awareness and to address issues of diversity and effectively use sensitive communication skills in multicultural context.</p>						
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	LEVEL		ECVET POINTS
				EQF	NQF	
	<p>Identify the different approaches in training methods in intercultural teams</p> <p>Characterize action-oriented learning, learning tools and their applications</p> <p>Categorize intercultural communication in intercultural teams in view to training working culture</p> <p>Discriminate learning tools that underpin the process of internalization</p> <p>Recognize intercultural differences concerning tradition, prejudices, stereotypes, society, gender and age in the society they are living</p> <p>Describe cultural communication styles expressions/behavior</p> <p>Integrate new dimensions and theory's in intercultural models and profiles in practical work, by comparing culture theories and dimension</p> <p>Identify and assess, the emotions of oneself, of others, and of in intercultural teams</p>	<p>Apply new approaches and strategies for learning: learning by doing and action oriented learning</p> <p>Ability to promote social media networking for intercultural learning integrating diversity strategies in communication at work place and social life</p> <p>Work in an intercultural team interacting with individuals and groups from other cultures successfully and appropriately</p> <p>Embrace the creative spirit in intercultural teams by promoting the approach of diversity in problem solving</p> <p>Harmonize conflict situations in raising awareness of diversity, intercultural differences, intercultural expressions, intercultural behavior, intercultural communication styles and group dynamics with a view to promote mutual harmony</p>	<p>Apply action oriented methodology and didactics to differentiated groups.</p> <p>Integrate creative solutions in an intercultural team in order to solve a problem, interacting with individuals and group from other cultures successfully</p> <p>Support the development and manage common solutions taking into account cross-cultural differences and behaviors promoting powerful cooperation</p>			

2.4. Units of learning outcomes

UNIT 3: Emotional Competence as a useful door opener						
SUMMARY DESCRIPTION: Ability to understand and appreciate the significance of different values; to identify the values and believes that govern individual behaviors, tradition, life, work society/culture and health						
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	LEVEL		ECVET POINTS
				EQF	NQF	
	<p>Analyze and interpret intercultural learning needs in oneself and others</p> <p>Identify the value of cultures and harness richness for effective integration in workplace as well as social life</p> <p>Recognize the diversity of cultures</p> <p>Raise awareness for the importance of intercultural management in organizations and internalize the process of welcoming foreigners.</p>	<p>Take into account varying individual intercultural needs when developing a project</p> <p>Interact with individuals and groups from other cultures successfully and appropriately, in the strict sense</p> <p>Improve individual management skills in an intercultural context</p> <p>Act self-confidently</p>	<p>Adapt and practice an appropriate code of behavior</p> <p>Integrate time management tools for international meetings</p> <p>Integrate different working culture standards</p> <p>Develop and present a creative summary presentation, report in using new technologies</p>			

2.5. Units of learning outcomes

UNIT 4: Effectiveness of Social Competences in Intercultural Communication, Conflict-Solving and Teamwork						
SUMMARY DESCRIPTION: Ability to respect diversity, to improve communication and negotiation skills; to develop strategies for resolving conflicts; to act interculturally competent in an international setting; to practice active listening skills and to act as per instructions						
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	LEVEL		ECVET POINTS
				EQF	NQF	
	Define intercultural conflict solving in intercultural team work/training/working culture List Intercultural communication competencies Describe practice active listening skills, communication, non-verbal communication and body language, language as a tool for self-expression Give examples of intercultural conflict solving competence Decipher complex and layered cultural connotations in verbal and non-verbal communication Theorize the importance of intercultural management in organizations	Use language as a tool for improvement of communication, considering values, traditions, stereotypes and prejudices of other cultures Adapt intercultural communication and negotiation skills in work and life: "life skills" Mediate intercultural conflicts in work and life: "life skills" Motivate others towards change, supported applying transformational leadership strategies Adapt professional, social and personal skills in an intercultural environment Interact with others at the workplace and in social life, contributing to a sustainable coexistence and responsible cooperation among all people Accept and provide feedback in culturally appropriate manner Foster the process of active listening and active speaking Acknowledge own's high sensitive and the sensitivity of others to act peaceful, respectful, self-confident in an intercultural dialogue	Reorganize strategies for resolving intercultural conflicts Use language as a tool of creative self-expression Practice active listening skills, communication, non-verbal communication and body language Apply action-oriented intercultural training methods and didactics for improving "life skills" Promote training situations for participants for active listening and active speaking			

2.6. Units of learning outcomes

UNIT 5: Application of Entrepreneurship Competences						
SUMMARY DESCRIPTION: Ability to introduce the fundamental principles of Entrepreneurship – Competences and apply the Entrepreneurship – Competences for creating a product and the appropriate marketing strategy.						
LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCIES	LEVEL		ECVET POINTS
				EQF	NQF	
	<p>Mastering the comprehensive concept of being an entrepreneur</p> <p>Identify the characteristics and key skills profile of the entrepreneur.</p> <p>Identify the advantages of being an entrepreneur</p> <p>Identify typical obstacles to the implementation of personal projects and generate solutions.</p> <p>Plan and evaluate the entire process of a intercultural project</p>	<p>Perform diagnostic techniques to promote self-profile of the entrepreneur.</p> <p>Use error as learning process to prevent future error occurrence.</p> <p>Facilitate a process of respectful intercultural communication, including active listening</p> <p>Promote a training environment in which intercultural participants can be open and free, and feel confident and secure</p> <p>Harmonize and integrate the intercultural, entrepreneurship and social skills in training</p> <p>Anticipate participants needs at each stage of the project</p> <p>Make creative decisions aimed at solving problems</p>	<p>Organize the creation of a personal project</p> <p>Create self-directed social and financial development opportunities</p> <p>Implement a intercultural project setting objectives and identifying what is required and how to be carried out</p> <p>Facilitate a process in which the participants feel confident and secure and express themselves open-minded and self-confident</p> <p>Promote interaction in learning by doing; by exchange; by experiment; by risk taking and “positive” mistake making; by creative problem solving; by getting feedback through social interaction; by dramatizing and acting part; by exploring role models; and by interacting with the outside world.</p> <p>Negotiate and actively participate in working teams with other international colleagues</p>			

3. ANNEX: The process of transfer

For our workshops "intercultural training and entrepreneurship," we have chosen an action-oriented approach. **Action-oriented learning** is usually for a specific situation for practice (1st step) to it (Step 2) to derive a general law or to declare a general principle (inductive approach). The principle is called "learning by doing".

The themes of the action-oriented education pay more attention to personal experiences and interests of people and challenge them to emotional and cognitive conflicts and discussions. In addition, they focus on areas of activity in the private and professional life.

Our chosen fields of activity of the project are the 7 OSETO Trainings-Areas, as well as for professional life and social action situations for persons acting on integration, both for the training of the migrants / internally and also for an access to the host society. From these fields of action several learning areas for a cross-cultural spectrum were conceived. Fields are always multidimensional, bringing together professional, social and individual problems.

Holistic learning is learning with all senses, learning with understanding, mind and body. As a result of the action-based learning should be "head, heart and hand" cognitive, affective and psychomotor learning of students brought together in a balance. In the action-oriented teaching - in an exchange of effort and relaxation - mental and manual labor work together, involving the sense of feeling.

Under the principle of **learning orientation** is the one asked reinforced what students / inside to learn what purposes and should, on the other hand, the conditions that they bring with them according to their plants, their age and their specific living and learning experiences for diverse learning processes and what their preferred learning styles are.

The aim of the action-oriented education is the production of a material and / or linguistic action **products**. This is done in single, partner, group and project work (with a common introduction, planning and discussion): f.e. wall paper (possibility: an exhibition), letter, pamphlet, participation in competition, role play, scenic, musical, dance, theater performance, field trip (excursion), poster, process instructions, collage, photo/ art gallery, pictures, presentation, radio documentary, video clip, panel discussion, play, simulation. The work of the teacher is to support "**coaching a process**". The teacher is a real coach! The coach is offering possibilities, that people are willing to leave

their position, to change their mind in order to reach a really interesting “goal”. The coach is there for help and support. He accompanies the process as a **Human Resources Manager**.

- **What is Entrepreneurship-Education?**

Entrepreneurship-Education is a holistic approach to development for the world’s global challenges. Entrepreneurship Education is a package which contains knowledge, skills, personality and experiences. There is a new definition for ‘Entrepreneurship’.

For most people, when they hear the word ‘Entrepreneurship’ they immediately think of ‘business’ and an ‘Entrepreneur’ is a ‘business man’. However, in this day and age, such a limited definition does not apply. ‘Entrepreneurship’ is actually a way in which individuals can prepare and market themselves for their future careers.

Over the last 20 years, we have seen a drastic changes occurring in the workplace. Workplace ethic and the working culture have changed completely. Nowadays, initiative, adaptability, and flexibility are needed in order to be successful in any given career or workplace. Interestingly, ‘Entrepreneurship’ is something which can be learnt from an early stage in education. Also, it is relevant for everyone regardless of in which workplace their future will take them.

Entrepreneurship Education needs to be a holistic approach to education and training. This holistic approach aims to prepare the individual for the challenges of life, whether they are personal, economic, or social - with the goal of developing well-rounded, well-equipped, well-educated, well-prepared individuals. This naturally requires that those who train or serve as role models demonstrate the appropriate attitudes such as innovation, joy, curiosity, desire for personal development and have an "Entrepreneurial Spirit". One is not born with Entrepreneurial thinking! It is learned. And, Entrepreneurial Action is putting "theory" into action through "learning by doing" in real life situations. Project-oriented work, case studies, Role Playing and Action-Oriented Education e.g. **training companies, production companies, junior companies** are the most beneficial environments for Entrepreneurship Education. Ongoing Coaching and Mentoring of the participants is a necessity in the context of this training.

An **Entrepreneurship Education** should be a package which builds and contains knowledge, skills (social, economic, interpersonal, intercultural), attitudes character traits and experiences.

A holistic approach to Entrepreneurship-Education is critical for both personal and career development for the future and the global challenges all of us will have to face. Entrepreneurship-Education will prepare individuals to be active and contributing members of society.

- **What is Intercultural Competence?**

Intercultural competence is the ability of successful communication with people of other cultures. A person who is inter-culturally competent captures and understands, in interaction with people from foreign cultures, their specific concepts in perception, thinking, feeling and acting.

The development of intercultural competence is mostly based on experiences one comes across while communicating with different cultures. While interacting with people from other cultures they face certain obstacles which are caused due to differences in the cultural understanding between the two people in question. Such experiences motivate people to work on skills that can help them put forward their point of view in front of an audience belonging to a completely different cultural ethnicity and background.