

## Introduction

### IO2: Comparative map of approaches to the intercultural work in Six EU countries

It further describes the approach to the intercultural work in these partner countries in comparison to the national approaches within Europe.

This intellectual output provides a basic overview of available solutions in the field of intercultural work in the six EU partner countries on a national level.

### Target Audience

The target audience include 1.5 and 2nd generations migrants who would like to pursue the career of an intercultural worker will have an overview of options. In addition, this material provides knowledgeable information about gaps and dead spots in these Six EU partner countries.

### Coordination of intercultural work

What is the specific system (national, regional, local) approach to the intercultural work; List concrete educational providers (e. g. NGO, vocational institutions, higher education institutions).



### Recognition of intercultural programme

Is it officially recognized as a profession, and if so, how is it regulated (e.g. mandatory education, official job description, etc.); What are the pre-conditions to enter the course? (e.g. length of the course, main subjects taught)



### Institutional roles

What authorities (if any) take the role of intercultural workers; Which authorities hire intercultural workers?



### Regulation and qualification of the intercultural workers

What are the education options for intercultural workers (formal, informal), and how to qualify as an intercultural worker.



### Approach to intercultural work

What is the approach used in intercultural work? What are the main tasks intercultural workers perform there? /Elaborating separately for every authority, such as court, hospital, police, reception centres etc.



## Conclusion

This comparative map reflects the various intercultural work outcomes in six EU countries from Poland, Finland, the United Kingdom, the Czech Republic, Italy and Bulgaria.

Intercultural programme serves as a way of promoting integration which is a two-way process that both the immigrant and local residents become adjusted to each other within the host country. Integration has promoted a safe and non-discriminatory environment and a strong feeling that builds on trust among the people and the authorities.

It would be good to use the outcomes of the project in wider educational curricula and programs. The findings can be useful not only for educate the second generation of migrants, but all the educators dealing with migrants and/or social workers.

When we talk about integration it is not only migrants' responsibility, it should work both ways so that the society is actively participating in it too. There should be a more concrete plan, the network should be more professional and multidisciplinary too, not only based on volunteering.

Yes, I found it very interesting. First of all the history of this figure and it seems to me good that the research is thought in the frame of this ongoing debate, since 2020, about the institutionalization of this professional figure.

In my opinion, the IW training needs to include education from a humanistic approach in which the mediation is a positive, encouraging act. IWs should also know about mental health and how to deal with cases that need special support, by having in mind how and where to refer to not only through hospitalized practice, and by being able to offer initial support.

Absolutely yes. In my opinion, a comprehensible comparison of national approaches towards intercultural work at a regional level is substantial and beneficial to everybody, working with migration management.

Absolutely. Especially focusing on 1.5 and 2 generations is very innovative and we see it as a huge and important step ahead. The final result (comparative map itself) will be a very useful document that we will surely disseminate among colleagues from our organization (but also from colleagues from Prague etc.)





# 2GEM

SECOND GENERATION OF EUROPEAN MIGRANTS

2GEM is the acronym of Second Generation of European Migrants project, ref. № 2020-1-F101-KA204-066469 funded under KA204 Strategic Partnerships for adult education, 2020, Erasmus+ programme.

The main goal of the 2GEM project is to equip second-generation migrants with skills, competences, and knowledge necessary to act as intercultural workers within their community by building on their unique cultural assets. As such, they will be able to serve as a link between the migrant community and local people, thereby contributing to better integration of the newcomers, and the first-generation migrants.

Within the project, their unique migration experience together with bi-/multilingualism is considered an asset, and even a prerequisite for successfully pursuing the profession of an intercultural worker. The project partnership believes that the migration background is not a handicap but a competitive advantage.

## FINLAND

**Coordination of intercultural work**  
In Finland, the ministry of education and culture is actually responsible for the development of education, science, culture, sports and youth policies. The administrative branch of the ministry of education and culture comprises of 13 agencies including the Finnish National Agency for education, academy of Arts promotion etc.

**Recognition of intercultural programme**  
The intercultural programme does not actually form any entity by themselves. This is simply because intercultural work depends on the institution needs for the services e.g. interpreters who are constantly needed by the Finnish immigration service to assist in asylum interviews. Languages and intercultural communication skills are considered essential for the basic education in Finland.

**Institutional roles**  
Many city Councils in Finland also employs cultural instructors to help in schooling while multilingual cultural instructors do help to integrate families and support the cooperation in education and other departments so as to prevent children and young people from exclusion in the Finnish society.

**Regulation and qualification of the intercultural workers:**  
To qualify as an intercultural worker, it's quite simple, one just need to choose a field eg interpretation for those who speak numerous languages and be flexible as well so as to work with people with different backgrounds and characteristics.

**Approach to intercultural work**  
Reception centres in Finland are actually the institutions that do have more intercultural workers. This simply because intercultural workers do have the knowledge of other cultures and respect other cultures/values as well. All the reception centres in Finland have intercultural workers due to the high rate of refugees from other countries entering Finland. The intercultural workers in these centres do usually aid the refugees by taking them to the hospital, making sure they are enrolled in the Finnish language course, interpreting their decision from the immigration and often accompany asylum seekers to the Police, court or immigration service when the authority want to process the asylum seeker case.

ASDA-RY Aar Social Development Association  
<https://asdaary.com/>

## CZECH REPUBLIC

**Coordination of intercultural work**  
Involving migrant interpreters and mediators who do not have the proper formal education in counselling and working with migrant populations has existed in the Czech Republic since the 1990s. Their services were used by NGOs, the police, local governments, schools, hospitals and other public institutions. The Ministry of the Interior arranged for the incorporation of the profession within the Foreigner Integration Concept; and the Ministry of Labour and Social Affairs proposed to enlist the profession in the public occupational registers.

**Recognition of intercultural programme**  
In the Czech Republic, an intercultural worker is "only" a project-based position and intercultural workers do not need to have formal education of social workers. It can be said that there is a tendency to develop intercultural work as a distinct profession closely related to social work and community interpreting. The question of the interconnection between intercultural workers and social work is particularly important in the context of further establishment, as evidenced in the case study.

**Institutional roles**  
The intercultural worker was for the very first time named and defined within the project of the non-governmental organisation Inbaze "Forming the profession of socio-cultural mediator - inspiration drawn from the Portuguese model". This is a completely new work position that generally aims at mediation of effective communication within an intercultural environment. It is implemented mainly in the projects of migrants assisting NGOs, several integration centres and municipal authorities.

**Regulation and qualification of the intercultural workers:**  
The establishment of the intercultural worker profession is inseparably linked to the provision of tailor made training and certification. The goal of such training and certification is the betterment of the practice, as well as the recognition and advancement of the occupation in terms of status and salary. The first education course for intercultural workers was given by the non-governmental organisation Inbaze between the years 2013-2014. It was a qualification course for social service practitioners aimed at counselling and assistance to migrants. The accreditation holder was the Education Centre CARITAS - College of Social Work in Olmouc.

**Approach to intercultural work**  
In the Czech Republic, the priority of mutual relationships between the foreigners and the majority of society mentions among other measures the use of intercultural assistants and community interpreters from the group of foreigners. Their involvement is supposed to facilitate and improve the communication between the foreigners and institutions.

Spolek PELICAN  
<https://www.skolapelican.com/spolek-pelican/>

## ITALY

**Coordination of intercultural work**  
After decades of growing importance and need for professional services of intercultural mediation, till today, in 2021 there are still only initiatives to arrive to a national legislation and official framework on the professional field of intercultural mediation.

**Recognition of intercultural programme**  
The intercultural mediator is a social worker capable of carrying out linguistic-cultural mediation, non-professional interpreting and translation and social mediation; promoting intercultural mediation as a system device in integration policies; optimising the network and improving the organisation and delivery of services; enhancing the professional role of the mediator and transferring the know-how to junior mediators and service operators.

**Institutional roles**  
Intercultural mediators play an important role in the assistance and protection of Unaccompanied Minors (UAMs), which is regulated by the so-called Zampa-law, Law n. 47 of 7 April 2017 and is an integrated but particular element of the field of migration management and integration. The law laid down the rules concerning the protection and assistance of UAMs, in aspects such as placement, custody and guardianship, and in the process of introducing UAMs to the rules, rights and procedures, the presence of intercultural mediators is crucial. Intercultural mediators play an important role in the assistance and protection of Unaccompanied Minors (UAMs), which is regulated by the so-called Zampa-law, Law n. 47 of 7 April 2017 and is an integrated but particular element of the field of migration management and integration.

**Regulation and qualification of the intercultural workers:**  
In Italy, the Conference of the Regions and Autonomous Provinces (2009) recognised that at the regional level, important normative references regarding the definition of the professional figure of the intercultural mediator have been produced between 1997 and 2006.

**Approach to intercultural work**  
In the common understanding of the meaning of mediation to which we want to refer in the case of intercultural mediation, emphasizes the aspects more properly of "bridge" and synthesis between two different polarities. To acknowledge the necessity and dignity of the profession of the intercultural mediator, it would also mean a valuable difference if the professionals could be engaged in long-term occupation and much less to be called on the basis of short-term projects and assignments.

PRISM Impresa Sociale  
<https://www.prisonline.eu/>

## POLAND

**Coordination of intercultural work**  
Polish government is focused on legal and technical issues, mainly system of issuing visas and work permits as well as controlling the illegal immigration, and there's no even a discussion about intercultural work on the field of intercultural workers or using this type of work on other fields than schooling. This was the topic for local governments as well as NGOs, who undertook an effective collaboration with local governments. The only consistent policy for the integration of migrants has been prepared by the city authorities of Gdansk, elements of them is prepared by municipalities of Lublin.

**Recognition of intercultural programme**  
As the only one regulation concerns school assistants, this is the only profession with specific requirements, however, officially this is the position of teacher assistant. There are no specific requirements for this position, except speaking Polish and the language of a migrant child, and being without crime-record.

**Institutional roles**  
Their work however is based on the needs and have no processual type. Their functioning is based on two pillars: environmental, often based on volunteers and migrants themselves, and cooperation with local authorities. The success of many initiatives depends on the latter. From a legal point of view, it is local authorities who decide to employ cultural assistants in schools. This happens at the request of the headmaster of a given school.

**Regulation and qualification of the intercultural workers:**  
The school system requires specific qualifications, however, the only qualifications indicated for a cultural assistant are knowledge of the Polish language and the language of a migrant child. The remaining competences are not compulsory and formal. However, the applicant is required to have an impeccable reputation and psycho-pedagogical knowledge, at least basic. Other competences and requirements derive from specific needs of a case.

**Approach to intercultural work**  
As previously mentioned, in Poland there is no clear policy or even direction for determining the qualifications of intercultural workers. Actions are ad hoc, focusing on formal and informational issues, or are generated by specific needs. However, many local solutions use patterns developed in work with minorities, such as the Roma. This mainly applies to state offices, schools and hospitals. There are no specific guidelines for intercultural work in government offices. There is also no intercultural worker as a position. The competences are the same as in the case of working with Polish citizens: personal culture, courtesy, and, what is basically a novelty in Polish offices: empathy (of course within the law).

FRAME Foundation for the Development of International and Educational Activity  
<http://euframe.eu/en/home-page/>

## UNITED KINGDOM

**Coordination of intercultural work**  
With its over 80 years of experience in cultural relations and intercultural engagement, the British Council pointed out the main areas where intercultural workers can perform their role. In the UK, cross-cultural issues have been a topic to take care of since decades ago, especially due to the long experience with Commonwealth countries and, overall, with the many ethnic minorities from literally all over the world living in the UK. For instance, it's often possible to find translators (in Arabic, Farsi, Chinese, Tibetan, Turkish and many more languages) to help migrants arriving to the country and approaching public offices such as Job Centres and medical centres

**Recognition of intercultural programme**  
In the UK, National Occupational Standards (NOS), also known as professional standards, specify UK standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively. NOS, which are approved by UK government regulators, are available for almost every role in every working sector in the UK. From 2007 to 2008, CLIT (Centre for Information for Language Teachers) developed a set of National Occupational Standards for Intercultural Working in the UK.

**Institutional roles**  
There are no authorities that take the role of intercultural workers in the UK, except for NGOs working within communities across the UK and dealing with migrant issues on daily basis. However, there are authorities that hire intercultural workers. Intercultural workers or mediators, or even community interpreters who extend their service towards a broader range of service rather than just translators, and therefore becoming agents for migrants' fair integration, are needed in many areas. They are needed within the health system, in social services, education, legal issues, and virtually in any kind of environment connected to business, work and leisure. This because, as it is well known, the UK society is increasingly multicultural, hosting individuals and families from diverse cultural backgrounds, especially in big cities.

**Regulation and qualification of the intercultural workers:**  
The United Kingdom provides for systems of professional recognition of the intercultural mediator qualification, however, we also should notice that the UK intercultural mediation is considered as an extension of civil mediation and only recently is starting to grow as a distinct professional activity, namely from 2008 when National Occupational Standards (NOS) for Intercultural Working in the UK were set.

**Approach to intercultural work**  
In terms of quality of approach, in general terms, we may refer to the Intercultural Working National Occupational Standards set in the UK, specifically we mention here the CFAINWS' Manage delivery of a service to people from different countries or diverse cultures'

The Mosaic Art Sound  
<http://www.mosaicartsound.com/>

### About 2GEM



<https://www.facebook.com/2GEMproject>



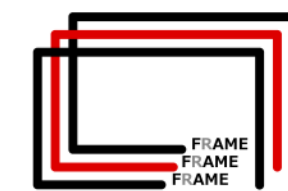
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The Mosaic Art Sound

With the support of the Erasmus+ Programme of the European Union 

Project ID Details: KA204 - STRATEGIC PARTNERSHIPS FOR ADULT EDUCATION KA204-35C3B97C

This project has been funded with the support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## BULGARIA

**Coordination of intercultural work**  
Approaches to intercultural work in Bulgaria have been discussed and researched along with examples of good practices by a few non-governmental organisations but an organized system is not evident in Bulgarian laws or legislation. There is a common legislation such as Law on Asylum and Refugees but it consists of description of the conditions and the procedure for granting special protection to aliens in the territory of the Republic of Bulgaria, as well as their rights and obligations

**Recognition of intercultural programme**  
Intercultural workers aren't recognized as a profession, they are rather classified as Social workers or Assistant, social work and social services; Assistant for social work with families, intercultural or social mediators, etc. In Bulgaria there are no specific requirements regarding education and/or qualification in order to become an intercultural worker. Intercultural workers aren't recognized as a profession, they are rather classified as Social workers or Assistant, social work and social services; Assistant for social work with families, intercultural or social mediators, etc.

**Institutional roles**  
There is no official recognition of the occupation of intercultural worker or social/intercultural mediator but in several strategic documents the service of social mediation is stated to be provided by international and non-governmental organizations which may assist the local authorities. However, international and non-governmental organizations may enter into partnership with the bodies of the central and local authorities for the implementation of the integration agreement.

**Regulation and qualification of the intercultural workers:**  
On tertiary level only two full programmes focused on migrants and intercultural work are available in Bulgaria (see Table 1) in two of the biggest universities (UNWE & SU) both situated in Sofia. The available programmes are master degrees and they are targeting people with educational background in social or/and pedagogic studies who would like to be specialized in the work with migrants. The non-formal educational opportunities are available mainly through European projects within the Erasmus+ framework focused on the topic of social inclusion of migrants, refugees and other vulnerable groups as well as some national voluntary initiatives belonging to NGOs working in this field.

**Approach to intercultural work**  
There are different types of mediators established in Bulgaria which are introduced as measure to social inclusion of vulnerable groups or groups of people who need active access to healthcare, education, employment and overcoming the consequences of social exclusion or isolation. The main approach and the tasks of authorities related to intercultural work is related to Social mediation, Healthcare mediation and Educational mediation

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