

## A CATALOGUE OF STANDARDS ON PROFESSIONAL KNOWLEDGE AND SKILLS

Status: Published on 17 June 2020, OJ 604-1/2020/8

### 1. NAME AND CODE OF THE CATALOGUE OF STANDARDS ON PROFESSIONAL KNOWLEDGE AND SKILLS

Intercultural mediator 2087115 011

Klasius-P16

Social work and counselling (0923)

Klasius-SRV

Sub-level 6/1: outcomes, certified NOQ system (26100)

Qualifications Level

SQF level 6, EQF level 5

### 2. REQUIRED KNOWLEDGE/SKILLS AND SPECIAL REQUIREMENTS FOR NATIONAL OCCUPATIONAL QUALIFICATIONS

#### 2.1. PROFESSIONAL KNOWLEDGE AND SKILLS

See Occupational Standards on Intercultural mediator 20871150 and Article 11 of this Catalogue.

#### 2.2. SPECIAL REQUIREMENTS FOR OCCUPATIONAL QUALIFICATIONS

- SQF level 5 or a certificate issued by the National Examinations Centre (A decree on the strategies and conditions for ensuring rights to persons under international protection) and
- at least 300 hours of intercultural mediation over the past five years, verified by letters of reference from organizations, associations, institutions and similar. Of the 300 hours, a maximum of 100 hours of intercultural mediation can be attested by a statement from the end user(s) or migrant(s), and
- a proof of language skills:
  - language proficiency in Slovene (CEFR level B1), attested by a certificate on education (SQF level 5) in the Republic of Slovenia or by an accredited certificate on language proficiency in Slovene for reading, listening and speaking skills (CEFR level B1), and language proficiency in Slovene for writing skills (CEFR level A2) and

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- o proficiency in at least one other language, attested by a letter of reference from organisations, associations or institutions, etc.

### 3. CORRESPONDENCE WITH STUDY PROGRAMMES

### 4. ASSESSMENT OF PROFESSIONAL KNOWLEDGE AND SKILLS

#### 4.1. CERTIFICATION

In the process of counselling, candidates prepare a portfolio assessed by the commission. Upon the submission of the candidates' reliable, valid and adequate proof of their knowledge, skills and competences from the occupational standard, the commission may:

1. give recognition of knowledge and skills of the occupational standard in full,
2. give recognition of knowledge and skills of the occupational standard in part, and determine what knowledge, skills and competences still need to be tested,
3. give no recognition of the knowledge and skills of the occupational standard, since the candidate has no proof of any knowledge, skills and competences of the occupational standard and shall test their knowledge, skills and competences as required.

#### 4.2. ASSESSMENT OF PROFESSIONAL KNOWLEDGE AND SKILLS

A practical test with an oral defence.

### 5. ASSESSMENT CRITERIA

Criteria for assessment components of work process

Area of assessment	Assessment criteria	Share (%)
Planning	- planning and preparation for task implementation	5
Implementation	- communication skills - understanding and respect for cultural diversity - professionalism and adequate performance - ability to distinguish between giving a personal opinion and describing the circumstances or stating facts - ability to overcome language and cultural barriers; solution orientation	55

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	<ul style="list-style-type: none"> <li>- ability to understand terminology in the fields of education, employment, healthcare, housing, social security, public administration, etc.</li> <li>- ability to understand operational activities of governmental and non-governmental organisations in the fields of education, employment, healthcare, housing, social security, public administration and the rights/duties of migrants accessing these institutions</li> </ul>	
Oral defence	<ul style="list-style-type: none"> <li>- a reflection and professional assessment of the assigned task</li> <li>- candidates' performance: attitude to work, communication skills</li> </ul>	40

Elimination criteria:

No elimination criteria apply.

6. OCCUPATION OR SETS OF ASSIGNMENTS FOR HOLDERS OF OCCUPATIONAL QUALIFICATIONS AND CODE

7. LEVEL OF WORK COMPLEXITY

(VI)

8. ADJUSTMENTS FOR PERSONS WITH SPECIAL NEEDS

National occupational qualifications can also be obtained by persons with special needs.

The following adjustments apply:

- extension of time to provide the services,
- adjustment of place and equipment,
- taking the exam with the help of an assistant,
- adjustment of examination materials,
- adjustment of assessment.

A more detailed description of adjustments is available in the Rules and Regulations governing the implementation of the Matura exam for candidates with special needs.

## 9. MATERIAL AND STAFFING REQUIREMENTS FOR THE ASSESSMENT AND CERTIFICATION OF OCCUPATIONAL QUALIFICATIONS

### 9.1. MATERIAL REQUIREMENTS

An office with a computer and internet access.

### 9.2. STAFFING REQUIREMENTS

A licence for a member of the assessment and certification commission for national occupational qualifications may be obtained by those who meet requirements provided by the law governing the National Occupational Qualifications.

The commission consists of three members:

- one member with SQF level 8 and at least 5 years of experience in research or professional work in migration,
- one member with SQF level 7 and at least 5 years of experience in integration/integration of migrants and
- one member with SQF level 5 and at least 5 years of experience in integration/integration of migrants, with at least one-year experience in intercultural mediation or interpreting or translation.

## 10. VALIDITY OF ISSUED CERTIFICATES

No time restrictions apply.

## 11. STANDARDS OF PROFESSIONAL KNOWLEDGE AND SKILLS

Key tasks	Knowledge and skills	Assessment tasks
<ul style="list-style-type: none"> <li>• establish and facilitate intercultural communication within and outside of institutions related to the integration of migrants</li> </ul>	<ul style="list-style-type: none"> <li>• Provide intercultural and language mediation in Slovene and the language of migrants in education and vocational training, employment, healthcare and social security, housing, public administration, etc.</li> <li>• Use different modes of language mediation</li> <li>• Understand most common barriers to the integration of migrants in Slovenia</li> </ul>	<p>Provide mediation to migrants when accessing public and other services/organisations in education and training, employment, healthcare and social security, housing, public administration and elsewhere (as selected by the commission):</p> <ul style="list-style-type: none"> <li>• Prepare and plan the implementation of the task</li> <li>• use computers and various online tools (websites, applications seeking</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use and adapt terminology on intercultural mediation</li> <li>• Show awareness of social, cultural and economic characteristics (including linguistic, religious, political and other) of at least one foreign country/territory and constantly strive to improve their knowledge through lifelong learning</li> <li>• Understand how public services work</li> <li>• Understand different beliefs and practices of the migrants in need of intercultural mediation and understand culture-specific beliefs and practices present within and outside of institutions in Slovenia,</li> </ul>	<p>employment, housing, opportunities to participate in education and vocational training, making healthcare appointments, finding forms for the assertion of rights to public funding, public administration services) useful when accessing various institutions</p> <ul style="list-style-type: none"> <li>• outline basic differences in the access to public institutions in Slovenia and in migrants' country of origin</li> <li>• explain the importance of their own social network in the process of intercultural mediation</li> <li>• highlight the importance of independent and proactive activities of the migrants</li> <li>• show understanding and offer support when filling out forms/documents in institutional settings</li> <li>• use appropriate communication and professional terminology</li> <li>• use practical examples to describe the role and tasks of intercultural mediators in social, healthcare, educational and other areas:</li> <li>• Example: in exercising their rights to social transfers; when enrolling in school; when making an appointment with a specialist.</li> </ul> <p>Provide mediation in non-institutional settings, assist networking between the migrants and the local population, provide assistance when joining different associations, clubs, initiatives and similar (as selected by the commission):</p> <ul style="list-style-type: none"> <li>• Prepare and plan the implementation of the task</li> <li>• give examples of barriers faced by migrants in the local settings</li> <li>• highlight the importance of respecting cultural diversity of the migrants</li> <li>• provide strategies on how to overcome these barriers</li> <li>• use a computer for local and other platforms offering information on different</li> </ul>
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		<p>events, websites of various clubs and associations, etc.</p> <ul style="list-style-type: none"> <li>• outline different strategies for mediation (individually or in cooperation with other migrants, organisations or experts, etc.)</li> <li>• promote their own social network and make use of it</li> <li>• respect/outline social, cultural and economic characteristics (linguistic, religious, political, etc.) of the migrants' country or territory of origin</li> <li>• present non-governmental and other organisations, associations, clubs, initiatives and similar, active in the local community</li> <li>• highlight the importance of a rational use of energy, time and materials, stress management and the protection of health and the environment in their work</li> <li>• provide strategies for mediation in communication with the local community:</li> <li>• Example: integration of a person with disabilities in sports associations; integration in a (minority) religious community, etc.</li> </ul> <p>Outline strategies for solution-seeking communication in mediation with local public services in different fields (health, social security, education, housing, public administration, employment) or in complex situations in non-institutionalised settings (as selected by the commission):</p> <ul style="list-style-type: none"> <li>• prepare and plan for the implementation of the task</li> <li>• outline different beliefs and practices of migrants whom they assist as intercultural mediators</li> <li>• provide examples of stereotypes and prejudice faced by migrants who are end-users of their intercultural mediation and show how to overcome them</li> <li>• analyse intercultural misunderstandings and their effective resolution</li> </ul>
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		<ul style="list-style-type: none"> <li>• show consideration for social, cultural and economic characteristics (linguistic, religious, political, etc.) of the migrants' country or territory of origin</li> <li>• show how they strive to improve their knowledge on the integration of migrants</li> <li>• present different ways of establishing communication between the migrants and others (healthcare providers, teachers, social workers, administrative clerks, lessors, etc.)</li> <li>• present examples of linguistic and intercultural mediation between the migrants and service providers</li> <li>• are aware of the boundaries of their own role and of the role of intercultural mediation in relation to other participants (experts and migrants) in different fields</li> <li>• underline the importance of stress management and the protection of health and the environment at work</li> <li>• describe communication skills needed to resolve linguistic and cultural misunderstandings</li> <li>• explain strategies for acting in accordance with ethical principles (e.g. respect for professional confidentiality and protection of personal data; asking for clarification in case of misunderstanding; interrupting communication when needed, etc.)</li> <li>• clarify the importance of effective conflict resolution:</li> <li>• Example: an interview at CSW (Centre for Social Work) in case of domestic violence; a request for halal diet at school by parents; a procedure for identifying pupils with special needs at school; an examination of a migrant by a male gynaecologist; etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide information to target groups/migrants on their rights and duties in Slovenia</li> </ul>	<ul style="list-style-type: none"> <li>• understand the structure and activities of state and public administration and other organisations in Slovenia, and the migrants' territories/countries of</li> </ul>	<p>Provide information to target groups/migrants (as selected by the commission):</p> <ul style="list-style-type: none"> <li>• plan and prepare for the task</li> <li>• search online for the provisions of the Constitution of the Republic of Slovenia and</li> </ul>

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	<p>origin for whom intercultural mediation is provided</p> <ul style="list-style-type: none"> <li>• know categories or statuses of migrants and understand the rights and duties of migrants in Slovenia</li> <li>• assist migrants to get acquainted with the structure and activities of state and public administration and other organisations in Slovenia</li> <li>• assist migrants to exercise their rights and duties in Slovenia related to education, employment, healthcare, administrative procedures, social security, etc.</li> <li>• understand social, cultural and economic characteristics (including linguistic, religious, political and other) of at least one foreign country/territory of origin of the migrants and improve their knowledge in the process of lifelong learning</li> </ul>	<p>Slovene legislation on asylum, migrations, non-discrimination, education and training, housing, employment and healthcare, pension and disability insurance of non-discriminatory work and related legislation</p> <ul style="list-style-type: none"> <li>• outline responsibilities of different government bodies and other service providers</li> <li>• outline strategies for the provision of legislative and other relevant information on asylum and migration</li> <li>• explain and give examples of adapting information according to the target group of migrants</li> <li>• show consideration for and acknowledge social, cultural and economic characteristics (linguistic, religious, political, etc.) of the migrants' country or territory of origin:</li> <li>• Example: information on how to arrange healthcare insurance; how to employ an asylum seeker; how to get training in Slovene for children / adults, etc.</li> <li>• explain and give a practical example of their own experience in providing information to migrants when accessing services, such as e.g.: health insurance (compulsory and additional) and healthcare services, pension and disability insurance, education, legal protection, etc. (as selected by the commission):</li> <li>• plan and prepare for the implementation of the task</li> <li>• highlight the advantages and disadvantages (mistakes, possible improvements) of their own mediation in a specific situation</li> <li>• show consideration for social, cultural and economic characteristics (linguistic, religious, political, etc.) from the migrants' country or territory of origin</li> <li>• underline the importance of the rational use of energy, time and equipment, stress management and the protection of health and the environment at work</li> <li>• highlight the importance of distinguishing between a personal opinion and stating facts</li> </ul>
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		<ul style="list-style-type: none"> <li>• present actual examples taken from their work</li> </ul> <p>Highlight the importance of knowing different categories of migrants and their rights:</p> <ul style="list-style-type: none"> <li>• plan and prepare for the implementation of the task</li> <li>• list different statuses of migrants</li> <li>• distinguish between various categories – legal statuses of migrants (asylum seekers, refugees, persons with subsidiary protection, etc. and ethnic minorities, work permits, family reunification, etc.)</li> <li>• present the rights to access different public services for each of the listed categories</li> <li>• explain the differences between different categories of foreigners in relation to the labour market, e.g. what is free access, what is single work permit, the right to unemployment benefits, etc.</li> <li>• underline the main differences between different statuses of migrants: asylum seekers, refugees, persons with subsidiary protection, etc. and ethnic/national minorities in Slovenia</li> </ul>
<p>Promote intercultural dialogue between migrants and other members of the Slovene society</p>	<ul style="list-style-type: none"> <li>• understand the importance of integration as a two-way process and show ability to convey this to the target group and other residents of Slovenia in the process of intercultural mediation</li> <li>• promote social networking</li> <li>• understand the importance of intercultural dialogue in various fields: cultural, social, economic, etc.</li> <li>• respect and promote gender equality</li> <li>• understand migration processes and the importance of migrant integration</li> <li>• make workers in various organisations and others citizens aware of the cultures of migrants and facilitate them in developing an</li> </ul>	<p>Describe strategies promoting intercultural dialogue and networking between the migrants and the local population (as selected by the commission):</p> <ul style="list-style-type: none"> <li>• plan and prepare for the implementation of the task</li> <li>• promote social networking</li> <li>• highlight the importance of integration as a two-way process and outline strategies for successful integration</li> <li>• give practical examples of promoting intercultural dialogue between migrants and the local population, which they plan to implement in their work</li> <li>• give their view on migration and the importance of integration</li> </ul>

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	<p>appropriate attitude towards the cultural habits, practices and beliefs of the migrants.</p>	<ul style="list-style-type: none"> <li>• explain the influence of gender roles relevant for migrants' access of public institutions in Slovenia and in the process of integration in general</li> <li>• explain the importance of distinguishing between a personal opinion and stating facts</li> <li>• underline the importance of stress management and the protection of health and the environment in their work</li> <li>• highlight the significance of intercultural dialogue in different fields (cultural, social, economic, etc.)</li> <li>• Example: mediation in the area with a "large" number of migrants; organising an event on intercultural topics in the local community, etc.</li> </ul>
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## 12. LITERATURE AND SOURCES OF INFORMATION

Castles, Stephen. 2000. *Ethnicity and Globalization*. London: Sage Publications.

Cukut Krilič, Sanja. 2009. *Spol in migracija. Izkušnje žensk kot akterk migracij*. Ljubljana: ZRC SAZU.

Kuhar, Roman. 2009. *Na križiščih diskriminacije. Večplastna in intersekcijska diskriminacija*. Ljubljana: Peace Institute.

Kocijančič Pokorn, Nike in Lipovec Čebren, Uršula. 2019. *Večjezično zdravje: komunikacijske strategije in večkulturni stiki s tujejezičnimi bolniki v slovenskem zdravstvenem sistemu*. Ljubljana: Ljubljana University Press, Faculty of Arts.

Lukšič Hacin, Marina, Mirjam Milharčič Hladnik, Mitja Sardoč, eds. 2011. *Medkulturni odnosi kot aktivno državljanstvo*. Ljubljana: ZRC SAZU.

Vižintin, Marijanca Ajša. 2016. "(Im)migrant and ethnic minority literature in education curricula in Slovenia." CLCWeb: comparative literature and culture, ISSN 1481-4374. [Online ed.], March 2016, vol. 18, issue 1. <http://docs.lib.purdue.edu/clcweb/vol18/iss1/7/>, doi: 10.7771/1481-4374.2763

Vižintin, Marijanca Ajša. 2017. "Medkulturna vzgoja in izobraževanje : vključevanje otrok priseljencev." (*Migracije*, 27). 1<sup>st</sup> ed. Ljubljana: ZRC SAZU.

Vižintin, Marijanca Ajša. 2013. "The integration of immigrant children in Slovenia: good practices from primary schools." *Innovative issues and approaches in social sciences*, ISSN 1855-0541, 2013, vol. 6, no. 2, 53-68. <http://www.iiass.com/pdf/IIASS-volume6-number2-article4.pdf>

Verrept, Hans and Isabelle Coune. 2016. *Guide for intercultural mediation in health care*. Brussels: FPS Health, Safety of the Food Chain and Environment.

Vrečer, Natalija. 2012. Vključenost vsebin večkulturnega izobraževanja v učne načrte in učbenike za predmet geografija. Dve domovini: razprave o izseljenstvu, 47–57.



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Vrečer, Natalija. 2007. Integracija kot človekova pravica. Prisilni priseljenci iz Bosne in Hercegovine v Sloveniji. Ljubljana: ZRC SAZU, Slovenian Institute for Adult Education.

Vrečer, Natalija, ed. 1999. *Vsakdanje življenje beguncev in begunk v Sloveniji*. Ljubljana: Slovene Ethnological Society.

Javnoveljavni izobraževalni programi za učenje slovenščine in integracijo migrantov, prosilcev za mednarodno zaščito in beguncev v slovensko družbo:

Slovene as a Second/Foreign Language

Basic Migrant Integration

Opismenjevanje: Opismenjevanje odraslih govorcev drugih jezikov v slovenščini (z dodatkom za mladoletnike - prosilce za mednarodno zaščito) (Literacy: Literacy of Adult Speakers of Foreign Languages in Slovene (with a supplement on young seekers of international protection))