



Local seminar, Reggio Emilia 6 November 2020 (14:00-18:00) ONLINE EVENT

WORKSHOP 4 and 5: "Project-based learning through immersion"; "Final Examination and Quality Control"



The local seminar was based on the workshops that were held on 30th September 2020 and 1st October, and it was carried out online on 6th November 2020.

The local seminar was attended by 24 intercultural mediators employed by the Synergasia Social Cooperative, a body that since 2015 has been providing linguistic and cultural mediation services to the health and social-health services of the AUSL RE after winning a tender. Clara Vassallo, the contact person and coordinator of the linguistic and cultural mediation service of Synergasia, also attended the seminar.

The working and teaching group consisted of Antonio Chiarenza (AUSL Reggio Emilia), and Mohamed Sabri and Philomina Ameyao Serebour, volunteer participants in the Tramig project for AUSL RE and intercultural mediators at the aforementioned cooperative.

During the local seminar a summary of the contents discussed during Workshop 4 (Reggio Emilia) and Workshop 5 (Thessaloniki) was presented, alternating them with moments of interactive discussion with the aim of promoting a collective reflection on the contents in light of the peculiarities of the local context of Reggio Emilia and, specifically, of the healthcare services.

The 4-hour seminar was divided into 4 parts:

INTRODUCTION: "Project-based learning through immersion"



After an initial opening of the works aimed at presenting the objectives of the seminar, an initial overview of the Practice-based training for intercultural mediators in the Local HEALTH Authority of Reggio Emilia was presented.

PART 1: The first part of the seminar aimed at presenting and discussing the particular context of healthcare consultations for the work of intercultural mediators. It was stressed that the main competences needed by intercultural mediators go beyond interpreting and require further skills such as: cultural mediation and communication coordination. To this end, learning through practice proves to be effective since it allows to consolidate and further develop professional competence and improve performance by involving mediator-trainees in concrete and real-life situations, giving them the opportunity to observe expert intercultural mediators on the job, and then directly to practice the role of intercultural mediator under appropriated supervision.

PART 2: “how to structure internship and placement in practical training (duration, setting, roles, and tasks)”. The second part aimed at presenting the organisational structure of practice-based training, the actors involved, the roles and tasks, the methods and tools to facilitate learning. At the outset It was explained the pedagogical approach for this type of training which is based on experiential learning and geared towards promoting reflection and group discussion in order to generate knowledge and improve performance. Then the different characteristics of ‘internship and work placement’ were illustrated: internship is a form of work-based learning that is considered to be still part of the formal education of new intercultural mediators, whereas ‘work placement’ is seen as part of the continuing training of existing mediators. Internship provides for learning opportunities by following an expert mediators in her/his job; work placement is a period in which the trainees practice the role of intercultural mediator under supervised guidance.

PART 3: “Assessment methodology for practical training”. Here it was explained that assessment aims at evaluating, on the one hand, the implementation process of the activities conducted during internship and placement, and on the other hand, the assessment of learning outcomes. It was stressed that the evaluation process begins and develops during the practical training itself and is characterized by the active participation of the trainees. At the end of the whole practical training course, the supervisor may undertake the final assessment, however, since the assessment is seen as an instrument to favour professional development rather than to measure individual competence, the supervisor could decide to ask the trainees themselves to list their own priority learning points against which they want to be assessed.

PART4: “Final examination and quality control”. The role of the ‘community interpreted’ was discussed and the main differences as well as similarities from the intercultural mediator were identified. The various methods and tools for assessing interpreter’s competence and interpreter-trainer competence were presented and discussed.

Finally a plenary discussion was held on future training programmes and professional development for the intercultural mediators in Reggio Emilia. Everybody agreed that the experience of the Tramig project provides for excellent training material that could be used for this purpose.