



Erasmus+

Detailed Description

Call: EACEA/10/2018

Social inclusion and common values: the contribution in the field of education, training and youth

Deadline: 22 May 2018 at 13.00 - Brussels time

Detailed Description of the Project

TRAMIG – Training newly arrived migrants for community interpreting and intercultural mediation

(To be attached to the eForm)

PART 1. Call objectives and Lots

Please identify, in the box below, which objectives (general and specific) and which lot this application addresses.

Each application must address **one** general objective and **one** of the specific objectives, which are listed separately. Both the general and specific objectives of the call are exhaustive; proposals that do not address them might not be relevant to the call and might therefore be rejected.

If you esteem that the project also addresses the other general objective and/or another specific objective you should **not tick further boxes** in the list, but explain clearly how and why your project addresses them also. This is to be done under the relevance criterion of the award criteria (cf. Section 3 Award Criteria of the Detailed Description of the Project).

General Objectives of the Call (only one).

- Disseminating and/or scaling up good practices on inclusive education/youth environments and/or on promoting common values, initiated in particular at local level. In the context of the present call, scaling up means replicating good practice on a wider scale/transferring it to a different context or implementing it at a higher/systemic level
- Developing and implementing innovative methods and practices to foster inclusive education and/or youth environments in specific contexts.

Lots (please tick one of the two lots):

- Lot 1: Education and Training
- Lot 2: Youth

Specific Objectives (only one).

For Lot 1 – **Education & training:**

- Enhancing the acquisition of social and civic competences, fostering knowledge, understanding and ownership of values and fundamental rights;
- Promoting inclusive education and training and fostering the education of disadvantaged learners, including through supporting teachers, and educators and leaders of educational institutions in dealing with diversity and reinforcing socio-economic diversity in the learning environment;
- Enhancing critical thinking and media literacy among learners, parents and educational staff;
- Supporting the inclusion of newly arrived migrants in good quality education, including by assessing knowledge and validating prior learning.
- Fostering digital skills and competences of digitally excluded groups (such as older people and young people from disadvantaged or migrant backgrounds) through partnerships between schools, business and the non-formal sector, including public libraries.
- Promoting European values, cultural heritage and heritage-related skills, common history, intercultural dialogue and social inclusion through education, non-formal and lifelong learning, in line with the objectives of the 2018 European Year of Cultural Heritage.
- Activities involving role models (see 3.1.5)

For Lot 2 – **Youth:**

- Promoting civic participation of young people by developing the role of volunteering for social inclusion;
- Preventing marginalisation and radicalisation leading to violent extremism of young people.

Activities involving role models (see 3.1.5) or related to the *European Year of Cultural Heritage 2018* (see 3.1.7)

PART 2. Presentation, role and operational capacity of partners

Please describe each partner organisation in the section below:

This part must be completed separately by each partner in the project (coordinator and partners).

Partner number - P 1

Organisation name	Univerza v Ljubljani (University of Ljubljana)
--------------------------	--

2.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project and of the expertise it will bring to the partnership.

The **University of Ljubljana** (UL) is a HE institution with the longest tradition in Slovenia; with more than 56,000 under- and post-graduate students, it is among the biggest in Europe. A total of 22 faculties, 3 academies of art and 1 university college employ ca. 3500 teaching and research staff, assisted by ca. 900 technical and administrative staff. The **Department of Translation** was founded in 1997 when it became the only translation school in Europe with Slovene as language A. The quality of the programme, the staff and their research activity has been attested by various international organisations: in 2004 the Department of Translation became a member of CIUTI, in 2005 a member of the Consortium of European Masters in Conference Interpreting, and in 2009 a member of the EMT network. In 2016 after thorough evaluation its doctoral programme was accepted in the network of doctoral programmes in translation studies within the framework of EST (European Society of Translation Studies). **Department of Ethnology and Cultural Anthropology** offers seven specialised programmes of study for (pre-Bologna) Master's degrees (research masters in Ethnology of Slovenes, Ethnology of Non-European Countries, Ethnological Museology, Ethnological Conservation, Cultural Anthropology, Folklore, Comparative Mythology) and doctoral studies in ethnology and cultural anthropology. The department also participates in the joint master programme Creole: Cultural Differences and Transnational Processes.

2.2 Role of the partner in the project

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.

University of Ljubljana (UL) will be the coordinator of the project. It will chair the project board, monitor all the participants' progress and compliance with their obligations, and prepare progress reports. UL also ensures the information flow between the project partners and between the project and the outside world. In addition to that UL will organise the first workshop focusing on the definition of the profile of a trainer in the community interpreting and intercultural mediation training programs. The Department of Translation Studies has the expertise in providing teacher-training for university teachers in its field. The Department of Ethnology and Cultural Anthropology has started training intercultural mediators for healthcare settings. In both respects these departments are the only ones in the Republic of Slovenia providing this kind of training. The members of the departments that are going to participate in the proposed project have a history of successful cooperation in this field: they are both currently involved in the national project of training medical personnel to work with multilingual patients.

2.3 Operational capacity: Skills and expertise of key staff involved in the project

(Please add lines as necessary)

Name of staff member	Summary of relevant skills and professional experience (related to the domain of the project)
----------------------	---

TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

Nike Kocijančič Pokorn	<p>Nike K. Pokorn is Professor in Translation Studies at the Department of Translation, University of Ljubljana, Slovenia, where she currently serves as the Director of Doctoral Studies in TS. Her research interests include translation and censorship, directionality in translation and public-service interpreting and translation. She was a member of the 8-member European Master's in Translation (EMT) Expert Group appointed by the Directorate General for Translation at the European Commission that was responsible for setting up the EMT network and creating the EMT competences document. She won the European Society for Translation Studies Award for her doctoral thesis, and served two terms on the board of EST – European Society for Translation Studies, and two terms on the board of EMT – European Master's in Translation Network. She is the author of <i>Challenging the Traditional Axioms: Translation into a Non-mother Tongue</i>, (Amsterdam and Philadelphia 2005) and <i>Post-socialist Translation Practices</i> (Amsterdam and Philadelphia 2012). She is also editor of <i>Why Translation Studies Matters</i> with Daniel Gile and Gyde Hansen (Amsterdam and Philadelphia 2010). Currently, she is a deputy coordinator of the FP7 European project MIME - "Mobility and Inclusion in Multilingual Europe" (2014-2018, http://www.mime-project.org) in charge of public-service translation and interpreting.</p> <p><u>5 most important publications relevant to the proposal:</u></p> <ol style="list-style-type: none"> 1. POKORN, Nike K. and J. Čibej. 2018. "It's so vital to learn Slovene": Mediation choices by asylum seekers in Slovenia. <i>Language Problems and Language Planning</i> 42/3: 265–284. 2. POKORN, Nike K. and J. Čibej. 2018. "Do I want to learn a language spoken by two million people?": Mediation choices by mid-term and long-term migrants. <i>Language Problems and Language Planning</i> 42/3: 285–304. 3. POKORN, Nike K. and J. Čibej. 2018. Interpreting and linguistic inclusion - friends or foes? Results from a field study. <i>The Translator</i> 24/2. (Online publ.: 24 Nov 2017), DOI:10.1080/13556509.2017.1396406 4. POKORN, Nike K. 2017. "There is always some spatial limitation": Spatial positioning and seating arrangement in healthcare interpreting. <i>Translation and Interpreting Studies</i>, 12/3: 383–404. 5. GORJANC, Vojko, KOCIJANČIČ-POKORN, Nike. We are not giving up: training public-service translators and interpreters in the economic crisis. <i>mTm - A Translation Journal</i>, ISSN 1791-8421, 2013, vol. 5, pp. 18-39.
Uršula Lipovec Čebtron	<p>Uršula Lipovec Čebtron is an assistant professor at the Department of Ethnology and Cultural Anthropology, University of Ljubljana, where she lectures courses for B.A. (Methodology of Ethnology and Cultural Anthropology, Ethnology of Americas, Symbolic anthropology, Anthropology of migration) and M.A. level (Medical anthropology, Contemporary migration, ethnic minorities and citizenship) and carries mentorships for B.A., M.A. and Ph.D. thesis. Her research interests are in the areas of anthropology of migration and medical anthropology, with special focus on migration and health issues. In her recent scientific articles she deals with health aspects of migration as well as cultural and other barriers to healthcare access ("Illusion about universal access to healthcare: people without citizenship, precarious workers, poor as uninsured persons", 2015; "It hits your nerves and all kinds of hell break loose" : psychological distress of the erased of Slovenia, 2011; The construction of a health uninsured: people without medical citizenship as seen by some Slovene health workers, 2010 etc.), she is a co-editor of publications (Balkan Migration Route, 2016; Stories of Erased Citizens, 2011; Once upon an Erasure, 2007) and author of an medical-anthropological book <i>Crossroads of health and illness: traditional and complementary medicines in Istria</i>.</p> <p><u>5 most important publications relevant to the proposal:</u></p> <ol style="list-style-type: none"> 1. LIPOVEC ČEBRON, Uršula, PISTOTNIK, Sara, JAZBINŠEK, Simona, FARKAŠ LAINŠČAK, Jerneja. Evaluation of the implementation of intercultural mediation in preventive healthcare programs in Slovenia. <i>Public Health Panorama</i>, ISSN 2412-544X, 2017, vol. 2, no. 1 2. LIPOVEC ČEBRON, Uršula, PISTOTNIK, Sara. (Im)mobile populations and health rights: accessing the healthcare system in Slovenia. In: VINDRIOLA-PADROS, Cecilia (ed.), JOHNSON Ginger A. (ed.), PFISTER, Anne E. Pfister (ed.). <i>Health and care (im)mobilities</i>. New York, Oxford: Berghahn, 2017 (in print). 3. LIPOVEC Čebtron, Uršula (ed.). <i>Kulturne kompetence in zdravstvena oskrba : priročnik za razvijanje kulturnih kompetenc zdravstvenih delavcev (Cultural competency and Healthcare: Handbook for Development of Cultural Competence for Health Care Workers)</i>. Ljubljana: Nacionalni inštitut za javno zdravje, 2016. ISBN 978-961-6911-96-2. http://www.nijz.si/sites/www.nijz.si/files/publikacije-datoteke/prirocnik_kulturne_kompetence_2016.pdf. 4. LIPOVEC ČEBRON, Uršula, ZORN, Jelka. Avtonomija in nadzor migracij v evropskih "tamponskih conah". (Autonomy and control in European "tampon zones") <i>Dve domovini</i>, ISSN 0353-6777, 2016, 43, pp. 61-75.

LIPOVEC ČEBRON, Uršula. Exclusion politique et sanitaire: le corps des "effacés" slovènes. *Ethnologie française*, ISSN 0046-2616, 2012, 42, 2, str. 241-249.

2.4 Operational capacity: Involvement in previous projects

Please list the projects connected to the selected objectives and Lot of the call implemented by your organisation or department in the last three years and provide a short description of the project's impact and achievements.

Program me or initiative	Reference number including year of award	Project title	Project impact and achievements (Provide qualitative and quantitative evidence; i.e. figures, case studies, etc.)
Project by Ministry of Interior of the Republic of Slovenia and the Asylum, Migration and Integration Fund	2016, 430-1271/2015	Designing a Multilingual Aid for Better Communication of Migrants with Healthcare Personnel, 2016-2018	A multilingual aid in 8 languages was published (Slovene, Arabic, Farsi, Russian, Albanian, English, French and Chinese), a series of workshops training healthcare personnel is being organised – the planned impact: 600 healthcare workers and students from the faculty of nursing and Medical faculty. The glossaries/multilingual aids that contain more than 1000 phrases in each language are freely available to be downloaded from http://multilingualhealth.ff.uni-lj.si/
FP7	613344, 2014-2018	Mobility and Inclusion in Multilingual Europe	The project aims at defining policies for promotion of mobility and enhancing inclusion in Europe. It is interdisciplinary in nature, joining the work of translation studies specialist, linguists, sociologists, lawyers, political scientists, philosophers and geographers. The project has now entered its dissemination phase and several articles are being in print: e.g. articles on inclusion and the provision of interpretation, the use of lingua franca, the use of language technologies. See: http://www.mime-project.org/
Action Grant DG-Justice	JUST/2013/JPEN/AG/4594, 2014	Training in Languages of Lesser Diffusion	The project focused on defining teaching methodology for training interpreters using the languages of lesser diffusion. The result of the project was a handbook with practical instructions how to implement the newly developed teaching technique into the classroom: https://www.arts.kuleuven.be/tolkwetenschap/projecten/traild/training-in-languages-of-lesser-fiffusion
Erasmus+	2016-1-SI01-KA203-021558, 2016	Trans-European e-Learning Hub for Digital Linguistics	The project aims at creating a trans-European e-learning hub containing online core modules covering the essential skills and competencies in Digital Linguistics. http://www.digiling.eu/ Up to now market analyses have been made.

2.5 Affiliated entities (only if applicable)

This part must be completed separately for each affiliated entity (if applicable) in the project (whether affiliated to the coordinator or to any other partner).

Affiliated entity number - **AF x** [AF1 – AFn] dependent from **Px**

Organisation name	Country code
PIC number	

Partner number - P 2

Organisation name	Aristotle University of Thessaloniki
--------------------------	--------------------------------------

2.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project and of the expertise it will bring to the partnership.

The **Aristotle University of Thessaloniki** (hereinafter AUTH) was founded in 1925. Today it is the largest Higher Education Institution in Greece and South-eastern Europe. The main campus is located in the centre of the city of Thessaloniki, and covers an area of about 33.4 hectares. It comprises 10 faculties which consist of 40 schools and 1 single-School Faculty. About 73.930 students study at the Aristotle University (65.026 in undergraduate programmes and 8.472 in postgraduate programmes, of which 3952 at Doctoral level). There are 2.024 faculty members.

AUTH holds 146 International Scientific Agreements with Universities in Russia, U.S.A., Canada, Australia, the Near, Middle and Far East. Also, it has currently approximately 538 bilateral agreements with European Universities and it has supported the implementation of TEMPUS, JEAN MONNET projects, etc. It also participates actively in several ERASMUS MUNDUS Action 1 & 2 consortia. AUTH ranks first among Greek higher education institutions in terms of mobility. In addition, since 2015, Aristotle University runs an Erasmus+ ICM programme in the framework of which 60 agreements have been signed with universities in 29 countries all over the world. AUTH participates in 25 HORIZON 2020 projects in diverse research areas.

Ever mindful of rapid change and progress, AUTH constantly updates its strategy, policies and everyday practices, in order to meet contemporary local and global demands. The University has been able to determine its strengths and weaknesses and to adopt a holistic internationalisation strategy. AUTH's Research Policy has two main objectives: first to promote quality and then to foster excellence. Having the quality as a priority and driven by the principals of measurement, correction, evaluation and redefinition, the University aims at its distinction in the international research arena.

The **Joint Postgraduate Studies programme "Conference Interpreting and Translation"**, introduced in 2003, is run by the Schools of Philology, English Language and Literature, French Language and Literature, German Language and Literature and Italian Language and Literature of the Faculty of Philosophy of the Aristotle University of Thessaloniki. It has two courses, the Translation course and the Conference Interpreting course and offers to students the possibility to choose between five working languages (EN, FR, DE, IT and ES). It is the only professionally oriented Master in Translation in Greece and the only Master in Conference Interpreting with Greek as A-language. In 2014 the Translation Master Programme was awarded the "European Master's in Translation" (EMT) quality label. The Conference Interpreting Master Programme is being supported since 2003 by the Directorate General for Interpretation of the European Commission. Since 2011 it is also part of ORCIT (Online Resources for Conference Interpreter Training), a joint project between several European Higher Education institutions.

2.2 Role of the partner in the project

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.

Aristotle University will be one of the partners of the program. It will organise the final examination and quality control of the project. More specifically the Master in Conference Interpreting has the expertise in the definition of competences tested in final examination and in the presentation of different testing techniques: formative assessment vs. summative assessment, norm- and criterion-referenced assessment, assessment by the teacher, assessment by external experts. It also has an excessive experience regarding the quality control of interpreters' courses (for example questionnaires, interviews, self-assessment, peer-assessment, follow up of graduates, contacts with employers, contact with alumni etc.). The Joint Postgraduate Studies programme "Conference Interpreting and Translation" has in the last three years a close contact with community interpreters and intercultural mediators working with the refugees in Greece and the staff members who will work for the proposed project are either working as community interpreters themselves or involved in legal translation and terminology.

2.3 Operational capacity: Skills and expertise of key staff involved in the project

(Please add lines as necessary)

Name of staff member	Summary of relevant skills and professional experience (related to the domain of the project)
Simos P. Grammenidis	<p>Simos P. Grammenidis, is Professor of Translation Studies at the Department of Translation of the School of French, AUTH. He received his Ph.D. in Theoretical and Formal Linguistics from University Paris VII – Denis Diderot in 1994, with specialization in Contrastive Linguistics and Translation. Academically, his interest has focused on translation problems from linguistic, cultural, historical and social perspective. He is the author of two books and of several scientific articles in both national and international journals. Currently he is the director of the Joint Postgraduate Studies programme (J.P.P.S.) "Conference Interpreting and Translation" of the Aristotle University of Thessaloniki as well as the President of the Hellenic Society for Translation Studies.</p> <p><u>5 most important publications relevant to the proposal:</u></p> <ul style="list-style-type: none"> • 2009 Μεταφράζοντας τον κόσμο του Άλλου: Θεωρητικοί προβληματισμοί – Λειτουργικές προοπτικές. (Translating the Other. Theoretical issues – Functional Perspectives) Athens: Diavlos ISBN 978-960-531-253-4 • 2010. « Hégémonie culturelle, choix traductionnels et relations intercommunautaires : étude d'un cas », J. Peeters (éd), Traduction et communautés, Artois : Presses Université, 151 – 164. • 2011. «Le concept de loyauté en traduction : d'un principe moral vers une stratégie traductionnelle», FORUM, vol. 9, no 2, ESIT – Ksci, pp. 119 – 138. • 2012. «Secondary term formation in Greek» (in collaboration with G. Floros), Cabré Castellvi, M. Teresa, Rosa Estopà Bagot & Chelo Vargas Sierra (eds), Neology in Specialized Communication, Terminology 18:1, Johns Benjamins Publishing Company, 86 – 104. • 2014. «L'impact du territoire dans le transfert de l'élément culturel français », Ronald Jenn & Corinne Oster (éds), Territoires et traduction, Presses Universitaires d'Artois, 125-142.
Elpida Loupaki	<p>Elpida Loupaki is Assistant Professor in Descriptive Translation Studies & Terminology at the School of French, at the AUTH. She obtained her degree in French Language and Literature at the Aristotle University of Thessaloniki, her Master Degree in Professional Translation at the ITIRI at Strasbourg University and her PhD in Language and Communication at the Aristotle University of Thessaloniki. Her main research interests include Terminology Management, EU translation, News Translation as well as Translation and Ideology. She is an ECQA certified Terminology Manager (II).</p> <p><u>5 most important publications relevant to the proposal:</u></p> <ul style="list-style-type: none"> • 2008. «De l'aspect idéologique de la traduction : La campagne présidentielle française vue par la presse grecque» Les Présidentielles 2007 au filtre des médias étrangers. C. Pineira-Tresmontant (ed). Paris : L'Harmattan, Langue et Parole, 207-217. • 2008. «Shifts of Involvement in Translation: The case of European Parliament's Proceedings». New Trends in Translation and Cultural Identity. M. Muñoz-Calvo, C. Buesa-Gomez, M.A. Ruiz-Moneva (ed)s, Newcastle: Cambridge Scholars Publishing, 105-116. • 2010 «Investigating Translator's Strategies in Rendering Ideological Conflict: The case of News Translation». Political Discourse, Media and Translation. S. Bassnett, C. Schaeffner (eds), Newcastle: Cambridge Scholars Publishing, 55-75. • 2016. «Challenges in Managing Terminological Ressources: the case of an IATE project» In Paola Faini (ed.) Terms and Terminology in the European Context. Cambridge Scholars. • (under print) «Le multilinguisme peut-il garantir le multiculturalisme ? Quelques réflexions sur la traduction au sein de l'Union européenne», In JOSTRAN.
Anthi Wiedenmayer	<p>Anthi Wiedenmayer is Assistant Professor in Translation Studies at the School of German, at the AUTH, where she teaches interpreting, translation and subtitling. She has been a guest professor at the Free University of Berlin and the University of Saarland. She graduated in Translation Studies, Linguistics and Cultural Studies from the University of Mainz, Germany and holds a PhD on the translation of poetry from the University of Athens. She is a Sworn Translator and Court Interpreter in Germany and also works as a conference interpreter and translator. She was President of the Panhellenic Association of Translators (2002-2006) and its honorary member since 2012. Her main areas of research and publication are in the fields of the didactics of interpreting and translation, the sociology of translation and literary translation.</p>

	<p><u>5 most important publications relevant to the proposal:</u></p> <ul style="list-style-type: none"> • 2010 "Η διδασκαλία της μετάφρασης στα τμήματα φιλολογίας ξένων γλωσσών" [Translation Didactics in the Foreign Language Departments of the University Institutions], Proceedings of the Conference on Translation Didactics, University of Cyprus. Nicosia, 10 March 2007. Athens: Ελληνικά Γράμματα, pp. 177-191 (ISBN 978-960-19-0538-9). • 2011 Το παζλ της μετάφρασης [The Puzzle of Translation], Thessaloniki: ENEKEN (ISBN 978-960-98153-9-0). • 2011 «Τα όρια της μετάφρασης σε μία εποχή κατάργησης των ορίων» [The Limits of Translation in a Time of Abolition of Limits]. G. Pashalidis, E. Hontolidou, I. Vamvakidou (eds.) Σύνορα, περιφέρειες, διασπορές. Thessaloniki: University Studio Press, pp. 167-181. • 2013 "A Model for the Didactics of Simultaneous Interpreting" in Maria Tsigou & Denis Costauvec (eds.) Approches fonctionnalistes - Actes du Colloque International de linguistique 33E functional calculus Corfou, pp. 89-92. • 2015 "Subtitles: A dominant text type in everyday life" in Grigoris Paschalidis & Lia Yoka (eds.) Semiotics and Hermeneutics of the Everyday. Cambridge Scholars Publishing, Cambridge, pp. 27-44. • 2016 "The translation of food in literature: A culinary journey through time and genres" in Semiotica, Journal of the International Association for Semiotic Studies, Issue 198, De Gruyter, pp. 27-42.
--	--

2.4 Operational capacity: Involvement in previous projects

Please list the projects connected to the selected objectives and Lot of the call implemented by your organisation or department in the last three years and provide a short description of the project's impact and achievements.

(Please add lines as necessary)

Programme or initiative	Reference number including year of award	Project title	Project impact and achievements (provide qualitative and quantitative evidence; i.e. figures, case studies, etc.)
Action Grant DG Interpret	SCIC.CI(2016)4689208-EC01-2016-17	Post-graduate/Master Course in Conference Interpreting 2016/2017	The Directorate General for Interpretation of the European Commission (DG SCIC) provided a grant in order to co-finance actions which support training in conference interpreting. More specifically actions related to the organisation of specialised master or post-graduate courses in conference interpreting and special projects aimed at contributing to interpreter training and/or applying the results of scientific research to conference interpreter training. The Conference Interpreting Master Programme has conducted courses and staged 22 days of practical training at conferences, symposia, festivals and other multilingual events of the University and other institutions. http://ec.europa.eu/dgs/scic/cooperation-with-universities/training-grants/index_en.htm
Action Grant DG Interpret	GA EC01-2015/2016	Post-graduate/Master Course in Conference Interpreting 2015/2016	The Directorate General for Interpretation of the European Commission (DG SCIC) provided a grant in order to co-finance actions which support training in conference interpreting. More specifically actions related to the organisation of specialised master or post-graduate courses in conference interpreting and special projects aimed at contributing to interpreter training and/or applying the results of scientific research to conference interpreter training. The Conference Interpreting Master Programme has conducted courses and staged 30 days of practical training at conferences, symposia, festivals and other multilingual events of the University and other institutions. http://ec.europa.eu/dgs/scic/cooperation-with-universities/training-grants/index_en.htm
Action Grant DG Interpret	SCIS.C1 (2014) 2 593 354 - EC 01/2014-2	Post-graduate/Master Course in	The Directorate General for Interpretation of the European Commission (DG SCIC) provided a grant in order to co-finance

TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

		Conference Interpreting 2014/2015	actions which support training in conference interpreting. More specifically actions related to the organisation of specialised master or post-graduate courses in conference interpreting and special projects aimed at contributing to interpreter training and/or applying the results of scientific research to conference interpreter training. The Conference Interpreting Master Programme has conducted courses and staged 25 days of practical training at conferences, symposia, festivals and other multilingual events of the University and other institutions. http://ec.europa.eu/dgs/scic/cooperation-with-universities/training-grants/index_en.htm
Action Grant DG Interpret	GA SCIC.CI(2016)4908338-EC 07-2016-17	Online Resources for Conference Interpreter Training VII	ORCIT – or <i>Online Resources for Conference Interpreter Training</i> – is an European Commission-funded project producing interactive pedagogical tools for trainers and students of conference interpreting. ORCIT materials are intended to introduce and allow for basic practice in interpreting skills and techniques. ORCIT is a joint project between several European Higher Education institutions, all recognised course providers in conference interpreting. http://orcit.eu/ http://orcit.eu/resources-shelf-el/story.html
Action Grant DG Interpret	GA SCIC.CI(2015)3783131ECO 8-2015/16	Online Resources for Conference Interpreter Training VI	ORCIT – or <i>Online Resources for Conference Interpreter Training</i> – is an European Commission-funded project producing interactive pedagogical tools for trainers and students of conference interpreting. ORCIT materials are intended to introduce and allow for basic practice in interpreting skills and techniques. ORCIT is a joint project between several European Higher Education institutions, all recognised course providers in conference interpreting. http://orcit.eu/ http://orcit.eu/resources-shelf-el/story.html
Action Grant DG Interpret	30-CE-0657657/00-43	Online Resources for Conference Interpreter Training V	ORCIT – or <i>Online Resources for Conference Interpreter Training</i> – is an European Commission-funded project producing interactive pedagogical tools for trainers and students of conference interpreting. ORCIT materials are intended to introduce and allow for basic practice in interpreting skills and techniques. ORCIT is a joint project between several European Higher Education institutions, all recognised course providers in conference interpreting. http://orcit.eu/ http://orcit.eu/resources-shelf-el/story.html

2.5 Affiliated entities (only if applicable)

This part must be completed separately for each affiliated entity (if applicable) in the project (whether affiliated to the coordinator or to any other partner).

Affiliated entity number - **AF x** $[AF1 - AFn]$ dependent from **Px**

Organisation name	Country code
--------------------------	---------------------

PIC number	

Partner number - P 3

Organisation name	University of Trieste
--------------------------	-----------------------

2.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project and of the expertise it will bring to the partnership.

The University of Trieste is a medium-sized university with a student population of approximately 16,000. It has ten departments and offers a wide range of degree programmes at bachelor's, master's and PhD levels as well as short vocational master's, advanced master's and specialisation programmes (mostly in medical fields). It is actively engaged in international activities and international cooperation with partner institutions from all over the world. It is part of a lively research environment in the European city with the highest density of research institutions.

The Department of Legal, Language, Interpreting and Translation Studies (IUSLIT) was set up in 2012 as a result of the merger of the Faculty of Law and the Advanced School of Modern Languages for Interpreters and Translators. Founded in 1953, the latter was the first state school for interpreters and translators in Italy and has always had a prominent role in T&I teaching and research as shown by its membership of CIUTI, the EMT Consortium and EMCI.

Since its inception IUSLIT has paid special attention to public service/court interpreting and translation – it was a partner in EU-funded projects QUALETRA (on legal translation) and AVIDICUS 3 (on videoconference interpreting in legal settings); it has organised specialised courses in legal translation and a professional development course in court interpreting; it has carried out local projects in legal translation and police/court interpreting; it is carrying out research in interpreting in medical settings.

2.2 Role of the partner in the project

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.

The University of Trieste will play an active role in all stages of the project and will co-lead Workshop 4 (Project-based learning through immersion) devoted to the development and design of placements and internships and their assessment and validation.

2.3 Operational capacity: Skills and expertise of key staff involved in the project

(Please add lines as necessary)

Name of staff member	<i>Summary of relevant skills and professional experience (related to the domain of the project)</i>
Maurizio Viezzi	<p>Maurizio Viezzi is professor of simultaneous and consecutive interpreting from English into Italian and former coordinator of the T&I programmes; he is adjunct professor of Italian translation and interpreting at the University of Turku (Finland); he was president of the Conseil Européen pour les Langues / European Language Council and is currently president of CIUTI (Conférence internationale permanente d'Instituts Universitaires de Traducteurs et Interprètes); he is a member of the International Scientific Council on Human and Social Sciences of the People's Friendship University of Russia; he was the coordinator of the Special Interest Group on Translation and Interpreting for Public Services (SIGTIPS) that produced a Final Report published by the European Commission in 2011; he is currently coordinating an international working group on "Language and Rights. His main research interests include interpretation quality, language rights and public service interpreting and translation. He was a member of the Evaluation Board of the EU-funded TNP3-D project (Network for the decentralised and centralised dissemination of TNP3 results and outcomes) and chair of the Evaluation Board of the EU-funded MOLAN project (Network for the exchange of information about good practices that serve to motivate language learners); he was the local coordinator of the EU-funded AVIDICUS 3 project (Assessment of Video-Mediated Interpreting in the Criminal Justice System: Assessing the Implementation); he was the coordinator of the FRA 2011</p>

	<p>project on "Needs and training needs in cross-linguistic communication in police settings and criminal proceedings" (funded by the University of Trieste).</p> <p><u>5 most important publications relevant to the proposal:</u></p> <ul style="list-style-type: none"> • "Simultaneous / Consecutive Interpreting (Non-Conference Settings)", in Millán C. and Bartrina F. (eds.), The Routledge Handbook of Translation Studies, Abindon, Routledge, 2013, 377-388. • Traduzione e interpretazione per la società e le istituzioni (eds. C. Falbo and M. Viezzi), Trieste, EUT, 2014. • "Multilinguismo, interpretazione e democrazia", in Falbo C. and Viezzi M. (eds.), Traduzione e interpretazione per la società e le istituzioni, Trieste, EUT, 2014, 9-18. • "Interpreting in a globalised world", Settecento 27, 2015, 54-68. • "Linguistic pluralism, multilingualism and plurilingualism in the EU", Annuario di diritto comparato e di studi legislativi 2015, 503-519. • "From Interpreting Studies to Translation Studies: A model for quality assessment", in Proceedings of the European Academy Colloquium on Technical Communication 2016, Vol. 4, 43-54.
Caterina Falbo	<p>Caterina Falbo is professor of simultaneous interpreting from French into Italian and dialogue interpreting between French and Italian; she is a member of AIM – Centre for Analysis of Interaction and Mediation (University of Modena and Reggio Emilia) and a faculty member of the PhD programme in Linguistics and Literature (Universities of Udine and Trieste). Her main research interests are cross-cultural interaction and dialogue interpreting. She participated in two projects on legal/court interpreting funded by the University of Trieste – "Needs and training needs in cross-linguistic communication in police settings and criminal proceedings" (2011-2013) and "Quality and costs of interpreting services in criminal proceedings in the framework of European directives and their national implementation" (2013-2015) – and in the EU-funded AVIDICUS 3 project (Assessment of Video-Mediated Interpreting in the Criminal Justice System: Assessing the Implementation). She is currently carrying out a project on "Dialogue interpreting in legal settings: interactional dynamics, discourse practices and translational strategies".</p> <p><u>5 most important publications relevant to the proposal:</u></p> <ul style="list-style-type: none"> • La comunicazione interlinguistica in ambito giuridico. Temi, problemi e prospettive di ricerca, Trieste, EUT, 2013, https://www.openstarts.units.it/dspace/handle/10077/9305. • "'Interprete' et 'mediatore linguistico-culturale': deux figures professionnelles opposées?", in Agresti G. and Schiavone C. (éds), Plurilinguisme et monde du travail. Professions, opérateurs et acteurs de la diversité linguistique. Actes des Cinquièmes Journées des Droits Linguistiques, Roma, Aracne, 2013, 257-274. • Traduzione e interpretazione per la società e le istituzioni (eds. C. Falbo and M. Viezzi), Trieste, EUT, 2014. • "I risultati emersi dal progetto FRA 2011. Bisogni e bisogni formativi nella comunicazione interlinguistica con i servizi di polizia e nei procedimenti penali", in Falbo C. and Viezzi M. (eds.), Traduzione e interpretazione per la società e le istituzioni, Trieste, EUT, 2014, 19-39. • "L'interprétation juridique en Italie : droits linguistiques et droits de défense", Études de Linguistique Appliquée, vol. 55/2016 (181(1)), 2016, 43-54.

2.4 Operational capacity: Involvement in previous projects

Please list the projects connected to the selected objectives and Lot of the call implemented by your organisation or department in the last three years and provide a short description of the project's impact and achievements.

(Please add lines as necessary)

Programme or initiative	Reference number including year of award	Project title	Project impact and achievements (provide qualitative and quantitative evidence; i.e. figures, case studies, etc.)
DG-Justice Action Grant	JUST/2013/JPEN/AG/4553	Assessment of Video-Mediated Interpreting in the Criminal Justice System: Assessing the Implementation	The project focused on the use of videoconferencing (VC) in bilingual legal proceedings involving an interpreter. It used a combination of over 100 stakeholder interviews, fieldwork in VC facilities, and observations and qualitative analysis of over 300 VC-based proceedings to investigate the current practices of bilingual VC in different justice sector institutions in 12 European member states. The following deliverables

TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

			were produced: a Research Report documenting the findings, a Handbook of Bilingual Videoconferencing addressing people in charge of implementing and managing VC facilities in the justice sector, and a Training Service using VC itself to deliver training for bilingual videoconferencing
--	--	--	---

2.5 Affiliated entities (only if applicable)

This part must be completed separately for each affiliated entity (if applicable) in the project (whether affiliated to the coordinator or to any other partner).

Affiliated entity number - **AF x** _[AF1 - AFn] dependent from **Px**

Organisation name		Country code
PIC number		

Partner number - P 4

Organisation name	OsloMet – Oslo Metropolitan University
--------------------------	--

2.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project and of the expertise it will bring to the partnership.

Oslo Metropolitan University (OsloMet) (formerly known as Oslo and Akershus University College of Applied Sciences (HiOA)) is the third largest university in Norway with four Faculties and 21 departments, offering a wide range of professional programs including a **BA on Interpreting in the Public Sector**. OsloMet has a student body of approximately 20,000 students and more than 1,600 employees. Most of the programmes offered are professional programmes in which theoretical courses and internships are closely aligned. OsloMet provides education that qualifies students for employment in the public sector – in health and social services, interpreting, education, and public administration – in media, design and the arts, and for technical and business administrative positions in business and industry.

2.2 Role of the partner in the project

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.

Oslo Metropolitan University (OsloMet) will participate as an associate partner in the project. This will include participation in work-streams and contributions to specific tasks related to them. The participation of Oslo Metropolitan University (OsloMet) is especially important given its extensive experience and current work in the field. Thus, specific tasks and responsibilities for Oslo Metropolitan University (OsloMet) would include to provide

- strong theoretical background in linguistics and applied linguistics as well as online didactics, training of facilitators for multiple languages and bilingual testing theory
- methodology for training of facilitators for multiple languages with special emphasis on teaching in pairs and role play (student-centered teaching and learning, experiential learning)
- methodology of blended learning (combining on-line and on-site learning activities)

2.3 Operational capacity: Skills and expertise of key staff involved in the project

(Please add lines as necessary)

Name of staff member	<i>Summary of relevant skills and professional experience (related to the domain of the project)</i>
Hanne Skaaden	<p>Prof. dr. Hanne Skaaden is professor at Oslo Metropolitan University (OsloMet), Dept. of International Studies and Interpreting where she since 2007 has developed internet based training programs for interpreters of multiple languages. Her research and publications include the topics of interpreting ethics, bilingual testing and quality in public sector interpreting, interpreter education and online didactics. Skaaden has also taken part in the <i>Qualitas</i> and <i>TRAILLD</i> EU-projects on interpreting quality and languages of lesser diffusion.</p> <p><u>5 most important publications relevant to the proposal</u></p> <ul style="list-style-type: none"> - SKAADEN, Hanne. (2017). "That we all behave like professionals". An experiential-dialogic approach to interpreter education and online learning. In: Cirillo, L. & N. Niemants. <i>Teaching Dialogue Interpreting: Research-based Proposals for Higher Education</i>. Amsterdam & Philadelphia: John Benjamins Publishing Company. (Final text accepted July 2015). - SKAADEN, Hanne. (2016). Professionalization and trust in Public Sector Interpreting. In Dogoriti, Eleftheria & Vyzas, Theodoros (Eds.) <i>International Journal of Language Translation and Intercultural Communication</i>, Vol 5, (2016) Special Issue, ISSN: 2241-7214. Pp. 56-66 - SKAADEN, Hanne. (2016). Online Learning on Remote Interpreting. A pilot course. Pp. 162-184. In Balogh, K., Salaets, H., Van Schoor, D.

	<p>(Eds.) <i>TraiLLD: Training in Languages of Lesser Diffusion</i>. Leuven: Lannoo Campus.</p> <ul style="list-style-type: none"> - SKAADEN, Hanne & Cecilia WADENSJÖ. (2014). Some considerations on the testing of interpreting skills. 17-27. In: Giambruno, C. (Ed.) <i>Assessing Legal Interpreter Quality through Testing and Certification: The Qualitas Project</i>. Alicante: Publicaciones Universidad de Alicante - SKAADEN, Hanne. (2013). No Set Answers? Facilitating Interpreter Students' Learning in an Experiential Approach. 12-26. In: C. Wadensjö (Ed.) <i>Training the Trainers: Nordic Seminar on Interpreter Education</i>. Stockholm: Stockholm University
Tatjana Radanović Felberg	<p>Ass. prof. Dr. Tatjana Radanović Felberg has been working at Oslo Metropolitan University (OsloMet) since 2010. She has developed several BA courses for internet based interpreter training program. She has led and taken part in several international projects (Uzbekistan, Russia) developing joint courses in intercultural communication. Her research interests include: multimodality in interpreting, impoliteness and training trainers.</p> <p><u>5 most important publications relevant to the proposal:</u></p> <ul style="list-style-type: none"> - Felberg, Tatjana R. Nilsen, Anne Birgitta. (2017). Exploring Semiotic Resources in Sight Translation, <i>The Journal of Specialized Translation, Jostrans</i> 28 (http://www.jostrans.org.) - Felberg, Tatjana Radanović. (2016) Towards a Unified Model for Interpreter User Training in Communication via an Interpreter: The Norwegian Experience. I: <i>Challenges and Opportunities in Public Service Interpreting</i>. Palgrave Macmillan 2016 ISBN 978-1-137-44999-3. s.135-156 - Felberg, Tatjana Radanović. (2016) Impoliteness - a challenge to interpreters' professionalism. <i>FLEKS - Scandinavian Journal of Intercultural Theory and practice</i> 2016; Volum 3.(1) - Felberg, Tatjana Radanović. (2015) Utfordringer ved prima vista tolking i asylintervjuer. <i>FLEKS - Scandinavian Journal of Intercultural Theory and practice</i> 2015 ; Volum 2.(1) - Felberg, Tatjana R., Skaaden, Hanne. (2012). The (de)construction of culture in interpreter-mediated medical discourse. 67-84. In: <i>Linguistica Antverpiensia, New Series – Themes in Translation Studies</i>, 11

2.4 Operational capacity: Involvement in previous projects

Please list the projects connected to the selected objectives and Lot of the call implemented by your organisation or department in the last three years and provide a short description of the project's impact and achievements.

(Please add lines as necessary)

Programme or initiative	Reference number including year of award	Project title	Project impact and achievements (provide qualitative and quantitative evidence; i.e. figures, case studies, etc.)
Role: Associate Project Partner	In JUST/2011-2012AG Hanne Skaaden	<i>Assessing Legal Interpreter Quality through Testing and Certification : The Qualitas Project</i>	http://www.qualitas-project.eu/publications The Qualitas Project (2011-13) was coordinated by the University of Alicante, Spain, as an European project aimed at establishing the procedures in professional qualification for translators and interpreters involved in criminal proceedings. Its main publication reflects the deliberations of a panel of experts from the fields of legal interpreting, testing theory, and public policy who agree that the most effective means of ensuring quality is through testing and certification. It addresses issues related to the assessment of the skill sets and knowledge required to ensure high quality legal interpreting and offers practical guidance and advice on the design and administration of a valid and reliable certification process. (On outcome cf also Skaaden's list of publications)
Role: External Expert	In JUST/2013/JPEN/AG/4594 Hanne Skaaden	<i>TraiLLD: Training in Languages of Lesser Diffusion</i>	https://www.arts.kuleuven.be/english/rg_interpreting_studies/research-projects/trailld The TraiLLD project (2013-15) was administered by the Catholic University of Leuven, Belgium. The project's focus was on the training of legal interpreters for LLDs, so-called 'languages of lesser diffusion, i.e., languages with few speakers and no (or not enough) accredited interpreters in a specific geographical area. Multilingualism in legal proceedings is becoming ever more frequent. There is an urgent need in all EU member states to provide the requisite quality in legal interpreting in

TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

			languages of lesser diffusion, in order to comply with Article 5 and Article 6 of the European Convention, with the European Charter and with Directives 2010/64/EU (on the right to interpretation and translation), 2012/13/EU (on the right to information) and 2012/29/EU (on victims' rights). Interpreting enables legal professionals to inform, guide and hear the parties when there is a language barrier. (On outcome, df also Skaaden's list of publications)
Role: Project coordinator	Felberg, Tatjana R.	Intercultural Awareness in Higher Education	<p>https://www.cristin.no/app/projects/show.jsf?id=411395</p> <p>Namangan State University (NamSU) and Oslo and Akershus University College of Applied Sciences (HiOA) established a cooperation in 2011. Internationalization is one of the goals formulated in strategic plans in both institutions. As a way to achieve the goal, two institutions decided to focus on intercultural awareness in higher education. Two workshops for teachers and students, one in Norway and one in Uzbekistan were organized in 2013. The main aim of the workshops was to exchange experiences in topics related to intercultural communication and to establish new networks both for teachers and students.</p>
Role: Project participant (responsible for curriculum and study plan development for the first batch of students)	Felberg, Tatjana R.	Intercultural communication in educational settings	<p>Intercultural Communication in Educational Settings is a cooperation project between the Faculty of Education and International Studies at Oslo and Akershus University College of Applied Sciences (HiOA) and Herzen State Pedagogical University (HSPU) in St. Petersburg, supported by SIU's (Norwegian Centre for International Cooperation in Higher Education) Cooperation Programme with Russia.</p> <p>The project started in October 2013 and will run till June 2016. The aim of the project is to achieve better understanding of the ways to deal with linguistic and cultural diversity in educational settings and develop a joint course on «Intercultural communication in educational settings», which will be taught in collaboration by academic staff from HiOA and HSPU. The anticipated result of the project is a sustainable model for running a joint study course, which will be offered for students at both institutions, and in the long-term perspective to the students from other countries.</p> <p>The main objectives of the project activities include enhanced competence in intercultural communication for the academic and administrative staff at both institutions, better quality of educational programmes, as well as joint publication on the topics from the context of the two countries. Both HiOA and HSPU are major higher education institutions situated in metropolitan areas, where cultural and linguistic diversity is at its highest at the national level. This implies consequences for and puts certain requirements both on the higher education institution's approaches to diversity in the pedagogical practices, and on the content of the study programmes, which should prepare students for professional activity in a multicultural society. Today's students at HiOA and HSPU are future nurses, teachers, interpreters, child welfare workers etc. and all these professional fields comprise work with diverse groups of users. Thus, the need for cultural awareness and training in intercultural communication (how to manage cultural differences and intercultural conflicts or multi-voiced nature of cultural characterizations) is constantly growing. In this interdisciplinary project we adopt a broad understanding of culture, thus including not only communication between ethnical/national cultures, but also minority groups and subcultures within ethnical/national cultures, such as e.g. sign language users, and also combinations of different sub cultural memberships and identities like deaf immigrants with different ethnical and/or national cultures with foreign Sign Languages.</p>

2.5 Affiliated entities (only if applicable)

TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

This part must be completed separately for each affiliated entity (if applicable) in the project (whether affiliated to the coordinator or to any other partner).

Affiliated entity number - **AF x** [AF1 - AFn] dependent from **Px**

Organisation name		Country code
Høgskolen i Oslo og Akershus		NO
PIC number	NO 997 058 925 MVA	

Partner number - P 5

Organisation name	Azienda unita sanitaria locale di Reggio Emilia (AUSL RE)
--------------------------	---

2.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project and of the expertise it will bring to the partnership.

The Azienda Unità Sanitaria Locale of Reggio Emilia (AUSL RE) is the statutory provider of health and social care in the province of Reggio Emilia in the central north of Italy. The Azienda USL of Reggio Emilia has approximately 4,000 employees, working in six health districts plus the "Presidio Ospedaliero", a five hospital complex. The AUSL activities are organised into departments: eight for territorial activities, nine for hospital activities.

2.2 Role of the partner in the project

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.

The present proposal is submitted by a team working for the Department of Research & Innovation at AUSL-RE within the specific role of coordinating the international HPH-Task Force on Migration, Equity & Diversity. The Department of Research & Innovation plays a specific role aimed, on the one hand at conducting health services research, and on the other hand at fostering the participation of health staff and departments in regional, national and international projects. The Department is staffed with six persons, including researchers and administrative and technical staff and is functionally linked to the units of Epidemiology, Statistical analysis and Health Technology Assessment of the AUSL of Reggio Emilia.

2.3 Operational capacity: Skills and expertise of key staff involved in the project

(Please add lines as necessary)

Name of staff member	<i>Summary of relevant skills and professional experience (related to the domain of the project)</i>
Antonio Chiarenza	<p>Antonio Chiarenza, received his PhD in Sociology from the University of Leicester (UK). He is currently serving as the head of the Research & Innovation Department at the Local Health Authority of Reggio Emilia in Italy (AUSL-RE). His research interests have focused on health promotion, migrant health care, and community health. He leads the international Health Promoting Hospitals' Network Task Force on Migration, Equity & Diversity (HPH-TF MED) and the Coordinating Centre of the Regional Health Promoting Hospitals Network of Emilia-Romagna. He collaborates with international networks and organisations focused on migrant health, e.g.: the migrant's health section of EUPHA, the Società Italiana di Medicina delle Migrazioni (SIMM), the International Organisation for Migration IOM. He has specific expertise on the impact of access barriers and inequalities on the health care of migrants and other vulnerable groups. He has participated in several EU projects and published articles and presented papers on the issue of migrant's health care in national and international journals and conferences.</p> <p><u>5 most important publications relevant to the proposal:</u></p> <ul style="list-style-type: none"> Chiarenza A., (2005). Improving interpreting in clinical communication in <i>Primary Health Care for all – A synthesis of emerging themes</i> – Orangeville: Ontario, pp. 18-21 Chiarenza A. (2008). Servizi sanitari Migrant-friendly ed aperti alle diverse culture: l'esperienza dell'azienda USL di Reggio Emilia, in C. Baraldi, V. Barbieri, G. Giarelli (a cura di) <i>Immigrazione, mediazione culturale e salute</i>. Società e Salute: Teoria e Metodologia, Milano: F. Angeli, pp. 47-59

	<ul style="list-style-type: none"> • Bischoff A., Chiarenza, A. & Loutan, L. (2009). Migrant-friendly hospitals: a European initiative in an age of increasing mobility. <i>World Hospitals and Health services</i>, Vol. 45 No. 3, pp.10-12 • Chiarenza, A. (2012). Developments in the concept of cultural competence. In: Ingleby, D., Chiarenza, A., Devillé, W. and Kotsioni, I. (eds.), <i>Inequalities in health care for migrants and ethnic minorities</i>. Antwerp: Garant. pp. 66-81 • Cattacin S., Chiarenza A., Domenig D. (2013) Equity standards for health care organisations: a theoretical framework. <i>Diversity and Equality in Health and Care</i> 10(4): 249-258 • Chiarenza, A. et al (2014). Training materials development: review of existing training materials. CHAFAE (European Commission). DOI: 10.13140/RG.2.1.1451.4002
Anna Ciannameo	<p>Anna Ciannameo, joint PhD in 'Science, Technology and Humanities' at the University of Bologna (Italy) and 'Anthropology' at the University of Tarragona (Spain). She currently works in the Research & Innovation Department of the Local Health Authority of Reggio Emilia (AUSL-RE, Italy) and collaborates with the Centre of International Health (CSI) of the University of Bologna. Her main interests are focused on the areas of medical anthropology: subjectivity and biographical narratives in health; socio-cultural determinants of health applied to migration; health promotion, equity and community participation; the relationship between cultural interpretation of health and service organization and management; the relationship between social inequalities and the transmission of tropical neglected diseases; ethnographic and qualitative methodologies in health research.</p> <p><u>5 most important publications relevant to the proposal:</u></p> <ul style="list-style-type: none"> • Di Girolamo C, Martelli G, CIANNAMEO A, Vocale C, Fini M, Stefanini A, Landini M.P., Viale P, Verucchi G (2015) Chagas Disease in a Non-endemic Country: A Multidisciplinary Research, Bologna, Italy, <i>Journal of Immigrant and Minority Health</i>, 1-8. • CIANNAMEO A. (2014) Da dimenticata a emergente: la malattia di Chagas, crocevia tra strategie sanitarie e politiche migratorie. Una rilettura etnografica. <i>AM- Rivista della Società Italiana di Antropologia Medica</i>, Vol. 37/38. • Di Girolamo C., Bodini C., Marta BL., CIANNAMEO A., Cacciatore F., (2011), Chagas disease at the crossroad of international migration and public health policies: why a national protocol is not enough, <i>Eurosurveillance</i>, Volume 16, Issue 37, 15 September 2011. • Di Girolamo C, CIANNAMEO A, Marta BL, Bodini C, Cacciatore F, Parisotto M, Bazzanini N, Bisoffi F. (2011), Health and complexity. The migration of Chagas disease: an interdisciplinary approach. <i>Trop Med Int Health</i> 2011; 16 (Suppl 1):372. • Di Girolamo C, Marta BL, CIANNAMEO A, Cacciatore F, Balestra GL, Bodini C, Taroni F. (2010), Chagas disease in a non endemic country: a study in the district of Bologna (Italy). <i>Multidisciplinary analysis of the disease in the Latin American migrant population</i>. <i>Ann Ig</i> 2010, 22: 431-445.
Ilaria Dall'Asta	<p>Ilaria Dall'Asta, graduated in sciences of culture (University of Modena and Reggio Emilia) and in sociology, culture and communication address (University of Milano Bicocca). She currently works in the Research & Innovation Department of the Local Health Authority of Reggio Emilia (Italy) and she is involved in national and international projects concerning equity access to health care system. She is interested in qualitative and social research about health promotion, migrant health, and community health, in particular focused on health inequalities and health service access barriers. She is the operational manager of the linguistic and cultural mediation service of AUSL –RE and she is involved in the European project MEM-TP, and in the International Task Force on Migrant Friendly and cultural competent Health Care.</p> <p><u>5 most important publications relevant to the proposal:</u></p> <ul style="list-style-type: none"> • B.Riboldi, A.Chiarenza, I.Dall'Asta, L.Prandi, L.Codeluppi, N.Campani, G.Cani, A.M.Fabbi, "Azioni a sistema per l'accoglienza di famiglie neo-ricongiunte – Progetto FEI 2013" <i>Atti del XIV Congresso Nazionale SIMM</i> ,Torino 11-14 Maggio 2016; • A.Ciannameo, A.Chiarenza, I.Dall'Asta, B.Riboldi, C.Baraldi, I.Quaranta, F.Riccardo "Progetto europeo MEM-TP: sviluppo di pacchetti formativi per operatori sanitari per migliorare la qualità e l'accessibilità dei servizi sanitari per i migranti. Gli esiti della formazione pilota in Italia." <i>Atti del XIV Congresso Nazionale SIMM</i> ,Torino 11-14 Maggio 2016; • I.Dall'Asta, A.Chiarenza, B.Riboldi, C.Campani, L.Paterlini, L.Cerullo, R.Sassatelli "Promuovere equità nell'accesso agli screening oncologici nella

	<p>provincia di Reggio Emilia” Atti del XIV Congresso Nazionale SIMM, Torino 11-14 Maggio 2016;</p> <ul style="list-style-type: none"> • A.Chiarenza, B.Riboldi, I.Dall’Asta et al., “Valorizzazione della rete dei servizi e del privato sociale nella formazione degli operatori sanitari: l’esperienza della ausl di Reggio Emilia”, Atti del XII Congresso Nazionale SIMM, Viterbo 10-12 ottobre 2012; • A.Volta, A.Fabbi, I.Dall’Asta, Z.Guennouna, A.Chiarenza, L.Bonvicini, L.Moscara, D.Pini, C.Ventura, “L’alimentazione complementare nelle popolazioni immigrate: indagine in tre gruppi linguistici della provincia di Reggio Emilia” <i>Medico e bambino</i>, Nr 8 Ottobre 2011
--	--

2.4 Operational capacity: Involvement in previous projects

Please list the projects connected to the selected objectives and Lot of the call implemented by your organisation or department in the last three years and provide a short description of the project's impact and achievements.

(Please add lines as necessary)

Programme or initiative	Reference number including year of award	Project title	Project impact and achievements (provide qualitative and quantitative evidence; i.e. figures, case studies, etc.)
COST ADAPT Action IS1103 – 2012 -2016	4134/11	ADAPT	. Coordinator of working group “Health system’s issues” within the COST action ADAPT “Adapting European Health Systems to Diversity”. The aim of the Action is to identify obstacles to implementation of the existing body of knowledge concerning health and health-care discrepancies among migrants and ethnic minorities, and to propose ways of overcoming these obstacles.
EACH 2013/HEALTH	Contract service n. 20136209 2012 - 2015	“Training packages for health professional to improve access and quality of health service for migrant and ethnic minorities, including the Roma - MEM-TP”	Migrant and Ethnic Minorities Training Packages, funded by CHAFEA within the European Commission Health Programme 2008-2013). The AUSL of Reggio Emilia shared the responsibility with the University of Amsterdam of the WP aimed at reviewing existing training programmes and materials in EU.
CHAFEA 2016/HEALTH/03	Grant agreement n. 717275 - 2016	“Supporting health coordination, assessments, planning, access to health care and capacity building in Member States under particular migratory pressure - SH-CAPAC”	The AUSL of Reggio Emilia is responsible of the WP 4 aimed at improving access to health care for refugees and asylum seekers.

2.5 Affiliated entities (only if applicable)

This part must be completed separately for each affiliated entity (if applicable) in the project (whether affiliated to the coordinator or to any other partner).

Affiliated entity number - **AF x** [AF1 - AFn] dependent from **Px**

Organisation name	Country code
PIC number	

Partner number - P 6

Please ensure that the numbering follows the same numbering as in Part A of the eForm and the partner numbering of the detailed budget table.

Organisation name	Nacionalni inštitut za javno zdravje (NIJZ) National Institute of Public health (NIPH)
--------------------------	---

2.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size, etc.) relating to the area covered by the project and of the expertise it will bring to the partnership.

<p>The Nacionalni inštitut za javno zdravje (NIJZ, National Institute of Public Health) is the central Slovenian institution with a main purpose to educate, protect and enhance the health of the population of the Republic of Slovenia by means of raising awareness and other preventive measures. While representing a central institution in the field of public health, NIJZ, with its 400 employees and numerous partners from various social sectors and non-governmental institutions, strives to fulfil its mission - contribute to better health and welfare of Slovenian population. Among the main NIJZ activities are the following:</p> <ol style="list-style-type: none"> Monitoring and evaluation of healthcare system and the health of the population; Recognizing health threats and developing measures to control them; Managing health and healthcare services databases; and Promotion health and developing professional bases for adopting health-friendly policies, programmes and measures for disease prevention. <p>Besides working in the abovementioned fields, NIJZ contributes to new solutions by participating in numerous international public health projects. By spreading new knowledge and best practices, it fulfils its role in the field of research, education and training public health professionals.</p>

2.2 Role of the partner in the project

Please describe the role of your organisation in the project and how the organisation will contribute to the operational and financial management of the project.

<p>National Institute of Public Health and University of Ljubljana will focus on the definition of the occupation profile and on the dissemination. National Institute of Public Health and University of Ljubljana will pay special attention to the organisation of stakeholders' forums ensuring that the goals of the project are in line with the needs of the stakeholders and the target societies. National Institute of Public Health will allow for the transfer of results of the project into practice and provide the project partners with an insight into the specific requirements of the profession from those who work with interpreters and intercultural mediators.</p> <p>National Institute of Public Health (consortium partner) will help create a profile for community interpreters and intercultural mediators and for the trainers of community interpreters and intercultural mediators. Since, for example, in the Republic of Slovenia, National Institute of Public Health (project partner 6) has made several efforts in encouraging healthcare institutions in Slovenia to more actively engage and collaborate with cultural mediators and/or community interpreters – a realistic plan of the project is that all migrants from Slovenia involved in training enabled by the project will be able to apply for these new professional tasks. The expertise of the National institute of public health with the insight into the specifics of public healthcare, and the expertise of trainers of intercultural mediators and community interpreters from more than one state will provide the necessary breadth needed for the formulation of the proposal of occupational profile. The involvement of National Institute of Public Health and the fact that National Institute of Public Health is going to be in charge of dissemination activities will guarantee implementation of project. National Institute of Public Health will be specifically responsible to overview the effective dissemination of the TRAMIG project's results and to formulate a proper strategy during and after the project underscores the importance of this goal in the overall project design.</p>
--

2.3 Operational capacity: Skills and expertise of key staff involved in the project

(Please add lines as necessary)

Name of staff member	Summary of relevant skills and professional experience (related to the domain of the project)

<p>Ivanka Huber</p>	<p>Ivanka Huber is a research assistant (Phd in sociology) at the Department of Prevention and Promotion Programmes Management, National Institute of Public Health, where she works in the field of health inequalities, her focus is on vulnerable groups and community approach to promote health and reduce health inequalities in the local community. She has participated in various national and international projects, such as "Towards better health and reducing inequalities in health" 2014-2016 (Norwegian Financial Mechanism); Gendering the Academy and Research: Combating Career Instability and Asymmetries (7th framework programme 2014-2017); Health and quality of life of the Pomurje region of Slovenia's inhabitants aged 65 years and over, 2013 (Centre for Health and Development Murska Sobota (CHD). Within the project "Towards better health and reducing inequalities in health" she participated in the preparation and implementation »Training on the hurdles of vulnerable groups in the system health care and the importance of reducing inequalities in health "and" Training for developing the cultural competencies of health workers."</p> <p>5 most important publications relevant to the proposal:</p> <ol style="list-style-type: none"> 1. KREK, Milan, PAHOR, Majda, RANFL, Martin, HUBER, Ivanka. Skupnostni pristop k zdravju: izhodišča, načela, procesi. In: PAHOR, Majda (ed.). Zdrava skupnost: priročnik za razvoj skupnostnega pristopa k zdravju. (Healthy community: a guide to the development of a community-based approach to health.) (Ljubljana: Nacionalni inštitut za javno zdravje. 2018, pp. 40-58. http://www.nijz.si/sites/www.nijz.si/files/publikacije-datoteke/prirocnik_zdrava_skupnost_low_res.pdf. 2. VRAČKO, Pia, ROŽIČ, Mirjam, BUZETI, Tatjana, MAUČEČ ZAKOTNIK, Jožica, KERŠIČ-SVETEL, Marjeta, JELENC, Ajda, FARKAŠ-LAINŠČAK, Jerneja, HUBER, Ivanka, KRALJ, Marcel, RANT, Živa. Kazalniki obravnavanih ranljivih oseb. (Indicators of the vulnerable people in question) In: VRAČKO, Pia (ed.), ROŽIČ, Mirjam (ed.). Pilotno testiranje programa integrirane preventivne kroničnih nenalezljivih bolezni in zmanjševanja neenakosti v zdravju pri odraslih: priročnik za spremljanje z opredelitvijo kazalnikov. (Pilot testing of the integrated prevention program for chronic non-communicable diseases and the reduction of health inequalities in adults: a monitoring manual with definition of indicators.) Ljubljana: Nacionalni inštitut za javno zdravje. 2017, pp. 26-31. http://www.skupajzdravje.si/media/spremljanjeinkazalnikipilotnegatestiranja_program.integrirane.preventive.knb.pdf. 3. FARKAŠ-LAINŠČAK, Jerneja, BUZETI, Tatjana, HUBER, Ivanka, MAUČEČ ZAKOTNIK, Jožica. Vključevanje zdravstveno marginaliziranih (ranljivih) oseb v preventivni program. (Integrating health marginalized (vulnerable) people into a preventive program.) In: FARKAŠ-LAINŠČAK, Jerneja (ed.), et al. Program integrirane preventivne KNB in zmanjševanja neenakosti v zdravju pri odraslih : pilotno testiranje integriranih procesov vključevanja in obravnav ciljne populacije v okviru projekta Skupaj za zdravje, (Projekt Za boljše zdravje in zmanjšanje neenakosti v zdravju odraslih). (Integrated CNB prevention program and reduction of health inequalities in adults: pilot testing of integrated processes of inclusion and treatment of the target population within the project Together for Health, (Project for Better Health and Reduction of Adult Health inequalities). Ljubljana: Nacionalni inštitut za javno zdravje. 2015, pp. 28-33. http://www.nijz.si/sites/www.nijz.si/files/publikacije-datoteke/e_verzija_prirocnik_program_integrirane_preventivne_knb_2015.pdf. 4. ČUŠ, Breda, FARKAŠ-LAINŠČAK, Jerneja (author, editor), HORVAT, Martina, HUBER, Ivanka (author, editor), KNIFIC, Tjaša, MAUČEČ ZAKOTNIK, Jožica, SEDLAR, Nataša, VRAČKO, Pia, VRBOVŠEK, Sanja, MLAKAR, Katarina (editor). Za boljše zdravje in zmanjšanje neenakosti v zdravju odraslih, Katalog informacij Celje: za izvajalce pilotnega testiranja integriranih procesov vključevanja in obravnave ciljne populacije v okviru projekta Skupaj za zdravje. (For better health and reduction of inequalities in adult health, Katalog informacij Celje: for operators of pilot testing of integrated processes of integration and treatment of target populations within the project Together for Health.) Ljubljana: Nacionalni inštitut za javno zdravje, 2015. 86 str., ilustr. ISBN 978-961-6911-65-8. http://www.nijz.si/sites/www.nijz.si/files/publikacije-datoteke/kataloginformacij_celje_web.pdf. [COBISS.SI-ID 280268288] 5. HUBER, Ivanka. Seasonal mobility and migration in Goričko region of Prekmurje in the 20th century. In: GREGORIČ BON, Nataša (ed.), KALČIČ, Špela (ed.), ROGELJA, Nataša (ed.). Ethnographies of mobility : international seminar, Ljubljana, Slovenia, August 21st - 22nd 2013: programme and book of proceedings. Ljubljana: ZRC Publishing House. 2013, pp. 19-20, 37-44.
<p>Juš Škraban</p>	<p>Juš Škraban is cultural anthropologist, currently working at the Department of Prevention and Promotion Programmes Management, National Institute of Public Health. His professional focus has been mainly on analyzing health inequalities and vulnerabilities, access to public health services, and cultural competence in healthcare. He was involved in the "Together Towards Health" project, held by the NIJZ. He collaborated in fieldwork analysis on health inequalities (including needs assessment for intercultural mediation) and in developing a cultural competence manual for healthcare professionals.</p>

	<p>5 most important publications relevant to the proposal:</p> <ul style="list-style-type: none"> • ŠKRABAN, Juš; Lipovec Čebtron, Uršula (2016). Kultura, zdravje in bolezen. [Culture, health and illness] In: Kulturne kompetence in zdravstvena oskrba : priročnik za razvijanje kulturnih kompetenc zdravstvenih delavcev. Ljubljana: Nacionalni inštitut za javno zdravje. http://www.nijz.si/sites/www.nijz.si/files/publikacije-datoteke/prirocnik_kulturne_kompetence_2016.pdf. (pgs. 83-96) • Škraban, Juš et. al. (2016) Komuniciranje [Communication] In: Kulturne kompetence in zdravstvena oskrba : priročnik za razvijanje kulturnih kompetenc zdravstvenih delavcev. Ljubljana: Nacionalni inštitut za javno zdravje. http://www.nijz.si/sites/www.nijz.si/files/publikacije-datoteke/prirocnik_kulturne_kompetence_2016.pdf. (pgs. 197-246) • PAHOR, Majda, KREK, Milan, ŠKRABAN, Juš, OPREŠNIK, Denis. Skupnost kot življenjsko okolje ljudi. [Community as a context of living] In: PAHOR, Majda (ed.). Zdrava skupnost : priročnik za razvoj skupnostnega pristopa k zdravju. Ljubljana: Nacionalni inštitut za javno zdravje. 2018, pgs. 13-39. http://www.nijz.si/sites/www.nijz.si/files/publikacije-datoteke/prirocnik_zdrava_skupnost_low_res.pdf. • RANFL, Martin, OPREŠNIK, Denis, ŠKRABAN, Juš, FISTRICH, Špela, PUCELJ, Vesna. Učinkovitost skupnostnega pristopa k zdravju v svetu in primeri v Sloveniji. V: PAHOR, Majda (ed.). Zdrava skupnost : priročnik za razvoj skupnostnega pristopa k zdravju. Ljubljana: Nacionalni inštitut za javno zdravje. 2018, str. 59-81. http://www.nijz.si/sites/www.nijz.si/files/publikacije-datoteke/prirocnik_zdrava_skupnost_low_res.pdf. • PETERNEL, Leopoldina, BEZNEC, Peter, NEMEŠ, Silva, POLIČNIK, Rok, BERLIC, Nika, ŠKRABAN, Juš, OPREŠNIK, Denis. Uvajanje skupnostnega pristopa k zdravju na lokalni ravni : praktični vidiki. V: PAHOR, Majda (ed.). Zdrava skupnost : priročnik za razvoj skupnostnega pristopa k zdravju. Ljubljana: Nacionalni inštitut za javno zdravje. 2018, str. 82-111. http://www.nijz.si/sites/www.nijz.si/files/publikacije-datoteke/prirocnik_zdrava_skupnost_low_res.pdf.
--	---

2.4 Operational capacity: Involvement in previous projects

Please list the projects connected to the selected objectives and Lot of the call implemented by your organisation or department in the last three years and provide a short description of the project's impact and achievements.

(Please add lines as necessary)

Programme or initiative	Reference number including year of award	Project title	Project impact and achievements (provide qualitative and quantitative evidence; i.e. figures, case studies, etc.)
Norwegian Financial Mechanism 2009-2014	24.9.2013 – 30.9.2016 Contract number C2130-14T740001	Skupaj za zdravje (Towards better health and reducing inequalities in health)	Project aim was to build the capacities for the implementation of activities in the field of preventive healthcare and to supplement mechanisms and programmes aimed at prevention and reduction of inequalities in health. http://www.skupaizazdravje.si/en/project/
Norwegian Financial Mechanism 2009-2014	27.2.2015 – 31.12.2016 Contract number C1541-15T710016	Uživajmo v zdravju (Enjoy in health: An integrated innovative approach for providing a healthy lifestyle with a focus on nutrition, physical activity, prevention and management of obesity among children, adolescents and adults, and reduction of health inequalities)	The main objective of the project was to decrease and prevent unhealthy lifestyle related diseases. Specific project achievements include: initiation of effective inter-ministerial cooperation and introduction of environment supporting a healthy lifestyle, education programmes and non-medical treatment of obesity. Furthermore, the project achieved to introduce innovative approaches, tools and programmes for reducing obesity. http://www.uzivajmovzdravju.si/index.php/eng/
Project by Ministry of Interior of the Republic of Slovenia and the Asylum, Migration	1.7.2016 – 31.12.2017 Contract number C1711-16-460168	Izdaja slovarja namenjenega lažji komunikaciji migrantov z zdravstvenim osebjem (Designing a	The NIJZ was project partner in charge for dissemination. A multilingual aid in 8 languages was published (Slovene, Arabic, Farsi, Russian, Albanian, English, French and Chinese), a series of workshops training healthcare personnel was organised. The impact: 600 healthcare workers and students from the faculty of

TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

and Integration Fund		Multilingual Aid for Better Communication of Migrants with Healthcare Personnel)	nursing and Medical faculty were reached. The glossaries/multilingual aids that contain more than 1000 phrases in each language are freely available to be downloaded from http://multilingualhealth.ff.uni-lj.si/
-------------------------------------	--	---	--

2.6 List of associated partners

These organisations may provide the partnership with facilities or assistance that enhances the quality of work, but they cannot be responsible for the core activities of the project (e.g. management, coordination etc.).

Nr	Name of organisation	Type of institution ¹	City	Country	Role in the project

¹ Please refer to the list of type of institutions at the end of this document.
TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

PART 3. Award Criteria

Please note: Each comment box in this section is technically limited to a **maximum of 20 000 characters with spaces**, if not stated otherwise. On average this equals about 3000 words in English.

3.1 Relevance

Under this criterion, partners need to state the relevance of their proposal in relation to the chosen general and specific call objectives in the selected Lot. Partners need to provide evidence of the effectiveness of the selected good practice(s), action(s) to be upscaled and explain how the expected results have the potential to feed into relevant policy agendas.

3.1.1 Purpose

*Please outline the **purpose** of the project and explain how your proposal is relevant to the chosen general and specific objectives of the call in the selected lot. Please explain the challenges that the project addresses and your particular rationale for addressing them. Make sure that the features of your project are consistent with the features described in the call.*

The aim of the project is to enhance a successful inclusion of the newly arrived migrants into the linguistic and economic mainstream of the host country by enabling them to access community or public services, and work independently as community interpreters and/or intercultural mediators, in particular in healthcare settings, or as assistants in programs training community interpreting and intercultural mediation.

In order to reach this goal, the project will:

- a) analyse and delimit the practice, status and role of intercultural mediators and interpreters working in healthcare settings and define the commonalities and differences in training;
- b) evaluate the existing occupational standards and vocational qualifications for community interpreters and intercultural mediators in healthcare and create a proposal for those partner states that lack such standards and qualifications;
- c) create a trainer profile for a trainer in a healthcare-community-interpreter- and intercultural-mediator-training programs;
- d) by adapting the aptitude test for conference interpreters select the candidates from newly arrived migrants who already work in community interpreting or intercultural mediation programs or who work as community interpreters or intercultural mediators for teacher training seminars;
- e) create teacher-training modules drawing on examples of best practices provided by the partners in the consortium;
- f) train newly arrived migrants to be able to teach in pairs (i.e. participate in collaborative teaching) in classes training healthcare community interpreters and intercultural mediators.

The term "**newly arrived migrants**" in the proposal refers to refugees, other beneficiaries of international protection, economic migrants and their families, "who are living, on a more than merely transitional basis, in another country than that of their origin" (González Núñez 2016, 221).

In the proposal, we use two terms '**teachers**' and '**trainers**' interchangeably; the use of one term or the other does not imply a particular didactic approach; rather it represents an attempt to overcome the traditional view which sees "education" and "training" as polar opposites, a view perceived today as promoting an unhelpful dualism. We recognize the value of training as a sub-component of a wider conception of education.

The term "**community interpreting**" is used to refer to the activity described in ISO standards, i.e. to the "oral and signed communication that enables access to services for

people who have limited proficiency in the language of such services" (ISO 13611:2014). Community interpreting occurs in a wide variety of private and public settings and supports equal access to community and/or public services. These settings may vary and can include: public institutions (schools, universities, community centres, etc.); human and social services (refugee boards, self-help centres, etc.); healthcare institutions; faith-based organizations; emergency situations, etc. Some authors in the field describe the same activity also with the terms: "public-service interpreting", "interpreting in institutional discourse" or "dialogue interpreting".

The term **interpreter** refers to a professional that provides oral and signed translational activity (Pöchhacker 2004:9), a practice of linguistic transfer which demands accuracy of linguistic transfer, impartiality, confidentiality and professionalism, while the term **intercultural mediator** refers to a professional who works as a facilitators helping migrants when the lack of cultural awareness and understanding of the system becomes the main impediment for the migrant population to access and benefit from basic quality social services, quality education, primary health care, fair trial and political participation in the host country.

The existing challenges: All across Europe newly arrived migrants, bilingual family members, professionals (e.g. nurses) and bilingual employees (e.g. cleaners at healthcare institutions) often work as cultural brokers in highly sensitive health-care settings with little or no training for the profession they are performing (Cirillo and Torresi 2013; Weisskirch 2017). These ad-hoc interpreters and translators are regularly employed by the state and other stakeholders in various EU states despite their shortcomings. Several studies of interpreter-assisted communications where the interpreting was carried out by professionals who are not trained as interpreters or intercultural mediators in healthcare settings argue that when such professionals act as interpreters they often convey incorrect information which leads to miscommunication. For example, Elderkin-Thompson and other (2001) videorecorded and analysed 21 Spanish-speaking patients communicating with their physicians with the help of nurse interpreters in a university-affiliated primary clinic in California. The results showed that approximately one-half of the observed interpreted encounters resulted in serious miscommunication which compromised the physician's understanding of the symptoms and undermined the credibility of the patient's concerns. The use of bilinguals (e.g. family members) acting as cultural brokers have also been studied by several researchers. The research showed that there are significant risks associated with using ad-hoc interpreters and translators, among them the inaccuracy of the transfer (omissions and additions), and the lack of impartiality and confidentiality. Ad-hoc interpreters often introduce their own opinion, challenge the statements made by the person whose utterance they are interpreting, guide the answers or answer questions on behalf of the person they are interpreting, and also often engage in other tasks outside the interpreted conversation (Martínez-Gómez 2014; Lesch and Saulse 2014; Flores et al. 2003; Cambridge 1999). And last but not least, ad-hoc interpreters and translators also introduce a considerable mistrust in the communication (Pokorn and Čibej 2018), low-quality language transfer can lead to a breakdown of communication and build up frustration among the participants in the interpreted communication.

Challenges specific to consortium partner countries: The consortium partners come from Greece, Slovenia, Norway, and Italy, i.e. the countries that have recently been facing the problems of actively supporting linguistic and social inclusion of the recently arrived migrants with a similar linguistic background. In the following paragraph, a more detailed analysis of the case of Slovenia will be presented.

In the Republic of Slovenia, the country of the applicant organization, structured training is provided only for conference interpreters in two MA courses run by universities and no courses are organized for community interpreters and translators. The only exception is a short seminar for certified or sworn interpreters and/or translators organized by the Ministry of Justice that focuses primarily on legal terminology and knowledge of the Slovene legal system, and contains no training in interpreting. It is primarily designed to prepare the candidates for the certification exam for sworn interpreters / translators, where interpreting skills are not tested. When the candidates pass the exam, the Ministry of Justice grants them certification and includes them on the list of sworn translators / interpreters. This certification allows them to work in all public-service settings, including in the justice system at all levels. Consequently, the Ministry of the Interior Affairs is by law obliged to employ certified interpreters when

dealing with asylum seekers,² and the same interpreters are used, if needed, also in healthcare settings if the asylum seekers need medical attention. At the moment, there is no specific training for healthcare interpreting organized in Slovenia, not even at hospital level. This does not mean, however, that Slovene hospitals have not been treating patients that do not speak and understand Slovene. In 2007, for example, Slovenia's 127% immigration increase was second only to the rates for the Czech Republic (141.8%), and Denmark (131.7%) (Vertot 2009: 64-72). The research focusing on healthcare interpreting provision from that time shows that the Slovene healthcare system was not prepared for this changed linguistic situation and Slovene medical personnel was left to fend for themselves (Pokorn et al. 2009). The need for a professional language support additionally increased at the end of 2015 when Slovenia became one of the countries on the so-called Balkan migrant route that the migrants from the Middle East used to reach Germany and other northern EU countries. From October 2015 to February 2016 the police report that almost half a million refugees (446,200) entered Slovenia,³ with an average of 7677 migrants crossing the border every day in the month of October 2015.⁴ Although the influx has abated recently, a considerable number of refugees is still coming into Slovenia every day (e.g. 798 individuals applied for international protection between January and May 2018)⁵. In response to this, Slovene healthcare system started introducing intercultural mediators in its system who work hand in hand with a few interpreters in the field, despite the fact that there is no clear definition of these two distinct, however supplementary professions, and there is no specific training provided for either of these professions.

Challenges specific to the EU: The situation in Slovenia's healthcare system is not unique and is similar to that in other EU states, where "[w]ith alarming frequency, healthcare institutions do not provide any formal language services and ad-hoc language brokers are called upon to perform translation, interpreting and language/cultural mediation without compensation." (Angelelli 2015: viii) In fact, following the increased migration flows and cross-border healthcare encouraged by Directive 2011/24/EU, healthcare institutions all over Europe have been facing the problems of linguistic diversity. Research, comparing language policies in healthcare in Germany, Greece, Italy, Spain and the United Kingdom, shows that "in the absence of formal language guidance in EU legislation, in most observed cases appropriate language services are not provided for patients who do not speak the language of the Member State in which they seek healthcare" (Angelelli 2015).

The European Higher Education Area has already responded to this need and developed some programs for training community interpreters and intercultural mediators, however, very often there is almost **no cooperation** between the institutions training interpreters (e.g. translator and interpreter training HE institutions) and those training intercultural mediators (e.g. institutions that have expertise in cultural anthropology and public health), despite the fact that both kind of programs face similar and ongoing problems of a constantly changing language demand in a particular host country and of the lack of trained teachers for the languages in need.

The Rationale and the Purpose of the project: The project will analyse and delimit the practice, status and role of intercultural mediators and interpreters and define the commonalities and differences in training. It will evaluate the existing occupational standards and vocational qualifications for community interpreters and intercultural mediators and create a proposal for those partner states that lack such standards and qualifications. It will also adapt the existing aptitude test for conference interpreters select the candidates from newly arrived migrants who already work in community interpreting or intercultural mediation programs or who work as community interpreters or intercultural mediators for teacher training seminars. The project will also create teacher training modules and provide training to trainers or candidate trainers from newly arrived migrant communities, thus empowering them to **disseminate** the gained knowledge to other newly arrived migrants involved in

² Asylum Act, article 12, *Official Gazette of the Republic of Slovenia*, no. 51/06, <http://www.uradni-list.si/1/objava.jsp?sop=2006-01-2179> (accessed 6 May 2018)

³ <http://www.policija.si/index.php/component/content/article/35-sporocila-za-javnost/82853-podatki-o-tevilu-migrantov-ki-so-vstopili-v-slovenijo-do-5-februarja-2016-do-12-ure-> (accessed 6 May 2018)

⁴ http://www.vlada.si/fileadmin/dokumenti/si/projekti/2015/begunci/160202_migranti.pdf (accessed 6 May 2018)

⁵ http://www.mnz.gov.si/fileadmin/mnz.gov.si/pageuploads/DUNZMN_2013/DUNZMN_2014/DUNZMN_2015/DUNZMN_2016/DUNZMN_2017/DUNZMN_2018/prosnje_APRIL_2018_II.xls (accessed 6 May 2018)

training interpreters and intercultural mediators. The existing teachers and trainers of interpreting and intercultural mediation from the participating institutions will also participate in these workshops whose main aim will be the dissemination and **scaling up** of good practices developed and practiced in partner institutions. In that way, the good practice will be transferred from different disciplines, i.e. from the study of intercultural mediation to the study of interpreting and vice-versa, from one higher education (HE) to the other, and, depending on the specific requirements of higher education system in a particular state, the good practice could also be transferred from higher education to vocational education, i.e. to a different context. The involvement of grass-root organizations in the project, such as Slovene National Institute for Public Health and Azienda unita sanitaria locale di Reggio Emilia, will allow for the transfer of results of the project into practice and provide the project partners with an insight into the specific requirements of the profession from those who work with interpreters and intercultural mediators. The partners will take all the necessary steps **to implement this training to a systemic level**, so that it becomes an obligatory pre-requirement for all employed trainers in programs training community interpreters/intercultural mediators: all candidate trainers will have to participate in the teacher training before being included in the teaching staff of a particular training program. In such a way teacher training will be integrated into the existing or new courses training intercultural mediators and/or community interpreters.

The proposed project thus responds to the specific objective of “supporting the inclusion of newly arrived migrants in good quality education, including by assessing knowledge and validating prior learning”: it will enable the training programs of community interpreting and intercultural mediation to introduce in their training also the languages of the recently arrived migrants. In order to include recently arrived migrants as teachers or assistant trainers into the training programs, the program will first develop the tools to validate and test the prior knowledge of newly arrived migrants for the possible career in the training of intercultural mediation and community interpreting. In such a way, the project will:

- a) In the first stage: open up possibilities for the newly arrived migrants with corresponding competences to find employment as **teachers or trainers** in community interpreting and intercultural mediation programs and thus enter the labour market of the host country.
- b) In the second stage: by enabling the provision of training in languages of recently arrived migrants, open up possibilities for the newly arrived migrants to become **community interpreters or intercultural mediators** and thus enter the labour market of the host country.

Beneficiaries of this project: The project will respond to the needs of:

- a) Newly arrived migrants that have difficulties entering the work market in the host country and accessing public services;
- b) HE institutions and other educational and public health institutions that provide training for intercultural mediators and community interpreters and that face the problem of constantly changing language demand in a particular host country and the lack of skilled teachers to be used on such programs;
- c) Host societies that will be able to provide high-quality language and cultural support to newly arrived migrants and enable them the equal access to social services;
- d) Host societies that will be able to reduce the costs in various fields of social services: for example, in healthcare where previous studies indicate that high-quality language and cultural support shortens a hospital stay, reduces readmission rates (e.g. Lindholm et al. 2012) and thus considerably lowers healthcare costs.

Ref.:

Angelelli, Claudia V. 2015. *Study on Public Service Translation in Cross-border Healthcare: Final Report for the European Commission Directorate-General for Translation*. <https://publications.europa.eu/en/publication-detail/-/publication/6382fb66-8387-11e5-b8b7-01aa75ed71a1/language-en> (Accessed 25 April 2018).

Cambridge, Jan. 1999. Information Loss in Bilingual Medical Interviews through an Untrained Interpreter. *The Translator* 5(2), 201–219.

Cirillo, Letizia and Ira Torres. 2013. Exploring institutional perceptions of child language brokering: Examples from Italian healthcare settings. In: *Interpreting in a Changing Landscape: Selected papers from Critical Link 6*. Schäffner, Christina, Krzysztof Kredens and Yvonne Fowler (eds). Amsterdam & Philadelphia: John Benjamins, 149-163.

Elderkin-Thompson, Virginia, Cohen Silver, Roxanne and Howard Waitzkin. 2001. "When nurses double as interpreters: A study of Spanish-speaking patients in a U.S. primary care setting." *Social Science and Medicine* 52, 1343-1358.

Flores, Glenn, M. Barton Laws, Sandra J. Mayo, Barry Zuckerman, Milagros Abreu, Leonardo Medina and Eric J. Hardt. 2003. Errors in medical interpretation and their potential clinical consequences in pediatric encounters. *Pediatrics* 111(1), 6-14.

González Núñez, Gabriel. 2016. Translating in Linguistically Diverse Societies: Translation policy in the United Kingdom. Am./Phil.: John Benjamins.

Lesch, Harold M. & Bernice Sause. 2014. Revisiting the interpreting service in the healthcare sector: a descriptive overview, *Perspectives* 22/3: 332-348.

Lindholm, M., Hargraves J.L., Ferguson W.J., Reed, G. 2012. "Professional language interpretation and inpatient length of stay and readmission rates." *Journal General Internal Medicine*, 27/10: 1294-99.

Martínez-Gómez, Aída. 2014. Criminals interpreting for criminals: breaking or shaping norms? *The Journal of Specialised Translation*, Issue 22, July 2014: 147-193.

Pokorn, Nike K., Matičič, Mojca, Pokorn, Marko. 2009. "Medical interpreting in a new member state : a plea for a proactive approach." In *Spürst Du, wie der Bauch rauf-runter?: Fachdolmetschen im Gesundheitsbereich: health care interpreting*, (Interpartes, 5), ed. by Dörte Andres and Sonja Pöllabauer, 171-180. München: M. Meidenbauer.

Vertot, Nelka. 2009. *Medkulturni dialog v Sloveniji*. Ljubljana: Statistični urad Republike Slovenije.

Weisskirch, Robert S. 2017. *Language Brokering in Immigrant Families: Theories and Contexts*. London/New York: Routledge.

3.1.2 Good practice(s) or Innovation(s)

Please provide a **summary description** of the best practice(s) or innovation(s).

Recent studies have shown (Martin and Phelan 2010) that newly arrived migrants often work not only as **interpreters** but also as **intercultural mediators**, we therefore believe that the training material produced by TIME and collaborative teaching proposed by TraiLLD for training of legal interpreters (detailed explanation is provided in: <https://www.arts.kuleuven.be/tolkwetenschap/projecten/trailld/training-in-languages-of-lesser-diffusion>) could also be used for training community interpreters and intercultural mediators. However, in order to include the newly arrived migrants who possess the desired level of competence in the source and the target languages and cultures into the training programs, either as independent trainers or as assistants to trained teachers, they would have to be trained. The project aims to respond to this problem by creating teacher training modules and providing high-quality and specialized teacher training to this group of potential trainers.

The project will also upscale the teacher-training workshops designed within the Erasmus academic network OPTIMALE (OPTIMISING PROFESSIONAL TRANSLATOR TRAINING IN A MULTILINGUAL EUROPE), no. 177295-LLP-1-2010-1-FR-ERASMUS-Erasmus Academic Network (2010-2013) that targeted translation teachers in university programs at MA level. The descriptions of teacher-training workshops are available here:

<http://www.ressources.univ-rennes2.fr/service-relations-internationales/optimale/training/training-of-trainers/training-sessions>

TRAMIG will also use previous efforts made by the EMT (European Master's in Translation) network and its definition of the translator-trainer profile

(https://ec.europa.eu/info/resources-partners/european-masters-translation-emt_en). The EMT document could be used as a starting point for the definition of the community interpreter and/or intercultural mediator trainer profile.

TRAMIG will also upscale the results and outcomes of the Erasmus+ project "Holistic approach for successful integration of migrants" (2016-2018) (<https://www.szslo.si/integration-of-migrants>), in particular its findings regarding the so-called "coordinators/counselors working with migrants" and the project's definition of professional competencies for this emerging profession. Although the project focused primarily on professionals who work with migrants and ignored the issue of language in establishing communication with migrant population, the results of the project could be upscaled by adding the linguistic and cultural dimension to them and by focusing on specific demands of the users and providers of healthcare services.

Ref.:

Martín Mayte C. and Mary Phelan. 2010. Interpreters and Cultural Mediators – different but complementary roles. *Translocations: Migration and Social Change: An Inter-Disciplinary Open Access E-Journal*. 6 (1). ISSN 2009-0420 <http://doras.dcu.ie/16481/> (accessed 19 May 2018)

3.1.3 Upscaling

Upscaling is to be interpreted as a mainstreaming and wider implementation of the chosen good practice(s) or innovation(s)). These good practices should have a potential to produce benefits not only at the level of the different partner organisations but should also be applied on a larger scale (local, regional, national, EU-level). Please describe how the proposal will enable upscaling of the chosen good practice(s)/action (s) at the chosen level(s) and/or sectors. Please also explain how the upscaling has the potential to generate impact at system and policy level.

Benefits for **the partner organisations**: All HE institutions and other public bodies involved in the project either already provide training of community interpreting and/or intercultural mediation (e.g. Oslomet – Oslo Metropolitan University, Azienda unita sanitaria locale di Reggio Emilia) or have plans to introduce such training and have experience in interpreter training (University of Trieste, Aristotle University of Thessaloniki, University of Ljubljana) or provide guidance to healthcare institutions on engaging interpreters and/or intercultural mediators (NIJZ – Nacionalni institut za javno zdravje). They all, however, face the challenge how to include languages of the recently arrived migrants into their training or find suitable candidates for the work in healthcare environment. The program will directly respond to their needs. The outline and definition of the specifics and commonalities of the professions of intercultural mediator and community interpreter will allow the project partners that train these professionals to reformulate the competences that a particular graduate should acquire and thus **integrate the results of the project into innovative education policy approaches**. Particular emphasis will be paid to transfer of knowledge from classroom activities to workplace activities (in WP 3, Task 3). The exchange of good practices between the partner organizations will enrich the existing programs and lead to **higher-quality training** of intercultural mediators and community interpreters for healthcare at partner institutions. A particular benefit for the consortium partners lies in the **interdisciplinary nature of the project**. While collaboration between different interpreter training institutions is common, it is rare that specialist in migration, public health and interpreter training work together. TRAMIG partners from different fields (public health, intercultural mediation, interpreter training, migration studies and translation studies) will be able to transfer the expertise specific to their field to others and get enriched by the expertise of the project partners from the adjacent fields.

Benefits at **local and regional level and national level**: 1) The consortium partners will in collaboration with the Advisory Board member Barbara Velkov Rozman from the Institute of the Republic of Slovenia for Vocational Education and Training and Slovene National Institute of Public Health help create a profile for community interpreters and intercultural mediators and for the trainers of community interpreters and intercultural mediators. This document will serve as the basis for **the occupational profile** in the states of members of the consortium and in other countries. Collaboration in the field of outlining the competences needed for the profession of intercultural mediator and community interpreter working in the field of healthcare which will result in the formulation of occupational standards and vocational qualification for community interpreter and intercultural mediator in healthcare settings will positively impact **the national and regional market** by enabling also cross-country

exchange of experienced intercultural mediators and community interpreters working in this field.

2) The partners come from Greece, Slovenia, Norway, and Italy, i.e. the countries that have recently been facing the problems of actively supporting linguistic and social inclusion of the recently arrived migrants with a similar linguistic background. By providing possible **employment possibilities** for this group of migrants and refugees who will be able to train other migrants to access public services on the equal basis as other citizens will **alleviate the tensions** (including the radicalization and xenophobia) and contribute to the **successful inclusion** of this group of population into the economic and linguistic mainstream of the host country. The advisor from the Institute of the Republic of Slovenia for Vocational Education and Training will provide guidance to the project partners how to connect the migrants' competences acquired in formal, non-formal and informal contexts to occupational profiles and to companies' labour demand in **local markets**.

Benefits at EU level: The recent EU labour force survey focusing on refugees, called "How are refugees faring on the labour market in Europe?" (2016) shows that refugees represent one of the most vulnerable groups of migrants on the labour market and that their employment rate is only 56% (ibid.: 5): by enhancing the possibility of employment for this group of migrants, the project will respond to this issue and will be beneficial for EU labour market as such. By enabling recent migrants to find occupation in the countries involved in the project, the **employment rate** of recently arrived migrants will rise.

In addition to that, by introducing intercultural mediators and community interpreters working in healthcare settings, recently arrived migrants will be given **equal access to public healthcare**. Several studies of the use of high-quality interpreting and translation support to recently arrived migrants in healthcare settings is of extreme importance to host countries. The failure to provide appropriate language support to the population that has limited knowledge of the dominant language of the host country in healthcare settings may lead to inappropriate healthcare decisions such as inadequate diagnosis or misdiagnosis, delayed or incorrect medical treatment, too frequent appointments with the physician, prolonged length of stay in hospital and duplicate testing. For example, Lindholm et al. (2012) analysed the records of 3071 patients treated at a tertiary care hospital in the USA between 2004 and 2007, focusing on the length of hospital stay as related to use of professional interpreters and the readmission to the hospital within 30 days. The analysis showed that the length of a hospital stay for patients with a limited knowledge of English was significantly longer when professional interpreters were not used at admission or both at admission and at discharge. Patients who did not receive professional interpretation at admission or at admission and discharge had an increase in their length of stay of between 0.75 and 1.47 days, compared to patients who had an interpreter on both day of admission and discharge. Moreover, patients receiving interpretation at admission and/or discharge were less likely than patients receiving no interpretation to be readmitted with 30 days. And last but not least, the failure to provide high-quality interpreting and translation support in healthcare might lead to complaints and even litigation. For example, Kevin Quan and Jessica Lynch (2010) report that in four US states between January 2005 and May 2009 in 35 claims \$2,289,000 in damages or settlements and \$2,793,800 in legal fees was paid due to the failure to provide appropriate language services in healthcare settings.

The ultimate aim of the project which is the provision of high-quality healthcare intercultural mediation and interpreting will thus not only uphold patient rights guaranteed by **Directive 2011/24/EU on patients' rights in cross-border healthcare**, but also reduce costs in public healthcare.

Potential impact at **system and policy levels:** The project will create **teacher-training modules** that will be further used by partner and other universities and public health institutions, and efforts will be made to implement this kind of training on national level as well. The dissemination activities will be aimed at achieving this goal. In addition to that, with the help of the Advisory board member from the Institute of the Republic of Slovenia for Vocational Education and Training the project partners will create a document which will serve as a proposal for the **occupational standards and vocational qualification** for community interpreter and intercultural mediator in healthcare settings. The partners in the consortium will also create a document that will provide a list of general professional competences that a community interpreter and/or intercultural mediator trainers would have to acquire throughout

their career. These list of these competences, which will be disseminated at stakeholder forums and professional networks (such as European Master's in Translation), will become a systemic requirement in educational institutions in partner states.

3.1.4 Consistency

Please provide a need analysis and explain how the issues addressed are realistic and relevant for the immediate and indirect target groups. Please provide figures for the target population(s). Please provide evidence which shows that the best practice(s) which your project will build on are effective (...). Explain why and how the selected best practice(s) will address the identified problems/challenges.

Needs analysis: A recent **EU labour force survey** focusing on refugees, called "How are refugees faring on the labour market in Europe?: A first evaluation based on the 2014 EU Labour Force Survey ad hoc module" (2016)⁶ drafted by the OECD Secretariat and the DG Employment, Social Affairs and Inclusion of the European Commission shows that refugees represent one of the most vulnerable groups of migrants on the labour market and that their employment rate is only 56% (ibid 2016: 5), despite the fact that one out of five refugees aged 15-64 in the European Union in 2014 had a tertiary level of education. The refugees, however, possess the knowledge that is much needed in the host-countries labour market: that of the languages of newly-arrived migrants. But despite the fact that there is a pressing need for a high-quality support of interpreters and intercultural mediators in high-risk settings, i.e. in legal, police and healthcare settings (see e.g. Study on Public Service Translation in Cross-border Healthcare (Angelelli 2015: ix)), and the complaints of the refugees that the existing interpreting service which is often organized on the ad-hoc basis is of low quality (Pokorn and Čibej 2018), refugees and newly arrived migrants nevertheless often experience difficulties entering not only training programs for this profession (because they are not offered for the languages they speak), but also the market providing services in this field (because they lack formal training in this field).

Languages spoken by newly arrived migrants: surveys have been made to identify the languages spoken by newly arrived migrants that represent problems in host countries involved in the proposed project. During the time of the establishment of the Balkan migrant route and increased migration from the Middle East to Germany and other northern EU countries that affected all countries involved in the proposed project, the records kept by the Slovene Ministry of the Interior on the statistics on the nationality of asylum seekers in Slovenia (Slovene Ministry of the Interior 2016) show that between 2013 and October 2016, a total of 1585 people applied for asylum in Slovenia, originating from five main regions shown in Figure 1.

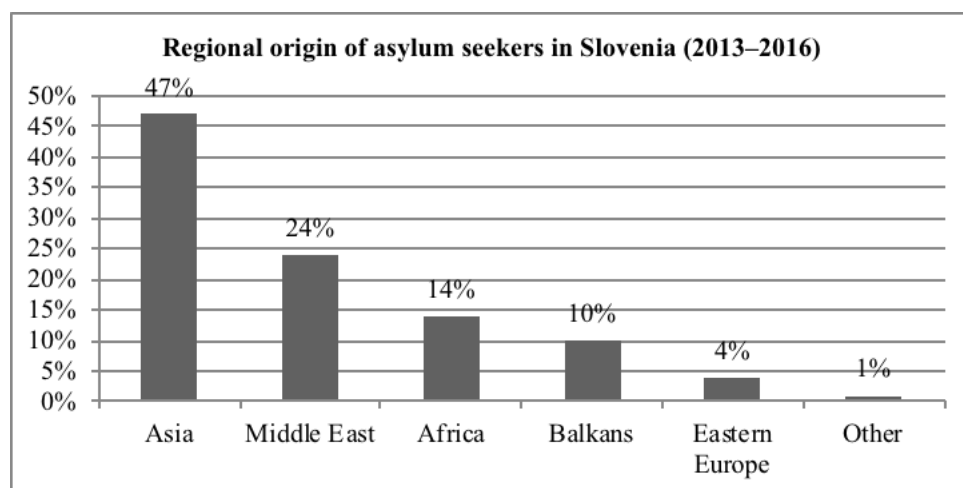


Figure 1. Regional origin of asylum seekers in Slovenia (2013–2016).

⁶<http://webcache.googleusercontent.com/search?q=cache:2RrcRD3hnFUJ:ec.europa.eu/social/BlobServlet%3FdocId%3D16130%26langId%3Den+%cd=1&hl=no&ct=clnk&gl=no> (Accessed 12 May 2017)

The most represented Asian countries were Afghanistan (21%), Iraq (10%), Iran (8%) and Pakistan (6%). The vast majority of Middle-Eastern asylum seekers came from Syria (22%), while Africans came from a wide array of different countries (Algeria, Morocco, Somalia, Nigeria, etc.). The Balkan migrants came from Kosovo (6%), Bosnia, Serbia or Albania (4%), while the majority of Eastern Europeans came from Ukraine (4%).

Within the activities of **the EU FP7 project MIME** (Mobility and Inclusion in Multilingual Europe 2015-2018) the records of Ministry were supplemented with the data (gathered through a questionnaire) on the gender, age, language or education level of the asylum seekers in Slovenia. The most frequent L1, i.e. the languages the asylum seekers in Slovene asylum seeker centres in October 2016 were most proficient in, is shown in Figure 2 (cf. Pokorn and Čibej 2018).

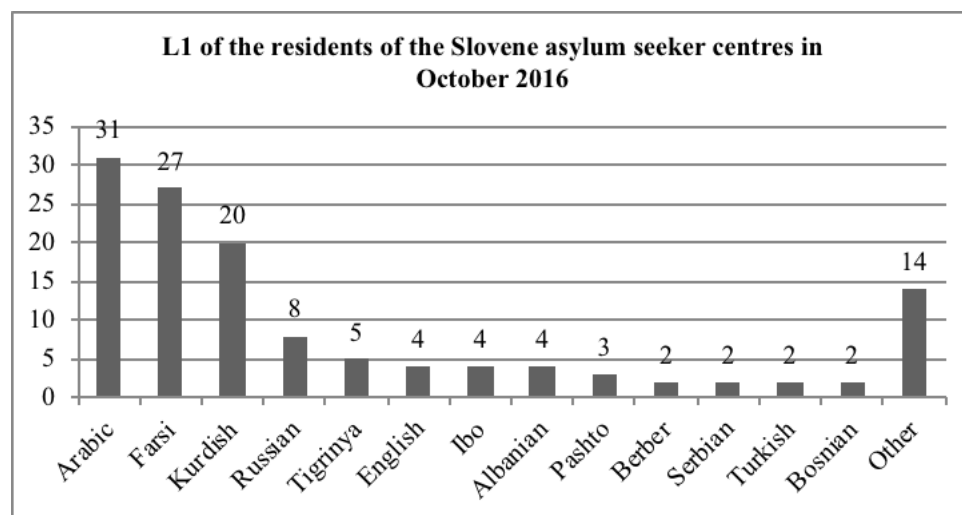


Figure 2. L1 of the residents of the Slovene asylum seeker centres in October 2016.

Additional **surveys made in the Republic of Slovenia in 2016** showed that there was a strong correlation between the languages spoken by asylum seekers and those that represent the most pressing problem in Slovene healthcare. Within the project funded by the Ministry of the Interior of the Republic of Slovenia and the Asylum, Migration and Integration Fund⁷ and the Slovene national project "Towards better health: reducing inequalities in health – Together for Health"⁸ showed that **the specific languages of refugees** that are not understood by the vast majority of host-country population represent an increasing and pressing problem in host country healthcare settings (Kocijančič Pokorn et al. 2017). The nation-wide survey of healthcare workers revealed that in 2016 the most problematic languages in healthcare were Albanian, Arabic, Chinese, Roma, Romanian, Bulgarian and Farsi, which proved a close correlation between the languages the refugees speak and the problematic languages in the host country's primary health care. The proposed project will focus on the languages identified as most commonly spoken by refugees and at the same time as frequent and problematic in healthcare settings: i.e. **Albanian, Arabic and Farsi**.

Realistic goals of the project:

- evaluate the existing occupational standards and vocational qualifications for community interpreters and intercultural mediators in healthcare and create a proposal for those partner states that lack such standards and qualifications;
- create a list of competences acquired by a graduate on a community interpreter and intercultural mediator training program;
- create aptitude tests for the candidates from newly arrived migrants applying for the training of community interpreting or intercultural mediation;
- create teacher-training modules drawing on examples of best practices provided by the partners in the consortium;

⁷ www.multilingualhealth.ff.uni-lj.si (accessed 12 May 2018)

⁸ <http://www.nijz.si/sl/skupaj-za-zdravje> (accessed 12 May 2018)

- train newly arrived migrants to be able to teach in pairs (i.e. participate in collaborative teaching) in classes training healthcare community interpreters and intercultural mediators.

In view of the findings of the above mentioned Europe-wide survey (2016: 5) that 45% of refugees in the EU reported to have at least an advanced knowledge of the host-country language, and the findings of the research in the Republic of Slovenia on the population of asylum seekers that within this population group of migrants the knowledge of the host-country language considerably improves with longer durations in the host country (ibid.; Pokorn and Čibej 2018), training refugees and other newly arrived migrants with proficiency in their L1 (i.e. their dominant language or mother tongue) and in the dominant language of the host country for the profession of community interpreters and intercultural mediators or that of a trainer in programs educating these profiles could provide the first step towards their economic independence and social inclusion. In addition to that, the project partners aim at enabling migrants, invited to participate at the workshops organized within the project TRAMIG, to find occupation as intercultural mediators and/or community interpreters in healthcare settings. Since, for example, in the Republic of Slovenia, National Institute of Public Health (project partner 6) has made several efforts in encouraging healthcare institutions in Slovenia to more actively engage and collaborate with cultural mediators and/or community interpreters – a realistic plan of the project is that all migrants from Slovenia involved in training enabled by the project will be able to apply for these new professional tasks.

Best practices the project will build on: As said above, studies show that all across Europe newly arrived migrants often work as cultural brokers in highly sensitive legal, police and health-care settings with little or no training for the profession they are performing (Cirillo and Torresi 2013; Weisskirch 2017). The European Higher Education Area has already responded to this need and developed some programs for training intercultural mediators and created guidelines for training institutions: particularly valuable are the guidelines developed by the Erasmus+ project TIME (**Train Intercultural Mediators for a Multicultural Europe**, 2014-2016) which provides a very structured support for the introduction of training programs of intercultural mediators. Several HE and other education institutions have also introduced community interpreting training, however, these programs face the ongoing problem of a constantly changing language demand in a particular host country and of the lack of trained teachers for the languages in need. In particular, training institutions have qualified teachers and trainers that do not have the knowledge of the languages in need, while the market has proficient users of the languages in need, often also with experience in providing language support and sometimes also training in the fields that are demanded (e.g. in healthcare, law), but do not have the necessary knowledge in education and training. In order to respond to these issues, **the DG Justice project TraiLLD**, (Training in Languages of Lesser Diffusion, 2013-2016 (JUST/2013/JPEN/AG/4594)) suggested that the institutions with experience and skill in training interpreters should organise training sessions carried out by pairs of trainers: an experienced trainer in the field of legal interpreting (who speaks the language of the host country, but not the language that is trained in the course) and a competent speaker of the language trained in the course and who also speaks the language of the host country. The **effectiveness** of the methods developed within the project TraiLLD, i.e. of the so-called collaborative teaching or tandem method, has been tested on training of legal interpreters and translators. Three benefits of the method were singled out: 1) The collaborators in tandem teaching manage to convey to the students a better sense for universal translation problems, 2) collaboration leads to increased collegiality, 3) a separate focus on language skills and on translating and interpreting techniques allows trainers and students to focus more gradually on specific learning objectives (Driesen 2016). The usefulness of the method is also manifested in a very successful program of training community interpreters run by OsloMet that also participated in TraiLLD and that runs an e-learning platform for community interpreter training in Norway (Skaaden 2016, 2017). The year-long practical experience in training intercultural mediators and community interpreters of Azienda unita' sanitaria locale di Reggio Emilia and of OsloMet, their use of IT and TraiLLD approaches in training provide a tangible proof of the effectiveness of the selected methodology.

The project will build on the proposals developed by the above-mentioned EU projects, adapt them for the needs of training the trainers of intercultural mediators and community interpreters.

Ref:

Angelelli, Claudia V. 2015. *Study on public service translation in cross-border healthcare* <http://bookshop.europa.eu/en/study-on-public-service-translation-in-cross-border-healthcare-pbHC0115247/> (accessed 18 May 2018)

Driesen, Christiane-Jacqueline. 2016. "The tandem method for training legal interpreters and translators" In Balogh, Katalin, Heidi Salaets, Dominique Van Schoor (eds), *TraILLD: training in languages of lesser diffusion*. Leuven: Lannoo Publishers, pp. 80-88. <https://www.arts.kuleuven.be/tolkwetenschap/projecten/trailld/training-in-languages-of-lesser-diffusion>

Kocijančič Pokorn, Nike, Marija Milavec Kapun, Danica Rotar Pavlič. 2017. Uvodne misli. *Večjičnični priročnik za lažje sporazumevanje v zdravstvu*. http://multilingualhealth.ff.uni-lj.si/fr_ang_www_skupaj.pdf (accessed 18 May 2018)

Pokorn, Nike K. and J. Čibej. 2018. Interpreting and linguistic inclusion - friends or foes? Results from a field study. *The Translator* 24/2. (Online publ.: 24 Nov 2017), DOI:10.1080/13556509.2017.1396406

Skaaden, Hanne. 2017. "That we all behave like professionals". An experiential-dialogic approach to interpreter education and online learning. In: Cirillo, L. & N. Niemants. *Teaching Dialogue Interpreting: Research-based Proposals for Higher Education*. Amsterdam & Philadelphia: John Benjamins Publishing Company. (Final text accepted July 2015).

Skaaden, Hanne. 2016. Online Learning on Remote Interpreting. A pilot course. Pp. 162-184. In Balogh, K., Salaets, H., Van Schoor, D. (Eds.) *TraILLD: Training in Languages of Lesser Diffusion*. Leuven: Lannoo Campus.

3.1.5 Role models

If you use role models, please explain what their added value will be for your project and how they are related to the good practice(s)

The project partners believe that collaboration with professionals from a background of recently-arrived migrant groups who were able to gain experience in the field and are examples of a successful integration into the host society is vital for the success of training programs of intercultural mediators and/or community interpreters. The project will therefore use role models in order to encourage members of recently arrived migrants to train for intercultural mediators and community interpreters in healthcare settings. Role models will be actively involved in training and will also be invited to stakeholder forums where they will present their career path and describe the advantages of actively using their skills in order to help other members of their cultural and linguistic community and also of personally achieving greater inclusion into the economic and linguistic mainstream of the host country.

For example, in Slovenia Mrs Vera Haliti, a native Albanian who has been trained for the work of court interpreter and who has been working as intercultural mediator for various Slovene institutions (including Health Centre Celje, Polytechnic University in Celje, Asylum seeker centre in Ljubljana (Slovenia)) (Banjanac Lubej 2018), will be invited to the project. Vera Haliti is active in various training programs for Albanian women in Slovenia and in continuous training for healthcare workers in the field of cultural competences. She is known in Slovenia as the most prominent figure of Albanian community in Celje, she also has a remarkable media presence and has often spoken about intercultural mediation and the need to overcome linguistic and cultural problems encountered by the members of migrant communities.

The second role model will be Mr Abdelhakin Asnabla, who came to Slovenia as an asylum seeker from Morocco and has now acquired a refugee status. Mr Asnabla has been working as a teacher of Arabic from 2004, and was also employed as an intercultural mediator by the Institute for African Studies in Ljubljana Asylum-Seeker Centre. He also lectured on a three-day Introductory training course on cultural mediation organized by International Organization for Migration Slovenia in June 2016 (Lipovec Čebren 2016a, 2016b). Mr Asnabla is known as one of the most prominent figures within the community of Arabic-speaking asylum seekers in Ljubljana, in particular because he helps them as a volunteer to integrate into the host society

by providing support in their inclusion into the labour market, educational system, and helps them access healthcare services and obtain lodging.

Both role models will be actively involved at different stages of the project, since we believe that thorough knowledge of migrant communities and the specific needs of a particular migrant group is vital for the success of the project. Their involvement into the training process will contribute to a higher quality of the whole training experience, since the knowledge and skills will be transferred to the trainees also from the trainers who are members of migrant communities and not only from those who belong to the majority population of the host country.

Similarly, in Greece, Norway and Italy, successful graduates of training programs with immigrant background will be invited to share their training and professional experiences. The selection of role models will aim to provide positive cases in order to encourage other members of recently arrived migrants to carve out their career in intercultural mediation and/or community interpreting.

Ref.

Banjanac Lubej, Saša. 2018. Vera Haliti: Potrebujemo več medkulturnih mediatorjev: Medkulturna mediatorka Ljudske univerze v Celju, *RTV SLO MMC*, 28 April 2018, <http://img.rtv slo.si/slovenija/vera-haliti-potrebujemo-vec-medkulturnih-mediatorjev/452573> (Accessed 17 May 2018)

Lipovec Čebtron, Uršula, Pistotnik, Sara, Asnabla, Abdelhakim. 2016a. *Identifying obstacles in intercultural mediation : predavanje na delavnici Introductory training course on cultural mediation*. International organization for migration - IOM Slovenija, Ljubljana, 25.-29. jul. 2016.

Lipovec Čebtron, Uršula, Pistotnik, Sara, Asnabla, Abdelhakim. 2016b. *The importance of training for future practices in intercultural mediation. Introductory training course on cultural mediation*. International organization for migration - IOM Slovenija, Ljubljana, 25.-29. jul. 2016.

3.1.6 European Added Value

Please describe the European relevance of the project as well as the benefits of and the need for European cooperation. Please also describe the potential transfer of results to countries not involved in the project. Where appropriate, explain how the proposal could feed into the relevant EU policy agendas.

The **European relevance** of the project: the project responds to the expressed need to provide employment opportunities for recently arrived migrants to the EU and with that contribute to successful inclusion of this group into the linguistic and economic mainstream of EU member states. The project will also provide support to other educational institutions in the EU facing similar problems. By focusing on the issue of healthcare, the project will also respond to specific EU policies expressed in the EU *Directive on the application of patients' rights in cross-border healthcare* ([2011/24/EU](#)) that came into force at the end of 2013. The aim of the Directive is to simplify procedures regarding patients' access to cross border healthcare, to provide EU citizens with better information on their rights, to ensure that cross-border healthcare is safe and of high quality, and to promote cooperation between member states; it is a clear recognition of the drive towards integration of public health services across the EU. Such patient mobility and high-quality healthcare service are only possible if patients do not encounter insurmountable language barriers. The ultimate aim of the project is to provide high quality training to intercultural mediators and interpreters that will make the goals of the *Directive on the application of patients' rights in cross-border healthcare* achievable.

The benefits of and the need for **European cooperation**: The selected partners in the consortium all have different, but complimentary expertise. The expertise of the National institute of public health and of Azienda unita' sanitaria locale di Reggio Emilia with the insight into the specifics of public healthcare, and the expertise of trainers of intercultural mediators and community interpreters from more than one state will provide the necessary breadth needed for the formulation of the proposal of occupational profile. Moreover, in some countries the training of community interpreters is separated from the training of intercultural mediators.

The added value of the proposed European cooperation will be that efforts will be made to find commonalities between the two trainings: for the first time the institutions that educate interpreters (i.e. institutions that have expertise in translator and interpreter training) and intercultural mediators (i.e. institutions that have expertise in cultural anthropology and public health) are going to work together with a common goal of providing teacher training for the candidate trainers with immigrant background. Such cooperation and exchange of best practices could not be possible only on the national level.

TRAMIG will also work on the networks that were established during past projects in which consortium partners or members of the Advisory Board were involved. For example, the project partners involved in Erasmus+ project *Holistic Approach for Successful Integration of Migrants* (Internationaler Bund e.V. Stuttgart, Germany; Croatian Red Cross Zagreb, Croatia; SOS Children's village Macedonia, Skopje, Macedonia) will be used for the dissemination of the TRAMIG results, thus transferring the project's results also to countries not involved in the project. Project partners plan to create synergies with other actions and project at European level, e.g. with projects that focus on migration such as "Exile, Asylum, and the Reconfiguration of Public Space: Long-term Integrative Processes Affecting West Asian and East African Refugees in Europe" (the proposal for this HERA project has just entered the full-proposal phase).

Relevant EU policy agendas: The proposal is among others in line with the Urban agenda partnership on migrant inclusion (2016) (<https://ec.europa.eu/migrant-integration/news/eu-urban-agenda-partnership-on-migrant-inclusion>), European Commission's Action Plan on the Integration of Third-Country Nationals (2016) https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/background-information/docs/20160607/factsheet_action_plan_integration_third-country_nationals_en.pdf, A Clear Agenda for Migrant Education in Europe (2014), http://www.sirius-migrationeducation.org/wp-content/uploads/2014/11/Agenda-and-Recommendations-for-Migrant-Education_04112014.pdf, EU Directive on the application of patients' rights in cross-border healthcare (2011/24/EU)

3.1.7 European Year of Cultural Heritage 2018

If you have activities related to the European Year of Cultural Heritage 2018⁹ please explain what the added value will be for your project and how these activities are related to the good practice(s)

/

3.2 Quality of the project design and implementation

Under this criterion, partners need to describe project design, management plan, monitoring strategy and tools, and measures adopted to ensure that the proposed objectives and results will be of high quality and achieved in the most economical and timely way.

Each comment box in this Section should contain a **maximum of 2000 words**.

3.2.1 Strategic plan

Please describe how the project will test and adapt the good practice(s)/selected action(s) in a new and wider context to guarantee that the upscaling will be successful. Please describe the chosen approaches and/or methodologies to do

⁹ More information concerning the 2018 European Year of Cultural Heritage is available on the following link https://ec.europa.eu/culture/european-year-cultural-heritage-2018_en

so and how you envisage to evaluate these processes. Describe how the evaluation process will be used to arrive at meaningful recommendations for policy.

Please also describe how these activities will be implemented at the grass roots level, in particular in disadvantaged areas and/or institutions where they should lead to social inclusion.

Adaptation of good practices: The project will apply the guidelines developed by the Erasmus+ project TIME (Train Intercultural Mediators for a Multicultural Europe, 2014-2016) and DG Justice project TraiLLD, (Training in Languages of Lesser Diffusion, 2013-2016 (JUST/2013/JPEN/AG/4594)), and the Erasmus academic network OPTIMALE (Optimising professional translator training in a multilingual Europe, 177295-LLP-1-2010-1-FR-ERASMUS) and use the expertise of the partner institutions in the field of intercultural mediator and community interpreter training for the purpose of training selected individuals coming from the group of recently arrived migrants and who are proficient users of their L1 (mother tongue) and the dominant language of the host country.

Before outlining the practice, status and role of intercultural mediators and interpreters and define the commonalities and differences in training, first, the review of literature will be made in order to identify the existing and competing denominations of the profession and to define the commonalities and overlaps (e.g. cultural broker, consultant, intercultural, cross-cultural and cultural mediator, public-service and community interpreter etc.). Different shortcomings and pitfalls that were identified with the introduction of intercultural mediators/interpreters in healthcare will also be studied (Verrept 2012, 2016).

Second, the definition of the profile of a community interpreter and intercultural mediator will be made, then the profile of trainer in the community interpreting and intercultural mediation training programs will be created based on different codes of practice and demands of the local markets. Then the above-mentioned guidelines will be adapted to the new definition of the profile and different workshops will be provided by partners that will draw upon their different expertise and focus on Developing Learning and Teaching Methodologies, Project-based learning through simulation, Project-based learning through immersion, Final examination and quality control. The trainers of the partner institutions and the trainee teachers with immigrant background will take part of the workshops. They will be able to spread the acquired knowledge and skills to their colleagues at home institutions.

The chosen **methodologies:** The workshops will apply the methodology developed by Dorothy Kelly in *A Handbook for Translator Trainers: A Guide to Reflective Practice* (2005) concerning teacher training of translator trainers and adapt it for training trainers of community interpreting and intercultural mediation: in particular, activities designed to promote reflection on practice and those created to help trainers to develop their teaching skills, as well as their own course material and the methodology will be used and adapted for the purposes of the workshops. The methodology will focus on student-centered teaching techniques, and by relying on the results of the project focused on defining teaching methodology for training legal interpreters using the languages of lesser diffusion (TraiLLD) the workshops organized within the project will provide the principles for successful collaborative teaching (also called cooperative teaching or team teaching) in community interpreting and intercultural mediation classes.

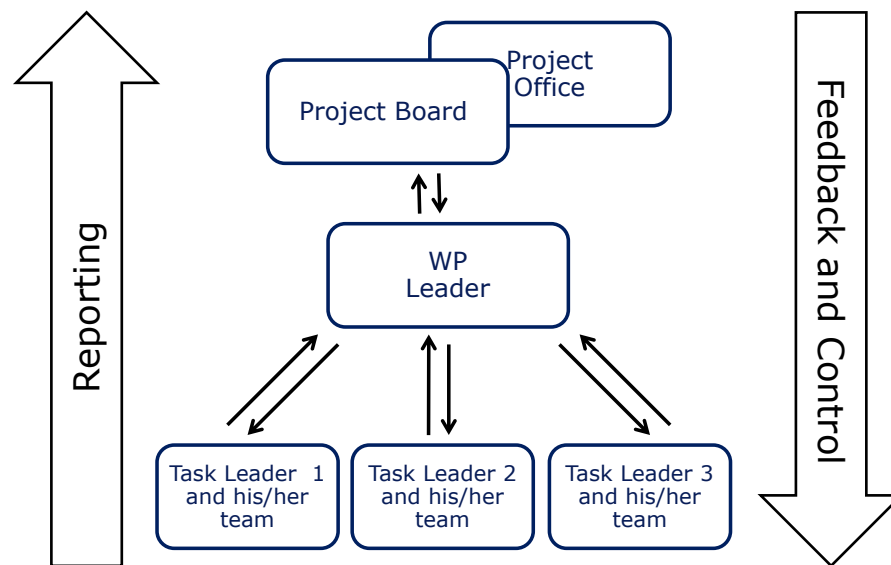
Evaluation of the process: The program will be monitored and evaluated internally and externally:

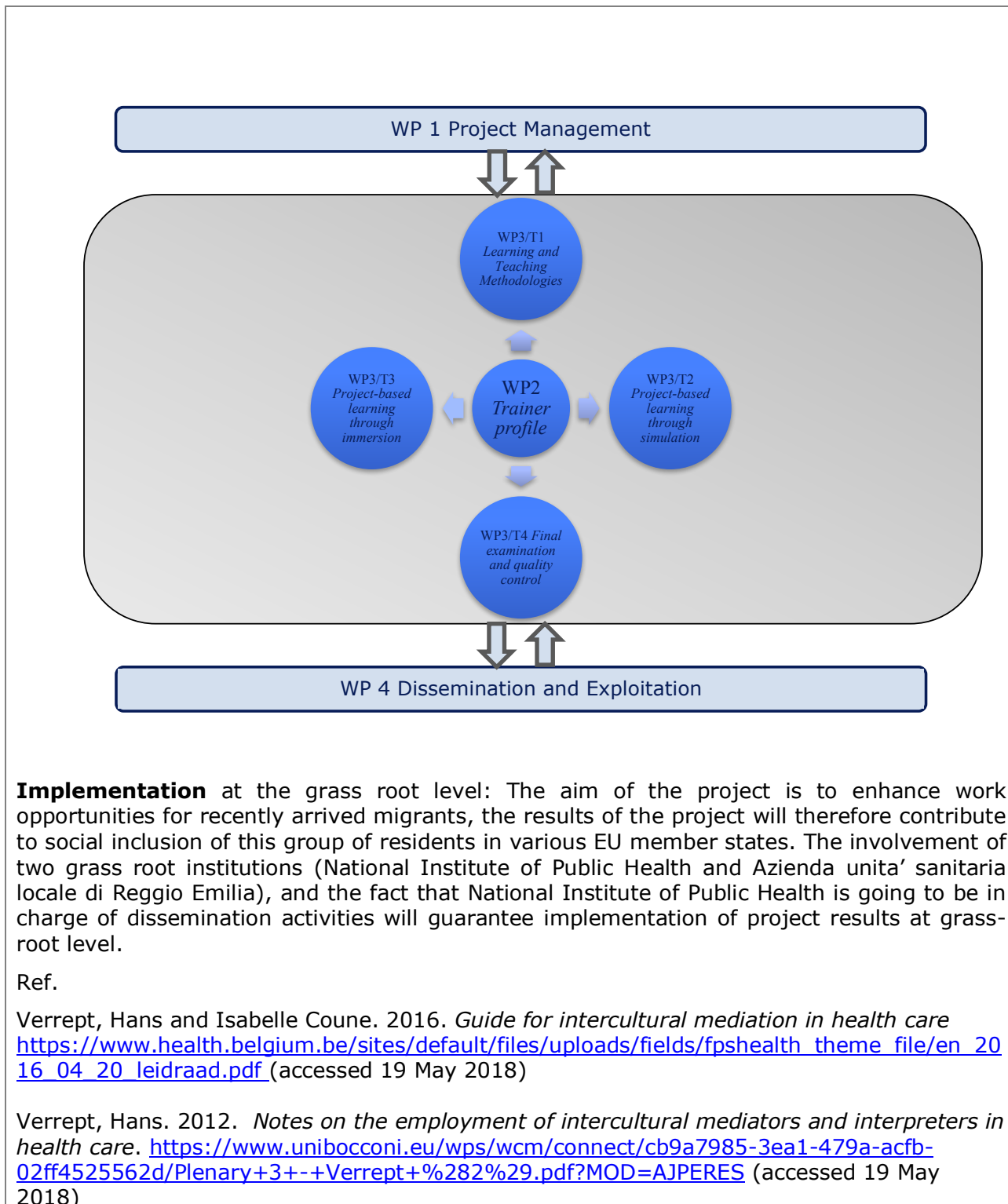
1. The participants of the workshops will evaluate each activity through questionnaires and interviews. The information gathered will be used to improve the subsequent workshops.
2. Each partner will be represented by one member in the project board. Partners will report on the progress to the coordinator who will provide feedback once a year.
3. The whole project and individual activities will be evaluated and monitored by members of the advisory board who will focus on the suitability of the designed activities for the proposed goals and the expectations and the needs of the society.
4. One partner (National Institute of Public Health, Slovenia) will focus on the links with stakeholders through the organization of dissemination events following each workshop: in such a way, it will be assured that the stakeholders express their views

regarding the suitability of the training to the consortium. The activities (i.e. workshops) will be amended according to the information gathered from the stakeholders.

All the information gathered from the internal and external evaluation will be used to for program improvement and decision making.

TRAMIG is committed to delivering high-level results in terms of both scientific achievements as well as quality and consistency of the associated deliverables. A standardised quality assurance procedure will be implemented for the reviewing process of the deliverables to ensure the best possible project outputs. First, each WP leader will check the quality of the deliverables of his/her WP; the deliverable will then be reviewed by Project Board. If the deliverable is considered satisfactory and in line with the quality standards of the project it will be considered as "quality approved". If not, comments and modification requests will be addressed to the partner responsible and a new iteration starts.





3.2.2 Structure

Please describe schematically and in general terms the main phases of the project, highlighting the key milestones and deliverables/outputs/results. Please define the activities proposed and the working methodology to be used for achieving the objectives, including key milestones and measurable indicators. Make sure that the information in this section is consistent with the project Logical Framework Matrix (Part 6 below).

The main phases of the project:

By applying the guidelines developed by the Erasmus+ project TIME (Train Intercultural Mediators for a Multicultural Europe, 2014-2016) and DG Justice project TraILLD, (Training in

TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

Languages of Lesser Diffusion, 2013-2016 (JUST/2013/JPEN/AG/4594)), and using the expertise of the partners involved in the fields of education of interpreting and intercultural mediation (hereafter consortium), the project will:

- a) analyse and delimit the practice, status and role of intercultural mediators and interpreters and define the commonalities and differences in training

Martin and Phelan (2010) state that "in France, Italy and parts of Belgium and Germany the terms interpreter, cultural mediator and, also intercultural mediator are used interchangeably and the role boundaries are unclear". Although they argue that these roles are different, they also stress that they are complementary. This position is shared also by the members of the consortium.

In order to define the content of the teacher-training sessions, the consortium will have to first provide a working definition for both terms (i.e. community interpreter and intercultural mediator) and define the specific needs for each profession according their different roles and taking into account the needs of the local organisations, the market and society at large. Taking into account these findings, a list of competences that a graduate of a teacher-training program will acquire will be made, which will serve as a basis for teacher-training modules developed by the partners in the project.

- b) Select candidates from newly arrived migrants who already work in community interpreting or intercultural mediation programs or who work as community interpreters or intercultural mediators for teacher training seminars

The consortium will therefore create or update the existing registers of newly arrived migrants who could be candidates for such training or for teachers in training programs for the profile of community interpreters and intercultural mediators. The tools to evaluating their knowledge and skills needed for the profession will be created or adapted (taking for the basis the aptitude tests for interpreters), and the candidates will be tested.

Selection criteria: each partner will announce the possibility to participate in the project on a volunteer basis. NGO's, healthcare institutions working with cultural mediators/community interpreters, migrant groups will be contacted and informed about the call. The candidates will be asked to submit CV, and a motivation letter and a reference letter confirming the candidate's previous experience in intercultural mediation and/or community interpreting. The candidates will also have to pass a language proficiency and aptitude test. The requirements for the participation in the project will be:

- knowledge of the language of the host country and excellent knowledge of one of the languages targeted in the project (Albanian, Arabic or Farsi)
- previous experience in intercultural mediation and/or community interpreting
- previous experience in training intercultural mediators and/or community interpreters will be considered an asset

The local selection done by each university partner will be submitted to the project board who will take the final decision and select the candidates.

- c) create teacher training modules and train newly arrived migrants to be able to participate in collaborative teaching educating and training community interpreters and intercultural mediators

The work plan will closely follow the objectives of the project defined above: a special workpackage will be dedicated to Community Interpreter and Intercultural Mediator trainer profile (WP2), however, the central part of the project will be dedicated to the workshops providing training to teachers from partner education institutions and to trainee trainers from immigrant background: these workshops (WP3) will be focusing on: Developing Learning and Teaching Methodologies, Project-based learning through simulation, Project-based learning through immersion and Final examination and quality control. And finally, a specific WP will also be dedicated to management (WP1) and to dissemination and exploitation of the results of the project (WP4).

*The **key milestones** of the project will be:*

Milestone	Milestone	Related work	Estimated date	Means of
-----------	-----------	--------------	----------------	----------

number	name	package(s)	(month in the project)	verification
MS1	Kick-off meeting	WP1, WP2, WP3, WP4	02	Meeting held (Slovenia)
MS2	Online services established	WP1	02	TRAMIG Services available as an on-line resource (incl. project documents repository, time-lines and project calendar, contacts, etc.)
MS3	Workshop 1	WP2	02	Workshop organised and validated by the partners (Slovenia)
MS4	Definition of the trainer profile and of the occupational standards for the profession of a community interpreter and an intercultural mediator.	WP2	04	Documents defining the trainer profile and a proposal for the national occupational standards and vocational qualification for community interpreter and intercultural mediator drafted
MS5	Workshop 2	WP3	05	Workshop organised and validated by the participants (Norway)
MS6	Dissemination event 1	WP4	05	Meeting with stakeholders in Oslo
MS7	Workshop 3	WP3	10	Workshop organised and validated by the participants (Italy)
MS8	Dissemination event 2	WP4	10	Meeting with stakeholders in Trieste
MS9	Workshop 4	WP3	14	Workshop organised and

TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

				validated by the participants (Italy)
MS10	Dissemination event 3	WP4	14	Meeting with stakeholders in Reggio Emilia
MS11	Workshop 5	WP3	17	Workshop organised and validated by the participants (Greece)
MS12	Dissemination event 4	WP4	17	Meeting with stakeholders in Thessaloniki
MS13	Consortium meeting	WP1, WP2, WP3, WP4	23	Consortium meeting held
MS14	Dissemination event 5	WP4	23	Meeting with stakeholders in Ljubljana
MS15	Partner contributions to final TRAMIG book	WP1, WP2, WP3, WP4	23	Partner contribution for TRAMIG book available
MS16	Summary of teacher training modules and practical arrangements for TRAMIG edited volume	WP4	24	Document available

Deliverables

The project will produce two main deliverables:

- a) The formulation of a proposal for the national occupational standards and vocational qualification for community interpreter and intercultural mediator and the working definition and description of the trainer profile for community interpreting and intercultural mediator – the long-term aim of these document is to serve as the basis for the application for the official recognition of the profession (MS4)
- b) The final edited volume publicly available online with the description of teacher-training seminars, which will include material for further use (MS15)

Gantt is provided at the end of this document.

3.2.3 Management

Please provide a description of the management plan, including how resources are allocated to tasks, how cooperation and information will be ensured, as well as how the decision-making process is organised.

The organisational structure of TRAMIG project and the decision-making

The organisational structure of the Consortium shall comprise the following bodies:

Coordinator

TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

Prof **Nike K. Pokorn** (UL) is the **coordinator** of the TRAMIG consortium, acting as an intermediary between the consortium and the EC and implementing her role according to the Grant and Consortium Agreements. Prof **Uršula Lipovec Čebren** (UL) will act as the **vice-coordinator** in case the former is ill or unavailable. The coordinator's responsibilities include chairing the Project Board (see below), monitoring all the participants' progress and compliance with their obligations, and preparing reports to the EC. She also ensures the information flow between TRAMIG's partners and between TRAMIG and the outside world.

TRAMIG consortium will be managed through the following structure:

Project Board (PB)

The PB is the highest decision-making body. It comprises of one representative per partner and meets once a year. The PB supervises the implementation of the project and the appropriate dissemination of results, and makes decisions in case of major problems and grievances. It is responsible for the selection of candidates for the training. It is also responsible for evaluation and the quality of the project and organizes an annual **internal evaluation** of TRAMIG. On the basis of this evaluation (which includes feed-back from all members and the advisory board), the PB formulates suggestions for improvement in order to optimize the research and dissemination activities of TRAMIG. Decisions will be made by two-thirds majority.

Advisory Board (AB)

The AB is a group of two highly experienced scholars (Barbara Velkov Rozman and Prof Vojko Gorjanc) with two main functions:

- They will be kept informed of project activities throughout the duration of the project. On the basis of this knowledge they will be advising on its overall progress and offering opinions to the Project Board regarding overall scientific and strategic orientations.
- Second, they will be in contact with project partners to offer suggestions regarding specific theoretical and empirical questions as they may arise in the course of the research work.

Barbara Velkov Rozman is a Senior Advisor for the development of National Occupational standards and National Occupational Qualifications. In last ten years her focus is on analysing labour market needs and developing national vocational standards and qualifications in the field of art, human health and social work activities as well as for vulnerable groups (e.g. Roma coordinator). She is also involved in developing qualification methodologies in Slovene VET system. From year 2007 she was involved in several VET international projects – Grundtvig, Leonardo da Vinci, Erasmus +. In the field of migrants and VET, she took part in the MATCH project "Informal and non-formal competences matching devise for migrants' employability and active citizenship. The core overall objective of this project was to develop of a web-based functional tool (from test version to the dynamic working system) connecting the migrants' competences acquired in formal, non-formal and informal contexts to occupational profiles and to companies' labour demand. In year 2010-2012, she worked as a short time EU expertise (STE) for the Twinning project "Support of the Modernisation of the Education & Training System" in Macedonia, founded by the European Union. In Year 2012 – 2016 she was a member of the EU Commission ESCO Reference Group Human health and social work activities (ESCO is a multilingual classification of European Skills, Competences, Qualifications and Occupations and will be launched in 2017). Her role will be specifically important in the formulation of vocational standards and qualifications for the profession of intercultural mediator and community interpreter. She will also provide guidance on how to get the standards approved by national regulators.

Vojko Gorjanc is Full Professor at the Department of Translation Studies of the Faculty of Arts, University of Ljubljana, and Head of its Slovene Language Chair. He is Head of the central Slovene-language research program at the University of Ljubljana (*Slovene – Basic, Contrastive and Applied Research*) and was Head of a national research project on healthcare interpreting in Slovenia (2010–2013). In the past few years he has been actively involved in the formation of the new university Center for Language Resources and Technologies. His

teaching and research interests lie with sociolinguistics and critical discourse analysis, which he is combining with corpus-linguistic methodology. Presently his main focus rests in language and linguistic ideologies, especially the ideologies of standard language and standard-language culture, and power relations in discourse, including interpreter-mediated interaction. In 2016, he published a monograph on community interpreting (*Skupnostno tolmačenje v Sloveniji*, Ljubljana, ZZ FF, with Alenka Morel). The expertise of Vojko Gorjanc will be particularly valuable in helping the project partners to use IT and open-source learning management system and make their teacher-training modules sustainable and publicly available.

AB members will be invited to attend and actively take part in the project's yearly Consortium meetings. They will follow the overall progress of the project and provide regular comment and suggestions on the matching between the project's activities and its long-term objectives.

Both AB members have agreed to act as members of AB.

Project Office

The TRAMIG coordinator will be supported by the TRAMIG project office where an **Administrative Manager** will be employed half-time who will assist the coordinator with budget issues, reporting, archiving, keeping minutes and updating the website.

Decision-making

All participants in the project have the same right to raise questions or make remarks concerning both scientific and non-scientific project aspects. Decisions will be taken at the lowest possible level, through discussion among the WP Leaders and Parties involved in a given task. If a decision concerning one WP or one task impacts on other WPs or tasks, the WP or Task Leaders concerned will inform the Coordinator, who will as needed mediate between the WP Leaders and propose a solution aiming at consensus. If no consensus can be reached, the issue will be discussed at the General Assembly and a decision is taken by a two-thirds majority vote.

Selection strategy

The trainees with immigrant background (12 to 36) of TRAMIG will be selected in an open-minded evaluation in three phases (CV, reference letter, and motivation letter – language placement test in their working languages – aptitude test). Each project partner will announce the possibility to participate in the project on a volunteer basis. NGO's, healthcare institutions working with cultural mediators/community interpreters, migrant groups will be contacted and informed about the call. The selection strategy will follow the principles of aptitude tests in place in the partner institutions. Junior trainers from these universities coming from immigrant background will also be considered eligible candidates. The requirements for the participation in the project will be

- knowledge of the language of the host country and excellent knowledge of one of the languages targeted in the project (Albanian, Arabic or Farsi);
- previous experience in intercultural mediation and/or community interpreting;
- possible previous experience in training intercultural mediators and/or community interpreters will be considered an asset.

To further ensure the participation in the project of both women and men in a care of equality, all partners of the consortium are committed to promoting equality of opportunity also in selection procedure. In fact, since the EU survey of labour market shows that "bringing refugee women into employment is a particular challenge," (Labour Force Survey 2016: 6), special attention will be paid to selecting women candidates. The local selection done by each university partner will be submitted to the project board who will take the final decision and select the candidates.

As far as **knowledge management and protection** are concerned, the members of the TRAMIG project are well aware of the necessity to define a common strategy towards the management of the knowledge generated, in agreement with the commitments agreed on and described in the Grant Agreement, and in respect of each partner's policy and objectives. The TRAMIG management of intellectual property will closely follow a model **Consortium**

Agreement supported by the European Commission (DESCA – the simplified DESCA model Consortium Agreement, <http://www.desca-2020.eu/>). The TRAMIG Consortium agreement, based on this model, will be negotiated with all participants and will be signed before the TRAMIG kick-off meeting. This will then define the procedures for the management of intellectual property. Access Rights to Foreground and Background needed for the execution of the own work of a particular partner under the project shall be granted on a royalty free basis to that partner. TRAMIG partners are obliged to notify other partners before any dissemination activity. Objection is possible if they consider that their legitimate interests in relation to their foreground or background could be affected. Potential conflict with intellectual property protection and confidentiality of project results will be evaluated before publication of results.

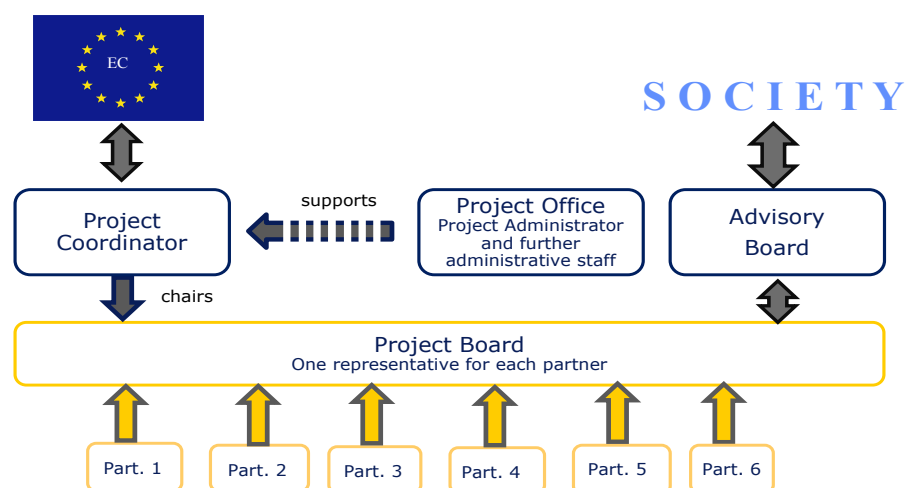
The organisational structure provides clear vertical communication channels for reporting and monitoring for the scientific steering of TRAMIG. These channels lead from the scientific base of all researchers via the task and WP leaders to the Project Board (see picture below).

Workshops will be carried out in the individual groups under the supervision of the person responsible for a specific task (i.e. principal researchers of a designated partner institution). Progress will be regularly reported to the respective WP Leader (i.e. principal researchers of a designated partner institution). WP Leaders are responsible for the scientific and administrative management of their WP and supervised by the Project Board. In particular, WP leaders shall be responsible for:

- Coordinating respective WP activities and ensuring of their proper execution;
- Monitoring progress in accordance with the milestones and deliverables of the WP;
- Preparation of reports to the Commission;
- Depending on need, suggesting alternative roadmaps to manage unexpected roadblocks;
- Facilitating and implementing interactions with other WPs.

WP leaders are assisted by task leaders who will have corresponding responsibilities in their respective tasks. They are first contact points with respect to issues that concern their tasks, and they report to the WP leader.

Horizontal interactions between the different WPs are established through several participants being active in more than one WP and the fact that the activities of the WPs strongly depend on each other. Between the practical and scientific part and the management part of the Consortium, horizontal exchanges will take place thanks to the WP Leaders participating in the Project Board.



Please describe the measures adopted to ensure that the proposed objectives and results will be achieved in the most economical and timely way. Please argue how your proposal offers good value for money. Explain the principles of budget allocation among the partners. Describe how the financial management arrangements are organised and in which way they are appropriate to the partnership and project design.

The TRAMIG Consortium agreement, based on the simplified DESCA model Consortium Agreement (<http://www.desca-2020.eu/>), will be signed before the kick-off meeting: the agreement will specify the obligations of each of the partner, and thus ensure that the results will be achieved in timely way.

Explanation of the budget: Since one of the principal aims of the project is to create teacher-training modules that will be available also to other potential candidates and for training institutions from other countries and other institutions, workshops will be video recorded and prepared for blended learning. For this reason, we have envisaged the purchase of **video cameras and microphones** in the budget. The material which will be prepared by project partners will then be prepared for online publication by a **technician** whose costs figure in the budget for WP1. A considerable portion of the budget will be spent for the organization of the workshops (the costs are reflected in working days of researchers) and participation at the **workshops** (costs are reflected in travel costs). The travel costs for each institution that is going to select candidates for teacher training from newly arrived migrant background include also the travel costs for the candidates who are going to participate at workshops (that is why the number of participants is higher). Kick-off meeting will be organized side by side to the first workshop in order to lower the costs. A portion of the budget is reserved for dissemination and organization of **stakeholder forums** in order to maximize impact of the project. Since the partners would like to make the results of project as publicly available as possible, a part of the budget is reserved to assure **open access** of publications created as the result of the project. **Volunteers** from immigrant background participating at teacher-training workshops will also be insured and given small fees for their participation. They will be, however, expected to disseminate to other trainers the knowledge they gained at workshops.

3.2.4 Quality insurance

Please describe the monitoring strategy to be implemented by the project, with a specific reference to the measures which will be put in place for ensuring the quality of both the project management and the project outputs. Please describe how challenges and risks will be identified and which mitigating strategies will be used. Make sure that the information in this section is consistent with the project Logical Framework Matrix (Part 6 below).

Risk Management, relating to project implementation

The TRAMIG partners will sign a Consortium Agreement based on DESCA model, which envisages possible risks and proper remedial actions. The table below provides some examples of such risks and the proposed mitigation measure.

Critical risks for implementation

Risk No.	Description of Risk	Work package(s) involved	Proposed risk-mitigation measures
R1	Partners not willing/fail to cooperate	W1, W2, W3, W4	Careful selection based on previous cooperation and clear interest in the results of the project. Clear management structure with clear responsibilities and transparent voting system. Coordinator will take responsibility of conflict resolution if needed.
R2	Project coordinator or WP leader unavailable	W1, W2, W3, W4	Vice-coordinator will replace the coordinator; colleague in the same institution will replace WP leader.

R3	Low competences of refugee trainees	W3	High profile recruitment method and advanced additional training.
R4	Critically important task is delayed and induces knock-on delays in the project	W1, W2, W3, W4	Strong project management with effective communication, planning and quality control.
R5	Quality of teaching training workshops inadequate	W3, W4	Regular monitoring of preparation of workshops through milestones, deliverables, meetings.

3.3 Quality of the partnership and the cooperation arrangements

Under this criterion the partners need to focus on how the expertise of the partnership can allow the achievement of the project's objectives under the selected Lot, on the cooperation arrangements and on the partnership's capacity to upscale the good practice(s) identified.

*Each comment box in this Section should contain a **maximum of 3000 words**.*

3.3.1 Configuration

Please demonstrate the capacity of the partners to ensure the full achievement of the project objectives, in particular with regard to the selected general and specific objectives of the call. Describe the expertise within the partnership directly related to the planned project activities, in particular to the upscaling phase, and that the skills and competences of the partnership are complementary. Please demonstrate the capacity to reach out to the grass roots level as well as making an impact on a larger scale. (If associated or affiliated partners are involved, please explain their role in the project and their added value to the partnership).

The TRAMIG Consortium is designed to deliver effective synergies between the partners' fields of expertise, while also reaching the critical mass of knowledge and experience needed to achieve TRAMIG's objectives.

The TRAMIG consortium represents 6 partners - partners were selected for the consortium so as to reflect the objectives of the project:

- a) 4 of them are HE institutions with the experience in training interpreters. Department of Translation Studies at the **University of Ljubljana** (the project coordinator) has been the first interpreter training institution in Slovenia, **University of Trieste** has been the first in Italy. Both universities are also members of the most prominent networks in the field (e.g. CIUTI (Conférence Internationale Permanente d'Instituts Universitaires de Traducteurs et Interprètes) and EMCI (European Master's in Conference Interpreting) thus testifying to the high quality of their training. The scholars involved in the project from both universities have been academically active in the field of community interpreting for years. **Aristotle University** of Thessaloniki is the most prominent HE institution training translators and interpreters in Greece, **Oslomet – Oslo Metropolitan University** is the most prominent institution in Norway successfully offering courses for community interpreters for years.
- b) Two institutions in the consortium have expertise in training intercultural mediators: the **Department of Ethnology and Cultural Anthropology** (vice-coordinator) at the University of Ljubljana has the expertise in this field and has been involved in promoting intercultural mediators (in particular for healthcare settings) for years. **Azienda unita' sanitaria locale di Reggio Emilia** has also experience in the field of training intercultural mediators for the field of healthcare and has been running a special training program for this profession.
- c) And the **Nacionalni institut za javno zdravje (NIJZ, National Institute of Public Health)** is the central Slovenian institution with a main purpose to educate, protect and enhance the health of the population of the Republic of Slovenia by means of raising awareness and other preventive measures. While representing a central institution in

TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

the field of public health in Slovenia, NIJZ, with its 400 employees and numerous partners from various social sectors and non-governmental institutions, strives to fulfil its mission - contribute to better health and welfare of Slovenian population. NIJZ also contributes to new solutions by participating in numerous international public health projects. By spreading new knowledge and best practices, it fulfils its role in the field of research, education and training public health professionals. NIJZ has also provided training on cultural competencies to health care workers. NIJZ will provide guidance in determining the profile of the occupation of the trainer and the graduate of the community interpreter and intercultural mediator training programs, which in many states, have not been defined yet. All other members of the consortium either already provide training of community interpreting and/or intercultural mediation (e.g. Oslomet – Oslo Metropolitan University, Azienda unita' sanitaria locale di Reggio Emilia) or have plans to introduce such training and have experience in interpreter and/or intercultural mediator training (University of Trieste, Aristotle University of Thessaloniki, University of Ljubljana). They all, however, face the challenge how to include languages of the recently arrived migrants into their training. The program will directly respond to their needs.

The TRAMIG partners are thus **complementary** on several levels: firstly, on the level of the researcher's expertise in their respective cultural environments, and secondly, because of their representativeness in terms of the objectives of the research, furthermore, the TRAMIG consortium can work effectively as a whole, since it already has a **proven record of research collaboration**: the departments of translation studies and ethnology and cultural anthropology of the University of the Ljubljana have been successfully collaborating in a national project providing linguistic support to healthcare workers working with multilingual patients; universities of Trieste, Thessaloniki and Ljubljana have been collaborating successfully within the framework of the European Master's in Translation. Azienda unita' sanitaria locale di Reggio Emilia and the Slovene National Institute of Public Health have also a proven record of successful collaboration with the Department of Ethnology and Cultural Anthropology and with the Department of Translation of the University of Ljubljana. And the University of Ljubljana and Oslomet – Oslo Metropolitan University have collaborated before in order to exchange good practice regarding training of community interpreters.

In addition to that, a particular asset of the project consortium is that it is **interdisciplinary** in nature, joining the expertise of Translation Studies, Migration Studies, Public Health specialists, who will be able to exchange good practices that otherwise rarely cross disciplines.

3.3.2 Commitment

Please describe how each partner organisation and the staff allocated to the project will fully contribute to the project throughout the project life, according to their operational capacity and area of expertise as described under Section 2 above.

All partners in the consortium will actively contribute to achieve the set goals of the project: 4 partners (Oslomet – Oslo Metropolitan University, Azienda unita' sanitaria locale di Reggio Emilia, University of Trieste, Aristotle University of Thessaloniki), will design and organise the trainer-training workshops on different topics that are related to their expertise and thus share best practice with other members of the consortium. While two partners (National Institute of Public Health and University of Ljubljana) will focus on the definition of the occupation profile and on the dissemination. National Institute of Public Health and University of Ljubljana will pay special attention to the organisation of stakeholders' forums ensuring that the goals of the project are in line with the needs of the stakeholders and the target societies.

The HE institutions that are part of the consortium agree that the participants that will take part in all workshop will be given the certificate stating that the training accounts for a total of 5 ECTS. Each participant will get the acquired skills and learning acknowledged in the European skills passport in Europass, validated by the institution organising a particular workshop.

3.3.3 Cooperation

TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

Please describe the cooperation arrangements (across the partnership) with stakeholders and any other relevant party. Please describe how consistent and effective communication and reporting will be ensured. Please describe the implementation process and the division of tasks between partners specifying how a good balance in the attribution of roles is ensured. The roles attributed to each partner should guarantee a good balance between analysis and exploitable outputs for scaling up.

The cooperation with stakeholders will be ensured through the so-called **stakeholder forums**: events that will be organised side-by-side with the workshops and the final consortium meeting. Stakeholder forums will have a form of round tables where the goals of the project will be explained and different stakeholders (i.e. representatives of NGOs and other institutions involved in migration issues, of professional associations in the field of translation, interpreting, mediation, institutions involved in language policy and planning, at regional, national or inter/supranational level etc.) will be asked to respond and comment on the aims of the project. **Role models** will be invited to stakeholder forums to provide positive examples of a successful inclusion in the host society through the professions of intercultural mediators and/or community interpreters. Since the workshops will be organized in all the states of the partners (Norway, Italy, Greece and Slovenia), the stakeholder forums will be able to inform stakeholders of the activities and goals of the project in different states, and on the other hand they will enable the consortium to receive feedback from stakeholders and adapt the training to the specific needs of a local or regional environment.

3.4 Impact, dissemination, and sustainability

This criterion focuses on the measures taken by the partnership to ensure the appropriate capability to disseminate innovative methods by which the chosen good practices are upscaled. Furthermore, this criterion focuses on the initiatives taken to ensure a suitable communication strategy, the exploitation of the project outcomes and results, as well as their long term impact and sustainability.

Each comment box in this Section should contain a maximum of 3000 words.

3.4.1 Dissemination

Please outline the strategy put in place to ensure the reaching of the relevant interest groups, stakeholders and the general public during the lifetime of the project. Such a strategy should include three aspects: awareness-raising; dissemination (i.e. the sharing of innovative ways and results by which upscaling of good practices will be achieved) and communication activities. Please explain the plans for making any produced materials accessible (through open licenses).

Successful dissemination and exploitation of results of the TRAMIG project are considered essential for the project's long-term impact on the labor market and for strengthening of the social and linguistic inclusion of recently arrived migrants. Given the rising awareness of the complexity of successful inclusion in Europe, we expect TRAMIG to be able to generate interest across very different segments of the public.

The sharing of research results with stakeholders and the public at large is one of the principal aims of TRAMIG. Several steps will be taken to successfully **disseminate** the results of the project:

- a) a special emphasis on **awareness raising** (in particular of the need of introducing or actively supporting high-quality community interpreter and intercultural mediator training) will be ensured through the organisation of **stakeholder forums** which are one of the essential parts of the project: these forums will accompany all international activities of the project and the final consortium meeting which means that there are going to be 5 such events organised in all partner states. The relevant stakeholders in the field (NGOs, representatives of institutions providing social services (e.g. public health, court, social welfare institutions), representative of migrant groups and of professional associations of healthcare workers and language professionals) in a particular country will be invited in order to generate multiplier effects at territorial and sector-specific level. These forums will allow the consortium to share the innovative ways of their approach (in particular, since this will be the first time that the experts in the field of intercultural mediation and community interpreting and public health will be

working together with a common goal of raising the quality of these services on the market) and to upscale the good practices developed during the project.

- b) Through the creation of an open-access **web portal** the project aims to enable end users (teachers, trainers and the general public) to access and use training material with examples of good practice created within the project. All of the collected results will also be available on webpages of all partner institutions, which will ensure the **sustainability** of the results of the projects.
- c) Following each workshop organized within the project, each HE partner institution will be obliged to organize another **local seminar and workshop** for all their teaching staff and other local interested parties (e.g. other universities and training institutions) where volunteer teachers with immigrant background who were selected to join the project and participated at the workshops will spread the knowledge and skills they gained at these workshops to their colleagues and other interested parties. In such a way overall participation targets will be considerably increased, reaching at least the total participation of at least **150 teachers** who will receive teacher training needed for a high-quality training of community interpreters and/or intercultural mediators in local environments. In such a way project results will be **effectively multiplied beyond the partnership**.
- d) The presentation of research results in **academic conferences** will be encouraged. A final **TRAMIG edited volume** summarising the goals of the project and including all the deliverables will be edited at the end of the project and published on the open access Repository of the University of Ljubljana.
- e) One of the chief goals of the project is also **publications** in high-impact scientific journals and in high-level edited volumes. Targeted high-profile journals include *Meta*, *The Translator*, *Target*, *JosTrans*, *Translation Studies*, *Across Languages and Cultures*. Publication in journals that allow free on-line access will be encouraged: the project will ensure the funds to support 3 articles resulting from the project to be published with **free on-line access** ("gold" model) in peer-reviewed and indexed scientific journals.

Communication activities

All partners involved in research will continuously evaluate opportunities for dissemination of the results of TRAMIG project. They will all be responsible for continuous outreach to and exchange with different agents in the field of literary translation through website, Facebook, Wikipedia, Research reports, brochures and digitalization and dissemination of the project results and the material gathered within the project. General public and interested parties will be reached through stakeholder forums accompanying workshops and the final consortium meeting.

At the start of the project a dedicated **website** will be launched, conforming to a common public identity (logo, templates, letter headings, etc.). This website will be divided into a public and a consortium-internal part (protected by a password): it will provide internal and external information on the TRAMIG project and its activities and will involve all partners of the consortium. The public website will host generic information on the project, its objectives and published results, along with additional illustrative material aimed at generating interest among the general public. The coordinator in coordination with subcontractor is responsible for the design and maintenance of the website. All partners are also committed to promote TRAMIG on their institutional website.

A project **brochure** introducing the project will be prepared at the beginning of the project. Its main purpose will be to direct different types of stakeholders (academics, students, interested parties) to the relevant part of the website and to facilitate contacts with stakeholders.

Parallel to the website, public bodies, trainers, scholars and interested public will be invited to join the **TRAMIG Facebook community**. The TRAMIG website and Facebook pages will create a dynamic virtual community and guaranteeing a wide dissemination of our activities and results.

As far as **networking** is concerned, TRAMIG will pursue a proactive information exchange policy with related projects and initiatives to announce stakeholder forums and disseminate results. TRAMIG findings will be shared with other research groups and other consortia in which TRAMIG participants are involved, assuring that IP rights are not violated.

One of the partners (NIJZ – National Institute of Public Health) will be specifically responsible to overview the effective dissemination of the TRAMIG project's results and to formulate a proper strategy during and after the project underscores the importance of this goal in the overall project design.

The most **tangible results** of the project will be:

a) the creation of a profile for community interpreters and intercultural mediators and for the trainers of community interpreters and intercultural mediators. This document will serve as the basis for the occupational profile in the states of members of the consortium and in other countries. By establishing collaboration between educational institutions and vocational institutions, the project will make the necessary steps towards the exploitation of the results at national level,

b) the design of teacher-training modules with a description of good practice created by the project partners. The individual teacher-training modules will be publicly available on the project website for anyone interested in applying them thus enabling exploitation of the project results. The edited volume with all the deliverables will be published on the open access Repository of the University of Ljubljana. The participants at the workshops (either teaching staff from the partner universities or refugee trainees) will be obliged to organize similar training for other colleagues or refugee trainees at their home institution thus assuring effective exploitation of the project results.

3.4.2 Impact

Please define the foreseeable impact of your project and the measures put in place to ensure that impact is achieved. Explain how the results of the activities are expected to support long-term changes, improvements, reforms or other developments for the benefit of the target groups and systems concerned, notably for the identified disadvantaged groups. Please describe how you will define your impact objectives and how you will measure them. Identify qualitative and/or quantitative elements (indicators) that will allow you to measure impact. Make sure that the information in this section is consistent with the project Logical Framework Matrix (Part 6 below).

The foreseeable **impact** of the project is to open up **employment possibilities** for the recently arrived migrants with corresponding competences to find employment as teachers and trainers in community interpreting and intercultural mediation programs, enter the labour market of the host country, and thus make an important step towards the economic and social inclusion into the host country. The project also will result in **long-term changes** and improvements for the benefit of the disadvantaged target groups: these newly trained trainers will enhance possibilities of other recently arrived migrants to be trained and to find employment as community interpreters and intercultural mediators in the host country. And finally, the high-quality community interpreting and intercultural mediation services provided by these trained professionals will enable the migrant population to access and benefit from basic quality social services, quality education, primary health care, fair trial and political participation in the host country and thus contribute to a more **inclusive society**.

Secondly, the results of the project will have a positive impact on the European Higher **Education Area** since it will provide material and guidelines how to train future trainers for community interpreting and intercultural mediation programs and how to respond to the quickly changing language needs in the market.

We intend to measure the impact of the project at several levels:

Qualitative indicators to measure impact

Although it is hard to measure the impact on the society as such, we will get some insight into the attitude of several stakeholders from their opinions and remarks at stakeholder forums. The forums will also be evaluated through questionnaires sent to all participants. We will monitor and record possible reports of our project in the media, and analyze the responses on our Facebook page.

Quantitative indicators to measure impact

We will focus on:

- a) The number of stakeholders participating at stakeholder's forums – we will consider it a success if the representative of at least 4 stakeholders will participate in each dissemination event.
- b) The number of those who successfully finished the training – we will consider it a success only if all candidate trainees successfully finish the training;
- c) The number of those participating the local workshops following the international workshops organized by project partners – we will consider it a success if at least 150 teachers will participate at these local workshops;
- d) The number of teacher training workshops using the material we created – we will consider it a success if at least all participating institutions will use the material developed during the project in their future teacher-training seminars.
- e) Reports on training and teaching material will be published in at least 3 peer-reviewed journals.
- f) The number of trainees who later become employed as trainers or find job as community interpreters or intercultural mediators – we will consider it a success if at least 60% of them find employment in these fields.
- g) A report on the results of the project will be formulated and sent to at least 20 different healthcare institutions that regularly treat patients who do not speak the language of the host country and to 20 NGOs that work in the field of migration.
- h) During the duration of the project, a link to TRAMIG project page will be posted on at least 15 relevant national and/or international institutions or organizations that work in the field of migration and healthcare.
- i) The number of people following our Facebook page – we will consider it a success if at least 150 people follow our FB page by the end of the project
- j) The number of visits of our website – we will consider it a success if we get at least 250 visits by the end of the project.

3.4.3 Sustainability

Please describe your strategy - including measures and resources - to ensure that the results and benefits of the project can be sustained beyond the project lifetime.

After the conclusion of the project the sustainability of the results is going to be ensured in the following way:

- a) All partner institutions providing training will implement the good practices developed during the project into their teacher-training seminars that they will run also after the conclusion of the project
- b) All the material developed during the project (deliverables) will be available on webpages of all partner institutions, and on the repository of the University of Ljubljana which will ensure the **sustainability** of the results of the projects. The Repository of the University of Ljubljana (RUL, <https://repozitorij.uni-lj.si/info/index.php/eng/>) complies with guidelines set out by the OpenAIRE project (https://guidelines.openaire.eu/wiki/Main_Page) and enables deposit of publications of University employees as well as of research data. Users from around the world can access the contents of the RUL via the bilingual web and mobile applications. The Repository of the University of Ljubljana is connected with the virtual library of Slovenia COBISS.SI (<http://www.cobiss.si/scripts/cobiss?ukaz=getid&lani=en>) and Slovenian Current Research Information Service SICRIS (<http://www.sicris.si/public/jqm/cris.aspx?lang=eng&opdescr=home>), included into DART-Europe portal (<http://www.dart-europe.eu/basic-search.php>) and different directories, aggregators and search engines (e.g. OpenDOAR

<p>(http://www.opendoar.org/), (http://www.base-search.net/).</p>	<p>ROAR</p>	<p>(http://roar.eprints.org/),</p>	<p>BASE</p>
--	-------------	---	-------------

PART 4. Work plan and work packages

Work package activities:

Work package No.	1
Work package type	<p><i>The list below is not exhaustive. If needed, please add other Work package type(s) according to the Lot that your project is addressing.</i></p> <p><input type="checkbox"/> Preparation (including analysis, rationale of the good practice(s) chosen, evidence of its effectiveness, etc.)</p> <p><input type="checkbox"/> Preparation (including practical arrangements, selection of participants, linguistic/intercultural/tasks related to the preparation of participants)</p> <p><input checked="" type="checkbox"/> Management</p> <p><input type="checkbox"/> Implementation (the substance of the work planned including testing, evaluating, adapting the best practice(s) chosen, voluntary activities, training, capacity-building, etc.)</p> <p><input type="checkbox"/> Quality Assurance (quality plan)</p> <p><input type="checkbox"/> Evaluation</p> <p><input type="checkbox"/> Dissemination and Communication (including description of the strategy for dissemination and upscaling the good practice(s) chosen, awareness raising activities, etc.)</p> <p><input type="checkbox"/> Exploitation of results (including further dissemination and upscaling – in other sectors, areas, target groups, countries or regions, etc.; project sustainability, possible synergies with other programmes and funds, etc.)</p>
Title	Project Management
Description and envisaged results	<p>Description of work</p> <p>Lead Partner: University of Ljubljana</p> <p>Person in charge: Nike K. Pokorn</p> <p>The management structure and methodology is described in detail in 3.2.3.</p> <p>The Coordinator (UL) will oversee the overall legal, contractual, financial and administrative management. Together with the Project Board, UL is responsible for quality management, including all project deliverables.</p> <p>Objectives</p> <ul style="list-style-type: none"> • To enable productive collaboration and integration of all partners • To monitor and support the implementation, progress and achievement of TRAMIG and the technical management of WPs • To deal with overall administrative and financial issues • To monitor the compliance of project partners with their obligations • To collect and review reports and deliverables to the EC • To organize network wide events and meetings in collaboration with the hosting partner • To technically prepare material for open access learning platform • To ensure that EC requirements are met
List of activities/tasks	<p>Tasks and lead partners:</p> <ul style="list-style-type: none"> • Project office, contact point and support for Consortium (UL);

	<ul style="list-style-type: none"> Internal communication: Consortium information and data exchange through website and other online services (UL); Organisation of consortium meetings (UL and the hosting partner); Project monitoring (quality management, internal reporting, contingency planning, meeting deadlines) (WP managers, UL); Steering (decision making and conflict resolution) (UL); Contractual, legal and financial management: Consortium Agreement, EC Grant Agreement amendments, supervision of financial issues (UL); Reporting (UL, WP managers) Technical support for online learning material. <p>All partners will receive clear guidelines recapitulating the procedures for internal communication, dissemination, and quality management as laid down in the Consortium Agreement, the EC Grant Agreement and its Annexes.</p> <p>Physical meetings of the entire Consortium are scheduled once a year. Between the physical meetings, all members of the consortium will stay in contact through monthly phone calls.</p> <p>Online services including a secure data exchange platform, mailing and address lists and web-conferencing will be established in the first month of project execution (MS2). These services will be completed by other customised on-line tools such as a wiki or a forum according to need.</p>	
Estimated Start Date (01-2019)	Estimated End Date (01-2021)	Duration: 24 months
Country of activity	Slovenia	
Lead Partner	University of Ljubljana	
Contributing partners	/	
Outputs	<i>Please define the nature and describe briefly the content of all outputs produced in the work package highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).</i>	
	Number	1
	Title	Website for Internal communication
	Type	Internal communication media
	Description	Online services including a secure data exchange platform, mailing and address lists and web-conferencing will be established in the first month of project execution
	Due date	15 February 2019
	Language(s)	English
	Media that will be used (publication on paper, online, other -specify)	online
Dissemination/upscaling	<i>Dissemination - internal</i>	

	<input type="checkbox"/> Institutions <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> European <input type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input checked="" type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Explanation of work package expenditure	<p><i>Please explain what costs will be associated to this work package (subcontracting, travel, and other costs).</i></p> <p><i>Subcontracting costs: Costs relating to the external audits in support of the requests for payments.</i></p> <p><i>Other costs: Organisational costs for two consortium meetings</i></p>
Target groups/potential beneficiaries (please provide figures where applicable)	<input checked="" type="checkbox"/> Teaching staff - 12 <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Newly arrived migrants – 12 to 36 <input type="checkbox"/> Young people <input type="checkbox"/> Volunteers <input type="checkbox"/> Youth workers <input type="checkbox"/> Other <hr/> <p>If you select "Other", please identify these target groups (Maximum 250 characters)</p>

Work package No.	2
Work package type	<p><i>The list below is not exhaustive. If needed, please add other Work package type(s) according to the Lot that your project is addressing.</i></p> <input checked="" type="checkbox"/> Preparation (including analysis, rationale of the good practice(s) chosen, evidence of its effectiveness, etc.) <input checked="" type="checkbox"/> Preparation (including practical arrangements, selection of participants, linguistic/intercultural/tasks related to the preparation of participants) <input type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including testing, evaluating, adapting the best practice(s) chosen, voluntary activities, training, capacity-building, etc.) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Evaluation

	<input type="checkbox"/> Dissemination and Communication (including description of the strategy for dissemination and upscaling the good practice(s) chosen, awareness raising activities, etc.) <input type="checkbox"/> Exploitation of results (including further dissemination and upscaling – in other sectors, areas, target groups, countries or regions, etc.; project sustainability, possible synergies with other programmes and funds, etc.)	
Title	Community Interpreter and Intercultural Mediator trainer profile and a proposal for occupational profile	
Description and envisaged results	Workshop on designing community interpreter and intercultural mediator trainer profile, and the production of the document defining the profile	
List of activities/tasks	a) An analysis of codes of practice for community interpreters and for intercultural mediators in the countries of partners in the consortium. Formation of the working definitions of the area of expertise of these two professions and the respective roles according to different local needs and organization of health care and delivery of health services. b) The project will develop training modules for community interpreters and intercultural mediators in health care, with special focus on health system characteristics, including Definition of the profile of a trainer in the community interpreting and intercultural mediation training programs (fundamental requirements, field competence, interpersonal competence, organizational competence, instructional competence, assessment competence) c) The definition of the selection procedure for the candidates from recently arrived migrants for participation in workshops	
Estimated Start Date (02-2019)	Estimated End Date (02-2019)	Duration: 2 days
Country of activity	Slovenia	
Lead Partner	University of Ljubljana and NIJZ (National Institute of Public Health)	
Contributing partners	P1, P2, P3, P4, P5, P6	
Outputs	<i>Please define the nature and describe briefly the content of all outputs produced in the work package highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).</i>	
	Number	1
	Title	A proposal for a community interpreter and intercultural mediator occupational profile A community interpreter and intercultural mediator trainer profile
	Type	Document
	Description	Document outlining the occupational competences for the professions of community interpreters and intercultural mediators, and the competences that community interpreter and cultural mediator trainer staff should possess or acquire throughout their professional career. The document will serve as the basis for trainer-training workshop activities.
	Due date	March 2019
	Language(s)	English
	Media that will be used (publication on	Publication online

	paper, online, other -specify)	
Dissemination/upscaling	<p>You can choose either of the two elements (or both). Please explain/indicate the level(s) chosen.</p> <p>Dissemination: the document will be used to</p>	
	<p><input type="checkbox"/> Institutions <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> European</p> <p><input checked="" type="checkbox"/> Public</p> <p><input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers)</p> <p><input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)</p>	
Explanation of work package expenditure	<p>Please explain what costs will be associated to this work package (subcontracting, travel, and other costs).</p> <p>Other costs: organisational costs for the workshop organised in Ljubljana</p>	
Target groups/potential beneficiaries (please provide figures where applicable)	<p><input checked="" type="checkbox"/> Teaching staff</p> <p><input checked="" type="checkbox"/> Students</p> <p><input checked="" type="checkbox"/> Trainees</p> <p><input checked="" type="checkbox"/> Newly arrived migrants</p> <p><input type="checkbox"/> Young people</p> <p><input type="checkbox"/> Volunteers</p> <p><input type="checkbox"/> Youth workers</p> <p><input type="checkbox"/> Other</p>	
	<p>If you select "Other", please identify these target groups (Maximum 250 characters)</p>	

Work package No.		3
Work package type	<p>The list below is not exhaustive. If needed, please add other Work package type(s) according to the Lot that your project is addressing.</p> <p><input checked="" type="checkbox"/> Preparation (including analysis, rationale of the good practice(s) chosen, evidence of its effectiveness, etc.)</p> <p><input type="checkbox"/> Preparation (including practical arrangements, selection of participants, linguistic/intercultural/tasks related to the preparation of participants)</p> <p><input type="checkbox"/> Management</p> <p><input checked="" type="checkbox"/> Implementation (the substance of the work planned including testing, evaluating, adapting the best practice(s) chosen, voluntary activities, training, capacity-building, etc.)</p>	

	<input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Evaluation <input type="checkbox"/> Dissemination and Communication (including description of the strategy for dissemination and upscaling the good practice(s) chosen, awareness raising activities, etc.) <input type="checkbox"/> Exploitation of results (including further dissemination and upscaling – in other sectors, areas, target groups, countries or regions, etc.; project sustainability, possible synergies with other programmes and funds, etc.)	
Title	Teacher-training workshops	
Description and envisaged results	<p>4 Teacher training workshops (Task 1 to 4) will be organised in Oslo, Trieste, Reggio Emilia and Thessaloniki on different topics</p> <p>The results: each participant who will fulfil all the obligations will have the acquired skills and learning acknowledged in the European skills passport in Europass, validated by the institution organising a particular workshop. The participants that will take part in all workshop will be given the certificate stating that the training accounts for a total of 5 ECTS.</p> <p>Further dissemination: Each partner will organise local workshops following the international workshops, localizing the material and providing training for local trainers or candidate trainers.</p>	
List of activities/tasks	<p>1) Task 1: Workshop “Developing Learning and Teaching Methodologies” (Lead partner: <i>Oslomet – Oslo Metropolitan University</i>)</p> <p>a) methodology of teaching community interpreting with special emphasis on teaching in pairs and role plays (student-centred teaching and learning, problem-based learning and project-based learning)</p> <p>b) blended learning (combining on-line learning with face-to-face tutorials)</p> <p>2) Task2: Workshop “Project-based learning through simulation” (Lead partner: University of Trieste)</p> <p>a) teaching methodology: how to introduce simulations of real-life assignments in the classroom; the focus is on different steps community interpreters and intercultural mediators have to take in order to successfully fulfil the assignment on the market.</p> <p>b) Assessment of project-based learning through simulation</p> <p>c) Alignment of testing with the objectives or the intended outcome of a module, initial diagnosis or needs analysis, continuous assessment, Group assessment, diary, collective reports, portfolio, peer assessment, self-assessment</p> <p>3) Task 3: Workshop “Project-based learning through immersion” (Lead partners: Azienda unita’ sanitaria locale di Reggio Emilia)</p> <p>a) teaching methodology on how to introduce practical training (placement or internship) into the program, how to structure the internship (preparation, reports)</p> <p>b) Assessment and validation of placement and internship: how to align testing with the objectives or the intended outcome of the internship or placement (e.g. with diary, collective reports, portfolio)</p> <p>4) Task 4: Workshop “Final examination and quality control” (Lead partner: Aristotle University of Thessaloniki)</p> <p>a) The definition of competences tested in final examination and presentation of different testing techniques; formative assessment vs. summative assessment, norm- and criterion-referenced assessment, assessment by the teacher, assessment by external experts</p> <p>b) Quality control (incl. questionnaire, interviews, self-assessment, peer-assessment, follow up of graduates, contacts with employers, contact with alumni)</p>	
Estimated Start Date	Estimated End Date	Duration: 8 days (each workshop 1 day)
(05-2019)	(05-2019)	
(10-2019)	(10-2019)	
(02-2020)	(02-2020)	
(05-2020)	(05-2020)	
Country of activity	Norway, Italy, Greece	
Lead Partner	Aristotle University of Thessaloniki	

Contributing partners	P1, P2, P3, P4, P5, P6	
Outputs	<i>Please define the nature and describe briefly the content of all outputs produced in the work package highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).</i>	
	Number	1
	Title	Teacher training module
	Type	document
	Description	Document describing best practices and providing teaching material for the implementation of teacher training
	Due date	November 2020
	Language(s)	English
	Media that will be used (publication on paper, online, other -specify)	Online publicly available publication
Dissemination/upscaling	<i>You can choose either of the two elements (or both). Please explain/indicate the level(s) chosen.</i> <i>Dissemination: the results of the workshops will be made publicly available.</i>	
	<input type="checkbox"/> Institutions <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> European <input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	
Explanation of work package expenditure	<i>Please explain what costs will be associated to this work package (subcontracting, travel, and other costs).</i> <i>Travel costs: travel costs for newly arrived migrants/trainees and teachers will be covered</i> <i>Other costs: volunteer insurance for newly arrived migrants/trainees and organisational costs for workshops will be covered</i>	
Target groups/potential beneficiaries (please provide figures where applicable)	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Newly arrived migrants <input type="checkbox"/> Young people <input type="checkbox"/> Volunteers <input type="checkbox"/> Youth workers <input type="checkbox"/> Other	

	If you select "Other", please identify these target groups (Maximum 250 characters)
--	---

Work package No.	4	
Work package type	<p><i>The list below is not exhaustive. If needed, please add other Work package type(s) according to the Lot that your project is addressing.</i></p> <p><input type="checkbox"/> Preparation (including analysis, rationale of the good practice(s) chosen, evidence of its effectiveness, etc.)</p> <p><input type="checkbox"/> Preparation (including practical arrangements, selection of participants, linguistic/intercultural/tasks related to the preparation of participants)</p> <p><input type="checkbox"/> Management</p> <p><input type="checkbox"/> Implementation (the substance of the work planned including testing, evaluating, adapting the best practice(s) chosen, voluntary activities, training, capacity-building, etc.)</p> <p><input checked="" type="checkbox"/> Quality Assurance (quality plan)</p> <p><input checked="" type="checkbox"/> Evaluation</p> <p><input checked="" type="checkbox"/> Dissemination and Communication (including description of the strategy for dissemination and upscaling the good practice(s) chosen, awareness raising activities, etc.)</p> <p><input checked="" type="checkbox"/> Exploitation of results (including further dissemination and upscaling – in other sectors, areas, target groups, countries or regions, etc.; project sustainability, possible synergies with other programmes and funds, etc.)</p>	
Title	Dissemination and Exploitation of Results	
Description and envisaged results	This work package is dedicated to the active and broad dissemination and exploitation of the results of TRAMIG as well as to quality control.	
List of activities/tasks	<p>The main cornerstones of this WP are the following:</p> <ul style="list-style-type: none"> • to enhance awareness, visibility and understanding of TRAMIG project • to coordinate dissemination of project results to targeted audience • to exploit project results and disseminate best practices in particular through local workshops targeting local trainers in the field • to help the coordinator setup and maintain the project's website, publication of results dissemination to a wider public, networking • to outreach to interested parties through the organisation of stakeholder forums • Stakeholder forums will be organised (with the local task leader) as side-by-side events to workshops. The relevant stakeholders in the field (NGOs, representatives of institutions providing social services (e.g. public health, court, VAT)) in a particular country will be invited in order to generate multiplier effects at territorial and sector-specific level. These stakeholders' events will be devoted to awareness raising and to informing the participants about the project, as well as to receiving feedback from the stakeholders regarding the project activities. • to publish TRAMIG edited volume • to carry out internal and external evaluation, including through Advisory board 	
Estimated Start Date (02-2019)	Estimated End Date (01-2021)	Duration: 23 months
Country of activity	Norway, Italy, Greece, Slovenia	
Lead Partner	NIJZ – National Institute of Public Health	

Contributing partners	P1, P2, P3, P4, P5, P6	
Outputs	<i>Please define the nature and describe briefly the content of all outputs produced in the work package highlighting the language versions and specifying the media(s) used (paper, web, video, etc.).</i>	
	Number	600
	Title	Brochures, TRAMIG book
	Type	Dissemination material, teacher-training material, local workshops
	Description	Brochures describing the aim of the project; the book containing teacher-training material; local workshops destined for other teachers and trainers (goal: at least 150 teachers and/or trainers)
	Due date	Brochures May 2019; TRAMIG book December 2020; local workshops following international workshops in May 2019 and October 2019 and February 2020 and May 2020
	Language(s)	English for brochures and book; local languages for workshops
	Media that will be used (publication on paper, online, other -specify)	Paper and online
Dissemination/upscaling	<p><i>You can choose either of the two elements (or both). Please explain/indicate the level(s) chosen.</i></p> <p><i>Dissemination and upscaling: The aim of these activities is the awareness raising and changing of policies regarding the provision of community interpreting and intercultural mediation in host societies</i></p>	
	<p><input type="checkbox"/> Institutions <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> European</p> <p><input checked="" type="checkbox"/> Public</p> <p><input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers)</p> <p><input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)</p>	
Explanation of work package expenditure	<p><i>Please explain what costs will be associated to this work package (subcontracting, travel, and other costs).</i></p> <p><i>Other costs: organisational costs for Stakeholder forums</i></p> <p><i>Subcontracting:</i></p> <ul style="list-style-type: none"> - design of the project website - design and layout of publication and brochure - printing costs (publication and brochure) - 3 free online access for articles, gold model - travel and accommodation expenses for 2 members of the advisory board 	

Target groups/potential beneficiaries (please provide figures where applicable)	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Newly arrived migrants <input type="checkbox"/> Young people <input checked="" type="checkbox"/> Volunteers <input type="checkbox"/> Youth workers <input checked="" type="checkbox"/> Other
	<p>If you select "Other", please identify these target groups (Maximum 250 characters)</p> <p>Representatives of NGOs, representatives of institutions providing social services (e.g. public health, court interpreting, VAT), representative of professional associations.</p>

PART 5. Overview of partners involved and resources required

Please add lines as necessary according to number of work packages and partners involved.

Indicative input of partnership staff - The total number of days per staff category should correspond with the information provided in the budget tables.

No of Work package		Partners involved	Country	Number of staff days					Role and tasks in the work package
				Category	Category	Category	Category	Total	
				1	2	3	4		
1	Lead partner	P1	Slovenia	50		50	150	250	Management and technical support
Subtotal				50		50	150	250	
2	Lead partner	P1	Slovenia		50			50	Trainer Profile and occupational standards
		P2	Greece		25			25	Participation at WS 1
		P3	Italy		35			35	Participation at WS 1
		P4	Norway		35			35	Participation at WS 1
		P5	Italy		35			35	Participation at WS 1
	Lead Partner	P6	Slovenia		50			50	Participation at WS 1
Subtotal					230			230	
3	Lead partner	P2	Greece		50			50	Leader of teacher training workshops (WS), Organisation of Task 4, Participation at Tasks 1-4
		P3	Italy		40			40	Organisation of Task 2, Participation at Tasks 1-4
		P4	Norway		40			40	Organisation of Task 1, Participation at Tasks 1-4
		P5	Italy		40			40	Organisation of Task 3, Participation at Tasks 1-4
		P1	Slovenia		40			40	Participation at Tasks 1-4
		P6	Slovenia		40			40	Participation at Tasks 1-4
Subtotal					250			250	
4	Lead partner	P6	Slovenia		50			50	Dissemination and Exploitation

	P1	Slovenia		40			40	Participation at forums and production of the proposal for occupational standards
	P2	Greece		35			35	Participation at forums and production of training module
	P3	Italy		35			35	Participation at forums and production of training module
	P4	Norway		35			35	Participation at forums and production of training module
	P5	Italy		35			35	Participation at forums and production of training module
Subtotal				230			230	

PART 6. Logical Framework Matrix - LFM

Logical framework matrix - LFM				
	Intervention logic/project summary	Objectively verifiable indicators of achievement	How indicators will be measured	Assumptions & risks
Project's general objective (GO)	<p><i>What is the general objective the project aims to achieve?</i></p> <p>GO – "To define the profile of community interpreter and intercultural mediator trainer and to provide training to candidates from immigrant background to be able to teach in interpreter and intercultural mediator programs and thus provide employment possibilities for this group of migrants who will in turn help other recently arrived migrants to access public services on the equal basis as other citizens and thus alleviate the tensions (including the radicalisation) and contribute to the</p>	<p><i>What are the key indicators related to the general objective including Quantity, Quality, Time?</i></p> <p>GO Indicator 1: "at least 12 of trainers trained at international workshops by December 2020" GO Indicator 2: "at least 4 teaching modules created by December 2020" GO Indicator 3: "Development of the document defining the basic competences of a community interpreter and intercultural mediator trainer by May 2019." GO Indicator 4: "at least 150 trainers receiving training at local workshops following the international workshops by December 2020"</p>	<p><i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • The number of certificates issued for the participants at the workshop • The number of European skills passport in Europass validated • The number of trainers included in the training • The number of teaching modules published • The document defining the basic competences of a community interpreter and intercultural mediator trainer published online 	<p><i>A number of recently arrived migrants already have experience in volunteering as intercultural mediators and community interpreters, but do not have any official documents proving their profession. Some of the recently arrived migrants who already have experience in volunteering as intercultural mediators and community interpreters have the predispositions and linguistic education which would make them perfect candidates for trainees in such workshops.</i></p> <p><i>The Risk: the interested trainees from recently arrived migrants will not have time to take part in all of the workshops, but only in a few. Risk mitigation measure: the participants will receive certificates for each workshop – they can resume their training at the host institution later.</i></p>

TRAMIG - Training newly arrived migrants for community interpreting and intercultural mediation

	<i>successful inclusion of this group of population into the economic and linguistic mainstream of the host country."</i>			
Project's specific objective (SO)	<p><i>What is the specific objective the project intends to achieve?</i></p> <p>SO – "Creating a document defining the professions of intercultural mediators and community interpreters and of trainer for these professions; Developing the tools to validate and test the prior knowledge of newly arrived migrants for the possible career in the training of intercultural mediation and community interpreting; Train the trainees from immigrant program for community interpreting and intercultural mediation courses"</p>	<p><i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objective is achieved?</i></p> <p>SO "The creation of the document defining the professions of community interpreters and intercultural mediators and of the trainer for these professions" by May 2019 SO "Adaptation of the interpreting aptitude test for newly arrived migrant who would like to be trained for community interpreters and intercultural mediators" by March 2019 SO "The selection of 12 to 36 trainees from the immigrant background to participate at international workshops" by March 2019 SO "At least 12 trainees from immigrant background successfully finishing the training" by December 2020 SO "At least 150 trainers participating at local workshops receiving the training on the knowledge and skills gained at international workshops"</p>	<p><i>What are the sources of information that exist or can be collected? What are the methods required to get this information?</i></p> <ul style="list-style-type: none"> • The publication online of the trainer profile and the document defining the professions of community interpreters and intercultural mediators • The number of trainee trainers taking part of the individual workshops – reports and final evaluation • The number of trainee trainers successfully finishing the training – reports and final evaluation • The success rate of those successfully passing the adapted aptitude tests – continuous and final evaluation 	<p><i>Which factors and conditions outside the partners' responsibility are necessary to achieve that objective? (external conditions) Which risks should be taken into consideration?</i></p> <p>The interest among teaching staff of participating institutions to include trainers from immigrant background into the training process. Risks: the existing teaching staff will mistrust trainers from other educational systems. Risk mitigation measure: teaching staff of the participating partners and other local educational institutions will be informed of the benefits of teachers from different cultural and education backgrounds through local workshops and stakeholders forums.</p> <p>Trainee trainers from migrant background should have stable income in order to pursue training uninterruptedly. Risks: trainee migrants will find some stable employment and will not have time to pursue the training Risk mitigation measure: the participants will receive certificates for each workshop – they can resume their training at the host institution later. They will also be given small fee for the participation at workshops.</p>

<p>Results (R)</p>	<p>What are the outputs (tangible) and outcomes (intangible) contributing to the specific objective?</p> <p>R1 – "the document providing working definition of the trainer profile; the document providing the definition of the specific role of the professions of community interpreters and cultural mediators" R2 – TRAMIG book – the collective volume including all the teaching material and examples of good practice R3 – trained trainers from immigrant background that could be employed as teachers or assistant teachers in training programs for intercultural mediation and community interpreting R 4 – trained trainers for the work at translator/interpreter and intercultural mediator training programs</p>	<p>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</p> <p>R1 "The publication of the Document on profile by May 2019" R1 "The publication of the TRAMIG book by December 2020" R3 "At least 12 trainers from immigrant background trained by the end of December 2020" R4 "At least 150 trainers receiving training on the knowledge and skills gained at international workshops"</p>	<p>What are the sources of information for these indicators?</p> <p>Indicator 1.1: publication proof, the publication is publicly available online Indicator 1.2: publication proof, the publication is publicly available online Indicator 1.3: the number of certificates issued to successful candidates Indicator 1.4: participant list indicating the number of trainers attending local workshops</p>	<p>What external conditions must be met to obtain the expected results on schedule?</p> <ul style="list-style-type: none"> • A thorough analysis of the existing documents defining the profile of the two professions (intercultural mediators and community interpreters) • Preparation of the teaching material in time • English descriptions of the teaching modules provided in time • Trainees from immigrant background willing to participate at all workshops • Localisation of teacher-training material for local and regional use at local workshops
<p>Activities</p>	<p>What are the key activities (<u>grouped in Work Packages</u>) that lead to achieving the expected results? Group the activities by result and number them as follows: A1.1 – "Workshops: Community Interpreter and Intercultural Mediator trainer profile" - (R1 – the document providing working definition of the trainer profile; the document providing the</p>	<p>What inputs are required to implement these activities?</p> <ul style="list-style-type: none"> • Overview of the existing codes of practice and aptitude tests and adaptations of these documents for the use of the project • Overview of the existing trainer profiles for similar tasks (e.g. for translator or conference interpreter trainers) • Preparation of the teaching material by the leaders of specific tasks • Organisation of the workshops 	<p>The evaluation of individual workshops by the participants.</p>	<p>What preconditions must be met before the action starts? What conditions outside the partner's direct control have to be met for the implementation of the planned activities?</p> <ul style="list-style-type: none"> • Each partner should be able to select 2 suitable trainee candidates from the recently arrived migrants who are going to be willing to take part in training • Each partner should be able to secure the participation of trainers at local workshops (the goal is 150 trainers in total)

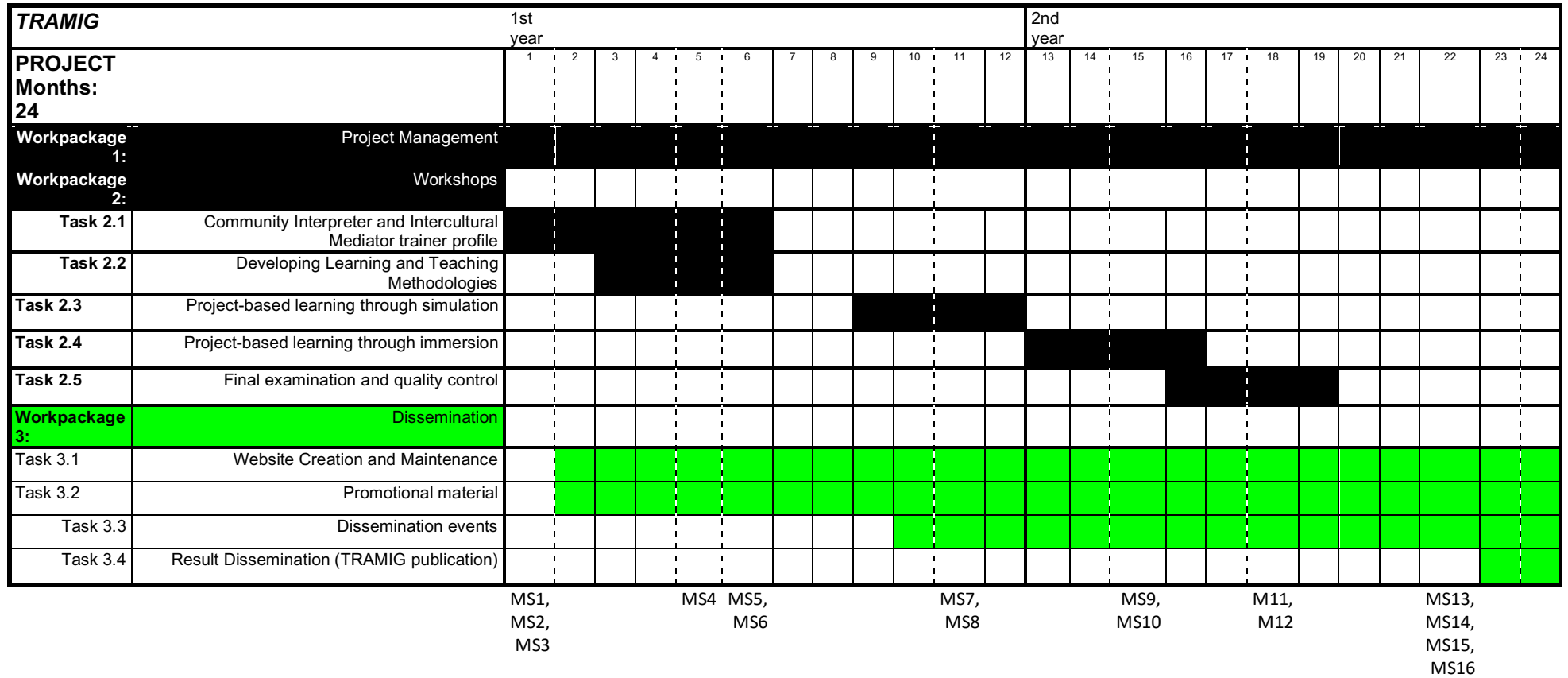
	<p><i>definition of the specific role of the professions of community interpreters and cultural mediators)</i></p> <p><i>A1.2 – “Workshop – task 1: Developing Learning and Teaching Methodologies” (R2 – hands on transfer in the workshop; creation of a module on this topic)</i></p> <p><i>A1. 3 – “Workshop – task 2: Project-based learning through simulation (R3 – hands on transfer in the workshop; creation of a module on this topic)</i></p> <p><i>A1. 4 – “Workshop – task 3: Project-based learning through immersion (R4 – hands on transfer in the workshop; creation of a module on this topic)</i></p> <p><i>A1. 5 – Workshop – task 4: Final examination and quality control” (R5 – hands on transfer in the workshop; creation of a module on this topic)</i></p>	<ul style="list-style-type: none"> • <i>Active participation of trainee trainers and teachers</i> • <i>Localisation of the teacher-training material for the local workshops</i> 		
--	--	--	--	--

Type of institution (for reference)

Abbreviation	Description
EPLUS-ASC-HEI	Associations of Higher Education Institutions
EPLUS-ASC-HEI-RECTORS	Associations of Rectors of Higher Education Institutions / Higher Education Institution' Rectors Conferences
EPLUS-ASC-OTH-EDU	Other Associations active in Education and Training
EPLUS-ASC-STD	Student associations
EPLUS-ASC-TCH	Teachers associations
EPLUS-BODY-ACCRED	Accreditation, certification or qualification body
EPLUS-BODY-CONS	Counselling body
EPLUS-BODY-PUB-LOC	Local Public body
EPLUS-BODY-PUB-NAT	National Public body
EPLUS-BODY-PUB-REG	Regional Public body
EPLUS-EDU-ADULT	School/Institute/Educational centre – Adult education
EPLUS-EDU-GEN-PRE	School/Institute/Educational centre – General education (pre-primary level)
EPLUS-EDU-GEN-PRI	School/Institute/Educational centre – General education (primary level)
EPLUS-EDU-GEN-SEC	School/Institute/Educational centre – General education (secondary level)
EPLUS-EDU-HEI	Higher education institution (tertiary level)
EPLUS-EDU-VOC-SEC	School/Institute/Educational centre – Vocational Training (secondary level)
EPLUS-EDU-VOC-TER	School/Institute/Educational centre – Vocational Training (tertiary level)
EPLUS-ENGO	European NGO
EPLUS-ENT-LARGE	Large enterprise
EPLUS-ENT-SME	Small and medium sized enterprise
EPLUS-EURO-GROUP-COOP	European grouping of territorial cooperation
EPLUS-FOUND	Foundation
EPLUS-INTER	International organisation under public law
EPLUS-NET-EU	EU-wide network
EPLUS-NFP	Non-profit organisations
EPLUS-NFP-ENGO-FET	European non-governmental organisation (ENGO) in the field of Education and training
EPLUS-NFP-ENGO-FET-NET	EU-wide formal network
EPLUS-NFP-ENGO-YOUTH-EXCLSV	European non-governmental organisation (ENGO) exclusively dedicated to youth

EPLUS-NFP-ENGO-YOUTH-SECTION	European non-governmental organisation (ENGO) having a broader scope but including a section dedicated to youth
EPLUS-NGO	Non-governmental organisation/association/social enterprise
EPLUS-RES	Research Institute/Centre
EPLUS-SOCIAL	Social partner or other representative of working life (chambers of commerce, trade union, trade association)
EPLUS-SPORT-CLUB	Sport club
EPLUS-SPORT-FED	Sport federation
EPLUS-SPORT-LEAGUE	Sport league
EPLUS-SPORT-PARTIAL	Organisation or association representing (parts of) the sport sector
EPLUS-YOUTH-COUNCIL	National Youth Council
EPLUS-YOUTH-GROUP	Group of young people active in youth work

Gantt



- MS1 Kick-off meeting
- MS2 Online services established
- MS3 Workshop 1
- MS4 Definition of the trainer profile
- MS5 Workshop 2
- MS6 Dissemination event 1
- MS7 Workshop 3
- MS8 Dissemination event 2

MS9	Workshop 4
MS10	Dissemination event 3
MS11	Workshop 5
MS12	Dissemination event 4
MS13	Consortium meeting
MS14	Dissemination event 5
MS15	Partner contributions to final reports
MS16	Summary of teacher training modules and practical arrangements for TRAMIG edited volume