

Best Practices Identification - Grid



PARTNER SUGGESTING THIS PRACTICE: UTU

TITLE DOCUMENT: Interculturally Competent Working Practices with Immigrants 30 ETCS - apprenticeship training model in Finland

PROMOTER: UTU

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WEBSITE: <http://www.utu.fi/fi/yksikot/braheadevelopment/koulutus/taydennyskoulutus/sosiaali-ja-terveysala/kulttuuritietoiset-tyokaytannot-maahanmuuttajatyossa/Sivut/home>

LANGUAGES: EN | DE | FR | FI | GR | Other:

The output of this document includes:

- Rational
- Theoretical background
- Characterisation of the context
- Reference to existing "needs"/"problems"
- Reference to possible "benefits"/"resources"
- Definition of goals
- Identification of target groups
- Description of main intervention strategies
- Partnership with other organisations
- Process evaluation

- Outcome evaluation

Target group(s):

Professionals working with immigrants in different fields

Topic or discipline:

Social science

Short Description

The programme, Interculturally Competent Working Practices with Immigrants, is a national programme coordinated by the University of Turku, Brahea Centre for Training and Development. It started in 2010 and is run together with five other universities: University of Helsinki, the University of Eastern Finland, University of Lapland, University of Oulu and University of Turku.

The trainees are required to be educated to a degree level and have at least three years' experience of working with immigrants. The course is suitable for teachers, social workers, project workers, youth workers, academics working with day care, police officers and personnel in employment offices among others.

The course involves collective learning. A multidisciplinary study group provides an opportunity to discuss and reflect working practices with immigrants in a multidimensional and inspiring way. The course takes 1 year, starting in November each year. Four study groups have been set up in different parts of Finland. In 2010-2011 there were totally 70 trainees on the course. A new course started in November 2011 with an intake of 50 trainees.

The key aim of the course is to develop the intercultural competences of the trainees and to improve concrete services for immigrants through work-based projects with a practical orientation. The workplace is required to support the training. A mentor or a tutor will be named for the trainee. One third of the studies will involve an assignment dealing with a practical problem at work to be addressed. The trainee's mentor and the course coordinator will offer tutoring and guidance in completing the project, and in the implementing of the results.

The teaching and learning methods involve portfolios, case studies and diaries. The trainees' previous work experience and 'tacit knowledge' obtained will be assessed through reflective practices. The trainees are required to produce written papers as well as engage in dialogue with others within facilitated peer groups. E-learning and computer mediated learning facilities will also be used to support learners in the workplace.

Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?

Important lessons learned on how to train professionals in intercultural competent working practices including teachers.



The output of this document includes:

Short Description