



# REPORT

## USING DESK RESEARCH ANALYSIS AND EXPERT-BASED WORKSHOPS



**MEDIATOR PROGRAM - the future of education**

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Co-funded by  
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FRSP DIALOG



AUTPOST ACADEMY

**DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION**

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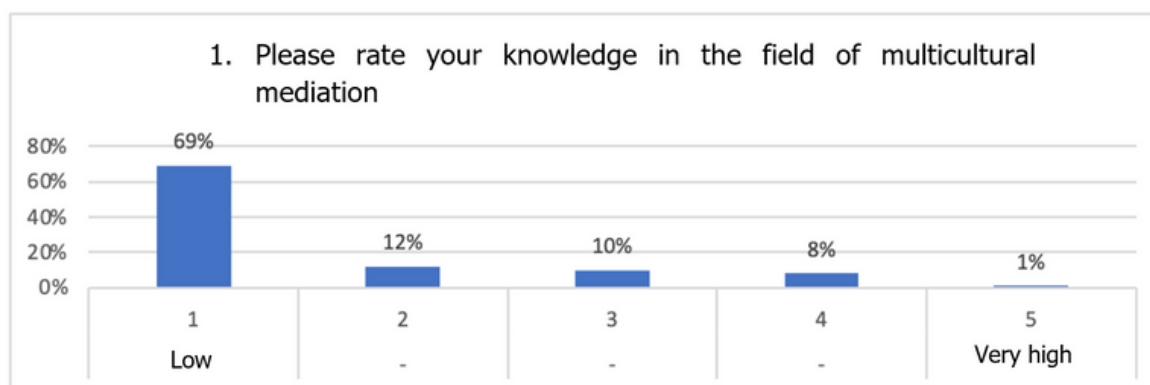
## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

The Desk Research included 25 questions (including 22 closed-ended questions and 3 open-ended questions).

**The respondents consisted of 100 mediators.**

The results of Desk Research (DR) are presented below:

### QUESTION 1



### Q1 RESULT

In the survey, 69% of respondents indicate that they have a low level of knowledge in the field of multicultural mediation (MM). Knowledge at a moderate level was declared by 12%, and at an average level by 10%. A high level of knowledge in this area was shown by 8% of respondents, while only 1% of respondents showed very high knowledge around MM.

- 1 - Low
- 2 - Moderate
- 3 - Average
- 4 - High
- 5 - Very high

### Q1 CONCLUSION

The level of knowledge about MM among the survey respondents is low.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q1 RECOMMENDATIONS

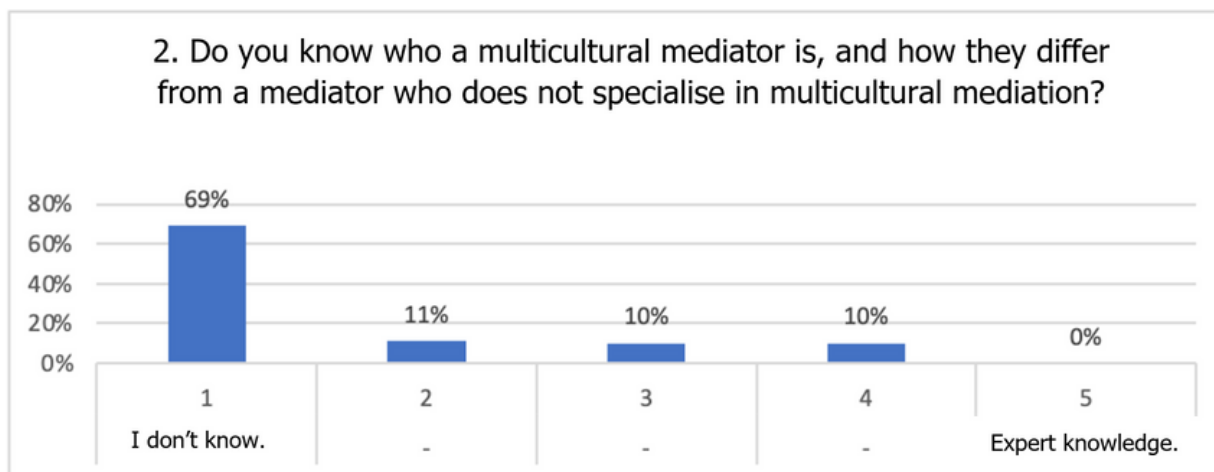
It is recommended to prepare dedicated training, gather information and educational materials, ask for expert opinions, and create a knowledge base on a model program in increasing the competences of mediators in the field of MM. Meetings with experts to exchange good practices, experience, and knowledge may also be useful.

Living in a culturally diverse society it is reasonable to need to increase the level of knowledge of mediators because conflict situations and a lack of understanding of other nations have been noticed.

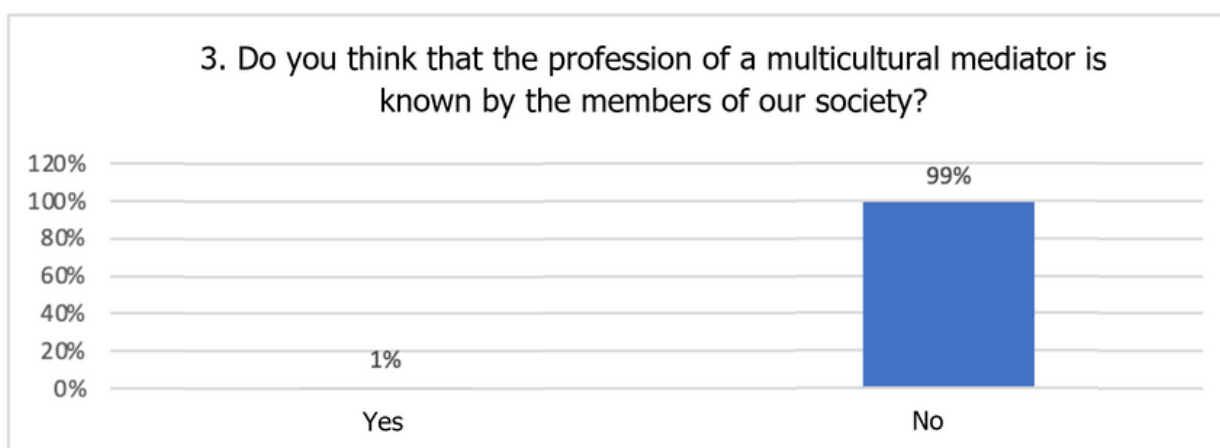
It is recommended to use solutions from selected EU countries, in this case Ireland, whilst taking into account legal and cultural factors.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

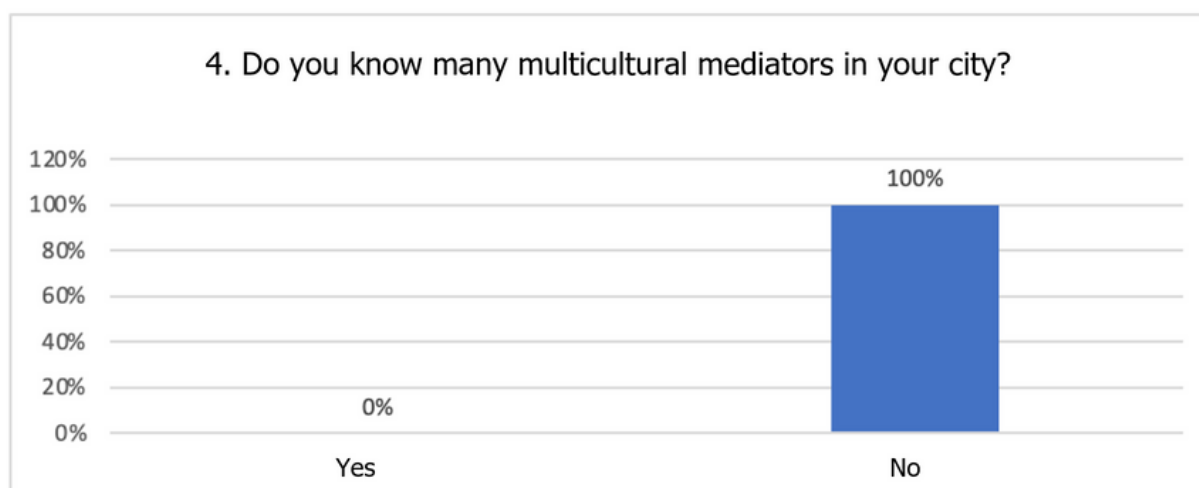
### QUESTION 2



### QUESTION 3

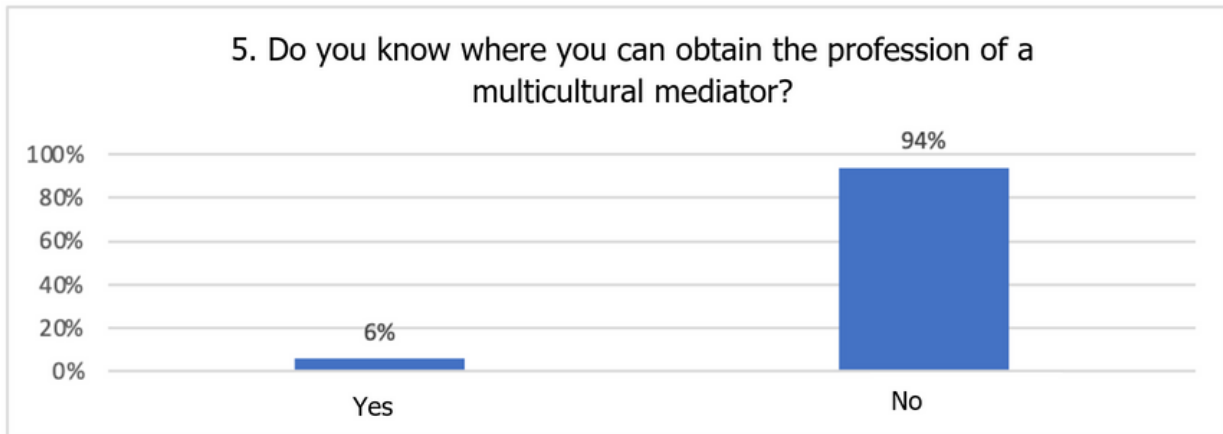


### QUESTION 4



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 5



### Q2 / Q3 / Q4 / Q5 RESULT

The above results of the study clearly show that the role of the multicultural mediator is not known even to mediators, where 69% of respondents indicate that they have no knowledge about multicultural mediation.

Then, 100% of respondents indicate that they do not know many multicultural mediators.

Most of the respondents have no knowledge of the profession of a multicultural mediator and cannot identify the differences between a multicultural mediator and a mediator who does not specialize in MM.

None of the respondents know many multicultural mediators in their environment, and a small number of them - 6% know where to get the profession of a multicultural mediator.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q2 / Q3 / Q4 / Q5 CONCLUSION

The knowledge of the respondents in the researched area is low.

Since representatives of the mediator profession have almost no knowledge of MM it can be concluded that the same is true for the rest of society. This justifies the need to expand knowledge around MM in the scope and possibilities of obtaining the necessary competences, as well as the possibility of using MM in the shaping of relations within society.

### Q2 / Q3 / Q4 / Q5 RECOMMENDATIONS

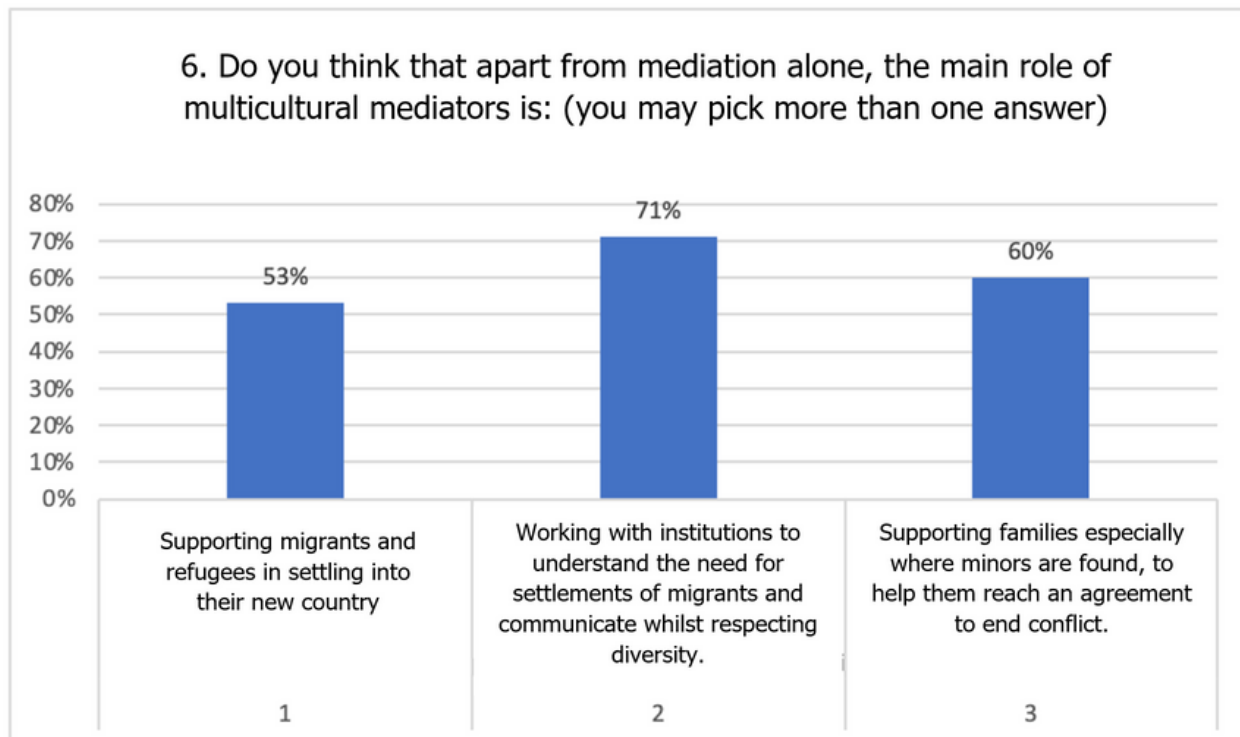
It is therefore recommended to promote the MM profession by organising meetings with multicultural mediators from other countries, webinars, workshops, and seminars aimed at providing knowledge about the MM mediator profession and exchanging good practices.

The first recipients of these activities should be active mediators, followed by other interested social groups.

An additional value of these activities will be opening to other cultures, getting to know each other and increase understanding, as well as getting to know other people and sources of cultural conflicts. These conflicts are an inevitable element of a multicultural society formed as a result of internal and external migrations.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 6



### Q6 RESULT

Exactly 71% of respondents noted that the role of multicultural mediators in mediation is not only limited to conflict resolution due to differences in culture, but also includes extensive support for migrants and refugees in the process of integrating into a new society, especially where there are children.

Among the answers given, 53% additionally indicate that the role of the multicultural mediator may be to support migrants and refugees in settling into a new country, and 60% indicated that the role of a MM may also include supporting families, especially where there are minors, in order to help reach agreements to resolve conflict.



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q6 CONCLUSION

Respondents intuitively combine the role of a mediator with a multicultural educator.

This suggests that in Polish society there is a need to conduct multicultural education, but also to educate and inform a wide audience about the need to separate these two functions.

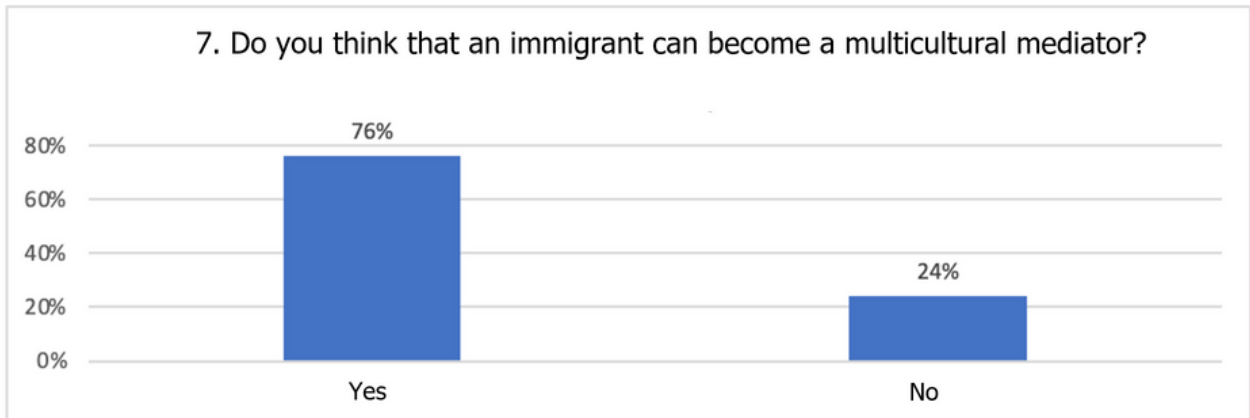
### Q6 RECOMMENDATIONS

To explore the profession of a multicultural mediator and combining its functions with the tasks of a multicultural educator. Further research in this area is recommended.

It is recommended to educate about multicultural mediation using various available educational tools. It is also necessary to develop guidelines for the profession of multicultural mediator identifying, among others, differences between them, and a multicultural educator.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 7



### Q7 RESULT

Most of the respondents (76%) believe that an immigrant can become a multicultural mediator, while 24% of respondents are of the opposite opinion.

### Q7 CONCLUSION

The answers to this question directly show that the vast majority of respondents believe that an immigrant can become a multicultural mediator, which shows the openness of mediators to immigrants.

It can be presumed that with such a question, the respondents assumed that the immigrant had the knowledge, experience and skills to perform the profession of a mediator, and therefore decided that the origin of this person was irrelevant.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

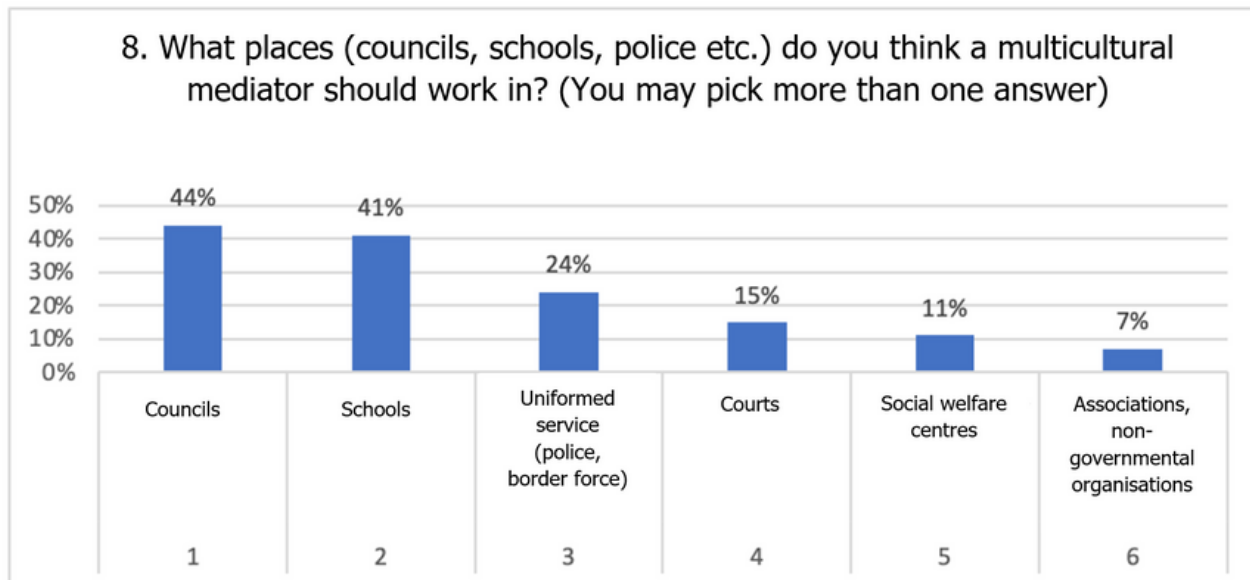
### Q7 RECOMMENDATIONS

Poland has no legal provisions regulating the profession of an ordinary mediator; anyone who wants and declares willingness to practice this profession, believing that they have sufficient knowledge and competence to do so, can practice it.

It is recommended to professionalise this job, which will apply to every mediator, regardless of their country of origin.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 8



### Q8 RESULT

From the answers it is believed multicultural mediators should work in many different places. Among the most frequently mentioned answers were offices, schools, uniformed services (police, border guard), courts, social welfare centres, associations, and non-governmental organisations (44%).

Over 40% of respondents believe that multicultural mediators should work in schools and offices. Associations and non-governmental organisations account for the least, 7% of answers indicating the place of work of a mediator.

### Q8 CONCLUSION

Exactly 7% of respondents indicated associations and non-governmental organisations as a place of conducting multicultural mediation as the least frequently chosen place. According to the Polish model, mediation centers are run by associations and non-governmental organizations.

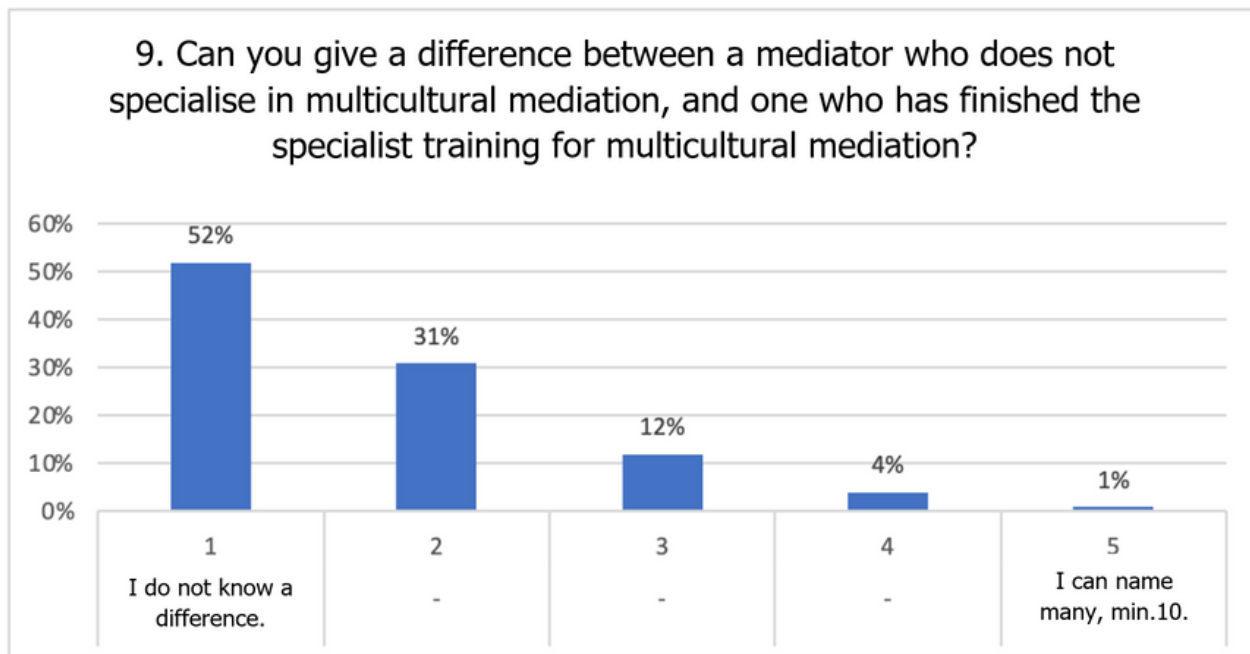
## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q8 RECOMMENDATIONS

As part of a wide-ranging educational campaign on multicultural mediation, information should be given about the places where the services of multicultural mediators can be used. Establishing cooperation and agreement between associations and non-governmental organisations which create the mediation centers with offices, uniformed services, schools, and social welfare centers.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 9



### Q9 RESULT

Most respondents are unable to name the differences between a mediator who does not specialise in multicultural mediation and one who has completed a specialist training for multicultural mediators: 52% of respondents do not know the difference. Only 1 % of the respondents are able to name many differences.

### Q9 CONCLUSION

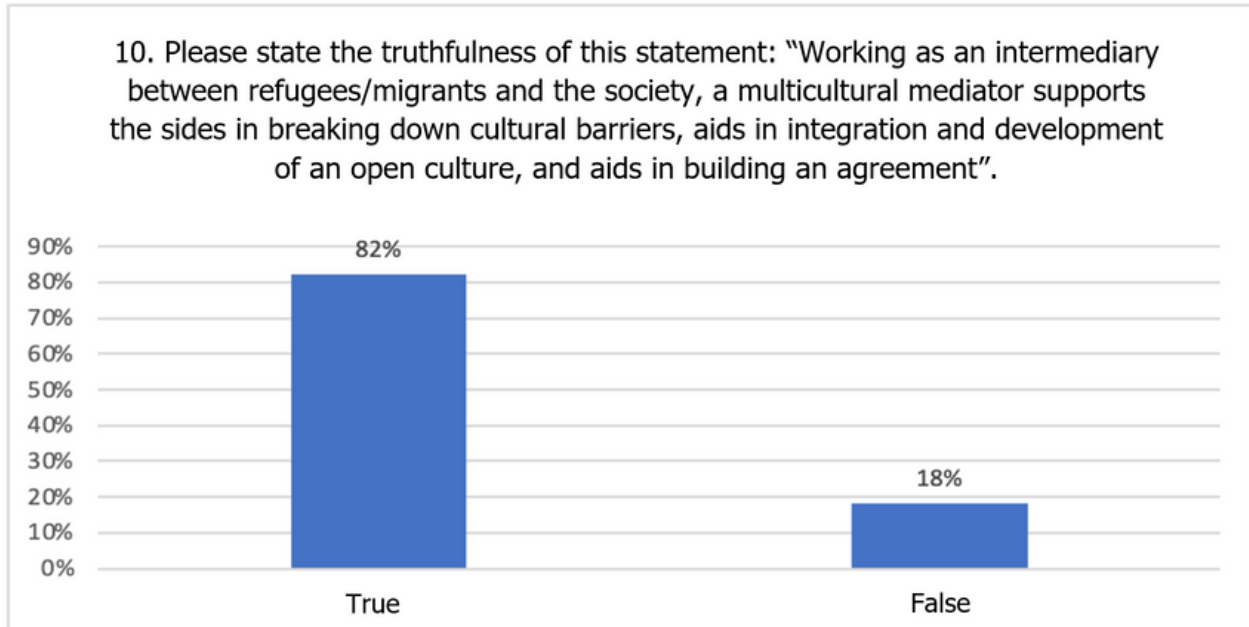
The respondents' knowledge in this regard is low, which results from the fact that there is no multicultural mediator profession on the Polish labour market.

### Q9 RECOMMENDATIONS

It would be recommended to develop a minimum training and competence requirements for multicultural mediators in Poland, as well as conducting educational projects on multicultural mediation.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 10



### Q10 RESULT

The vast majority of respondents, as much as 82%, consider the above statement to be true. Only 18% of the answers indicate a false answer.

### Q10 CONCLUSION

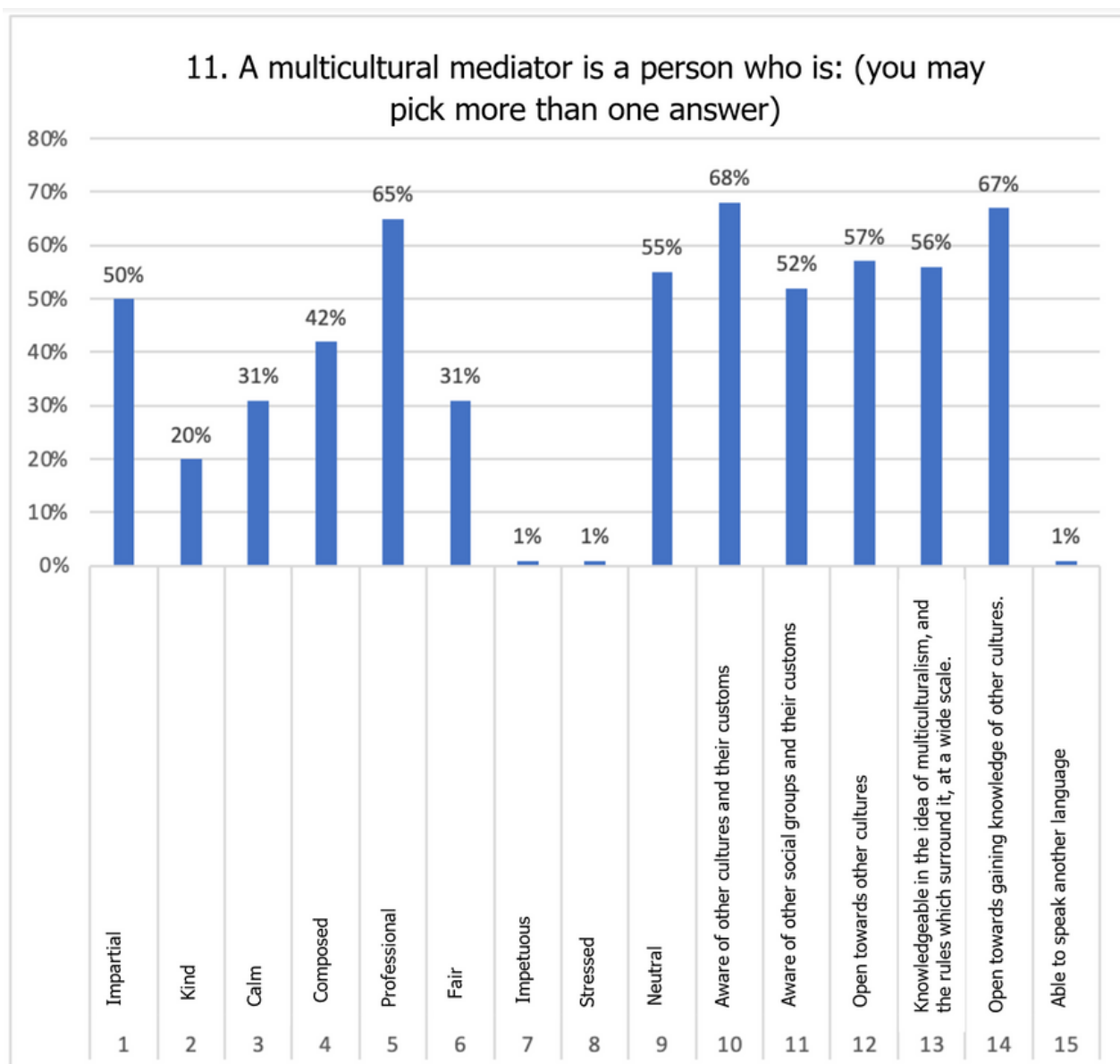
The answer to this question confirms the earlier conclusions that the respondents combine the profession of a multicultural mediator with a multicultural educator.

### Q10 RECOMMENDATIONS

It would be recommended to develop minimum requirements for multicultural mediators in Poland. It is necessary to consider whether and how these professions can be combined.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 11





## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q11 RESULT

A high 68% of respondents indicate that a multicultural mediator knows other cultures and customs. Next, 67% think they are open to learning about other cultures. Finally, 65% indicate that a multicultural mediator should be professional.

### Q11 CONCLUSION

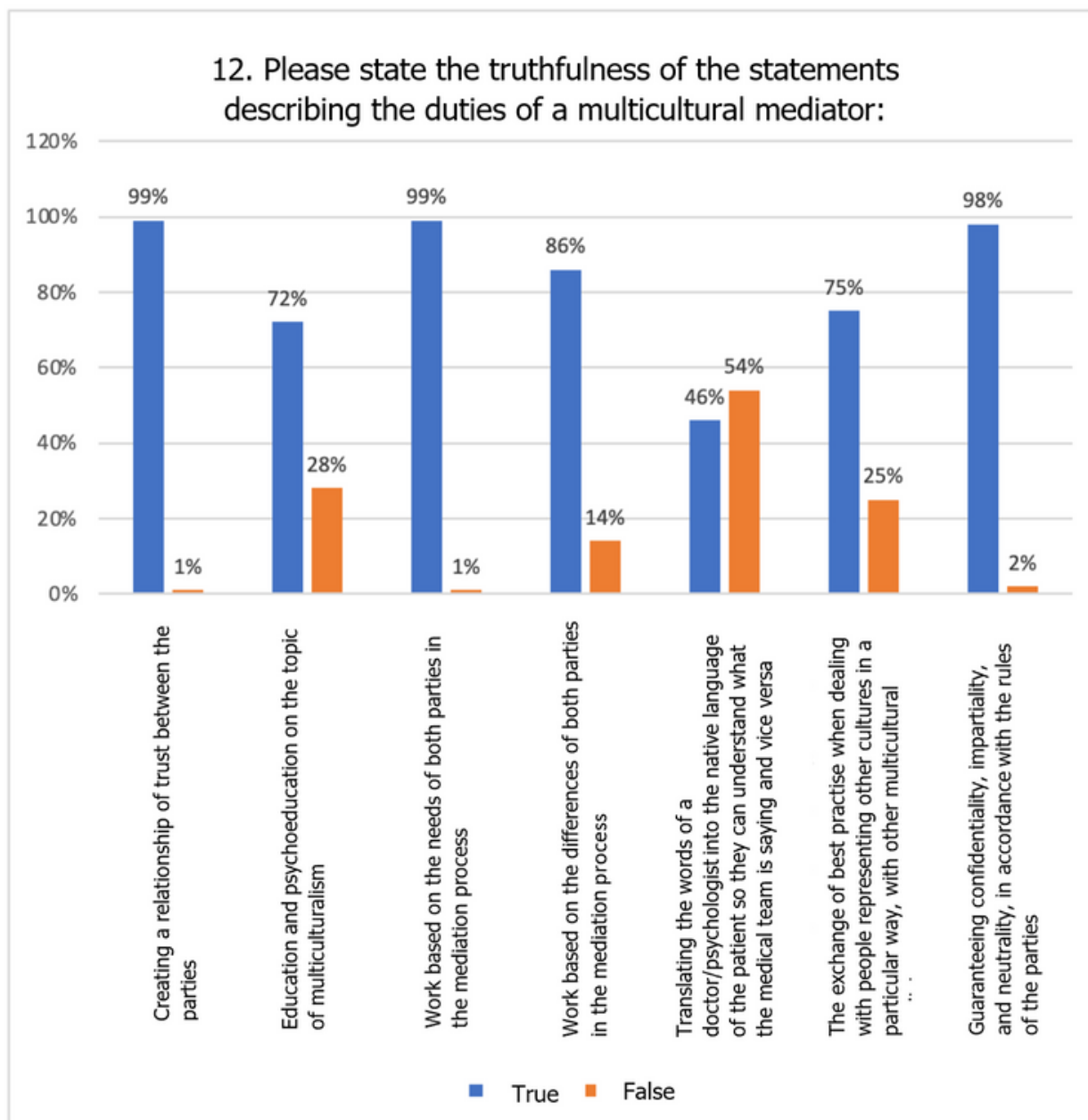
According to the respondents, the most important features of a multicultural mediator are knowledge of other cultures and customs, openness to knowledge about other cultures, and professionalism.

### Q11 RECOMMENDATIONS

It is recommended to create a training program for multicultural mediators with a broad aspect of multicultural education in mediation.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 12



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q12 RESULT

The answers given by the respondents show that creating a relationship of trust between the parties is a very important duty of a multicultural mediator:

99% of respondents consider this to be true, as well as working for working on the needs of both mediation parties.

In turn, work on the differences between the mediation parties is considered to be true by 90% of respondents. The discrepancy between the answers is noticeable in the case of education and psychoeducation on multiculturalism, where only 72% of the respondents consider it true, and 28% false.

The greatest discrepancy between the answers can be observed in the case of translating the words of the doctor/psychologist into the patient's native language so that they understand what the medical team is saying and vice versa – as most of the respondents (54%) believe that this is not the task of the multicultural mediator.

### Q12 CONCLUSION

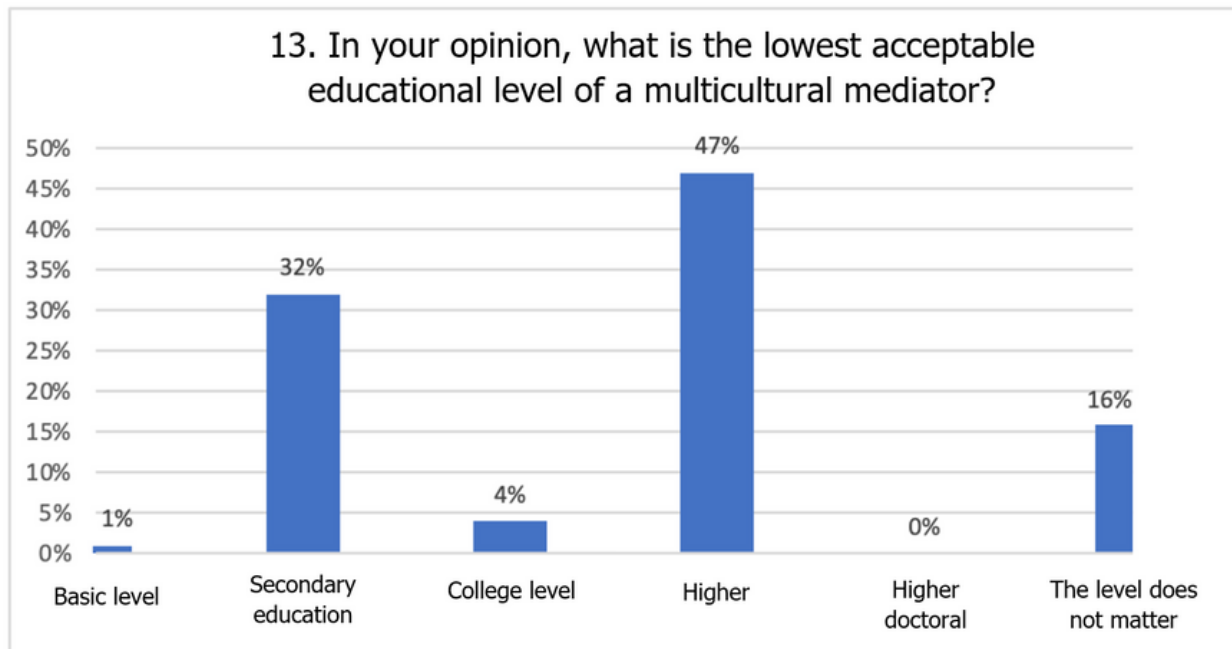
In this question, the respondents indicated the same duties resulting from the profession of a multicultural mediator as the same as those resulting from the profession of a mediator who has completed the basic training and has chosen a different specialisation than that of a multicultural mediation.

### Q12 RECOMMENDATIONS

It is recommended to create a complete training programme for mediators in Poland, whilst taking into account the aspects of multicultural education in mediation.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 13



### Q13 RESULT

A high of 47% of respondents believe that the lowest acceptable education of a multicultural mediator is higher education and 32% of respondents indicate that secondary education of a mediator is also acceptable.

Then, 16% of respondents believe that the educational level of a multicultural mediator is not at all important.

Exactly 1% believe that a basic level of education is sufficient to perform this profession. No one indicated a doctoral degree as the lowest acceptable education for a multicultural mediator.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q13 CONCLUSION

Most of the respondents believe that the lowest acceptable education of a multicultural mediator is higher education.

This may be due to the belief that higher education provides better preparation for the profession, higher competences, and gives the profession of mediator the status of a profession of social trust.

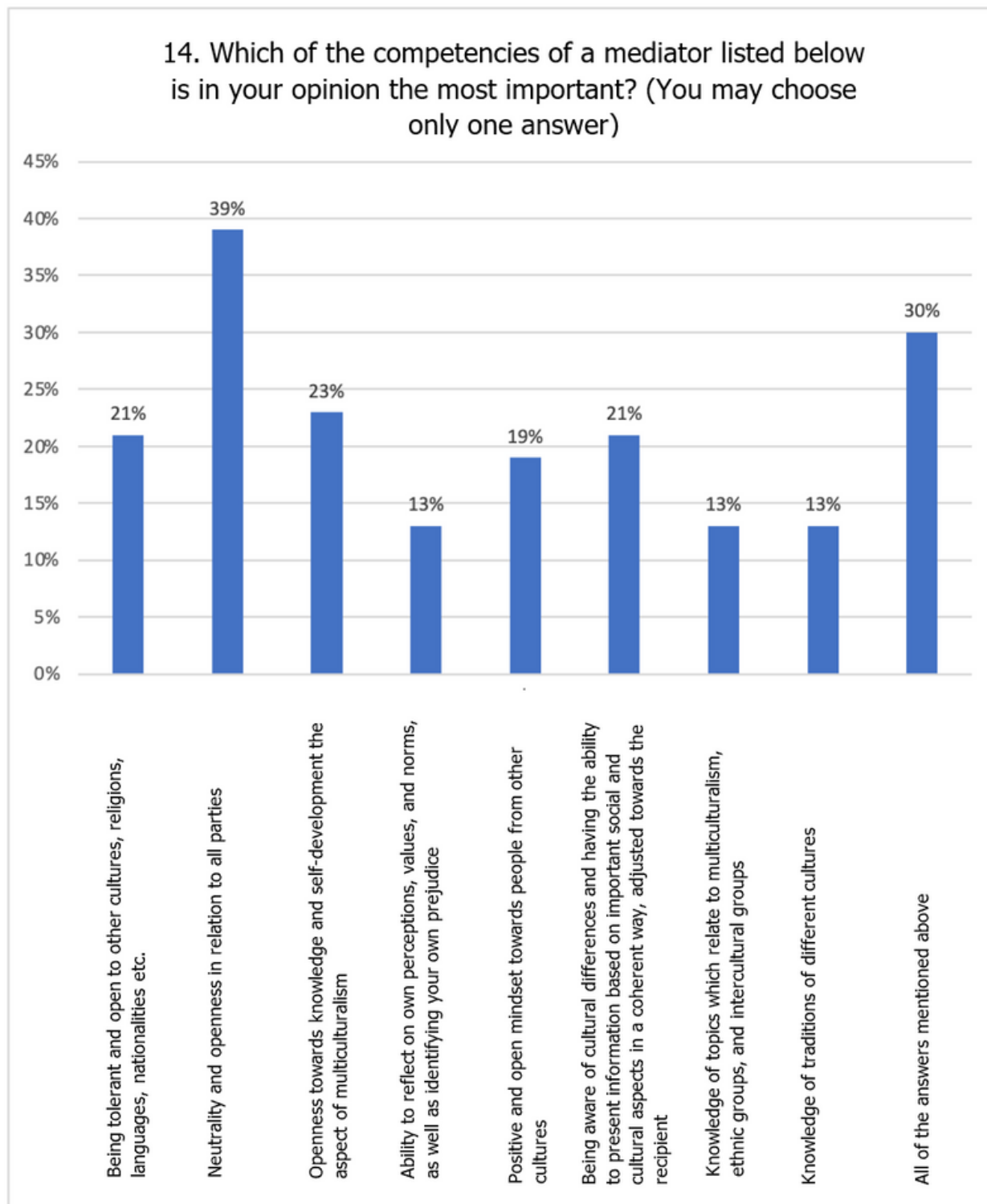
### Q13 RECOMMENDATIONS

It is recommended to carry out a broad information campaign in the society, the aim of which would be to familiarise the public with the actual state of requirements, or rather the lack of them, as to the education of mediators in Poland, including multicultural mediators.

It is recommended to deepen the research in order to seek out the motives corresponding to the choice of higher education of a multicultural mediator as the one chosen by almost 50% of the respondents.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 14



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q14 RESULT

For the respondents, the most important features of a multicultural mediator are: neutrality and openness towards all parties involved (39%), openness to knowledge and learning about multicultural aspects (23%), as well as being tolerant and open to other cultures, religions, language and nationality (21%), as well as awareness of cultural differences and the ability to convey information on important social and cultural issues in a coherent manner adapted to the recipient (21%).

At the same time, 30% of respondents indicated that all of the above-mentioned answers are important.

### Q14 CONCLUSION

Regardless of the mediator's specialisation, the respondents' answers are identical to the set of mediator's competences without the selected specialization.

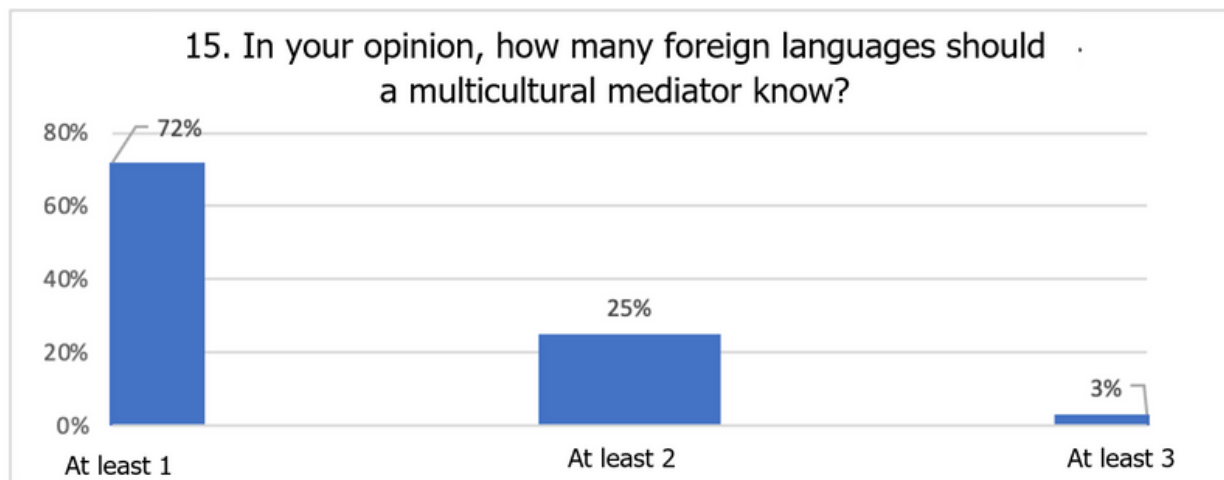
This indicates a specific set of features assigned to the mediator's personality.

### Q14 RECOMMENDATIONS

It is recommended to use the indicated competences in the development of a multicultural mediator code and guidelines for candidates for this profession. At the same time, it would be desirable to prepare a training program for multicultural mediators, considering work with self-awareness, intra- and interpersonal competences, and multicultural education.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 15



### Q15 RESULT

The vast majority of respondents (72%) believe that a multicultural mediator should know at least 1 foreign language, 25% of the answers indicate the need to know at least 2 foreign languages.

Only 3% of respondents are of the opinion that a multicultural mediator should speak at least 3 foreign languages.

### Q15 CONCLUSION

The answers provided show that mediators' knowledge of the need for multicultural mediators to know foreign languages is low.

In countries where multicultural mediation is practiced, knowledge of foreign languages is not required from the mediator, and mediation can be conducted in his native language with the participation of an interpreter.



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

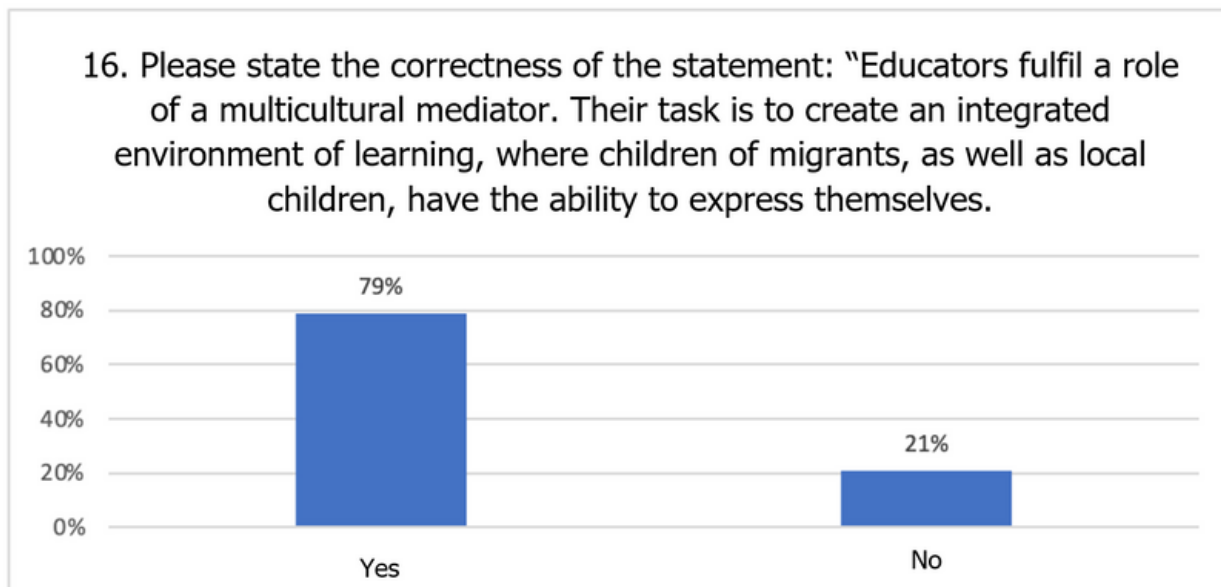
### Q15 RECOMMENDATIONS

It is necessary to communicate the above among mediators and the rest of society, which will increase general knowledge about the profession of multicultural mediator and multicultural mediation itself.

If multicultural mediation is conducted in a language other than the language used by the mediator, an interpreter should be used.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 16



### Q16 RESULT

Exactly 79% of respondents believe that educators act as multicultural mediators, and their role is to create an inclusive learning environment where both migrant children and local children have the right to express themselves while respecting different cultural identities and promoting effective communication/ cooperation between cultures.

Also, 21% of the answers do not agree with the above statement.

### Q16 CONCLUSION

The knowledge of the respondents about the roles of an educator and a multicultural mediator is intuitive, which is why the vast majority of them combine them.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

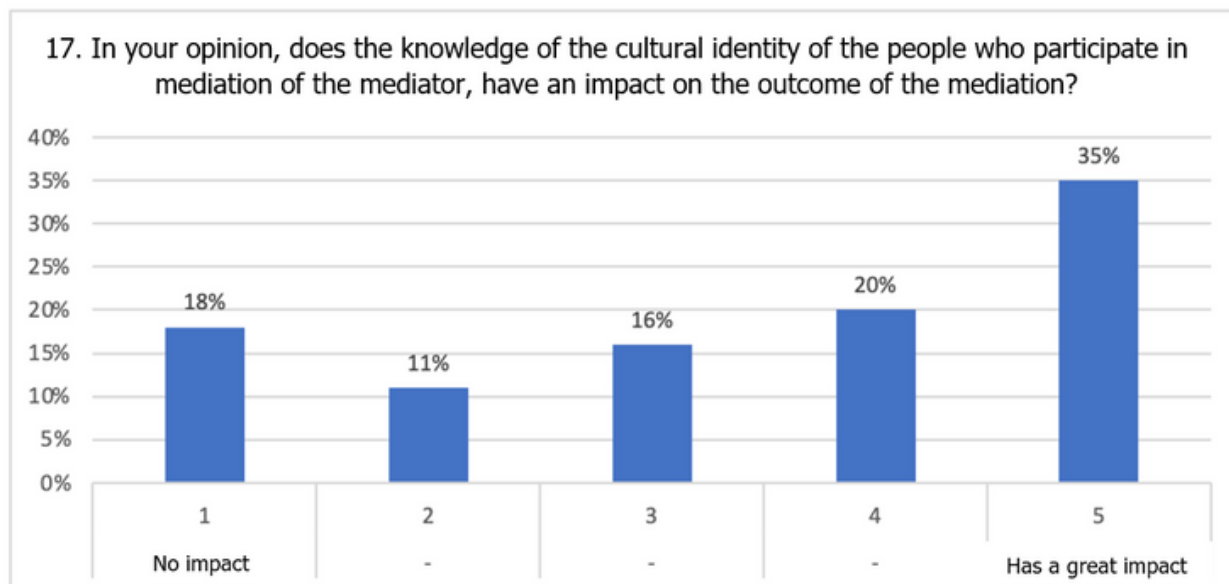
### Q16 RECOMMENDATIONS

It is recommended to consider the above opinion of the respondents in the process of developing the code of the multicultural mediator and the requirements for candidates for this profession, because mediation also means educating others, as evidenced by the experience of other countries.

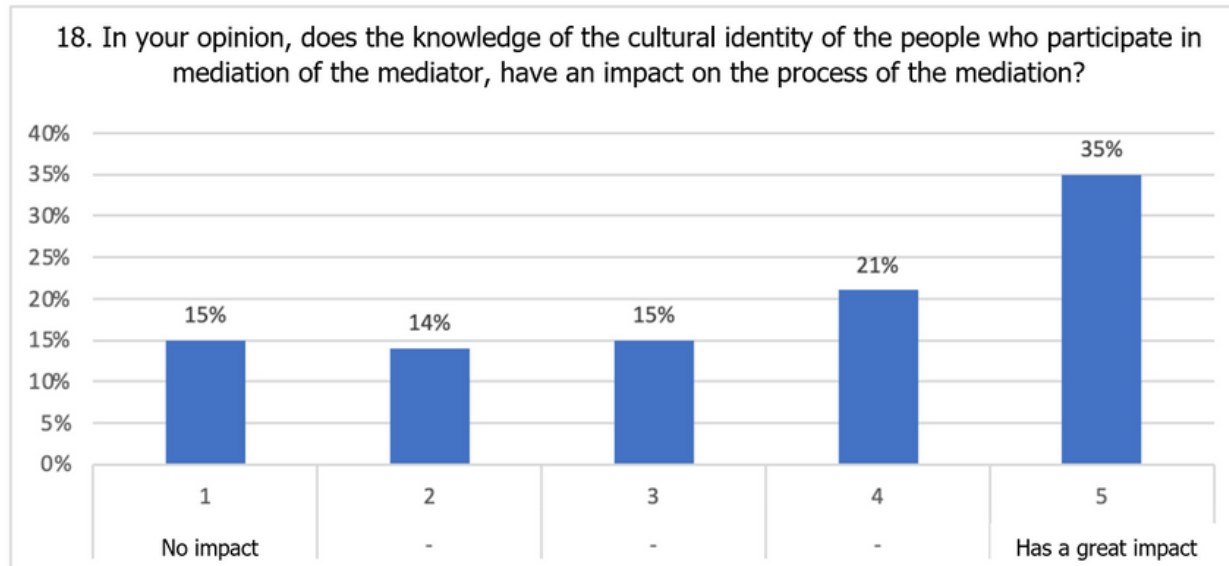
It is recommended to extend the mediator program with educational components in the field of multicultural mediation, multicultural education, and multiculturalism.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 17



### QUESTION 18



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q17 / Q18 RESULT

Exactly 35% of respondents believe that the knowledge of the cultural identity of people participating in mediation has a significant impact on both its outcome and course. Approximately 15% of respondents believe that it has a moderate impact on both, while 29% of respondents believe that it is irrelevant to the outcome of the mediation (1-2 rated).

### Q17 / Q18 CONCLUSION

According to the answers provided, it can be concluded that the knowledge of different cultures is not of great importance for the outcome or course of mediation, especially since it is impossible to know all cultures and subcultures.

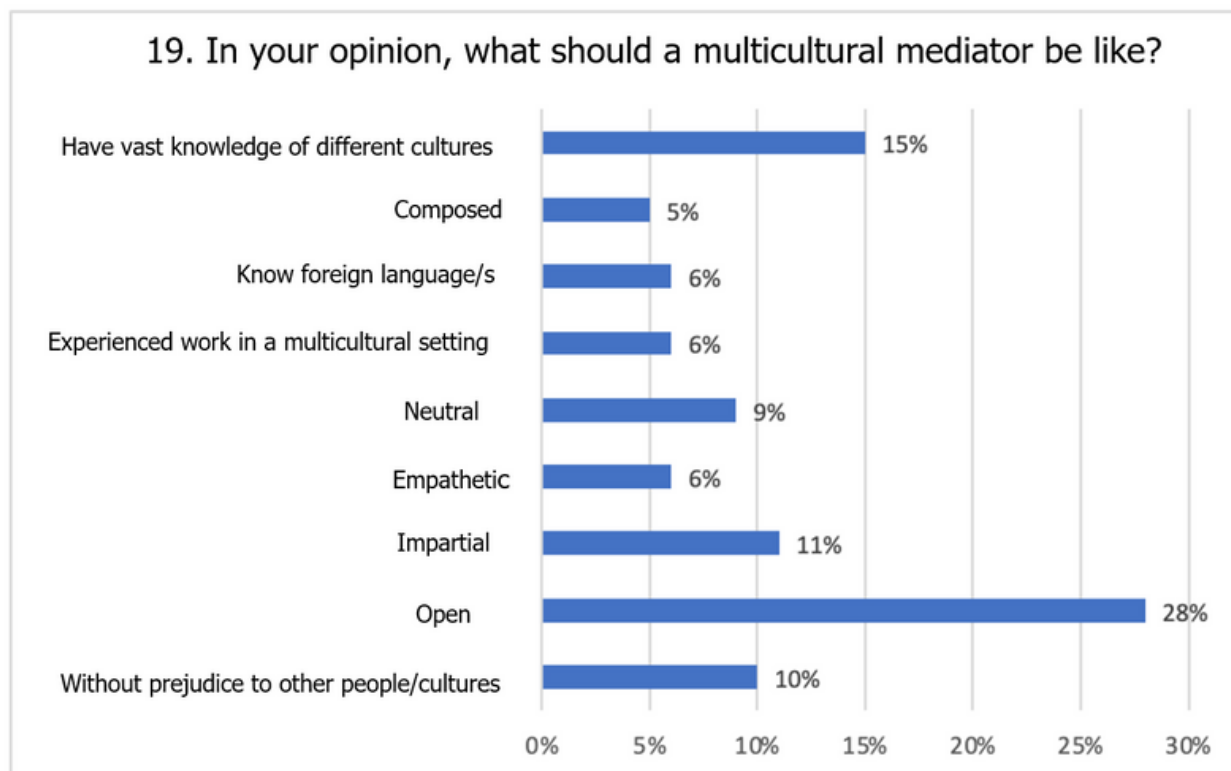
### Q17 / Q18 RECOMMENDATIONS

It is recommended that the training programme for educating multicultural mediator in Poland include topics related to national minorities, ethnic groups and other communities present here, along with elements of their cultures.

This will help avoid misunderstandings and errors in communication, increase the effectiveness of mediation and its popularity in Polish society.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 19



### Q19 RESULT

The question about the features of a multicultural mediator should have, was an open-ended question.

Among the most frequent answers were: openness (28%); having extensive knowledge of different cultures (15%); impartial (11%); not prejudiced against other people (10%); neutral (9%); empathetic, knowledge of foreign languages, experienced in working with people in a multicultural environment (6%), as well as composed (5%).

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q19 CONCLUSION

Openness is the most important feature of a multicultural mediator for the respondents. This is an extremely important feature from the point of view of people participating in mediation.

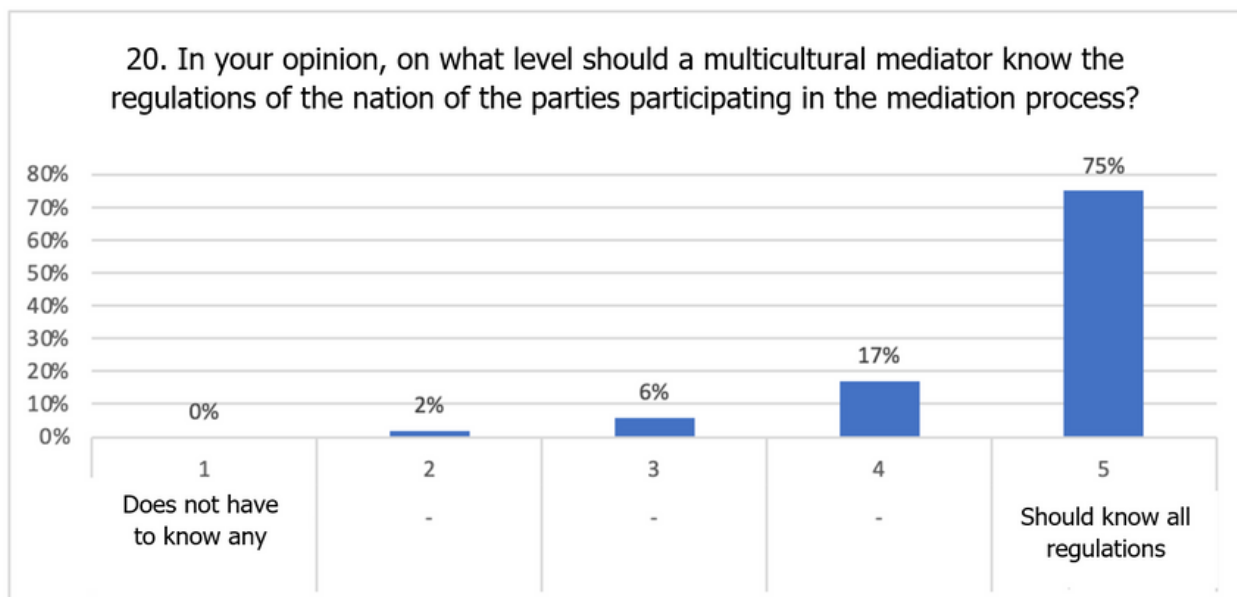
### Q19 RECOMMENDATIONS

It is recommended that multicultural mediators constantly improve their qualifications and competences in the field of multicultural mediation.

This will allow for effective mediation between representatives of two culturally different parties in the two sides of the dispute.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 20



### Q20 RESULT

Exactly 75% of respondents believed that a multicultural mediator should know all legal regulations in force in the countries of the persons participating in mediation.

Also, 17% of the respondents stated that a multicultural mediator should rather know the legal regulations in force in the countries of the persons participating in mediation.

There were no answers (0%) that would indicate that a multicultural mediator does not need to know the legal regulations in force in the countries of the persons participating in mediation.

### Q20 CONCLUSION

In the opinion of the majority of respondents, knowledge of all legal regulations in the country of the persons participating in mediation is a prerequisite for effective and reliable mediation.

This indicates insufficient knowledge of mediators in this area because the practice of multicultural mediation shows that this is not a prerequisite for effective mediation.



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q20 RECOMMENDATIONS

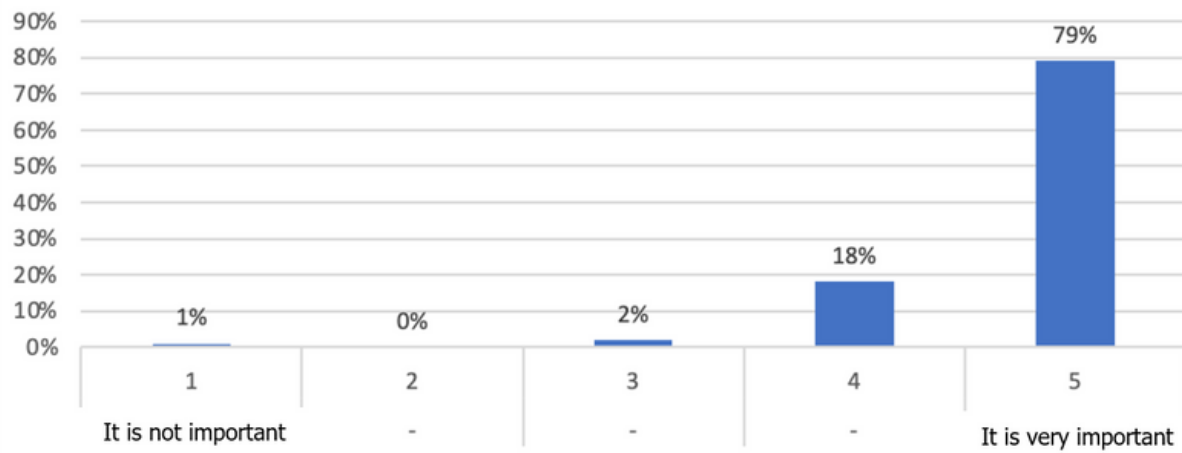
It is necessary to communicate the above among the mediator community and the rest of the society, which will increase the general knowledge about the profession of multicultural mediator and multicultural mediation.

The training programme for multicultural mediators should clearly articulate this and recommend the use of legal assistance if required by a given mediation.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 21

21. A multicultural mediator also conducts family mediation in regard to regulating contact with the child. In your opinion, is the basic level of a multicultural mediator in the scope of law in regulating the granting citizenship, consent to issue a passport, consent to travel outside the country of the child's residence important?



### Q21 RESULT

Exactly 79% of respondents think that the multicultural mediator's basic knowledge of the law in regulating the aspect of granting citizenship, consent to issue a passport, and consent to travel outside the country of residence of the child is very important.

Also, 14% of respondents considered this important, with only 1% of respondents considering that the basic knowledge of a multi-cultural mediator in the above-mentioned scope of law and regulations is not important.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q21 CONCLUSION

In the opinion of the vast majority of respondents, knowledge of the law scope is important.

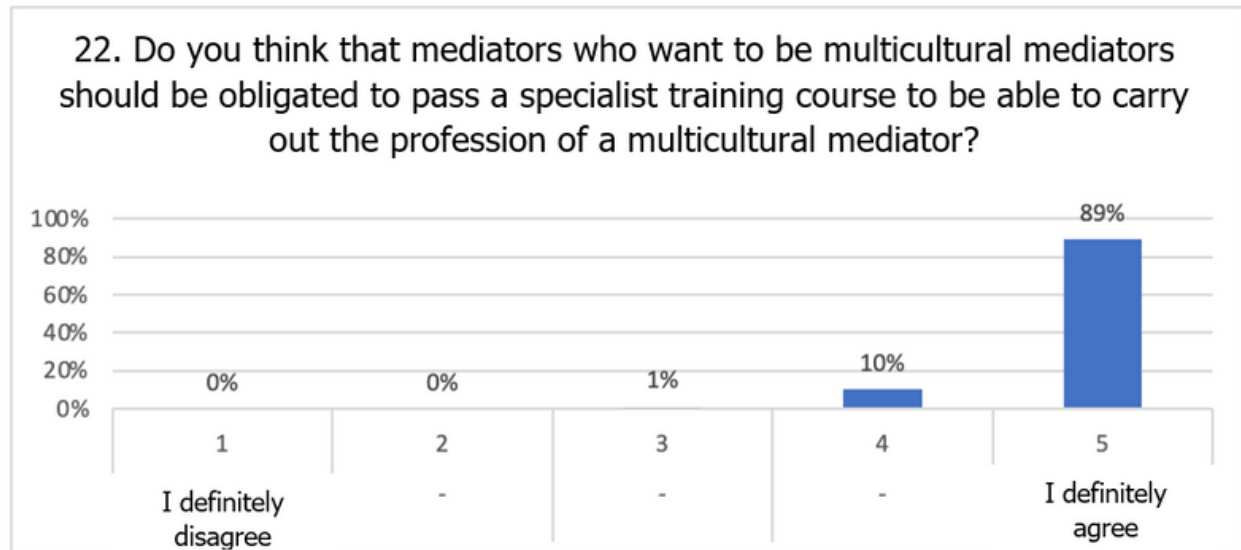
Perhaps this is due to their observations and experiences and, for example, the increased demand for this type of mediation in the light of the current political situation in Poland and in the world (e.g., Brexit, war in Ukraine, migration crises).

### Q21 RECOMMENDATIONS

It is recommended to build a programme for multicultural mediators that will consider the basic law in the field of granting citizenship, consent to issue a passport, permission for a minor to leave the country of residence etc.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 22



### Q22 RESULT

A high of 89% of those surveyed strongly agree that mediators who want to be multicultural mediators should undergo specialist training to practice this profession, with 10% of respondents also agreeing with this statement.

### Q22 CONCLUSION

Exactly 89% of the respondents believe that mediators who want to be multicultural mediators should attend an obligatory specialised training to practice this profession.

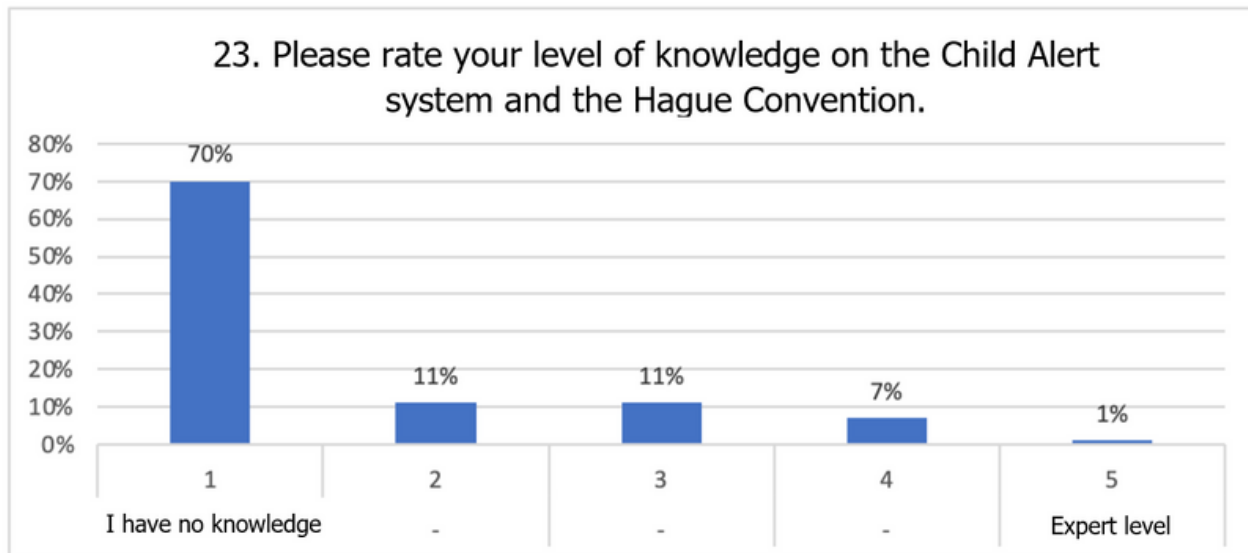
The answer to this question clearly confirms the need to develop a comprehensive training program for multicultural mediators in Poland.

### Q22 RECOMMENDATIONS

It is recommended to build a training programme of workshops that will educate mediators in the field of multicultural mediation specialisation tailored to Poland.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 23



### Q23 RESULT

Exactly 70% of the respondents assessed that they had no knowledge about the Child Alert system and the Hague Convention. Only 1% of respondents indicated an expert level on this subject.

### Q23 CONCLUSION

Child Alert and the Hague Convention are topics not known to respondents.

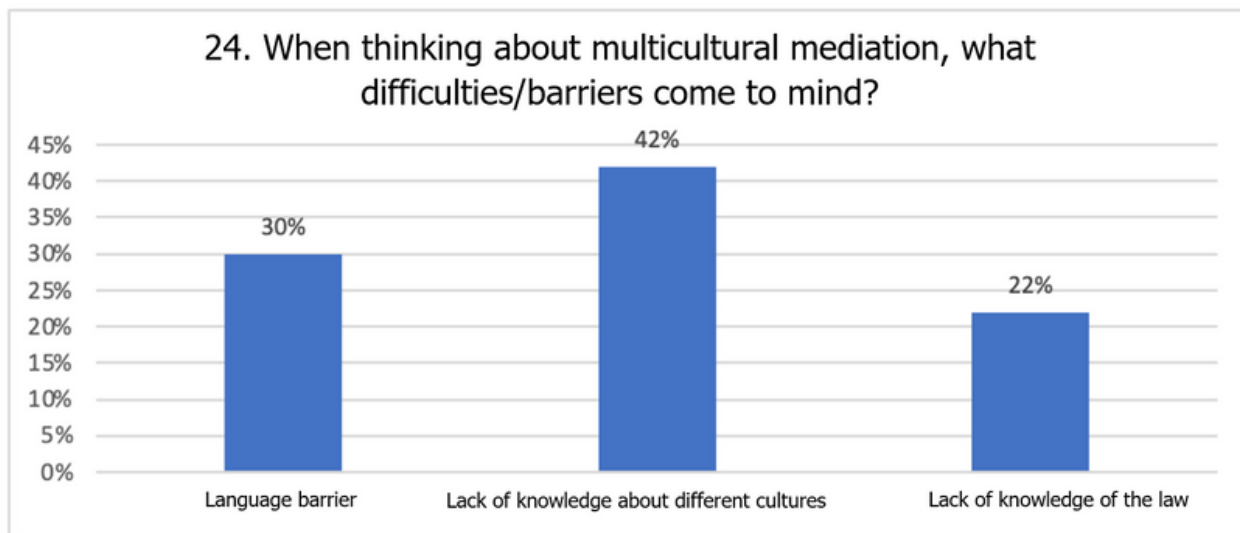
### Q23 RECOMMENDATIONS

It is recommended to establish the actual need for knowledge of the Child Alert system and the Hague Convention in the work of a multicultural mediator.

If the profession of a multicultural mediator and the educational programme are to cover both topics, it is worth contacting representatives of institutions that specialise in them (Children's Rights Ombudsman, expert psychologists, cross-border mediators).

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 24



### Q24 RESULT

Exactly 42% of respondents indicate the lack of knowledge about different cultures as the main difficulty in multicultural mediation.

Following this, 30% of respondents believe that a language barrier is the main difficulty, while 22% declare the lack of knowledge of the law as a further difficulty in multicultural mediation.

### Q24 CONCLUSION

In the opinion of mediators, the main difficulties in multicultural mediation are: lack of knowledge about different cultures, language barrier and lack of knowledge of the law.

This proves insufficient knowledge about multicultural mediation.

In countries where multicultural mediation is practiced, expert knowledge in these areas is not required from the mediator.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

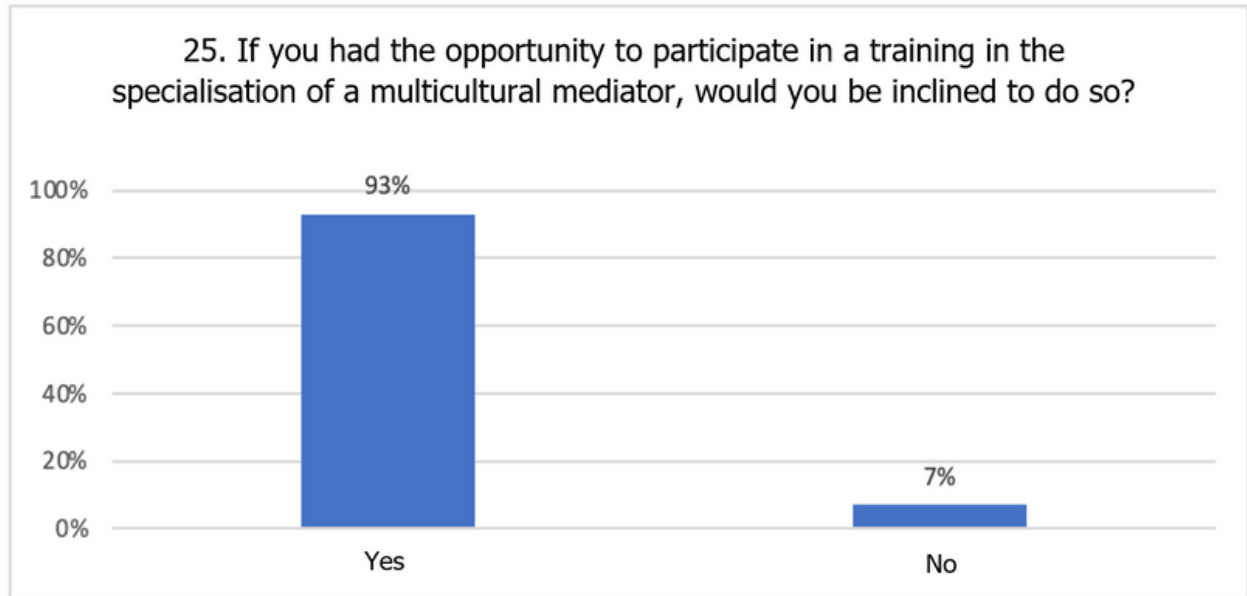
### Q24 RECOMMENDATIONS

It is necessary to communicate the above to the mediator community and the rest of the society, which will increase the general knowledge about the profession of the multicultural mediator and the topic of multicultural mediation. The training programme for multicultural mediators should clearly articulate this and recommend the use of the support of specialists (e.g., lawyers, translators), if required in a given mediation.

It is also recommended that an element of the multicultural mediator's code be a glossary explaining the basic concepts used in multicultural mediation, and that all materials and information related to multicultural mediation should be easily accessible to all mediators.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 25



### Q25 RESULT

A high of 93% of surveyed mediators would be willing to participate in a training on multicultural mediation, with only 7% of participants not expressing such a need.

### Q25 CONCLUSION

Most of the surveyed mediators expressed their willingness to participate in a multicultural mediation training.

It can be concluded that due to the situation in the EU (influx of people from Ukraine and numerous migrant returns from abroad), expanding the competences of mediators to the aspect of multiculturalism and training in the specialisation of a multicultural mediator is attractive for the respondents, and they would be happy to improve their competences in this field.



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q25 RECOMMENDATIONS

Looking at the profession of a multicultural mediator and combining its functions with the tasks of a multicultural educator.

Further research in this area is recommended.

It is also recommended to educate about multicultural mediation using various available educational tools. It is also necessary to develop guidelines for the profession of a multicultural mediator identifying, among others, differences between them and a multicultural educator.