

CASE STUDY

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ACCESS IRELAND ROMA - MEDIATION PROJECT



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ACCESS IRELAND ROMA - MEDIATION PROJECT

Ireland and cities like Dublin are becoming increasingly multicultural as a result of rapid economic development. The country, which was historically a country of emigration, had to adapt to the needs of immigrants due to the changing cultural environment. New ideas such as cultural mediation and intercultural communication are becoming increasingly known in Irish culture.

Since the end of communism in the mid-1990s, Roma from Eastern Europe have been migrating to Ireland. To avoid the prejudice and persecution they experience in their own countries. Most Roma in Ireland come from Romania, but they do not consider themselves Romanians and speak a language completely different from Romanian, called Romani.

Roma people face prejudice and discrimination almost everywhere they go. Social and health services established for other minority groups sometimes do not meet the specific needs of these groups because there is little awareness of the culture and customs of this community.

One strategy to fill this gap and clarify misunderstandings is cultural mediation. This strategy was developed by the Roma Cultural Mediation Project, an EQUAL development partnership based in Dublin, Ireland.

To increase community members' access to social and health services, the Project is training cultural mediators from the Roma community to serve as a bridge between service providers and other members of their community.

Roma people in Ireland continue to experience prejudice due to their status as a visible minority.

ACCESS IRELAND ROMA - MEDIATION PROJECT

They face prejudice regarding their appearance and certain aspects of their behavior, such as begging on the street, and are often vilified in the media. The Irish and the government institutions they work with have very limited awareness of the history, culture and customs of the Roma population. Due to restrictive education systems in their countries of origin, many Roma in Ireland have low levels of education and few know English. Therefore, they have limited options.

Due to bad experiences in their own country, many Roma feel distrustful of the government. NGOs had difficulty building trusting relationships with community residents and including them in their programs.

Access to services for racial and ethnic minorities, including Roma, may be hindered not only by language problems, but also by cultural differences and a lack of awareness and understanding on the part of service providers. This reduces the effectiveness of social and health services.

Access Ireland, the lead project partner and EQUAL development partnership, has experience in developing and implementing cultural mediation services. To make it easier for ethnic minorities to obtain services, cultural mediators have been prepared to serve as a communication channel between service providers and these communities

Through this experience, it became clear that there was an urgent need to train Romani cultural mediators to deal with the unique communication problems and cultural misunderstandings they often encounter.

CASE STUDY

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**MA SOCIOLOGY,
INTERCULTURAL MEDIATION
ERASMUS+ MITRA PROGRAM**



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MA SOCIOLOGY, INTERCULTURAL MEDIATION ERASMUS+ MITRA PROGRAM

The University of Wrocław is part of the Erasmus Mundus MITRA program, which started in 2012 and was originally called "Intercultural Mediation: Identity, Mobility and Conflicts". In the following years, more attention was paid to the so-called "migration crisis" in contemporary European societies.

The Institute of Sociology of the University of Wrocław runs the Intercultural Mediation program. One of the main institutions in Poland dealing with this type of science and research is the Institute of Sociology. We are part of the University of Wrocław, which in 2021 won the competition of the Minister of Science and Higher Education "Excellence Initiative - Research University".

Moving beyond this Eurocentric approach, the program now aims to explore the dynamics of both local and international migration. As a result, MITRA teaching staff allowed the project to focus more on migration.

The university provides the opportunity to attend seminars conducted by specialists in various fields, including: social psychology, urban and rural sociology, gender sociology, migration studies and border studies. Students are encouraged to research and pursue individual interests. Additionally, they will receive tips on planning and developing their career, as well as individual conversations with professors.

MA SOCIOLOGY, INTERCULTURAL MEDIATION ERASMUS+ MITRA PROGRAM

As a student, you will learn a lot about the sociology of culture, diversity, work and employment, social structures and globalization by studying intercultural mediation at the Institute of Sociology of the University of Wrocław. This research will increase awareness of how cultural elements influence the trajectory of social change and how this process can be aided by understanding how individuals form groups and communicate. You will understand diversity and the difficulties it creates for the functioning of society.

Additionally, you will learn key practical skills in intercultural communication, mediation, negotiation and conflict resolution that are necessary for employment as a mediator, translator or intercultural communication specialist. You will gain knowledge of the resources used by social scientists, including qualitative and quantitative research techniques, strategies for acquiring and analyzing data, and basic statistical techniques.

The most important social trends, such as city transformations (e.g. metropolisation, gentrification or housing conditions), changes in the workplace (e.g. automation, Uberization or the gig economy), migrations and many others, will be constantly updated by studies in the field of intercultural mediation. You will observe how globalization processes affect the dynamics of social processes and the quality of our lives.

MA SOCIOLOGY, INTERCULTURAL MEDIATION ERASMUS+ MITRA PROGRAM

The Intercultural Mediation study program focuses largely on the study of local, regional and global components of culture and the effects of multiculturalism, on the example of Central and Eastern Europe.

Sociology of culture and multiculturalism, labor markets, sociology of social change and globalization, cultural factors in migration processes, sociology of nations, ethnic groups and civilizations, intercultural communication, mediation, conflict management and many other topics are among the subjects that students take.

Some sessions are particularly practical and require students to participate in mediation procedures and visit local organizations that promote social integration and multicultural harmony.

The Erasmus+ program offers students studying intercultural mediation the opportunity to take part in international student exchanges, internships abroad and a range of other bilateral partnerships with leading universities. Under the Erasmus+ initiative, scholarships are awarded to every student.

Students can also participate in summer programs offered by the University of Wrocław and other institutions in Europe, as well as international scientific meetings sponsored by academic institutions and business associations. They can take part in the activities of student scientific organizations and in lectures and seminars conducted by professors visiting our university as part of the Visiting Professors Program.

MA SOCIOLOGY, INTERCULTURAL MEDIATION ERASMUS+ MITRA PROGRAM

Students have the opportunity to undergo internships in local enterprises (such as associations promoting intercultural and social integration, non-governmental organizations, educational institutions, cultural institutions, etc.) and in Polish and foreign enterprises that need experts in intercultural communication and mediation in the period between tests. Students apply for internships on their own.

It should be noted that this Master's program lasts 2 years and will cost students 2,600 euros per year. After graduation, there is no automatic entry on the list of mediators, neither in Poland nor in any other EU country.

Therefore, despite the program providing theoretical knowledge about multiculturalism and migration, it is only the beginning of gaining knowledge and experience to become a multicultural mediator.

CASE STUDY

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TRAINING INTERCULTURAL MEDIATORS FOR MULTICULTURAL EUROPE



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TRAINING INTERCULTURAL MEDIATORS FOR MULTICULTURAL EUROPE

Policies promoting integration have proven crucial to the life of local and national communities, both for residents and immigrants. They raise awareness and educate all parties involved on the issue of otherness, encourage the development of effective communication and mutual understanding between other cultures, facilitate access to public services and improve the quality of services offered. Intercultural mediation has been proven to play a catalytic function in this regard. However, it is crucial that intercultural mediation is conducted by qualified and experienced experts who have all the information, skills and competencies required to make progress and not limit its scope.

Over the last few years, the EU has introduced many initiatives to encourage harmonious interactions between heterogeneous communities. One of the actions taken to encourage the integration of migrants was the training and employment of intercultural mediators.

However, these interventions were often sporadic, unrelated to other similar programs, or fragmented. As a result, there is currently no accurate picture of the state of intercultural mediation for immigrants at European level, and there is no transfer of practices between partner countries.

The Training of Intercultural Mediators for a Multicultural Europe (TIME) initiative examines the methods used to train and employ intercultural mediators across the EU. By suggesting exemplary training programs for both intercultural mediators and their trainers, it encourages the sharing of best practices in the area of intercultural mediation.

Additionally, TIME examines the systems currently in place in partner countries and makes recommendations for the validation of intercultural mediation training.

TRAINING INTERCULTURAL MEDIATORS FOR MULTICULTURAL EUROPE

Additionally, TIME examines the systems currently in place in partner countries and makes recommendations for the validation of intercultural mediation training.

All partner countries conduct research on procedures for hiring and training intercultural mediators. The survey results are presented in the report and highlight best practices. A detailed training program for intercultural mediators and their trainers is then developed after a research-based review of the ideal career profile for intercultural mediators and their trainers.

The goods take advantage of best practices from across Europe and disseminate them. The National Qualifications Framework (NQF), the European Qualifications Framework (EQF) and the European Credit System for Vocational Education and Training are compatible with these programs (ECVET). The validation, certification and accreditation processes of partner countries are examined and the report includes suggestions for each country.

TIME wants to have a significant impact on the methodological systematization and knowledge in the field of intercultural mediation of immigrants. This should facilitate systematic interventions at European, national, regional and local levels in practices and policies related to immigrant integration.

TRAINING INTERCULTURAL MEDIATORS FOR MULTICULTURAL EUROPE

ORGANIZATION

EU project:

- Olympic Training and Consulting Ltd (GR) (project coordinator) Hellenic
- Open University (GR) BGZ Berlin Society for International Cooperation mbH (DE)
- BEST Institute of Vocational Education and Personal Training GmbH (AT)
- Lisbon Municipal Police (PT) Social Cooperative Integration Program (IT)
- Pontifical University of John Paul II in Krakow (PL) Federal Intercultural Mediation Unit

COUNTRY AND CITY/CITIES

Greece/Italy/Austria/Belgium/Germany/Poland/Portugal

OPERATING RANGE

Social integration of migrants, education, training

ACTIVITY EFFECTS

- Creating interest among academia, non-governmental organizations and migration authorities, and national governments partnerships.

Ongoing accreditation process for the professional profile and training of an intercultural mediator

TRAINING INTERCULTURAL MEDIATORS FOR MULTICULTURAL EUROPE

THE ACTION IS ADDRESSED TO (BENEFICIARIES)

- Integration policy makers, immigration and asylum services, and authorities at national, regional and local levels
- Non-governmental organizations, other organizations working on integration issues,
- social researchers and social service providers
- University Social Sciences
- Departments Immigrant Communities
- Health Services Schools of Public
- Health VET Providers and other training or employment providers IMfI
- Intercultural Mediators Accreditation and Certification Bodies

BUISSNESS DESCRIPTION

The TIME project was established to investigate practices in training and employing intercultural mediators to promote the integration of migrants across the EU.

The project encouraged the exchange of good practices in intercultural mediation by proposing model training programs for both intercultural mediators and their trainers.

TIME also analyzed existing structures in partner countries and proposed recommendations for the validation of training for intercultural mediators.

TRAINING INTERCULTURAL MEDIATORS FOR MULTICULTURAL EUROPE

MAIN GOALS

- Develop a model training program for intercultural mediators and their trainers (for official accreditation in partner countries)
Promote the integration of migrants in the EU • Encourage the exchange of good practices

COOPERATION WITH STAKEHOLDERS

EU project = cooperation between different types of stakeholders from different countries. Cooperation with non-governmental organizations, national migration authorities, scientists and state authorities.

SUSTAINABLE DEVELOPMENT (SUSTAINABLE ECONOMIC, SOCIAL AND INSTITUTIONAL DEVELOPMENT)

Limited as it is an EU project, however the training programs developed are in the process of accreditation in Greece and have been used and adapted for further use by non-governmental organizations as well as public institutions and universities.

POSSIBILITY OF CARRYING

Recommendations for the transfer of good practices are presented according to the country-specific context and standards for quality vocational training are defined.

CASE STUDY

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**LINK WOMEN (FEMMES RELAIS)
AS SOCIAL AND
INTERCULTURAL MEDIATORS**



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LINK WOMEN (FEMMES RELAIS) AS SOCIAL AND INTERCULTURAL MEDIATORS

Location/geographic scope: France Who carries out the practice: National Association of Women Intercultural Mediators Category: Structure

Link-women, or "femmes-relais", are social and cultural intermediaries who organize and accompany interactions between people or between people and institutions in order to facilitate communication or facilitate access to rights in France. Cultural mediation works with migrants to help them communicate more effectively or solve problems arising from different value systems.

The main elements of mediation work are hospitality (reception), support (accompaniment) and guidance of local residents or families in their interactions with institutions. Women liaisons are employed by a city agency or organization.

To overcome communication barriers with local institutions, immigrant women took the initiative in the late 1980s to establish intercultural mediation led by women liaisons.

The National Association of Women Intercultural Mediators was founded in 1988. Femmes-relais mediatrices have remained active over the years, improving the quality and standards of their offer.] The organization emphasizes the strong development of the mediator profession and the empowerment of women by offering training, networking and multiculturalism as a way of promoting community cohesion throughout France.

LINK WOMEN (FEMMES RELAIS) AS SOCIAL AND INTERCULTURAL MEDIATORS

Why this is considered good practice:

The National Association of Link Women – Intercultural Mediators (Association Nationale femmes relais médiatrices interculturelles) has a clear mission. The professional reference system was first created in 1997. It was developed in 2006, detailing the deontology, quality standards, mission, intervention framework, tasks and working conditions of the femmes relais médiatrices.

This approach exemplifies migrant empowerment and a high level of commitment. The key element is that it was created by end users. As there are several regional organizations and a national organization for women liaisons, networking is organized. The continuous development of this activity is supported by a number of stakeholders from the fields of social services, adult education, social mediation, public and municipal authorities.

Since it focuses solely on meeting needs, the method is quite effective. The steps you need to take are dictated by real-world difficulties. The work of femmes-relais has had a direct impact on several government initiatives for social inclusion.

This method is characterized by an exceptionally high level of social sustainability. It is a component of several well-known social mediation techniques in France. There is a huge amount of experiences and structures that can be used as a starting point or reference point for transferability.

Replicating this system depends largely on human effort and an efficient network because it is a bottom-up endeavor. The success of this practice is partly due to the encouraging atmosphere in France, which, of course, cannot be replicated everywhere.

CASE STUDY

5

COURSE UNIWERSYTECKI
TRANSLATED - MEDIATION



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UNIVERSITY COURSE IN TRANSLATION - MEDITATION

Location/geographic scope: Paris, France Internship: University of Paris Diderot Category: Training

Created in 2014 (MISC). After accepting the application file, passing the language exam and knowing at least three languages, anyone with a bachelor's degree can use it. The program lasts two years (700 hours).

The aim of this course is to develop professionals in the field of linguistic and cultural mediation interpretation who can work either as liaison interpreters supporting global business development or at the interface of foreign populations and institutional settings. Topics covered include oral and multilingual communication, interpreting, translation, civilization/otherness, immigration and so on. Students in the second year of the program have the status of interns and work full-time in a professional environment for certain months.

The course is open to graduates of ISM (Inter Service Migrant Interpretation) translation, writing and oral studies with at least three years of professional experience, as well as employees of social and medical facilities who want to specialize in intercultural mediation. Applicants must be fluent in at least one foreign language and have a master's degree in French.

The aim of the course is to train specialists in multilingual mediation in social and medical environments, so that they can ensure dialogue in difficult circumstances between foreigners with poor knowledge of French and the administration, public institutions or associations.

UNIVERSITY COURSE IN TRANSLATION - MEDITATION

In 2011, the university launched a 100-hour, one-year training program in translation and mediation in social and medical contexts, resulting in a university diploma (DUIM).

Training content:

Module 1:

Context and civilization, important topics of otherness (15h)

1. Race and ethnicity, definition, history
2. Ethnicity in France and Great Britain: a perspective
3. France and minorities, history, integration policy
4. Evolution of the perception of the role of women in society: gender theory
5. Case study on pain perception

Module 2:

Translation and interpretation: introduction to techniques (18h)

1. The practice of consecutive interpreting: approach and practical workshops
2. Introduction to the study of interpretation
3. Introduction to sign language interpreting
4. Mediated written translation: public letter writer

Module 3:

Specificity and content of interpretation – mediation (35h)

1. Evolution and construction of the role of a translator-mediator, history of the profession
2. The position of a translator-mediator in a therapeutic-medical consultation
3. Trilog: between translation and mediation, ethics and code of conduct for translators - mediator
4. Dialogue with four people: a translator, a migrant child and his parents. Workshops: role-playing games, situational scenarios.

UNIVERSITY COURSE IN TRANSLATION - MEDITATION

Module 4:

Fields of intervention of the translator-mediator (32h)

1. Main principles of French administration
2. Social law
3. Rights of foreigners
4. Hospital and its structures, presentation and terminology
5. Practical case: specificity of the infectious diseases department of the Saint-Denis hospital
6. School system, presentation and terminology

Why this is considered good practice:

Both courses have clear objectives and well-defined content. The courses respond to the real needs of French society. The master was recognized by the French Ministry of National Education for 3 years. The economic sustainability of these courses is rather high. DU is funded by students or partner organizations as part of continuing education. The master course is a state diploma sponsored by the university and the region as part of the rotation. Teachers are paid by the French state. At the same time, the social durability of this practice is very high. In France, the demand for mediators-translators is increasing. Moreover, French law obliges institutions to employ people who can remove the language barrier (French law stipulates the use of interpreters).

As this practice relates to university courses, the level of transferability is also very high. It can be easily reproduced and used as a reference or starting point. According to university leaders, the challenge in implementing these courses is ensuring a broad language register and finding trained instructors for each culture.

CASE STUDY

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PUBLIC REGISTER OF INTERCULTURAL MEDIATORS



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PUBLIC REGISTER OF INTERCULTURAL MEDIATORS

Location/geographic scope: Rome and Lazio region Who implements the practice: Municipality of Rome; Programma Integra Category: Structure

The Roman authorities created the Public Register of Intercultural Mediators in 2006 to track the work of intercultural mediators working in Rome and the Lazio region, assess their qualifications and suggest continuing education programs for them. Intercultural mediators who want to work in local government agencies, including social care, hospitals and schools, must apply to the municipality.

Employees interested in working in local public services are advised to enroll in a degree program, even if it is not required. According to Italian Immigration Law (Testo Unico sull'Immigrazione), which defines an intercultural mediator as "a person working in educational contexts to enhance the measures provided for the integration of migrants, such as inclusion, interaction and exchange" (Ministry of the Interior, Immigration Code, 1998), the Register was created by resolution of the Municipal Council No. 160 of July 18, 2005. Throughout Italy, the Register is the only formal list of intercultural mediators.

The register is characterized by a very high level of continuity, as it has been carried out annually since 2006. The register is a link between intercultural mediators and the public services that need them, as well as a tool enabling monitoring the presence of intercultural mediators, offering them training and courses, and updating their competences.

Moreover, the Registry ensures the implementation of effective and efficient interventions in the field of intercultural mediation, because every professional is registered in it. In 2015, there were 520 registered mediators from 80 different countries.

PUBLIC REGISTER OF INTERCULTURAL MEDIATORS

The conditions for joining the Register are:

- a) Foreign citizenship or Italian citizenship acquired by foreigners;
- b) Ordinary residence permit;
- c) Stay in the Lazio Region;
- d) Control, for direct practice, of one native language and one native culture different from Italian, confirmed by an appropriate certificate;
- e) Certificate of participation in an Intercultural Mediation Course organized by the Region, University or non-profit organizations working in the field of immigration and intercultural mediation;
- f) Certified knowledge of Italian.

There is a Commission that evaluates applications for admission submitted by intercultural mediators. The Commission consists of:

- Social expert appointed by the Department of Social Welfare Communication specialist appointed by the Communication Department Administrative official

Why this is considered good practice:

The register provides qualified mediation services, as each registered mediator must meet certain requirements. In addition, the Registry monitors and supervises the presence of intercultural mediators in the territory of Rome, what languages they speak, their competences and the main sectors of intervention. By periodically reviewing employed intercultural mediators, it is possible to check the characteristics of their training: whether they are updated or not, whether they work only in one field (e.g. health, education, school, social care, minors). By adapting these elements to the needs of the area, you can plan and propose courses on various topics.

CASE STUDY

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Learning Local Bodies in
Immigrant Integration (LL2II)



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Learning Local Bodies in Immigrant Integration (LL2II)



The alliance consists of 7 partners from 5 EU countries, including representatives of local authorities, non-governmental organizations, training and consulting companies and universities. They were selected for their in-depth knowledge and experiences of immigration, diversity challenges, extensive networks in relevant disciplines, IT expertise and involvement in international initiatives. To optimize coverage across the EU, partners' geographic locations were carefully considered.

The project started in September 2015, following the move of 3.4 million people to a European Union (EU) member country in 2014.

An estimated 1.6 million of them are immigrants from third countries. In line with the Europe 2020 strategy, the successful integration of immigrants into host countries will increase the productivity of the EU economy and help create a society that is competitive and sustainable.

To achieve this, the EU program for the integration of third-country nationals (EC 2011) highlights the importance of local actors in supporting migrants' involvement in the political, social, cultural and economic life of their communities.

The agenda also calls for greater cooperation between Member States and exchange of information to address common integration challenges. Particularly in the areas of housing, education and employment, local actors play a key role in the implementation and development of integration programs.

Finally, the EU 2020 strategy uses lifelong learning through state-of-the-art training and education methods, as well as ICT in policy areas.



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Learning Local Bodies in Immigrant Integration (LL2II)



In line with this strategy, the LL2II project uses state-of-the-art techniques and an international collaborative methodology to promote capacity building of local actors working to integrate migrants into the host community. The project is aimed in particular at local authorities, non-governmental organizations, trainers, advisors, employees and volunteers dealing with migrants at service providers, as well as decision-makers.

'Local Authority Learning on Immigrant Integration' (LL2II) promotes capacity building of local government staff and civil society members who seek to integrate immigrants into the host community.

To this end, the initiative uses cutting-edge techniques and resources to support global learning, such as an open learning platform. The project will collect excellent practices in the integration of migrants from five different European countries (i.e. Austria, Italy, Malta, Spain and Turkey), and will also create a training program to support local specialists dealing with migrants.

*Introduction by Dominika Marcinkowska (January 2023)



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Learning Local Bodies in Immigrant Integration (LL2II)



ORGANIZATION

Project financed from European funds coordinated by CRM Management Consultancy (coordinator)

COUNTRY AND CITY/CITIES

Ankara, Istanbul (Turkey), Graz (Austria), Seville (Spain), Rome (Italy), Malta

THE ACTION IS ADDRESSED TO (BENEFICIARIES)

Local authorities, migrant workers, NGOs, trainers, mediators, advisors, managers and staff of migrant service providers, volunteers who want to work for/support immigrants, the employment and recruitment sector, policy makers

BUISSNESS DESCRIPTION

The main activities developed are:

- Research and collection of good EU practices
- Training program
- Developed and adapted training materials
- Guide for local authorities and operators
- Open educational platform

MAIN GOALS

Training, empowerment and learning of adult staff from local authorities, mediators, NGOs, operators and other field actors working to integrate immigrants into society and the employment sector.

Furthermore, the rights of migrant entrepreneurs have been treated with care as it is important to maintain life balance in all areas of the community.



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Learning Local Bodies in Immigrant Integration (LL2II)



ACTIVITY EFFECTS

- Training volunteers to perform a combined role of interpreter and cultural mediator. Because volunteers are refugees themselves, they have a unique understanding of the needs of new community members.
- Help improve their perception by host communities. Volunteers can also spread a positive message about refugees and migrants. In Turkey, where there is an increasing negative attitude towards Syrian refugees, such awareness-raising could have real potential to improve social cohesion.

COOPERATION WITH STAKEHOLDERS

Republic of Turkey Ministry of Interior Directorate General for Migration Management, İHH Humanitarian Aid Foundation Mülteci-Der (Solidarity with Refugees Association) are involved in this initiative as stakeholders.

SUSTAINABLE DEVELOPMENT (ECONOMIC, SOCIAL AND INSTITUTIONAL SUSTAINABLE DEVELOPMENT) The initiative plans to apply for IPA funds provided to Turkey by the European Union in order to maintain our activities and services.

POSSIBILITY OF CARRYING

The activities can be replicated in other countries, taking into account the different needs of refugees at each stage of the migration journey.

Source: https://www.includemeproject.eu/wpcontent/uploads/2022/09/2022_July12_Include-ME-Good-Practice-Guide_design-done-4.pdf



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CASE STUDY

8

**Community mediators
train local police teams**



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Community mediators train local police teams



The Training of Intercultural Mediators for a Multicultural Europe (TIME) initiative examines the methods used in the EU to develop and employ intercultural mediators for immigrants (IMfI). By suggesting exemplary training programs for both intercultural mediators and their trainers, it encourages the sharing of best practices in the area of intercultural mediation.

TIME also examines the systems already in place in partner countries and provides suggestions for the validation of IMfI training.

The municipal police training strategy that the Lisbon Municipal Police has been developing over the last few years aims to prevent and solve local problems of insecurity in close cooperation with neighborhood partners, local residents and representatives of social mediators from all cultural backgrounds in the area of municipal police intervention. Therefore, LMP asked social mediators to take part in the training of police officers who, in 2009, were entrusted with carrying out local police patrols in Lisbon.

Communities consist of groups of individuals who regulate each other's behavior according to their social and cultural identity. This is taken into account when training local police teams that include local mediators. To enforce urban security laws, police officers must be aware of the social and cultural identities of various groups within a given community.

Community policing teams are trained by community mediators to deal with cultural differences when patrolling a region where there have been disputes between different cultural groups and the police.

*Introduction by Dominika Marcinkowska (January 2023)



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Community mediators train local police teams



Description of the practice

Aimed at increasing police officers' awareness of the different cultural identities in the area and, therefore, their confidence in dealing with and managing escalating conflict situations, a one-day community-led training session

Representative mediators from different cultural backgrounds in the community discuss the various codes and practices associated with each culture, as well as critical aspects of communication between police and residents.

Social mediators are invited to support police officers' internal reflection and discussion on culture, identity, attitudes and behaviors adopted in multicultural contexts as part of intercultural competence training, emphasizing the importance of values such as mutual respect, dignity, solidarity and justice as well as the value of benefits derived from cultural diversity.

After training in police departments, community mediators continue to communicate with the local police team in the field, introducing the team to the public, outlining its purpose and key rationales for using the practice in their area.

Why this is considered good practice:

This practice has very clear goals, directly related to the real needs of the population and, at the same time, the Municipal Police. A highly participatory approach was taken to design community policing.

The security group of Ameixoeira and Galinheiras (Northern Lisbon Territory) invited residents and local partners to express their views on what profile police officers would have to patrol in this particular territory, what kind of knowledge they should have about the security constraints of this territory, resources, social and cultural dynamics prevailing there.



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Community mediators train local police teams



The Lisbon Municipal Police took the initiative to include social mediators in the local police training course. The general training was designed by LMP with input from residents (through focus groups), local partners (monthly safety group meetings) and community mediators (periodic working meetings), being community mediators invited to design a training session on intercultural mediation.

This practice has proven to be very effective as it contributes to increasing police awareness of the different cultural identities of the territories, developing capacity building in the management of social conflicts and better understanding the main problems of insecurity experienced by different social groups that are not usually aware of it. do not contact the police, especially from the immigrant community.

In 2014, the Council of Europe, as part of the "Diversity Advantage Challenge", recognized this practice as one of the 15 best real-world examples of the effective involvement of people from different cultural backgrounds (ethical, religious, linguistic) in the design of innovative products, services, policies, projects and initiatives. In terms of transferability, the training of police officers provided by community mediators can easily be replicated by local authorities who work closely with local security partnerships.

Benefits of implementation

The training of social mediators was assessed by environmental police officers as a very important asset in their future work in culturally diverse territories. The communication skills of police employees are improved, which facilitates the process of building trust-based relationships with the public during daily patrols and enables them to deal positively with diversity. Police and residents share responsibility and work together to enjoy a safer environment. The community itself benefits from increased social cohesion.

Source: http://www.mediation-ime.eu/images/TIME_O2_Good_practices_and_transfer_recommendations.pdf



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CASE STUDY

9

DUBLIN COMMUNITY INFORMATION FAIR



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DUBLIN COMMUNITY INFORMATION FAIR



Representatives of neighborhood organizations from the Dublin 7 inner city area form the Intercultural Working Group of the north-west inner city network. The organization has undertaken a number of efforts to support the development of friendly and fruitful interactions between the various ethnic groups that make up the community.

A consultation session with members of immigrant groups was one of the first tasks the Intercultural Working Group carried out to find out what obstacles they faced in using local services. The aim of this activity was to fill the knowledge gap about the needs of new groups living in Dublin city center 7.

Two nearby asylum seeker shelters received information leaflets about the event and posters were posted in public places. A member of the Intercultural Working Group made an inspection visit to each hostel to invite participants from new communities.

To publicize the consultation day, the Working Group worked with regional refugee aid organizations including Spirasi and Access Ireland. Additionally, word of mouth and individual interactions were used to promote the event.

The Intercultural Working Group supported those who had parental responsibilities and offered translation services to encourage newcomers to participate. Moderators who spoke French, Romanian, Russian and English were selected because these are the languages most frequently used by new populations in the Dublin 7 region.

Event participants were asked to name various social and government service providers in their area and to share their experiences of using such services and supports. To better meet their needs, they were also asked what they thought needed to change in the way local services were delivered.



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DUBLIN COMMUNITY INFORMATION FAIR



The consultation session gathered important information on how immigrant populations engage with and perceive neighborhood service providers. They mentioned the main obstacles to using the services:

- Problems with communication and language
- Careless treatment of individual cases (apathy
- service providers) Unavailable or unsuitable staff for some services No information (information not available)
- Overflow of services (housing, health care, dimension
- justice)
- Cancellations of appointments and waiting periods before making new appointments

Participants reported more good experiences with some providers than others; for example, the services of public health nurses have received high praise. They proposed changes to local service delivery, such as assigning an ethnic minority public health nurse to work with residents of new cities, which they believed would facilitate a better understanding of the needs of new populations.

The second step in the consultation process was to meet with local service providers and provide them with information about the needs of the immigrant community. With the help of the immigrant population they serve, the local community and statutory service providers have been encouraged to examine their own work practices and develop culturally sensitive work policies and procedures.

Participating agencies included community development workers, F.S. representatives from community training centers, childcare facilities, schools, women's groups, drug awareness projects, youth services, public health nurses and organizations working directly with new communities.

They also represented various statutory and social services



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DUBLIN COMMUNITY INFORMATION FAIR



The group facilitator led a discussion about institutional obstacles to interculturalism, suggestions for change, and realistic actions people can take in their organization to promote interculturalism.

Participants reported a number of serious issues for immigrant service providers, including language and cultural difficulties, lack of knowledge about local services reaching new areas, and limited access to certain rights (e.g. training and employment programs).

It also proposed a national multiculturalism plan, an anti-racist training policy for the public and commercial sectors, the creation of mechanisms to influence policy, close cooperation with immigrant groups and the promotion of community participation and integration.

The working group wanted to increase awareness of regional resources available to immigrant populations following two consultation meetings. The event, which included a debate on multiculturalism in Ireland, attracted over 100 participants.

The following results were achieved as a result of the consultation sessions and information fair:

Raising public awareness of the demands of the immigrant population

- Motivating service providers to consider their availability service offers.
- Members of immigrant groups attended the event and listened their opinions
- Information was provided on a variety of local resources and services

*Compiled by Dominika Marcinkowska (January 2023) based on <http://www.nwcn.ie/pdf/NWICAN%20Guide.pdf>



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CASE STUDY

10

Sligo Volunteer Center



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VOLUNTEER CENTER IN SLIGO



Since its establishment in March 2006, the Sligo Volunteer Center has actively promoted and developed County Sligo's volunteering expertise. The center offers a wide range of services including providing individuals with the opportunity to volunteer their time and talents, helping Volunteer Engagement Organizations (VIOs) with their work and supporting the development of the voluntary sector in County Sligo.

Depending on perspective, job, culture, customs, etc., different people have different ideas about what volunteering means. The Sligo Volunteer Center strives to encourage volunteering in all its forms. They provide a person-centred service where we seek to understand a person's motivations and help them engage in volunteering in a way that is right for them. The center places great emphasis on multiculturalism, community cohesion and the development of social relationships.

Maintaining a database of volunteer opportunities, helping potential volunteers find suitable volunteer opportunities, the Garda Vetting Service, training for organizations engaging volunteers and the general support and promotion of volunteering in Co. Sligo are activities that fall within their remit

The Covid 19 epidemic also brought new, large, but manageable difficulties. As communities and society work to find a compelling response to the epidemic, the value of volunteering has come into focus. Although Sligo Volunteer Center is an independent company, it is also part of a nationwide network of 29 Volunteer Centers associated with Volunteering Ireland.

One of the volunteering case studies from the Sligo Volunteer Center is described on the next page.

*Developed by Dominika Marcinkowska (January, 2023)



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VOLUNTEER CENTER IN SLIGO



ORGANIZATION

Sligo Volunteer Center

COUNTRY AND CITY/CITIES

Ireland, Sligo

OPERATING RANGE

Organizing and centralizing opportunities for the Sligo region, promoting social inclusion and positive mental health.

THE ACTION IS ADDRESSED TO (BENEFICIARIES)

In the broadest sense – people who are new to our community. However, in this category, most of those who need the service are young men aged 25-35 and women, most often mothers, aged 25+. They usually come from various countries in Africa and the Middle East.

BUINESS DESCRIPTION

Essentially engaging migrants/refugees/asylum seekers in community volunteering

CONTEXT:

Many people who are new to the community come to our Volunteer Center to find volunteer opportunities that allow them to meet new people and learn about their new community. Many of the people who come to the Center are refugees and asylum seekers from the local refugee center. Many of them had a culture of volunteering in their countries, but many did not. Many of them made it a point to stay busy, contribute, meet people and improve their English skills. The center engaged a volunteer from the reception center who acted as a liaison person for other people living there.



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VOLUNTEER CENTER IN SLIGO



The aim of this initiative was to support people who wanted to become volunteers, which had a domino effect in the form of greater roots in their community. The liaison's goal was to improve services, support those involved, and stay connected within the community they served.

MAIN GOALS

Engagement of migrants/refugees/asylum seekers
in social volunteering

ACTIVITY EFFECTS

- Promoting social inclusion and positive health mental.
- Engagement of migrants/refugees/asylum seekers in community volunteering.
- Finding purpose through volunteering. Volunteers notice improved mental health; they will know people in their community and have a sense of belonging.
- Contribute positively to non-profit groups in the area.
- Their positive experiences mean that more people in engaging in the same situation and also getting a reward.
- Breaking down barriers. Volunteers from different backgrounds can help with this, breaking down barriers around inclusion - through their actions they demonstrate positive leadership and are positive role models, which paves the way for others in new communities.
- Increasing exposure. People come into contact with other cultures in a relaxed and informal way that will be beneficial everyone involved.

SUSTAINABLE VOLUNTEERING ACTIVITIES:

Volunteers from diverse backgrounds can help break down barriers around social inclusion - through their actions they demonstrate positive leadership and role models, paving the way for others in new communities.



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VOLUNTEER CENTER IN SLIGO



COOPERATION WITH STAKEHOLDERS

Diversity Sligo - a group whose mission is to support Sligo refugees and asylum seekers. They support by helping the Organization promote the volunteer center for the center's residents reception desk.

- Local charity shops – would be an opportunity to find work for many people
- Possibility to become a volunteer in the "Local Cities Cleaned Up" initiative - a program specially prepared for residents
- Reception Center so they can get involved.

SUSTAINABLE APPROACH:

Having a ground-up approach. I think it's important to let communities decide for themselves what they want to get involved in and what they want to get out of it, rather than telling people what to do and where to go. To give people power, they must have a sense of autonomy. This, in turn, allows them to feel satisfied with their achievements.

ADAPTING TO THE COVID SITUATION:

The organization will continue to promote home volunteering and outdoor volunteering initiatives as soon as restrictions allow.

POSSIBILITY OF CARRYING

Volunteers from diverse backgrounds can help break down barriers around social inclusion; through their actions they demonstrate positive leadership and are positive role models, which paves the way for others in new communities. This model can be used by other groups, centers and social actors.

Source: https://www.includemeproject.eu/wpcontent/uploads/2022/09/2022_July12_Include-ME-Good-Practice-Guide_design-done-4.pdf



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