



# REPORT MEDIATOR PROGRAM THE FUTURE OF EDUCATION ENGLISH LANGUAGE



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FRSP DIALOG



AUTPOST ACADEMY

In today's rapidly globalizing world, where people are increasingly mobile, mass migration and advances in communication technologies, cultures from different backgrounds inevitably come into contact in social, family and professional settings. It is important to recognize that cultural diversity exists not only between different countries, but also within one country where different ethnic, religious, regional, social and subcultural groups coexist. Therefore, the concept of "cultural differences" should be understood broadly, taking into account differences resulting from different upbringing and contact with various environments.

The presence of multiculturalism can be observed in various aspects of life such as education, business, work environment, and most importantly, in the family. In such a reality, conflicts inevitably arise from a lack of understanding and appreciation of culturally different behaviors and values.

Intercultural conflict occurs when individuals from different cultures do not understand each other's points of view, norms, values and behaviors, resulting in disputes or escalation of existing conflicts. The solution is mediation, one of the alternative dispute resolution methods (ADR). It involves the participation of a neutral third party, called a mediator, who facilitates the conversation between the conflicting parties. The role of the mediator is to promote effective communication and support mutual understanding, leading the parties to a mutually satisfactory solution (win-win). Mediation is a voluntary, confidential, impartial and neutral process.

It must be acknowledged that conflicts are a common part of everyday life and occur in a variety of environments such as work, school, family, friendships, offices, and even random encounters with strangers on the street, in stores, or while waiting in line at a doctor's office. In such situations, we often unconsciously use mediation techniques such as empathetic or active listening, asking open questions, looking for common ground and searching for solutions acceptable to both parties. Hence, the thesis that we engage in mediation almost every minute of our lives seems justified. While not everyone becomes a mediator in the strictest sense, we all use similar techniques and tools to varying degrees in resolving the problems and conflicts that naturally arise.

There is no doubt that mediation is also an effective tool for resolving multicultural conflicts. In cross-cultural disputes, it should be the preferred choice for parties seeking an effective and quick resolution to conflicts between individuals from different cultures.

Preventing and resolving intercultural conflict requires increased awareness of different cultures, traditions, lifestyles and communication styles in our own country and around the world. Multicultural mediation remains an area that is often overlooked, both in academic research and in the practices of mediation professionals. There is a paucity of literature and other resources providing theoretical and practical knowledge about the unique aspects of multicultural mediation and the role of the multicultural mediator. This topic undoubtedly deserves further exploration and wider dissemination among mediators.

As we now live in a globalized and multicultural world, the mixing of cultures is an unstoppable trend that cannot be ignored. Therefore, there is an urgent need to educate individuals in multicultural competences and the ability to resolve conflicts that arise from cultural differences. In the future, the demand for well-educated multicultural mediators will increase.

The MEDIATOR PROGRAM, co-financed by the European Union, is an innovative project focusing on multicultural mediation in the European Union. As part of this project, conducted by the Foundation for Social Development and Prevention DIALOG (FRSP DIALOG) in Poland and in cooperation with AUTPOST LIMITED in Ireland, an in-depth study of information sources on multicultural mediation and the profession of a multicultural mediator in the European Union was carried out.

The results of this research are presented in this report, along with the conclusions and recommendations resulting from the research results.

The project is aimed at people who already have qualifications to practice as a mediator, but lack the competences necessary to conduct multicultural mediation. The recommendations, ethical principles and standards for educating multicultural mediators developed as part of this project, as well as the universal and innovative program, are intended to contribute to the popularization of multicultural mediation. It will be considered a highly ethical, effective, modern and desirable method of resolving multicultural conflicts.

THE MEDIATOR PROGRAM aims to meet the growing demand for multicultural mediators in a globalized and multicultural world. The project, co-financed by the European Union, aims to educate people who are already qualified as mediators, but lack the specific competences required in multicultural mediation.

The project is run by the Foundation for Social Development and Prevention DIALOG (FRSP DIALOG) in Poland in cooperation with AUTPOST LIMITED in Ireland. They carried out extensive research into sources of information on multicultural mediation and the multicultural mediator profession in the European Union, as presented in the report.

The report not only presents the research results, but also presents conclusions and recommendations resulting from the research results. These recommendations, ethical principles and standards for educating multicultural mediators are aimed at promoting multicultural mediation as an ethical, effective, modern and desirable method of resolving conflicts resulting from cultural differences.

By implementing a universal and innovative program, the project aims to popularize multicultural mediation and contribute to the development of a well-educated and competent team of multicultural mediators. This will help meet the growing demand for specialists who can effectively resolve conflicts in multicultural environments.

Overall, the MEDIATOR PROGRAM aims to equip individuals with the skills and knowledge necessary to navigate complex multicultural conflicts, promoting understanding, communication and problem solving in our globalized world.

Experience as a Multicultural Mediator – To be considered a certified multicultural mediator, an individual must have significant experience in the field. This typically requires at least 200 hours of multicultural mediation work, which must be documented in a portfolio.

Based on thorough research and analysis, our report provides recommendations on the competencies and skills required for multicultural mediators to effectively perform their professional duties and conduct multicultural mediation sessions. This report was created as a result of desk research, occupational research and answers to questions contained in questionnaires collected by the Foundation for Social Development and Prevention "DIALOG" Polska and AUTPOST LIMITED Ireland as part of the MEDIATOR PROGRAM - an initiative co-financed by the European Union.

These minimum standards have been established to ensure that certified multicultural mediators have the necessary qualifications and expertise to meet the demands of their profession.

The field of multicultural mediation requires individuals to have a unique set of skills and knowledge to effectively navigate and resolve conflicts in various cultural contexts.

In our report, we delve deeper into these requirements to provide a comprehensive understanding of the competencies and skills necessary to be a successful multicultural mediator.

One of the key aspects highlighted in the report is the importance of experience. To become certified as a multicultural mediator, you must accumulate significant experience in the field. This usually involves committing at least 200 hours to multicultural mediation, which must be documented in a portfolio. This requirement ensures that mediators have a working knowledge of the complexities and nuances of conflict mediation across cultures.

Furthermore, the report highlights the need for a solid knowledge base in the theory and practice of multicultural mediation. Specialization in this field requires a deep understanding of the principles and approaches that facilitate effective mediation in multicultural contexts. Various assessment methods can be used to assess this knowledge, such as written tests, essays, reports, theses, and interviews. These assessments ensure that multicultural mediators have the necessary theoretical foundations that underpin their practice.

Additionally, the report highlights the importance of proficiency in mediation techniques specific to multicultural environments. Multicultural mediators must demonstrate the ability to effectively manage the mediation process and use techniques that are sensitive to cultural differences.



Assessments for these skills may include role play scenarios, live action assessments, or even pre-recorded or online assessments such as web dramas. Additionally, self-assessments, interviews, peer reviews, user feedback and other assessments of practical skills contribute to assessing the mediator's competence in this area.

It should be noted that the report is the result of extensive research into information sources, occupational research and responses to questionnaires conducted by the Foundation for Social Development and Prevention "DIALOG" Polska and AUTPOST LIMITED Ireland. These organizations cooperated under the MEDIATOR PROGRAM, which is co-financed by the European Union. The aim of this program is to strengthen the future of mediation education.

By establishing these minimum standards for certified multicultural mediators, the report ensures that professionals in this field have the necessary qualifications and expertise to effectively mediate conflicts in culturally diverse environments. This contributes to the overall development of the profession and improves the quality of multicultural mediation sessions.

Disclaimer: This project has been co-funded with support of European Union. This material reflects solely the views of authors. European Union is not responsible for any use of the information presented and publish therein.



# MULTICULTURAL MEDIATOR

## - DESK RESEARCH SURVEY



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## Multicultural Mediator - Desk Research

Ladies and Gentlemen,

We kindly ask you to take part in our survey (DESK RESEARCH). The research is carried out as part of a project co-financed by the European Union entitled: "MEDIATOR PROGRAM - the future of education no. KA210-VET-461C8DE5 implemented by the Foundation for Social Development and Prevention "DIALOG" based in Opole, in partnership with the Irish company AUTPOST LIMITED specializing in multicultural mediation.

Mediation allows for an amicable ending to conflicts. It is a voluntary and confidential process of the parties reaching an agreement in the presence of an impartial mediator. Taking into account the influx of immigrants to Poland, the current situation in the world, the war in Ukraine, BREXIT, the increased number of Poles returning to their homeland, often being in a relationship with a citizen of another country, in the coming years a significant increase in the demand for qualified MULTICULTURAL MEDIATORS should be expected, who they will work based on a transformative mediation model (holistic approach). In Poland and some IE countries this type of mediation is not developed despite the huge number of people from other cultures living/staying in a given country. Adapting the competences of mediators to the multicultural environment and developing work tools on a European scale is a necessity today.

The project supports flexible adaptation of the educational market for mediators, preparing them to respond to the needs of a multicultural society. The survey concerns the competences, role and functions of a multicultural mediator, taking into account EU countries where the influx of people from other cultures has increased. Completing the questionnaire will take a maximum of 15 minutes.

The survey is anonymous and its results (in aggregate form) will be used only for scientific purposes and will allow the creation of a report, a description of the profession of a multicultural mediator, a manual for a multicultural mediator and a dedicated training program with recommendations. If you have any questions, please contact [info@frspdialog.org](mailto:info@frspdialog.org)

Thank you for your time,  
The project team

## Multicultural Mediator - Desk Research

1. Please rate your level of knowledge about the mediation type of multicultural mediation.

(Please rate on a scale of 1-5, where 1 - Slight, 5 - Expert)

*Select only one answer.*

	1	2	3	4	5	
Negligible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Expert

2. Please assess your level of knowledge about the competences of a multicultural mediator and the subject of their work.

(Please rate on a scale of 1-5, where 1 - Slight, 5 - Expert)

*Select only one answer.*

	1	2	3	4	5	
Negligible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Expert

3. In your opinion, is the profession of a multicultural mediator known in the Opole Voivodeship?

*Select only one answer.*

- ☐ Yes
- ☐ No

## Multicultural Mediator - Desk Research

4. Do you know a mediation center where you can use the services of a multicultural mediator?

*Select only one answer.*

☐ Yes

☐ No

5. Do you know where in the Voivodeship you can acquire the competence to perform the profession of a multicultural mediator within the Opole Province?

*Select only one answer.*

☐ Yes

☐ No

6. Can you describe the differences between a mediator who does not specialize in multicultural mediation and one who has completed specialized training for multicultural mediators?

(Please rate on a scale of 1-5, where 1 - I do not know the difference, 5 - I can name a lot of differences, at least 10)

*Select only one answer.*

	1	2	3	4	5
I don't know the differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I can name many differences (at least 10)



## Multicultural Mediator - Desk Research

7. Please rate the truthfulness of the following sentence:

"A multicultural mediator is an intermediary between parties who cannot communicate with each other due to a language barrier. A multicultural mediator helps in resolving conflicts between different nations and also acts as a mediator in the event of a language barrier. Must be fluent in the language of the mediation parties"

*Select only one answer.*

☐ Truth

☐ False

8. What do you think is the minimum education required for a multicultural mediator?

*Select all correct answers.*

☐ No minimum level required

☐ A-level

☐ Higher

☐ Doctoral Studies

9. How many foreign languages do you think a multicultural mediator should know?

*Select all correct answers.*

☐ At least 1

☐ At least 2

☐ At least 3

☐ Does not have to know any foreign language

## Multicultural Mediator - Desk Research

10. In your opinion, to what extent does knowledge of the cultures of people participating in mediation influence the outcome of mediation?

(Please rate on a scale of 1-5, where 1 - Has no impact, 5 - Has a significant impact)

Select only one answer.

	1	2	3	4	5	
There is no influence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	It has significant influence

11. In your opinion, should the training program for multicultural mediators include training in the field of legal provisions regulating the aspect of granting citizenship, consent to the issuance of an identity document, including a passport, and alternating care?

Please rate on a scale of 1-5, where 1 - No, it is not important, 5 - Yes, definitely)

Select only one answer.

	1	2	3	4	5	
No, it's not important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Yes definitely

12. Do you think that mediators who want to be multicultural mediators should undergo specialized training to practice as a multicultural mediator?

(Please rate on a scale of 1-5, where 1 - I strongly disagree and 5 - I strongly agree)

Select only one answer.

	1	2	3	4	5	
I strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I definitely agree

## Multicultural Mediator - Desk Research

13. Please rate your level of knowledge about the Child Alert system and the Hague Convention?

(Please rate on a scale of 1-5, where 1 - I have no knowledge on this topic; 5 - Expert)

*Select only one answer.*

	1	2	3	4	5	
I have no knowledge on this topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Expert

14. Have you completed mediation training and are you a mediator by profession?

*Select only one answer.*

- ☐ Yes
- ☐ No

15. If you had the opportunity to take part in a training on multicultural mediation, would you be willing to do so?

*Select only one answer.*

- ☐ Yes
- ☐ No



# MULTICULTURAL MEDIATOR - DESK RESEARCH ANSWERS



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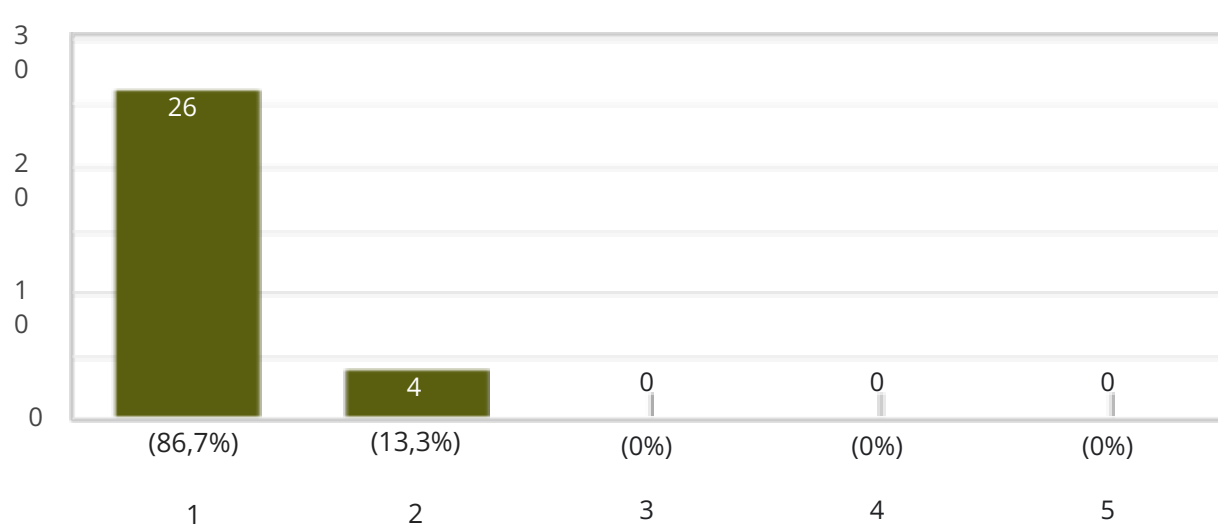


AUTPOST ACADEMY

## Multicultural Mediator - Desk Research

**1. Please rate your level of knowledge about the mediation type of multicultural mediation.**

**(Please rate on a scale of 1-5, where 1 - Slight, 5 - Expert)**



## RESULTS

In the study, 26 respondents indicated that they had a negligible level of knowledge in the field of multicultural mediation. Four people declared low level of knowledge.

## CONCLUSIONS

The level of knowledge about multicultural mediation among respondents is negligible or very low.

## RECOMMENDATIONS

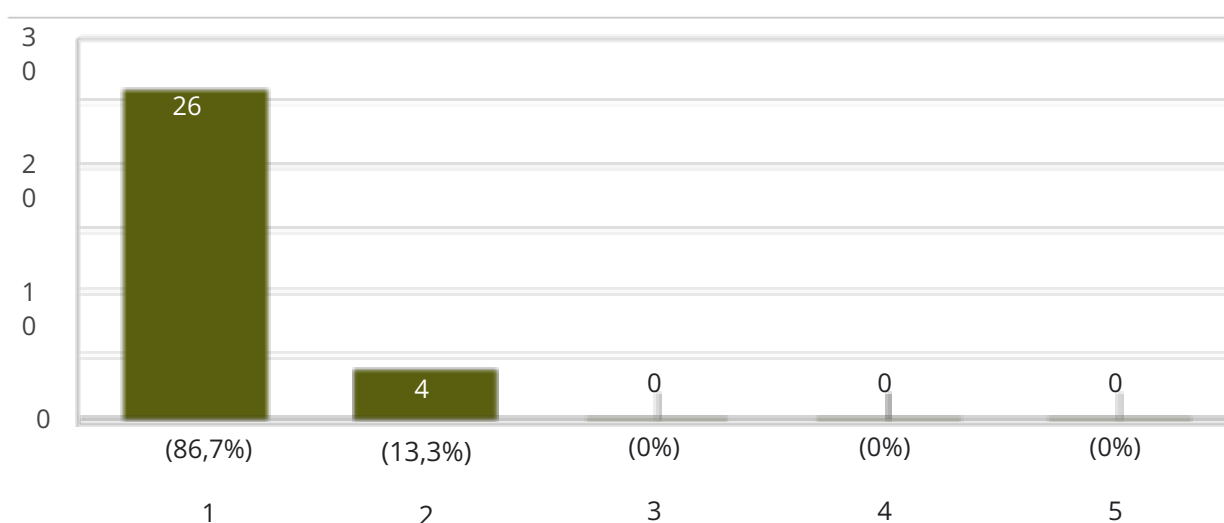
It is recommended to prepare dedicated training, information and educational materials, expert opinions, audio materials, infographics and to create a knowledge base based on a comprehensive program for mediators in the field of multicultural mediation. It is necessary to conduct workshops for mediators in the series of design thinking workshops and webinars disseminating the materials developed in Task 2.



## Multicultural Mediator - Desk Research

**2. Please assess your level of knowledge about the competences of a multicultural mediator and the subject of their work.**

**(Please rate on a scale of 1-5, where 1 - Slight, 5 - Expert)**



## RESULTS

In the study, 26 respondents indicated that they had a negligible level of knowledge regarding the competences of a multicultural mediator and the subject of their work. Four people declared low level of knowledge.

## CONCLUSIONS

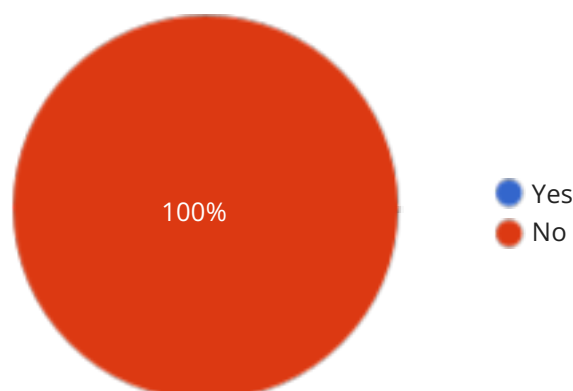
The level of knowledge among respondents about the competences of a multicultural mediator and the subject of his work is negligible or very low.

## RECOMMENDATIONS

It is recommended to prepare dedicated training, information and educational materials, expert opinions, audio materials, infographics and to create a knowledge base based on a comprehensive program for mediators in the scope of the competences of a multicultural mediator and the subject of his work. It is necessary to conduct workshops for mediators in the series of design thinking workshops and webinars disseminating the materials developed in Task 2.

## Multicultural Mediator - Desk Research

### 3. In your opinion, is the profession of a multicultural mediator known in the Opole Voivodeship?



## RESULTS

In the study, 100% of respondents (30 people) indicate that, in their opinion, the profession of a multicultural mediator is not known in the Opole Voivodeship.

## CONCLUSIONS

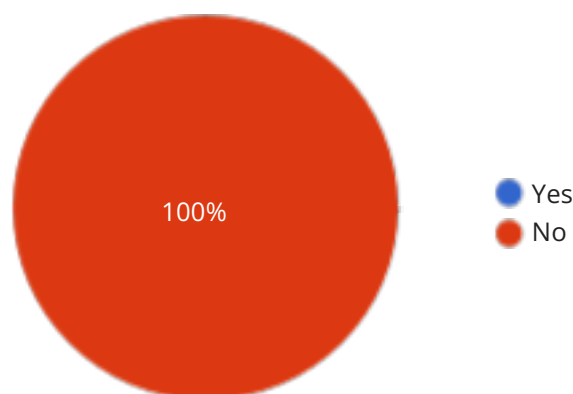
The respondents did not demonstrate knowledge of the profession of a multicultural mediator or multicultural mediators in the Opole Voivodeship.

## RECOMMENDATIONS

Mapping and networking as well as webinars with a networking element are recommended in order to exchange the experiences of ordinary mediators in the field of multicultural mediation and look at their competences in this area.

## Multicultural Mediator - Desk Research

### 4. Do you know a mediation centre where you can access the services of a multicultural mediator?



## RESULTS

In the study, 100% of respondents (30 people) indicate that they do not know where in the Opole Voivodeship they can use the services of a multicultural mediator.

## CONCLUSIONS

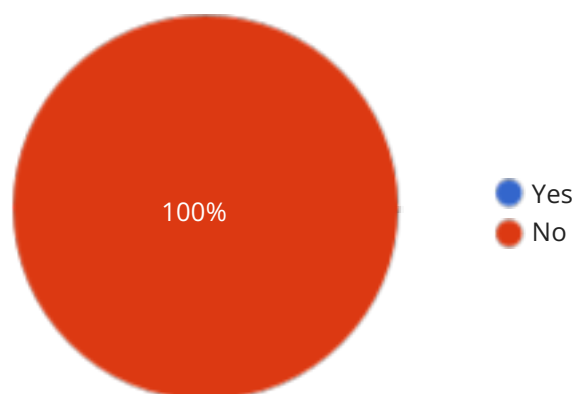
The respondents did not demonstrate knowledge of where in the Opole Voivodeship they could use the services of a multicultural mediator.

## RECOMMENDATIONS

Mapping and networking as well as webinars with a networking element are recommended in order to exchange the experiences of ordinary mediators regarding arrangements where (and if) there are multicultural mediators working at multicultural mediation centres within the Voivodeship.

## Multicultural Mediator - Desk Research

**5. Do you know where in the Voivodeship you can acquire the competence to perform the profession of a multicultural mediator within the Opole Province?**



## RESULTS

In the study, 100% of respondents (30 people) indicate that they do not know where in the Opole Voivodeship they can receive training in the profession of a multicultural mediator and acquire competences to perform this profession.

## CONCLUSIONS

The respondents did not demonstrate knowledge of where in the Opole Voivodeship one can receive training in the profession of a multicultural mediator and acquire competences to perform this profession.

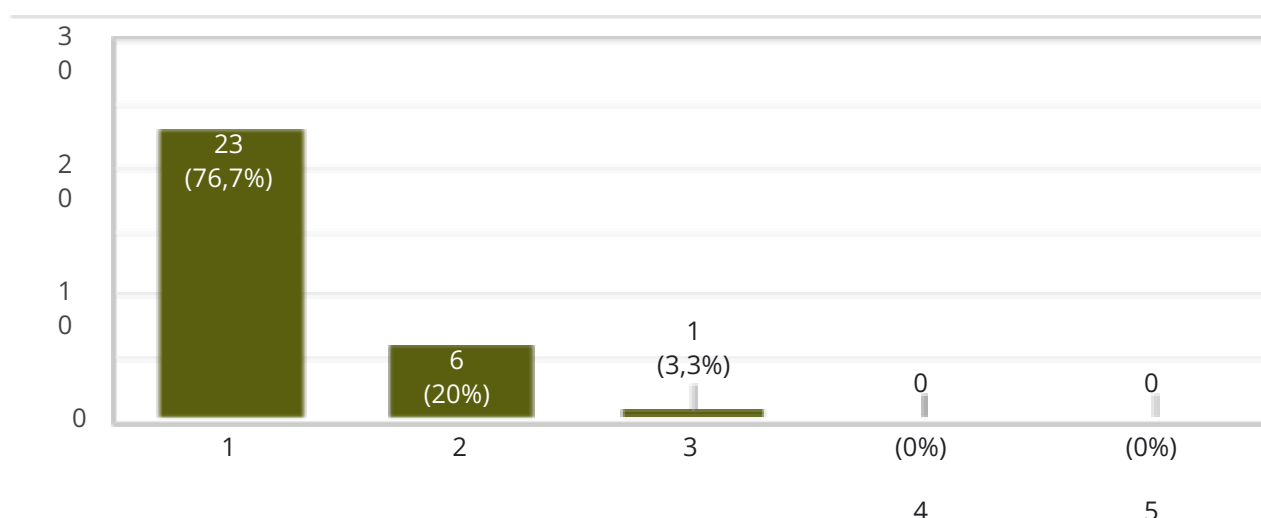
## RECOMMENDATIONS

It is recommended to prepare dedicated training, information and educational materials, expert opinions, audio materials, infographics and to create a knowledge base based on a comprehensive program for mediators in the scope of the competences of a multicultural mediator and the subject of their work.

**6. Can you describe the differences between a mediator who does not specialize in multicultural mediation and one who has completed specialized training for multicultural mediators?**

**(Please rate on a scale of 1-5, where 1 - I do not know the difference, and 5 - I can name a lot of differences, at least 10)**

30 replies



## RESULTS

In the study, 23 respondents indicate that they do not know the differences between a mediator who does not specialize in multicultural mediation and one who has completed specialized training for multicultural mediators. six people indicated that their knowledge on this topic was low. One person indicated a moderate level of knowledge in the above-mentioned area.

## CONCLUSIONS

The level of knowledge about the differences between a mediator who does not specialize in multicultural mediation and one who has completed specialized training for multicultural mediators is low.

## RECOMMENDATIONS

It is recommended to prepare dedicated training, information and educational materials, expert opinions, audio materials, infographics and to create a knowledge base based on a comprehensive program for mediators in the scope of the competences of a multicultural mediator and the subject of their work. It is necessary to conduct workshops for mediators in the series of design thinking workshops and webinars disseminating the materials developed in Task 2.

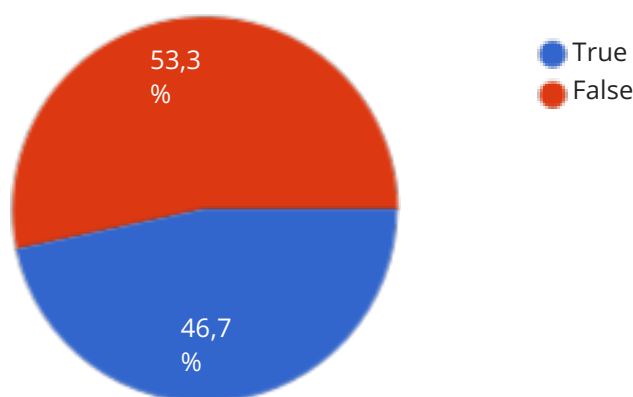


### 7. Please rate the truthfulness of the following sentence:

**"A multicultural mediator is an intermediary between parties who cannot communicate with each other due to a language barrier.**

**A multicultural mediator helps in resolving conflicts between different nations and also acts as a mediator in the event of a language barrier.**

**They must be fluent in the language of the mediation parties"**



## RESULTS

"A multicultural mediator is an intermediary between parties who cannot communicate with each other due to a language barrier. A multicultural mediator helps in resolving conflicts between different nations and also acts as a mediator in the event of a language barrier. They must be fluent in the language of the mediation parties" - Sixteen people found the statement to be true. Fourteen people found the statement false.

## CONCLUSIONS

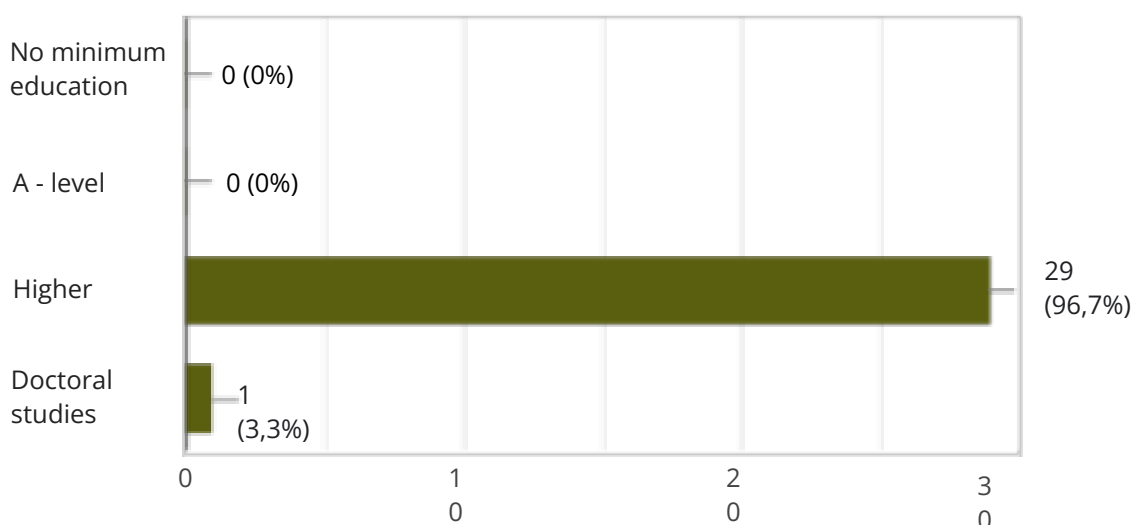
The respondents answered the question almost equally, which indicates the lack of a specific field of knowledge in the scope of the tasks of a multicultural mediator.

## RECOMMENDATIONS

It is recommended to prepare dedicated training, information and educational materials, expert opinions, audio materials, infographics and to create a knowledge base based on a comprehensive program for mediators in the scope of the competences of a multicultural mediator and the subject of their work. It is necessary to conduct workshops for mediators in the series of design thinking workshops and webinars disseminating the materials developed in Task 2.

## Multicultural Mediator - Desk Research

### 8. What do you think is the minimum education required for a multicultural mediator?



## RESULTS

In the study, 29 respondents indicated that a multicultural mediator should have higher education. One person believed that the mediator should have a PhD.

## CONCLUSIONS

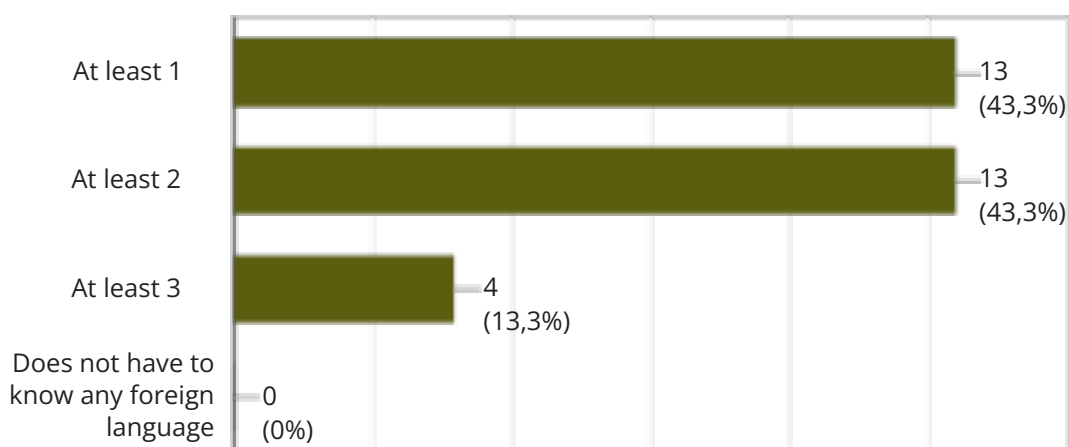
Most respondents believe that the lowest educational qualification for a multicultural mediator is higher education. This may result from the belief that higher education provides better preparation for the profession, higher competences and gives the mediator's profession the status of a profession of social trust.

## RECOMMENDATIONS

It is recommended to prepare dedicated training, information and educational materials, expert opinions, audio materials, infographics and to create a knowledge base based on a comprehensive program for mediators in the scope of the competences of a multicultural mediator and the subject of his work. As the profession of mediator is not a regulated profession, anyone can become a mediator regardless of their level of education. Myths regarding the regulation of the mediator's profession and the requirements placed on them need to be debunked.

## Multicultural Mediator - Desk Research

### 9. How many foreign languages should a mediator speak?



## RESULTS

In the study, 13 respondents indicated that a multicultural mediator should know at least 1 foreign language. Thirteen people indicated that he should know at least 2 languages. Four people indicated the need for a multicultural mediator to know at least 3 foreign languages.

## CONCLUSIONS

The multicultural mediator's knowledge of the need for the mediator to know foreign languages is low. Knowledge of foreign languages is not required from the mediator, and mediation can be conducted in their native language with the participation of an interpreter.

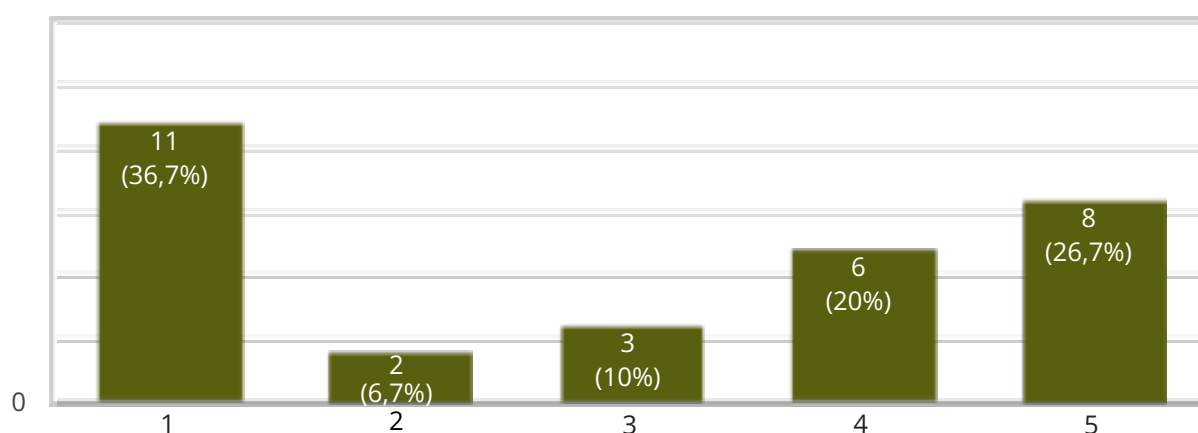
## RECOMMENDATIONS

It is recommended to prepare dedicated training, information and educational materials, expert opinions, audio materials, infographics and to create a knowledge base based on a comprehensive program for mediators in the scope of the competences of a multicultural mediator and the subject of their work.

## Multicultural Mediator - Desk Research

**10. In your opinion, to what extent does knowledge of the cultures of people participating in mediation influence the outcome of mediation?**

**(Please rate on a scale of 1-5, where 1 - Has no impact, 5 - Has a significant impact)**



## RESULTS

Eight respondents strongly believe that knowledge of the cultures of people participating in mediation has a significant impact on the outcome of mediation. Six people believe that knowledge of other cultures influences the outcome of mediation. Three people remained neutral in their assessment. Two people think it may have no effect. Eleven people believe that knowledge of the cultures of people participating in mediation has no impact.

## CONCLUSIONS

Opinions are divided. There is no prevailing answer, which may indicate ignorance of the profession of a multicultural mediator and the requirements that are placed on them, for example mediation in a Muslim environment requires rules of respect for other cultures, for example through clothing.

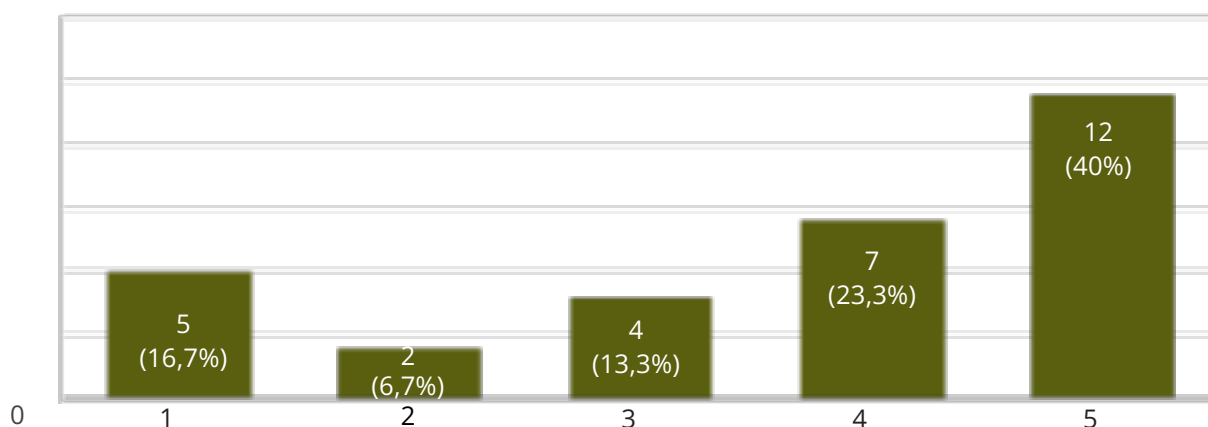
## RECOMMENDATIONS

It is recommended to prepare dedicated training, information and educational materials, expert opinions, audio materials, infographics and to create a knowledge base based on a comprehensive program for mediators in the scope of the competences of a multicultural mediator and the subject of their work.

## Multicultural Mediator - Desk Research

**11. In your opinion, should the training program for multicultural mediators include training in the field of legal provisions regulating the aspect of granting citizenship, consent to the issuance of an identity document, including a passport, and alternating care?**

(Please rate on a scale of 1-5, where 1 - No, it is not important, 5 - Yes, definitely)



## RESULTS

Twelve respondents strongly agree that the training program for multicultural mediators should include training in the legal provisions regulating the aspect of granting citizenship, consent to the issuance of an identity document, including a passport, and alternating care. Seven people agree that this topic is important. Four people remain neutral in expressing their opinion. Two people do not think this topic is important. Five people definitely do not consider this topic important.

## CONCLUSIONS

For most respondents, the topic of legal provisions regulating the aspect of granting citizenship, consent to issuing an identity document including a passport, and alternate care seems to be an important topic.

## RECOMMENDATIONS

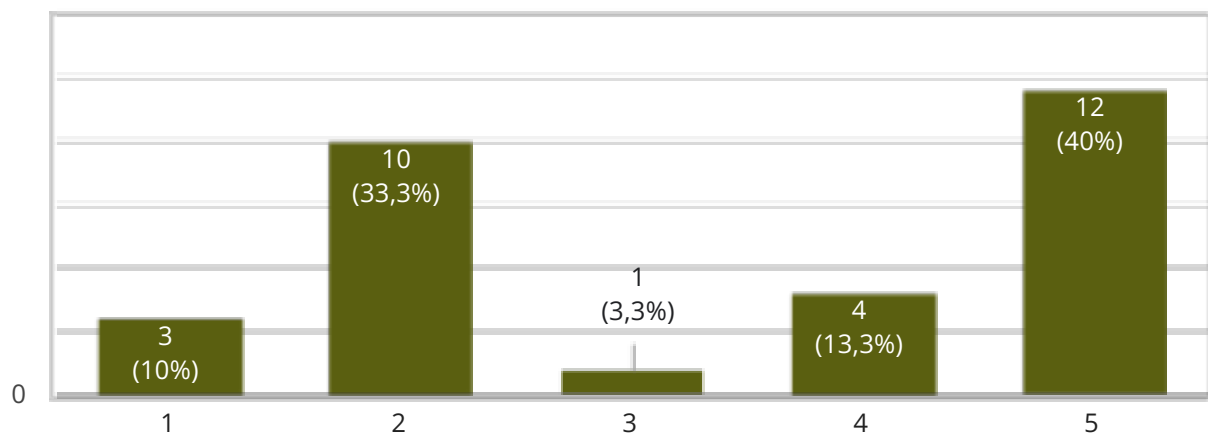
The issues of including legal provisions regulating the aspect of granting citizenship, consent to issuing an identity document including a passport, and alternate care should be included in the materials for mediators and the training plan.



## Multicultural Mediator - Desk Research

**12. Do you think that mediators who want to be multicultural mediators should undergo specialized training to perform the profession of a multicultural mediator?**

**(Please rate on a scale of 1-5, where 1 - Strongly disagree 5 - Strongly agree)**



## RESULTS

Twelve respondents strongly agree that mediators who want to be multicultural mediators should undergo specialized training to practice as a multicultural mediator. Four people agree with this statement. One person is neutral, ten people disagree with this statement. Three people strongly disagree.

## CONCLUSIONS

Opinions regarding the above-mentioned statement are divided. This indicates that some people see the need for specialized training, and some do not. This may be due to the lack of willingness to use this type of training.

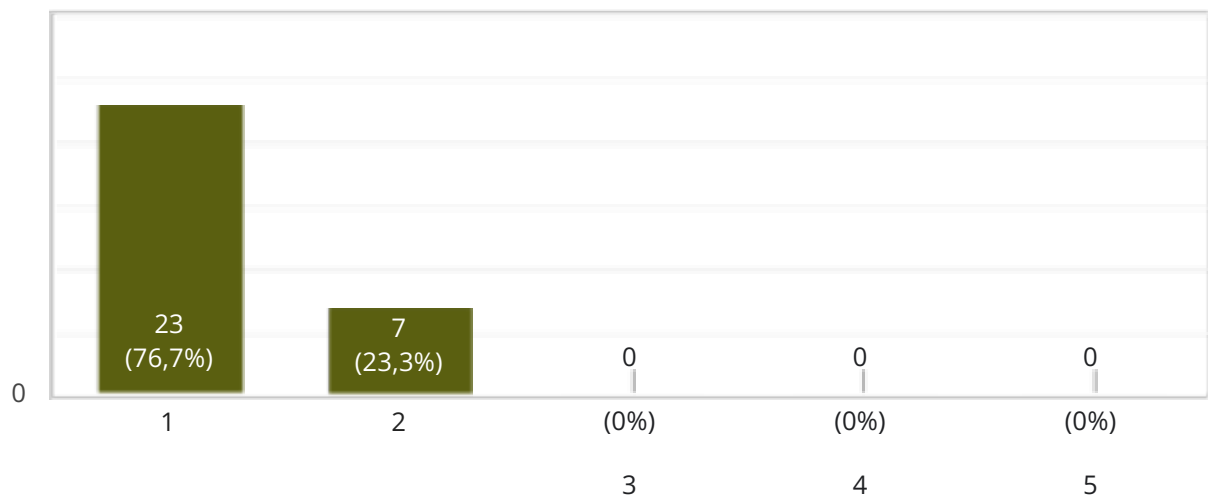
## RECOMMENDATIONS

It is recommended to prepare dedicated training, information and educational materials, expert opinions, audio materials, infographics and to create a knowledge base based on a comprehensive program for mediators in the field of multicultural mediator competences. However, people should be given a choice as to whether they want to take advantage from dedicated training or choose to use the results that will be developed in Tasks 2 for independent learning.

## Multicultural Mediator - Desk Research

### 13. Please rate your level of knowledge about the Child Alert system and the Hague Convention?

(Please rate on a scale of 1-5, where 1 - I have no knowledge on this topic; 5 - Expert)



## RESULTS

In the study, 23 respondents indicated that they had no knowledge about the Child Alert system and the Hague Convention. Seven respondents indicated that their knowledge on this topic was low.

## CONCLUSIONS

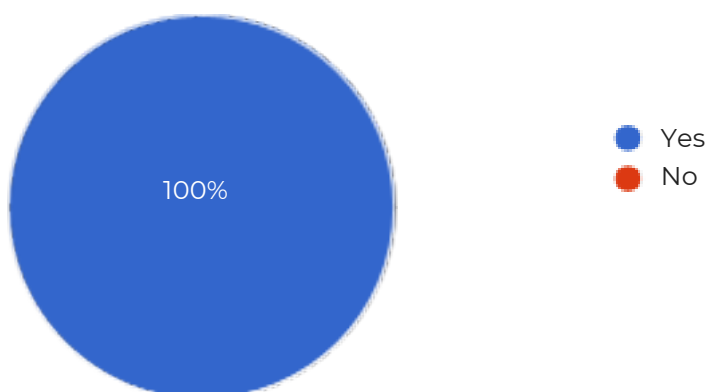
The level of knowledge about the Child Alert system and the Hague Convention is low.

## RECOMMENDATIONS

It is recommended to prepare dedicated training, information and educational materials, expert opinions, audio materials, infographics and to create a knowledge base based on a comprehensive program for mediators regarding the competences of a multicultural mediator and the subject of their work, including the subject of Child Alert, parental kidnapping and the Hague Convention

## Multicultural Mediator - Desk Research

### 14. Have you completed mediation training and are you a mediator by profession?



## RESULTS

The answers provided show that 30 mediators responded, completed the training of, and perform the profession of mediator.

## CONCLUSIONS

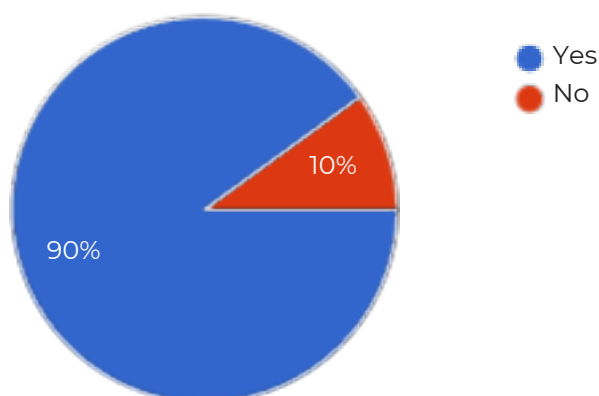
The respondents are a potential training group training in scope of multicultural mediation

## RECOMMENDATIONS

It is recommended to improve the competences of mediators with specializations other than the multicultural mediator and take part in dedicated training in the field of multicultural mediation. It is recommended to download materials from our website, developed as part of the project, to expand knowledge.

## Multicultural Mediator - Desk Research

**15. If you had the opportunity to take part in a multicultural mediation training, would you be willing to do so?**



## RESULTS

The answers provided show that 27 people declare their willingness to take part in training on multicultural mediation. Three people did not declare such interest.

## CONCLUSIONS

The topic of multiculturalism is an important topic for mediators. This indicates the mediators' willingness to improve their competences.

## RECOMMENDATIONS

The topic of multiculturalism is an important topic for mediators. This indicates the mediators' willingness to improve their competences. It is recommended to prepare dedicated training, information and educational materials, expert opinions, audio materials, infographics and to create a knowledge base based on a comprehensive program for mediators in the scope of the competences of a multicultural mediator and the subject of their work.



# CODE OF PRATICE MULTICULTURAL MEDIATOR



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FRSP DIALOG



AUTPOST ACADEMY

## Preamble

Conducting multicultural mediation between people from different cultures requires special competences and skills from the mediator, in particular having sensitivity and knowledge about different cultures, customs, values and norms, as well as understanding how different cultures influence behavior and the ways of creating and resolving conflicts.

The mediator should have the ability to communicate effectively with people from different cultures, taking into account language and cultural differences, different communication styles and levels of involvement in the conflict.



## **FOR THIS PURPOSE, THE MULTICULTURAL MEDIATOR SHOULD FOLLOW THE FOLLOWING RULES:**

1. A multicultural mediator makes every effort to use his or her resources, knowledge and experience to conduct effective, impartial and competent mediation between people from different cultures.
2. A multicultural mediator should recognize that the conflict between the parties was caused by cultural differences and recognize the cultural basis for differences in the parties' behaviors, habits, values and expectations.
3. A multicultural mediator should be aware of the cultural differences between the parties and respect the culture and perspectives of both parties to the conflict. He should understand what cultural values and norms mean to each party.
4. A multicultural mediator should adequately prepare for mediation by acquiring or supplementing knowledge about the characteristic features of the cultures of people participating in multicultural mediation conducted by the mediator.
5. A multicultural mediator should resolve the conflict with respect for cultural diversity, showing the parties different perspectives and supporting them in searching for solutions acceptable to both parties, taking into account their multiculturalism.
6. A multicultural mediator should respect cultural differences between the parties to the conflict and avoid any actions that could lead to discrimination on the basis of cultural differences. A multicultural mediator avoids bias, showing prejudice and judging the parties, in particular due to their multiculturalism.
7. The multicultural mediator correctly diagnoses the background and causes of the conflict and does not mediate on values, social norms and ethical attitudes.
8. A multicultural mediator should be creative and flexible in his approach to intercultural conflicts. He should be willing to adapt his mediation style to specific needs and circumstances.

9. A multicultural mediator should have basic knowledge of the law and principles of mediation, especially in the context of different cultures and legal systems, and in situations that exceed his knowledge, he should use the substantive support of appropriate specialists.
10. The multicultural mediator separates the role of mediator from all his other professional roles, which helps him remain impartial and neutral.
11. A multicultural mediator does not impose his or her worldview when creating conflict solutions.
12. The multicultural mediator does not convince the parties of his arguments and views.
13. Mediators should be able to communicate effectively and clearly with each party to the conflict, taking into account cultural differences in communication styles. They should also be able to help the parties overcome communication barriers.
14. The multicultural mediator ensures the neutrality of messages in mediation and does not use the language of evaluation.
15. A multicultural mediator does not introduce into mediation elements of judging, moralizing, patronizing, giving labels, making diagnoses or giving advice.
16. The multicultural mediator does not pressure or force the parties to participate in mediation or sign an agreement, and does not in any other way take advantage of the parties' weaknesses resulting from cultural differences in order to achieve a specific mediation result.
17. The multicultural mediator takes into account the needs of the parties and focuses on their resources and potential (capital), not on weaknesses and shortcomings.
18. If, for any reason, a multicultural mediator is unable to conduct mediation impartially, he or she should immediately discontinue the mediation proceedings.
19. A multicultural mediator maintains a high level of professional ethics.
20. The multicultural mediator constantly deepens and improves his/her multicultural competences.



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21. A multicultural mediator constantly works on his/her personal development in order to achieve high self-awareness. He is aware of his strengths and weaknesses, which translates into knowledge of his own boundaries and helps define the mediator's fields of specialization.
  22. A multicultural mediator is obliged to undergo systematic interviews and supervisions.
  23. A multicultural mediator should be a model of an open, tolerant attitude and respect for the culture of other people, and thus promote the profession of a multicultural mediator, educate and raise public awareness about mediation and the role of multicultural mediators in resolving conflicts.



# MULTICULTURAL MEDIATOR DESCRIPTION OF PROFESSION AND COMPETENCES



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Knowledge of mediation in multicultural contexts – specializing in multicultural mediation requires a strong understanding of both the theory and practice of the field.

Multicultural mediators must demonstrate effectiveness in using the mediation process and techniques specific to multicultural contexts. Assessment of knowledge and competencies can be carried out through role-playing scenarios.

Additional work measures may include self-assessment, interviews, peer reviews, user feedback and other assessments of practical skills, inter-views, supervisions.

### **Here are selected competences in the profession of a multicultural mediator:**

1. **Cultural competence:** Multicultural mediators must develop a high level of cultural competence. This includes understanding and appreciating different cultural norms, values, communication styles and worldviews. They must be able to navigate cultural complexities and avoid making assumptions or judgments based on their own cultural background.
2. **Language skills:** Knowledge of multiple languages is often advantageous for multicultural mediators. The ability to communicate effectively in the languages spoken by the parties involved in the mediation process can help build relationships and facilitate better understanding. Language skills also help you accurately interpret cultural nuances and expressions that may arise during mediation.
3. **Flexibility and adaptability:** Multicultural mediators must be flexible and adaptable in their approach. They must be able to modify their techniques and strategies based on the unique cultural dynamics present in each mediation case. This may include adapting their communication style, considering alternative methods of resolving disputes, or incorporating culturally appropriate practices into the process.
4. **Awareness of dynamics and advantages:** Multicultural mediators must be aware of power imbalances in cultural contexts and address them appropriately. This includes recognizing the influence of gender, age, social status or other factors that may influence conflict dynamics. Mediators should strive to create a safe and inclusive environment where all parties feel heard and respected.
5. **Emotional intelligence:** Emotional intelligence is a key skill for multicultural mediators. They must be able to understand and manage their own emotions, as well as recognize and empathize with the emotions of those involved. This skill helps mediators defuse tensions, build trust and lead participants towards a solution that satisfies both parties.

6. Continuous professional development: Multicultural mediators should engage in continuous learning and professional development to stay current with the latest practices and research in the field. This may include attending workshops, conferences or seminars, as well as seeking supervision or mentoring from experienced multicultural mediators.

Multicultural mediation is a specialized field that requires mediators to have a unique combination of skills, knowledge and cultural sensitivity. By meeting high standards and continually improving their practice, multicultural mediators contribute to fostering understanding, promoting equality and resolving conflict in diverse and multicultural societies.

One important aspect of cultural competence that multicultural mediators must develop is the ability to understand and appreciate different cultural norms, values, communication styles and worldviews. This requires mediators to approach conflict with an open mind and without judgment, recognizing that cultural differences can significantly influence how individuals perceive and respond to conflict.

By developing cultural competence, mediators can better navigate the complexities of multicultural disputes. They can communicate effectively with parties from diverse backgrounds, adapt their strategies to be consistent with cultural norms, and facilitate a more inclusive and respectful mediation process.

Cultural competence is crucial for multicultural mediators because it enables them to create an environment of trust, understanding and respect for all parties involved.

Some key aspects of cultural competence that multicultural mediators need to develop include:

**1. Self-awareness: Mediators must develop an understanding of their own cultural values,** prejudices and assumptions. This self-awareness helps them recognize how their own cultural background may influence their approach to mediation and allows them to challenge any potential biases that may hinder them from remaining neutral and impartial.

**2. Knowledge of diverse cultures: Mediators should strive to acquire knowledge and understanding of cultures,** with whom they work. This includes learning about cultural norms, values, communication styles and worldviews. Having this knowledge allows mediators to better understand and appreciate the point of view of the parties involved in the mediation process.

**3. Effective communication: Multicultural mediators need to develop strong skills** communication that can fill cultural gaps. This includes the ability to adapt the communication style to the cultural preferences of the parties, such as awareness of different levels of formality, directness or indirectness in communication.

**4. Respect for diversity:** Mediators must approach conflicts with deep respect for the diversity of cultures and perspectives involved. This means appreciating and appreciating cultural differences, not judging or dismissing them. Mediators should create an inclusive environment where all parties feel heard and respected.

**5. Conflict resolution strategies:** Multicultural mediators should develop a range of conflict resolution strategies that can be adapted to the specific cultural context. This may include incorporating traditional dispute resolution methods or cultural practices into the mediation process, if appropriate and agreed by all parties.

By developing these key aspects of cultural competence, multicultural mediators can effectively navigate the complexities of multicultural conflicts and facilitate a more inclusive and understanding mediation process.

Multicultural mediation is a process in which a mediator helps resolve conflicts and disputes between people or groups of different cultures. The main trends related to multicultural mediation include:

**1. Increased interest:** With globalization and the increase in cultural diversity, multicultural mediation is becoming more and more important. People increasingly need tools and techniques that will help them cope with cultural differences and resolve conflicts through dialogue and understanding.

**2. Recognition of cultural differences:** Multicultural mediation is based on recognition and respect for cultural differences. Mediators strive to understand and appreciate the uniqueness of each culture, which allows them to more effectively resolve conflicts and build understanding.

**3. Technological innovations:** Modern technologies such as teleconferencing, online mediation platforms and online translations enable multicultural mediators to work remotely and communicate effectively with people of different cultures.

**4. Increased need for mediation in the context of migration:** The increase in the number of migrants and refugees around the world poses new challenges for multicultural mediation. Mediators must deal with conflicts and tensions arising from cultural differences and the integration of migrants into host societies.

These trends in multicultural mediation aim to promote understanding, dialogue and build bridges between different cultures.

Knowledge of multicultural mediation can have a positive impact on resolving conflicts between Poles and Ukrainians in Poland. Here are some ways that multicultural mediation can help resolve these conflicts:

**1. Building understanding:** Multicultural mediation focuses on building understanding and finding common points of view between different cultures. By facilitating dialogue and empathetic listening, mediators can help Poles and Ukrainians understand each other and find solutions that take into account the needs of both parties.

**2. Maintaining dialogue:** Conflicts between Poles and Ukrainians often result from cultural, historical and social differences. Multicultural mediation can help maintain dialogue between these groups to better understand each party's perspectives and experiences. By continuing the dialogue and getting to know each other, it is possible to find common solutions.

**3. Education and cultural awareness:** Multicultural mediation can contribute to increasing cultural awareness in society. By organizing workshops, training and educational campaigns, mediators can help Poles and Ukrainians better understand each other, avoid stereotypes and prejudices, and build greater tolerance and respect.

**4. Social integration:** Multicultural mediation can support the process of social integration of migrants and immigrants, including Ukrainians, in Poland. By working with various social groups and organizations, mediators can help resolve conflicts and tensions arising from cultural differences, as well as promote mutual understanding and acceptance.

**5. Resolving conflicts at the local level:** Multicultural mediation can be particularly effective in resolving conflicts at the local level, where Poles and Ukrainians often live side by side. By engaging local mediators who know the specifics of the local community and culture, it is possible to effectively resolve conflicts and create harmonious relationships between various groups.

The introduction of multicultural mediation as a tool for resolving conflicts between Poles and Ukrainians may contribute to building greater understanding, mutual respect and harmonious relations between these two groups.



# CASE STUDY

# 1

## 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

# 2

**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

# 3



## 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

# 4

**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

# 6

## 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

# 7

**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)



Co-funded by  
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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

## BUINESS 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](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](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.

## BUISNESS 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](https://www.includemeproject.eu/wpcontent/uploads/2022/09/2022_July12_Include-ME-Good-Practice-Guide_design-done-4.pdf)



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# RECOMMENDATIONS

## MEDIATOR PROGRAM

### - the future of education

MULTICULTURAL MEDIATORS



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The main recommendation is to expand mediators' knowledge by working with the needs and the basis of the conflict based not on the needs, but on the strategies by which these needs are met.

### NEEDS AND CONFLICT

Conflict is an inherent element of human life. It often results from differences in needs and ways of satisfying them. There are many strategies that can be used to meet the same needs.

#### Competition

One of the most common strategies used to meet needs is competition. In this strategy, people compete with each other to obtain resources or achieve goals. Competition can create conflict as people compete for the same resources. This may lead to increased tension and problems between the parties.

#### Compromise

Another strategy that can be used to meet needs and avoid conflict is compromise. It involves finding a solution that is acceptable to both parties. Compromise can be an effective strategy in situations where both parties are willing to give up some of their needs in order to reach an agreement. However, compromise can also lead to compromises that are not satisfactory to either party.

#### Cooperation

Collaboration is a strategy that assumes that both parties work together to achieve a common goal. Cooperation requires openness, trust and the ability to listen and understand the other party. This strategy can lead to conflict resolution as both parties try to find a win-win solution. However, collaboration takes time and effort, which may be difficult to achieve in some situations.

#### Avoidance

Avoidance is a strategy of avoiding conflict or avoiding problem solving.

People use this strategy when they do not want to engage in a conflict or when they believe that there is no chance of reaching an agreement. Avoidance can lead to conflict escalation as problems remain unresolved and may escalate. Furthermore, avoidance can lead to frustration and lack of satisfaction in meeting needs.

**Competition in the context of meeting needs may have various consequences. Multicultural mediators should have knowledge in the following aspects:**

### **Conflicts arising**

Competition often creates conflict because different parties compete for the same resources or to achieve the same goals. Conflict can lead to tension, increased emotions and difficulties in communication between the parties.

### **Divisions and antagonism**

Competition can lead to divisions and antagonisms between the parties. In competitive situations, there is often a feeling of "us against them" and a lack of cooperation. This may lead to deterioration of relations between the parties and make it difficult to find a satisfactory solution.

### **Lack of trust**

Competition can also lead to a lack of trust between parties. Competition for the same resources or goals can create an atmosphere of suspicion and suspicion. Lack of trust can make cooperation and negotiations difficult, which in turn makes it harder to meet needs.

### **No mutual benefit**

In a competitive approach, one often wins and the other loses. This means that one party may have their needs met, but the other party may remain dissatisfied. Competition does not always lead to a solution that benefits all parties involved.

### **Emotional consequences**

Competition can trigger strong emotions such as frustration, anger, feeling threatened and stress. These emotions can negatively affect the relationship between the parties and hinder constructive communication. Competition can also have positive consequences, such as motivation to achieve goals, skill development, and performance. However, in the context of meeting needs, competition often leads to negative consequences that make it difficult to resolve conflict and build harmonious relationships.

**Competition in the context of meeting needs can affect many different areas of life and relationships between people. You should expand your knowledge with the following components:**

### **the economy**

Competition is an integral part of the economic system. Companies compete with each other in the market to acquire customers and increase their profits. Competition can lead to innovation, lower prices and improved quality of products and services. However, excessive competition can lead to monopolistic practices, exclusion of smaller companies and economic inequality.

### **Society**

Competition can influence the dynamics of society. In a competitive society, there is often pressure to achieve and outperform others. This can lead to competition, jealousy and feelings of low self-esteem in people who do not achieve the same results. At the same time, competition can also stimulate social development and growth.

### **Education**

Education systems often promote competition through assessments, rankings and competitions. Competition can motivate students to perform better, but it can also lead to stress, pressure and inequality. Introducing healthy competition in education can be beneficial, but excessive competition can lead to negative effects, such as excessive pressure for performance and lack of cooperation between parties.

### **Interpersonal relationships**

Competition can affect relationships between people. In competitive situations where we strive to achieve the same goals or obtain the same resources, a sense of competition and conflict may arise. However, healthy competition can also stimulate personal growth and development and foster cooperation and mutual motivation.

### **Mental and emotional health**

Excessive competition can have a negative impact on mental and emotional health. The stress of competition, feeling threatened and pressured can lead to health problems such as anxiety disorders, depression and fatigue. It's important to strike a balance between healthy competition and taking care of your own emotional well-being.

Competition can have both positive and negative consequences in terms of meeting needs. It is important to consider both the benefits and potential negative effects of competition and strive to find a balance that promotes harmonious relationships and meets the needs of all parties involved.

### **Pyramid of needs according to Abraham Maslow**

The pyramid of needs according to Abraham Maslow is a theory of the hierarchy of human needs. According to Maslow, there are five main types of needs that are arranged in a hierarchy, with lower-level needs needing to be met before higher-level ones.

#### **Here is a description of each level of need:**

##### **Physiological needs**

These are basic needs related to survival and physiological functions of the body, such as eating, drinking, sleeping, breathing, shelter and sex. Meeting these needs is crucial for an individual's survival.

##### **Security needs**

After satisfying physiological needs, a person strives for a sense of security and stability. These include the need for a safe and stable environment, protection from physical and emotional risks, job security, financial stability and health.

##### **The needs of belonging and love**

After satisfying the needs for safety, a person strives to establish social relationships, love, friendship and acceptance. These include the need for belonging to a group, romantic love, family bonds and friendship.

##### **Needs for recognition and respect**

After satisfying the needs for belonging and love, a person strives to gain recognition and respect from others. It is about the need for self-esteem and respect of others, recognition of achievements, social position, prestige and social respect.

## **Self-actualization needs**

After meeting the needs of the previous levels, a person strives to realize his or her full potential and achieve the highest level of development. It's about developing your talents, passions, creativity, self-improvement and achieving personal fulfilment. Different people may have different priorities and values, which influence which needs are most important to them.

Moreover, satisfying one need does not automatically mean moving to the next level - the needs of different levels may overlap and influence each other. When we say that needs are arranged in a hierarchy, it means that Maslow believed that some needs are more important than others and must be met before lower-level ones. According to Maslow's theory, a person first seeks to satisfy lower-level needs and only then focuses on satisfying higher-level needs.

At the lowest level of the hierarchy are physiological needs such as eating, drinking and sleeping. These are the basic needs needed for survival. Until these needs are met, other needs are less important. When physiological needs are met, a person moves to the next level, which is safety needs. It's about a sense of security, protection against threats and stability of the environment. Only when these needs are met can a person focus on higher level needs.

### **The next level of the hierarchy is the needs of belonging and love.**

People strive to establish social relationships, love, friendship and acceptance. Only when these needs are met does a person move to the next level. After satisfying the needs of belonging and love, a person strives to gain recognition and respect. It is about the need for self- and other-respect, recognition of achievements, social position and prestige.

### **At the top of the hierarchy are self-actualization needs.**

These are needs related to personal development, realizing one's full potential, creativity and achieving personal fulfillment. Maslow's hierarchical structure of needs means that a person focuses on satisfying lower-level needs before higher-level ones. However, it is worth noting that in reality it is not always a purely linear process, and the needs of different levels may influence and overlap each other. Different strategies for meeting the same needs have different consequences for conflict. Competition can lead to conflict and tension between the parties. Compromise can be an effective way to avoid conflict, but it is not always satisfactory to all parties. Collaboration can resolve conflict and achieve a common goal, but it takes time and effort. Avoidance can lead to escalation of conflict and dissatisfaction of need satisfaction. It is important to choose an appropriate needs satisfaction strategy that takes into account the context and goals of all parties.

**Based on the research results, we recommend the following innovative training program for multicultural mediators:**



# MEDIATOR PROGRAM

**MEDIATOR PROGRAM - the future of education**

2022-1-PL01-KA210-VET-000083081



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FRSP DIALOG



AUTPOST ACADEMY

## MODULE I - INTRODUCTION TO MULTICULTURAL MEDIATION

1. Models and theories of mediation
2. What is multicultural mediation?
3. Introduction to multiculturalism
4. Introduction to diversity
5. Multicultural and diverse families
6. Sensitive groups - characteristics
7. Understanding multicultural conflict
8. Forms of conflict resolution

## MODULE II - CONTEXT OF MULTICULTURAL MEDIATION

1. Multicultural peer mediation
2. Multicultural family mediation
3. Multicultural mediation in the workplace
4. Immigration mediation
5. Cross-border mediation

## MODULE III - PRACTICE OF MULTICULTURAL MEDIATION

1. Principles of effective multicultural mediation
2. Styles of conflict management
3. Conflict management styles - questionnaire
4. Personality colors and customer personality types
5. Competences and skills of a multicultural mediator
6. Multicultural communication



## MODULE IV - ETHICS AND TOOLS OF A MULTICULTURAL MEDIATOR

1. Burnout. How to prevent it?
2. Self-improvement and self-reflection
3. EU Code of Ethics
4. Preparation of documents in multicultural mediation

## MODULE V - LAW

### 1. EU directives:

**Legal issues of immigrants in the EU are regulated, among others, by: the following directives:**

- 2003/86/EC on the right to family reunification
- 2003/109/EC on the status of resident third-country nationals long-term
- 2004/114/EC on the admission of students
- 2005/71/EC on facilitating the admission of researchers to the EU
- 2008/115/EC on the return of illegally staying citizens
- 2009/50/EC on the admission of highly skilled migrants.

### 2. Additional sources of knowledge

- Hague Convention Child Alert
- Act on passports - parental consent.
- Citizenship Act