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# REPORT

## **MEDIATOR PROGRAM - the future of education**



Co-funded by  
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In today's day and age, with the accelerating globalisation, increased mobility of employees, mass migration, and the dynamic development of communication technology, different cultures inevitably confront each other in social, family, and professional life. It should be noted that cultural diversity can exist not only between different countries, but also within one country, where many different cultures meet, e.g., ethnic, religious, regional, within social groups, subcultures, etc. Therefore, the term "cultural differences" should be understood broadly as differences resulting from upbringing and being present in different environments.

Multiculturalism can be observed on various levels of life: at school, in business, in the work environment, and above all in the family environment. In such a reality conflict situations become inevitable, caused by a lack of understanding for culturally different behaviours and values.

We talk about intercultural conflict when the basis of the dispute or the cause of its aggravation is a mutual misunderstanding by people from different cultures of other points of view, norms, values, and behaviours.

Mediation belongs to the so-called alternative dispute resolution methods (ADR). It involves the involvement of a neutral third party called a mediator in the conversations between the conflicted parties. The mediator helps the parties establish effective communication and facilitate mutual understanding, supporting them in developing a solution that is satisfactory for each of the parties (win-win option). Mediation is voluntary, confidential, impartial, and neutral.

It is worth recognising that in everyday life there are very often situations in which people have to deal with conflict. These can be conflicts at work, school, in the family, among friends, in offices, and even during accidental contacts with strangers, e.g., on the street, in a shop, or in a queue at the doctor's. In such situations, we often use mediation techniques even when we are not aware of it: empathic or active listening; asking open-ended questions; looking for common points of view; looking for a common solution. For these reasons, the statement that we mediate almost every minute of our lives seems justified. While not all become mediators in the full sense of the word, we all use similar techniques and tools to a greater or lesser extent to resolve the problems and conflicts that naturally arise in our lives.

There is no doubt that mediation is also an effective tool for resolving multicultural conflicts. In the event of an intercultural dispute, it should be the first choice of the parties as a way to find an effective and quick way out of a conflict situation between people from different cultures.

Preventing and resolving intercultural conflicts requires increasing awareness of different cultures, traditions, lifestyles, communication styles in the country, and in the world. Multicultural mediation remains an area little recognised both in science and in the achievements of mediation practitioners. There is a lack of literature on this subject, as well as other sources that allow you to acquire theoretical and practical knowledge about the specificity of multicultural mediation and the profession of a multicultural mediator. This topic certainly deserves to be explored and disseminated among mediators.

# MEDIATOR PROGRAM - the future of education

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We already live in a globalised multicultural world, and the mixing of cultures is a trend that cannot be ignored or stopped. Now, there is a real need to educate people on multicultural competences and the ability to resolve multicultural conflicts. In the future, the demand for educated multicultural mediators will continue to grow.

MEDIATOR PROGRAM - the future of education, co-funded by the European Union, is the first innovative project around multicultural mediation in the European Union. The leader of the project Fundacja Rozwoju Społecznego i Profilaktyki DIALOG (FRSP DIALOG) Poland, and partner AUTPOST LIMITED Ireland carried out first such detailed desk research (DR) on multicultural mediation and the profession of the multicultural mediator in the European Union. The results are showcased in this report, which also presents the conclusions and recommendations developed on the basis of the results of the study.

This project is addressed to people who are qualified to practice the mediator profession, but do not have the competences necessary to conduct multicultural mediation.

We believe that the recommendations, ethical principles, and standards for educating multicultural mediators developed in this project, with accordance to a universal and innovative program, will contribute to the popularisation of multicultural mediation as a highly ethical, effective, modern and desirable method of resolving multicultural conflicts.





# REPORT

## USING DESK RESEARCH ANALYSIS AND EXPERT-BASED WORKSHOPS



**MEDIATOR PROGRAM - the future of education**

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FRSP DIALOG



AUTPOST ACADEMY

**DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION**

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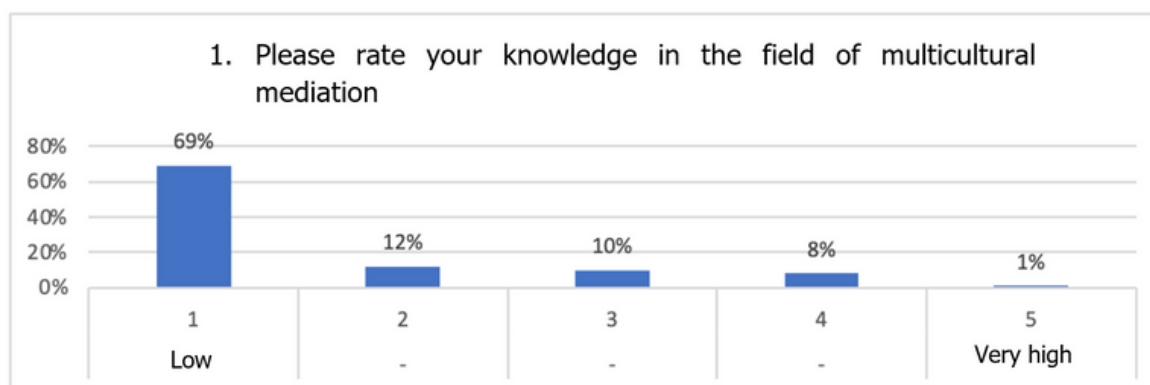
## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

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

**The respondents consisted of 100 mediators.**

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

### QUESTION 1



### Q1 RESULT

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

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

### Q1 CONCLUSION

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q1 RECOMMENDATIONS

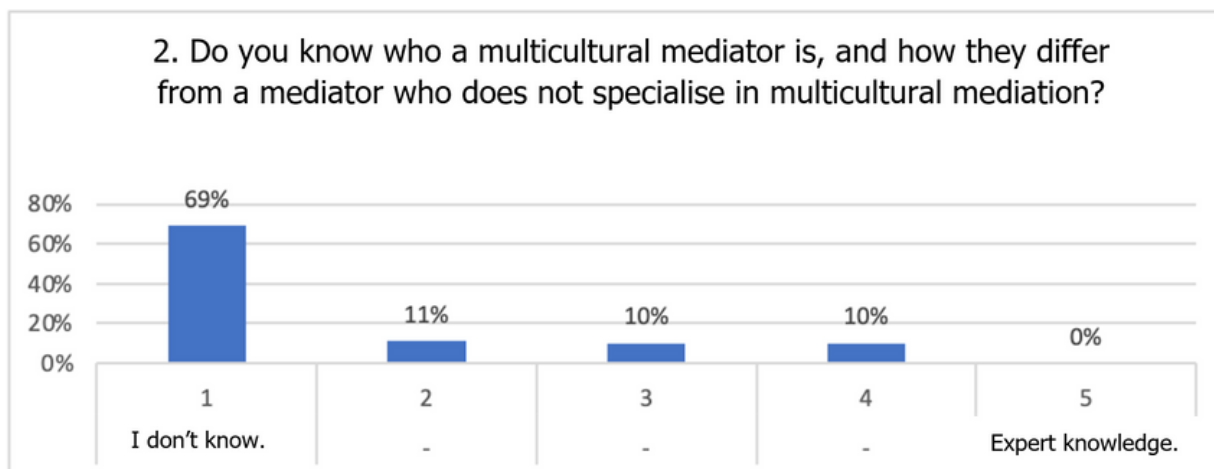
It is recommended to prepare dedicated training, gather information and educational materials, ask for expert opinions, and create a knowledge base on a model program in increasing the competences of mediators in the field of MM. Meetings with experts to exchange good practices, experience, and knowledge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

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

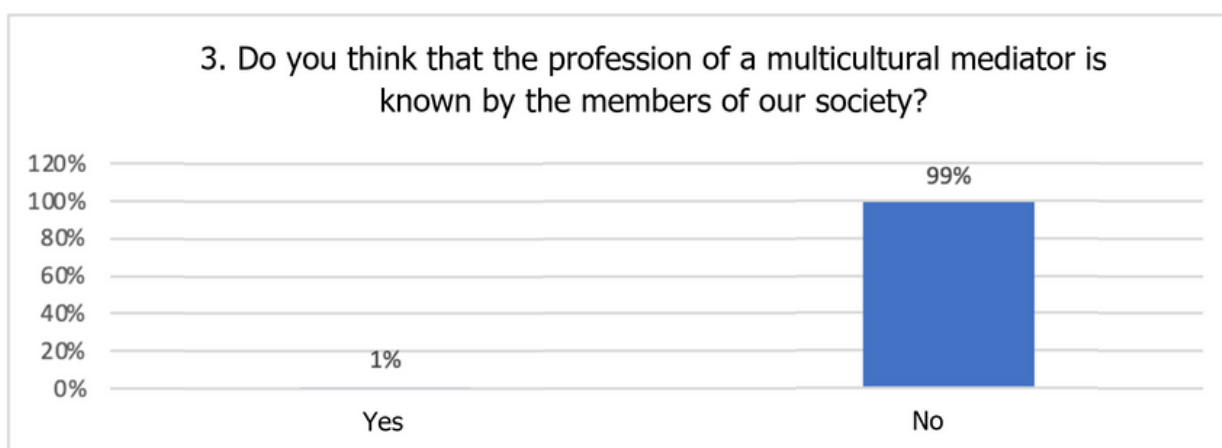
It is recommended to use solutions from selected EU countries, in this case Ireland, whilst taking into account legal and cultural factors.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

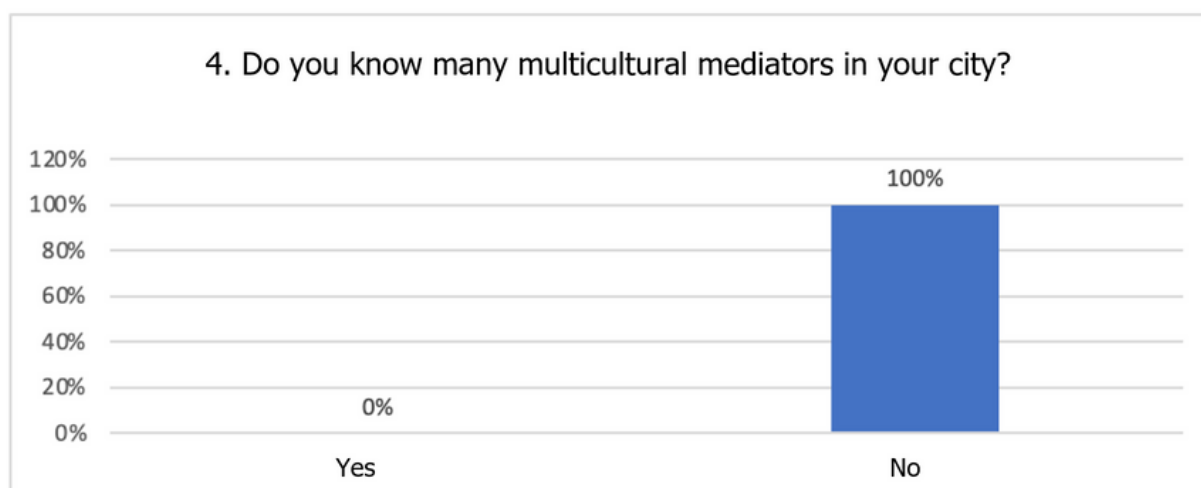
### QUESTION 2



### QUESTION 3

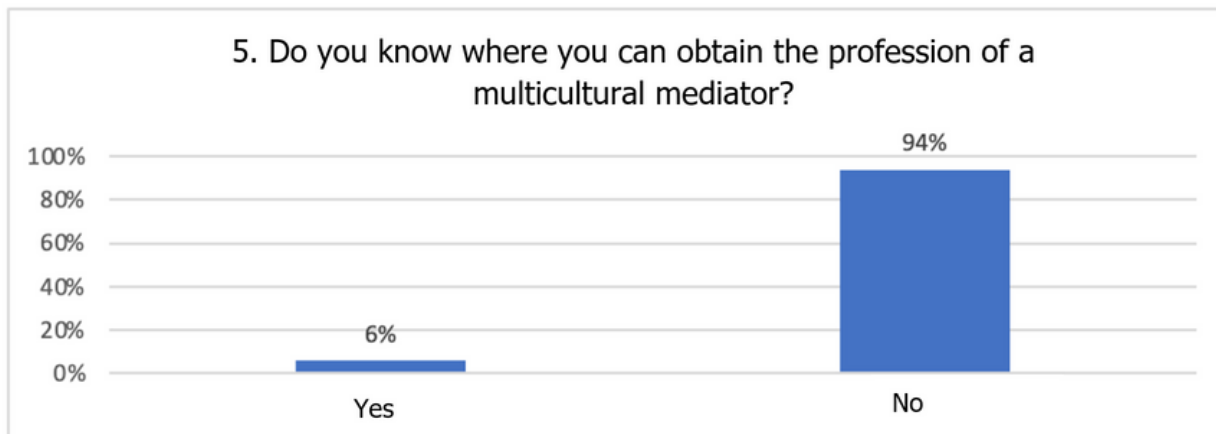


### QUESTION 4



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 5



### Q2 / Q3 / Q4 / Q5 RESULT

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

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

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q2 / Q3 / Q4 / Q5 CONCLUSION

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

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

### Q2 / Q3 / Q4 / Q5 RECOMMENDATIONS

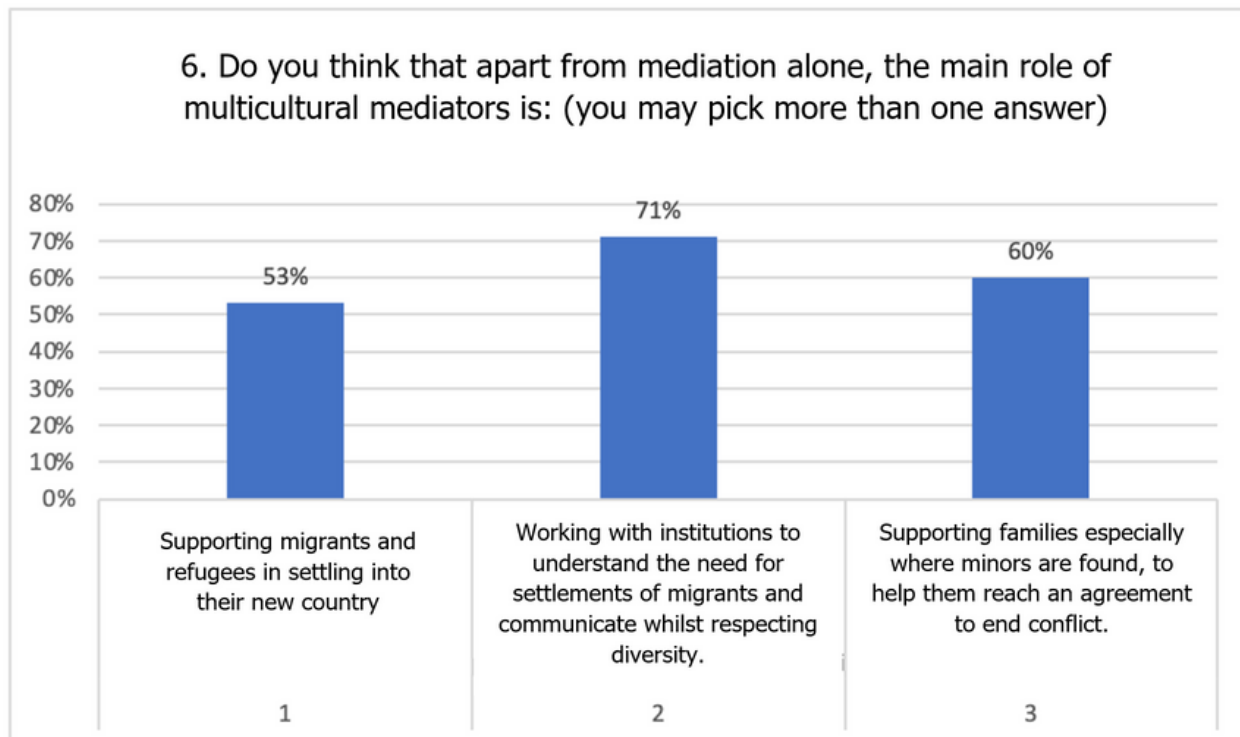
It is therefore recommended to promote the MM profession by organising meetings with multicultural mediators from other countries, webinars, workshops, and seminars aimed at providing knowledge about the MM mediator profession and exchanging good practices.

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 6



### Q6 RESULT

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

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



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q6 CONCLUSION

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

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

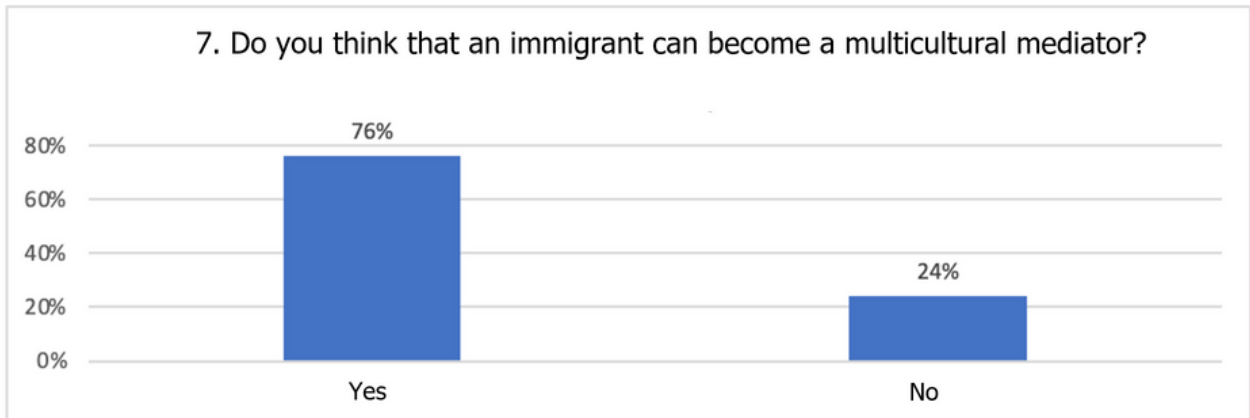
### Q6 RECOMMENDATIONS

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 7



### Q7 RESULT

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

### Q7 CONCLUSION

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

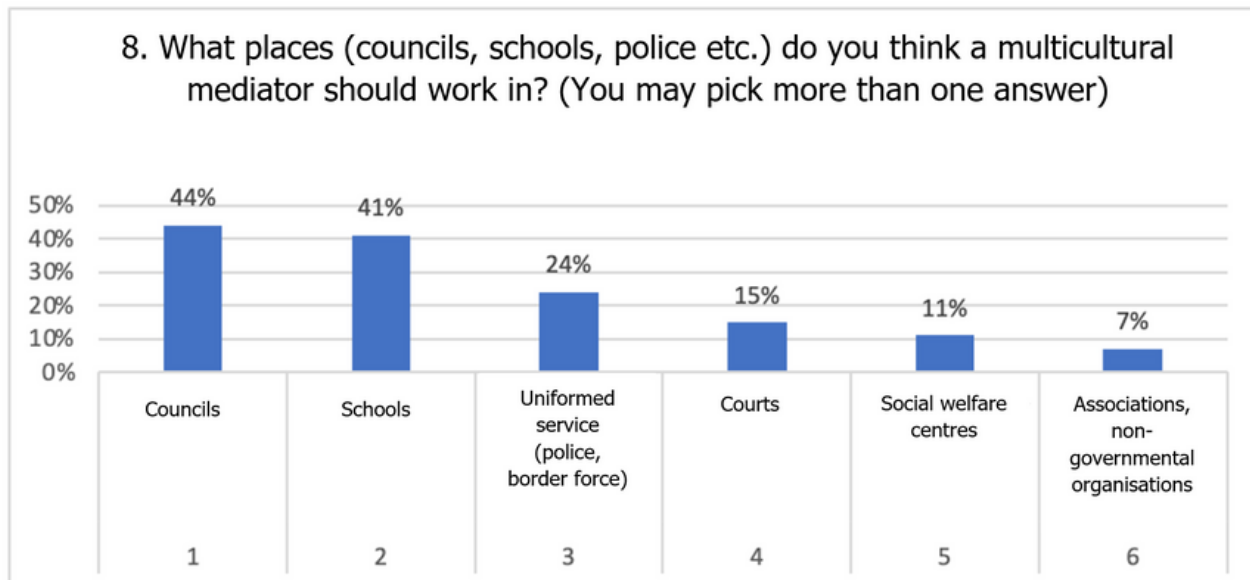
### Q7 RECOMMENDATIONS

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 8



### Q8 RESULT

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

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

### Q8 CONCLUSION

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

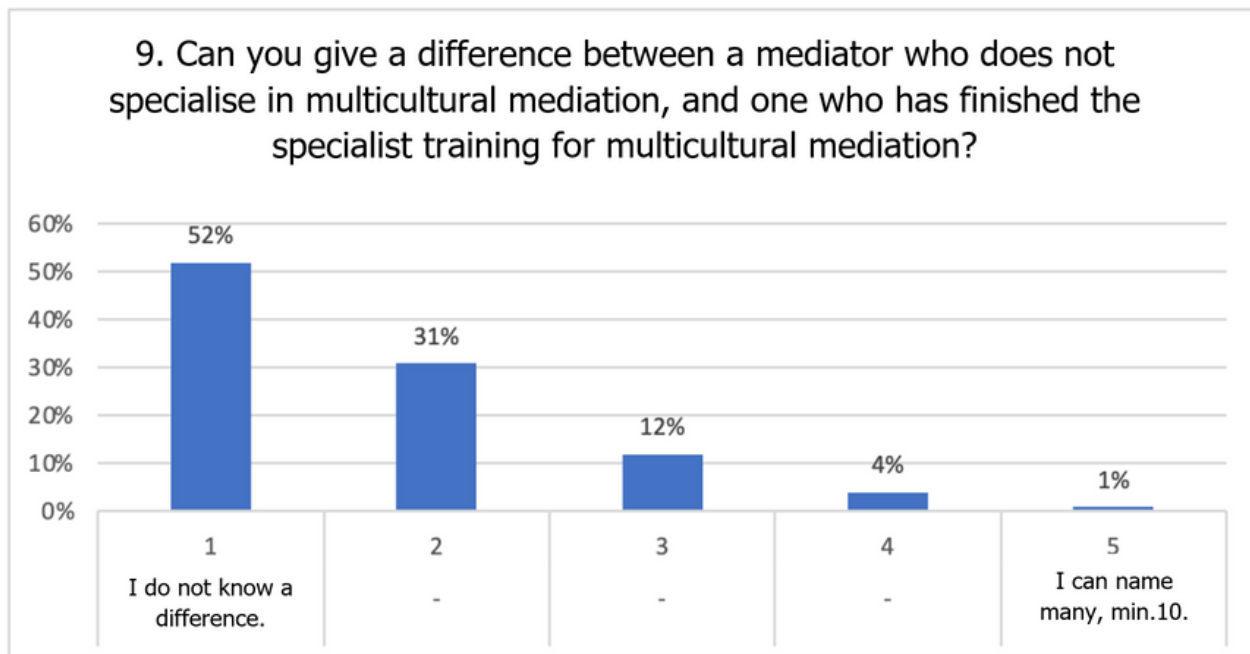
## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q8 RECOMMENDATIONS

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 9



### Q9 RESULT

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

### Q9 CONCLUSION

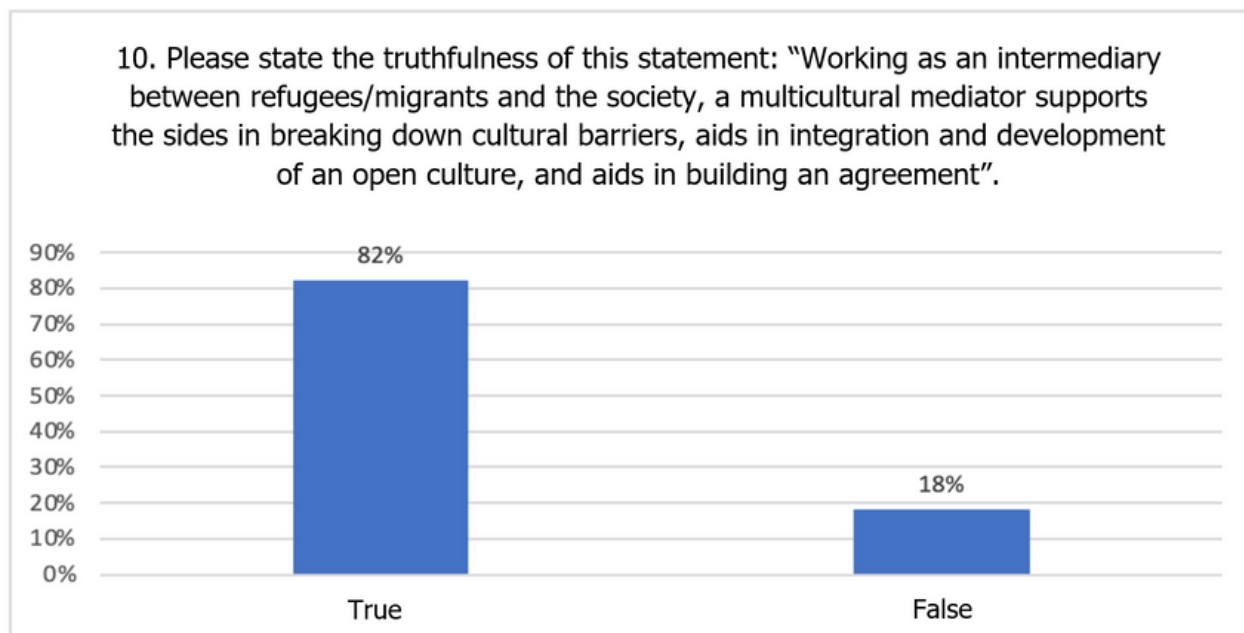
The respondents' knowledge in this regard is low, which results from the fact that there is no multicultural mediator profession on the Polish labour market.

### Q9 RECOMMENDATIONS

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 10



### Q10 RESULT

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

### Q10 CONCLUSION

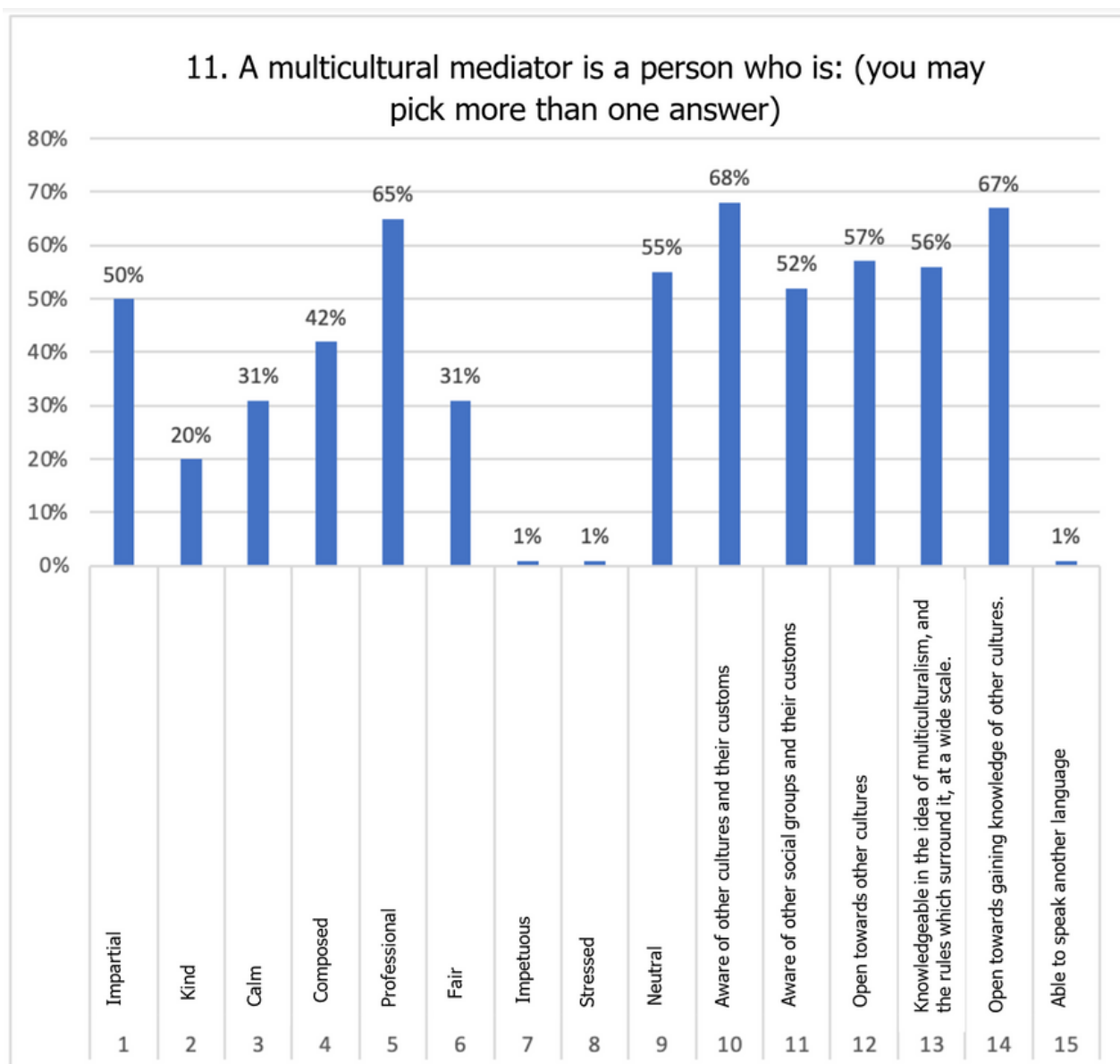
The answer to this question confirms the earlier conclusions that the respondents combine the profession of a multicultural mediator with a multicultural educator.

### Q10 RECOMMENDATIONS

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 11





## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q11 RESULT

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

### Q11 CONCLUSION

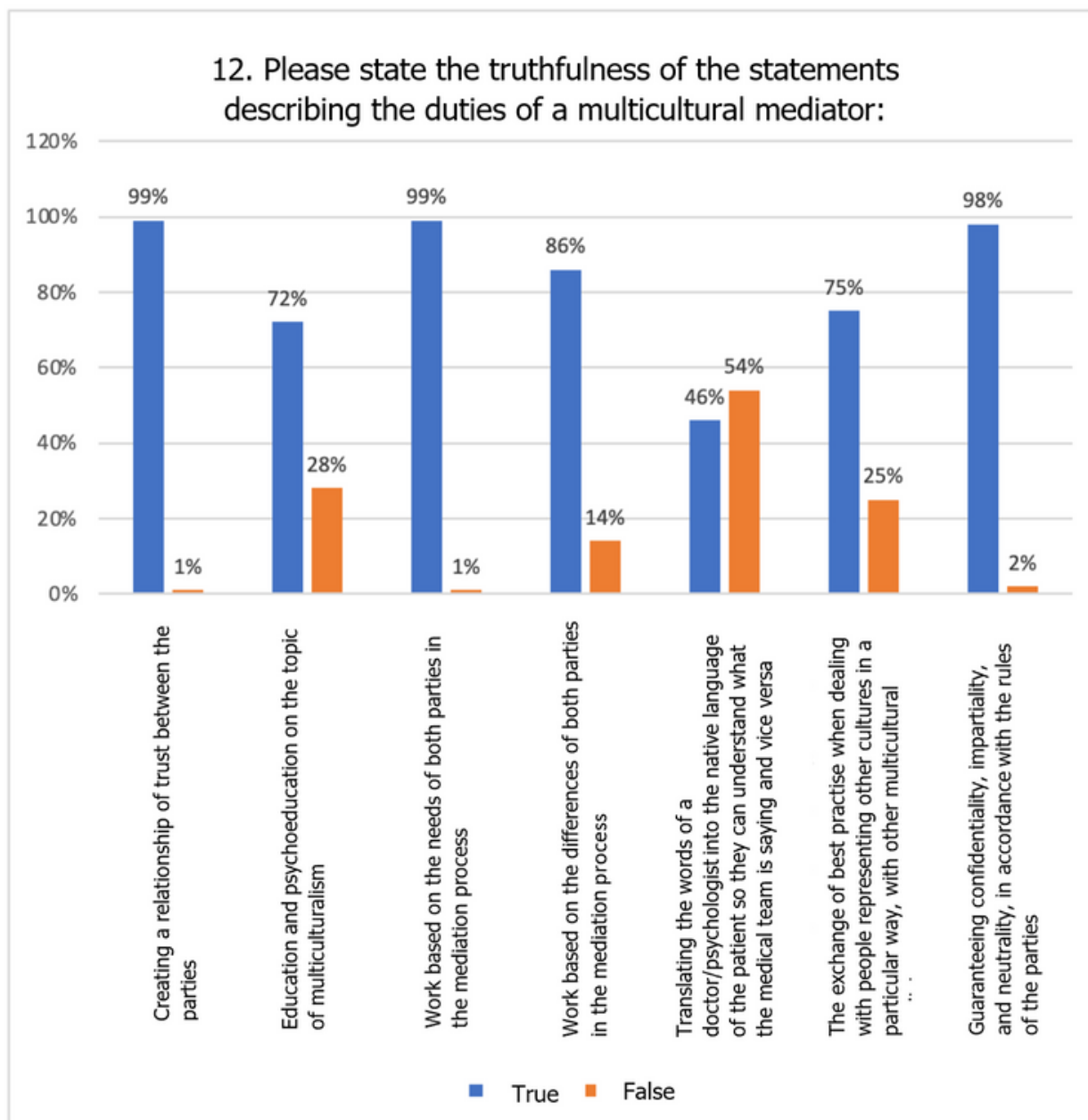
According to the respondents, the most important features of a multicultural mediator are knowledge of other cultures and customs, openness to knowledge about other cultures, and professionalism.

### Q11 RECOMMENDATIONS

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 12



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q12 RESULT

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

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

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

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

### Q12 CONCLUSION

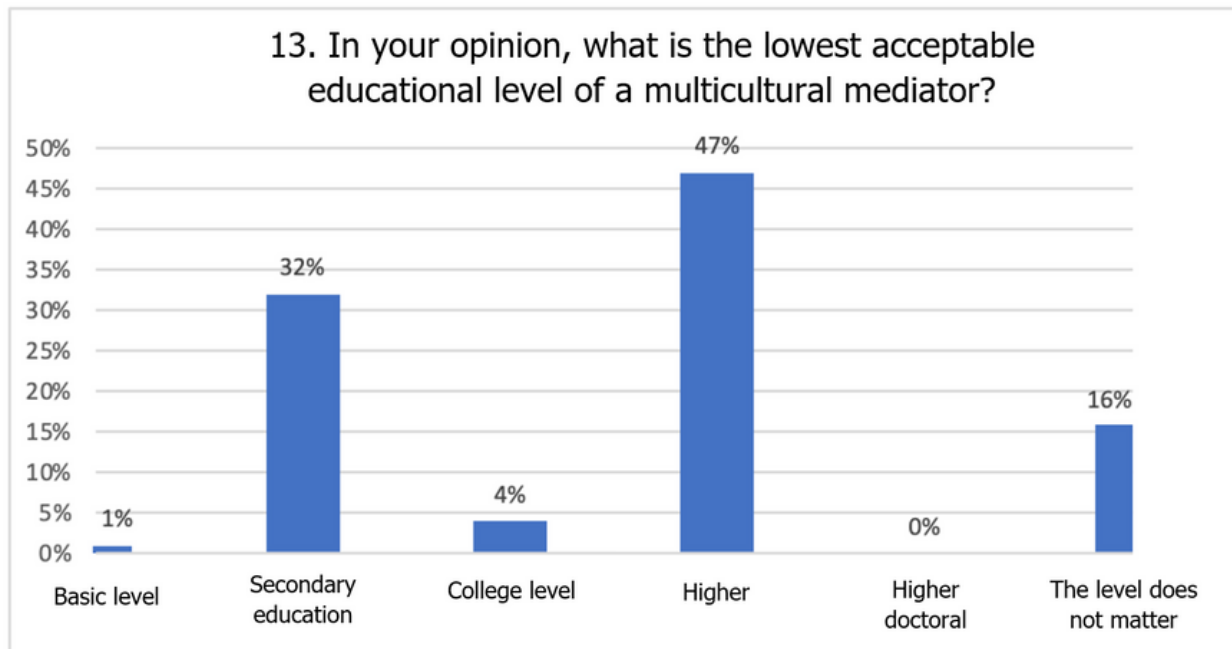
In this question, the respondents indicated the same duties resulting from the profession of a multicultural mediator as the same as those resulting from the profession of a mediator who has completed the basic training and has chosen a different specialisation than that of a multicultural mediation.

### Q12 RECOMMENDATIONS

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 13



### Q13 RESULT

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

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q13 CONCLUSION

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

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

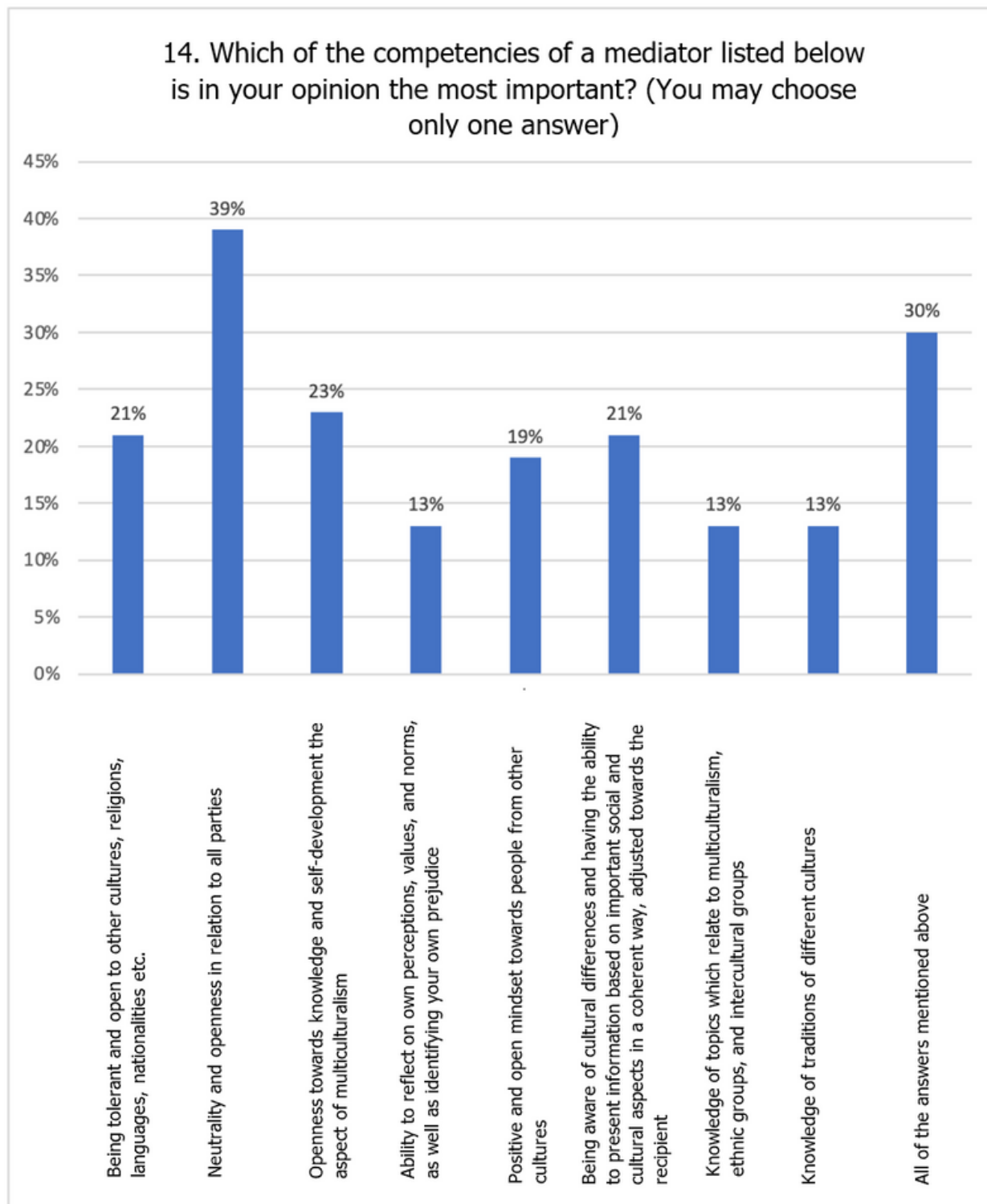
### Q13 RECOMMENDATIONS

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 14



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q14 RESULT

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

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

### Q14 CONCLUSION

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

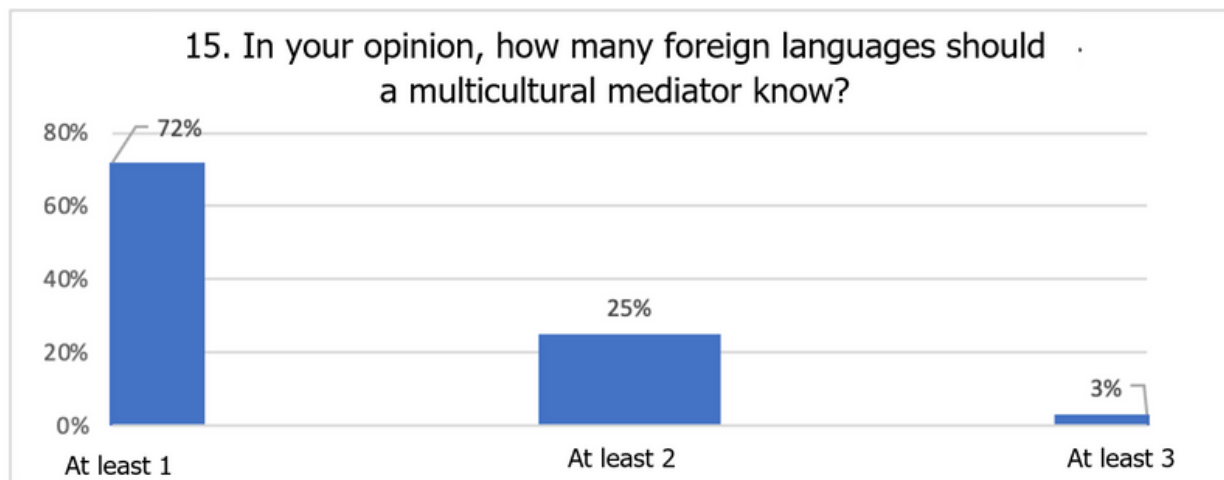
This indicates a specific set of features assigned to the mediator's personality.

### Q14 RECOMMENDATIONS

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 15



### Q15 RESULT

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

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

### Q15 CONCLUSION

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

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



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

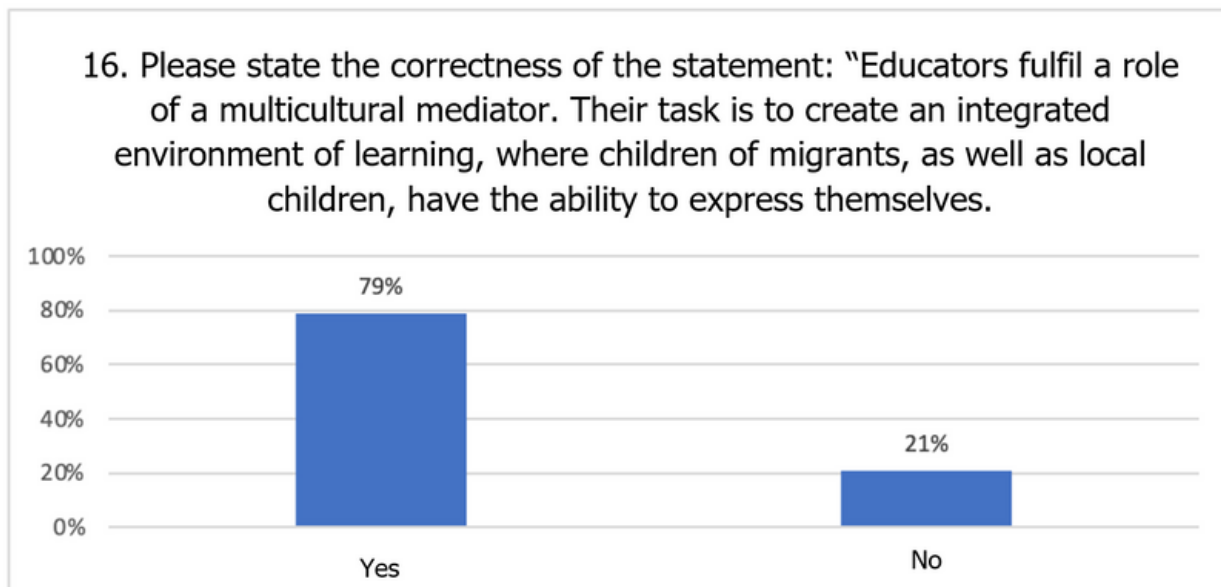
### Q15 RECOMMENDATIONS

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 16



### Q16 RESULT

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

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

### Q16 CONCLUSION

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

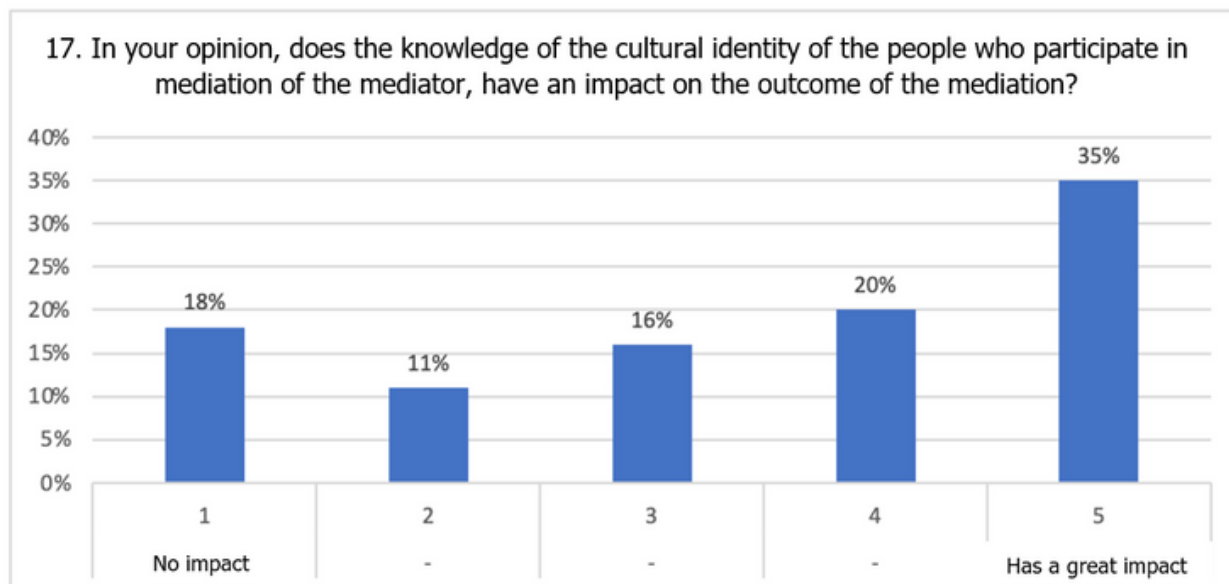
### Q16 RECOMMENDATIONS

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

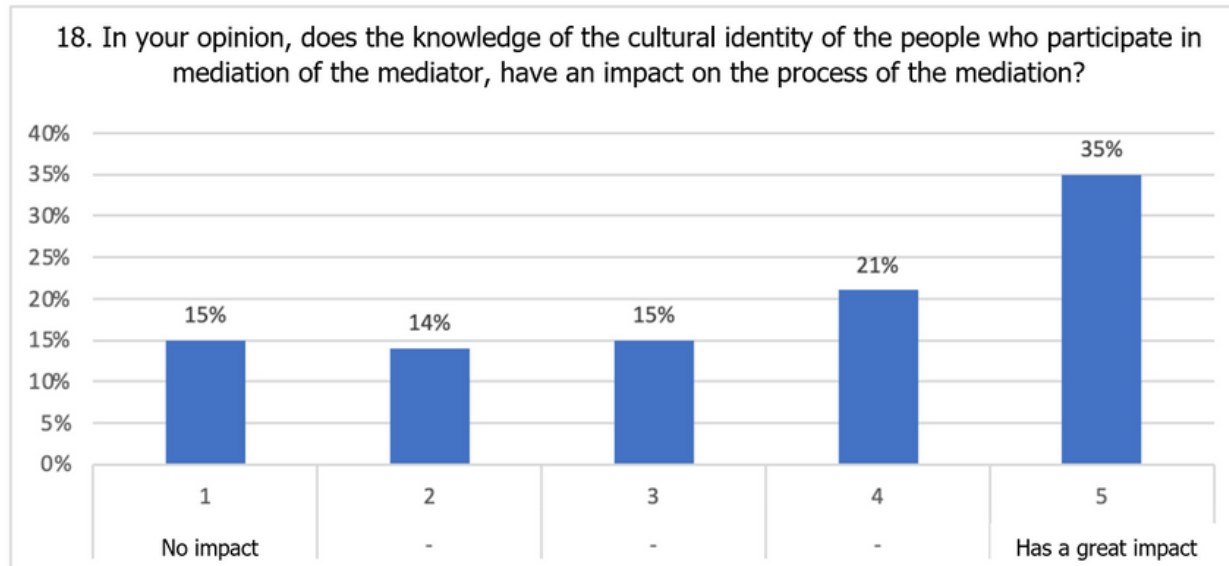
It is recommended to extend the mediator program with educational components in the field of multicultural mediation, multicultural education, and multiculturalism.

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 17



### QUESTION 18



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q17 / Q18 RESULT

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

### Q17 / Q18 CONCLUSION

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

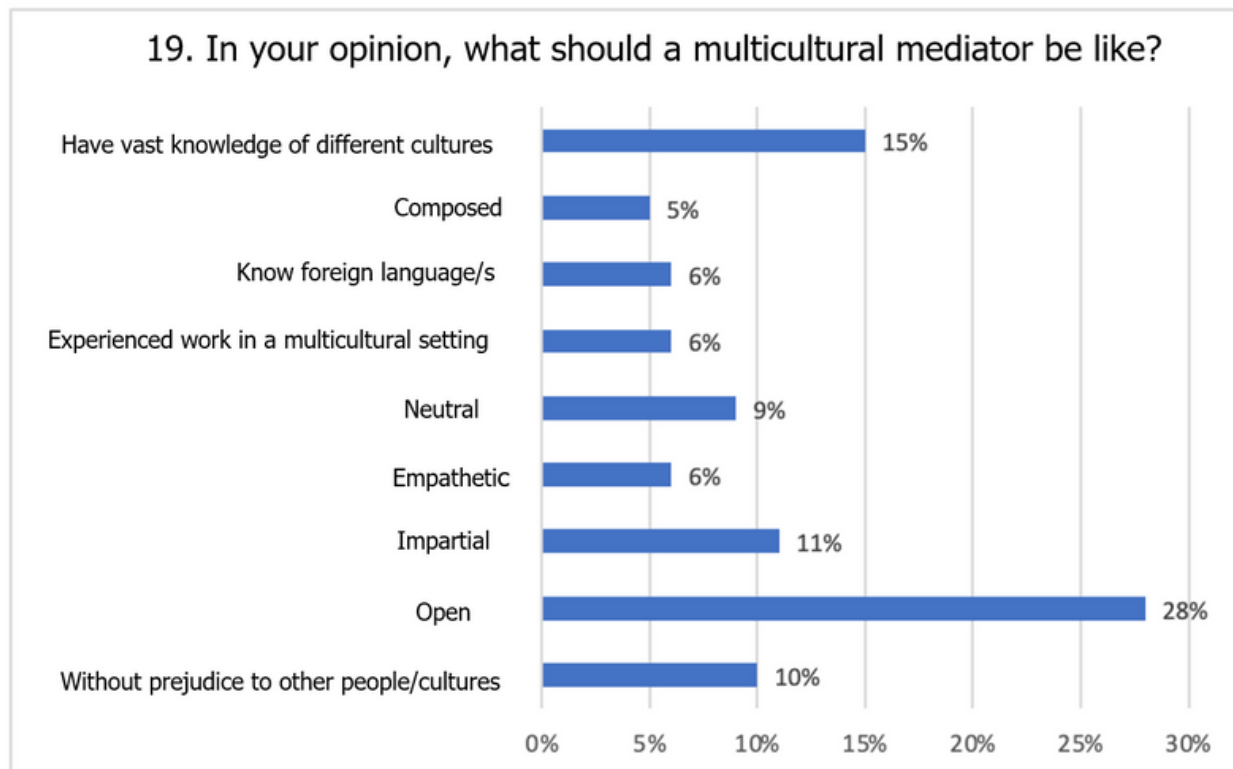
### Q17 / Q18 RECOMMENDATIONS

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 19



### Q19 RESULT

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q19 CONCLUSION

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

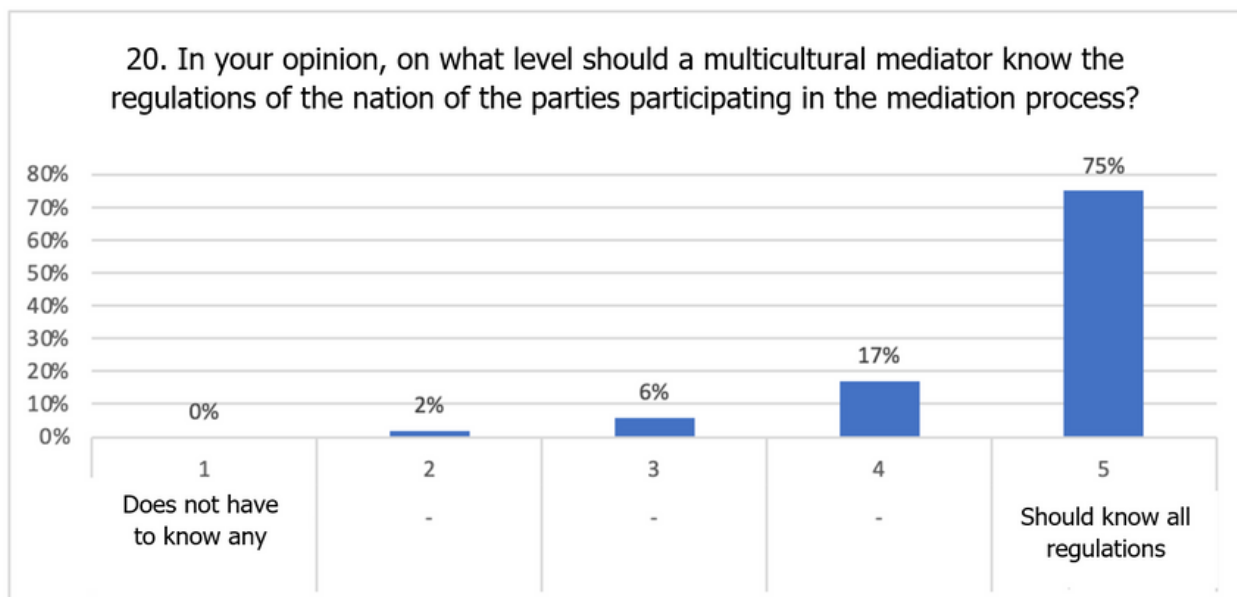
### Q19 RECOMMENDATIONS

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 20



### Q20 RESULT

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

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

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

### Q20 CONCLUSION

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

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



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q20 RECOMMENDATIONS

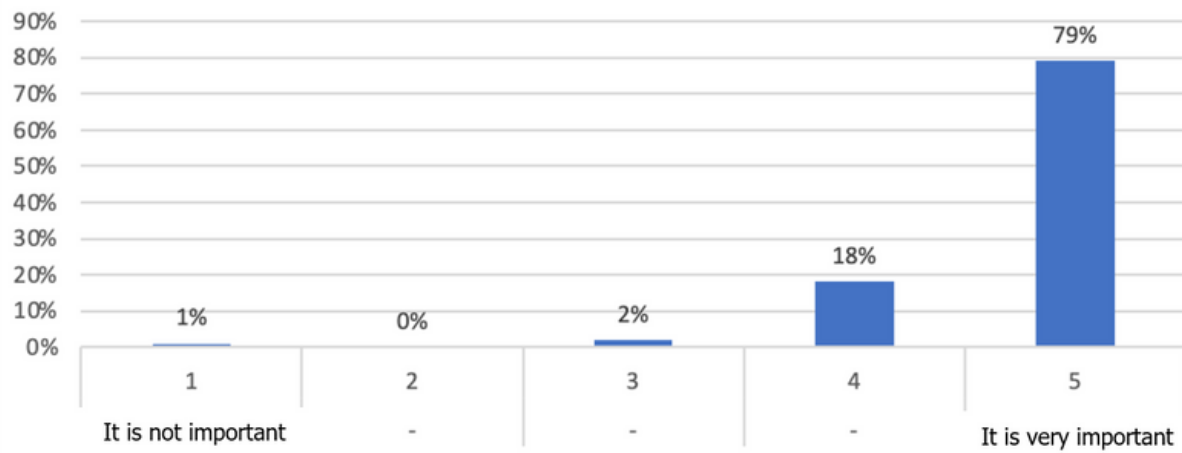
It is necessary to communicate the above among the mediator community and the rest of the society, which will increase the general knowledge about the profession of multicultural mediator and multicultural mediation.

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 21

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



### Q21 RESULT

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q21 CONCLUSION

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

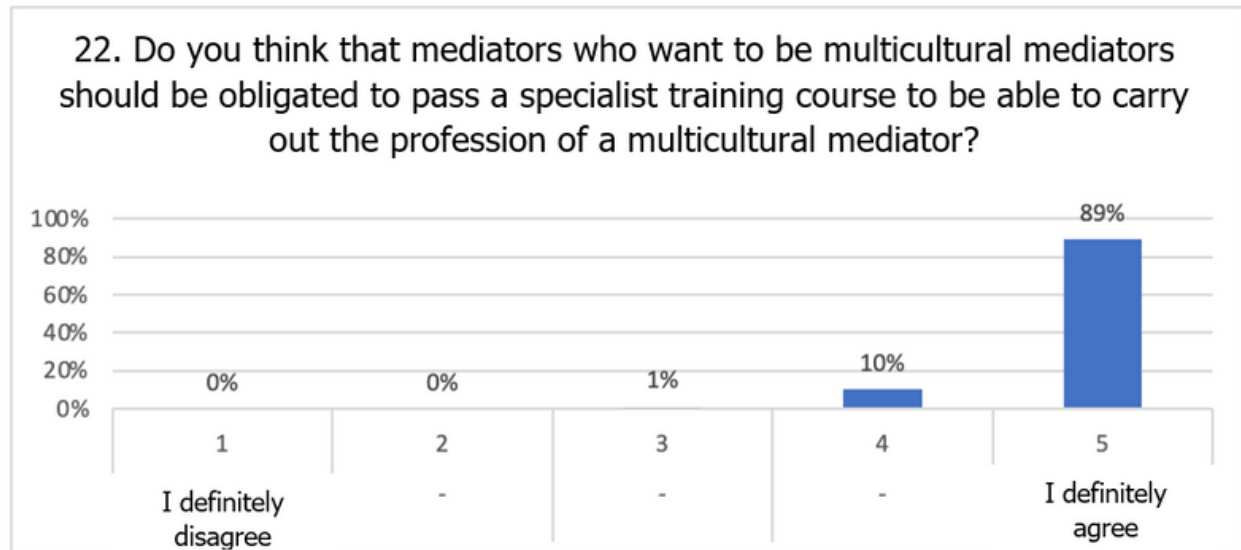
Perhaps this is due to their observations and experiences and, for example, the increased demand for this type of mediation in the light of the current political situation in Poland and in the world (e.g., Brexit, war in Ukraine, migration crises).

### Q21 RECOMMENDATIONS

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 22



### Q22 RESULT

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

### Q22 CONCLUSION

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

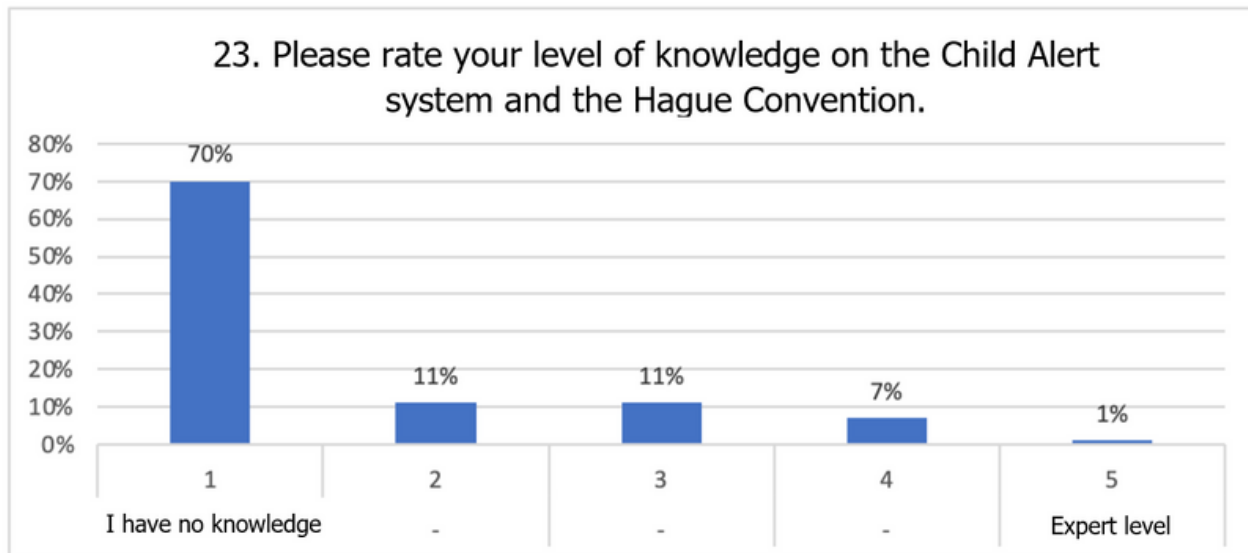
The answer to this question clearly confirms the need to develop a comprehensive training program for multicultural mediators in Poland.

### Q22 RECOMMENDATIONS

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 23



### Q23 RESULT

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

### Q23 CONCLUSION

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

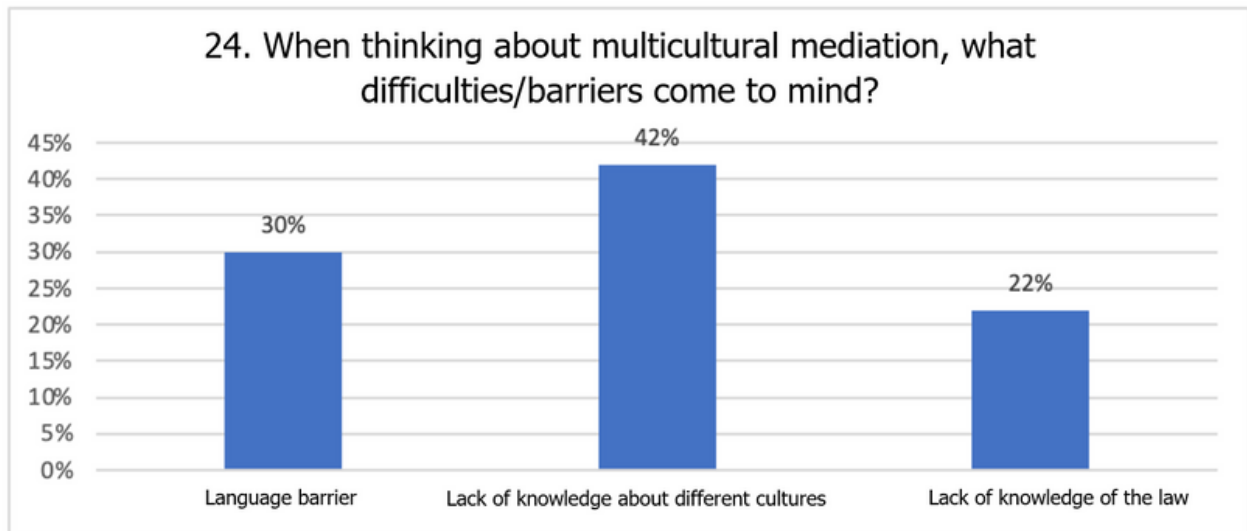
### Q23 RECOMMENDATIONS

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 24



### Q24 RESULT

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

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

### Q24 CONCLUSION

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

This proves insufficient knowledge about multicultural mediation.

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

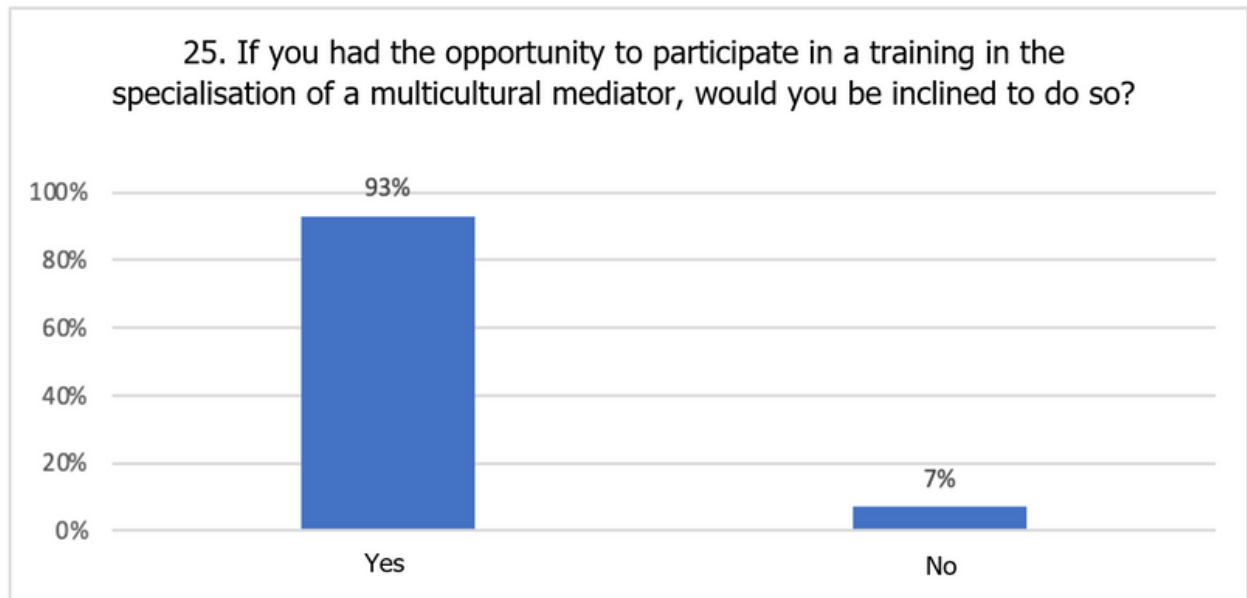
### Q24 RECOMMENDATIONS

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

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

## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### QUESTION 25



### Q25 RESULT

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

### Q25 CONCLUSION

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

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



## DESK RESEARCH RESULTS FOR MULTICULTURAL MEDIATION

### Q25 RECOMMENDATIONS

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

Further research in this area is recommended.

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



# MULTICULTURAL MEDIATORS

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– COMPETENCE AND SKILLS OF A MULTICULTURAL MEDIATOR



Our report has identified competence and skills required by Multicultural Mediators to effectively conduct Multicultural Mediation sessions and successfully carry out their job role. This report forms a recommendation for the profession of a Multicultural Mediator. The report is based on desk research (DR) gathered, studies of the profession and questionnaire results conducted by Fundacja Rozwoju Społecznego i Profilaktyki "DIALOG" Poland and AUTPOST LIMITED Ireland as part of the MEDIATOR PROGRAM – the future of education co – funded by the European Union.

## MINIMUM STANDARDS—CERTIFIED MULTICULTURAL MEDIATORS

**Multicultural Mediator Experience** – A multicultural mediator must possess substantial level of experience as a multicultural mediator— this is typically 200 hours of a topic around multicultural mediation which has to be included in their portfolio.

**Mediation Knowledge** – A multicultural mediator wanting to specialise in multicultural mediation must have a strong understanding of multicultural theory and practice. These may be assessed using methods such as written tests, essays, reports, theses, or interviews.

**Mediator Skills** -- A multicultural mediator must be effective using the multicultural mediation process and techniques. Evaluations/assessments may be based on roleplay or live action assessments and may include videotaped and online assessments such as web dramas, self-assessments, interviews, peer reviews, user feedback, and other in-practice skill evaluations.

## MULTICULTURAL MEDIATION - GENERAL KNOWLEDGE REQUIREMENTS:

**The following areas of practical skills are required for effective multicultural mediation practice. The list is offered as a recommendation:**

- Ability to assess when multicultural mediation may not be a suitable process to address issues subsequently identifying the mediation practice that will be suitable to resolve the issues presented by parties.
- Ability to identify procedural options and preferred processes for reaching optimal outcomes in multicultural mediation.
- Substantial level of knowledge surrounding hybrid multicultural dispute resolution and their potential advantages and drawbacks in different circumstances.
- Understanding and applying the best timing for each multicultural dispute resolution process.
- Understanding of the nature, theory, procedure, practical application, methodology, appropriateness, benefits and disadvantages of the prevalent types of multicultural mediation.
- Relevant knowledge of negotiation and solution-generating processes in multicultural mediation.
- Substantial knowledge of party and participant dynamics, as contextualised by the choice of relevant multicultural mediation process.
- Understanding of the role of a multicultural mediator and the scope of multicultural mediator methodology, psychology, core training, and practices.
- Substantial knowledge of relevant laws affecting multicultural mediation practice including structure and enforceability of multicultural mediation agreements.
- Knowledge and good practice of confidentiality and privilege /professional secrecy, and structure of multicultural mediation process.

- Knowledge surrounding enforceability of agreements in multicultural mediation - Familiarity with methods of formulating solutions, including assessing alternatives (BATNA, WATNA, PATNA, RATNA) in multicultural mediation.
- Ability to prepare multicultural client and self for multicultural mediation meetings.
- Ability to assist multicultural parties in separating interests from positions.
- Ability to seek and understand the motivations behind individual positions as distinguished from the issues in multicultural mediation.
- Familiarity with techniques like questioning, summarising, (active/effective) listening, framing and re-framing of questions, reflecting and paraphrasing in multicultural mediation.
- Ability to make strategic choices that can help strike a balance between positional claims that support the clients' interests and create values based on clients interests in multicultural mediation.
- Familiarity with multicultural and cross-cultural settings and dynamics.
- Understanding of cross-border and multi-cultural mediation paradigms.
- Ability to adapt procedural parameters when dealing with multi-party or multicultural complex cases involving numerous participants as part of multicultural mediation.
- Understanding of professional and ethical standards and behaviours in multicultural mediation.
- Understand and be able to apply ethics in generating, informing and/or setting norms in multicultural society - Ability to draft settlement agreements as discussed by the parties in multicultural mediation.
- Ability to understand and interpret settlement agreements and procedural options in multicultural mediation.

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- Knowledge of problem-solving, interest-based negotiation techniques in multicultural mediation.
  - Knowledge of the distributive approach to negotiation, in addition to the problemsolving (interest-based) approach and knowing when and why to apply each of them in multicultural mediation.
  - Effective use of avoidance and knowledge how to counter unhelpful adversarial attitudes, behaviour and language in multicultural mediation.
  - Knowledge of the use of techniques for productively supporting multicultural parties, their representatives, the multicultural mediator and the process.
  - Knowledge surrounding the use of the multicultural mediator as a tool to aid the mediation process effectively in order to generate a mutually accepted outcome as part of multicultural mediation.
  - Ability to effectively communicate with the multicultural mediator, prior to, during and after the multicultural mediation sessions.

## MINIMUM STANDARDS— MULTICULTURAL COMPETENCE SPECIALISATION

Six key areas have been identified as the minimum recommended standard in the practice of a multicultural mediator as well as the effectiveness of carrying out their job role. Those six key areas are namely: knowledge, self-awareness, multicultural perspectives, communication skills, preparation and managing the process

### KEY AREA 1 - KNOWLEDGE

**Cultural Framework:** Ability to use at least one acknowledged multicultural and cultural theory to identify relevant Multicultural Focus Areas for supporting multicultural mediations. Both theory and strategy must acknowledge the similarities and contrasts between cultures.

1. Any chosen framework should include recommendations on how to effectively use potential multicultural Focus Areas while avoiding stereotyping. Organising or taking part in multicultural mediations.
2. The objective is not to acquire comparative theories about culture or to become a multicultural mediation expert in a specific theory, even though there are many wellknown and respected ideas. The objective is to be able to use a chosen theory or theories about culture in a way that will assist multicultural mediators in thinking through relevant issues while setting up and leading a multicultural mediation.
3. Understanding culturally determined norms and expectations can assist explain parties' various viewpoints and think about possible impasses that these perspectives may produce.
4. When attempting to explain all possible behaviours that individuals may exhibit, which may not necessarily be tied to culture but may also be linked to individual factors (e.g., age, gender, residency, etc.), it is crucial to avoid seeing multiculturalism as an overly inclusive notion.

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5. Multicultural mediators should try to use their cultural knowledge as a tool to comprehend and anticipate potential behavioural patterns while keeping in mind that multicultural mediation is a social process that aids in cross-cultural communication.
  6. Any discussion of multicultural mediation must consider how various cultural interpretations of the terms "multicultural": "parties," "participants," "conflict," "resolution," "mediation," "conciliation," and "process" may exist.



## KEY AREA 2 - SELF-AWARENESS

**Self-awareness:** Understanding one's own multicultural influences and how it could affect the multicultural mediation process.

1. Multicultural mediators should be aware of their own cultural influences, particularly how their culture may shape the way in which they see and analyse other people's behaviour and conflict. Remember to stay neutral
2. Multicultural mediators should think about how participants might perceive and interpret their culturally influenced choices or behaviour.
3. Multicultural mediators need to acquire adaptable techniques for regaining equilibrium, dealing with cultural ambiguities, and handling contradictory practises. They should learn to recognise their own surprise, discomfort, or cognitive dissonances when confronted with cultural differences.

## KEY AREA 3 - MULTICULTURAL PERSPECTIVES

**Multicultural Perspectives** – Ability to understand many cultural viewpoints through which each person views actions or occurrences as well as understand participants' diverse perspectives—both similar and different—as well as any potential imbalances.

1. Multicultural mediators must have the capacity to handle misunderstandings and errors that may occur in multicultural contexts.
2. Ability to construct a working environment for all participants, especially one that fosters communication between them, by using the multicultural mediator's grasp of these potential differences and similarities.
3. Multicultural mediators must be attentive to participants' impressions of their own behaviour, other participants' behaviour, and their preferences for how to handle procedural or substantive concerns during multicultural mediation process.
4. Multicultural mediators should not respond negatively to other people's methods of doing things or try to change the methods of others during multicultural mediation process.
5. If other individual's methods and viewpoints are not in line with the multicultural mediator's core principles, the multicultural mediator should not take on such clients or end the mediation process as this can have a negative impact on the multicultural mediation process.
6. Multicultural mediators should understand how to cope with ambiguity, confusing information or circumstances, unintended errors (such as cultural malapropisms), and potential unconscious biases or behavioural scripts of participants while working with diverse cultural viewpoints.

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7. Multicultural mediators should think about the appropriate approaches and procedures for handling disputes involving various points of view. This covers how to come up with procedural choices that everyone can use, whether to address them in caucuses or joint sessions, directly or indirectly with the participants during multicultural mediation.

8. When managing multiple cultural perspectives, multicultural mediators should consider how and whether to co-mediate with neutrals from other cultures or involve interpreters as cultural consultants when preparing for and participating in multicultural mediation.

## KEY AREA 4 – COMMUNICATION SKILLS

**Communication skills** - Ability to modify one's own communication style to fit the preferences of participants from other cultures and to support participants in having the best possible communication with one another, including through creating appropriate methods to assist conversations and multicultural mediation process.

1. Multicultural mediators should be able to communicate effectively across cultural barriers while working with both participants and co-mediators from different backgrounds. According to one theory, for instance, determining a particular point on the direct-indirect communication continuum, which can be influenced by a variety of other cultural factors like the power distance index and the relationship orientation of the participants or co-mediators, is a communication style appropriate for multicultural mediators.
2. The communication styles of multicultural mediation should be compatible. Multicultural mediators should think about whether, how, and when to help people from different cultures to communicate.
3. Participants should be able to grasp how information may be expressed differently across cultures with the help of multicultural mediators.
4. Based on factors like the participants' comfort level with expressing emotion, their capacity for empathy or understanding others' perspectives, their comfort level with face-to-face discussion of sensitive topics, and their preference to pursue delicate matters indirectly (e.g., to avoid "loss of face"), multicultural mediators may need to assist participants in changing the way they communicate with each other.
5. The ability to choose if, when, and how to engage with mediation centres to promote dialogue and understanding of different cultures outside of multicultural mediation process.

## KEY AREA 5 – PREPARATION

**Preparation** - Ability to plan and prepare prior to the multicultural mediation by detecting prospective cultural patterns and preferences (for example, by designating distinct Cultural Focus Areas for each mediation) and by developing possibly suitable procedures and potential interventions during multicultural mediation.

1. Multicultural mediators should learn how to prepare for multicultural mediation by investigating and foreseeing any cultural effects, as well as by determining which procedure could be the most effective for the participants depending on any Cultural Focus Areas that the mediator may have found.
2. Multicultural mediators should think about whether to conduct preliminary, private interviews with the participants, investigate the possibility of creating procedural rules for conduct and interaction that are culturally appropriate, and consider preliminary interventions to aid the parties in identifying and resolving any culturally influenced communications, interests, or obstacles.
3. Given what a multicultural mediator may already know about the participants, their representatives, and their larger constituencies, the goal of this preparation should be to develop hypotheses about how to proceed initially and to prepare how to test and modify these hypotheses as the multicultural mediation develops. However, it must be kept in mind that preparation only results in hypotheses, thus multicultural mediators must not rely only on their own.
4. Multicultural mediators should consider the likelihood that there may be interests at issue that go beyond those of the individuals at the table when determining interests. Other multicultural constituencies or stakeholders' interests (such as those of family members, elders, communities, tribunals, affiliates, and regional, national, or political parties or bodies) may also be represented by these interests. It should also consider any potential obstacles brought on by participants' varying status perceptions or desires for procedural clarity, autonomy, fairness, or relatedness.

5. As shown by the following instances, multicultural mediators should be adaptable and willing to reevaluate and change their procedural preferences and intervention styles.
6. Ability to select whether to hold a multicultural pre-mediation meeting with all parties, only some parties, or their representatives.
7. Ability to select whether to ask for written contributions in advance and what kinds of submissions would be useful in multicultural mediation.
8. Determining whether to collaborate with the multicultural clients to create a process that satisfies any need for respect for one another, autonomy, affiliation, certainty, or procedural fairness, in which roles and statuses are important (such as dress code, seating arrangements, and forms of address).
9. Helping participants avoid cultural norms that others would find politically or culturally insensitive, as well as preventing them from being persuaded by cultural norms.
10. The best ways for multicultural participants or their representatives to communicate with one another before and during the mediation, including whether or not to specify the multicultural mediator's role (for example, as non-evaluative or evaluative), the need for multicultural co-mediators or interpreters, who may speak and write, the order of any initial presentations, potential deadlines, the length of mediation sessions, and how time should be allocated.
11. How proposals might be presented (for instance, in some cultures, parties might not feel comfortable outlining their ideas, might not be familiar with brainstorming techniques, might not know what is expected of them, and might not want to present because they might come off as unmotivated or weak, lose their social status, or lose the respect of other participants or stakeholders).
12. Successfully identify whether to offer evaluative comments as part of multicultural mediation, and if so, when and how to do so.

## KEY AREA 6 - MANAGING THE PROCESS

**Managing the process** - Ability to detect whether, when and how multicultural considerations (e.g. Cultural Focus Areas) may be impacting on the multicultural mediation process as the mediation progresses including abilities to adapt the process accordingly and design appropriate interventions, that also encompass any settlement and compliance phases.

1. Although overseeing the multicultural mediation process is crucial in every mediation, multicultural mediations need for extra care since progress indicators and roadblocks may be harder to spot. Also, suitable interventions may be different.
2. Depending on the requirements or demands of the participants, multicultural mediators may occasionally need to take a more directive or facilitative approach to procedural concerns due to cultural factors.
3. Even if the multicultural mediator and the participants may believe they are moving well, each individual may think they are headed in a route whose conclusion may be culturally influenced and distinct. Multicultural Mediators should be able to gauge the degree to which participants' expectations are aligned, can be reconciled, or can be respected in order to give a check and elicit the spectrum of diverse understandings.
4. In order for participants to feel as though a satisfying resolution has been reached, multicultural mediators may need to assist in helping them define criteria for a final work product or action items post multicultural mediation.
5. Conflicts that precede a multicultural mediation are rarely resolved through an oral agreement alone, and they are not always resolved when a written agreement has been reached.
6. Multicultural Mediators in disputes should be aware of any additional formalities or rituals that might be required to provide parties a sense of control over the resolution of the multicultural conflict.

# CASE STUDY 1

**ACCESS IRELAND  
ROMA MEDIATION PROJECT**



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## ACCESS IRELAND ROMA MEDIATION PROJECT

Ireland and cities like Dublin have grown more and more multicultural as a result of the rapid economic expansion. A country that has historically been a country of emigration has had to make certain accommodations for immigrants due to the shifting cultural environment. New ideas like cultural mediation and intercultural communication are becoming more and more well-known in Irish culture.

Since the end of Communism in the mid-1990s, Roma people from Eastern Europe have been migrating to Ireland. In order to escape the prejudice and persecution they experience in their own countries. The majority of Roma in Ireland are from Romania, however they do not consider themselves to be Romanians and speak a language entirely separate from Romanian called Romani.

The Roma face prejudice and discrimination almost wherever they go.

The social and health services established for other minority groups sometimes fall short of meeting the specific needs of these groups since there is little awareness of the culture and customs of this community.

One strategy for bridging this gap and clearing up miscommunications is through cultural mediation. The Roma Cultural Mediation Project, an EQUAL Development Partnership in Dublin, Ireland, developed such a strategy.

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

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

## ACCESS IRELAND ROMA MEDIATION PROJECT

They encounter prejudice over their appearance and some parts of their behaviour, such as street begging, and are frequently maligned in the media. The Irish people and the government institutions they interact with have a very limited awareness of the history, culture, and customs of the Roma population. Due to restrictive educational systems in their countries of origin, many Roma in Ireland have poor educational levels, and few can speak English. They therefore have limited options.

Due to bad experiences in their own countries, many Roma feel mistrust for the government. Non-governmental organisations have had difficulty building relationships based on trust with community people and including them in their programmes.

Access to services for racial and ethnic minorities, including the Roma, can be hampered by not just language problems but also cultural differences and service providers' lack of awareness and understanding. This reduces the efficacy of social and health services.

Access Ireland, the project's primary partner and an EQUAL development partnership, has prior expertise in creating and implementing cultural mediation services. To make it easier for ethnic minority populations to obtain services, cultural mediators were prepared to serve as a communication conduit between service providers and those communities

Through this experience, it became clear that there was a critical need to train Roma cultural mediators to address the unique communication problems and cultural misconceptions they frequently 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 The Erasmus Mundus MITRA programme which was launched in 2012 and was originally called "Intercultural Mediation: Identities, Mobilities, and Conflicts". In the following years, it focused more specifically on the so-called "migrant crisis" in contemporary European societies.

The University of Wrocław's Institute of Sociology offers the Intercultural Mediation programme. One of Poland's main institutions for science and research of this nature is the Institute of Sociology. We are a part of the University of Wrocław, which won the Polish Ministry of Science and Higher Education's "Excellence Initiative - Research University" competition in 2021.

Moving beyond this Eurocentric approach, the programme now aims to study both local and international migratory dynamics. As a consequence, MITRA teaching staff have allowed for more focus on migrations to be brought into the project.

The university provides a chance to take seminars taught by experts in a variety of subjects, including social psychology, urban and rural sociology, sociology of gender, migration studies, and border studies. Research and the pursuit of individual interests are encouraged for students. Additionally, they will receive guidance in planning and advancing their careers as well as one-on-one discussions with professors.

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

As a student you will learn a great deal about the sociology of culture, diversity, labour and employment, social structures, and globalisation while studying intercultural mediation at the Institute of Sociology at the University of Wrocław. These studies will foster an awareness of the ways in which cultural elements influence the trajectory of social change and the ways in which this process may be aided by an understanding of how individuals form groups and communicate. You will comprehend diversity and the difficulties it poses for societal functioning.

Additionally, you'll learn crucial practical skills in the areas of intercultural communication, mediation, negotiations, and conflict resolution that are essential for employment as a mediator, translator, or intercultural communication specialist. You will gain knowledge of the resources used by social researchers, including qualitative and quantitative research techniques, strategies for acquiring and analysing data, and fundamental statistical techniques.

The most significant social trends, such as city transformations (such as metropolisation, gentrification, or housing conditions), changes in the workplace (such as automation, uberization, or the gig economy), migration, and many others, will be kept current by studies in the field of intercultural mediation. You'll observe how the dynamics of social processes and the quality of our lives are impacted by globalisation processes.

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

The Intercultural Mediation studies programme is largely focused on the examination of local, regional, and global components of culture and outcomes of multiculturalism, using Central and Eastern Europe as an example.

The sociology of culture and multiculturalism, labour markets, sociology of social changes and globalisation, cultural factors in migration processes, sociology of nations, ethnic groups, and civilisations, intercultural communication, mediation, conflict management, and many other topics are among the courses that students take.

Some sessions are particularly hands-on, requiring students to participate in mediation procedures and visit local organisations that promote social integration and multicultural harmony.

The Erasmus+ programme offers students studying intercultural mediation the chance to take part in international student exchanges, overseas internships, and a variety of other bilateral partnerships with top universities. Under the Erasmus+ initiative, scholarships are provided to every student.

Students may also participate in summer programmes offered by the University of Wrocław and other institutions in Europe, as well as in international scientific meetings sponsored by academic institutions and business associations. They are permitted to take part in the activities of student scientific organisations as well as the lectures and seminars taught by professors who are visiting our university as part of the Visiting Professors Program.

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

Students have the chance to complete an internship in local businesses (such as associations promoting intercultural and social integration, non-governmental organisations, educational institutions, cultural institutions, etc.) as well as in Polish and foreign businesses in need of experts in intercultural communication and mediation during the intertester period. Students apply independently for internships.

It is important to note that this master's program lasts 2 years and will cost students 2600 euro per year. At the end of completing the degree, there is no automatic enrolment onto the list of mediators in Poland or any other EU country.

Therefore, despite the program giving theoretical knowledge on multiculturalism and migration, it is only a beginning to acquiring knowledge and expertise to becoming a multicultural mediator.



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# CASE STUDY 3

**TIME - TRAINING INTERCULTURAL  
MEDIATORS FOR A  
MULTICULTURAL EUROPE**



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## **TIME - TRAINING INTERCULTURAL MEDIATORS FOR A MULTICULTURAL EUROPE**

Policies promoting integration have shown to be crucial to local and national community life for both locals and immigrants. They increase awareness and educate all parties engaged on otherness concerns, 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 be carried out by qualified and experienced experts who have all the information, skills, and competences required to advance rather than limit its reach.

Numerous initiatives have been put into place in the EU over the past several years to encourage harmonious interaction across heterogeneous communities. One of the actions done to encourage migrant integration has been the training and employment of intercultural mediators.

However, these interventions have frequently been sporadic, unconnected to other similar programmes, or fragmented. As a result, there is currently no accurate picture of the condition of intercultural mediation for immigrants at the European level, and there is no transfer of practises between the partner nations.

The Train Intercultural Mediators for a Multicultural Europe (TIME) initiative investigates the methods used to train and hire intercultural mediators across the EU. By suggesting sample training programmes for both intercultural mediators and their trainers, it encourages the sharing of best practises in the area of intercultural mediation.

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

## **TIME - TRAINING INTERCULTURAL MEDIATORS FOR A MULTICULTURAL EUROPE**

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

All of the partner nations do research on the hiring and training procedures for intercultural mediators. The findings of the research are presented in a report, and best practises are emphasised. A thorough training programme for mediators and their trainers is then developed after a research-based overview of the ideal professional profile of intercultural mediators and their trainers is developed.

The goods incorporate best practises from around Europe and disseminate them. The National Qualifications Frameworks (NQFs), the European Qualification Frameworks (EQF), and the European Credit System for Vocational Education and Training are all in line with these programmes (ECVET). The partnership nations' validation, certification, and accreditation processes are being examined, and a report offers suggestions for each nation.

TIME wants to have a substantial impact on the methodological and knowledge systematisation of the field of immigrant intercultural mediation. This should make it easier for systematic European, national, regional, and local interventions in practises and policies related to immigrant integration.

## TIME - TRAINING INTERCULTURAL MEDIATORS FOR A MULTICULTURAL EUROPE

### ORGANIZATION

#### EU Project:

- Olympic Training and Consulting Ltd (GR) (project coordinator)
- Hellenic Open University (GR)
- BGZ Berliner Gesellschaft für internationale Zusammenarbeit mbH (DE)
- BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH (AT)
- Lisbon Municipal Police (PT)
- Programma integra società cooperativa sociale (IT)
- Uniwersytet Papieski Jana Pawła II w Krakowie (PL)
- Intercultural Mediation Unit of Federal

### COUNTRY AND CITY/IES

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

### FIELD OF WORK

Social inclusion of migrants, education, training

### IMPACTS OF THE ACTIVITY

- Creating interest among the academic world, NGOs and migration bodies, and governments of partners countries.

Ongoing accreditation process for the intercultural mediator occupational profile and training



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## **TIME - TRAINING INTERCULTURAL MEDIATORS FOR A MULTICULTURAL EUROPE**

### **THE ACTION IS ADDRESSED TO (BENEFICIARIES)**

- Integration policy makers, immigration and asylum services as well as authorities at national, regional and local levels
- NGOs, other Organisations involved in integration issues, social scientists and social service providers
- Faculties of Social Sciences of HEIs
- Migrant communities
- Health care providers
- Schools of Public Health
- VET providers and other entities involved in training or employing IMfI
- Intercultural mediators
- Accreditation and certification bodies

### **DESCRIPTION OF THE ACTIVITY**

The TIME project was developed to explore practices of training and employing intercultural mediators to promote migrant integration throughout the EU.

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

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

## **TIME - TRAINING INTERCULTURAL MEDIATORS FOR A MULTICULTURAL EUROPE**

### **MAIN GOALS**

- Develop a model training programme for intercultural mediators and their trainers (to be officially accredited in partner countries)
- Promote migrants' integration in the EU • Encourage exchange of good practices

### **COOPERATION WITH STAKEHOLDERS**

EU project = cooperation between different types of stakeholders from different countries.

Cooperation with NGOs, national migration bodies, academics, and state bodies.

### **SUSTAINABILITY (ECONOMIC, SOCIAL AND INSTITUTIONAL SUSTAINABILITY)**

Limited as it is an EU project, however, the training programmes developed are in the process of being accredited in Greece, and they have been used and adapted for further use by NGOs as well as public institutions and universities.

### **TRANSFERABILITY**

Recommendations have been made for the transfer of good practices according to the country-specific contexts, and standards for a qualitative, professional training have been laid out.