FOSTERING ACTIVE INCLUSION IN EUROPE – BE IN EUROPE

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INTELLECTUAL OUTPUT 3

Mediation and intercultural skills

Useful and practical activities to promote intercultural values in companies

Curriculum for Mediators

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PURPOSE OF THE TRAINING FRAMEWORK

This training framework is made to assist professionals, local and migrant workers on the work floor. The aim is to promote intercultural communication and to set up mediation processes when it is needed. This framework could be used either in its complete form, or as a source of learning components. It should be addressed in complementarity with the other intellectual outputs developed within the project Erasmus+ "Be In Europe". This training framework is a kind of trainer's resources guide explaining, amongst other things, how the training resources can be effectively used to assist in the delivery of a coherent mediation program and includes assessment strategies. It is written in a non-prescriptive way, assuming that the trainers/professionals will want to select aspects of the framework, substitute others and customise for their own audience including migrants with language, literacy and numeracy needs.

INTRODUCTION

Through globalization and thus increased migration, immigrants arriving in a new country will, in most cases, face a culture and a language very different from their own. In the new culture there are different values, norms, beliefs and habits that they need to understand and to deal with. This cultural understanding and adjustment is called "acculturation" and refers mostly to the process of people adapting to a new culture. Working and living in a different cultural environment could cause misunderstanding and problems. That's why it is necessary to promote, in such environments, intercultural mediation and enhance intercultural communication to ensure a smooth living together.

"Mediation & intercultural communication training framework on the work floor" is the third intellectual output of "BE IN EUROPE" Erasmus+ project, **Fostering active inclusion in Europe.**

The training framework includes training units, methodologies, definitions for professionals and workers, especially with migration background, within six learning units, namely: intercultural mediation, intercultural communication, active listening, Trust building & ethics/deontology, Stakeholders mapping & empowerment and conflict management.

In order to bring this training framework to one body six partner organisations worked on it: CIEP (BE), SC'opara (FR), CIVIFORM (IT), IASIS (GR), TTB (BG) and ISQ (PT).

The aim is to create dialogical ways on the work floor stimulating positive and healthy relationships between different actors. The training framework consists also in a useful set of practical activities based on the "Be in Europe" curriculum with the following main objectives:

Improve communication between workers and professionals
Inform professionals about the cultural characteristics of people
Inform people about the general characteristics of the host country
Understand, manage and set-up the intercultural mediation processes
Take into account the professional rules related to mediation activities
Understand and prevent discriminations
Take into account differences of values, norms and languages
Promote respect of mutual democratic rules

The framework is an Open Educational Resource (OER) available in English and in the respective languages of the consortium, and accessible through the project's learning Platform.

This document is organized as follows. **Section 1** Summarizes the curriculum "BE IN EUROPE". **Sections 2** Defines the characteristics of the ideal mediator. **Section 3** Presents some selected Resources, techniques, exercises and methodologies. And finally, **Section 4** Is a Glossary presenting some concepts used throughout this document.

SECTION 1 - BE IN EUROPE CURRICULUM

Learning Unit 1: Intercultural mediation

1. Objectives

The objective of this learning unit is to promote an overview of what intercultural mediation is in the workplace, in the context of European migration. At the same time, at the end of this unit the beneficiaries will be able to use methodologies, tools and exercises to help them facilitate and improve working and personal relationships between workers from different cultural backgrounds.

2. Themes

Topics to be address in this learning unit are:

- key concepts regarding intercultural competence;
- profile and tasks of an intercultural mediator;
- activities to facilitate intercultural mediation;
- assessment of performance regarding intercultural competence

3. Methodological indications

Considering that the activities can be used in different countries of the European Union and with multicultural groups consisting of migrants from different countries outside the European Union, it is recommended that, when implementing them, the mediator has prior knowledge of the beneficiaries with whom will work, in order to be better prepared for the mediation activity. It is important, for example, to know their degree of mastery of the host country language, for how long the workers are working in the organisation and living in the country, their countries of origin and their main cultural references, the existence or not of previous conflicts among them within or outside the organisation, and any other aspects that may be considered relevant.

The mediator must always take into account the cultural diversity of the individuals with whom is working, respecting the characteristics of each one, valuing them and making the whole group realise that cultural diversity and integration will allow the greatest success of all individuals in the group, at work and at a personal level.

4. Learning outcomes

Upon completion of Intercultural Mediation Learning Unit, the participant will be able to:

- Define the concept of intercultural competence;
- Use storytelling to illustrate the use of the intercultural competence;
- Explain the profile and tasks of an intercultural mediator;
- Use activities to facilitate intercultural mediation in the workplace;
- Evaluate and improve own performance regarding intercultural competence.

LEARNING UNIT1: INTERCULTURAL MEDIATION		
In this learning unit, the topics to be discussed are: key concepts regarding intercultural competence; what is an intercultural mediator; activities to facilitate intercultural mediation; and assessment of performance regarding intercultural competence. Beneficiaries will be provided tools to help them facilitate and improve relationships between workers from different cultural backgrounds.		
KNOWLEDGE	**SKILLS**	**RESPONSIBILITY AND AUTONOMY**
at the end of the unit the learners will be able to		
Basic knowledge of: • Intercultural competence meaning • Profile and tasks of an intercultural mediator • Activities to facilitate intercultural mediation • Assessment of intercultural competence	• Define what is intercultural competence • Explain the profile and tasks of an intercultural mediator in the workplace • Apply activities to facilitate intercultural mediation in the workplace • Make us of a self-assessment test for the evaluation of intercultural competence	• Build a definition of intercultural competence with and with the inputs of an audience • Propose a profile of intercultural mediator and the tasks they must perform in the workplace • Select activities to facilitate intercultural mediation according to the characteristics of an audience • Improve own performance regarding intercultural competence using an intercultural competence self-assessment test

EQF LEVEL		ECVET CREDIT		
5		0,5		
LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2
This unit will be delivered through:				
Debate, brainstorming , handouts, hands-on, group work, Internet research, videos, presentations, story telling				
The unit will be assessed through:				
On-going assessment, skills demonstrations, reflective reports, self-assessment questionnaires				

Learning Unit 2: Intercultural communication

1. Objectives

The main objective of this unit is to strengthen the intercultural competences of the learners by equipping them with basic knowledge on intercultural communication and raising awareness about cultural differences.

2. Themes

We will focus on cultural awareness and cultural differences. First, we would like to motivate the learners to reflect on their own cultural background before we look at other cultures in a second step. Since communication is not only about words, we can learn a lot about cultural differences from the perception of gestures and facial expressions in different cultures. To sum up this introduction to intercultural communication we will reflect on the difference between stereotypes and prejudices, in which contexts we use them and how we can deal with them.

In order to do so, we will propose two different activities:

- **The culture onion:** The key objectives of this activity are the following: to enable learners to reflect on their own understanding of culture; to introduce a model of culture and cultural influences and to raise awareness of both visible and non-visible components of culture.
- **Working together:** Role-playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must take a decision regarding a policy, resource allocation, or some other outcome

3. Methodological indications

The goal of the training should not only be to acquire knowledge but also skills and abilities, to develop problem-oriented mental habits and intercultural communication management. It becomes necessary, therefore, to adopt a methodology consistent with these objectives and therefore it is suggested to:

- to provide knowledge from real situations in order to stimulate the habit of building models;
- privileging moments of discovery and subsequent generalization starting from simple and stimulating cases, using didactic techniques that suggest generating problematic situations to be restructured, so as to favor the acquisition of productive behaviours;
- Realize small projects of increasing difficulty carried out in order to get used to the formulation of hypotheses to have constantly in mind the meaning of one's own actionsSome methodological indications in terms of time, approach, preparation, theoretical background related to the Topic.…

4. Learning outcomes

Upon completion of Learning Unit 2, the participant will be able to:

- Deepen the knowledge of intercultural communication and related concepts
- see the need and importance of learning and exploring intercultural communication
- develop an awareness of your own cultural identities and an appreciation for others'
- be able to recognize cultural variations in communication styles
- understand how categories of cultural values might underlie different behaviors
- become more aware of culture shock and how we can become adaptable in intercultural interactions

LEARNING UNIT2: INTERCULTURAL COMMUNICATION		
The main objective of this unit is to strengthen the intercultural competences of the learners by equipping them with basic knowledge on intercultural communication and raising awareness about cultural differences.		
KNOWLEDGE	**SKILLS**	**COMPETENCES**
at the end of the unit the learners will be able to		
Basic knowledge of: • Intercultural competence meaning; • Activities to facilitate intercultural communication; • Assessment of intercultural competence	• Define what is intercultural competence • Apply activities to facilitate intercultural communication in the daily life and in the workplace • Make us of a self-assessment test for the evaluation of intercultural competence	● explain the difference between listening and hearing ● understand the value of listening ● identify the three attributes of active listeners ● recognize barriers to effective listening ● employ strategies to engage listeners ● provide constructive feedback as a listener
EQF LEVEL		**ECVET CREDIT**	
5		0,5	
LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2
This unit will be delivered through:				
Discussion, hands-on, presentations, working groups, role playing				
The unit will be assessed through:				
On-going assessment, reflective diary, report, skills demonstrations, structured feedback meetings/discussions				

Learning Unit 3: Active listening

1. Objectives

Active listening is a key skill not only for trainers and facilitators, but for everyone involved in groups. More than that, active listening is a state of mind that we can work towards. Active listening is a skill of crucial importance for migrants, since they are placed in a new cultural environment and need to adapt in an efficient way. After going through this educational material, the migrant should be able to:

- explain the difference between listening and hearing
- understand the value of listening
- identify the three attributes of active listeners
- recognize barriers to effective listening
- employ strategies to engage listeners
- provide constructive feedback as a listener

2. Themes

There are different approaches to address the desired skill. It may be by reflecting back and summarizing at regular intervals to help people deepen their understanding and show progress; or stating and re-stating the common ground, however slight it may be, to remind people that everyone is trying to move towards agreement; by challenging assumptions of disagreement; sometimes we focus on the relatively small details over which we disagree (because those are articulated most loudly) but if we actively listen we can sometimes hear that we agree on a whole lot more; by identifying the underlying issues where there is disagreement to help focus on exploring differences most effectively; by checking for apparent contradictions between what is being said and the way that it is being said. The topics to be address in this learning unit may be grouped as key concepts regarding active listening, profile and tasks of an active listener, activities to facilitate active listening, assessment of performance regarding active listening.

3. Methodological indications

Some methodological indications in terms of approach and especially of a more theoretical approach for emphasizing in the meaning and the definition of active listening are: CONTACT — to connect with the participant who is contributing, eye contact, open posture, and nonverbal responses; ABSORB — to take in all aspects of the spoken message, implicit and explicit and nonverbal clues. Do not judge or evaluate; REFLECTIVE FEEDBACK — to mirror, reflect, or feedback what you have heard and why the contributor claims to be valid; CONFIRM — to receive confirmation from the speaker that you heard the participant's message accurately. If not, start the method over again at the beginning by having the speaker restate their view.

The duration of the training sessions can be adjusted to individual needs, or one can follow the recommended timing.

4. Learning outcomes

Upon completion of Learning Unit X, the participant will be able to:

- Engage more effectively through actively listening
- Understand the difference between 'hearing' and 'listening'
- Learn the techniques to listen actively
- Increase their awareness of communication behaviours
- Understand how emotions effect their ability to listen
- Learn to paraphrase and restate for clarification
- Be able to manage and encourage constructive collaboration

LEARNING UNIT3: ACTIVE LISTENING

The main objective is to improve the capacity of mindfully hearing and attempting to comprehend the meaning of words spoken by another in a conversation or speech which is important for communication with others.

KNOWLEDGE	SKILLS	COMPETENCES
at the end of the unit the learners will be able to		
• Comprehensive, specialised, factual and theoretical knowledge about active listening • Awareness of the boundaries of active listening	• To establish eye contact • To pay attention to the speaker and give small smiles in return • To mirror the emotions of the speaker • To keep a posture that suggests active listening	• To handle situations where active listening plays a key role • To better understand people and accept previously unacceptable behavioural patterns.

EQF LEVEL	ECVET CREDIT
5	0,5

LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2

This unit will be delivered through:
Discussion, hands-on, presentations, working groups, role playing

The unit will be assessed through:
On-going assessment, reflective diary, report, skills demonstrations, structured feedback meetings/discussions

Learning Unit 4: Trust building and deontology

Success in building a relationship of trust with migrants is a prerequisite for carrying out the accompanying work. But that is not always easy. Respect and benevolence are the foundation of support and training processes.

The professional coach-trainer practices the profession from his training and his experience by implementing an accompaniment that relies on the commitment of the client and on a relationship of mutual trust.

The "Trust building and deontology" Unit is a process to contribute to the professionalization conceived as a work between oneself and the professional culture, by encouraging professional trainer coaches to a position of questioning, choice and commitment.

1.   Objectives

The Pedagogical strategies of this Unit are implemented to maintain a framework that promotes the development of the cognitive processes. The three pedagogical strategies identified in the discourse of the trainers:

- building a space of confidence,
- managing group dynamics
- using the group as a catalyst for learning.

2.   Themes

This unit is based on the values of the Declaration of Human and Citizen Rights. Its purpose is to establish a framework protecting the coached, the coach, and any prescribers or third parties who may be involved, directly or indirectly, in the trainers-coached relationship.

a. Initial and permanent vocational training: theoretical and practical training able to create a competence of exercise of the profession of trainer. He undertakes to regenerate his training and his personal development throughout the exercise of his profession, through participation in additional training sessions, conferences or seminars,

b. Process of work on oneself: The coach attests to a process of work on itself thorough, completed or in progress. This work is very different from the training,

c. Supervision: The trainer has a place of supervision of his practice. This supervision is provided individually and / or in groups by one or more qualified peers.

d. Confidentiality: The trainer is bound by professional secrecy. He takes every precaution to maintain the anonymity of the people who consult him and, in particular, does not communicate any information to a third party about a person without his express consent. All information about a customer is treated in a strictly confidential manner subject to compliance with applicable laws. This confidentiality rule is essential for establishing a relationship of trust without which the coaching process cannot begin or endure. The client is nevertheless

informed that under certain serious conditions, where he himself is a danger for himself or for others, the coach may leave the confidentiality and take appropriate action,

e. Independence: The trainer maintains a position of independence. In a tripartite contract, unless specified below, he undertakes not to communicate the content of the sessions, nor to the hierarchy of the coached persons, nor to any other third, and this in the sole interest of the coached persons. The coach retains his freedom to refuse a coaching contract for personal or ethical reasons, or who would put him at odds with the application of this charter,

f. Respect for the person: One of the characteristics of an accompanying relationship such as coaching is the existence of a transferential link between coach and coachee. This link can put the coachee in a relationship of dependence vis-à-vis the coach. The trainer will not benefit and will abstain from any abuse of power and acting out against the coachee,

g. Attitude of reserve screwed parties: The trainer observes an attitude of reserve vis-à-vis third parties, public or confreres, through information he can deliver on the exercise of his profession, during interviews or conferences to avoid, for example, any risk of recognition of its customers by others, or to use its customers for media purposes,

h. Duties towards the organization: The trainer is attentive to the job, the uses, the culture, the context, and the constraints of the organization for which he works. In particular, he maintains a position external to the organization, and does not take a stand or interfere in internal issues, including human resources management,

i. Obligation of means: The trainer implements all the means necessary to allow, in the context of the customer's request, the professional and personal development of the latter, including having recourse if necessary to a colleague. The coachee, however, remains solely responsible for his decisions.

3. Methodological indications

This training proposes approaches of a certain "conscience" and a certain "aim of humanity", which come under many disciplines such as morality, theology, philosophy, law ...

However, the ethical approach is identified here first as a praxis, a construction both individual and collective attempting to integrate both the legislative framework and the real problem situations encountered by professionals.

Possible evaluation methods:

Summary note on an ethical issue rooted in his practice

Group case study: to build a method of group work, to solve a problem

4. Learning outcomes

Upon completion of Learning Unit X, the participant will be able to:

- Recognize, what in practice accompaniment, may be an ethical questioning
- Learning to learn from work situations
- Mobilize the fundamentals of ethics in a work situation
- Analyze social and societal and health issues related to work organizations, their issues and impacts on the "subject"
- To understand the principle of humanity in an ethics of conviction, ethics of responsibility, of ethics of critical discussion, of ethics of solicitude
- Develop an ethical approach in critical situations
- Identify and respond to the diversity of components an ethical question rooted in a professional situation linked to one's own practice

LEARNING UNIT4: TRUST BUILDING & DEONTOLOGY		

Objectives of the Unit are building a space of confidence, managing group dynamics, d using the group as a catalyst for learning and Enable the implementation of certain entrepreneurial qualities (leadership, commitment, vision, autonomy, curiosity, perseverance, etc.)

KNOWLEDGE	SKILLS	COMPETENCES
at the end of the unit the learners will be able to		
• Develop an ethical approach in critical situations • Learning to empower learners to empower themselves • Understand the mechanisms of self-confidence and know how to apply them to the creation of activity	• mobilize the fundamentals of ethics in a work situation • capacity of analyse social and societal and health issues related to work organizations, their issues and impacts on the "subject" • know how to experiment with idea creation, team communication and the concept of leadership	• Focus on listening and active participation • Facilitate taking a step back • Encourage decision making • Facilitate team communication

EQF LEVEL			ECVET CREDIT	
5			0,5	
LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2
This unit will be delivered through:				
Discussion, hands-on, presentations, working groups, role playing				

The unit will be assessed through:
On-going assessment, reflective diary, report, skills demonstrations, structured feedback meetings/discussions

Learning Unit 5: Stakeholders mapping and empowerment

The "Stakeholders Mapping & Empowerment" Unit, addressed to trainers/ professionals and determine the individuals or the groups, who influence, impact or be affected by the project and how they can contribute with the progress of the process. The methodologies and tools included inside this Intellectual Output aim to assess, how the interests of the stakeholders could be examined during the mediation process.

1. Objectives

The objectives of this Unit are:

- Identify the profile of the stakeholders.
- Determine their needs and requirements.
- Determine the interest and the active engagement for ensuring that they will have an impact in the progress of the project.
- Evaluate the abilities of the Stakeholders and the amount they can get involved in each case.
- Demonstrate relevant tools and methodologies to the beneficiaries in order to motivate them for being more active.

2. Themes

The activities and tools provided inside the training material will related to "Stakeholders Analysis" theoretical background and will directly connected with the aims and the purposes of this Unit. Also, one basic theme included is the empowerment of the stakeholders in order to participate more active in the mediation process.

3. Methodological indications

Some methodological indications in terms of approach and especially of a more theoretical approach for emphasizing in the meaning and the definition of stakeholders is "Salience Model" and "SWOT Analysis" Methodology, for assessing the opportunities/dangers, and the seriousness of the conditions that affect the progress of the project. Also, this Unit include relevant methodologies to stakeholders mapping and empowerment tools.

4. Learning outcomes

Upon completion of Learning Unit "Stakeholders Mapping & Empowerment", the participant will be able to:

- Understand more clear the definition and the characteristics of the Stakeholders.
- Respond to the Stakeholders' needs and requirements.
- Evaluate how active can be a stakeholder, in order to bring a positive change or result in the project.

Engage different types of stakeholders, with a common purpose, as there is no equally involvement or impact in the project by all of them.

Ensure the appropriate and effective communication across the project, between the trainers/ professionals and the stakeholders, through relevant tools and methodologies.

LEARNING UNIT5: STAKEHOLDERS MAPPING & EMPOWERMENT

The main objective of the LU is to make individuals & groups who influence, impact the processes and how to manage the fact to be affected by the project and how they can contribute with the progress of the process.

KNOWLEDGE	SKILLS	COMPETENCES
at the end of the unit the learners will be able to		
• Have basic knowledge on techniques and methods that aims to determine the characteristics and the needs of the stakeholders. • Have basic knowledge on the profile of the relevant stakeholders. • Have basic knowledge on understanding the importance and the usefulness of the empowerment.	• Apply relevant techniques to describe the stakeholders' characteristics and respond to their needs, for training and pedagogical purposes. • Involve relevant stakeholders in the mediation process. • Make use of empowerment techniques in order to the stakeholders be able to involve themselves more actively in the mediation process.	• Demonstrate stakeholders mapping techniques in other target groups and in another training contexts. • Evaluate how and in what ways the relevant stakeholders can participate in the mediation process. • Involve the stakeholders in different stages at the mediation process, concerning their level of empowerment.

EQF LEVEL	ECVET CREDIT
5	0,5

LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2

This unit will be delivered through:

Group discussion, hands-on, presentations, working groups, role playing, team building activities

The unit will be assessed through:

On-going assessment, reflective diary, report, skills demonstrations, structured feedback meetings/discussions

Learning Unit 6: Conflict management

In this unit, conflicts, their possible causes, the differences between them and strategies to solve them will be discussed. Learners will identify source of conflicts and learn how to deal with them in order to promote mutual understanding. They will discuss issues and keys on how conflicts could be resolved. The aim is to empower learners to analyse all sources of tension in order to widen their potential of problem resolution

1. Objectives

The objectives of this Learning unit are: define types of conflicts (Intra & inter-individuals, Inter-groups, Intercultural); indicate the characteristics of intercultural conflicts and how they manifest in different contexts identify conflicts and possible roles and strategies for conflict resolution.

2. Themes

In this unit, conflicts, their possible causes, the differences between them and strategies to solve them will be discussed. Learners will identify source of conflicts and learn how to deal with them in order to promote mutual understanding. They will discuss issues and keys on how conflicts could be resolved.

The aim is to empower learners to analyse all sources of tension in order to widen their potential of problem resolution.

3. Methodological indications

The Learning Unit will start with knowledge transfer, supported by a video or presentation. Afterwards the participants will get clarifications in remaining questions and add to the topic from their own experiences. Finally, open questions concerning intercultural conflict underlying causes and management styles of these types of conflicts will be noted.

The participants will get the opportunity to discuss the questions from previous learning units (1 to 5) with experienced intercultural mediators, these Learning Units will be more than useful to understand some treated issues in this specific learning unit, specially learning unit 1 – Values & believes and Learning Unit 2 – Identity & self. Field-based experiential learning is an effective way to introduce alternative dispute resolution concepts and to use them by trainees: in the context of a study visit or a panel discussion Afterwards sufficient time should be allotted to practical exercises that strengthen and further-develop the participants' existing capacities in this field.

4. Learning outcomes

Upon completion of Learning Unit 6, the participant will be able to:

- Understand the types of the intercultural conflicts
- Understand the nature of the intercultural conflicts
- Understand the cultural aspects of the conflict (culture, identity & conflicts)

● Master the strategies to manage or avoid them

In addition to framing the contexts in which conflict is understood and pursued by individuals, culture also links individual identities to collective ones. This fact is important in understanding the basis of most ethnic or nationalist conflicts, in which selected cultural material is utilized to constitute special sorts of social groups, those based upon putative (and primordial) ties of shared kinship, history, language, or religion.

LEARNING UNIT6: CONFLICT MANAGEMENT		
In this module, conflicts, their possible causes, the differences between them and strategies to solve them will be discussed. Learners will identify source of conflicts and learn how to deal with them in order to promote mutual understanding. They will discuss issues and keys on how conflicts could be resolved. The aim is to empower learners to analyse all sources of tension in order to widen their potential of problem resolution.		
KNOWLEDGE	**SKILLS**	**COMPETENCES**
at the end of the unit the learners will be able to		
• define types of conflicts (Intra & inter-individuals, Inter-groups, Intercultural) • indicate the characteristics of intercultural conflicts and how they manifest in different contexts • identify conflicts and possible roles and strategies for conflict resolution	• interpret different aspects and specifics of intercultural conflicts (sources of tension, values, misunderstandings…) • identify potential conflicts and take measures to prevent situations, in which they may arise • demonstrate conflict resolution skills by mediating processes and offer concrete and fair solutions	• adapt their behaviour and communication to support settling of a situation • ensure a high level of respect and sensitivity to other people in application of different conflict management styles • adjust according to their (neutral) role inside a conflict situation

EQF LEVEL		ECVET CREDIT		
5		0,5		
LEARNING HOURS				
Total = 15	Contact = 7	Hands-on = 4	Self-study = 2	Assessment = 2
This unit will be delivered through:				
Discussion, hands-on, presentations, working groups, role playing				

The unit will be assessed through:
On-going assessment, reflective diary, report, skills demonstrations, structured feedback meetings/discussions

SECTION 2 - THE IDEAL MEDIATOR ON WORKPLACE

Workplace mediation is a voluntary and confidential process for resolving employment disputes. It involves an independent, impartial person helping two or more individuals to reach a solution that's acceptable to everyone. A mediator may be trained and ideally accredited by an external mediation service. The way in which mediation arrangements are introduced and embedded within a workplace is crucial to ensuring their effectiveness. The following key points are recommended to set up efficiently a mediation process within your organisation:

Choose a suitable approach

The chosen approach should fit your organisation.

A larger organisation may opt for a more structured approach and invest in the development of its own internal scheme.

For a small organisation, it may be more appropriate to have recourse to an external mediator. But it's perfectly possible to choose a combination of the two to meet particular needs.

Create a policy

Mediation will be most effective if it is consciously introduced as part of your organisation's approach to people management. Associate employee representatives (trade unions) will facilitate the task of setting-up the mediation as a form of dispute resolution. It is essential that the acceptance and support of trade union and employee representatives are sought from an early stage in introducing mediation, or there is a risk that it may not be viewed as a legitimate option for settling differences between employees.

Commitment from managers

Gaining commitment from managers is key to the success of a mediation scheme. Managers could use and promote mediation arrangements as an alternative method to resolve disputes and misunderstandings.

Allocate resource

Mediation is not a quick fix, nor a one off commitment in terms of time and resource. Ongoing support and supervision of mediation arrangements is essential. Allocating enough time and money to the mediation arrangements is crucial.

Training

For mediation to be effective, mediators need to receive training in mediation techniques. They need to understand their role and how it fits within your organisation's policies and procedures. Awareness training for other employees and for line managers and trade union/ employee representatives on how

and when to use mediation, will also help to embed the scheme. Empowering and equipping mediators with adapted tools is one of the aims of Be in Europe Erasmus+ project.

To achieve his objectives and reach his aims, the intercultural mediator on the workplace must perform a task range listed in the diagram below called "scale model".

Advocacy/defending workers

Help workers take up their roles

Culture Brokerage

Resolve misunderstanding

Linguistic interpreting

Adapted from : H. Verrept & I. Coune, Guide for intercultural mediation in health care, Intercult.be 2016

The signification of the different rungs of the scale is explained below:

The first rung: Linguistic interpreting

The faithful and complete translation of an oral message from a source language into an equivalent message, taking into account content, form and purpose, in the target language. But solving only the language barrier in many cases will not lead to effective communication and good work relationships.

The second rung: Facilitation of communication to resolve misunderstanding

The development of a relationship of trust and the effective collaboration between professionals and migrants and local colleagues on the work floor. Also provision of information to migrants regarding local habits and uses as well supportive resources and assistance in navigating the host society. It implies that the intercultural mediator signals possible misunderstandings to the conversation partners and also tries to solve them and in that manner redirect the conversation

The third rung: Cultural brokerage or interpreting

 intercultural mediator will signal to the stakeholders and give more information when he feels the cultural differences are making communication and thus relations more difficult i.e. explaining the migrant's culture to the local professional and vice versa. It means also contribution to informational events and projects in order to raise awareness and enhance intercultural communication and integration

The fourth rung: Help target group take up their roles (Conflict prevention)

Supporting or helping the target group to take on their respective roles as effectively as possible, in order to achieve an optimal result. In that regard, it is very similar to the task 'culture brokerage' that we deal with separately because of the specific problems linked to it (work context, work organization, collaboration, work in team…)

The fifth and last rung: Advocacy under specific circumstances

i.e. acting as a power broker or supporting migrants in recognizing the violation of their rights and dignity (strictly differentiated from protectionism, political involvement and legal advocacy)

To achieve the above missions, a mediator should acquire some skills, in relation to his skills, he must control instruments and proceedings of: personal support (empathy, aid relationship, active listening, communication, etc.); encouraging groups and conducting meetings; analysis of socio-cultural systems; negotiation and resolution of intercultural conflicts; Information, awareness and diffusion; team work; defence of rights and interests (claim proceedings, demands, etc.); Social Action; Immersion and taking distance from the different situations they intervene. These skills could be summarised as follows:

Personal and interpersonal skills: it's crucial for a mediator to have the skills to build trust with the stakeholders as empathy, an open and curious attitude, active listening. His attitude towards the world must be open, creative, imaginative and he must show interest to learn and know each other. He must become aware of what is happening around him and become aware of himself. He does not close his eyes to reality, being sincere and confident. He takes advantage of possibilities when there seems to be none

Field expertise: it's important that the mediator has a certain experience when mediating in a specialised field such as intercultural mediation. He must also know: the language of his/her culture of origin or alternatively other vehicular language and the host society language; he/she must have basic knowledge about different patterns of personnel development and interpersonal relationships. Besides he/she must know migration and human movements; and control concepts of participation, organization and revitalization of groups.

Mediation competences: covering expertise in communication and psychology, mediation techniques and relationship competences.

The combination of the curriculum (section 1) and the methods, exercises & resources (section 3) are designed to allow mediators/future mediators to acquire the needed competences to achieve efficiently their mission.

SECTION 3 - RESOURCES, METHODS & EXERCISES

This third section consists in a useful set of practical activities & tools to teach the "BE IN EUROPE" Curriculum presented in the section 1 of this document.

The main **aims** of these activities & tools are:

- ▪ Support mediators in their mediation processes on the work floor.

- ▪ Provide mediators with innovative practical tools, ready to use or to be adapted to the specific needs and contexts in which they are acting.

- ▪ Provide mediators with a set of Open Educational Resources (OER)

In this section we use the following definitions:

Exercises (purple colour): Any activity carried out in the process of interaction in order to achieve learning objectives. It could be:

- ✔ Visual: reading, watching, …

- ✔ Oral: states, formulate, ask questions, give advice, an opinion, discussions

- ✔ Listening: conversational discussion, music, speech, …

- ✔ Writing: writing stories, writing reports, …

- ✔ Drawing: create graphs, maps, diagrams, …

- ✔ Playing: games, role-playing, …

Methods (green colour): Any element used in a pedagogical strategy, such as:

- ✔ Story telling

- ✔ Simulation

- ✔ Drill &Practice

- ✔ Role playing

- ✔ Case studies

- ✔ Facilitation techniques, …

Resources (added at the end of each table): Data and references from existing resources regarding the topic:

- ✔ Articles, books, …

- ✔ Websites, Online platforms, videos…

METHODS

Storytelling - intercultural competence

What? Intercultural mediation aims at helping people from different cultural backgrounds better understand each other, in words and also in mentality, to get a more effective communication. On the basis of it we can find the "intercultural competence". Within this activity, learners are going to use the inductive method to define what is "intercultural competence" by watching a video, and use the storytelling methodology to share real situations in which they have used it (or could have used).

How to use it?

1. Show the group the video https://www.youtube.com/watch?v=PSt_op3fQck (subtitles automatic translation from English available).
2. At the end of the visualisation, ask the group for five main words/expressions mentioned in the video that they think are related to the intercultural competence. If necessary, show the video again so everyone can select 5 words/expressions.
3. List the 5 most selected words/expressions among the group (on a white board or flipchart) and ask why did they choose them and their possible meanings.
4. In group, create and write a definition of "intercultural competence".
5. Now that everyone is aware of what "intercultural competence" is, you will introduce the storytelling methodology, so individuals can identify if they ever used this competence (or not):

- ask individuals to take a couple of minutes to think/write the outline of a situation they experienced and they can share regarding their contact with people from a different cultural background;
- now ask them to stand and pair off with someone from another part of the room;
- each person must listen to their partner's story and then narrate their own;
- afterwards, they must find new partners and repeat the procedure;
- after exchanging stories with at least 3 partners, form small groups (3(4 people) and ask them to find common elements in the stories from all the people they heard - for example, about where did the situations take place; which was/were the cultural difference(s) among the people involved; what made it a positive experience (or not).

At the end, remember beneficiaries that the aim of this activity is to make them aware of the importance of understanding the diversity of others' cultures by trying to put themselves in the other's shoes – adopting their cultural perspective. Only from here we can go a step forward stablishing better intercultural relations.

Learning outcomes (LU 1): Define the concept of intercultural competence; Use storytelling to illustrate the use of the intercultural competence.

Resources/References:

/www.youtube.com/watch?v=PSt_op3fQck

/adirajan.wordpress.com/2014/10/24/10-interactive-storytelling-activities/

Intercultural communication

Comparison method

When using this method, the learners may compare what is uncommon with what is common and evaluate the uncommon not as "worse" but as "different". In this way, comparison for value must be replaced with comparison for understanding. Differences could be seen in non-judgmental manner at the same time expressing respect for and understanding of people with different cultural background. Taking the perspective of others helps to develop attitudes of respect and openness, the skill of comparison gives knowledge about the construction of stereotypes.

How to use it?

Comparison and contrast is particularly valuable because it enables you to see familiar things in new ways. "Common sense" says that two things are the same, but a careful comparison and contrast demonstrates their important differences.

It can be used within practical activities in classrooms as for example in role plays that provide a hands-on experience of the challenges communicating with people from different cultural backgrounds who have different values and norms about communication. These kind of role-plays help to recognize and observe features of other cultures. By playing set roles in unfamiliar social and cultural situations, students have a chance to experience different behaviours and recognize different values behind them. This is especially useful because as long as students are never exposed to foreign social customs and cultural values, they will not know how to react in intercultural settings. They may easily fabricate judgmental opinions about other people simply because they have never seen anything different from their own culture's norms and standards.

Learning outcomes (LU 2):
be able to recognize cultural variations in communication styles

Resources/References:

Proposal of role play http://maledive.ecml.at/Portals/45/Roleplay2.pdf
Role-play proposal http://civet.dedi.velay.greta.fr/sites/default/files/civet/I.%20Role%20Plays.pdf

Active listening

Comparison method

Listening is the most fundamental component of communication skills. Listening is not something that just happens, listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker.

Active listening requires the listener to fully concentrate, understand, respond and then remember what is being said. You make a conscious effort to hear and understand the complete message being spoken, rather than just passively hearing the message of the speaker.

Active listening is also about patience; listeners should not interrupt with questions or comments. Active listening involves giving the other person time to explore their thoughts and feelings, they should be given adequate time for that.

How to use it?

Listening is purposeful and focused rather than accidental. As a result, it requires motivation and effort. Listening, at its best, is active, focused, concentrated attention for the purpose of understanding the meanings expressed by a speaker.

Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

Learning outcomes (LU 3):

be able to recognize speaking-to-listening variations in expressing oneself

Resources/References:

https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/learningguide-activelistening.pdf
https://www.westernsydney.edu.au/__data/assets/pdf_file/0007/1082419/Active_listening.pdf

Stakeholder SWOT analysis

What?

The SWOT Analysis is a method of looking at what we have going for us with respect to a desired end state, as well as what we could improve on. It gives us an opportunity to gauge approaching opportunities and dangers, and assess the seriousness of the conditions that affect our future. When we understand those conditions, we can influence what comes next. So, if you need to evaluate your organization or team's current likelihood of success relative to an objective.

How to use it?

Duration: 60 min. Materials: 4 flipcharts, post-it, pens, markers, A4 papers (with the questions provided in the "Tips area".

STEP 1:
Create a separate four-square quadrant using four sheets of flip-chart paper.

STEP 2:
> At the top left of the quadrant, write the word "STRENGTHS" (in the first flipchart) and draw a picture that connected with that concept.
> At the bottom left of the quadrant, write the word "WEAKNESSES" (in the second flipchart) and draw a picture depicting that concept.
> At the top right of the quadrant, write the word "OPPORTUNITIES" and draw a picture.
> At the bottom right of the quadrant, write the word "THREATS" and draw a picture.
Ask the players to take 10 minutes and quietly generate ideas about strengths, weaknesses, opportunities and threats they have with respect to the desired end state and write them on sticky notes (post it), one idea per sticky note.

TIPS FOR THE TRAINERS:
- The following picture gives you an idea about how the activity should look like with the use of flipcharts:
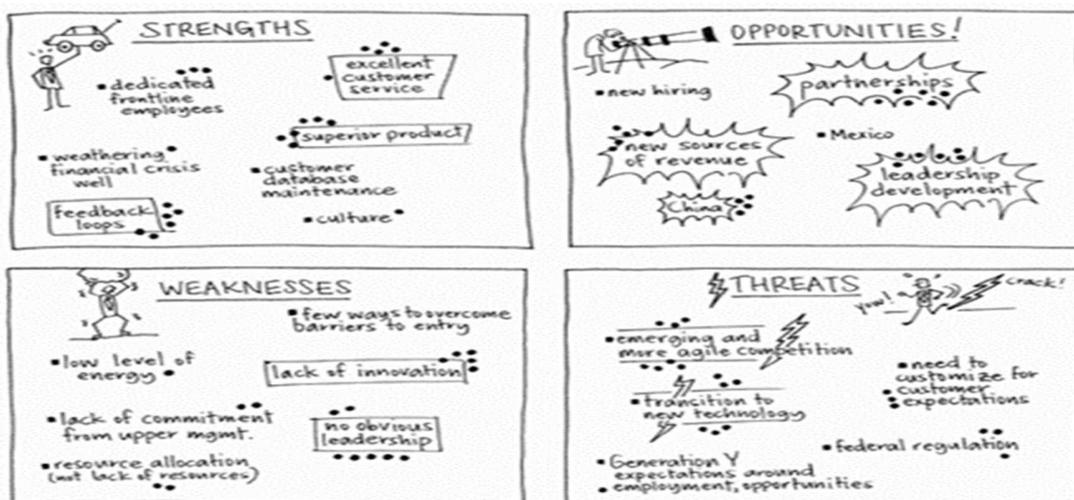
- Give to the participants colorful post it.
- For being more specific give to the participants the following questions:
    1. What are the Stakeholder's strengths?
    2. Could these strengths help the project or business?
    3. Could these strengths hinder the project?
    4. What are the stakeholder's weaknesses?
    5. Could these weaknesses help or hinder the project?
    6. What positive expertise, connections, and influence does this stakeholder have? Could these be useful?
    7. What threats could the stakeholder bring to the project?
    8. Could the stakeholder put the project or business at risk?
    9. How can these threats be reduced?

- You can use SWOT Analysis Method, also as an assessment of the activity 1 "Stakeholder Analysis". Specifically, you can combine these two tools as one. The first part is the exercise and the second part is the evaluation process of SWOT Analysis

STEP 3:
Start a group conversation to create a broad category for each area. For example, a category for the cluster at strengths area might be "communication". As the group makes suggestions and finds agreement on categories for every area, write those categories in the appropriate quadrant-flipchart.

STEP 4:
Discuss about the ''strengths & opportunities'' area, in order to find how stakeholders can influence and affect the mediation process.
Discuss about the ''threat & weaknesses'' area for problem solving or areas that need to avoid.

TIP FOR THE TRAINERS:
You can use the following questions –or you can add some extra-:
- Concerning the ''strengths & opportunities'' area, how a Stakeholder can influence the mediation process in a positive way?
- Concerning the ''strengths & opportunities'' area, how a Stakeholder can influence the mediation process in a negative way?
- By knowing the weak points, what areas do you think we should avoid, in order to find effective solutions?

Learning outcomes (LU4):

The SWOT Analysis Method aims to define how the stakeholders can influence the mediation process, if, firstly, know what are their strengths and weaknesses, in order to reclaim or to avoid some situations, respectively

Resources/References:

The picture Retrieved from: https://gamestorming.com/swot-analysis/

Culture shocks analysis method

Culture shock is an interaction with a person or object from a different culture, set in a specific space and time, which provokes negative or positive cognitive and affective reactions, a negative representation of oneself and a feeling of loss of reference points and a lack of approval that can give rise to uneasiness and anger. The method was developed by Margalit Cohen-Emerique. The method of analyzing culture shocks is presented in the form of a questions grid that can be applied to conflicts around religious and philosophical convictions at school or elsewhere. This method can be used to "decenter", "understand the Other" and "develop actions"…it's a way to experiment the intercultural approach.

How to use it?

The aim is to set-up an intercultural encounter between different people regarding their culture, believes and faith. Cohen-Emerique envisage the intercultural approach as an innovative and practical approach for dealing with culture shock based on three steps:

- Decentering: stand back from ourselves to get a better understanding of the situation.
- Discovering the "frame of reference" of the other: to try to understand the "rationality" of the other without necessary admitting its premises and outcomes.
- Negotiation: dialog and mediation to resolve conflicts

The implementation of the method is based on 7 questions/points and 4 main concepts:

- Identity
- Culture shock
- Frame of reference
- Critical incident

The 7 questions/points are:

1. Who are the actors involved in this intercultural situation? their identities (age, sex, origin, profession, etc.)? The nature of their relations and relationships with own groups? What makes them close or far away?
2. The situation in which the scene takes place (physical, social, professional and psychological context, etc.)
3. The shock reaction: feelings experienced and behaviors that it has aroused.
4. Representations, values, norms, conceptions, prejudices … everything that constitutes the reference frame of the person who experienced the shock.
5. Which picture emerges from the analysis of "point 4" concerning the people who triggered the shock (neutral, slightly negative, slightly ridiculous, negative, very negative, "stigmatization", positive, very positive, real, unreal …)?
6. Representations, values, norms, prejudices … everything which constitutes the frame of references of the person or the group which is at the origin of the shock that caused the shock to the narrator.
7. Does this critical incident pose a substantive problem regarding either professional practice or the respect of differences in intercultural situation in general? Can we do some proposals to solve this situation?.

Learning outcomes (Transversal):

Resources/References:

http://www.cohen-emerique.fr/

Role play

This tool develops learners' intercultural competence through acting very differently from usual ways, norms and standards and taking a new identity. The discussion is very useful after a role-play because learners can reflect their experience and reveal clearly what happened during the role-play. This tool can help to develop empathy, attitudes of respect and curiosity and skills of adapting. The implementation of role-play in the development of intercultural competence help to learn similarities, differences, and verbal/nonverbal communication.

How to use it?

Selection of the Role Play Situation:
There are situations that lend themselves to the use of role-play. These situations include individual dilemmas (e.g., dealing with a pushy salesperson, observing a crime, or testifying in court) and conflict-resolution situations (e.g., a tenant negotiating with a landlord over the terms of a lease or a police officer confronting a suspected shoplifter). Role-playing can be used to deal with a specific issue or problem; for example, role-playing could be used to discuss whether adopted persons should be given access to records that reveal the name and whereabouts of their natural parents. Finally, role-plays are useful for developing student skills as an interviewer, negotiator, assertive consumer, investigator, or decision maker.

Preparation and Warm-Up:
Students should be told the situation or problem and instructed as to the various roles. If role-playing is new to the class, "warm-up" or introductory activities may be helpful. For example, students might be asked to role-play greeting a long-lost friend, or to role-play the way someone who had just won a large sum of money would act.

Select Participants:
Students can either be assigned roles or the teacher can ask for volunteers. Role-plays may be conducted in front of the entire class or a number of simultaneous role-plays could be conducted by dividing the class into small groups. Students who do not participate in the role-play should act as observers.

Conduct the Role Play:
Direct participants to act out the role the way they think someone faced with the same situation would act in real life. The trainer should not interrupt the role-play but should assist the participants. After conducting the role-play, it is sometimes useful to have students reverse roles or to conduct the same role-play using different participants. For example, two students might role-play a confrontation between a youth and a police officer. After conducting the role-play once, the student who acted as the youth could assume the role of the police officer and vice versa. Debrief: The role-play activity should be debriefed and evaluated.

Typical debriefing questions include the following:
How did you feel about the role-play and each of the various roles? Was the role-play realistic? How was it similar to or different from real life? Was the problem solved? If so, how? If not, why not? What, if anything, could have been done differently? What other outcomes were possible? What did you learn from the experience?

Learning outcomes (LU5): be able to recognize cultural variations in communication styles

Resources/References: https://otis.coe.uky.edu/ccsso/cssapmodules/sbp/sbp/Role%20PlaySimulation.html

EXERCICES

Game of circles

A game to understand the cultural shock and how to deal with it.

How to use it?

Duration: 50 minutes - Needed material: 2 large sheets of paper and markers - Number of participants: minimum 12, maximum 25

1. Time to play

Ask 4 or 5 participants to voluntarily leave the room.
Divide the rest of the group into small groups, one group per volunteer who is out.
Give as instruction to the group: To start a discussion on a specific topic and not to let any volunteers join or integrate the discussion. All strategies can be used except physical or verbal violence.
The volunteers are then asked to join the room and to choose a group and try to integrate the conversation.
They can also try any strategy except physical or verbal violence.
The activity could take 5 to 10 minutes.
If the tension grows too much, it is recommended to stop the exercise.

2. Time to observe

A large sheet paper is provided to the volunteers and a second one to the group. Each sheet is divided into two columns a "FEELINGS" one and a "BEHAVIORS/ATTITUDES" one.

Two questions are posed successively to the groups then to the volunteers:
- how did you feel, what were your feelings during this exercise?
- how did you act and react?

Responses are noted on large sheet.

3. Time to discuss in group

The discussion in large group could be done by asking the following questions:
- How can this activity be compared to what happens when we meet people from another culture? Why?
- Have you ever experienced this type of situation yourself with people from different cultures? What was this situation?
- What did you find incomprehensible or impenetrable in this situation intercultural, like the circle in the exercise?
- During this intercultural situation, are your feelings and reactions similar or different from those expressed during the activity?

Learning outcomes (Transversal)

Transversal, Express his feelings, Identify behaviors and Compare with an experienced intercultural situation

The culture onion
Key objectives to enable learners to reflect on their own understanding of culture. To introduce a model of culture and cultural influences. To raise awareness of both visible and non-visible components of culture. Time 10 to 15 minutes. Materials Five alternative definitions of culture handout Background rationale This is a simple exercise that explores 'Why is culture important?' and clarifies its visible and less visible elements.
How to use it? 1. Provide the learner with the five alternative definitions of culture. 2. Ask the learner to reflect on which definition(s) he or she prefers. They can choose as many as they wish. 3. Ask the learner to indicate his or her preferred choice(s), giving reasons for the decision. Observations and suggestions for discussion Many learners will opt for one or perhaps two of the statements, rather than seeing each one as part of a larger concept of culture. In fact, each of the descriptions reflects one aspect of culture. Discussion will benefit from using the Iceberg graphic (Introduced in Reading 1) to explore how each of the statements fit together. The aim is to form a more comprehensive understanding of culture as a framework of values, attitudes and behaviours. Five alternative definitions of culture handout Below are five alternative definitions of cultures. Which definition(s) of culture do you prefer? You can choose as many as they wish. 1. Objective visible artefacts such as rituals, superstitions, heroes, myths, symbols and taboos. 2. Basic truths about identity and relationships, time and space, ways of thinking and learning, ways of working and organizing, and ways of communicating. 3. Ideals shared by group members to which strong emotions are attached. 4. The `right' and 'wrong' ways of doing things. The rules people live by in practice. 5. Subjective behavioural orientations to do things in one way, rather than another. They are most noticeable in relationship styles, thinking and learning styles, organization and work styles and communication styles.
Learning outcomes (LU5; LU6): Deepen the knowledge of intercultural communication and related concepts
Resources/References: http://www.culturewise.net/wp-content/uploads/2013/05/Cultural-awareness-training-exercise-pack.pdf

Working together

Role-playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role. This work can be done in cooperative groups and/or students can maintain the persona of their role throughout the class period. Students are more engaged as they try to respond to the material from the perspective of their character.

Within this activity, students have to collaborate in answering the settled questions through a group work.

Time needed: 45 minutes.

How to use it?

Consider the following scenario and discuss the issues that arise.

"An English student nurse reported that she felt isolated and 'left out' whilst on placement. This was because the majority of staff and students were of African descent. She said that they often spoke in their own language, and when she approached the office where they were, she felt that she was not welcomed as they either continued talking or laughed and ignored her. As she could not understand, she assumed this was about her. They would also often share their food and not include her. She felt sad and hurt by this, and wanted to be a part of the team, but did not know how."

Discuss in your group the following questions:
What are the main factors causing the student to feel isolated?
- If you were this student, how might you address this problem with the team?
- What actions can the team make to ensure they include all members of the team regardless of culture?

Learning outcomes (LU5; LU6):
Deepen the knowledge of intercultural communication and related concepts

Resources/References:
http://www.culturewise.net/wp-content/uploads/2013/05/Cultural-awareness-training-exercise-pack.pdf

Active listening
This exercise is designed to help participants practice listening to others and avoid jumping in before they have shown that they have understood what is shared. After a few tries, participants will quickly learn to listen carefully and will significantly improve their communication skills by understanding other people's positions and avoid repeating what has already been stated.

How to use it?

This exercise can be run in two ways:
1. You can run it as a brainstorming exercise the next time you have a meeting in your organization about work related subjects.
2. You can set up an artificial group discussion in a training course specifically for this exercise so participants can practice listening to each other before talking. In this case, you would need to provide a topic of discussion or ask the delegates to pick one themselves. It must be a topic that everyone can easily contribute to.

Round 1:
Ask a volunteer to start the discussion by stating his own opinion about the chosen topic. Anyone who wants to express his opinion must now summarize what the previous person has just said before he can talk. For example, he can say, "As Mark just said…" Failure to recall and state what has been said means they miss their chance to talk and they have to wait until someone else has talked first. Originally people might be hesitant to join simply because they need to know what the previous person said and might have just missed it as they could have been thinking about what to contribute. Encourage everyone to participate until more people start to get the hang of it. As the conversations progress forward, monitor participants to make sure that they don't forget to summarize and instead jump in to express their views. Continue until everyone is comfortable with this style of discussion. Now move on to round two.

Round 2:
Ask participants to pick another topic. As before they must first summarize the previous person's views before providing their own inputs. However, in this round if anyone makes a mistake and skips this summary, he is forced to drop out for the remainder of the discussions. He can no longer participate. Since now the punishment is much more sever, expect participants' utmost attention and focus. Continue until you have only two people talking or if the topic has been exhausted. Follow with a brief discussion.

Timing
Explaining the Exercise: 2 minutes, Activity: 1 min choose topic + 10 min round 1 + 1 min choose topic + 10 min round 2 = 22 minutes, Group Feedback: 10 minutes

Discussion
How easy was it to summarize the pervious person's views? Was it is easy to make mistakes and talk about your own views first? Did summarizing affect your own thinking? Did you get better at this multi-tasking activity of listening to others while thinking at the same time? What did you think of the quality of the conversations in the second round? What do you think of applying this technique to real-world meetings?

Learning outcomes (LU4): Deepen the knowledge of active listening and related concepts
Resources/References: http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/1026/categoryId/138/Active-Listening-Exercise-As-Mark-Just-Said.aspx

Listening Test Game

Expressing one's thoughts, feelings and opinions clearly and effectively is part of the communication process. Such expression is complemented by actively listening to and understanding the messages others are trying to get across. Indeed, good communication and understanding are made possible by active listening.

The way to improve one's active listening skills is through practice. One should not allow himself to become distracted by things that may be going on around you. Although one may not necessarily agree with others, he/she should come to appreciate the many experiences and perspectives that people can share.

Importantly, if a misunderstanding has occurred, active listening will enable communication to be clarified before any further confusion arises. To help improve one's skills, implementation of some active listening strategies will help to reduce the potential for stress and tension, elicit greater openness, and build rapport with lecturers, tutors and fellow students.

Time needed: 90 minutes.

How to use it?

Pretend that you are a bus driver.
It is your job to drive the Main Street Bus.
One day you get on the bus and you start to count.
At the first stop 5 people get on your bus.
At the next stop 3 people get on and 2 people get of the bus.
At the next stop 2 people get off the bus.
At the next stop 3 people get on and 1 person gets off the bus.
Here is the question. What color are the eyes of the bus driver?
Raise your hand if you know the answer.
(Usually at this point less than 25 % of the group will know the answer.
Repeat the question
(According to research by the authors. 87% of the people taking the test for the first time will not be able to correctly answer the question. The second time people are given the test immediately following the first test 50% will still not be able to answer correctly.
The third time people are given the test on the same day immediately following the preceding test 20% will still not be able to answer correctly.)

Learning outcomes (LU4):
Transversal, Express his feelings and thoughts

GOSSIP

Expressing one's thoughts, feelings and opinions clearly and effectively is part of the communication process. Such expression is complemented by actively listening to and understanding the messages others are trying to get across. Indeed, good communication and understanding are made possible by active listening.

The way to improve one's active listening skills is through practice. One should not allow himself to become distracted by things that may be going on around you. Although one may not necessarily agree with others, he/she should come to appreciate the many experiences and perspectives that people can share.

Importantly, if a misunderstanding has occurred, active listening will enable communication to be clarified before any further confusion arises. To help improve one's skills, implementation of some active listening strategies will help to reduce the potential for stress and tension, elicit greater openness, and build rapport with lecturers, tutors and fellow students.

Time needed: 90 minutes.

How to use it?

The "gossip" game in which a person tells one person a short story (three to four sentences that are written down), the listener then whispers the story to his neighbour, and this continues until the last person tells the story out loud. The object is to see how much the story is changed in the translation. Do this activity. To demonstrate the benefits of effective listening, do the same activity but have the
participants use good listening skills rather than just whispering into each other's' ears. For the purpose of this exercise, the leader will take one person out of the room or away from the group and tell a different story. This will allow the speaker and listener to use good skills instead of whispering the story in each other's ear. Once the story is told, the leader calls another student away from the group and observes while the previous listener tells the new person the story. This should continue until all students get a chance to listen. If the group is too big, stop the activity after about five to ten minutes. Gather the whole group together and have the last listener tell the story. The trainer should read the original story so the class can compare.

Learning outcomes (LU3):
Deepen the knowledge of active listening and related concepts

Case studies
Expressing one's thoughts, feelings and opinions clearly and effectively is part of the communication process. Such expression is complemented by actively listening to and understanding the messages others are trying to get across. Indeed, good communication and understanding are made possible by active listening. The way to improve one's active listening skills is through practice. One should not allow himself to become distracted by things that may be going on around you. Although one may not necessarily agree with others, he/she should come to appreciate the many experiences and perspectives that people can share. Some case studies to work on active listening.

How to use it?

Case1
Ted and Donna have been married since 8 years now having a girl and a boy already in pre-school, one day while the kids were in their rooms doing their homework, Donna was standing in the kitchen preparing the dinner when Ted entered the kitchen to take a glass of water, and here was the dialogue:

Donna: You are not talking with me anymore Ted

Ted (facing the ref. and giving her his back): What do you mean by not talking to you, then what am I doing now?

Donna: I don't mean this kind of talk

Ted (while looking at his mobile): what kind of talk do you mean?

Donna: I mean talking about important things

Ted (still busy with his phone): like what?

Donna (with tears in her eyes): Like anything … like how do I feel …. Or what do you feel …. Or anything

Ted (looking angrily to her): well what I feel is that you are bothering me … I don't know exactly what do you want …. I have work to do now … ok!!!

Donna (with tears falling): Bothering you? Ok forget it, I am sorry that I have asked for a talk!!

Tod (putting his phone in his pocket, with bored facial expressions): Ok Donna, talk I am listening

Donna (angrily): I don't want to talk … OK

Ted: What do you mean by your tears?? I don't understand what is the matter with you? Are you asking for a quarrel? I am going out? I can't bare you being so miserable all the time!!!!

Case 2:
John was an active servant at his church while he was in college, after he finished his studies, he was so busy in his new work and also he decided to marry, all the marriage details took a big part of his time. Few months after his marriage he was sitting alone thinking of how much he misses the service and was feeling bad that nobody from the church is asking about him, he decided to go and meet the service leader next service day and have a talk with him, here was the dialogue:

John: Hi Mr. Joseph, do you remember me?

Joseph: Ahhhh John !!! how are you dear, it has been a long time

John: Yes Sir, how much I miss you and the service ……. Can I have a little talk with you ?

Joseph: Sure …… one minute I will give some instructions to the servants and come back to you.

Few minutes later ……

Joseph: Ah John, we miss you dear.

John: Well if you really miss me you would have asked!!

Joseph (after talking to one of the servants): Sorry John … what were you saying??

John: Well, I was saying that I feel bad that nobody from the service is asking about me anymore.

Joseph: (after replying to a phone call): John you are getting too hard on me, I was expecting that especially you will never say something like this, you were so close to me and know exactly how much I am exhausted and busy in the many services I am involved in. Sometime I don't have even a time to go to my work.

John: I thought I am someone special to you and not just one of many!!

Joseph (busy following the movements of the servants): Everybody and every service is special to me John, anyway I have to go and meet Abouna now, you are welcomed at any time to re-join the service …ok, give me a call when you are ready!!

John (standing to leave): thanks for your precious time, I will think about it.

Case 3:

Lora is a teenage girl, one day she was back from her school, she dashed into her home searched for her mother who was busy in the kitchen preparing the lunch for the family. Lora threw her school bag at the floor and cried angrily: I will never go to this school again.

Mother (was facing the oven and testing the food): Lora go out now I am busy.

Lora (kicking the chair with her foot): I am talking to you; can you look at me.

Mother: Don't you see I am busy.

Lora: I am more important.

Mother (still busy): I must finish the food before your father comes, GO OUT.

Lora (screaming): I hate my life, I hate the school … AND I WILL NOT GO TO SCHOOL AGAIN.

Mother (throwing the spoon to the floor: Nonsense, you always say same thing and then you go, you just love to bother me.

Lora (crying and dashing out of the kitchen): Nobody understands me.

Mother (shouting): Nobody is helping me in this house, I am exhausted.

Reflection on Case Studies (30 min)

Each group will act his case as written, then discuss with the others the mistakes done in the conversation, and then re-act the case using the Active Listening tools

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Learning outcomes (LU4):

Develop an awareness of your own speaking and an appreciation for others' needs

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Resources/References:

https://www.anba-abraam.com/Uploads/StPaul/TextFiles/797867f0-3705-4857-9deb-b99b4cd97162.pdf

The story of my name

A name can reveal a lot about the context in which a person was born and its cultural references. This exercise can be used as an icebreaker and it is an interesting way for people to introduce themselves to others in culturally diverse groups, as they will share the meaning of their names, that are usually connected with cultural aspects. This way this exercise can help build intercultural sharing, understanding, and respect.

How to use it?

1- Ask participants to sit in a circle.

2- Afterwards, each participant must turn to the partner at his/her right and explain them the meaning and origin of their name. Suggestion of topics for development:
- who named them;
- who were they named after and why;
- what is the etymology of their names;
- memories or stories about their names;
- do they like their names and why or why not?

3- If the number of participants is odd, you can make a group pf three or the facilitator can make a pair with one of the participants.

4- The partner that heard the explanation repeats with his/her own words the explanation, in order that the colleague can assure the explanations were understood.

5- They now must exchange roles and the participant that first explained his/her name will now hear the explanation of the name of his/her colleague.

6- Finally, ask each person to introduce his/her partner to the larger group and to explain the story of his/her name.

7- Optional: if relevant, the activity can be extended into revealing the background behind other names, like their nicknames or the name of their partners/children.

Most people reveal a surprising amount of interesting information about where their name comes from and what they mean. The greater the cultural diversity in the group, the better this exercise tends to work.

If any participants experience unease about their names, be open for them to share the story of other of their names or surnames they feel more comfortable with.

Learning outcomes (LU5; LU6): Use activities to facilitate intercultural mediation in the workplace

Resources/References:
https://sites.lsa.umich.edu/inclusive-teaching/2017/08/23/name-story/
http://www.wilderdom.com/games/descriptions/NameStory.html

The intercultural mediator
The intercultural mediator is a person that must match specific characteristics regarding educational background, interpersonal and linguistic skills, experience with/as migrants, deontology, intercultural competences, fields of knowledge and digital skills. With this activity, beneficiaries are going to research on these characteristics and list them, as well as define the main tasks of an intercultural mediator within an organisation.

How to use it?

1. The activity starts with a brainstorming around the question" Which characteristics must an intercultural mediator have?". Write the ideas arising in a whiteboard or a flipchart.

2. Afterwards, the group must split in pairs and research in the Internet about this topic. You can use the links listed in the resources or any others as long as they are from reliable sources.

3. Hand out the "The Intercultural Mediator" attached template.

4. Ask each pair to get to an agreement and list the 6 main characteristics that they consider an intercultural mediator must have, in the "Profile" section of the handout. Whenever possible, beneficiaries may think in characteristics and roles matching the profile of migrants that prevail in their organisation/region/country.

5. Repeat the process (points 1 and 4) for the question "Which tasks must an intercultural mediator perform within an organisation?" and ask them to fill in the "Tasks" section of the handout.

6. When all pairs have finished the activity, ask each one to elect a spokesperson to share with the group the pair's choices.

7. Finally, debate about differences between the ideas that came out from the brainstorming and the ones arise after research. To this end, you can put the following questions:

- Were there many significant differences between the results from the brainstorming and the research? If yes, why do you think that happened?
- Are the tasks of the intercultural mediator more simple or more complex than you thought at the beginning of the activity?
- Would you be a suitable person to be an intercultural mediator? Why?

In conclusion, reinforce the importance of mediation in culturally diverse organisations to improve the relationships among all people within them and, therefore, better contribute to reach the organisations' goals. Regarding the brainstorming activity, make sure:

- the facilitator stresses the need for brevity in making comments;
- only one person must be speaking at a time;
- refrain from analysing another person's ideas;
- make sure everyone's ideas get captured and displayed

Learning outcomes (LU3): Explain the profile and tasks of an intercultural mediator

ces/References: http://www.mediation-time.eu/images/TIME_O3_intercultural_mediator_profile.pdf
ww.cnse.es/inmigracion/index.php?option=com_content&view=category&id=185&Itemid=575&lang=en

Stakeholders analysis
Stakeholder Analysis activity aims to assist the trainers/professionals to separate the important stakeholders from the not so important ones. This activity includes the "Salience Model". It is a three dimensional model that considers the power, legitimacy and urgency of the stakeholders. The intersection of these three factors is plotted similar to a Venn diagram. Power is the authority they have some stakeholders to change the direction of the project. <u>Legitimacy</u> is the appropriateness/rightfulness of the stakeholder's involvement in the project. <u>Urgency</u> shows how quickly the stakeholders' needs are to be addressed. Urgency also determine how important the stakeholders' needs are to the project objectives.

How to use it?

Duration: 40 min.
Materials: pens, post-it, the question for step 1 printed in A4 paper, the template provided in step 2 printed in A3 or A4 paper.

STEP 1: Divide the groups in pairs and give them the following questions in order to discuss between each other for about 10-15 minutes:
What are the stakeholder's expectations?; What are they interested in?; What are they expecting to gain? ; What are their concerns? ; How much influence does the stakeholder have? ; What would be a win outcome for us/our business/project and this stakeholder? ; Do they have legal rights?

While the pairs talking to each other, both of them should have some notes for every answer given. It is very important to have these notes for going to the next step.
TIP: For the notes you can give to the participants post-it.

STEP 2: You, as a trainer, ask from the individuals, based on their notes from their discussion with their interlocutors, to put the interlocutors' names in the following template, inside the circle, concerning what do they believe represent them the most –as a stakeholder profile-, by writing their names inside the circles. "Please, put your interlocutor's name in the circle that you believe (s)he fits the most."
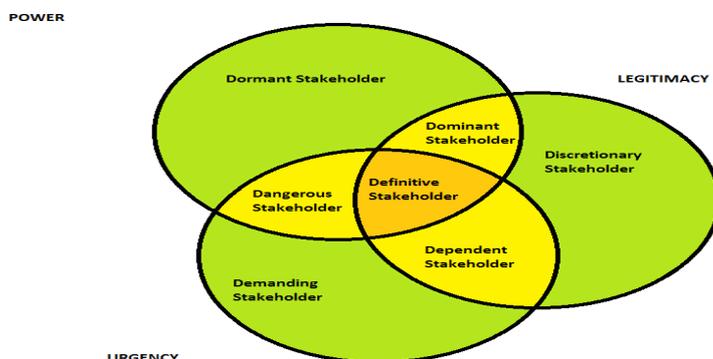
Before that, you should explain to participants the following definitions:

Power is the authority they have some stakeholders to change the direction of the project.
Legitimacy is the appropriateness/rightfulness of the stakeholder's involvement in the project.
Urgency shows how quickly the stakeholders' needs are to be addressed. Urgency also determine how important the stakeholders' needs are to the project's objectives.

STEP 3: You match the name located inside the circles with its meaning and then start to explain for each person, to which category they belong to and what the characteristics of these categories are. The professionals should read the following:

Discretionary category: Rightful stakeholders but do not have urgency or power. Not much pressure for PM from this category. Could be beneficiaries like educational institutions
Dormant category: Has high power but no legitimacy or urgency. These people don't get involved much, could be sponsors
Demanding: Has neither power nor do they have legitimacy but want things to be addressed immediately. PM to be careful.
Dominant category: Has both power and legitimacy but not urgency. There is a certain level of expectation from this category and could be the ones mostly identified during analysis. Have formal power
Dangerous category: Have both power and urgency but are not really authorized to be on the project. Could be traders/activists protesting on the perceived loss of their business due to the overpass construction.
Dependent Category: Has urgency and are part of the project but do not have power, so lean on to someone else to have their say on the project. Could be people living around a chemical factory coming up who may be affected by effluents from the factory.
Definitive category: Have all three factors and hence highest salience. Key members of the team. Or, could be the dependent or dominant who lean on to the other salience factor to get more importance.

Learning outcomes (to be linked with the LO of LUs as proposed in the Curriculum):
Through this activity the learners will be able to identify the profile of the stakeholders and to evaluate their interest and the active engagement for ensuring that they will have an impact in the progress of the project

Resources/References:
https://www.stakeholdermap.com/stakeholder-analysis/stakeholder-analysis-questions.html
https://www.stakeholdermap.com/stakeholder-analysis/stakeholder-salience.html

Stakeholders engagement plan

Stakeholder Engagement Plan aims to assess the participation of the stakeholders in the mediation process. It is a group activity, which promote team communication, in order to create an engagement strategy for ensuring the continued involvement of the stakeholders.

How to use it?

Duration: 40 min.
Materials: Templates printed in A4 papers, pens
STEP 1: Divide the participants in groups (each group should include at least 3 individuals).
- Give to each group one of the following roles: Organization working on migration context; Humanitarian studies experts; Non-Governmental Association dealing with migration issues; State Employee; Other stakeholders (relevant public services, universities, etc.)
TIP: You can use also more roles, based on the number of the participants involved.
- Give to each team 15 minutes to discuss about their roles as a stakeholder and to fill in the following template:

Potential role in the mediation process	Engagement strategy How will you engage this stakeholder in the mediation process?	Proposed Intervention	Follow-up strategy Plans for feedback or continued involvement (Does your agency have the technical capacity to ensure access to and availability of reliable data?)
Type your role (Stakeholder organization, group, or individual)			

STEP 2: After the end of the discussion, each group should present to the other teams their role as a Stakeholder and how they can affect the Project. The table presenter spends 5 minutes explaining how his or her group improved information flow in its engagement plan and how this would facilitate the use of data. Feedback Questions: You can use the following answers in order to ask the teams about their roles: What was your role? What will be your role in the activity; -How do you believe you can involve your organization in the Project? ; In what way can you affect the mediation process? Do you have the "power" to do that? If yes, explain how...; –What are your plans for the continued involvement? ; How does your organization support having the necessary information to make decisions?

Learning outcomes (LU4): evaluate how active can be a stakeholder, in order to bring a positive change or result in the project

Resources/References: The idea of the activity retrieved from DDU Integration Toolkit

UNIT 1

Intercultural mediation

Stakeholder Mapping
A stakeholder is anybody who can affect or be affected by an organisation or by a collaborator or a project. They can be internal or external and they can have an impact in a more direct or indirect way. Also, we can define as a stakeholder an individual or a group that claims to have one or more interests in an organization. Concerning the definition of "Stakeholder Mapping", this means defining the profile of the stakeholders involved in the mediation process. All the relevant tools, methods and activities included inside the training material will be mainly focused on their interest and their needs for ensuring their active participation in the Project.

Migrant
The UN Migration Agency defines a migrant as any individual who leaves from his/her habitual place and moves to another country for finding better living conditions. Everyone can be a migrant, despite the person's legal status or whether the movement is voluntary or involuntary.
The definition of the migrant is one of the most important concepts of this Project, as the aims and the contents of the overall program are related to the needs and the requirements of this specific target group. It is not the direct target group of the training material, but they are the end-users, who will benefit from the deliverables of the Project.
Especially at Intellectual Output 3, the initial objective is to equip the professionals with practical tools, activities and methodologies that promote intercultural values in companies involved in migration issues.

Beliefs
An acceptance that something exists or is true, especially one without proof (Oxford Dictionary)

Values
The regard that something is held to deserve; the importance, worth, or usefulness of something (Oxford Dictionary)

Diversity
The fact that there are many different ideas or opinions about something (Cambridge Dictionary)

Intercultural
Taking place between cultures, or derived from different cultures (Oxford Dictionary)

Culture
Socially inherited, shared, and learned ways of living possessed by individuals by virtue of their membership in social groups.

Interculturalism
describes communities in which there is a deep understanding and respect for all cultures. Intercultural communication focuses on the mutual exchange of ideas and cultural norms and the development of deep relationships. In an intercultural society, no one is left unchanged because everyone learns from one another and grows together.

Multiculturalism
is the co-existence of diverse cultures, where culture includes racial, religious, or cultural groups and is manifested in customary behaviours, cultural assumptions and values, patterns of thinking, and communicative styles. Multiculturalism refers to a society that contains several cultural or ethnic groups. People live alongside one another, but each cultural group does not necessarily have engaging interactions with each other. For example, in a multicultural

UNIT 2 **Intercultural communication**	neighbourhood people may frequent ethnic grocery stores and restaurants without really interacting with their neighbours from other countries Cross-culturalism deals with the comparison of different cultures. In cross-cultural communication, differences are understood and acknowledged, and can bring about individual change, but not collective transformations. In cross-cultural societies, one culture is often considered "the norm" and all other cultures are compared or contrasted to the dominant culture. **Diversity** Diversity refers to the characteristics that can be used to differentiate things or people. Regarding people, it refers to the particular characteristics of each individual or group, as: age, gender, ethnic or social origin, national origin, language, religion or belief, opinion, property, disability, or sexual orientation, among others. In the context of Be in Europe project, diversity will focus on migrant people from outside European countries that may not be familiar with social and cultural specificities of the European hosting countries. The exploration of diversity allows to understand each other's differences, to be accepted and to be valued, so everyone can live to own's full potential
UNIT 3 **Active listening**	**Beliefs** Prepositions held as true by individuals and groups but not provable by evidence or reason beyond doubt; usually associated with a system of religious beliefs or philosophy.[1] **Culture** Culture is about living and doing. It is a continuous programming of the mind, which starts from birth. This includes norms, values, customs and language. It evolves and enriches constantly as the young person become more oriented with his or her environment.[2] **Diversity** The presence of a variety of differences; these may be approaches, views, lifestyles, practices and attitudes that are different from each other, but exist in the same place, revealing difference.[3] **Intercultural learning** It is about learning how we perceive others who are especially different from us. It is about us. It is about our friends and how we work together to build a just community. It is about how communities can inter-link to promote equality, solidarity and opportunity for all. It is about fostering respect and promoting dignity among cultures, especially where some are in the minority, while others are in the majority. **Prejudice** Based on insufficient facts about others. We often tend to prejudge others, simply because we don't know them or we make no effort to know them. It is based on experiences shared by others, or what is read in today's newspapers. **Stereotyping** The superior end point of pigeonholing. Stereotypes are judgements we make of others without sufficient grounds or proper reasoning.[4]

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[1] Council of Europe (2006): Religious diversity and intercultural education. A reference book for schools.

[2] https://www.salto-youth.net/downloads/toolbox_tool_download-file-112/t%20kit%20intercultural%20learning.pdf

[3] Council of Europe (2006): Religious diversity and intercultural education. A reference book for schools.

[4] https://www.salto-youth.net/downloads/toolbox_tool_download-file-112/t%20kit%20intercultural%20learning.pdf

UNIT 4 **Trust building and deontology**	**Interculturality:** Ability to interact with people from different cultural, social and religious backgrounds using authentic language appropriately in a way that demonstrates knowledge and understanding of their cultures. Cultural minorities: Group of persons with a shared cultural background including a proper collective name, and shared myths of origin and cultural **characteristics** (language, religion, traditions and customs) with a numerically and politically non-dominant position in a state of which they are citizens. **Discrimination:** Unjustified negative behaviour toward members of a group, culture or religion, based on their membership. **Prejudices:** Unjustifiable negative attitude toward a group or the members of a culture or religion. **Stereotypes:** Positive or negative beliefs that people hold about the characteristics of social groups, cultures or religions.
UNIT 5 **Mapping & empowerment**	**Stakeholder mapping** A process of finding out the key stakeholders relating to a project. The process involves identifying all individuals who have an interest in the project outcome. **Empowerment** The granting of the power, right, or authority to perform various acts or duties **Citizenship** In a political sense, citizenship is the state of being a member of a country, and having its legal rights and duties. This way, individuals have a formal juridical identity. European citizenship refers to a relationship between the citizen and the European Union (EU) that is also defined by rights, duties and political participation, in addition to national citizenship. Every person holding the nationality of a Member State of the EU is a citizen of the EU. In a broad sense, citizenship can refer to a responsible behavior while member of particular groups
UNIT 6 **Conflict management**	**Conflict** Competition between groups or individuals over perceived incompatible goals, scarce resources, or the power needed to acquire them Intercultural communication (Stella Ting-Toomey) Stella Ting-Toomey identify 4 necessary elements of intercultural communication: ● Two people (or two groups) ● of different cultures (with the definition of «culture» being quite broad) ● in interaction ● who negotiate common meaning. The fourth item in the definition is particularly interesting, because it underlines the importance of not merely trying to communicate but also trying to understand – which is rather more complex and difficult. Sources and types of conflicts (Glasl) According to Glasl (2009) conflicts can arise on various social levels: ● In an individual as intra-individual conflict ● Between individuals as an inter-personal conflict ● Within a group as an intra-group conflict ● Between groups as an inter-group conflict ● Between individuals and groups as a person-group conflict. root cause of conflict could be summarized as follows: ● Target conflicts: differences perceived in intentions ● Distribution conflicts: differences perceived in use or explanation of resources ● Relationship conflicts: differences perceived in behaviour and relationships

- Identity based conflicts: perceived threats or aggression towards identity and person

Perception conflicts: different perceptions of a fact/issue

Intercultural mediation

the act of establishing social links between people from different cultures.

Values

Whatever is implicitly or explicitly desirable for an individual or group, and which influences the choice of method, way and aim of the action.