



BUILDING KNOWLEDGE IN THE CONTEXT OF MULTICULTURALISM AND VULNERABILITY

SCENARIO 2: MEDIATION MODELS AND THEORIES



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SCENARIO WITH TIPS FOR THE WORKSHOP LEADER – 4 WORKSHOP HOURS

1. INFORMATION

- Duration of the workshop
- Recipients of the workshop
- Number of participants
- Working methods
- Materials needed for the workshop
- Aim of the workshop

2. WORKSHOP OUTLINE

- Introduction to the workshop
- Introducing the workshop leader/s
- Ice breaker: Group integration
- Establishing group rules

3. SUBSTANTIVE CONTENT

- Mini- lecture
- Presentation
- Infographics
- Worksheets

4. END OF WORKSHOP

5. EVALUATION QUESTIONNAIRE

6. CERTIFICATE TEMPLATE



1. INTRODUCTION



Duration of workshop:

4 clock hours

Workshop recipients:

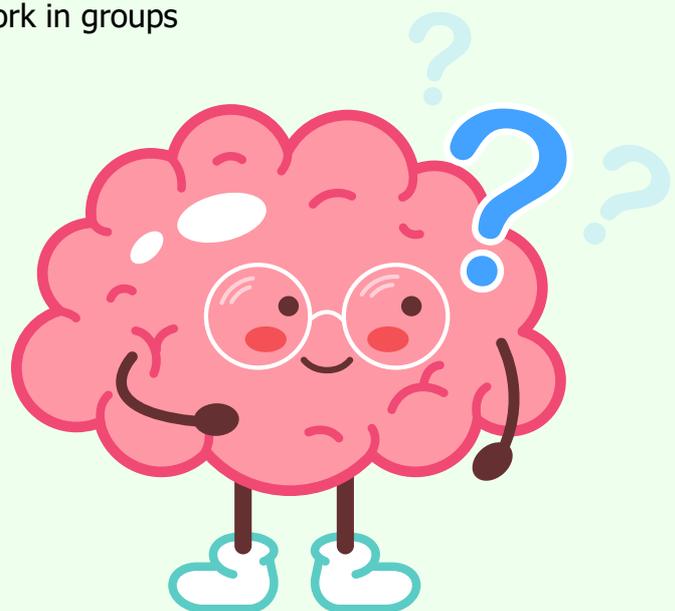
The recipients of the workshop are qualified mediators who wish to develop and increase their knowledge on the topic of multicultural mediation models, theories and case application.

Number of participants:

A group of 10 people. It is also possible to conduct the workshop in a smaller group of at least 8 people or a larger group of 12 people depending on the premises.

Proposed working methods:

- Brainstorming
- Active methods of conducting the workshop: individual work
- Active methods of conducting the workshop: work in groups
- Individual work
- Relaxation techniques
- Psychoeducation
- Mini lecture



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Example materials needed for the workshop:

- Work cards,
- Felt tip pens
- Crayons
- Markers
- Sticky notes
- Flip chart
- A4 sheets
- Pens
- Laptop/computer
- Projector
- Speakers
- Certificates
- Evaluation questionnaire



Aim of the workshop:

The main goal is to equip participants with the necessary knowledge about multicultural mediation, theories and models of mediation that can be used in multicultural mediation.

The workshop aims to provide participants with skills needed to successfully conduct multicultural mediation sessions, use mediation models successfully and highlight the challenges that multicultural mediation may bring.

Furthermore, this workshop aims to highlight multicultural mediation phases and equip participants with the relevant skills to be able to apply this to their work of a multicultural mediator.

2. WORKSHOP OUTLINE

1. Welcome – Introduction of the workshop leader(5 min)

- ✓ Full name
- ✓ Education
- ✓ Professional experience
- ✓ Interests

2. Ice breaker – introduction of workshop participants (20 min)

The workshop leader writes down the sentences on a flipchart and asks participants to take turns in answering them:

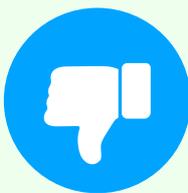
Hello my name is...



I like...



I don't like...



I feel confident in...



Today I would like to...



My favourite meal is...



My favourite colour is...



3. Group rules - (15 min.)

The workshop leader distributes two sticky notes to the participants and asks the participants to write down on one of them what we do and on the other what we don't do during the workshop to ensure a nice and safe atmosphere.

The leader gives participants 2 minutes for this task.



What we do

- We are kind to each other
- We respect each other
- We communicate when we need breaks



What we don't do

- We don't criticise each other
- We don't use mobile phones
- We don't judge other people's opinions

The workshop leader collects the sticky notes, reads them aloud, asks if everyone agrees to the presented rules and sticks them in a visible place.

The leader then asks participants to write their name on another sticky note and stick it in a visible place on their chest.

Verification of expectations - (10 min)

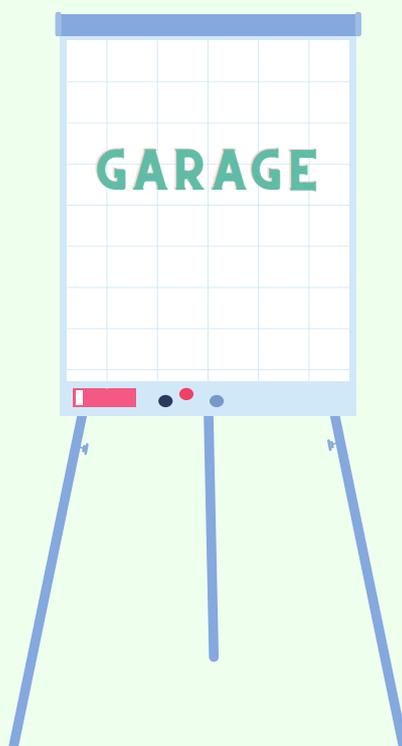
The workshop leader distributes one sticky note to the participants and asks them to write down their expectations in relation to the workshop and gives 3 minutes for this task.

The sticky notes are collected, and the workshop leader reads the questions/statements and discusses them.



Garage - (5 min)

The workshop leader takes out a previously prepared A4 sheet / flipchart with the title "GARAGE" and a marker and informs the participants what the "Garage" is.



"Garage" - during breaks in the garage, each participant can anonymously write down a question about the content and the workshop. The questions will be answered after the break.

3. SUBSTANTIVE CONTENT



Mini – Lecture (30 min)

Multiculturalism and mediation have distinct histories and pursue different goals. For all types of disagreements, mediation is a constructive substitute for going to court. The theory and practise of multiculturalism maintains cultural diversity by creating institutions that support it (Roberts and Clifton, 1990). Although each of these concepts has driven programmes and literature, the links have received scant attention.

The evolution of theory and practise in the mediation movement shows a startling lack of cultural knowledge. American organisational behaviour theory and practise gave rise to mediation in response to criticisms that the court system led to expensive delays and strained relationships. The international problem-solving workshop, which involves bringing parties to long-standing conflicts together with third parties to discuss difficulties among them, had a second impact on the development of mediation (Scimecca, 1991). Strangely, despite the growth of the local area of mediation, this global impact did not result in a greater understanding of the importance of culture. However, the alleged African k'pelle moot origins of mediation did not result in the creation of multicultural models to cater to North America's growingly varied population (Gibbs, 1963).

A growing body of material that initially appeared approximately ten years ago can be used to pinpoint when the need for culturally sensitive conflict resolution methods and ideas became apparent.

Training courses for mediation have advanced from ignoring culture to including sections on it. Yet, cultural modules are only the start. A comprehensive awareness of culture and the development of intercultural competence on the part of outside parties are prerequisites for competent practise and process design.

Lederach makes a compelling argument for elicitive process design that goes beyond sensitivity and awareness (1995). He used the word "elicitive" to characterise a method of training that sees learning as the discovery, development, and solidification of models rather than the dissemination of unchangeable rules. Although this strategy is appealing, it takes a lot of time and hasn't been tested in ethnic situations. It has not had a big influence on practise, possibly because it challenges the presumptions of both process specialists with prescriptive models and consumers eager for rapid cures.



3. SUBSTANTIVE CONTENT



Every one of us belongs to a variety of groups, including those based on our ethnicity, location, generation, gender, race, sexual preference, career, vocation, and hobbies. In any given conflict, we mediate internal conflicting messages about the best course of action before deciding on specific actions based on stress levels, context, emotional states, attributions, perceptions, risk/benefit analyses, prior experience, unconscious behavioural patterns, and, of course, cultural messages.

Every aspect of analysis and action is impacted when conflict and culture are seen as interconnected, including

While cultures influence both individual and group behaviour, there are universal personality traits that might serve as a basis for cross-cultural understanding. Designing processes that are culturally responsive involves attention to both group identity and individual dynamics at both the macro and micro levels. It is important to pay close attention to how one component of our cultural identity gets magnetised when it is ignored, seen as threatening, or utilised as a motivator for a group to take action. Interventions centred on common facets of cultural identity and personality convergences are beneficial once this has happened.

The group narratives, which include information on levels of privilege or victimhood, status, history, identity, conflict, and relationship, shape and are moulded cultural behaviours. When a person feels threatened, singled out, or persecuted by one particular cultural group, that allegiance may become dominant and guarded. The part of one's identity that is tied to this cultural group, such as being a woman or a Serbian, may grow to dominate how that person sees and experiences the world, including relationships, communication, and conflict.

Parties typically do not express their strongly held beliefs and worldviews, seeking to use cultural patterns to influence mediation procedures presents a number of challenges. They are instead free to frame them whatever the mediation process allows. Informed by their own cultural frameworks and worldviews, mediators make several minute judgements about who should be acknowledged, what is significant, what is core or peripheral, and how to go forward. In general, a commercial or public policy mediation takes place in a formal context, is time-limited, aims to legitimate data, and includes participants who serve as constituent representatives. Those who have a strong individualist orientation may match this mediation procedure better than others who have a collectivist attitude.



3. SUBSTANTIVE CONTENT



One crucial area of concentration for multicultural work is the creation of adaptable models. It must be accompanied by the development of skills for collaborating successfully with variety, change, and complexity. These abilities include cultural analysis, effective communication, using cultural informants appropriately, and developing trust. These, however, fall short. They need to be nurtured by an attitude of openness, appreciation, and inquiry that is promoted in the parties and mirrored by the intervenor. Although these fundamental abilities can be strengthened, mediation training often does not focus on them. Recognizing their significance is the first step in this path. Organizational consultants advise that if we re-evaluate our problem-solving perspective, these capacities will be easier to acquire.

Source: <https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1187&context=pcs>



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TASK

**In groups of 3 prepare a multicultural family mediation.
Think about what challenges a multicultural family may face and what
model of mediation you would use and why.**

TASK

TASK 2

FACILITATIVE MEDIATION

EVALUATIVE MEDIATION

TRANSFORMATIVE MEDIATION

CO – MEDIATION

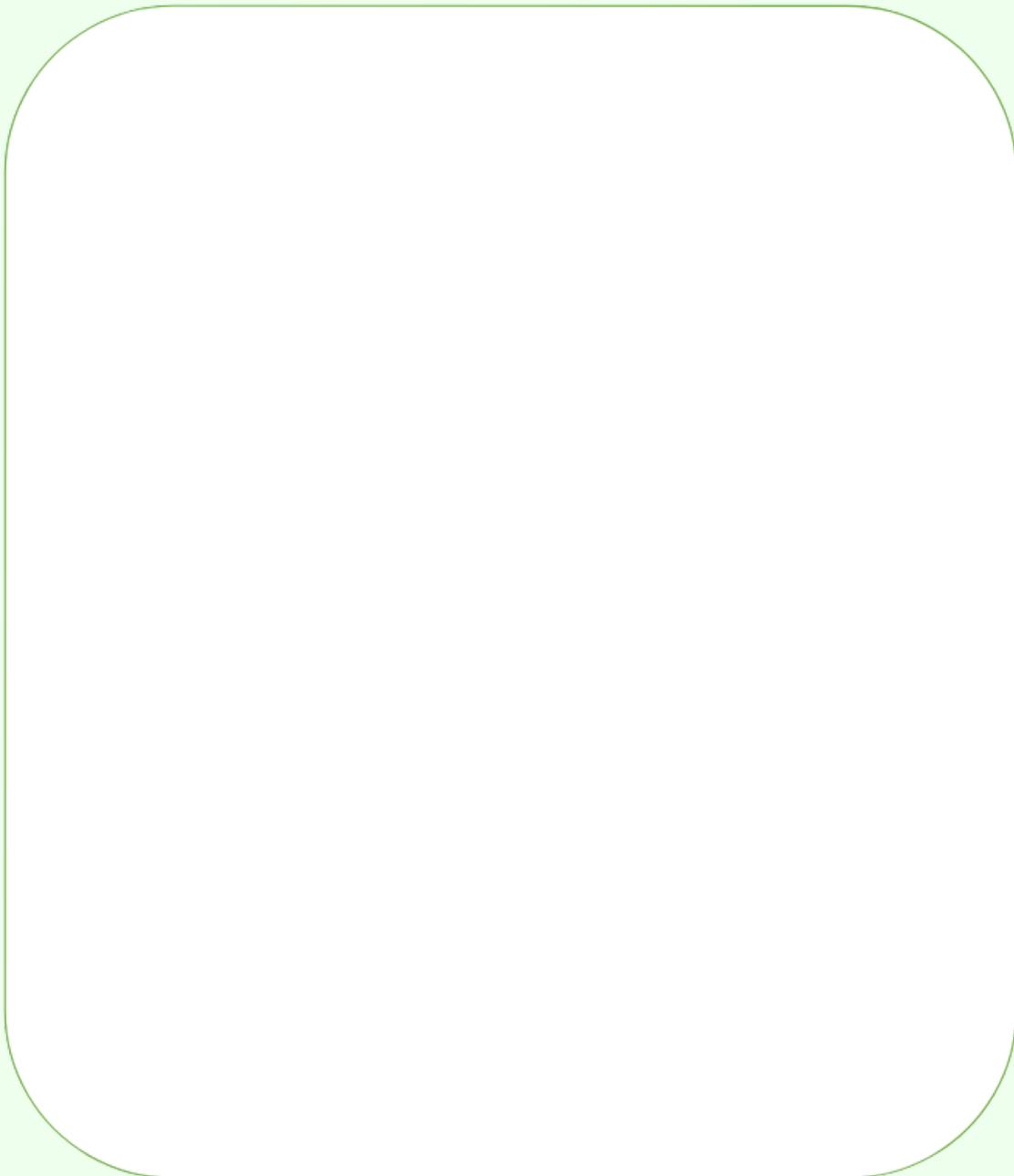
SHUTTLE DIPLOMACY

JOINT PROBLEM SOLVING

TASK

You are giving a short presentation about what multicultural mediation is to a group of students at the local school (aged 12+).

Prepare your speech, think about active ways of engaging your audience and how you will explain the concept of multicultural mediation in a way where everyone will understand it.



TASK

You are mediating a family case.

1 parent is Roman Catholic and the other is Muslim.

Both parents would like to keep their family and religious holiday traditions; however, they can't seem to find a common ground.

Using your mediation knowledge, what solution would you propose in this case?

Think about:

- Your knowledge about both religions
- Mediation techniques and models
- Multiculturalism
- Cultural values

Family mediation



4. END OF WORKSHOP

End of workshop - (10 min.)

The workshop leader asks the participants to sit in a circle and each answer the question:

- What did you like the most?
- What knowledge will you apply when working with your clients?
- What will you take away for yourself?

When all participants are finished with answering the questions, the workshop leader thanks them for their participation and says that the workshop will be finished with a relaxation exercise.

Relaxation exercise

This exercise involves using imagery as a way to focus the mind.

Ask the participants to close their eyes and say:

In your mind think about your perfect place to relax. It can be:

- real or imaginary
- somewhere you will find restful, calming, safe and happy
- a place you would want to return to whenever you feel the need to relax

Imagine it in as much detail as you can – use your senses to make it as real as possible – and see yourself comfortably enjoying this place.

Now close your eyes and take a slow, regular breath in through your nose. Become aware of your breathing. Focus on your relaxation place in all its detail and breathe out through your mouth.

Repeat the breathing at least 5 times.

Allow participants as much time as they need and say that when they feel ready and relaxed they can open their eyes.

EVALUATION QUESTIONNAIRE

**Workshop titled:
"CONCEPT OF MULTICULTURAL MEDIATION"**



Dear participant,

We hope that today's workshop was interesting for you, and you could learn a lot of interesting things that will help you succeed in your professional and private life.

We are committed to receiving feedback from you, so we will be very grateful if you take the time to complete the evaluation questionnaire below.

The statements are rated on a scale of 1-5.

1 = 'Definitely don't agree

5 = Definitely agree

Please tick the rating you agree with next to each statement.

The questionnaire is anonymous.



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No.	STATEMENT	1	2	3	4	5
1.	The workshop provided me with an in-depth knowledge surrounding the concept of multicultural mediation models and theories.					
2.	The workshop allowed me to get answers to the questions that have arisen in my professional and private life.					
3.	The workshop provided me with useful tips and skills of working in a multicultural setting.					
4.	The workshop provided me with knowledge and skills of in the area of multicultural conflict.					
5.	The workshop has made me feel more prepared to undertake the role of a multicultural mediator.					
6.	Which part of the workshop did you like the most and why?					
7.	<p>Would you take part in other thematic workshops?</p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>					
8.	If yes, please write down the topics that would interest you.					
9.	Additional comment					

Thank you for completing the questionnaire!



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CERTIFICATE

This is to certify that

Took part in workshop titled:

**“ MULTICULTURAL MEDIATION:
MEDIATION MODELS AND THEORIES”**

Project No:

Institution/ Company:

Workshop leader:

Date:

Place:



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