

Training Course for Intercultural Mediators for Immigrants



Part II

Training Methodology

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This project has been funded with support from the European Commission. The TIME project reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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1. Introduction

The link between training form, content and delivery methods, what we call teaching methodology and techniques, constitutes one of the basic educational principles. In this light numerous guidelines containing teaching methodology and training tools have been issued to help course providers to accommodate IM's needs. With so many choices out there, it can be daunting to decide which methods and tools to use and when to use them.

Therefore the objective of this document is to provide trainers and training institutions with guidelines and suggestions regarding teaching methodology and training tools suitable for delivering a comprehensive IMfl course. In explaining how various methods can be combined into an effective constructivist approach, we employ the principles of adult and intercultural education, the role of ICT tools as well as their advantages and disadvantages for training intercultural mediators. It is also demonstrated how the proposed methodology builds on existing good practices in the field of IMfl education.

Aiming at providing a practical yet theoretically grounded corpus of guidelines regarding training IMfl, the present material aspires to make intercultural mediation teaching and training an enjoyable and effective experience that will motivate students and enhance their autonomy, whilst also ensuring high levels of professionalism.

2. Content elements of the course

2.1. Target group of the course

The course is intended for intercultural mediators, institutions that provide training for IMfl, as well as employers and employees in the field of IMfl. Based on the IMfl profile drafted in the context of the TIME project and its connection with specific learning outcomes, the designed training course and thus the guidelines for teaching methodology and techniques can be used in a variety of ways by a series of agents:

More specifically:

Through the course **intercultural mediators** can: a) undertake their initial training, b) update their knowledge, skills, and competences, and c) check the extent to which they can exhibit the required knowledge, skills, and competences.

Through the course **training institutions** can: a) provide a comprehensible training for new and existing intercultural mediators, b) implement parts of the training course.

Finally, through the course **employers** in the field of IMfl can find out the extent to which their employees exhibit the required knowledge, skills and competences and encourage them to acquire the missing elements.

The guidelines for teaching presented here are directed **at trainers and training institutions**. Their aim is to provide them with the necessary theoretical background and practical suggestions about how to design and deliver successfully the TIME course in Intercultural Mediation.

2.2. Format of the course and recommended duration

The modular form of the course allows its flexible implementation on the basis of the participants needs. In so far as initial training is concerned, the implementation of the entire curriculum is required. The order of the modules delivered depends on their content. Apart from the Specialization Module, from which students are required to chose one topic as their field of specialization, the rest of the module blocks (Introductory Module, Core Modules and Transversal Modules) are suggested to be delivered progressively, with Transversal Modules

being more flexible in their order of delivery. It goes without saying that the successful implementation of the course depends substantially on the national and local context.

Upskilling needs can be met through a diversity of routes depending on the participants' needs. For example, only one module, or specific topics from each module can be selected by the practitioner according to the competences, skills and knowledge s/he wants to acquire.

The complete curriculum was designed as a conventional teaching arrangement. However, it can be adapted to be delivered as a blended learning course. Whatever the delivery mode, the use of self-study material provided by the trainer and/or the training institution is strongly recommended. The duration of self-study sessions should be decided according to the specific context, however it should not exceed 10 hours per week.

The recommended duration of each module and topic is presented in Table 1:

Table 1: Recommended module and topic duration.

MODULES	DURATION
Module 1: Intercultural mediation and the host country structures	140h
Topic 1: The role, tasks and intervention fields of an intercultural mediator	60h
Topic 2: Structure of public services administration and basic administrative procedures in host country	35h
Topic 3: Legal framework on migration and migrant rights in host country - history of migration	45h
Module 2: Essentials in Humanities and Social Sciences	225h
Topic 1: Communication theory and practice	40h
Topic 2: Introduction to psychology concepts	30h
Topic 3: Basics in sociocultural structures and anthropological concepts	30h
Topic 4: Knowledge of exclusion and discrimination mechanisms	30h
Topic 5: Gender theory	15h
Topic 6: Special characteristics of vulnerable groups	60h
Topic 7: Sociocultural differences - impact on service provision and coping strategies	20h
Module 3: Mediation	70h
Topic 1: Conflict resolution techniques	50h
Topic 2: Inter-ethnic conflict particularities and coping strategies	20h

Module 4: Interpreting	140h
Topic 1: Interpreting techniques	90h
Topic 2: Remote intercultural interpreting (includes use of videoconferencing technology)	50h
Module 5: Professional ethics and tools	150h
Topic 1: Professional conduct and deontology code	35h
Topic 2: Professional identity and tools	30h
Topic 3: Role awareness in different settings	35h
Topic 4: Self-improvement techniques	50h
Module 6: Specific fields of intervention	60-100h
Topic 1: Health	100h
Topic 2: Education	75h
Topic 3: Police and legislative services	100h
Topic 4: State services and Labor	75h
Topic 5: Housing	60h
Module 7: Digital skills	75h
Topic 1: Use of e-mail	15h
Topic 2: Retrieve efficiently information from the Web	30h
Topic 3: Word processing	15h
Topic 4: Use of e-learning platforms	15h
Total duration of theoretical training	860-900h
Work placement	300h

3. Recommended teaching methodology

3.1. Introduction

The theoretical background of the recommended teaching methodology is leaning on three pillars:

- The constructivist approach
- Principles of adult education
- Principles of intercultural education and training

In addition, teaching principles and methods identified as good practices in intercultural mediation have been adopted. As a result, the proposed teaching methodology is solidly based on both theoretical and empirical approaches that have proven successful in adult education and intercultural mediation training.

3.2. Theoretical background

3.2.1. The constructivist approach

The TIME IMfl course adopts the constructivist learning theory. In the constructivist paradigm the learner is in the center of the learning process as an active creator / constructor of his/her own knowledge. Active learning methods that give students significant autonomy, and control over the learning process are used. The teacher assumes the role of the facilitator or guide of the learning process, and not that of the ex cathedra expert. A central assumption of constructivism is subjectivity, meaning that learners' knowledge is grounded in their perception of the physical and social experiences as reproduced by their minds¹.

The main implications of constructivism for training^{2,3} adopted in this course are:

- 1) *The learners assume responsibility for their own learning*, by actively participating, exploring, reflecting and assessing.

¹ CEDEFOP (2010). Learning Outcomes Approaches in VET curricula – A Comparative Analysis of Nine European Countries. Publications Office of the European Union. www.cedefop.europa.eu/files/5506_en.pdf

² Ibid

³

http://www.ucdoer.ie/index.php/Education_Theory/Constructivism_and_Social_Constructivism_in_the_Classroom

- 2) *Preexisting conceptions and knowledge of learners are very important.* The teacher needs to explore them, address them and build on them. Learning may involve conceptual changes. Learners may need to develop a new way of thinking or perceiving in order to be able to learn. On the other hand, they may also reject a new construction or give it provisional acceptance. This is of extreme relevance and significance in IMfl training, where the group of learners is often multicultural and the personal values, attitudes and experiences effect directly the mediation process.
- 3) *Teachers act as facilitators, helping students to construct knowledge* rather than to reproduce a series of facts. To this end, problem-solving and inquiry-based learning activities are extensively used. Discovery is facilitated by providing the necessary resources and effective use of questions. In addition, investigational work, situated learning⁴, experimental learning, and action learning are used. Learning in the workplace is of major importance, where trainees deal with real tasks within a 'community of practice' and coaching by experts. The coaching role of the trainer involves to provide assistance with assimilation of new and old knowledge, and assess the proper level and time for the provision of scaffolding.
- 4) *Reflection and critical thinking.* In constructivism, the learners' reflecting on their own experiences, assumptions, and expectations is central in order to control their own learning process. In a safe learning environment learners are prompted to analyze and assess ideas and schemata held by themselves and others. Critical thinking and awareness are developed in this way, and students can reach a new understanding of things.
- 5) *Development of metacognitive skills.* Students need to become aware of the learning process and be able to analyze, monitor and evaluate it. Students need to know how to learn by developing effective learning strategies. Sometimes this may require a change of their thinking and/or learning style.
- 6) *Collaborative learning.* The constructivist approach encourages group work and collaboration in constructing knowledge, not competition. Peer learning and the use of peers as resources is supported. Teachers are encouraged to provide opportunities for more expert and less expert participants to learn from each other. Discussion and debates are promoted. Since knowledge is to a great extent communally-based, learners should be able to access knowledge of different communities. The whole concept of the TIME training course is based on the

⁴ The situated learning approach argues that individuals learn through active participation in meaningful, relevant contexts.

presentation and integration of different perspectives and practices of intercultural mediation.

- 7) *Each learner constructs his own reality.* Due to its subjectivist nature, constructivism allows for multiple interpretations and expressions of learning. It is accepted and expected that each student will interpret information in different ways.
- 8) *Assessment is performance oriented* and does not claim absolute objectivity. It is mainly based on portfolios, projects, role-playing, case studies, self-evaluation etc.

3.2.2. Adult education principles

IMfl training is no exception to adult professional training with regard to the principles applicable. Adult education methodology is based to a great extent on the assumptions of the constructivist paradigm. Therefore certain aspects presented before are included in this section too, from a somehow different perspective.

In the design of the training methodology of the TIME IMfl training course, the following adult education principles are applied:

- 1) *Experience as a resource of learning.* All adults are engaged in learning disposing a valuable pool of experience and prior knowledge. Neuroscience demonstrates that comprehension depends on the association between new information and past experience⁵. Training should build on existing experiences and encourage the learner to actively participate for the creation of new experiences (experiential learning). This calls for active learning methods that involve learning by doing.
- 2) *Motivation.* Adults need internal motivation for learning, rather than external. Learning should respond to their needs, interests and real-life problems⁶, in other words be meaningful and relevant. Relevance of learning is the key-factor to motivating the adult learner. The TIME IMfl training course has been designed after a thorough needs analysis in the field of intercultural mediation, taking into account the varying conditions of the partnership countries, thus ensuring a very high level of relevance.

⁵ New England Literacy Resource Center (2013). *Drivers of Persistence: Relevance*.
http://www.nelrc.org/persist/drivers_relevance.html

⁶ Dollisso, D. & Martin, A. (1999). *Perceptions regarding adult learners motivation to participate in educational programs*. Journal of agricultural education, Vol.40, No.4, p. 38-46.
<http://pubs.aged.tamu.edu/jae/pdf/Vol40/40-04-38.pdf>

- 3) *Appropriate learning environment.* Respect, trust and acceptance are vital for successful adult training. Learners need to feel safe in order to participate freely, take initiatives, experiment, and express themselves. Mistakes have to be viewed and used as improvement aids and not as failures. Creativity and an agreeable atmosphere are important, but they have to be balanced with cognitive achievements, stability, and clarity of purpose.
- 4) *Autonomy and self-directed learning.* Adult learners need control over the learning process. On one hand this gives requires more responsibility and initiative of them. On the other hand it allows them to select, manage, and evaluate their own learning activities. Learners are involved in setting goals and making decisions. Again, this underlines the role of the trainer as a facilitator, coach and supporter in the learning process, rather than an instructor. The present training course encourages the use of self-study and flipped learning practices in order to provide more opportunities for self-directed learning.
- 5) *Different learning styles.* Every individual has his own learning style depending on the preferred perception channel - visual, auditory, or kinesthetic. Trainers have to make sure that they use techniques appropriate for all types of learners and combine them in such a way that different perception channels are employed⁷. There are also different personal learning styles referring to order, analysis level, abstraction and type of information presented and processed, that may be influenced either by the individual's personality and cognitive characteristics or by the educational system, cultural factors and professional specialization. Trainers have to find out about the learning styles preferred by each group of trainees, in order to be able to modify the learning experience accordingly.
- 6) *The trainer as facilitator, coach and learning guide,* as described previously.

3.2.3. Intercultural training principles

Given that intercultural communication and social integration is at the core of intercultural mediation, it is essential that the training of IMfl follows the principles of intercultural education. Therefore, the TIME IMfl training program proposes a training methodology that is permeated by these principles.

According to UNESCO⁸, the basic principles of intercultural education are:

⁷ <https://www.nhi.fhwa.dot.gov/downloads/freebies/172/PR%20Pre-course%20Reading%20Assignment.pdf>

⁸ UNESCO Guidelines on Intercultural Education (2006).

<http://unesdoc.unesco.org/images/0014/001478/147878e.pdf>

“Principle I: Intercultural Education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all.

Principle II: Intercultural Education provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society.

Principle III: Intercultural Education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations.”

The TIME IMfl training methodology applies these principles as follows:

Principle I: The learner group is expected to be multicultural in most partnership countries. The trainers’ nationality and cultural identity more often than not will differ from that of the trainees. Hence, the learning activities, contents and materials empower learners to better understand and appreciate their own cultural heritage, while at the same time developing understanding and respect for the cultural identity, language and values of all the other members of the learning group⁹.

Furthermore, as described in section 3.2.1, a very important aspect of the training methodology is to build upon the diverse experiences of the learners, by incorporating their histories, knowledge, value systems and aspirations into the learning process.

It is the trainers’ responsibility to ensure that the teaching methods and techniques they use are culturally appropriate for each learner group. Trainers are encouraged to combine the modern training approaches presented in Section 4 with traditional media, according to the unique composition of the learner group. This might include story-telling, drama, poetry or songs¹⁰ for better understanding and/or developing values and attitudes.

In addition, Principle I of intercultural education also calls for practical, participatory and contextualized learning techniques, as dictated by the adult training methodology. Such techniques could be study visits, activities in collaboration with cultural institutions, or other activities directly linked to the social and cultural needs of both the host and the migrant communities¹¹.

Principle II: In line with the proposed professional profile of intercultural mediators, learners should be already integrated into the host society (if they are migrants). However, a major

⁹ Ibid

¹⁰ Ibid

¹¹ Ibid

aim of the training program is to deepen participant understanding of the host culture, its values and structures. The program is designed to empower learners to make full use of resources available for networking, self-improvement and professional occupation. It equips learners to undertake targeted action for the promotion of social cohesion, and assume a central, highly energetic role.

Teaching methods that serve this principle are in line with the constructivist approach adopted, i.e. they call for the learners' active participation in the learning process, and integrate various training approaches (formal and non-formal, traditional and modern).

Principle III: Per definition, this principle is the heart of intercultural mediation. The whole training program is designed to equip learners with all the cultural knowledge, attitudes and skills necessary to be able not only to display the qualities described by this principle at professional level, but also to prevent, resolve and mediate conflicts of cultural or linguistic etiology.

As indicated by UNESCO, in order to apply this principle in education, the trainer needs to be the first to correspond to the values taught, by treating others with dignity and respect, and providing for learning in an egalitarian context¹². Additionally, the TIME IMfl training course strongly promotes international communication and cooperation in the field of intercultural mediation, by encouraging the participation in and creation of international networks of professionals.

3.3. Good practices

The design of the TIME IMfl training course embedded important elements from good practices in IMfl training in Europe (for an overview of the good practices referred to see product O2 of the project, *Description of 10 good practices in IMfl throughout Europe and suggestions for transfer*). Transferred elements may refer to different aspects of the training course, such as content, methods or structure, and are presented here in detail.

- 1) Transfer from good practice: Intercultural Mediation Program in Hospitals (Belgium). From the various aspects of this practice, elements have been transferred from the training methodology proposed by Van Dessel¹³ that was extensively applied in the trainings implemented by the Intercultural Mediation and Policy Support Unit. These elements refer to:

¹² Ibid

¹³ Gisele Van Dessel (1998). *A Training Model for Intercultural Mediators*. Brussels. For a more detailed presentation see the Appendix.

- a) *Development of cases as training tools.* For case studies referring to intercultural mediation encounters the TIME course adopts the structure used in Belgium, namely:

Presentation of case

Analysis of the actors' different perspectives

Pre-interview: 1) Group work for the identification of mediation objectives in pre-interviews with client and service provider. 2) Plenary discussion. 3) Role-playing both pre-interviews.

Mediation interview: 1) Group work for defining the mediator's objectives during the interview and plenary discussion. 2) Appointing some trainees as observers who have to provide feedback of the communication triangle. 3) Role-playing the mediation interview. Trainees observe the mediator and suggest alternative solutions by enacting them.

Post-interview group discussion: 1) Client and service-provider compare the different communication effects they have experienced by different mediators/trainees. 2) Discussion of the mediator's approach and its impact. 3) Observers provide feedback on verbal and non-verbal communication elements. 4) Participants comment briefly on what they have learned from the session.

- b) *Supervision strategy for mediators in the workplace.* As described in more detail in *O4-A4 Recommendations of Practical Training*, supervision in the workplace is considered essential for the qualitative training of intercultural mediators. The general structure applied in IM trainings during the 1990's in Brussels is adopted by the TIME project. On-the-job supervision should be conducted by a coordinator and the appointed supervisor. They are jointly responsible for providing the mediators' job description, support and evaluation.

- 2) Transfer from good practice: Remote Interpreting Services in Healthcare (Switzerland). The elements transferred from this practice refer to:

- a) *Content.* Most of the topics covered by the training module developed for telephone interpreting in Switzerland¹⁴ are covered by Module 4, *Interpreting*, of the TIME IMfl training program. Topics related to consecutive interpreting, concentration and memory techniques, and evaluation, are dealt with in Topic 4.1, *Interpreting Techniques*. Similarities and differences between on-site and remote interpreting, framing conditions, articulation, and ensuring understanding are covered in Topic 4.2, *Remote Intercultural Mediation Services*. Debriefing techniques are presented in Topic 5.4, *Self-improvement Techniques*.

¹⁴ http://www.inter-pret.ch/admin/data/files/marginal_asset/file/45/idv_m3_dt.pdf?lm=1445265303

3) Transfer from good practice: Training Course for Developmental Agents and Intercultural Mediators (Belgium). The elements transferred from this practice refer to:

a) *Content*. The TIME IMfl training course covers almost all subjects delivered in the *Training Course for Developmental Agents and Intercultural Mediators*, even if modules/ topics bear different names. The following topics are common in the two courses (phrasing according to the Belgian course):

- History, sociology and migration policy, and communities in host country
- Narratives of migration and/or cultural trajectories
- Intercultural approach to elements of neurosciences, social psychology, anthropology
- Theoretical and practical communication
- Management of conflicts and interpersonal negotiation
- Group dynamics
- Stigmatization of social groups
- Urban policy of integration and social cohesion
- Structure of the state
- Mental training

b) *Allocation of in class teaching, coaching and practice*. The Belgian course applies the ratio 72% in class teaching / 8% coaching / 20% work placement. A similar ratio is recommended for the TIME IMfl training course, as practice and coaching are considered extremely important for the professional development of intercultural mediators.

c) *Evaluation and assessment procedures*. Similarly to the course in Belgium and in accordance with the constructivist approach, the evaluation and assessment procedures of the TIME IMfl training course emphasize on the ability of the participant to apply in practice what has been learned. For more details on evaluation and assessment procedures see *O4-A5 Development of Assessment Methodology*.

4) Transfer from good practice: University Courses in Interpreting – Mediation (France). The elements transferred from this practice refer to:

a) *Teaching techniques*. As in the French course, the extensive use of practical workshops, role-playing and situation scenarios is promoted in the TIME IMfl training course.

b) *Content*. Most of the content delivered by the course on *Interpreting-mediation in Social and Medical Settings* by the Paris-Diderot University is covered through

the TIME IMfl training course, although order of presentation and labeling of modules/topics varies. However the TIME course provides a more extensive and in-depth presentation of these topics, as it can be seen from the duration of the course. Topics covered by both courses are presented in what follows (for facilitation of comparison, the phrasing of the French course is adopted):

Module 1: Context and civilization, the important subjects of the otherness

- Race and ethnicity, definition, history
- Host country and minorities, history, integration policies
- Evolution of the perception of women's role in the society: gender theory

Module 2: Translation and interpreting: introduction to the techniques

- Practice of consecutive interpreting: approach and practical workshops

Module 3: Specificities and contents of the interpretation – mediation

- Evolution and construction of the role of the interpreter-mediator, the history of a job
- Position of the interpreter-mediator in a therapeutic and medical consultation
- The triologue: between interpreting and mediation, ethics and code of conduct of the interpreter-mediator
- The dialogue with four persons: the interpreter, the migrant child and its parents

Module 4: The fields of intervention of the interpreter-mediator

- Major principles of the host country administration
- Right of the foreigners
- The hospital and its structures, presentation and terminological approach
- The school system, presentation and the terminological approach

c) *Required linguistic skills.* The French university course requires a master level in French and at least one foreign language. Similarly, the TIME IMfl training course requires knowledge of the host language and one migrant language at C1 level.

5) Transfer from good practice: Training and Certification System for Intercultural Interpreters – Mediators (Switzerland). The elements transferred from this practice refer to:

- a) *Methodological concept.* Many structural and methodological elements¹⁵ of the Swiss training system have been copied in the TIME IMfl training course:
- Flexible modular training.

¹⁵ INTERPRET. (2002). Ausbildungsstandards für SprachmittlerInnen und interkulturelle VermittlerInnen im Gesundheits-, Sozial- und Bildungsbereich. Schlussbericht zuhanden des BAG. Retrieved from http://www.interpret.ch/uploads/media/Ausbildungsstandards_Schlussbericht_2002.dt_03.pdf

- Teaching and learning ways adapted to the target-group. A resource oriented adult teaching methodology has been adopted, with respect to the frequent prevalence of women with migrant experience.
 - Systematic self-reflection. Learners are trained to use proper self-reflection techniques during theory and practice for processing their experiences and attitudes.
 - Supervised work placement is of central importance.
 - Self-study sessions are integrated into the theoretical parts of the course.
- b) *Pursuing empowerment through appropriate principles and techniques.* In the Swiss training system for intercultural interpreters / mediators, empowerment is the basic didactic principle. The TIME IMfl training course actively pursues the empowerment of participants, through adopting the principles and techniques employed to that purpose by the Swiss system¹⁶:
- Participant oriented training
 - Involvement of trainees in shaping targets and paths of the training process
 - No hierarchy in the class – the trainer and the trainees learn from each other
 - Equal treatment of participant languages, countries, genders – creation of opportunities to involve different languages, learning styles and communication forms
 - Experience orientation. The training is building on the migrant experience of the trainees, taking into account issues of gender, language, origin etc.
 - Empowerment orientation. Reflection on the own experiences will enable the trainees to process successfully conflicts caused by migration and gender, and develop strategies for the improvement of the personal and social life of migrants. Helping people help themselves should also be addressed through the learning process
 - Partiality. The migrant perspective has to be integrated explicitly into the training process in order to counteract the disadvantage of migrants. Migrants and women should participate as trainers so that training becomes fairer
 - Resource orientated training. Social skills, strengths and other resources of the trainees build the basis for the training process – not their deficits
 - Integrative approach. To the extent possible, personal, professional and political education threads are interconnected. The meta-level should also be addressed, by establishing repeatedly a connection between the reality of the participants and the reality of the training organized in a specific social context on one hand, and the targets pursued on the other hand.

¹⁶ Ibid

- c) *Content.* A whole module in the Swiss training system is dealing with project implementation in an intercultural context. The ability to organize and implement effective awareness raising and educational projects is considered essential in the TIME IMfl course, therefore project design, implementation and evaluation has been included in several modules, according to the intervention field in that course.
- d) *Required linguistic skills.* The Swiss training system requires good to very good linguistic skills in both languages (i.e. host and one migrant language) equivalent to level B2 for the Swiss Certificate for Intercultural Interpreters INTERPRET (EQF 4) and C1 for the Confedrate Professional Certificate for Intercultural Interpreters - Mediators (EQF 5). The TIME IMfl course that is designed at level EQF 5 requires linguistic skills at C1 level; however B2 level could be also accepted under certain circumstances.

4. Recommended teaching techniques

In accordance with the theoretical teaching methodology background presented before and the good practices, the teaching techniques recommended for the TIME IMfl training course are selected with respect to content and duration of each module/topic and the desired learning outcomes.

More specifically, the recommended teaching techniques:

- 1) Promote experiential, collaborative and self-directed learning. At the same time, more traditional techniques like delivery ex-cathedra are not excluded.
- 2) Address all perception channels (visual, auditory, and kinesthetic) and cater for different learning styles, when used in combination.
- 3) Are differentiated according to the learning activity type: a) *Exploration activities* reveal existing representations, experience and knowledge, provoke reflection and critical thinking, and lead to the realization of training or reconstruction needs. b) *Presentation of information* provides new material for the construction of new schemata, knowledge, attitudes and skills in harmony with the desired learning outcomes. c) *Application in practice* leads to the acquisition and consolidation of new skills, competences and experiences.

Of course, in determining the extent and frequency of use of each technique the trainer has to take into account the unique characteristics of each learner group and the learning styles of the individuals involved. Training techniques can be added or omitted according to need.

With this limitation, the teaching techniques recommended for each module/ topic from the TIME IMfl curriculum (O4-A1) according to the learning activity type are presented in tables 2-4.

Table 2: Teaching techniques for exploration activities.

Learning activity type: Exploration	
<i>Techniques</i>	<i>Recommended for modules (M)</i>
Representation exercises	M1-6
Memory activation	all
Questions	all
Reflection	all
Brainstorming	all
Self-observation	M2, 3, 5 and 7
Group activities	M2, 3, 5 and 7
Group discussion	M1-6
Self-assessment	all

Table 3: Teaching techniques for presentation of information.

Learning activity type: Presentation of information	
<i>Techniques</i>	<i>Recommended for modules/topics</i>
Lecture	M1-6
Demonstration	all
Use of multimedia	all
Flipped learning	M1-6
Support with handbooks or other material	all
Interview/lecture from expert	M1-6
Study visits	M 1, 4.2, 6
Learning platform	all
Self-study	all

Table 4: Teaching techniques for application in practice.

Learning activity type: Application in practice	
<i>Techniques</i>	<i>Recommended for modules/topics</i>
Brainstorming	all
Role-play	M2, 3, 5.3, 6
Simulation	M1-6
Exercises	all
Case-study (incl. videotaped)	M1-6
Experimenting	M7
Working in teams	M2-6
Group discussion	all
Teambuilding and group activities	M2-6
Presentation by learner	M1, 5.3 7.2
Peer learning	all
Workshops	M2, 3, 6, 7
Moral dilemma exercises	M2, 5 and 6
Self-assessment	All except 7
Reflection	All except 7
Individual coaching sessions	M1-3, M5-6
Action plan	all

5. ICT Tools

One of the innovations in education is the use of ICT (information and communication technologies). They appear due to the need of adapting educational processes to a changing reality. These technologies can be introduced in all forms and levels of education and training. They can facilitate access to education, contribute to equity, the delivery of quality learning and teaching, student development etc. Their use pertains to different teaching methodologies whilst also they can be used as teaching aids (in the form of a technique) in the field of more conventional teaching methods.

In a reality where students or mediators encounter and use ICT in all aspects of their daily life, it is important for intercultural mediation trainings to make the best use of ICT tools.

5.1. Basic content production

Modern type of learning combines the traditional education with new technologies, multimedia content and materials. Multimedia is a broad term covering a variety of media such as text, sound, video. Contemporary learning is also advanced by recent technologies such as Web 2.0 and social networks.

1. Microsoft Office tools

The main tool to create teaching content for mediation training is the most common set of software – *Microsoft Office*. Microsoft Office is software used in preparing all kind of teaching materials. Not only the traditional text (Microsoft word), but also numbers and figures (Excel), as well as multimedia presentation through the Power Point tool. Power point presentations are now one of the most popular forms to present materials. In preparing a power point presentation it is important to consider the following principles:

- A multimedia presentation cannot be only a textual representation of training content. The content needs to integrate in a harmonized and balanced way various forms of media: texts, illustrations, charts, animations, videos, sound recording etc. The information transmitted via text should be formulated in a structured way.
- The presentation aids teaching without substituting it. Each slide of presentation must be discussed and commented by the trainer.
- The effectiveness of the presentation depends on the way the content is structured. This can be achieved by underlining elements such as: the font size, their shape and color - avoid monotony of color, style and size, use versatile forms of presentation (text beside the image, chart plus table etc.).

- Media that are usually used in presentations are: pictures, audio files, videos (study visits, interviews, group events, experiments, docu-drama), animations

Another MS Office tool used for preparing basic educational materials is *Publisher*. This is a tool for creating professional publications, projects, and educational materials to print in the office or in professional printers, distribute via e-mail and browse in the Web. Maintaining interest and variety in communication with the course participants are crucial for both teachers and trainees. The most useful features of MS Publisher are:

- The program allows trainers to create a complete set of educational publications using digital creators associated with Web pages related to e-mail, as the e-mail newsletters creators. It is also possible to create printed publications, such as brochures, newsletters, posters, CD/DVD, and many others.
- Trainers can create publications using an expanded collection of templates.
- Trainers can merge publications pictures and text from other data sources (eg. MS Office programs: Word, Excel, Access) thanks to the option called Catalog Merge, which enables the creation of many types of publication - from a datasheet to a sophisticated catalog.
- This software is helpful in preparing projects ready to print in good quality and high resolution.
- The prepared projects can be used by publishing them in many ways - print it on a private printer or in a professional print shop, posted on the Web, sent as digital material via e-mail or as an attachment.

Thanks to the *MS Excel software* the trainer is able to prepare a set of databases used during the course. If the teacher has to present the relevant figures, the possibilities offered by the MS Excel can contribute to a clear and attractive message. Worksheets in Microsoft Excel often take the form of lists. During presentations trainers can use an MS Excel tools to:

- Use filters in order to display the subsets of rows needed
- Sort the list using alphabetical, numerical, chronological or other criteria
- Insert automatically a partial summary
- Compare and analyze data in a pivot table, which is an interactive worksheet table summarizing large amounts of data

Microsoft Excel allows much more in data operations and is a very useful tool to enhance readability. Trainers can analyze the data in charts, and present them in a variety of forms such as lines, poles, columns, slices etc.

Excel software can be also used for students' assessment. The spreadsheet is a useful tool for measuring the quality of work and for evaluation:

- Analyzing the results of tests
- Analyzing the results and establishing comparisons and reports

- Enabling the smooth running of the documentation related to the assessment of the level of students' skills
- Graphs prepared on the basis of data sets can help participants track their progress on the graphic materials
- To carry out continuous monitoring of participants' progress

2. Corel Draw Software

Corel Draw is a graphic package used for painting, drawing, photo editing. It provides tools for transforming an image or composing it as a collage. It allows deforming the image using filters, changing its color, geometry; it also provides the possibility of freehand drawing and painting. Besides the possibility of obtaining special effects that enhance the attractiveness of expression, Corel Draw allows to realize individual ideas. This is due to the unique forms of expression, thanks to the adaptation of previous achievements in the field of imaging. Corel Draw builds a new, original language in education. Trainers can present their own experiments and test them in the teaching process.

The main features of Corel Software are:

- Basic editing tools
- Precise object transformations
- Page aligning and distribution facilities
- Text processing
- Graphic tools to support the work
- Effects in vector format
- Effects in raster format

3. Adobe Software

Adobe Software is one of the most common software used in commercial and educational activities. It is a set of programs that allows for many educational activities but also it helps in preparing training materials. The most popular programs used in teaching methodology and content are:

- *Adobe Photoshop* - graphics program designed for creating and processing raster graphics. It can be useful in:
 - Image processing
 - Adding visual effects to images
 - Formatting educational materials
 - Transforming file formats

- *Adobe Premiere* - set of tools for video production. It enables the processing and editing – on computers and devices – of video materials, as well as creating films, television and Internet material. In education it is used for preparing video educational material. It is useful for:
 - Editing and cutting available video files
 - Editing recorded files
 - Adding texts to videos
 - Editing sound and voice level in video clips
 - Combining video files
 - Exporting movies in common formats
 - Using effects and editing tools
 - Preparing video trainings
 - Preparing blog content
 - Creating materials using in e-learning platforms

- *Adobe InDesign* – computer software used to create works such as posters, flyers, brochures, magazines, newspapers, and books. It is also used to create printed training materials or e-materials for portable devices. InDesign helps in desktop publishing process.

4. Prezi presentations

Presentations created in PowerPoint are now the standard and also very popular solution. However, there are web-based alternatives that allow creating a professional presentation from a web browser. The web service Prezi.com is a good tool, so that the trainer can prepare an interactive presentation that can be saved on a disk or shared across a network to selected individuals.

Web applications have an advantage over computer programs, because they can be used virtually on any device, without the need to download and run installation packages. Whether the user runs them on hardware with Windows, Mac or Ubuntu, everything always looks and works the same way, and to access the program the user simply needs to log in.

Prezi offers access to a tool with which a trainer can prepare interesting, readable presentations. Projects can be enriched with additional descriptions, photos and other multimedia. During the preparation of the project in Prezi, it is possible to select the template on which to work. All items can be personalized by changing the arrangement and size. In addition, the project can be enriched with multimedia, such as additional images, clipart, video clips and slides from a Power Point presentation. With this last function the trainer can use Prezi to refresh the look and style of already existing projects.

Completed presentations can be viewed and shared on the network. There is a function that allows sharing the finished project by e-mail, Facebook, Twitter, LinkedIn and the option through which to generate a special code that will allow placement of the presentation on the website.

5.2. Communication

Modern communication technologies applied in the field of education constitute a real revolution. A computer with Internet access, a simple device such as a microphone, a speaker, a webcam or free software creates almost unlimited possibilities for training, regardless of geographical distance. Such technologies make it possible for members of the mediation community to participate in virtual meetings, get in direct contact with experts, as well as to cooperate and exchange experiences with fellow mediators in other places. Furthermore, they facilitate the communication between training participants. The most common tools used for communication purposes are:

- Videoconferences: communication channels used to organize a meeting with an expert, an authority in the field or simply between trainer and participants. Especially in the case of mediation it could be a unique opportunity to create a space to share experiences with other mediators. Popular tools used for this type of communication are Skype, Google Hangouts, and Adobe Connect. Certain Skype functions useful in mediation training are:
 - ✓ Voice over Internet Protocol
 - ✓ Skype translate
 - ✓ Mobile messages
 - ✓ Skype voice mails
 - ✓ Group conferences
 - ✓ Skype to go
 - ✓ Video messages
 - ✓ Files sharing
 - ✓ Desktop sharing during conference
- Online live broadcasting – it allows for virtual participation in lectures or training. It can also be used in broadcasting events or following participants in particular activities. Popular tools: videoconference tools, Periscope App.
- Chat (online text conversation) - the advantages of using this tool are similar to those shown above. The advantage of chat is better functionality - this kind of conversation does not require any assistive devices beyond the PC with Internet access. This method of communication is much better suited for contact between trainer and participant, rather than as a forum for discussion for a bigger group. Chat can be

perfectly used as a tool to support an educational project – cooperating can be led by sharing comments, asking questions, consulting tasks with persons involved in the project as partners. The trainer’s task is to organize chat-consultation in the form of meetings online. Useful tools: Google Hangout, Facebook Messenger, WhatsApp.

- Social network communication: The most popular tool to create a network and communicate with one another is Facebook groups. This simple on-line communication platform can connect all of training participants with the trainer. A group on Facebook allows discussion in the form of message boards, comments on published content and communication. It works as a tool that supports work on a project, facilitating the creation of working groups. Trainers can use these groups to send messages, reminders, or homework. There are several possibilities such as:
 - Supportive and multimedia materials: trainers can publish on the group wall several pieces of information, providing interesting data, posting on the wall links to valuable articles and multimedia resources. The participants can share reviews and comments by posting them on the group profile. They can inform one another which pages on Facebook are worth visiting, or they can use this communication channel to gain fresh information on mediation, the international situation, immigrants etc.
 - Presenting training results: it is important to present the results of training and participants’ projects in group platforms such as Facebook groups. Trainers can also share with participants presentations and training material.
 - Information and opinion: Facebook offers the possibility of collecting information and group opinions by opening a poll. It is a very comfortable way to evaluate trainings and collect opinions.
 - Networking – Group and team work are issues that are becoming increasingly important in contemporary education. The best method is to create opportunities for collaboration. Social media are a good environment, enabling real-time contribution of individual team members in discussions, communication and presentation.

5.3. Announcement

In so far as group communication and announcing important information (i.e deadlines, activities) are concerned, a Facebook group (as described before) provides very satisfying options. Nonetheless, e-mail is still considered as the most popular way to communicate. Contemporary e-mail platforms such as Gmail provide many useful opportunities for group

announcements. What is important, Gmail accounts provide the user not only with an e-mail address; they are a key to all Google applications. Gmail is a tool for remote communication with students and optimizes time management as it is possible to simply use it on portable device. Main useful features of Gmail accounts are:

- Organize students into groups, or organize them by giving labels to streamline communications with them
- Creating and maintaining a group chat with support for audio and video
- Advanced contact management
- Calendar with many useful functions (allows for scheduling, email alerts)
- Creating, retrieving and publishing documents
- The ability to create and manage a blog, for example, on an educational project

Another tool associated with electronic communications and announcements, is the newsletter. A newsletter is an electronic form of a magazine, distributed via e-mail. The main purpose of the newsletter in education is to create the repetitive information - message. It could be sent e.g. once a month just to emphasize important information. It usually contains pictures and links to the full content, which cannot be included in the newsletter. This form of communication can be very useful for trainings, as it provides information about various activities or projects.

5.4. Collaborative working

Collaborative working on some topic or material is an integrated method of the ICT tools used in education. This is one of the crucial elements of the Web 2.0 network activities. Web 2.0 sites are those where users are allowed to participate in creating content. Web 2.0, thanks to this option and its attractiveness, has now become an alternative way to use the Internet. The potential of Web 2.0:

- Training can be much more efficient when participants will not only be presented knowledge and information, but they also co-create and use it in a practical and independent action.
- Participants have broader access to sources of knowledge than in traditional teaching; furthermore through the various forms of communication they establish with other users, the trainer and other professionals in the field, they can exchange experience.
- Education led through Web 2.0 can be a personalized path, tailored to individual needs and predispositions.

An example of the Web 2.0 available technologies is the Wiki (MediaWiki) platform. It is a website created by users that allows to manage the content. In this case participants and trainer can build content together:

- Participants can create thematic sites by their own
- Participants can build their own database sources (posting literature of their subject, but also links to resources available on the network)
- Participants collect and provide the knowledge base and links on the topic
- Participants create a vocabulary of terms used for trainings and for mediation
- Participants can create a handbook and reports, based on the training materials

When Gmail accounts are used, the option for group work can be applications like Google Drive and Google Conceptboard, both using webcasting technology that is streaming work with editable tools. Whether the participants work on an idea or a concrete project, the application gives the opportunity to submit pre-prepared materials, such as documents, pdf files, presentations, photos etc. During the remote work, participants can exchange comments and work on uploaded material. This type of Google applications usage in education is called G-education and it becomes more and more popular.

Google Docs is a free web-based office suite. It includes applications for creating text documents, presentations, drawings, surveys and spreadsheets. The most important advantage of the service lies in the possibility it provides for the personalization of students' group work. For each student can place their work in their preferred time and place. All changes made by students are immediately visible for the other students and the teacher, without the need to send and update files. At the same time, this allows students to work together on a single document – e.g. a report – and of course to continually improve the document. To enable the trainer to check the contribution of each individual participant Google Docs provides a history of changes.

A new platform for group work and team collaboration is Slack. It can be a very useful tool in educational communication and work process. Slack operates on a similar principle as Facebook groups. Slack participants can create their own channels, and then invite and add selected users there. On the Slack channel there can be shared notes, one can exchange files with other participants, send messages and use the search engines. Slack works in real time and supports many familiar tools like Dropbox or Google Docs. Thanks to many collaboration options Slack can create different levels and groups for communication and work. Several subgroups can be created in one channel. Slack provides an interesting combination of e-mail with chat and collaboration workplace.

5.5. E-learning platforms

The necessity of lifelong learning and a steady increase in the availability of information and communication technologies make distance learning (e-learning) the most developed field of education. One of the most popular among the e-learning platforms is Moodle. This is an open system (open source) and free platform for conducting classes in accordance with the principles of e-learning. Course participants learn how to interact with the training material, prepare materials for others, and interact with other students in relation to the training material. It complies with the standard SCORM, which allows the trainer to create his/her own content (e.g. tests) in independent tools that support this standard, such as Adobe Captivate or Exert. The basic course elements in Moodle are:

- Links to web pages
- File catalogs
- Texts or images

Moodle also allows trainers to add interactive training material such as:

- Surveys
- Voting
- Lessons
- Quizzes
- Workshops

There are also activities that enable students' interaction. They are used to create a community around the course material that takes the form of:

- Forums
- Chats
- Glossaries (students and / or trainer can supplement the dictionaries)
- Wiki materials
- Tasks (the ability to review and provide feedback)
- Modules, which allow other types of interaction - for example, schedule meetings with each other.

An important function of Moodle is the trainers' ability to manage students. This function includes:

- Access to information about course participants
- Divide participants into groups
- Course registration, calendars
- Track students' activity and their evaluation
- Communication between platform users

Assessment is one of the most important functions of the Moodle platform. Standard scales include assigning a value of 1-100%. Trainers can define their own scale suited to specific

purposes. Assessment lists can be exported in text format, or spreadsheet. By using Moodle trainers can track not only obtained evaluation, but also the full activity of each student.

5.6. Distribution

The content material could be published in e-learning platforms such as Moodle 3.0. This is a very convenient way to publish learning materials. The administrator of the content platform, who can be the trainer, can upload there any material - text files, audio and video, links to relevant web pages. However, the platform provides the possibility of interaction between the teacher conducting the course and its participants –i.e. students can post on the platform (within the limits set by the trainer and taking into account the technical possibilities of the platform) their own material, links, create public galleries and databases. The way to put these materials on the platform depends on the platform's construction. It is possible to either attach ready files, previously prepared by the trainer, or enter the content by using tools specially prepared by the platform's creators.

There are several possibilities to publish video material in the Internet. The most popular are:

- YouTube
- Vimeo
- Dailymotion

Each of these allows trainers to open a private channel with the video materials prepared for participants. YouTube has its own editor and subtitle tool, so it is possible to add subtitles in different languages.

Presentations containing graphics and text materials can be published on Google Drive or the SlideShare tool. SlideShare is a Web 2.0 based slide hosting service. Users can upload files privately or publicly in the following file formats: PowerPoint, PDF, Keynote or OpenDocument presentations. Slide decks can then be viewed on the site itself, on hand held devices or can be embedded on other sites.

5.7. Concluding remarks on the use of ICT tools

It is evident that choices to apply ICT in education are endless. However, it is important to keep in mind that these tools should always serve the training methodology and objectives, and not overshadow them.

When designing online material, trainers should also take into account certain principles of e-learning, such as¹⁷:

- *Multimedia principle*: Evidence shows that words and graphics are more conducive to learning, rather than just text or graphics alone. With a balanced use of these two elements, both the auditory and visual channels are involved in learning.
- *Contiguity*: The media combined (text, graphs, sound etc.) need to be placed in a way that helps learners to recognize immediately the connection between them.
- *Coherence*: When learners are not experienced with the use of multimedia in education, all unnecessary information in multimedia messages should be eliminated (whether sound, images or words), as they may decrease learning and cause distraction.

¹⁷ <https://sites.google.com/site/cognitivetheorymlearning/home>

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APPENDIX

How to develop a case as a training tool (Van Dessel model)

The following methodology for the development of a case as a training tool in IMfl was proposed by Gisele Van Dessel (1998) in her paper *A Training Model for Intercultural Mediators*, p.p. 8-10. In this document slight adaptations were made for the needs of the project. This methodology combines a number of training methods – group work, brainstorming, role-playing, observation, self-analysis / reflection – that call for the practical application of all knowledge, skills and competences involved in the particular case. It covers both the pre-interview and the mediation interview. Depending on the case, a pre-interview may not be always necessary or possible. The trainer needs to be vigilant whether objectives of each stage need to be adapted.

Step 1

Description of case (text provided by trainer)

Step 2

Analysis of the actors' different perspectives (client and service provider – text by trainer)

Step 3 – Pre-Interview

Guidelines concerning training methods

1. Trainees are asked to list out the mediation objectives of both pre-interviews related to the case in 2 small groups
2. Plenary discussion/ completion if necessary
3. Adopt these objectives to the case by role-playing both pre-interviews

Guidelines concerning mediation strategies

Especially in a case when lack of communication has already created some tension or conflict, a pre-interview with the service provider and one with the client is preferable.

1. Objectives of pre-interview with client
 - Clarify your role as a mediator (including confidentiality)
 - Assess the level of interpreting support that will be needed
 - Assess the client's familiarity with the service
 - Get to know the problems the client has encountered during the current care prior to contact with the mediator
 - Get to know the client's expectations towards the service
 - Listen to her / his arguments (in case of a conflict)

- Gain trust from the client
 - Agree on the objectives of the mediation
2. Objectives of pre-interview with service provider
- Be briefed about the current care to the client
 - Be briefed about the history of the case and the aim of the interpreting interview
 - Assess the service provider’s attitude towards the client as an individual or/ and as a member of a community
 - Clarify your role before starting the mediation (in case the service-provider has not worked with a mediator before)
 - Provide cultural information if relevant to the care of the client
 - Agree on the objectives of the mediation

Step 4 – Mediation Interview

Guidelines concerning training methods

1. Appoint some observers in the trainee-group who particularly have to feedback on the “communication triangle” during the coming role-play (seating arrangements, eye-contact etc.) and non-verbal elements in the communication process in general
2. Trainees are asked to list out the aims and objectives of the mediation interview *from the mediator’s perspective* in small groups. A plenary discussion and completion follows.
3. Role-playing the mediation interview
 - Trainees are asked to observe the mediator’s approach during the interview
 - Trainees’ are asked to take the mediator’s place whenever they feel they would act differently when facing the situation as a mediator. In this way feedback is directly demonstrated and it will appear whether his/ her alternative if more effective
4. Post-interview group discussion
 - Client and service provider are asked to compare the communication effects they have experienced facing the different actor/ mediators
 - The mediator’s approach and its impacts on client and service provider are discussed
 - Observers provide feedback on direct communication conditions (open triangle) and non-verbal communication elements
 - Brief evaluation from participants on what they have picked up from the session

Guidelines concerning mediation strategies

1. Mediators will use their skills to make communication between the service provider and the client as direct as possible. Seating arrangements should be appropriate, and the mediator should ask the service-provider to speak directly to / keep eye-contact with the client (warrant 'open communication triangle' during the interview)
2. Objectives from the mediator's perspective: according to case