

**СЕКЦІЯ V «МІЖНАРОДНА ОСВІТА:
ТЕХНОЛОГІЇ ТА МЕХАНІЗМИ
РЕАЛІЗАЦІЇ»**

**INTERCULTURAL MEDIATION AND
COUNSELING IN THE INTERNATIONAL
EDUCATION**

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The article describes several of the excellent practices currently taking place in Europe where intercultural, multicultural or transcultural mediation is implemented in the system of education. The modern challenges of globalization, war and other geo-political crises demand new kind of international education. The principles of intercultural mediation and counselling could be effectively implemented in education and communication with culturally diverse clients.

Keywords: education, intercultural competence, intercultural mediation, international education, migration.

Migration and the advent of increasingly multi-ethnic and multicultural societies contribute to drastic changes [2]. The growth of diversity in societies leads us to consider the need for intercultural competencies to prevent and solve intercultural conflicts. These competencies have become a key to our personal and professional life as in our societies we tend to find ourselves dealing with people of different cultural backgrounds and multidimensional identities.

It is important to identify positive outcomes and opportunities, as well as negative factors and risks related to diversity (i.e. migration and living in a multicultural context). The problem of effectiveness of international education is connected with the problem of social integration and social adaptation of migrants accordingly. This problem is caused by their status as stateless persons and it's impacts on their cultural awareness and communication. As mentioned by Zygmunt Bauman in his famous book "Liquid Modernity", "One needs to live, to visit, to know intimately more than one such universe, to spy out human invention behind any universe's imposing and apparently indomitable structure" [1, s. 207]. All approaches in the modern international (multicultural) education should be value-based [3]. And mediation is one of the strongest value-based technologies.

The paper aimed at the research of development in the international education of intercultural competencies to foster the social inclusion and social cohesion processes. This kind of educational technologies could be effectively applied not in the sphere of formal education but

in the sphere of informal education. The informal education to be conducted in the host communities in the case of fleeing migrants (refugees from Ukraine, in particular). Also, this research should have on sufficient impact on the integration of divided societies by the development of effective technologies of intercultural counselling & mediation.

Methodology and previous results. Many researchers state that the intercultural approach provides a great support for facing challenges of globalization, growing migration flows and culture-based conflicts. In the appropriate literature we can meet "intercultural", "multicultural" and "transcultural" terminology and semantics. In this research we follow the intercultural approach and intercultural mediation, in particular. The concept of "intercultural mediation", meaning interventions that consider both, similarities and differences between cultures, and that promote encounter, contact, dialogue, interaction, and conflict management – demonstrated by Agostino Portera and co-editors in the book "Intercultural Mediation Counselling and Psychotherapy in Europe" [3]. Agostino Portera is well-known specialist in the sphere of intercultural competence. He is a Full Professor of Intercultural Education and Director of the Centre for Intercultural Studies at the University of Verona, Italy. His most recent publications on the matter of intercultural competence development in education include *Manuale di pedagogia interculturale* [Handbook of Intercultural Education] (2020); *Intercultural and Multicultural Education: Enhancing Global Interconnectedness* (with C. A. Grant; 2011), and *Intercultural Education and Competences for the Global World* (with C. A. Grant; 2017). Another member of the team - Marta Milani is a Postdoctoral Fellow at the University of Verona, Italy, where she is involved in research and educational consulting at the Centre for Intercultural Studies. She also focused on intercultural education, especially the development of intercultural competence at school. Her most recent publications include the books *A scuola di competenze interculturali. Metodi e pratiche pedagogiche per l'inclusione scolastica* (2017) and *Competenze interculturali a scuola* (2015). The team of the Center of Intercultural Studies implemented the results of their investigations not only in the publications but in the practical tools of intercultural competence, which have been developed and presented in the Master's program "Intercultural competence" at the University of Verona, Italy. Also they moved deeper – into the sphere not only intercultural mediation but counselling. And it's important to stress that the problem of intercultural mediation in Europe is in the focus not only European researchers. Portera's co-editor and academic partner Roy Moodley is Associate Professor of Counseling and Clinical Psychology and Director of the Centre for Diversity in Counselling and

Psychotherapy at the Ontario Institute for Studies in Education of the University of Toronto, Canada. He enhanced the psychology and education by the results of his research of critical multicultural counseling and psychotherapy; race and culture in psychoanalysis etc.

Research results. The project of investigation and promotion of intercultural mediation approach is based on a deep theoretical study, carried out by screening recent research results, in a transdisciplinary framework guided by systems theory, social and cultural anthropology, psychology and psychotherapy, pedagogy (education), cognitive sciences, in particular, including the study of cultural identity, cognitive mechanism of human behaviour, communication studies and the study of co-operative conflict transformation. "Intercultural mediation in education" project is oriented to generate discussion, raise new questions and move research into the practice of social dialogue. The project will train experiences on intercultural sensitivity for the management of diversity. This approach highlights theories and several of the excellent practices that are currently taking place in many European countries which integrate intercultural, multicultural and transcultural approaches as part of its education, health and mental health services. The project addresses the question of ethnic, cultural, religious, gender and power diversity, its points of tensions and psychopathology, and its place of resilience and wellbeing [4].

Conclusions. In international education the intercultural competence will play the one of the key roles. And we can consider the mediation as one of the most appropriate and effective tools of conflict resolutions and practical intervention. Practically oriented concept of education is concerned on the challenges of rising globalization and interdependence. Intercultural communication is the actual not only for different ethnic groups but for groups of persons holding different beliefs, values and patterns of behavior.

Perspectives of further research. It is necessary to conduct theoretical literature research and develop methodology of an empirical study, conducting of interactive survey in the educational intercultural communities. It demands not only theorization, based on the findings, but interactive scientific events for discussion with a wider audience (webinars, seminars, round table debates etc.). These events will add some value in the development of didactic materials of teaching course and finalization of research in paper publications (didactic materials). Promotion principles of intercultural counselling and mediation leads to preparing and conducting of dissemination events (final round table debates, presentation of the teaching course "Intercultural mediation & counselling in education").

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