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Mediation in Education

IO2: Collection of Practices on Educational Mediation



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STIMULI



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Introduction

“A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it”.

The goal of this activity is a collection of educational materials and approaches for mediation in educational institutions, aimed to empower educators with new professional knowledge and skills to solve conflicts.

On the other hand, based on this activity the educators will be able to create their own approaches and tools using the already existing ones and being aware of their advantages, disadvantages, opportunities, and threats.

The great thing is that this document provides a comparison between the methods and approaches delivered in the partners' countries with a focus on similarities and differences but most of all what works and what does not in different conflict situations.

What is more, the students will also benefit from the collection as their teachers will present the practices and facilitate students to take on active positions in solving every day conflict situations.

Good practices from Spain

Activity Owner/Author/Creator/Publisher
Institution: La Nave
Country: Spain
Position and role of contributor:
Email address: info@lanavemadrid.com
Website: lanavemadrid.com
Overview of Activity
Title of the activity: I JORNADAS DE MEDIACIÓN ESCOLAR Y NUEVAS TECNOLOGÍAS. ANDREA APP – NECTAR ESTUDIO
Type: online event
Date: held the 02 of July 2020, from 10.00 am to 13.30 and stored in streaming for its further access.
Aim of the activity: This event's aim is to gather professionals in educational mediation to share knowledge and deepen into the latest challenges that have arisen during the Covid-19 pandemic.
Target audience (beneficiaries): This activity is thought for every professional in the educational area who is involved in any way in the cohabitation of students at school. This event is organized by Nectar Agency, who has developed an app (Andrea) for tracking and supporting cases of bullying at school, and six other teachers and mediators have gotten involve by participating as speakers.
Short introduction: These seminars were organized right after the lockdown of three months which took place in Spain. In a situation in which technology took even a more important role than before, the challenge of how to minimize the risks associated to it and how to maximize its benefits as a tool for mediating became more significant. This activity consisted of five talks given by professionals who discuss mediation skills, tools and methodologies. These talks took place during one morning, in sets of thirty minutes each, from 10:00 am to 13:00.
Location /geographical coverage: These seminars have taken place in Spain, although its online spreading and streaming recording makes it available to everyone who has internet connection and understands Spanish.

<p>Methodological Approach: For addressing this issue, the different speakers have collected their previous knowledge, as well as studied these new scenarios applying that background. Afterwards, they have provided the viewers with a videoconference where all this information was exposed, but with no chance of participation from the people attending the event.</p>
<p>Resources needed: Internet connection and management of a video conference app have been needed for the running of these seminars. In addition to it, there would also be necessary to have a general concern in wellbeing and educational mediation in order to get participants interested in the topic.</p>
<p>Duration: this activity lasts three hours and a half.</p>
<p>Validation: The video streaming of these seminars has been watched sixty times, but there's no track available of how many people attended it live, nor we have access to any given feedback.</p>
<p>Impact: Although we cannot make assumptions without having all the information, interesting topics were addressed by the professionals involved, which may have led to a positive outcome for anyone watching it, as well as an opportunity for learning new aspects for further implementation at school.</p>
<p>Replicability and/or up-scaling: Being an online event makes this activity have an extended reach by providing subtitles to it, as well as by organising a similar one with speakers and professionals from other countries too. In case this activity was replicated among more than one country, there should be good communication among the representatives of all these places in order to have a common discursive line that could be useful for the context of all the participant countries.</p>

<p>Activity Owner/Author/Creator/Publisher</p>
<p>Institution: IES Sobradillo de Santa Cruz de Tenerife</p>
<p>Country: Spain</p>
<p>Position and role of contributor: Public High School</p>
<p>Email address:</p>
<p>Website: www.ieselsobradillo.com</p>
<p>Overview of Activity</p>
<p>Title of the activity:</p>

<p><i>Dramatización de un caso real de Mediación Escolar (Role Playing on a Real Mediation Situation)</i></p>
<p>Type: This is a practice of role playing between students and teachers of a high school, recorded and uploaded to YouTube. https://www.youtube.com/watch?v=1XP07COagn4&feature=emb_title</p>
<p>Date: It was uploaded November 2015</p>
<p>Aim of the activity: This activity aims to make more clear what mediation is and how it works when a problem arises at school, both for their specific community and for the general public.</p>
<p>Target audience (beneficiaries): This activity is mainly addressed to students and teachers that are part of the high school community, and secondly to everyone who watches the resulting video. The parts involved in it are three representatives of students, teachers and mediation facilitators.</p>
<p>Short introduction: Mediation is a very useful tool not only for solving conflicts when they arise but also for understanding where they come from and how they develop. Nevertheless, it is true that the punishment system is still sometimes chosen firstly when something goes wrong. With this role playing, these students and their tutor embody a real case where mediation was used, getting to understand it better themselves and hoping that their example helps others who may not fully understand mediation and how it works.</p>
<p>Location /geographical coverage: This activity was developed in a high school, but spread all over the country via YouTube and a magazine “diariodemediacion.es”.</p>
<p>Methodological Approach: The methodological approach used was a role playing among the students who took part in the project, as well as the recording of the scene and its online uploading. The activities that had led to the production of this video are completely participatory, although when it comes to its viewing and the conclusions that can be made from it, the only participation allowed is the interaction of viewers through the platform.</p>
<p>Resources needed: For implementing this activity, you need a recording equipment, both technically and in human resources terms, a group of people who is interested and someone with knowledge in mediation to direct it. It can be easily replicated, as long as the school or educational entity has the technical resources that are needed for recording a video and uploading it online.</p>
<p>Duration:</p>

<p>We do not know the exact duration of the recording process, but the video lasts 36:31 minutes. We can infer, however, that the mediation process may have taken longer.</p>
<p>Validation: It has not been validated itself, but being published could be seen as a positive feedback.</p>
<p>Impact: The uploaded video has received more than 39.000 visits, which can make us think that it has been positively used by the educative community and that it has helped members of it understand better what mediation is.</p>
<p>Replicability and/or up-scaling: When it comes to its online spread, if the right media profiles would upload a video like this one, it could reach more people. In terms of production, it might be replicated in a similar scale, as you need a controlled environment and it would not make much sense to do it outside the educational institution.</p>

<p>Activity Owner/Author/Creator/Publisher</p>
<p>Institution: C.E.I.P Lorenzo Medina</p>
<p>Country: Spain</p>
<p>Position and role of contributor: Public Primary and Elementary School</p>
<p>Email address: 13003221.cp@edu.jccm.es</p>
<p>Website: http://ceip-lorenzomedina.centros.castillalamancha.es/</p>
<p>Overview of Activity</p>
<p>Title of the activity: Proyecto de Mediación Escolar (Educational Mediation Project for the School).</p>
<p>Type: it is a mediation project to be implemented in the school.</p>
<p>Date: Its document was published August 2016, although the same project was used before.</p>
<p>Aim of the activity: The objective of this activity is to implement a Mediation Model where students from 5th and 6th grade take an active role in mediating the conflicts among their peers with their responsible teacher.</p>
<p>Target audience (beneficiaries):</p>

This activity, which starts with the necessary formation for the voluntary students who want to become mediators, is addressed to the pupils directly and to the whole educative community indirectly. For it to be developed, the involvement of students and teachers is needed.

Short introduction:

The context in which this project is developed is the useful presence of peers in a process of mediation, as they usually share more points in common than a teacher with their students. This project arises then as an opportunity to exploit those possibilities in behalf of the well-being at school, aiming to implement it during, at least, one scholar year.

Location /geographical coverage:

This project has been implemented at the school where it was put forward.

Methodological Approach:

For the implementation of this project, they are going to have a training phase in which students are going to receive training regarding peer-mediation for then being able to implement that content while monitoring how it develops.

It is a completely participatory process, as the students who enrol in the project need to be voluntary and willing to take an active part in it, as well as the teachers who support the process.

Resources needed:

For implementing this activity, you only need a human team who has the knowledge, time and willingness to carry it out.

It can be replicated as many times as wanted, and once you have a teaching team, the next thing that would be necessary is the motivation among the students to participate in this process.

Duration: this activity lasts, at least, for half of the academic year.

Validation:

We can't have access to the evaluation report in order to conclude how it was validated.

Impact:

Although we don't have a report, the project being implemented for more than once might mean it has had a positive outcome in the school community.

Replicability and/or up-scaling:

This project could be replicated in any other school, and it could maybe be implemented as an aspect of the national legislative plan.

For this project to succeed in that case, a previous study would be needed in order to make a basic plan that can apply to every kind of school, with space for specific adaptations that may be necessary.

Activity Owner/Author/Creator/Publisher
Institution: IES Ausiàs March de Manises
Country: Spain
Position and role of contributor: José Ignacio Magdalena, teacher of the public high school
Email address:
Website:
Overview of Activity
Title of the activity: Encuentros de Alumnado Mediador (Encounters for mediator students).
Type: Periodical meetings in different high schools in the Valencian Community
Date: Last one: December 2020.
Aim of the activity: The aim of these activities is creating a network among the students where they can share their experience and learn from each other's practices.
Target audience (beneficiaries): This activity is addressed specifically to all students who are taking an active role in mediation processes of their high schools, as well as to their teachers and some political influences.
Short introduction: These activities address the challenge of making mediation a transversal competence in as much schools as possible. Students who are taking part in the process of making mediation a central tool in their centres gather periodically to meet each other, discuss some existing topics regarding human experience in general, share mediation knowledge and serve as a leisure activity as an appreciation of their voluntary work.
Location /geographical coverage: This activity gathers students from all the Valencian Community, Spanish region.
Methodological Approach: During these encounters, students are provided with workshops, talks on the topics chosen for the edition and time for working and sharing experiences among themselves. It is a completely participatory process where they can learn, share and develop their own outcomes.

<p>Resources needed: For implementing these activities an organisational team would be needed. Afterwards, it would be necessary to have the economic resources for transporting students from one place to another, and a physical place where they could be gathered. This kind of meetings would be more successful the more motivated the students participating are. For fostering that, it would always be interesting to give them plenty of space for deciding for themselves and suggest activities and topics to be treated.</p>
<p>Duration: This activity lasts for a day and it has been done periodically for several years.</p>
<p>Validation: These meetings have been covered by the press with really good comments on them.</p>
<p>Impact: By reading the news where they cover these encounters, it can be seen that they are having a really good impact in the situation of mediation in general and in the school coexistence of the centres that participate. They also foster mediation to be in the political agenda by keeping it dynamic.</p>
<p>Replicability and/or up-scaling: This activity could be done at any scale. It would be interesting to have this kind of encounters in all regions, at a national level and also between representatives of the European Union or even at a global scale. These wider events would be more difficult to organise, but they would mean an incredible opportunity for sharing and growing even further.</p>

<p>Activity Owner/Author/Creator/Publisher</p>
<p>Institution: <i>Pro-Mediation Professional School and School of Teachers and Culture Professional</i></p>
<p>Country: <i>Spain</i></p>
<p>Position and role of contributor: <i>Teaching Centre part of the Mediation Institutions recognised by the Justice Ministry</i></p>
<p>Email address: <u>secretaria@promediation.com</u></p>
<p>Website: <u>www.promediacion.com</u></p>
<p>Overview of Activity</p>
<p>Title of the activity:</p>

<i>Taller de Mediación Escolar (Educational Mediation Workshop)</i>
Type: training event for teachers who want to be involved in the mediation process of their schools.
Date: October 2016
Aim of the activity: The aim of this activity is to give teachers the necessary training for mediating effectively.
Target audience (beneficiaries): This activity is designed for teachers, and it implies mediation professionals who will give the training content.
Short introduction: As it is not mandatory, not every school has a mediation plan to follow, and many times the cause of it is the lack of trained professionals among their staff. For trying to change this reality and ease the spread of mediation as a transversal component of every centre, these workshops are developed for educators. This activity was carried out for 10 hours divided in two days.
Location /geographical coverage: this workshop was given in Alicante.
Methodological Approach: The method applied in this activity is the delivery of basic information, followed by a practical appliance for settling the received information.
Resources needed: For implementing this activity, we would need a team of professionals who are willing to prepare the content that needs to be given, a physical place for doing so and some spreading media for reaching a wide assistance.
Duration: the activity lasts for two days.
Validation: We have no access to any evaluation report for assessing its validation.
Impact: Although we don't have a report for backing up its impact, any training opportunity that makes teachers able to mediate or train peer-mediators at their schools has a direct positive impact in the whole educative community.
Replicability and/or up-scaling: This activity could be developed as many times as wanted. On-site, this workshop could be extended more widely as in being done more than once and in many other places, but the groups should not be too big in order to have a quality training experience. Nevertheless, regarding the current pandemic situation, and trying to make it more accessible and wider, it could be developed as an on-line course.

Activity Owner/Author/Creator/Publisher
Institution: Valencian Government
Country: Spain
Position and role of contributor: Official Autonomic Government Institution
Email address:
Website: http://www.ceice.gva.es/es/web/educacion
Overview of Activity
Title of the activity: <i>Creación de la Figura de Coordinador o Coordinadora de Igualdad y Convivencia (Creation of the figure of equality and scholar coexistence coordinator in every public school).</i>
Type: it is a legislative measurement.
Date: 2015
Aim of the activity: The aim of this measure is to guarantee innovation and support in the fostering of coeducation and mediation.
Target audience (beneficiaries): Every person who is part of the educative community is a beneficiary of this measure and its consequences.
Short introduction: Coeducation and Mediation are two key components of a quality education, but they are often presented as recommendations that educative institutions should follow instead of mandatory measurements. In this context, the Valencian Government has gone further by articulating this mandatory presence of a professional whose job is to ensure these aspects are being met.
Location /geographical coverage: this law applies to all public schools in the Valencian Community.
Methodological Approach: By giving the needed training to teachers and creating this figure, the Government assures there is going to be a person whose duty will be coordinating equality and mediation plans, and making sure they are well developed.
Resources needed: For implementing this legislation, economical and time resources are needed for making sure every teacher who covers that role is adequately instructed.

The public administration needs to do a thorough work to organise and implement this measure in every school, but as long as that is made, the only challenge would be to keep periodic inspections, which should already be made without this figure.
Duration: this measure lasts until the law is reformed.
Validation: there is no access to evaluation reports at the moment for its validation.
Impact: The existence of this figure has a double positive impact. On one hand, it ensures the work will be done in terms of social education and fostering of the well-being at school, and it organises more clearly the time and duties of the teachers that work in every centre.
Replicability and/or up-scaling: This step could be replicable in every area whose government is interested and has the economic resources for implementing it, even at a national level.

Activity Owner/Author/Creator/Publisher
Institution: <i>ASEMED – Asociación Española de Mediación</i>
Country: <i>Spain</i>
Position and role of contributor: <i>Expert member of the association, María Sierra Manchado Ropero</i>
Email address: <i>intercessiomanchado@gmail.com</i>
Website: <i>www.asedmed.org</i>
Overview of Activity
Title of the activity: <i>Programa de Mediación en Centros Educativos. Protocolo de actuación. (Mediation programme in study centres. Protocol of action).</i>
Type: This is a full programme with guidelines for its implementation in any school that may apply it, as well as protocols for behaviour and the possibility of professional assistance.
Date: not available
Aim of the activity: This document aims to be a reference for mediation projects in any Spanish school.
Target audience (beneficiaries):

This programme is addressed to all the educational community, as a reference for their own mediation projects, as well as for the specific schools who decide to implement this exact one. For its development, every group needs to get involved. That includes teachers, students, and the parental association.

Short introduction:

The context where this programme is developed is an educational reality that does not count with regulated guidelines for the mediation project that schools may want to implement.

In this scenario, a member of the Spanish mediation association has developed a full programme where she addresses every step that needs to be followed in order to implement the programme. Communication with the three groups of stakeholders, specific training for them, a set of physical tools for giving students and teachers the possibility of communicating any need, and specific guidelines for the mediation process are the steps covered by this programme.

Location /geographical coverage:

There is no information about how many times it has been implemented nor in which specific places, but it is published through the Spanish Mediators Association, which has a national range of impact.

Methodological Approach:

This programme implements a holistic view for developing the mediation project. It involves not only teachers and students, but their families too. The formative content suggested for students addresses not only information about mediating, but also a deep education about emotional well-being and their rights and duties as young people. This view is applied throughout the programme, which may lead to an integral successful outcome when followed. The programme needs to be fully participatory in order to succeed, as it needs the implication of teachers, students and their families.

Resources needed:

For implementing this activity, a team of professionals with time and will to do so is needed, as well as the infrastructure that a school provides when it comes to space for learning and cohabitating. For it to be successful, there should be good communication between all the stakeholders of the educative community, as well as a periodic monitoring of the activity.

Duration: this activity should last for, at least, one academic year.

Validation: there is no access to any evaluation report on this programme.

Impact:

As there is no report on the programme, we should not make assumptions when it comes to its impact. Nevertheless, the developing of a Mediation Programme that any school can

implement with the possibility of professional assistance is a positive impact in itself for the evolution of mediation and its spreading among the educative community.

Replicability and/or up-scaling:

The impact of this programme could be wider if it was launched by governmental institutions, if they included mediation as other competence to be addressed.

In that case, educational legislators would need to make a thorough study before developing their programme, to make sure they cover every important factor and make it replicable in every school of the country.

Good practices from Greece

Activity Owner/Author/Creator/Publisher
Institution: 4th Regional Center for Educational Planning (PEKES) of Central Macedonia
Country: Greece
Position and role of contributor: Regional Center of Educational Planning, guided by the Ministry of Education and Religious Affairs
Email address: daniieugenia@gmail.com (email of Evgenia Daniilidou – Coordinator of Educational Activities of Philologists in 4 th PEKES – who made the presentation related to peer mediation). Available at the list of the following link (GDPR compliant): http://www.kmaked.gr/pekes/index.php/4pekes/syntonistes4
Website: http://www.kmaked.gr/pekes/index.php/arthro/12-4o-pe-k-e-s/181-imerida-tou-4ou-pe-k-e-s-k-makedonias-sto-kilkis , http://www.kmaked.gr/pekes/index.php/arthro/12-4o-pe-k-e-s/188-imerida-tou-4ou-pe-k-e-s-k-makedonias-sto-kilkis-gia-ton-sxoliko-ekfovismo and source from the presentation: https://cutt.ly/pkjSr4E
Overview of Activity
Title of the activity: “Peer mediation: An alternative method of peaceful management and conflict resolution in the school environment”. Included in the training seminar titled as “From School Bullying to Positive Interpersonal Relationships”.
Type: It regards a specific presentation from the whole training seminar, the first one of all sessions after the introductory part of this seminar.
Date: The presentation, as integral part of seminar, was held on 20 February 2019.
Aim of the activity: This presentation, in accordance with the overall goal of the event, aimed to invite professors and teachers, headteachers from different educational levels (primary and secondary education level) in an open and positive discussion, focusing on the basic characteristics and advantages of Peer Mediation in the school community, its legislative framework and the way this process (as an alternative method of resolving conflicts in a peaceful way) is usually implemented in schools. Moreover, the general key objective of the whole seminar was to transmit in a comprehensive way useful information and to share knowledge around critical issues which schools are asked to manage today, such as the school bullying, the prevention of

aggressive behavior in school environment, the meaning of limitations in such incidents, as well as the cultivation of mutual respect with regards to the issue of diversity.

Target audience (beneficiaries):

In the whole seminar and, as expected, in the presentation as the first session after the introduction, the target audience included (school) principals (male or female) and 1 educator (male or female) from each school both of Primary and of Secondary Education of the Regional Unit of Kilkis (Central Macedonia). After the seminar, all the participants will function in their school environment as multipliers of “rich” knowledge which they will gain in the seminar, with the hope to transmit it (along with any lessons learnt during the seminar and their experience) to their students. Also, it must be mentioned that students from the 5th Primary School of Kilkis were given the chance to participate as audience, receiving useful feedback or posing their queries regarding the smooth resolution of conflicts appeared among them in school community. In parallel, all participants were informed about the benefits of school mediation concerning any problem or dispute emerge in their daily school life.

Short introduction:

This seminar and of course the content of its sessions that was presented to the audience had an innovative character, as they focused on the significance of essential values (such as the mutual respect and tolerance, the equal integration, the resolution of conflicts without violence) that can influence to a great extent all the people of school community, through various presentations organised by a part of educators from many disciplines in primary and secondary education. In addition, the challenge that was highlighted was the fact that not all the schools, in this Regional Unit but also in other local regions of Greece, have promoted so much such initiatives for enriching more and more the skills of teachers (as possible expertised mediators/advisors) and of students (as possible peer mediators).

Therefore, it was a great opportunity both for educators and for pupils to participate in this cross-topic seminar to listen carefully all the discussions, to pose critical questions or problems that may face in their school and to reflect on their own realities. With regard to the presentation dedicated to “Peer mediation as alternative method of peaceful management and conflict resolution...”, which lasted for approximately 30 minutes, the participants were given the chance to know more deeply what skills and assets are offered through peer mediation, where and how it could be implemented, the legislative framework behind this process, while they were also informed about the collection of some students’ opinions for another mediation programme in which they had already actively participated in.

Location /geographical coverage:

The educational seminar took place in the amphitheatre of 1st Vocational High School in the city of Kilkis, in the Periphery of Central Macedonia in Greece. For this reason, headteachers and educators from the Regional Unit of Kilkis were mainly invited to participate in this educative process.

Methodological Approach:

The methodology of this seminar included a series of six different face-to face presentations in separate sessions and with a different discussed topic. All planned presentations were equally organised and assigned to both male and female teachers and professors, enduring that no gender equality issues being observed during the operation of the seminar. Furthermore, it must be underlined that the whole process was clearly participatory, as after the official presentation of each session and at the end of the whole seminar there was the possibility for the audience to discuss with the presenters, to exchange opinions, thoughts, concerns or to pose critical queries for the current situation in their school environment.

Resources needed:

This practice did not require substantial resources, whereas it can be implemented and adapted to various socio-economic or institutional contexts. The basic resources that were needed for the whole seminar regarded some basic infrastructures, such as a room in a school environment, as well as some basic digital tools: a data projector, computers or personal laptops, etc.

Duration:

Based on specific available information found via internet sources about this seminar, the duration of the whole event was around two hours and a half (from 11.00 to 13.30, with small deviations).

Validation:

This seminar as an activity per se could not be validated due to its nature, as it regarded a tailor-made seminar dedicated to a specific number of people. However, this does not mean that it could not be disseminated as a practice to other regional units as a good paradigm for future seminars and trainings. Nevertheless, the information provided by the presentation of all sessions included previously validated secondary data (based on desk research and literature review), especially in the presentation about the peer mediation, where there was a special part on the legislation of mediation in schools in Greece.

Impact:

All information provided by the organisers of the seminar gave a direct stimulus to the auditors about crucial issues such as the conflicts or disagreements among members of school community or among pupils, including schools from different educational levels. The deployment of interactive methods and tools (such as videos, open discussions) also contributed to the fostering of critical thinking and digital skills of the audience and this was considered an essential added value that was gained by the listeners in this educative seminar. This is the case especially for teachers or professors whose schools lack such types of initiatives and may be relatively unfamiliar with the concept and implementation of educational mediation.

Replicability and/or up-scaling:

As explained above, given the limited resources that this activity requires, there is a wide replication potential. Such kind of presentations can be designed and performed in other schools as well as in environments outside the school, such as universities. Moreover, possible up-scaling of the activity may include the expansion of the target audience number (either students or teachers), enlarging the focus from the regional level to the national level through synergies with other Regional Centers of Educational Planning, or increasing the number of presenters.

Activity Owner/Author/Creator/Publisher
<p>Institution: ANTIGONE – “Centre on Information and Documentation on Racism, Ecology, Peace and Non-Violence”, with the support of HEINRICH-BÖLL-STIFTUNG Foundation (Thessaloniki, Greece)</p>
<p>Country: Greece</p>
<p>Position and role of contributor: Authors: Eirini Grigoriadou (psychologist and educator in Antigone), Athanasia Telliou (political scientist and educator in Antigone)</p>
<p>Email address: info@antigone.gr</p>
<p>Website: https://www.antigone.gr/en Source for the guide:</p> <ul style="list-style-type: none"> • https://qr.boell.org/sites/default/files/odigos_sholikis_diamesolavisis_omilikon.pdf • https://qr.boell.org/el/2017/03/02/odigos-diamesolavisis-omilikon
Overview of Activity
<p>Title of the activity: “School Mediation: A roadmap for conflict resolution in school through mediation from peers”</p>
<p>Type: This roadmap/guide was developed as an educational tool for the prevention and more effective handling of any disagreement or conflict which emerge in school environment.</p>
<p>Date: guide was published in 2016. ISBN / DOI: 978-618-82604-1-2</p>
<p>Aim of the activity: The aim of this roadmap is to shed light on the essential elements of mediation process in schools, its primary goals, and the important role that all participants (as peer mediators) must play in such process, through the help of interactive exercises and guidelines, for the peaceful management of problems between students but also in a broad sense among educational</p>

stakeholders. Inspired by a series of training workshops organised by Antigone since 2013 under the programme “Schools for Change” about human rights issues and the respect of diversity in primary and secondary schools, this roadmap on peer mediation intends to give useful feedback in all members of the educational community and primarily in students and teachers in order to promote their enhancement of male and female students for handling and hopefully preventing more smoothly various possible violence incidents among them.

Target audience (beneficiaries):

This comprehensive, theoretical and practical guide is addressed to multiple beneficiaries. The primary audience is all the students (male and female) of both primary and secondary education as well as their educators, as the latter can contribute to a great extent in the positive behavior and mutual empathy of the former through the cultivation of social skills and via specific strategies that can facilitate the target groups to deal with any conflict more effectively within the school environment but also outside it. At second level, the practice can benefit the parents of the students who experience school mediation, as they are able to communicate in a more open and friendly way with their children about any problem, concern or conflict emerges in their school life through the communication and other soft skills that are practiced through peer mediation.

Short introduction:

Unfortunately, in Greece so far, any efforts to the direction of conflict management in the school context through communication, understanding and mutual engagement of the conflicting parties are still characterized by fragmentation. There have been valuable initiatives that promote school mediation, but these remain scattered and uncoordinated. As such, a holistic approach that would institutionalize peer mediation in the Greek educational system is still missing. This roadmap aimed to address this gap, by offering a comprehensive and integrated guide that could be adopted and adapted by every Greek school, therefore promoting peer mediation in a more coordinated manner.

Location /geographical coverage:

In terms of location, the roadmap has been implemented through the operationalization of a pilot programme in some schools of Thessaloniki (in Northern Greece). More specifically, the geographical range covered schools in the city center, such as the 9th Primary school of Thessaloniki, but also secondary schools in the suburbs of the city like the 1st Junior High School of Panorama region and 1st Junior High School of Peraia region.

Methodological Approach:

Methodologically speaking, the roadmap can be broken down in two parts. The first part refers to the theoretical framework, which entails the normative guidelines on peer mediation: the goals, the process of mediation, and the conflicting parties. It is based on desk research and literature review as conducted by the authors.

The second part of the methodology, the roadmap entails the practical component, which includes a series of six workshops and case-studies, which can be implemented by school students within their educational environment.

Resources needed:

In principle, developing and producing a roadmap do not require extensive material resources or infrastructures. However, it should be noted that human resources are needed. There must be in place a team of experts, scientists and/or practitioners in the field who will be able to collect and synthesize the information and create the content of the roadmap in an intelligible way.

On the operational level, as stipulated by the authors, the workshops that aim to implement the roadmap in real life a series of basic resources are needed: a school room, stickers, pencils, papers, and marker pens. According to the form of the practical workshop, there may be some variations regarding the exact resources needed.

Duration:

The roadmap was issued in 2016, but in terms of duration its content is not restricted as schools can easily adopt it in the future. Moreover, as mentioned previously, the operationalization of the roadmap lasted for one full school year (2016-2017).

Validation:

The guidelines and overall content of the roadmap had already the chance to be practically implemented and validated in real-life context. In particular, the roadmap was piloted in three different schools: (i) the 9th Primary school of Thessaloniki, (ii) the secondary school 1st Junior High School of Panorama region, and (iii) the third school 1st Junior High School of Peraia region. Moreover, the fact that the roadmap was tested in schools that cover different regions and educational layers (primary and secondary) offered a variety of case studies.

Impact:

As mentioned previously, the roadmap has already delivered positive impact through its initial application (2016-2017) in three case-studies. However, the impact of the roadmap became more evident in the following school year (2017-2018), as ten more schools in the metropolitan area of Thessaloniki (both primary and secondary) implemented a series of workshops that were based on the roadmap. According to the official report on the educational activities under Antigone for the school year 2017-2018, there were very positive feedback from the pilot schools and the participating students. This means that the roadmap can in practice offer an added value in the school environments, as tested in various school contexts.

Replicability and/or up-scaling:

Since the roadmap has been designed as a general normative framework and as practical guidelines that require minimum resources, its replicability can easily be ensured. The fact that so far more than 10 schools have launched activities based on the roadmap indicates that the content of the latter can be transferred and adopted by a range of schools, that cover primary, secondary and experimental schools. Regarding the up-scaling potential of roadmap, there is

the possibility that upper secondary schools (i.e. high-schools) at national level can leverage the content, especially since students of these schools face usually higher pressure and anxiety due to the forthcoming university exams. Moreover, the workshops of the roadmap can be implemented virtually in times of the Covid-19 pandemic, thanks to the limited resources required. This should be considered as an extra added value of the roadmap.

Activity Owner/Author/Creator/Publisher
Institution: Resolve
Country: Greece
Position and role of contributor: The team of mediators (i.e. collective effort)
Email address: info@resolve.gr
Website: http://en.resolve.gr/slider/resolve-and-school-peer-mediation-the-program-meditation-everywhere-2/
Overview of Activity
Title of the activity: Programme “MEDIATION EVERYWHERE”
Type: The activity refers to a completed and integrated programme that was designed from the Civil Company “Resolve” to help both private and public schools to include peer mediation in their wider educational strategies.
Date: The programme was officially launched in 2015, and since then it is operational. So far, the programme has been ongoing for a total of more than five years.
Aim of the activity: The programme seeks to provide innovative schools and teachers who implement peer mediation with an additional valuable scientific knowledge related to mediation process and principles. The final goal is to embed and consolidate peer mediation in school educational curricula through the promotion of dialogue and creative dispute resolution amongst Greek pupils, teachers, and parents.
Target audience (beneficiaries): As acknowledged by the programme itself, the target audience consists of a variety of combination of stakeholders: (i) pupils/students (peer mediation); (ii) pupils/students and teachers/professors (school mediation), (iii) teachers/professors (peer mediation), (iv) parents

and pupils/students (intra-family mediation), (v) parents and teachers/professor (school mediation).

Short introduction:

The starting point of the activity is the acknowledgement that until recently, in Greece the scattered efforts from schools and teachers to promote peer mediation were done in an empirical, non-institutionalized way. RESOLVE’s Programme “MEDIATION EVERYWHERE” aims to address this gap by doing a step further: the basic premise of the initiative is that the integration of peer mediation should be fully incorporated into a holistic educational strategy, in which the whole school community and its stakeholder groups (e.g., teachers, professors, pupils, students, parents and other professionals) are actively engaged.

Location /geographical coverage:

The activities of the programme are implemented throughout the whole Greece, thus at national level. However, the geographical scope is not limited only in Greece but includes schools and teachers from abroad. Moreover, it covers both public and private schools.

Methodological Approach:

The programme “MEDIATION EVERYWHERE” follows a blended methodology. First, it includes a series of public presentations on School Mediation that have great success to pupils, students, teachers, professors, and parents. Second, the programme delivers training activities on school (peer) mediation skills to teachers and professors of all levels of the educational system nationwide. As such, the methodology consists of a theoretical framework and several applied activities.

Resources needed:

The most important resource of the programme is the human resources. The programme is operational through a team of experts on peer mediation, who delivers on an ad hoc basis skills development on school mediation to the education community. Regarding the presentation services under which the trainers of the programme provide guidelines and general information to the target audience, the basic audio-visual infrastructure is required.

Duration: there is no specific information available regarding the duration of each activity performed under the overall programme. However, at the general level, the total duration of the programme so far has been more than 5 years.

Validation:

The programme has already been validated through the widespread application in schools throughout Greece or abroad. No further information is available regarding the exact number of schools or educational stakeholders who received the programme’s services.

Impact:

The direct impact of the programme is the contribution to capacity building of both teachers and students in peer mediation. In particular, the programme had contributed to the creation

of a dispute prevention and peaceful resolution culture, whereas it has offered to teachers' and professors' new skills that are related to: (i) neutrality, (ii) mediation process, (iii) promotion of creative dialogue, (iv) and non-violent communication. Nevertheless, it must be stressed that the added value of the programme refers only to training teachers on how to train, in turn, their own students/pupils, and not on how to train in general other adults in peer mediation.

Replicability and/or up-scaling:

Since the programme was not designed to fit in a specific educational setting (i.e. it is addressed to all educational systems), there are no restrictions regarding its replication potential. So far, the programme has been designed in such a way that can be integrated in both Greek and foreign schools. This characteristic renders the programme very flexible in terms of adoption. Moreover, the trainers of the programme could synergize with the public educational providers to promote nationwide coordination on school mediation, and therefore achieve the further upscaling of the programme.

Activity Owner/Author/Creator/Publisher

Institution: 3rd Lower Secondary School of Rethymno (Island of Crete)

Country: Greece

Position and role of contributor: The coordinating team on mediation of the School (collective effort from schoolteachers)

Email address: 3qymreth@sch.gr

Website: <https://3qymreth.gr/archives/207636>

Overview of Activity

Title of the activity:
"SCHOOL MEDIATION - building communication bridges"

Type:
Health Education Programme, which falls under the "Students Support and School Bullying Solutions Team" of the school.

Date: the Programme was initiated in the school year 2018-2019 and is currently active.

Aim of the activity:
The programme is inspired by the principles and targets of school mediation. As such, the core aim is the introduction and consolidation of practices to solve inter-student conflicts in a peaceful manner, without resorting to forms of violence. The school deploys the activity to

teach the students how to use peer mediation as an alternative to physical punishment. The students who are engaged in a conflict must learn, as final objective, to mutually solve their problems and agree, in good faith, on a common accord that will be subsequently recorded in the Mediation Accord.

Target audience (beneficiaries):

The programme focuses primarily on school peer mediation, as stipulated by the official school regulations. Therefore, the mediator is a student who is proposed by his/her classmates. Since the students are the “protagonists” in whole procedure, they are considered the primary beneficiaries. However, teachers also benefit from the programme, as a teacher is assigned to play the role of supervisor/coordinator for each student mediator.

Short introduction:

The programme was launched in the face of the pervasive phenomena and incidents of psychological and physical bullying and violence in the Greek schools. Understanding the multiple repercussions of this reality, the 3rd Lower Secondary School of Rethymno had decided to progressively address school violence in a concrete way, thus pushing to introduce the concept and practices of school mediation as formal institution within the educational structures. Peer mediation is a process of peacefully resolving conflicts and arguments, by entailing the mutual engagement of the conflicting parties through the mediation of an external, impartial actor. The final goal is to reach a commonly agreed settlement between the conflicting parties, that will be long-lasting and thus sustainable. This is precisely the idea that the school of Rethymno tries to achieve: it practices peer mediation in a systematic way by assigning to an external, impartial peer mediator, who is a school student, the task to help his/her conflicting classmates reach peaceful solutions in good faith.

Location /geographical coverage:

The geographical coverage is limited since the programme is implemented only within a single school unit.

Methodological Approach: the implementation of peer mediation takes various forms. First, the students are trained by their respective teachers on the concept of peer mediation through a series of experiential practices. The training is done through: (i) dramatization, (ii) performance techniques, and (iii) role games. Through this process, the students gain a series of soft skills: (i) good communication skills, (ii) active listening, (iii) empathy, (iv) recognition of emotions, and (v) conflict and anger management.

All the engaged students participate in the process on an equal basis, irrespectively of their gender, ethnic background, or socio-economic status. All voices and perspectives are taken into consideration, even if not all students have been involved in the initial conflict or confrontation. The student who has undertaken the role of peer mediator, under the auspices of the teacher-coordinator, merges all the arguments and helps the parties to reach an agreement. The agreement is then signed and formalized through the so-called “Mediation Accord”.

Resources needed:

In principle, the programme is not resources intensive. Given that the whole process is done through training that is based on performance and interactive role game, the most important requirement is to have in place a team of trained schoolteachers who will guide the students. However, if the teachers are not available to perform this task, external human resources may be needed, such as psychologists or school counsellors. Moreover, digital tools could be deployed for the execution of the interactive training, especially in the context of the pandemic-driven distance learning.

Duration:

The programme is an ongoing process that spans across the whole school year. The duration of each activity that is included in the programme varies. In general, the activities are implemented during the official school hours.

Validation:

Since the programme is already fully operational in a real-life school context, it has been validated many times. In other words, the programme is not merely a theoretical guideline, even though it is based on theoretical premises, but it has a strongly practical dimension. There have already been concrete results in the school of Rethymno, so the programme can be considered validated. However, it remains to be seen whether the programme can, with its current form, be validated in other educational settings or in other countries/regions.

Impact:

The programme has resulted in a range of positive impacts. In particular, it has been observed by the schoolteachers that there has been important progress in the following aspects:

- The incident rates of school bullying and violence, as well as the rates of students' expulsion as punishment have been dropped.
- A new strategy for the management of future violence incidents has been developed.
- There has been observed that the students' willingness to solve in a peaceful manner their quarrels and disagreements has been increased.
- A sense of justice, security and equality has been diffused among students.
- In general, the school has managed to develop norms and competences on cooperation, mutual respect, and self-reliance.

Replicability and/or up-scaling:

The programme has the potential to be replicated by other secondary schools around Greece, or even in other education levels (e.g. primary schools, high schools, etc.), with the necessary modifications and adaptations, since as explained above, it does not require extensive resources.

In terms of up-scaling, the programme could be further enhanced through the more systematic introduction of additional tools, such as online/digital performance tools, interactive

workshops, parental engagement, as well as knowledge exchange activities with other schools that face the same challenges/problems (either in Greece or from abroad).

Activity Owner/Author/Creator/Publisher

Institution: Collaborative effort from schools and “Counselling Hubs of Youths” from both islands and continental Greece. In particular, the participating institutions were: Counselling Hubs of Youths of Cyclades, Dodecanese, Florina, Alexandroupoli, Samos, Volos, and Trikala, together with 26 primary and secondary schools from islands of South Aegean Sea.

Country: Greece

Position and role of contributor: Collaborative efforts from schools of primary and secondary schools. The coordinator was Mr. Miltiadis Sakellariou, who is school principal.

Email address: mail@ssn.kyk.sch.gr

Website:

- http://dssd.ecedu.uoi.gr/?page_id=21 (website of the Network)
- <https://cutt.ly/ckbZHFq> (Facebook page of Network)
- <https://cutt.ly/VkbZZQO> (general info)

Overview of Activity

Title of the activity:

Panhellenic Network of Schools for Educational Mediation (in Greek: “Δίκτυο Σχολείων Σχολικής Διαμεσολάβησης - Δ.Σ.Σ.Δ.”)

Type: the activity refers to a nationwide synergy undertaken by various primary and secondary schools to coordinate efforts for school mediation. Under this synergy, a series of peer mediation activities were implemented.

Date: school year 2017-2018

Aim of the activity:

The final aim of the Network is to facilitate and coordinate the participating schools to leverage the educational resources to train students as peer mediators. This is achieved through the interim aim of informing the coordinating educators and the teachers on how to train their students within their schools through various activities. Moreover, the Network strives for connecting the various schools that implement peer mediation to each other, for evaluating the mediation activities and impact, and for performing further research on school violence.

Target audience (beneficiaries):

The primary target audience of the Network is the teachers/educators and students/pupils of primary and secondary schools. Primary beneficiaries are considered also the principals, who are responsible for their own educational units. Parents are secondary beneficiaries, as they can also extract an added value of the Network through getting information on the progress of their children in peer mediation by the respective teachers.

Short introduction:

As recognized by the Network, the intra-school violence in Greece during the recent years has increased worryingly. As such, it is urgent to address the problem through the design and implementation of robust peer mediation practices. There was a growing need to create a Network of schools on peer mediation, since only through the active engagement and cultivation of consciousness of pupils there can be a decrease in the magnitude of school violence and bullying. In this respect, schoolteachers had to coordinate their efforts to develop a panhellenic joint campaign against school violence.

Location /geographical coverage:

Since the schools and “Counselling Hubs of Youths” that participated in the Network were coming from all over the Greece (mainland and islands), the geographical scope was nationwide.

Methodological Approach:

The Network leveraged a series of theoretical and practical activities and services, in particular:

- Presentation of videos, documentaries, and student films in the issue of school violence and potential solutions;
- Daily seminars that inform educators on the problem of school violence and how can be addressed through school mediation;
- Workshops on school mediation through interactive and experiential activities for violence prevention and training on peer mediation;
- Collaboration with educational agencies, artistic groups, local and cultural associations;
- Development and distribution of printed material on school violence, as well as contact points for school students;
- Issuing of electronic newspaper, website of the Network that includes educational material and good practices;
- Development of electronic forms through which schoolteachers can submit Q&A, report incidents and exchange knowledge and insights;
- Educational interventions in schools that experience incidents of bullying;
- Exploitation of practical guidelines on how to identify school violence and address it through ad hoc interventions.

Resources needed:

It is understandable that the set-up, operation, and maintenance of such a Network needs a considerable number of resources. First of all, the Network needs human resources: schoolteachers who are willing to dedicate time and effort to launch joint actions, train the students, exchange knowledge,

issue newspaper and maintain the online accounts of the Network. Since the Network holds an active virtual presence, the teachers must have digital skills and the respective online tools to maintain the communication channels between schools. Basic infrastructures for implementing face-to-face meetings, workshops and seminars are also essential: e.g. video projectors, school rooms, papers, pencils, etc.

Duration:

The first-round activities under the Network were performed for a full school year (2017-2018). Since then, the Network has been active. Each activity under the Network has a different duration, depending on its form, nature, aim, target audience/participants, etc.

Validation:

The Network's activities have already been validated through a widespread implementation throughout different schools since its initial operation. The activities have already been performed by 26 schools until now from 13 islands in South Aegean Sea, in cooperation with other schools in Northern Greece.

Impact:

Currently, the Network has succeeded in establishing a vibrant community of schoolteachers and students at national level. For instance, in the Facebook account of the Network, there are 1.889 followers. Moreover, the Network had a significant impact on establishing a presence at pan-European level, since it has been promoted in other EU countries through the Erasmus+ programme and it developed synergies with partners from Sweden, Belgium, Italy, and the Netherlands.

Replicability and/or up-scaling:

At domestic level, the Network can be further expanded through the participation of additional schools and educational institutions from both formal and informal educational sectors. Although replicating such an extensive Network in other national contexts is not an easy endeavour, it is nevertheless feasible if it is pursued in a systematic way. This is highlighted by the fact that the Network maintains linkages with institutions from other EU countries, therefore there can be exchange of knowledge and resources (e.g. transnational workshops, dissemination of results and good practices between foreign schools) to that end.

Activity Owner/Author/Creator/Publisher

Institution: EUDEC Greece (regional chapter of EUDEC - European Democratic Education Community).
For more info, please check the website: <https://www.eudec.gr/en/>

Country: Greece

Position and role of contributor: Non-profit organisation that works across Europe for the promotion of democracy in education

<p>Email address: sympraxis.eudec@gmail.com</p>
<p>Website: https://cutt.ly/PkRt9lO (official website) https://www.facebook.com/SympraxisEudec/ (Facebook page of Sympraxis Team) https://cutt.ly/Dkb4q5M (additional information)</p>
<p>Overview of Activity</p>
<p>Title of the activity: <i>Sympraxis Team for the Democracy in School (In Greek: “Σύμπραξη σχολείων για τη Δημοκρατία στην Εκπαίδευση”)</i></p>
<p>Type: Sympraxis is an innovative education initiative which was designed by EUDEC Greece in cooperation with a group of Greek educators who have posed as a common reference point the long-term application of democratic techniques and values in Greek schools. Giving emphasis on innovative teaching methods and experiential practices, the initiative has a student-centered approach for the promotion of cooperative learning among students, the change of school reality and the peaceful coexistence of students with their classmates and other educational stakeholders (teachers, professors, principals, parents).</p>
<p>Date: the starting point was in 2018, when EUDEC Greece (which is supported by European EUDEC) launched the Sympraxis Project as an innovative action in education of public sector.</p>
<p>Aim of the activity: The main purpose of this action is to diffuse the philosophy and the necessary techniques of Democratic Education in Greek public schools, enabling the exchange of opinions, knowledge, practices, and concerns between the Democratic Schools of EUDEC and the Schools interested in effectively applying the democratic education in Greece. Specifically, this initiative intends to facilitate the cultivation of a school culture that is based on the values of mutual respect, co-creation, inclusion as well as on the development of critical thinking and increase of consciousness among students. These goals in terms of better knowledge, skills and attitudes built on democratic values are expected to be achieved within the school environment so all students are able to gain essential tools and soft skills either via joint practices in their classroom or via interactive actions in a more open environment. The teacher (in primary education) or professor (in secondary education) has a central role as “facilitator” and peaceful “mediator” and coordinator in all planned activities and participates equally in the co-creation of a smooth and democratic school life. In parallel, the teacher is responsible to help all pupils share their ideas, concerns or problems they may experience with another classmate or in general in their school reality, promoting in such a way the child's right to express freely their considerations and feelings.</p>
<p>Target audience (beneficiaries): The primary beneficiaries are students that participate in various teams (Circle of Dialogue, Team of Conflict Management and participation in Class or School Assembly) for discussing and sharing, under</p>

the auspices of their professor/ teacher, with their classmates any potential problems, concerns or thoughts related to their school life. Simultaneously, the educator who has the role of facilitator in the joint activities of these teams is also considered a beneficiary as he/she functions as a changemaker in the transformation of their classroom in an open, democratic environment, transmitting a sense of respect, neutrality and confidence in all processes that take place for the benefit of each public school. Through the exercise of essential skills (authenticity, honesty, willingness to listen the students and help them in any complicate situation) that he/ she must maintain as educator, the teacher has the chance to be integral part of the initiative. As such, he/she creates a secure ambience in any context he/she is related to and encourages each child or teenager towards their gentle inner development to coexist peacefully with other pupils and other members of educational community. Additionally, the educator is given the privilege as a beneficiary to exercise self-criticism and to reflect in the short-term the outcomes produced by the teaching methods that he/she has applied, with the aim to improve them via parallel discussions with other colleagues or suggesting new educational methods after personal deliberation, observation and research that can be rendered helpful for their classroom.

Short introduction:

The Sympraxis Team was initially developed to generate positive change in Greek public schools regarding the way that students interact with each other and the attitude they have adopted as citizens and as classmates. More specifically, this action tries to insert into school life democratic values through direct educative methods to transform the traditional school style and reality into a democratic and innovative environment. This open and friendly educational setting consists of responsible students – posed at the epicenter of the action to raise their voice in all issues that are related to their school life – and with cooperative and less authoritarian teachers/ professors to co-create on an equal basis transparent and effective structures in the field of education. The main challenge which this innovative action intends to address successfully is to give an alternative and democratic identity to the school reality in a more direct way, providing the opportunity to all members of school community (prioritizing the students) to participate in the decision making about the operation of their school. The whole process is performed in a way that avoids each form of violence and focuses at the same time on specific facilitating techniques, that are based on the importance of dialogue and the conflict management for consolidating the “democratic” school classroom.

Location /geographical coverage:

The techniques and educative actions organised by this initiative can be used by all schools throughout Greece both in primary and in secondary education.

Methodological Approach:

The methodology of the activities that are indirectly related to the concept of school mediation – even though the term “mediation” is not referred as such – are divided into four basic techniques. The first technique is the Circle of Dialogue, through which each student and adult share their thoughts and feelings, their plans as well as if they face troubles with other students. The second technique is the practice of assembling all the students of the classroom for conflict resolution: Student Assembly for Conflict Management. Under this technique, problems that were not addressed during the Circle are brought into the surface Those students who feel marginalized or treated unfairly seek the help of their

peers to collectively find solutions. All the conflicting parties are engaged under a spirit of mutual respect, with the aim to achieve restorative justice. The third technique foresees the role of educator as intermediary, who encourages all students to express their voice and concerns. In other words, the educator helps everyone to engage on an equal basis. The final basic technique is the General Assembly of School, in which all students from all classes are engaged. The aim is to discuss problems and incidence of violence that are pervasive to all classes, and so students understand and practice the values of tolerance and mutual respect. They also learn how to become active members of the school community. Additional activities performed under the initiative include educational workshops, collection of good practices in online media, seminars, and lectures.

Resources needed:

The most important resources needed for the implementation of activities are digital tools. This is particularly the case during the COVID-19 pandemic. Human resources are also quite important, since in order to implement specific workshops or techniques like the Circle of Dialogue, experts may be needed (such as social consultants, psychologists, etc.) in order to offer invaluable insight and guidance under difficult circumstances or unforeseen problems.

Duration: the duration of each activity varies, according to the nature and features of the activity. For example, an open online workshop can last around two hours, whereas experiential activities like the Classroom Assembly for Conflict Management could last some hours during the official school hours.

Validation:

This educational action has been validated primary by the Institute of Education Policy (IEP), which is part of Greek Ministry of Education and Religious Affairs. Moreover, every democratic method that is planned to be implemented becomes automatically validated, since it is practically applied and co-organised between the responsible educator (teacher or professor) and his/her classroom students. Therefore, this practice entails both the theoretical aspects and the practical application with the form of various practices (either face-to face or virtually) within the classroom or in another space adapted to educational environment.

Impact:

The initiative has succeeded in creating a vibrant online community, which functions as core basis for further expansion throughout the whole country. For instance, it is indicative that in their Facebook online channel, there are almost 2.000 followers/subscribers. In this respect, the initiative has managed to bring together all the members of the education community (e.g. teachers, students, parents). Another impact is the production of tangible assets such as guidelines and instructions in printable and online accessible documents, that other schools can use to uptake the results of the initiative’s activities.

Replicability and/or up-scaling:

This initiative (Sympraxis Team) has been designed for public schools in primary and secondary education level. Given its already effective outcomes and its dynamic in transforming the school classroom into a democratic and balanced place in which the mutual respect and cooperation are dominant among students but also between students and other members of educational community,

this experiment could be easily replicable also to the private Greek schools. Additionally, the creation of a future synergy between public and private schools under such an initiative, incorporating democratic values and eliminating every type of violence in school environment, would be a great opportunity both for students and for teachers in all education levels. The basic advantage in such a suggestion is that all participants of a particular school can share knowledge and exchange opinions about the meaning and progress of their democratic school classroom with interested parties from another school, having as a common basis the development of soft skills towards dispute resolution and peaceful coexistence for all members within educational community. Finally, another proposal for scaling-up this action is to diffuse its activities abroad, focusing on related joint democratic initiatives that private or public school in Europe may have launched today and establishing a stable cooperation for all students' benefit, not only as pupils of their country but also as European citizens.

Good practices from Portugal

Activity Owner/Author/Creator/Publisher
Institution: Instituto de Apoio à Criança - IAC (in English: Child Support Institute)
Country: Portugal
Position and role of contributor: Coordinator of Gabinete de Apoio ao Aluno e à Família (GAAF) (In English: Student and Family Support Office)
Email address: --
Website: https://iacrianca.pt/
Overview of Activity
Title of the activity: Gabinete de Apoio ao Aluno e à Família (GAAF) (In English: Student and Family Support Office)
Type: GAAF it's an Intervention office with students, school, family and community and consists in a methodology of the IAC - Instituto de Apoio à Criança (In English: Child Support Institute) within the SOS Criança (In English: SOS Child) and School Mediation sector. GAAF is a School Mediation instrument and was constituted through a cooperation protocol between the Coruche School Group and IAC. The IAC, through its SOS Criança and School Mediation sector, supervises, monitors and evaluates GAAF activities.
Date: the pilot project was implemented in 1997.
Aim of the activity: The general aims are: to promote psycho-pedagogical conditions that contribute to the consolidation of the school success of children / young people; decrease and prevent risk situations; promote the interrelationship between the various actors (family /school /community) as agents participating in the process of socio-educational development. The specific objectives include: to promote the development of personal and social skills of the student; Contribute to the reflection and implementation of the student's life project; preventing situations of school dropout and absenteeism; foster articulated work among school community services.
Target audience (beneficiaries): The beneficiaries include the entire educational community (students, parents/caregivers, educational community). The GAAF approach include monitoring of the child/youth and family, which are carried out in an informal or formal context. The GAAF are composed of a multidisciplinary team (teachers, psychologists, social workers, among others) that allows the increase of professional networks,

maintaining close contact with professionals from various fields, as well as the search for contacts and social support from redirect cases that may exceed their capacity to intervene. The stakeholders include all the community partners (Private Institutions of Social Solidarity, Associations in the Health area, Social and Judicial Services, etc.)

Short introduction:

The GAAF Project intervenes during the school year and focuses on awareness raising, diagnosis, referral and monitoring of children, adolescents and young people with social and psychological/ pedagogical paths of risk. GAAF also focus on awareness, monitoring and training of teachers and non-teaching staff. The context addressed by GAAF is vulnerable social situation and all risk situations (school dropout and absenteeism, school failure, varied devious behaviours). Activities carried includes training of technicians; support and monitoring of the situations signaled to the GAAF; supervision of the different actions promoted by the GAAF; implementation of the instruments of School Mediation; awareness of the various Community actors in problem situations; collaboration with community institutions in the performance of activities. It also provides Psychological and Social care to children and families, object of intervention by technicians of the SOS Criança and Polo of Coimbra in situations that do not find a response at the level of the local community. It integrates supports the performance of academic work, publication of articles and participation in seminars and reflection meetings on these problems.

Location /geographical coverage: Mainland Portugal.

Methodological Approach:

GAAF use an individual approach methodology, supported by a climate of trust between technician and student, and a working articulation between the different support services of the school and community partners. In the GAAF intervention there are mediators (technicians, teachers) from various areas of training. It is important that the professional has a profile that is related to the type of work and target audience. The methodology used by the GAAF involves the approach and follow-up to the child/youngster and family, establishing an empathic and trust relationship. The key success factors of the practice were identified soon in the pilot project, having the intervention evolved according to the social changes that occurred in the last two decades.

Resources needed:

A good management in the schools and a multidisciplinary team are considered the pillars of success. The main challenges are the financial constraints for hiring of the technical team.

Duration: the duration is a school year.

Validation: An evaluation is performed regularly the school’s management. Also, annually a GAAF Network Report is developed by the GAAF coordinator and presented to the Ministry of Education and Social Security. Every year an impact assessment is developed at the beginning of the school year. The results are analysed, and recommendation followed in the next school year.

Impact:

The results obtained in the annual reports had proven GAAF as a good practice in terms of problems resolution with a success rate circling around 60%.

Replicability and/or up-scaling:

There is a big replicability potential. The needed conditions are a multidisciplinary team with technicians from humanities areas, that are able to intervein with children/youth, families and communities in school settings.

Activity Owner/Author/Creator/Publisher

Institution: EPIS - *Empresários Pela Inclusão Social (in English: Entrepreneurs For Social Inclusion)*

Country: Portugal

Position and role of contributor: --

Email address: --

Website: <https://www.epis.pt/homepage>

Overview of Activity

Title of the activity:

Mediadores para o Sucesso Escolar (In English - Mediators for School Success)

Type: Programme

Date: it was introduced in 2007.

Aim of the activity:

The program targets non-performing adolescent students and the goal is for them to achieve school success in order to prevent early school leaving and motivate them to complete the 12 mandatory school years in Portugal. The aim is to youngsters to acquire skills that enable them to respond flexibly to the economic, social and technological challenges of the 21st century and to be more likely to have prosperous, healthy and happy lives and to empowering adolescents through soft skills, focusing on motivation for learning, peer interaction and systematic monitoring of achievements. The mediators work with students' aspects such: beliefs and values related to school; behaviour, self-regulation of attention and impulse control problems; self-concept and investment in school; relationship with peers (acceptance/social rejection); relationship with teachers and authority figures; troubleshooting and resistance to change.

Target audience (beneficiaries):

The target audience are adolescents (12-18 years old) at risk of Early School Leaving (ESL) for school success and on achieving 12 school years.

EPIS main stakeholders are the Ministry of Education, more than 26 municipalities of Portugal (including Azores), at least 135 schools nationwide, 105 full-time mediators and about 490 volunteers from these partners.

Short introduction:

“Mediators for school success” is an intervention program focused on empowering adolescents (12-18 years old) at risk of ESL for school success and on achieving 12 school years. The program is promoted by EPIS - Empresários Pela Inclusão Social (in English: Entrepreneurs For Social Inclusion) and other business associates. “Mediators for school success” is considered EPIS’ main programme. EPIS is a privately funded NGO, established in 2006, after “a call for social inclusion” from the President of the Portuguese Republic focused on development, incubation, and internalization of new methodologies to promote school success, the quality of education and training systems, the employability and professional insertion of young people.

Location /geographical coverage:

In 2018, the programme covered 258 educational establishments, distributed in 44 municipalities of the mainland. In the Azores, it covers schools in Pico, São Miguel and Terceira.

Methodological Approach:

The methodological approach of the programme organizes it in two blocks: a system of signaling students’ risk and a model of training and empowerment of students, with functional analysis, personalized intervention plan and intervention techniques - covering family, school and territorial surroundings. The program is implemented by mediators, preferably with a psychologist or full-time teacher, who monitors about 65 students a year. It’s implemented throughout the school year, with the support of university professors and a team of internal coordinators, who also control the quality of the processes.

Resources needed:

The training model of EPIS requires full-time mediators that help students develop soft skills that will enhance their beliefs, self-esteem, conscientiousness (organization, responsibility, working hard), openness to experience, extroversion, agreeableness and emotional stability. EPIS intervention model foresees the use of a set of strategies and techniques of a cognitive and behavioural nature that can be used effectively in counselling students considered to be at medium risk of school failure. The program includes the improvement of these students’ soft skills based on evidence that those skills predict success in life. It also includes teacher training in behaviour and classroom conflict management.

Duration:

The methodological principle of this program believes in a life cycle change and the programme is intended to be applied during 2 to 3 years. Individual work starts with suitable working modules

aiming the development of personalized plans for supporting and monitoring of students and family. In the two following years, these modules are worked individually or in small groups.

Validation:

In March 2017, a study was presented by Professor Pedro Martins - Queen Mary, University of London which focused on data from 2015 to 2016, concluded that the students monitored in the program Mediators for school success increase the likelihood of non-retention by more than 10% (<http://qmulcgr.blogspot.pt/2017/05/cannon-cognitive-interventions-improve.html>)

Impact:

The outcomes of the programme are measured through the increase of school success rates year-by-year, the improvement and the increase of good grades (4's and 5's in a scale of 1 to 5), as well as a self-evaluation and evaluation of non-cognitive skills improvement. Latest results in school success rates improvement of students in the program are (Summary of EPIS Programs, 2017):

- 2016/2017: 78% to 86%, in a portfolio of 1834 students (+ 7,4 pp)
- 2015/2016: 72% to 82%, in a portfolio of 2451 students (+ 9,5 pp)
- 2014/15: 60% to 74%, in a portfolio of 1127 students (+ 14,5 pp)
- 2013/14: 59% to 71%, in a portfolio of 1541 students (+ 12,2 pp)

Replicability and/or up-scaling:

The EPIS website offers working scripts as a package of strategies and intervention techniques that can be useful for technicians in the area of education as a way to increase the effectiveness of their interventions with students of the 3rd cycle of basic education. The intervention scripts are available for three areas (student, family, school-teachers) as well as a section with recommendations for networking including key procedures in mediation, identification of local resources, identification of needs and intervention, among others. All intervention scripts are described according to a particular descriptive structure: (technical assumptions, objectives, type of session, number of sessions, periodicity, expected duration, materials, step-by-step procedure, recommendations and contraindications).

Activity Owner/Author/Creator/Publisher

Institution: Group of schools Lousada Oeste

Country: Portugal

Position and role of contributor: --

Email address: --

<p>Website: http://www.lousadaoeste.org/index.php?option=com_sppagebuilder&view=page&id=4&Itemid=206</p>
<p>Overview of Activity</p>
<p>Title of the activity: <i>República de Jovens (In English: Youth Republic)</i></p>
<p>Type: Project</p>
<p>Date: Project is implemented since 2016 (winner of the 1st Edition of the Child-Friendly School in 2018).</p>
<p>Aim of the activity: The main aim is to provide the necessary conditions for the effective democratic participation of students in the various fields of school life, based on the concept of a Republic. Therefore, school constitutes a place where the civic sense of future citizens of a democracy can be developed, through rules elaborated according to fundamental principles - the Constitution, the basic organic law and human rights - freedom, equality, fraternity. Specific aims include: develop the ability to dialogue and work in cooperation with others; contribute to ensuring the genuine participation of pupils in decisions concerning them; develop attitudes and values in the different dimensions of citizenship; develop responsibility and creativity; allow the discovery of talents/skills or their search; enable the development of various cross-cutting skills; create working habits in project.</p>
<p>Target audience (beneficiaries): The beneficiaries include all the students (1st, 2nd and 3rd cycles, that corresponds in Portugal to all grades from the 1st to the 12th). The stakeholders are the Educational Community; Leya Publishing House; Lousada Town Hall.</p>
<p>Short introduction: The project was created as a part of the implementation of the national Plan for the Promotion of Educational Success and aimed to combat indiscipline, deviating behaviour and lack of sense of belonging to a community. It intended to challenge the schools to build in a structured dynamic based on the concept of Republic of Young People, where the civic sense of future citizens of a democracy can be developed. A youth republic, implemented in the school institution, is defined by the way its students participate in the decisions and goals proposed, how they discover the need for cooperation to do a job, to discuss an important subject, to decide something worth changing and to develop a class or school project.</p>
<p>Location /geographical coverage:Portugal, Northern Region, Lousada - Group of schools Lousada Oeste</p>
<p>Methodological Approach:</p>

The curricular approach to citizenship education can take different forms such as the development of projects and activities of their initiative, in partnership with the families and entities that intervene in this context, within the framework of the relationship between the school and the community. Not being imposed as compulsory, schools are given the possibility to decide on their offer as an autonomous subject. Within this project, students, in Class Assembly, choose, negotiate and organize in Teams of 5 to 8 elements. The class is no longer represented by the traditional delegate and starts to have as leaders the Guides of each group formed and its maximum representative and elected by its peers. The Board of Guides is composed of the Patrol Guides and class director and is one of the central organs of the class having attributions, such as: reflect on the problems of the class and manage conflicts; continuously guide and form the Guides; to be concerned with the school path of each student in order to provide him/her with the means to progress; reflect on the work developed by the class in the various projects implemented; etc.

Resources needed:

Weekly time with the class principal and his students, for project development and an auditorium; Team/Group Councils (according to the age group); Guide Boards; Class Assemblies; Guides' Assemblies; Plenary of Guides and Project Councils. Nuclear structures in the conduct and orientation of autonomies, as well as in the management of conflicts and interests, implemented in a weekly school time that is called Dimension "Communio". The various projects developed by the students is another resource needed. The main challenges include cultural and behavioural changes, slow generational cycles and weaknesses at the family level.

Duration: during the school year.

Validation:

The Plenary of Guides, composed of all class guides, school director, coordinator of the project center, coordinators of the class directors and the president of the Student Association and chaired by the school principal, have as main aim discussing and adjusting the activities and challenges of the project. Nevertheless, there is no information on project validation.

Impact:

There is no information on validation and data on the impact of the project.

Replicability and/or up-scaling:

The project has replicability potential by using the project methodology.

Activity Owner/Author/Creator/Publisher

Institution: ADESER II - Associação para o Desenvolvimento Económico e Social da Marinha Grande (In English Association for the Economic and Social Development of the Marinha Grande)

Country: Portugal

Position and role of contributor: --
Email address: --
Website: https://adeser2ipss.wordpress.com/
Overview of Activity
<p>Title of the activity: ASAS – Projecto concertado de desenvolvimento de competências pessoais e sociais (In English: Concerted project for the development of personal and social skills): Conflict Mediation Program in school context</p>
Type: Project
Date: 2009
<p>Aim of the activity: The ASAS project had as objectives: to promote the development of personal and social skills in children and families, reducing/inhibiting risky behaviour; strengthen parental skills in order to increase the prevention capacity of households; strengthen protection factors in children and young people by increasing their ability to avoid risk factors.</p>
<p>Target audience (beneficiaries): The main beneficiaries were children from 3 to 18 years, parents/caregivers and teachers. The main stakeholders were the IDT - Institute of Drugs and Drug Addiction and as partners the Health Center of Marinha Grande; the Commission for the Protection of Children and Young People of the Marinha Grande; PSP - Proximity Police; Guilherme Stephens School Grouping; Pinhal do Rei High School; and the Parish Council of Marinha Grande.</p>
<p>Short introduction: The Conflict Mediation program in the School Context within the project ASAS had a global approach to conflict transformation, focusing its intervention on the development of social and personal skills to manage emotions and develop effective communication. The intervention had three axes of action:</p> <ol style="list-style-type: none"> 1. occupation workshops (for children from 3 to 5, from 6 to 13, from 14 to 18 years); 2. parental workshops (aimed at developing parental skills to deal with risk situations and promoting communication and negotiation skills with young people); 3. school mediation, in partnership with The E/B 2/3 Guilherme Stephens Schools and Pinhal do Rei Secondary School.
Location /geographical coverage: Guilherme Stephens School Grouping; the Pinhal do Rei High School.

Methodological Approach:

The Conflict Mediation Program in the School Context developed under the ASAS project had 4 implementation phases, influenced and based on the “Programa nacional de Mediación Escolar – Orientaciones para el Diseño e Implementación de Proyectos” of the Ministry of Education and Technology of the Argentine Government.

- First phase: Needs Diagnosis (identify the specific problems of each of the schools)
- Second phase: Awareness raising and training (the team of mediators promoted information and awareness sessions with students, teachers, families and other educators, open to the community)
- Third phase: selection and training of mediators and implementation of the programme
- Fourth phase: evaluation of the programme

Resources needed:

Team of mediators, teachers (as mediator’ supervisors), a team to train teachers and mediators.

Duration:

One school year (the project was interrupted after the 3rd fase).

Validation:

The ASAS Project ended, and the Conflict Mediation Project has been discontinued at the 3rd stage. The end of the financing of the project prevented its continuity. The selection and training of young mediators was completed but the schools were in charge of the creation and implementation of the mediation office. A survey aimed at the school community was scheduled to assess the impact of the program on the transformation of conflict in the school context. Nevertheless, there is no information on the programme evaluation/validation.

Impact: not evaluated.

Replicability and/or up-scaling:

The replicability potential is not mentioned. However, the article “ATAS do V Encontro do CIED - Escola e Comunidade” (CIED, 2012) explains with some detail what was accomplished in each of the steps of the program methodology.

Activity Owner/Author/Creator/Publisher

Institution: Paulo da Gama Schools Grouping

Country: Portugal

Position and role of contributor: --

Email address: --
Website: http://www.aepg.pt/gab-int-pedagogica
Overview of Activity
<p>Title of the activity: <i>Gabinete de Intervenção Pedagógica (GIP) (In English: Pedagogical Intervention Office) - Projeto de coadjuvação comportamental (In english: Behavioral coadjuvation project)</i></p>
Type: Project/Practice
Date: 2013
<p>Aim of the activity: The general aim of GIP is to deal with daily problems and establish strategies for intervention and combating social exclusion as well as provide training to the various elements of the educational community and develop a partnership work with all of them. More specific aims include: reduce the number of disciplinary proceedings; control indiscipline; allow the acquisition of social skills; help the student to reflect on their behavior; resolve conflict situations in a sustainable and lasting way; preventing conflict and violence; improve the integration of students in the school context; diagnose situations of school violence and support those involved through dialogue; reduce the effects of conflict and violence on school dropout and school failure; monitor the phenomenon of indiscipline; contribute to improving the learning climate in the classroom; promote life in society, democracy and with responsibility. One of the main axes of action of GIP is Behavioral Coadjuvation Project which aim is to regulate situations of indiscipline in the classroom.</p>
Target audience (beneficiaries): Students
<p>Short introduction: The GIP, had its beginning in the school year 2013 and is a project that works, in conjunction with the pedagogical and management bodies of the school, with the main objective of guiding children / young people in the search for the resolution of their daily problems and establish intervention strategies to combat the social exclusion of students and consequently reduce situations of indiscipline. GIP emerged in consequence of TEIP Programme - a government initiative, currently implemented in 136 groupings of non-grouped schools/schools that are located in economically and socially disadvantaged territories, marked by poverty and social exclusion, where violence, indiscipline, dropout and school failure are most manifested. TEIP incentive schools to include in their Multiannual Improvement Plan educational and service structures (as is the case of Pedagogical Intervention Office - GIP).</p>
Location /geographical coverage:

The geographical coverage of TEIP is national with 136 groups of non-grouped schools located in economically and socially disadvantaged territories. The GIP analysed in this report corresponds to the Paulo da Gama Schools Grouping.

Methodological Approach:

The GIP in Paulo da Gama School Grouping is organized in 4 action axes:

1. Attendance of students in office
 - Induce the student to reflect and clarify the situation and activities/ change-promoting tasks;
 - Proceed to the analysis of the task defined by the teacher who referred the student;
 - Monitor the performance of the task.
2. Conducting behavioural coadjuvation in the classroom
 - Assist the teacher in solving problematic situations.
3. Collaboration with teachers and specialized technicians
 - Request the cooperation of qualified teachers and technicians taking into account the profile of student and the specificity of the situation.
4. Promotion of awareness-raising sessions and/or activities promoted in school space
 - Boost actions and/or activities in partnership with EPIS;
 - Create a portfolio of mentor students who actively collaborate in changing their attitudes and values towards their peers;

Resources needed: psychologist to coordinate the project.

Duration: during the school year.

Validation: there is no information of the validation of this project.

Impact:

The GIP report (2016/2017) present the impact of conducting behavioural coadjuvation in the classroom, measuring the difference between the number of disciplinary absences ¹applied before and after the entry into the project of behavioural coadjuvation.

In the year of 2016/2017, 4 classes were included in this project, representing a decrease of two classes compared to the previous year. According to the report, this decrease reflects the effort made to overcome behavioural problems. The impact of the project reflects a 64% gap between the number of disciplinary absences before and after participating in the project.

Replicability and/or up-scaling:

There is no information on replicability of GIP. Nevertheless, TEIP offers information in their Guidelines for The Preparation of the Multiannual Improvement Plan.

¹ A disciplinary absence is a corrective measure that aims to discourage disruptive behaviour in classroom and the absence results from the application of an exit order from the classroom.

Good practices from Romania

Activity Owner/Author/Creator/Publisher
Institution: Centrul de Resurse Juridice
Country: Romania
Position and role of contributor: Coordinator of the project "Quality in education through mediation and restorative practices"
Email address: office@crj.ro
Website/resources: http://www.crj.ro/antidiscriminare/proiecte-incheiate/calitate-ineducatie-prin-mediere-si-practici-restaurative/noutati-calitate-in-educatie-prin-mediere-si-practici-restaurative/ https://www.edumanager.ro/proiect-privind-aplicarea-medierii-si-practicilor-restaurative-insituatii-de-violenta-in-scoli-la-final/ https://issuu.com/crjromania/docs/raport_de_studiu_final_37259 http://www.crj.ro/cursuri-de-formare-pentru-personalul-din-sistemul-de-educatie/
Overview of Activity
Title of the activity: "Quality in education through mediation and restorative practices" project
Type: European project on education and restorative practices. The project "Quality in education through mediation and restorative practices" is co-financed by the European Social Fund through the Sectoral Operational Program Human Resources Development 2007 - 2013 in partnership with the Ministry of Education, Research, Youth and Sports.
Date: The project was implemented between November 2010 and October 2012
Aim of the activity: The project aimed to develop the skills of participants (teachers, educators, school inspectors) to respond appropriately to conflict and violence in schools, as well to promote and establish a harmonious climate of coexistence in education, based on valuing diversity, anti-discrimination and equal opportunities, communication, consultation and participation. The activities included in the project aimed to provide to teachers access to qualitative initial education and training. Additionally, one of the project activities focused on conducting a study on developments in the area of manifestation and combating violence in schools in the region of Bucharest Ilfov with recommendations for action and the formulation of proposals in the area of educational policies.
Target audience (beneficiaries): Principals, members of the Boards of Directors, school counsellors and students from preuniversity education units located in the Bucharest-Ilfov Region doctors, parents and school inspectors, representatives of Education and Research Ministry.

Short introduction:

A study conducted by the World Health Organization in 2007 showed that schools in Romania rank second in a ranking that includes 37 countries in terms of violence.

Over 70% of Romanian students admit that they are afraid of the aggressive behaviour of their classmates.

Over 4,000 cases of violence, alcohol consumption, discrimination and theft were registered in 2011, between March and May in Romanian schools, according to information released by MECTS in early June.

In this project the emphasis is on restorative practices and mediation as models for resolving conflicts in school.

Restorative practices and mediation are models of intervention through which people involved or affected by conflicts meet to analyze problems, to express their opinions and needs, in order to find together the best solutions for conflict resolution and redressing the side effects of the conflicts.

For two years, through this project a network of 12 educational units from the Bucharest-Ilfov region experimentally applied mediation and restorative practices as methods of intervention in situations of conflict and violence.

Location/geographical coverage: Bucuresti, Ilfov

Methodological Approach:

The project has contributed to the promotion of new methods of intervention in situations of conflict and school violence, to the increase of information on European practices in the field of prevention and combating violence and conflicts in schools, as well as to the development of counselling and mediations services in schools. The project consisted of a series of courses for students on topics such as:

- Equal opportunities and non-discrimination
- Conflict management in a restorative manner
- Diversity and social cohesion
- Communication and leadership
- Sustainable development and active citizenship

The training for teachers programs aimed at developing the participants' competencies in order to respond adequately to conflict situations and violence in educational institutions. The transfer of European expertise through trainers in the UK, allowed participants to know and understand the benefits of addressing conflict situations through mediation and restorative practices, compared to the approach focused on punitive measures.

Resources needed:

Human resources (experts involved in the project implementation, students enrolled in the project activities, collaborators)

Materials resources (workspace, equipment and consumables)

Information resources (relevant information for taking good decisions)

Time resources (time availability to implement the project activities)

Financial resources (organizational funds and attract funds)

At the beginning of the project implementation the organisations hired several persons like: public relation and communication expert, project coordination, researchers etc.

Duration: 2 years project implementation (September 2010- October 2012)

Validation:

The new methods and techniques proposed to be applied in the educational environment, opened a new horizon for the participants, who considered it absolutely necessary to expand their knowledge and application to the entire educational system in Romania.

"We have successfully used restorative practices in school and even introduced in the school regulations and intervention models to be used whenever necessary, before orienting us towards the application of a sanction. We recommend that this project continue, and that more and more teachers be trained on restorative practices ", mentioned M. Gaşpar, school counselor at Mihail Kogălniceanu Theoretical High School.

"As the director of an educational centre, mediation and restorative practices have helped me to better understand and resolve conflicts between employees. Applying restorative principles, using questions like <What did you think? What did you feel? What are your needs>, we could see that the number of conflicts among school staff has decreased. Thus, these restorative practices can be successfully applied for any conflict situation, not only in those situations where only students are involved ", said Director A. Greavu, from the Technical College" Dimitrie Leonida" in Bucharest.

Impact:

During the training activities, almost 50 people (principals, members of the Boards of Directors and school counselors) from 12 educational units in the Bucharest - Ilfov Region participated in the period May - June 2011, in training courses that addressed current issues for current needs and challenges of the education system: diversity management, participatory management and conflict management. Almost 50 students aged between 16 and 19 from over ten schools in Bucharest and Ilfov took part between October and December 2011 in courses organized by the Center for Legal Resources (CRJ) within the project Quality in education through mediation and restorative practices.

10 information sessions held in five pre-university education units in Bucharest and Ilfov County, over 400 participants (students, school counselors, teachers, principals, board members) and a central topic of discussion: combating and preventing conflicts and violence in schools through the use of restorative mediation and practices.

Replicability and/or up-scaling:

The activities made through the project like, presentations, viewings of educational films, forum theatre, seminars and debates were based on concrete cases of violence in Romanian schools, all with the aim of familiarizing students and teachers with mediation techniques and restorative practices (reparative). These aspects allowed participants to learn other ways of solving a conflict, besides physical or verbal coercion. The activities were practical, based on case studies, supported by international experts, reasons why they could be easily transfer to other schools and context.

The intervention models proposed by the Center for Legal Resources (CRJ) - mediation and restorative practices - bring a real change in the educational environment, as the emphasis is on taking responsibility, restoring relations between the parties, which contributes to reducing stress levels, resentments and the creation of a friendly environment in schools.

Activity Owner/Author/Creator/Publisher

Institution: The guides were published as a result of the project “The future starts at school” a strategic partnership between the UNICEF Representation in Romania and the Ministry of Education, Research, Youth and Sports.

Country: Romania

Position and role of contributor: Authors of the guide: Gheorghe Sarau, univ. PhD in the Rromani language and literature department (University of Bucharest) and advisor for the Rromani language and Roma minority (Ministry of Education, Research, Youth and Sports - General Directorate for Education in Minority Languages, Relations with Parliament and Social Partners) and Elena Radu, school mediator and Rromani language and history

Email address:

Website: <http://www.isjiasi.ro/documente/minoritati/Mic-ghid-de-lucru-pentru-mediatorii-scolari-pentru-comunitati-cu-romi-2011.pdf> <http://isjiasi.ro/index.php/management/minoritati-nationale/documente-specifice/355mediere-scolara>

Overview of Activity

Title of the activity: Mic ghid de lucru pentru mediatorii școlari (pentru comunități de romi) Short guide for school mediators (for Roma communities)
The school mediator's guide in Romania (for Roma communities)

Type: Guides for schools/support resources for teachers and school mediators

Date: The guides were published in 2011

Aim of the activity:

These guidelines were published as part of the project “The future starts at school” which aims were once to reduce the phenomenon of absenteeism and school dropout and also to promote the role of the school mediator.

Moreover, the guidelines seek to support teachers and educators who work with Roma communities, especially for the integration of Roma children into school, by offering them advice and recommendations useful to succeed in this process.

Target audience (beneficiaries):

The guides are addressed to teachers, school mediators, educators, parents and school inspectors, researchers, anyone interested in supporting the Roma communities

Short introduction:

In mid-2010, UNICEF launched, in partnership with the Ministry of Education, Research, Youth and Sport and the Institute of Educational Sciences, the "Children's Future Begins at School" campaign (later called the "Let's Go to School!" Campaign for school participation). in order to bring children back to school and help them complete compulsory education.

The project intervenes in communities with high rates of children drop-out and absenteeism and involves actions targeting three levels of community:

- at the level of families
- at the level of educational units
- at community level

In addition to the component of training school mediators in each participating community, the project aimed to develop pedagogical resources for a deeper understanding of the Roma community but also of the role of school mediator.

As a result of this project and campaigns were published in 2011, two guides for teachers who work with Roma communities. The guides are available online since then. Anyone who has confronted with the problem related to integrating Roma children into schools can use this resource in their teaching and didactical approach.

Location /geographical coverage:

The guidelines are available online in Romanian language.

On the other hand, the campaign was successfully implemented in 38 communities in 16 counties, continuing in the 2011-2012 school year in 141 schools in 37 counties, and in the 2012-2013 school year in 100 communities, thus covering 10% of the country's communities, constituting a critical mass with potential for expansion at national level.

Methodological Approach:

The guidelines are part of several resources available online and written by Gheorghe Sarau and Elena Radu. The guidelines address the problem of Roma community, which for different reasons (social, economical, historical) has difficulties in the integration of Roma children into schools. The guidelines contains information on:

- the status of school mediator in Romania between year 1990-2011
- Panorama of education for Roma; Achievements and challenges
- worksheets and resources for school mediators
- ways of working with pre-schoolers / students and the Roma community
- the role of school mediator (competences and responsibilities)

The guides develop concrete actions regarding the ways of working with educators / parents and school mediators. For the effectiveness of the guides the authors use, some common situations and related action responses, issues that in general – face teachers working in education for Roma children.

Resources needed:

The resources needed consisted of:

- Human resources (experts involved in the project implementation, strong public and private partners)
- Materials resources (workspace, equipment and consumables)
- Information resources (relevant information for taking good decisions)
- Time resources (time availability to implement the project activities)
- Financial resources (organizational funds and attract funds).

Duration: NA, since the guidelines are online

Validation:

As part of the "Let's go to school!" campaign, UNICEF have had interventions at three levels: school, family and community. The interventions at the school level aimed at transforming the school into a welcoming environment for children, by training school mediators, principals and teachers to adapt their work style to the needs of each student. At the family level, the aim was to strengthen the parents' connection with the school, to involve them in their children's school life and to provide support to the parents through counseling and individual discussions. Interventions at the community level aimed to influence and mobilize community members to get involved and support families whose children are at risk of dropping out of school.

For instance, the work of the school mediator's guide was printed in 1500 copies and is available and accessible online and the other guide in 2000 copies.

Impact:

The campaign was a success. The result and the impact of the interventions in the school year 2011-2012, compared to the previous school year were completed with the following data: - 80% of children at risk of dropping out of school continued to attend school, improving their school attendance;
 - 83% of all children who came to school for at least one day at the end of the school year, and 66% of these children improved their school performance and passed the class; - on average, the participation rate increased by 60%.

Replicability and/or up-scaling:

The guides can be used by anyone interested in the topic. Being a resource available online, the information from the guides can be downloaded and applied in every community/school that addresses these issues. The guides are user friendly, the content is clear and practical, easy to follow and understandable.

Activity Owner/Author/Creator/Publisher

Institution: Inspectoratul Școlar Județean Suceava/ Suceava County School Inspectorate

<p>Country: Romania</p>
<p>Position and role of contributor: Coordinator of the R.E.S.P.E.C.T project</p>
<p>Email address: isjsv@isj.sv.edu.ro</p>
<p>Website: https://educatiafnonf.wordpress.com/2020/07/25/r-e-s-p-e-c-t-rezultatele-unui-proiect-de-responsabilizare-sociala/ https://educatiafnonf.wordpress.com/2016/01/23/medierea-conflictelor-3/ https://issuu.com/tatianavintur/docs/respect_isjsv_20</p>
<p>Overview of Activity</p>
<p>Title of the activity: R.E.S.P.E.C.T. project</p>
<p>Type: social responsibility project, prevention of violence in the school environment</p>
<p>Date: The R.E.S.P.E.C.T. violence prevention campaign was initiated in 2015 and over time the project has diversified its activities responding to the educational needs of children in Suceava County</p>
<p>Aim of the activity: The aim of the project is to prevent bullying and violence in the school environment by creating a harmonious, inclusive educational environment, so that each student feels encouraged, motivated, safe, to manifest responsibly be able to manage their emotions through a tolerant, non-discriminatory attitude, communicating actively, assertively and non-violently.</p>
<p>Target audience (beneficiaries): Educators, Teachers, students, parents The campaign brought together institutions with a major role in education, local and county public authorities, non-governmental organizations: Suceava County Police Inspectorate, Suceava Center for Drug Prevention, Evaluation and Counseling, General Directorate of Social Assistance and Child Protection Suceava, People's Advocate - People's Advocate Child, Parents' Associations, Save the Children Organization, Pro Europa Project Association, local media: Monitorul de Suceava, NewsBucovina, Bucovina TV.</p>

Short introduction:

Violence is a current problem of our society, having an impact on the act carried out in an institutionalized framework

Violence between students is the most widespread form of violence in school represented by verbal violence such as quarrels, conflicts, insults, threats, intimidation, harassment, mockery, insults; it appears as an "ordinary" manifestation, and sometimes a tolerated behavior.

The story of R.E.S.P.E.C.T. - project of social responsibility, prevention of violence in the school environment started from the educational needs of the child and contributes to the harmonization of the educational climate, the heart and soul of the school, respect for diversity, collaboration and communication, the well-being necessary for school success.

Through this campaign, both students and teachers and parents had the chance to work together and learn new techniques and methods of combating violence in school through practices like: mediation, communication, prevention that in time would lead to a non-violent mentality.

Location /geographical coverage:

The project is implemented in Suceava county (in rural and urban area)

Methodological Approach:

The R.E.S.P.E.C.T. responds to the educational needs of students through a non-formal approach to education, in a complex way - seven complementary, coherent areas, which are ways of preventive action to reduce violence in schools.

R comes from responsibility

E comes from education

S comes from Solidarity

P comes from Prevention

E comes from Emotion

C comes from communication

T comes from tolerance

For instance, the activities of the project from the school year 2019 - 2020 included:

- Practicing strategies and techniques for violence prevention during leadership classes, educational support activities for students and parents;
- Conflict negotiation and mediation techniques: the surrounding conflicts, our understanding of conflicts, the causes and effects of conflict, conflict resolution, conflict mediation, mediator qualities, stages in conflict resolution, listen to the "negative" character, the phenomenon of bullying, cyberbullying, forum theater;
- Activities specific to the components of the campaign: Responsibility, Education. Safety. Prevention. Emotion. Communication. Tolerance

Resources needed:

Human resources (experts involved in the project implementation, students enrolled in the project activities, collaborators)

Materials resources (workspace, equipment and consumables)

Information resources (relevant information for taking good decisions)

Time resources (time availability to implement the project activities)

Financial resources (organizational funds and attract funds)

Duration:

The R.E.S.P.E.C.T. violence prevention campaign was initiated in 2015 and over time the project has diversified its activities responding to the educational needs of children in Suceava County

Validation:

"In the last five years, thousands of students from Suceava schools have been involved in promotional activities of the seven components, because they have realized the importance of ensuring a friendly school climate in which to feel safe. Each component represented a challenge in the fight against violence in the school environment and a starting point in all activities started at school level. The RESPECT campaign is a powerful engine that contributes to the creation of viable strategies for the prevention of violence in schools, a true model of good practice worth following at national level, a campaign in which schools in the country could become reliable partners in achieving objectives of the campaign. " (prof. Luminița Dobrea - Corocăiești Secondary School)

"I really enjoyed participating in the RESPECT Campaign this year as well. It is a project in which each of us can find his place, when he wants to do something so that the world around us becomes a better place for all of us. It is often said that we, the children and young people of today, will change the world and I believe we can do that. We just have to start by changing the way we see and listen to those around us, that is, a change of mentality. And all this could happen if we all participated in such campaigns. " (Darie Evelina-Iustina, 14 years old, "Vasile Cocea" Technological High School, Moldovița)

Impact:

40,000 students from 180 schools in Suceava County were directly beneficiaries of the project activities

1500 teachers facilitated non-formal learning in extracurricular activities 4000

parents participated in the project actions.

Reducing cases of violence in the school environment by improving behaviours and attitudes regarding respect, anti-discrimination, etc. reducing cases of school violence by participating of beneficiaries in formal / non-formal and informal activities, including mediation and solving conflicts

Replicability and/or up-scaling:

The non-formal learning experiences of the R.E.S.P.E.C.T. can be transferred in formal contexts - socio-human disciplines, counseling and guidance and informal by adapting and applying in everyday life the improved key competencies.

Activity Owner/Author/Creator/Publisher

Institution: Centrul Județean de Resurse și Asistență Educațională Hunedoara
Hunedoara County Centre for Resources and Educational Assistance

Country: Romania

Position and role of contributor: Project coordinator

Email address:

Website: https://cjraehd.ro/wp-content/uploads/2018/02/Proiect_Prevenirea_si_combaterea_violentei_prin_peermediation_2018.pdf
<http://arhiva.replicahd.ro/?p=20288>, <http://www.ltgmoisildeva.ro/prevenirea-%C8%99icombaterea-violen%C8%9Bei-prin-peer-mediation> <https://www.youtube.com/watch?v=RIOQCdg24oU>

Overview of Activity

Title of the activity: Preventing and combating violence through peer mediation project

Type: prevention and combating violence in the school environment, conflict mediation in school environment

Date: The project started in 2015 and continued until 2019.

Aim of the activity:

The main objective of the implementation of this project is to prevent and combat violence in the school environment, at Hunedoara county level. Therefore, the purpose of the project is to prevent and combat violence at school level through the direct involvement of students in conflict mediation actions.

Target audience (beneficiaries): The project is addressed to teachers and students in middle school and high school classes. Indirect beneficiary is the school community

Short introduction:

When we discuss about conflicts, constraints and requirements in school environment, schools are not an exception, since a lot of disputes between children and children are taking place on a daily basis.
 A special way to combat and to prevent violence in school is the mediation of conflicts. Peer mediation, as a negotiation technique, is one of the most efficient ways of dealing with conflicts whenever these appear. It is even more important when we speak about conflicts between children. Therefore, combating violence through peer mediation has become an increasing way accepted in the Romanian school, especially since it was found that much more effective is for this mediation to be exercised by mediators of the same age and status as mediated persons, respectively with children.

Location /geographical coverage: Hunedoara county

Methodological Approach:

In order to implement a specific program in this respect, the first step in the project implementation aimed to select the right people (teachers and students) to take part in the mediation process. Therefore, the main activity within the project consisted in the formation of peer mediation teams, containing of a minimum of 2, a maximum of 6 volunteer students and a coordinating teacher, at the level of a class.
 The peer mediation team differs from other types of conflict mediation groups in that mediators are students and intervene in peer-generated conflicts.
 The role of peer mediation teams in this case, were to intervene whenever in the group-class conflict will break out between classmates or between classmates and other students in the school in order

to reduce or annihilate the conflict. The peer mediation team is an intervention team, chosen by the fact that it can intervene immediately, and even has the opportunity to prevent as some conflicts to escalate. Students who participate in mediation actions intervene in the group of students of the class they belong to, they are the ones who know their classmates best, but also between classmates and other students in the school. The intervention is performed in a space default for mediation, from the school unit.

Resources needed:

Human resources (experts involved in the project implementation, students enrolled in the project activities, collaborators)
 Materials resources (workspace, equipment and consumables)
 Information resources (relevant information for taking good decisions)
 Time resources (time availability to implement the project activities)
 Financial resources (organizational funds and attract funds)

Duration: The project started in 2015 and had five editions until 2019 when stopped because of the pandemic situation.

Validation:

Following this project, students who have acquired conflict mediation skills they can continue this process even after its completion. Moreover, students and staff teachers involved in this project can also become trainers - a resource for other students, for the next edition or for other projects.

Impact:

Awareness of students, and teaches regarding the role they can play in conflict mediation
 Peer mediation in the school environment means that a school will benefit from an additional advantage in order to obtain a more suitable atmosphere for the development of the educational process. The major changes will be seen in: the prevention of tense situations, including bullying and harassment; in managing conflict situations; in extinguishing existing conflicts and overcoming blockages and key moments born from the exacerbation of pride.

Replicability and/or up-scaling:

The peer mediation team differs from other types of conflict mediation groups in which mediators are students and intervene in conflicts generated by their peers. The project idea can be replicated and easily applied also in other County Centre for Resources and Educational Assistance. The needed resources are not so much, since the project is based on a voluntary activity, but the impact of the project is seen in everyday school activity and environment.

Good practices from Bulgaria

Activity Owner/Author/Creator/Publisher
Institution: Center for Interethnic Dialog and Tolerance AMALIPE
Country: Bulgaria
Position and role of contributor: Educational department
Email address: edu@amalipe.com ; amalipe.edu@gmail.com
Website: http://www.amalipe.com
Overview of Activity
Title of the activity: "Every student could be a winner"
Type: Long-term national program
Date: The activity started in 2015
Aim of the activity: It is aimed at preventing dropout of children, especially Roma in compulsory schooling age.
Target audience (beneficiaries): The program is targeted to parents, teachers and school principals who need to help students to find what are good at and how to be the best performer in these fields and further develop their skills and knowledge. The initiative is supported by the Trust for Social Achievement Foundations.
Short introduction: Project activities intend to solve the challenge of the large number of absences, low grades in school, lack of participations of parents in school life and school structure management. The project also provides activities for the development of a sustainable social environment and for changing public opinion to support the quality of education and educational integration of Roma children. New materials in the field of intercultural education and manuals to improve the work of the parent clubs and school parliaments have been disseminated. These activities were carried from 2015-2017.
Location /geographical coverage: The project is initiated in north central Bulgaria and spread through the whole country.
Methodological Approach: The program strengthens the following elements: <ul style="list-style-type: none"> - Work with students – organizing training for capacity building of the student parliament, campaigning for conducting education with youth clubs.

- Work with parents – increasing the capacity of the parent clubs, trainings for chairperson of the parent clubs, “Parents teach parents”.
- Work with teachers – increasing the capacity of teachers, using the model “Learning through sharing experience”, organizing conferences in the municipalities, conducting of online training to work in a multicultural environment; teacher training the elective course “Ethnic folklore – Roma Folklore”, conducting national conference.
- Systematic change and improvements in the quality of education for Roma children through involving the schools to participate in seminars and trainings.

Resources needed:

There is a need for collaboration between schools, students, parents as well as partners in order to be implemented all activities. All of the parties need to be familiar with the methodological approach in order to be successfully replicated.

Duration:

It’s a two-year program (2015-2017). The second phase of the program was implemented from October 2017 until September 2020.

Validation:

Almost 1500 students took part in the student parliaments in school, nearly 1400 parents were involved in the parental clubs and almost 2500 teachers took part in seminars, trainings and other initiatives. All of the target groups increased their competences and are able to solve conflicts and problems of all school levels.

Impact:

The program has contributed to the positive impact and attracted the interest of Roma children and parents in the learning process. It also empowered parents and their involvement in their children’s school life. Almost 1500 students took part in the student parliaments in school, nearly 1400 parents were involved in the parental clubs and almost 2500 teachers took part in seminars, trainings and other initiatives. The project has contributed to the systemic change and tangible improvement in the quality of education for Roma children.

Replicability and/or up-scaling:

The first phase of the project has been extremely successful, therefore second phase was initiated. In total 200 schools located through the country took part in activities. For further replications, advocacy and information campaigns might be organized to continue initialization and sustainability of this model.

Activity Owner/Author/Creator/Publisher
Institution: First Secondary School 'Pencho P. Slaveykov'
Country: Bulgaria
Position and role of contributor: School Psychologist
Email address: sofia_1sou@abv.bg
Website: http://1sousofia.org
Overview of Activity
Title of the activity: A Student Council Campaign 'Become a school mediator'
Type: Practice
Date: September - October 2020
<p>Aim of the activity:</p> <p>The campaign 'Become a school mediator' is a voluntary initiative which uses the method 'peer mediation' and aims to create a space in school where students can fast and effectively resolve conflicts with the help of peers and to benefit from this. The idea of the campaign comes from a research in one school which shows an increase in interpersonal conflicts between students turn violent and that punishment is an old and non-working method to cope with aggression. New working methods are needed which encourage resolving conflict constructively and respectfully and which bring students personal satisfaction that they have solved the problem themselves. Such a method is mediation, where students voluntarily resolve conflicts themselves and learn to take responsibility for their behaviour and choices.</p>
<p>Target audience (beneficiaries):</p> <p>The campaign is for students from 8th to 11th grade and it is a part of school violence prevention in First Secondary School 'Pencho P. Slaveykov'. Direct participants are 10 students from the Student Council as trainers, 15 students from secondary level education as mediators and the school psychologist as a trainer. All form teachers from secondary level education actively participate as volunteers and organisers. School mediators' work continue during remote schooling.</p>
Short introduction:

The Student Council organizes the campaign as a part of the prevention of violence among students and the aim is to change the way of dealing with aggression at school via active participation of students as volunteers - mediators and negotiating sides in situations of interpersonal conflicts. The final goal of the campaign is to be created space for fast and effective way to deal with conflicts and in a long-term plan to improve the psychological climate in First Secondary School. Volunteers' expectations are that students at risk will receive help and will find ways to resolve conflicts without violence. The idea of the campaign is taken from a survey in one school which shows increase of interpersonal conflicts between students turned to violence and that punishment is an old-fashioned and non-working method of dealing with aggression. Modern, working ways, which encourage solving arguments constructively and which are good for students' mental health and personal satisfaction that they had found the solution to the problem themselves, are needed. Such a method is mediation, where students voluntarily resolve conflicts themselves and learn to take responsibility for their behaviour and choices.

Location /geographical coverage: Sofia, First Secondary School 'Pencho P. Slaveykov'

Methodological approach: The used method is: 'Peers educating peers'.

Resources needed:

Human resources needed: trainers and students who serve voluntarily as mediators.
 Materials needed: protected space in the school building where the mediation will be carried out and office supplies.
 The school as an institution has to provide regulatory basis for carrying out the school mediation.
 No challenges are encountered by the different genders in replicating the activity.

Duration:

The campaign was carried out from September to October 2020. The work of the trained school mediators as volunteers at school is long-term.

Validation:

Final surveys show high level of satisfaction of the participants in the campaign.

Impact:

The following positive impact of the campaign is observed:
 Place at school for a peaceful and effective way of resolving arguments and conflicts between students was created.
 School violence decreased.
 Unauthorised absence from school was reduced due to improved psychological climate.

Enhance students' interest in volunteer work and civil initiatives.

Students from secondary level education can resolve their conflicts peacefully and take responsibilities for their behaviour and choices.

Replicability and/or up-scaling:

Creating an affirming space at school for non-violent and effective way of solving arguments and conflicts between students via the method 'Peers educating peers' and annually educating two representatives from each class, who will help form teachers solving interpersonal conflicts in class, will replicable the effect of the campaign.

Campaigns such as 'Become a school mediator' successfully prevent violence among students at school and can achieve the desired change in the way of dealing with aggression by active participation of students as volunteers-mediators and negotiating sides in situations of interpersonal conflicts. Creating space for fast and effective way to deal with conflicts improve the psychological climate in school environment.

Activity Owner/Author/Creator/Publisher
Institution: 122 Innovative Primary School 'Nikolay Liliev', Sofia
Country: Bulgaria
Position and role of contributor: School Psychologist at 122 Innovative Primary School
Email address: 122ou@122ou.com
Website: : https://122ou.com/
Overview of Activity
Title of the activity: Practice at school addressing to prevent students from regularly breaking the rules and serious breach of discipline.
Type: Algorithm (protocol) of activities when students break the rules and have committed serious breach of discipline.
Date: The activity has been carried out regularly since the 2018/2019 school year.
Aim of the activity: Improving the work of students with problem behavior in the classroom.

Target audience (beneficiaries): students, parents, teachers, school management

Psychological consulting office at municipality Lozenets; specialists, external for the institution (in the community) according to the needs of the student and family; The Local Commission for Combating Anti-Social Manifestations of Minors(LCCASMM); Inspector Children Pedagogic Room(CPR); Social Service Agency - Child Protection Department.

Short introduction:

The applied algorithm which is described below:

- The form teacher talks with the student. The classroom rules visuals, which are written and updated by the students at the beginning of each school year are good support in those conversations.
- The form teacher has a conversation with a parent who is informed for his child's behavior and together they reach an agreement on what activities are suitable for improving student's behavior at school.
- Support is given to the form teacher (when is asked) by the deputy head, principal, teachers, school psychologist. They take part in the conversations with the student and parents if necessary. Focus on those activities are specifying all participants' actions with the student, clarifying each point of view referring the student's problem behavior. It is important both parents and school to have same requirements for the student. Understanding student's point of view is important for the future work.

Location /geographical coverage: Bulgaria, Sofia, 122 Innovative Primary School 'Nikolay Liliev', Sofia

Methodological Approach: In some cases the school psychologist has an individual consultative meeting with the parents and they discuss the reasons for the student's unacceptable behavior. They specify the activities carried out by the psychologist (observation of student's behavior during the lessons and breaks; gives feedback to a parent; collaborative work with teachers; individual consultations with the student). The duration of the period for the individual consultations depends on the changes of the student's behavior. During all the period of consultation, the psychologist often needs to serve as a mediator between the school, family and community services, which could help the family.

- When the family or student need consultation for different problems out of school, the family is directed to the psychological consulting office at municipality 'Lozenets' and other suitable specialists. In those cases the school acts as mediator.

<ul style="list-style-type: none"> - For more serious problems (deviant behavior; student at risk) the school initiate support from the Local Commission for Combating Anti-Social Manifestations of Minors (LCCASMM) and Social Service Agency - Child Protection Department.
<p>Resources needed:</p> <p>Qualification of the participants from school for the basic methods of mediation. The presence of the mentioned specialists in 'Short introduction' in school and community.</p>
<p>Duration:</p> <p>The duration is specific for each particular case for which it is applied.</p>
<p>Validation:</p> <p>The positive results of applying the practice and the positive change in behavior lead to the improvement of the microclimate in the class and decrease the anxiety among parents in addition to the improvement of the results of the particular student.</p>
<p>Impact:</p> <p>In most cases in which it is applied there is positive impact. The effectiveness of the work it is extremely important the individual approach to each student and family, and that there is not a universal formula for success. When we build 'warm relationship' with the family and work together for better, the effectiveness is bigger.</p>
<p>Replicability and/or up-scaling:</p> <p>Each school team could try similar algorithm when students regularly break the rules and commit breach of discipline.</p> <p>Specialists are needed at school and resources in community. The practice is suitable for students in primary school, in high school it should be considered with the age and level of the students. Applying the described algorithm put student's needs in the centre.</p> <p>When <i>families</i>, communities and <i>schools</i> work together, students are more successful and develop their social skills, which are useful for their development and the entire community benefits.</p>

<p>Activity Owner/Author/Creator/Publisher</p>
<p>Institution: 44 Secondary School 'Neofit Bozveli', Sofia</p>
<p>Country: Bulgaria</p>

Position and role of contributor: <i>School Psychologist</i>
Email address: <u><i>g.stamova@44sou.eu</i></u>
Website: -
Overview of Activity
Title of the activity: <i>Support for students at risk of dropping out from the educational system for students in 5th and 8th grade</i>
Type: <i>Practice</i>
Date: Implemented during the 2019/2020 and 2020/2021 school year and documented in the school mediator's work diary.
Aim of the activity: The aim of the mediator's diary is to register events such as parents' meetings, team meetings between teachers. In the diary are written the names of students at risk from dropping out (not only from 5th and 8 grade).
Target audience (beneficiaries): Students in 5th and 8th grade (but not only) identified at risk of dropping from educational system and their parents. Form teachers and students at risk are also included.
Short introduction: Observing that there are students in 5th and 8th grade who do not attend lessons with no acceptable reasons and parents who cannot control that process. Meetings between form teachers of fifth graders with their former teachers were held. Most of the students in 8th grade are newcomers at our school and meetings between their form teachers and school mediator are held to identify students at risk of dropping out. Period: within two school years - 2019/2020 and 2020/2021
Location/geographical coverage: <i>Sofia</i>
Methodological Approach: Analyzing the cases of students at risk of school dropout in 5th and 8th grade. Parents' meetings and additional support and consultations.
Resources needed: Materials: Consulting room

Human: Educational mediator to coordinate the activity
Duration: Two school years
Validation: Parents shared positive feedback
Impact: Rather positive
Replicability and/or up-scaling: Replicable in schools with students at risk from dropping out in 5th and 8th grade. Some of the students encounter difficulties in secondary school adaptation and for them and their parents that support is necessary.

Activity Owner/Author/Creator/Publisher
Institution: <i>The National High School in Finance and Business in Sofia</i>
Country: <i>Bulgaria</i>
Position and role of contributor: <i>Maya Gesheva - headteacher; Angel Angelov - psychologist</i>
Email address: <i>gesheva.m@nfsq-sofia.org; angelov.a@nfsq-sofia.org</i>
Website: <i>https://www.nfsq-sofia.net/</i>
Overview of Activity
Title of the activity: <i>The function of mediation when a student has been made to leave the lesson for bad behavior</i>
Type: <i>Practice</i>
Date: <i>2017 -2021</i>
Aim of the activity: <i>Popularize the school practice for the aims of the project 'Educational mediation'</i>
Target audience (beneficiaries): <i>Head teacher, teachers, pedagogical advisor, school psychologist</i>
Short introduction:

<p>A student being made to leave a school lesson is a serious problem and it affects all participants in the educational process - teachers, students, psychologists, pedagogical advisors, head teachers, and parents. The reasons are different in all cases but all situations are difficult for a teacher to handle. In most of those situations the student is sent to talk with the school psychologist or pedagogical advisor but analysis shows that effectiveness of such interventions is low because there is not a student's willingness for such a consultation. It is registered that in all cases the student has demonstrated defensive behavior, denied his responsibility and blamed the teacher.</p> <p>As an attempt to find more effective interventions to solve the problem are used elements of mediation during the period 2017 – 2021. For that reason a third side between the student and teacher is needed to fill the gap in the communication between them and give them social support. It is realized immediately when it happens or shortly after. The third side in the situation meets with the teacher and student, for example during the break and try to listen to both points of view.</p>
<p>Location /geographical coverage: Sofia, Lozenets District</p>
<p>Methodological Approach: Case study</p> <p>The practice is realized within the approved school schedule when is needed.</p>
<p>Resources needed:</p> <p>School managers, teachers, school psychologist/pedagogical advisor, students can participate in it.</p> <p>It is needed to be done according to the school rules and regulations.</p>
<p>Duration: Four years 2017-2021</p>
<p>Validation:</p> <p>The activity has been checked by follow-up conversations with the stakeholders and quantity (number of absences) and quality (manners and non-verbal indicators) parameters have been observed.</p> <p>Under particular conditions the practice could help for reducing the number of students who are removed from classes.</p> <p>The current practice is used for solving particular school problems towards which the participants in the educational process are very sensitive. For that reason, up to now is not gathered information connected to public spread of particular stories and other, because it should be done more carefully considering possible negative consequences.</p>
<p>Impact:</p> <p>The results of such intervention are reducing the number of students sent to the school psychologist. At the same time more teachers try to pre-talk with students in a problem situation instead of sending them directly to the psychologist. Such an effect may be positive, as the reaction is not only emotional which gives an opportunity an appropriate intervention to be planned. The effectiveness of such practice is being observed by follow-up meetings depending on the particular situation.</p>

Replicability and/or up-scaling:

The current practice could be used as a model for creating school practices which can be applied for resolving conflicts regarding the specifics of the particular institution. It is important for the practice to be considered with the specific features of each educational institution.

It is also important to consider the support from school managers, approval from teachers, psychologists, pedagogical advisor, other specialists and students as well.

Activity Owner/Author/Creator/Publisher
Institution: 22 Secondary Language School 'G. S. Rakovski'
Country: Bulgaria
Position and role of contributor: Miroslava Mircheva-Bozhkova - School Psychologist in the role of a mediator
Email address: rakovski22sou@abv.bg
Website: www.22seu.bg
Overview of Activity
Title of the activity: Support via partnership
Type: Case study, connected with resolving conflicts.
Date: The activity was carried out in the 2019/2020 school year.
Aim of the activity: The regulation of the role of the mediator in conflict resolution at all levels of communication at school.
Target audience (beneficiaries): Students - parents - teachers All included stakeholders are students from 1st to 4th grade and their parents.
Short introduction: The conflict started with an argument between boys, then it turned into an interpersonal conflict and after school the students went home and retold the incident to their parents. Parents connected to the form teacher for information. Meanwhile in the social-networking sites the parents started arguing. Each one defended his child. The conflict arose and they started to blame each other.

The school psychologist organized a meeting between the students, their parents and the form teacher. At first, the students felt anxious, even scared. After they got familiar with the purpose of the meeting, including equality and attempt to find the best solution for everyone, the boys started feeling relaxed. The main problem was that everyone was too emotional. Listening to each other's point of view gave a result. The sides in the conflict realized that without the help of a mediator they could hardly handle the situation effectively and in a positive way for each side.

The meeting was divided in two parts.

I: Group meeting, together with parents and form teacher - 2 hours.

Group meeting with students and form teacher - 30 minutes.

II: Individual meetings with the students - each one 30 minutes.

Location /geographical coverage: Sofia, 22 Secondary Language School 'G. S. Rakovski'

Methodological Approach:

In order to address the initial issue were used:

- Talk, feedback, gathering facts
- Support, understanding, empathy, situational encouragement, trust
- Transformative mediation is applied, early facilitative mediation.

The effect of the process realized by the mediation leads to categorical successful outcome. The main difficulty for the psychologist is not the mediation itself as a process to resolve both types of conflicts, but the ongoing role of a psychologist in future individual meetings with the students, which is another type of role with a different accent, methods and work rules.

Resources needed:

Qualified figures (psychologist, pedagogical advisor), prepared to work in school and motivated for resolving conflicts.

Good socioeconomic conditions for recruiting qualified and motivated figures to work in a modern school environment.

No challenges are encountered by the different genders in replicating the activity. Important are qualification and experience.

Duration:

Meetings between students, parents and teachers with the leading role of the mediator has been held within 2 days. In conflicts of that kind is important the continuing work on all levels. In that case it continued until the end of the school year. Following that process the conflict was ended up completely.

Validation:

The time for assuring the sides for the importance of that process and reaching effectiveness without taking side or position is longer than the process of mediation. The main problem here is regulating the role of the mediator for the sides in the conflict and the change in the expectations. The psychologist takes more time for rule, structure and role of the mediation. In all cases of the activity after the psychologist serves as a mediator, keeps doing the job as a school psychologist.

Motivating the participants and building trust, as well as good organization for effective communication and feedback lead to positive results.

Impact:

The sides in the conflict realized that without the help of a mediator they could hardly handle the situation effectively and in a positive way for each side. The effect of the process realized by the mediation leads to categorical successful outcome obvious for each participant.

Replicability and/or up-scaling:

For extending the activity more widely financing and staff are needed. Motivating the participants and building trust, as well as good organization for effective communication and feedback lead to positive results.

Activity Owner/Author/Creator/Publisher

Institution: 59 United School 'Vasil Levski'

Country: Bulgaria

Position and role of contributor: Mariyana Bozhkova - headteacher

Email address: sou59@mail.bg

Website: 59sou.org

Overview of Activity

Title of the activity: Together on the road of success

Type: Cooperative practice for the sake of the children

Date:

The activities of the educational integration were held during the 2019/2020 school year.

<p>Aim of the activity:</p> <p>The activities connected to educational mediation aims to build the bond between school as an institution, parents' community and all other institutions related to education and upbringing of young people in Bulgaria.</p>
<p>Target audience (beneficiaries):</p> <p>The activity is for students, parents, and teachers. As parties are included school, the community of parents, 'Konkordiya' Foundation - Bulgaria, district administrations 'Serdika' and 'Poduyane', Social Service Agency - Child Protection Department.</p>
<p>Short introduction:</p> <p>59 United School 'Vasil Levski' is situated in Sofia, Malashevtsi neighbourhood. It is a school with a 128 - year history. There are students with different ethnic origin and social status. A lot of students are from poor families. There are some slums in the neighbourhood and people living there do not have address registration. The area is characterized by unsanitary conditions and social disorganisation. A serious problem for students living in such conditions is early dropout from the educational system. For them the role of the school mediator is really important. There is a social worker in the school who has been working here for a year and who together with the mediator helps to improve the relation between school and parent community. Different practices, proved their effectiveness, are being used:</p> <ul style="list-style-type: none"> - meetings and talks with parents at their homes; - campaigns to help children from poor families during Covid 19 outbreak; - mediation between teachers and students during remote schooling. <p>Keeping in touch with institutions related to education and upbringing of young people.</p>
<p>Location /geographical coverage: Bulgaria, Sofia, Malashevtsi neighbourhood</p>
<p>Methodological Approach:</p> <p>Before an educational mediator started working at our school we found difficulties in build the bond between students - teachers-parents-institutions. Problem analysis was carried out and different methods were used to cope with the initial situation - talks with parents at their place, regular contacts with institutions, strictly organised system for contact between the mediator and the form teachers.</p> <p>Mediation in education is extremely important for the success of the educational process in modern school. It is the needed connection which unite students - teachers - parents and build a bridge between school as an institution and parents as part of the community.</p>
<p>Resources needed:</p> <p>To be applied the good practices of educational mediation successfully, financial resources are needed. The educational mediator and social worker have to keep working in our school and to be their work effective the school must support their work with the necessary materials.</p>
<p>Duration: The activity of the educational mediator is being planned each year.</p>
<p>Validation:</p>

The activity has been approved by the stakeholders - school and parent community. Form teachers were helped by the mediator during the remote schooling by finding students, keeping instant contact with teachers (who sent materials and the mediator helped by visiting students (who do not have electronic devices and Internet) at their homes and giving them the materials. The practice is approved by parents, most of them with low socioeconomic status. They appreciate mediator's work and become more helpful and interested in motivating their children to attend school.

Impact:

Mediation in education definitely has a positive impact in all aspects of the educational process at school. It can be seen in helping form teachers' work, the personal attitude towards each student having problems with attending school, communication between the mediator and parents at their homes.

Replicability and/or up-scaling:

The practice have to continue to develop its work with parents, because most of the problems arise due to the fact that parents are not interested in education and educating is not a priority for them. Parents have to be involved in school events to become part of school initiatives. Mediation in education is extremely important in modern school. It is especially needed where students with different ethnic origin and low socioeconomic status are educated. It proved its effectiveness during the last school year when we had to learn during the Covid-19.

Activity Owner/Author/Creator/Publisher
Institution: 149 Secondary School 'Ivan Hadzhiyski'
Country: Bulgaria
Position and role of contributor: Educator (certified mediator) on a civil contract
Email address: manchev_c@abv.bg
Website: www.149su.com
Overview of Activity
Title of the activity: Training: The essence of mediation
Type: Optional lessons part of innovation school plan
Date: Started on 15.09.2020
Aim of the activity:

<p>The training gives students’ practical knowledge and skills how to deal with conflicts and arguments of all kind. It consists of best strategies applied by leading specialists around the world, tested in lots of different solving problem situations in the last 9 years in an international context as well.</p>
<p>Target audience (beneficiaries): 10th graders at 149 Secondary School ‘Ivan Hadzhiyski’</p>
<p>Short introduction Year-round course for students in secondary level education is organised for the first time in Bulgaria. The learning program is adapted for secondary level students, which aim is to increase students’ emotional intelligence, reduce aggression at school and develop students’ communication and social skills.</p>
<p>Location /geographical coverage: Sofia, Ovcha Kupel District, 149 Secondary School ‘Ivan Hadzhiyski’</p>
<p>Methodological Approach: To set a good example and high level of effectiveness due to satisfaction of the interested parties. Role games, competitive games and team games.</p>
<p>Resources needed: A qualified and certified educator; A well-designed room; Motivated parties.</p>
<p>Duration:One school year</p>
<p>Validation: The activities are highly evaluated by different stakeholders who shared positive feedback.</p>
<p>Impact: So far only positive impact has been observed.</p>
<p>Replicability and/or up-scaling: Mediation is a process where a neutral third party assists disputing parties in resolving conflict through the use of specialized communication and negotiating techniques. Mediators are professionals with lots of competences, who manage the interaction between parties and use a variety of techniques to guide the process in a constructive direction.</p>

Activity Owner/Author/Creator/Publisher
Institution: Sofia Vocational High School of Tourism
Country: Bulgaria
Position and role of contributor: School Psychologist and Pedagogical advisor
Email address: thh_sofia@abv.bg
Website: http://www.spgt.org
Overview of Activity
Title of the activity: An agreement for solving conflicts
Type: Method
Date: January 2020
Aim of the activity: Managing conflicts and solving arguments in education based on legislation framework of mediation in Bulgaria, having skills for negotiating and managing conflicts and knowing the educational system with its specific functions. By signing the agreement the sides in the conflict to keep in mind that the conflict is not unimportant and it should not be deepened.
Target audience (beneficiaries): Students, form teacher, school psychologist, pedagogical advisor, parents and head teachers.
Short introduction: Sides in the conflict offend and threaten each other during the break and then the conflict deepens and other students are involved. The negative emotional climate leads to bad discipline during the lessons. Classmates of the students share to the form teacher that it may turn into physical assault after school. To help resolving the students' conflict the form teacher sends them to the school psychologist and pedagogical advisor. The coordinators in school (form teacher, school psychologist and pedagogical advisor) share opinion that the case is suitable to be solved via the methods of mediation. Students are invited to talk in school with a parent signed agreement. At this stage is stated that parents' participation in the mediation procedure is not necessary. After defining the purpose of the conflict, releasing emotional tension, improving communication and discussing sides' positions, they find the solution alone and make a decision to end up the conflict.
Location /geographical coverage: Sofia, Oborishte District
Methodological Approach:

<ol style="list-style-type: none"> 1. Gathering information about the conflict. 2. Identifying the sides in the conflict. 3. Talking about the purpose of the conflict with the sides, but with having their parents' agreement in advance. 4. Signing an agreement for resolving the conflict.
<p>Resources needed:</p> <p>Human resources: a school psychologist and pedagogical advisor</p> <p>A written methodology for applying the method for voluntarily agreement between the sides for resolving the conflict.</p>
<p>Duration:</p> <p>This activity had a duration of three weeks. Individual approach is takes to each case, meaning that duration can vary between the different cases.</p>
<p>Validation:</p> <p>The activity is approved by students and parents via the filling of the declaration for informed agreement for applying the method of voluntarily resolving of the conflict.</p>
<p>Impact:</p> <p>The observed impact is positive. After defining the purpose of the conflict, releasing emotional tension, improving communication and discussing sides positions, they find the solution alone and make a decision to end up the conflict and sit at different places in the classroom (before they were sitting one behind the other in the classroom).</p>
<p>Replicability and/or up-scaling:</p> <p>Educational mediation is an effective way to reach peace in the classroom. However, an approved model for managing conflicts and solving arguments in education based on legislation framework of mediation in Bulgaria, having skills for negotiating and managing conflicts and knowing the educational system with its specific functions is necessary to be applied. During the class lesson in 8th grade the form teacher informed the students for the possibilities of resolving the conflicts with mediation.</p>

Good practices from other European countries

Activity Owner/Author/Creator/Publisher
Institution: <i>The School Mediation Service</i>
Country: <i>Belgium-Wallonia</i>
Position and role of contributor: <i>School Mediation Service (depending of Directorate-General for Compulsory Education [DGEO – Federation Wallonia-Brussels Ministry])</i>
Email address: <i>juliette.vilet@cfwb.be</i>
Website: <i>www.enseignement.be</i>
Overview of Activity
Title of the activity: <i>LA MÉDIATION SCOLAIRE (School Mediation)</i>
Type: <i>Contribution of a mediator for conflicts in schools.</i>
Date: <i>Created in 1998 and still running.</i>
Aim of the activity: <i>It proposes a framework to address conflicts, serving as a guarantor of the mediation process, seeking for a solution that suits all the parties involved.</i>
Target audience (beneficiaries): <i>The Mediators work in the secondary schools.</i>
Short introduction: <i>The School Mediation Service proposes a framework to address conflicts, whatever the reason for the tension. They do not intervene on the content of the conflict; rather, they serve as a guarantor of the mediation process. The content of the conflict is up to the parties, but, thanks to the mediation process, they seek a solution that suits them all.</i>
Location /geographical coverage: <i>Regions of Brussels and Wallonia.</i>
Methodological Approach: <i>Mediators can only intervene on request. Requests can be made by school heads, pupils, parents, school staff, but also from external services, who believe that there is a conflict or a situation of absenteeism that needs mediation to be solved. In Brussels, Mediators are internal and operate mainly within 51 schools. In Wallonia, Mediators are external and operate on written request. On the ground, Mediators review each situation and carry out an assessment to determine if they are able to intervene or if they need to refer the case to an alternative service. If they can intervene, then they proceed to mediate.</i>
Resources needed:

<p>A group of trained mediators to intervene in the situations presented and means to create a network that allows to connect mediators with the applicants who need them.</p>
<p>Duration: The mediation process can differ from one situation to another, affecting the duration of it.</p>
<p>Validation: The positive results have been commented in the School Education Gateway, and also in other websites and scientific articles about the impact of mediation in school education, so we can assume that is a recognised good practice in this field.</p>
<p>Impact: A culture of mediation and communication is developing well in schools. A climate of trust has increased and relations among the school stakeholders have improved. This has resulted in reduced conflict and tension, according to the summary of the practice.</p>
<p>Replicability and/or up-scaling: This activity could be done in any scale in different countries, as it only requires to train a network of mediators available for the requests that may be done.</p>

<p>Activity Owner/Author/Creator/Publisher</p>
<p>Institution: Finnish Forum of Mediation</p>
<p>Country: Finland</p>
<p>Position and role of contributor:</p>
<p>Email address:</p>
<p>Website: https://sovittelu.com/vertaissovittelu/in-english/</p>
<p>Overview of Activity</p>
<p>Title of the activity: VERSO-Programme: Mediation in Education</p>
<p>Type: It is a programme that offers training in restorative approach, restorative practices and mediation to children and professionals working with children in early childhood education, schools and other learning institutions.</p>
<p>Date: It has had publications about its implementation and results since, at least, 2001.</p>
<p>Aim of the activity: To teach students and schools in general that conflicts can be seen as a learning situation, using mediation to manage them and solve them.</p>

<p>Target audience (beneficiaries): Children in schools</p>
<p>Short introduction: VERSO programme aims to teach pupils to solve their problems by themselves, through the help and mediation of their older peers, sometimes even without the intervention of any adult. This aims to reduce violence and conflicts in general among students, while teaching them to independently solve their problems in a civilized way. If the conflict in question involves violence or bullying, or it happens between a teacher and a student, other teachers or trained staff come into play to take care of the situation.</p>
<p>Location /geographical coverage: It is available for schools in Finland</p>
<p>Methodological Approach: For “minor conflicts” such as disputes between children, older students, trained to mediate in conflict, gather with the parties involved in peaceful meetings. If the situation cannot or should not be solved among peers, trained teachers or staff get involved to guide the negotiations. This way, mediation becomes an opportunity to learn and take responsibility, making students more independent.</p>
<p>Resources needed: Trained mediators have to teach the older students involved in the programme on how to mediate in conflicts, and also the adults involved on how to guide students into solving problems in a peaceful way.</p>
<p>Duration: The duration can vary depending on the characteristic of every situation or conflict.</p>
<p>Validation: On the website there is a list which shows the ongoing evaluation of the programme. Also, periodic results are published by the creator of the programme, Maija Gellin, who in 2019 published her thesis about the programme.</p>
<p>Impact: Taking into account the results shown in the website, and how long the programme has been going, we can only assume it has been a successful tool to solve conflict and teach children how to turn disputes into a learning opportunity. We can say that this is the best outcome possible, as this not only helps to reduce conflict but also prepares children for their adulthood.</p>
<p>Replicability and/or up-scaling: This project can be implemented in other countries or regions, as it only needs some trainers to prepare the interested parties.</p>

<p>Activity Owner/Author/Creator/Publisher</p>
<p>Institution: <i>Edinburgh Peace and Justice Centre</i></p>
<p>Country: <i>United Kingdom</i></p>

<p>Position and role of contributor: <i>Non-governmental organization</i></p>
<p>Email address: contact@peaceandjustice.org.uk (for general information), coopgames@peaceandjustice.org.uk (to contact the coordinator of the programme) admin@peaceandjustice.org.uk (to contact the administrator of the Centre)</p>
<p>Website: https://peaceandjustice.org.uk/</p>
<p>Overview of Activity</p>
<p>Title of the activity: <i>The “Peacebuilding for Primary Schools” Project</i></p>
<p>Type: It is a project that is addressed to primary schools that offers different programmes and courses. Moreover, the project is funded by grants from Network for Social Change, Pumphouse Trust, Fellowship of Reconciliation, Anglican Pacifist Fellowship, Edinburgh Peace & Justice Centre legacies and individual donations.</p>
<p>Date: The project was founded back in 2015 and since it has been fully operational in different schools.</p>
<p>Aim of the activity: The project supports the school curriculum(s) for excellence and helps to develop skills in listening and cooperation. It aims to help children to talk about emotions, develop problem solving, empathy, affirmation, and mediation skills. The goal is to first lay the foundations on how to instruct student pupils on conflict resolution skills and mindset, as well as to offer training for teachers and pupils in class groups with the aim to develop sustainable practices in nonviolent communication, a restorative practice of conflict resolution, peer mediation and circle keeping (at more advanced level). This second aim falls under the overarching goal of developing an in-depth peacebuilders model. Moreover, the project helps children improve self-esteem, respect, and communication. Finally, the programme supports Health & Well-being in the Scottish Curriculum for Excellence.</p>
<p>Target audience (beneficiaries): The main target audience are the pupils and teachers at primary schools across Scotland. However, indirect beneficiaries can be considered also the parents of the pupils.</p>
<p>Short introduction: The overall context within which the project was launched is the need to foster the emotional and social learning of primary schools’ students, as well as the need to help pupils develop emotional resilience. The Centre seeks, through the implementation of the project, to address the following goals and challenges: (i) low level disruption in class; (ii) emotional intelligence; (iii) bullying behaviour; (iv) lack of empathy from students; (v) tendencies of being left out; (vi) difficulties in making friends and properly socializing; (vii) classes that do not have internal cohesion between students; and (viii) development of circle time.</p>
<p>Location /geographical coverage:</p>

Since the headquarters of the Centre are in Edinburgh, the project’s geographical coverage includes mainly Scotland. However, the project is mostly focused on the schools of Edinburgh and Glasgow.

Methodological Approach:

This project follows a two-fold methodological approach. In the first part of the methodology, the project delivers the course “Peacebuilders Foundation: Cooperative Games and Conflict Resolution” which is generally addressed to school classes that are at a beginner level in terms of development of soft and mediation skills. Through this interactive course, there is a huge potential for the whole class (irrespective of the fact that a student has already been involved in a conflict/ violent incident or not) to turn the difficult ambience or negative psychology of children into a positive one, under the values of common respect and emotional resilience. In this course, a series of educative tools are offered, such as cooperative activities, group problem solving, storytelling, and reflection.

Regarding the second part of the methodology, the project offers the course “Collaborative Classrooms: a more in-depth development of the peacebuilders model”. This course has also a participatory but a deeper and more advanced level compared to the previous one (which is more rudimentary), essentially building on the latter as a next step. Building towards a holistic school approach, a training for teachers and pupils in class groups – of course tailored to each school’s needs and priorities – is offered to develop sustainable practices in nonviolent communication, restorative practices of conflict resolution, peer mediation and circle keeping. It must be clarified that there is the opportunity from the Peace and Justice Centre (which delivers both courses) to focus only to training peer mediators in the school to help pupils resolve disputes between themselves. Finally, the Project in both courses considers gender aspects, including both male and female students in cooperative games and in peer mediation session (as part of the second course).

Resources needed:

In terms of resources required for implementing and replicating this practice, the Centre offers various learning material as well as tools that are necessary to advance the school curriculum. In addition, it sometimes deploys digital tools for having a more innovative ambience in an interactive activity. Such digital tools include indicatively video projectors or friendly spaces for the performance of activities such as roundtables for the activity of storytelling and cooperative games.

However, a challenging point in terms of resources, particularly regarding the first course is the fact that the Centre typically asks schools to contribute a range from £20 to £150 per course. This is because the Centre acts as external contributor that enters school community and offers additional activities that are not included in the foreseen curriculum. Obviously, a school could consider the financial fee as barrier to participation. Nevertheless, the Centre has declared that it can help with fundraising so schools can proceed with the courses and reap their multiple benefits.

Duration:

The duration varies according to each course.

- The first course (Cooperative Games and Conflict Resolution course) runs for 8 weeks as part of the school’s day, whereas the trained Facilitators normally work with two class groups per day. In addition, one facilitated period including a variety of activities in this course can be lasted around 55 minutes per week.

- The second more advanced course (Collaborative Classrooms: a more in-depth development of the peacebuilders model) does not start until the completion of the initial 8-week foundation course. However, the project does not specify the exact duration of the course.

Validation:

The practice is not a theoretical roadmap or a non-applied framework. On the contrary, the “Peacebuilding for Primary Schools” project has been validated recurrently since the initial steps of its implementation back in 2015. Particularly, it has been reported that through this project the Edinburgh Peace and Justice Centre has worked with 50 class groups in 25 primary schools until now across Edinburgh and Glasgow. This is a significant scale of validation, since it transcends the local scope and proves that the project materialized practically in different contexts, even though always within the national boundaries of Scotland.

Impact:

In line with the fact that the project’s components have been validated many times during the last five years, many concrete results have been observed since 2015. In fact, continuing monitoring and evaluation of the project, through both quantitative (e.g. statistical data) and qualitative (direct interviews with the beneficiaries or dairies) indicators, revealed significant positive impact of the project.

In more detail, it has been revealed that in some schools that implemented the courses, at least 50% of the children showed some improvement on shifting from violent tendencies to behaviours of tolerance and respect; 82% of children reported an increase in confidence; 78% of children gave themselves scores of 7 out of 10 with 10 being “working better with others” following the cooperative games programme; whereas 38% of children felt they were better at handling anger. These numbers are only some examples of the wider statistical improvements that have been recorded and indicate the impact.

Moreover, beneficiaries themselves have expressed positively about the project. Two statements from interviewed students are provided as examples to illustrate this point: (i) “I have learned from the workshops to not be afraid to share your feelings” (from P3/4 Stockbridge pupil in 2017); and (ii) “I learnt about relaxing and trusting each other and how to be a good friend” (from P5 Stockbridge pupil in 2016).

Replicability and/or up-scaling:

In principle, the project can be replicated in the sense that the courses offered could potentially transferred to other national or regional contexts, with some necessary adaptations. In this case, it should just be guaranteed that the resources required are in place before the courses are replicated. Moreover, these courses could be upscaled and integrated fully into national formal educational curricula, at least for primary schools. This could be done either for the Scottish educational system, but potentially for other national educational systems across Europe.

Activity Owner/Author/Creator/Publisher
Institution: <i>Pikas Method</i>
Country: <i>Sweden</i>
Position and role of contributor: <i>Creator: Anatol Pikas (psychologist)</i>
Email address: <i>anatol@pikas.se</i>
Website: <i>http://www.pikas.se/scm/</i>
Overview of Activity
Title of the activity: <i>Pikas Method /Shared Concern Method</i>
Type: <i>Method</i>
Date: <i>Published for the first time in 1987 (but has been adapted and evolved several times since then).</i>
Aim of the activity: The aim of this method is to fight against bullying in school by breaking group pressure, and reversing it in a positive way, by making the bullies contribute to the improvement of the bullied person, instead of going for the more direct solution of individual punishment.
Target audience (beneficiaries): The method is mainly directed toward teachers and educators, in a school environment, are they are the ones who need to learn it. However, the ones who profit from it are the students, and the goal is to make them themselves actors in the process.
Short introduction: The core idea behind this method is that, in most of the cases, bullying is undertaken by a group pressure, or with the support of one, and as such, group pressure plays a big part in it, and can be the mechanism that prevents the bullying from stopping, by blocking individual initiatives. However, individual punishment of bullies will often make things even worse for the target (the one who is bullied). So, the method core principle is that, when approached individually in a non-accusatory way, the bullies can acknowledge the distress of the target. And that way, the group dynamic can be broken and reshaped toward a constructive goal. The method has been now used for more than 30 years, and is often updated to meet the needs of current society.
Location /geographical coverage: The method was first implemented in Sweden, but has since been developed with success in several countries, such as France, Canada, Finland and Australia.
Methodological Approach: The approach of this method is to work through individual meetings between bullies and the

<p>teacher/educator who knows the method, and then meetings with the whole group, and then with the group plus the target(s).</p>
<p>Resources needed: The most important resource is the teaching of this method to willing educators and teachers, a cooperative school and good information about the relations between students, to identify when there is a case of bullying.</p>
<p>Duration: There is no precise duration for this method, it can be re-used as many times as needed once the educators/teachers are formed. However, the “treatment” of one case of bullying can take several days to few weeks, depending on how fast the progress is made.</p>
<p>Validation: The program is validated through the multiple implementation in many schools and the official recognition in several countries. It has for example become the default method against school bullying in school who use school mediation.</p>
<p>Impact: The impact of this method is overall very good, with success around 80% in average in all schools who implement it.</p>
<p>Replicability and/or up-scaling: The method is made to be global and adaptable to most school environments and most school bullying cases. As such, it is highly replicable.</p>

<p>Activity Owner/Author/Creator/Publisher</p>
<p>Institution: Conflict resolution for young people by young people</p>
<p>Country: UK</p>
<p>Position and role of contributor: Project organisation and coordinator</p>
<p>Email address: admin@cesst.org.uk</p>
<p>Website: https://www.cesst.org.uk/</p>
<p>Overview of Activity</p>
<p>Title of the activity: The Youth Resolving Conflict (YRC) project</p>
<p>Type: peer mediation</p>
<p>Date: Since 2003</p>

Aim of the activity:

The CRESST organisation objective is to deliver programmes aiming to develop conflict resolution and peer mediation in a sustainable way in schools.

At this moment, CRESST organisation is running

Young Peace Maker project This project equips children and young people and the adults around them with the awareness and skills to manage conflict between pupils

The Youth Resolving Conflict (YRC) project aims to develop the knowledge, skills and confidence of teenagers and the adults who work with them to manage conflict in a constructive way. Other programmes are designed to enable staff to learn new skills and techniques for handling difficult conversations.

Target audience (beneficiaries):

CRESST works with primary school senior leaders, staff, pupils, parents and governors to ensure that all aspects of school life reinforce the school’s approach to resolving conflict constructively and its commitment to reconciliation. Additionally, CRESST offers training programmes to assist senior leaders, teachers, teaching assistants, lunchtime supervisors, governors, parents and carers to use a wide range of conflict resolution skills and techniques.

Short introduction:

What is the context (initial situation) and challenge being addressed?

For most young people conflict both on and offline is an inevitable, sometimes exciting, and often painful and destructive part of life. CRESST believes that these young people are capable of learning and practicing skills that enable them to explore and engage positively with conflict and to find their own positive resolutions.

Conflict resolution for young people by young people organisation runs several projects in school, through which they try to equip children and young people and the adults around them with the awareness and skills to manage conflict between pupils.

Through several workshops, sessions, intensive training CRESST helps students understand what conflict is, how it affects them personally and physiologically, how conflict escalates, skills and approaches for managing interpersonal conflict and strategies for handling conflict online.

Location /geographical coverage: Sheffield, Scotland

Methodological Approach:

All CRESST training programmes are designed not only to enable adults to become familiar with conflict resolution approaches, but also to share activities, games and content that can be used with young people. CRESST programmes can run at many levels. There are awareness workshops to familiarise staff with what the young people are taught and how schemes work, particularly with the aim of ensuring the adults are confident in the young people’s and encourage others to seek support. In addition, CRESST works at the behaviour management policies level by developing restorative approaches in order to enable in these ways the school to realise their ambitions and values for reconciliation and for nurturing good relationships.

Here is the video that explains how peer mediation works: https://youtu.be/_MCXWDgcail

Resources needed:

CRESST work is supported by government funding, but also they are raising money from donations, sponsorship, etc.

Regarding the work in school, CRESST provides the school with all the resources and materials they need to continue the scheme in future years.

Duration: CRESST was founded in 2001, but the projects in mediation run since 2003

Validation:

Using restorative approaches in a school or youth setting empowers staff with a role to facilitate a solution, not simply impose a sanction.

‘It’s made it a safer place...and we’ve got better lessons because the lessons aren’t taken up by teachers trying to sort out what happened at playtimes and dinnertimes’.

Each year the CRESST organisation celebrates the mediators’ voluntary efforts by inviting them to participate in a conference at Sheffield University. During the conference, the participants play different games, interact with each other and their efforts are recognized and validated. From their experience, CRESST organisation is very happy with how the things are implemented and recognizes that peer mediation is a powerful tool, reasons why they feel inspired to continue their work.

Screening tool of legislation framework and services provided connected to educational mediation in Spain

Historical Evolution of the educational mediation in terms of legislation

Mediation is a way of resolving conflicts between two or more people, with the intervention of an impartial third party called a mediator. In the case of education, this mediator can be a student, teacher or parent.

The beginning of school mediation in Spain started around 1994 in País Vasco, to later spread to the rest of the CCAA.

Mediation teams have been created in educational centres, both primary and secondary, to deal with conflictive problems that may arise in the centre. Above all, this system has been implemented with greater rigor and intensity in secondary education centres because the services of a mediator are more likely to be necessary.

For this reason, the Autonomous Communities have legislated since the mid-1990s to support the functions of these mediation teams.

The first one to explicitly and officially incorporate mediation into its legislation was Catalonia with Law 21/2003, of July 4, on the promotion of peace in 2003.

Legislation framework related to educational mediation

The State legislation that supports Mediation in education can be found at:

Law 27/2005, of November 30, on the promotion of education and the culture of peace.

The origin of this law is due to the Program of Action on a Culture of Peace, approved by the UN General Assembly in 1999.

The second regulatory resource on which school mediation is based is the Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education. In this law, it refers to mediation in its articles both directly and implicitly through references, such as that found in the Principles of Education (art. 1.c) or in the preamble and in article 2.1.c.

Royal Decree 732/1995, of May 5, by which the rights and obligations of the students and the rules of coexistence in the centres were obtained. It has a supplementary character since it is applicable in those Autonomous Communities that have not approved their own regulations in this Area.

Apart from these regulations, there are Coexistence Plans, for example: the Plan for the Promotion and Improvement of School Coexistence.

Who can deliver educational mediation? Who can be an educational mediator?

In Spain, there is no professional category of school mediator, although there are many professionals from other sectors such as psychology or social work who are dedicated to this field.

To be an educational mediator, you must take a training course for mediation voluntarily. A mediation professional is the one who will train future mediators who can be both teachers and students.

Personal and professional traits and requirements for educational mediators

Among the personal qualities of mediators, the following are important: Not judging, actively listening, attitudes of solidarity and capacity for dialogue are important, being available, willing and prepared, knowing how to paraphrase, patience, being neutral and not pressuring. In school mediation, the mediator may be a teacher, a student, or the principal. In order not to incur a conflict of interest, it is recommended that the mediator be a person from outside the centre.

Services provided connected to educational mediation

Services related to educational mediation can be presented through external training that intends to implement mediation in the educational centre. The courses are given by training centres, municipalities, social services, NGOs, etc. in which a certain group of students and teachers are selected and given training.

A mediation service through internal training is also possible, in this case teachers who have training in mediation can teach it at their centres, for this they can be supported by publications, conferences, etc. Although it supposes a lower economic investment for the educational centre, it adapts or personalizes the teaching to the students of the centre. However, the previous options are not opposed, but both can be considered and combined, being a mixed training. It is usual to start with an external training and gradually extend it through the centre with an internal training.

It is advisable to do the training during school hours, as it is often controversial after school.

Screening tool of legislation framework and services provided connected to educational mediation in Greece

Historical Evolution of the educational mediation in terms of legislation

In Greece, since the mid-2000s, a series of scattered school mediation programmes began to be implemented on an informal basis. However, these services did not imply an official legal status and recognition for the role of mediation, therefore the school community's stakeholders (such as teachers, headteachers or parents) were lacking a legal framework, in the form of a formal

ministerial decree, that could enable them to establish the educational mediation process within their context.

A major change in the Greek educational system regarding the institutionalization and acknowledgment of the role of mediation as an alternative form of dispute resolution in educational settings occurred during the last years. Educational mediation, as a method of peaceful resolution in any dispute and disagreement within the school community, was initially introduced in Greek schools in 2011, after an official proposal of “Greek Ombudsman for Children’s Rights” through the Circular no.18890/ΓΣ201, issued by the Greek Ministry of Education and Religious Affairs. Moreover, on 23/01/2018, a Joint Ministerial Decree (no.10645/ΓΔ4/2018) was published by the Ministry of Education and Religious Affairs, under the Government Gazette Issue (ΦΕΚ) with no. 120/B/23-1-2018, in which Article 31 (Pedagogical measures and actions of pedagogical character), par. 1 stipulates: “The Association of Teachers has the pedagogical responsibility to take action and apply practices to create in the school the climate required for the implementation of the goals of education.... To this end, it must use all available means (e.g. counseling sessions with supportive educational structures, **mediation process**) to address any deviant behavior”. The term “mediation” in the aforementioned parenthesis was considered a historical benchmark for the recognition of mediation process in the school environment, enhancing its potential for supporting an ambience of cooperation and mutual respect between all members of educational community.

Sources:

- ❖ https://ekpaideytikhepikairothta.gr/wp-content/uploads/2019/10/Thanos_.pdf
- ❖ <https://www.opemed.gr/?p=6043>
- ❖ <https://www.e-nomothesia.gr/kat-ekpaideuse/deuterobathmia-ekpaideuse/koine-upourgike-apophase-10645-gd4-2018.html>

Legislation framework related to educational mediation:

In the Greek educational setting, there are two major legislative frameworks that can be considered as reference points and at the same time as normative guidelines on educational mediation, aside from the abovementioned legislative actions. The first framework is defined by the Government Gazette Issue (ΦΕΚ) with no. 158733/ΓΔ4, which was issued in September 2018. Even though the term “mediation” per se is not mentioned, the Gazette stipulates, inter alia, that the Coordinators of Educational Activities of Regional Centers for Educational Planning (ΠΕ.Κ.Ε.Σ.) have the authority to “[...] offer scientific, educational, and consulting support [to teachers] on various topics, such as the evaluation of educational progress, the implementation of educational programmes, the **conflict resolution** [...]”, in Article 3, paragraph 3(ζ). In addition, in Article 3, paragraph 3(ια) it is written that they “[...] focus on the process of **solving problems** that are related to the daily educational process and practice.”

The second major legislative framework that is directly related to the concept and operationalization of educational mediation is the School Counselor no. 129431/ΓΔ4, which was published in Government Gazette Issue (ΦΕΚ) with no. 4183/2020. In particular, Article 1 “The work of School Counsellor” states that “the Counsellor consults, guides and informs students, parents and keepers on [...] issues such as **conflict management and prevention of extreme behaviour** and [...] contributes to the development of **relationships based on trust**”. The concepts of “prevention of anti-social behaviours”, “conflict management” and “support through socio-pedagogical programmes” are mentioned also in Article 2. Therefore, the practice of educational mediation is indirectly implied in these frameworks.

Sources:

- ❖ <https://edu.klimaka.gr/nomothesia/dioikhtika/3377-simvoulos-scholikis-zwhs>
- ❖ <https://edu.klimaka.gr/nomothesia/kathhkontologio/541-syntonistes-ekpaidevtikou-erqou-kathikonta>

Who can deliver educational mediation? Who can be an educational mediator?

In Greece, both public sector and private sector actors can deliver officially recognized educational mediation services. It must be clarified that for the case of public sector, the permission to deliver educational mediation services is justified on specific governmental decisions, whereas in the case of private sector actors, the mediators must ask for permission from the Ministry of Education on an ad-hoc basis. Thus, there is no law that enables all private sector actors to deliver such services.

Regarding the public sector, as established in Circular no. 4077/28-4-2014 with the title "Development and Operation of Network for the Prevention and Management of school violence and intimidation phenomena", since 2014 in each school **two responsible educators** are assigned the task of addressing school violence, as integral part of the institutionalized school mediation practices. Insofar the Coordinators of Educational Activities of Regional Centers for Educational Planning are concerned, the Government Gazette Issue (ΦΕΚ) with no. 158733/ΓΔ4 does not formally authorize them to deliver educational mediation services themselves. However, some services that they deliver have a strong supportive activity to teachers regarding conflict resolution, so indirectly they contribute to the overall process of educational mediation (where the latter is practiced).

Moreover, several **private sector actors** can deliver educational mediation services (as informal actors), often indirectly, through support to public school personnel. For instance, "Dialogos – Company on Trade and Family Mediation" has a dedicated service on educational mediation, through which it has developed and delivered personalized programmes on mediation in public schools that are tailored for the needs of each school. These services are offered in primary and secondary schools and have been officially approved by the Greek Ministry of Education and Religious Affairs, and more specifically from Institute of Educational Policy in 2013. In addition, the private agency "The Mediation Lab" offers services on school peer mediation, targeting especially students as potential agents of peer mediation on a voluntary basis. Usually, the geographical scope of the private services is limited in Athens (capital) and Thessaloniki.

Sources:

- ❖ <https://www.europeanresolution.com/evropaiko-institouto-epilyshs-syqkrouseon-2/sxolikh-diamesolavshsh/>
- ❖ <https://www.themediationlab.com/peer-mediation/>
- ❖ <https://dialogosdiamesolavisi.gr/diamesolavisi/sxoliki-diamesolavisi/#1551199570255-d5272e35-f7c9>

Personal and professional traits and requirements for educational mediators

With respect of the professional traits and requirements for educational mediators, the School Counsellor (who is responsible for the mediation activities in the Greek context) should – as minimum requirement – be a regular educator (i.e. not deputy) and he/she must be part of the teachers association in the school. Moreover, he/she must have a bachelor's degree in

education, or pedagogical studies, or must have master's degree or PhD in the same related fields. In addition, the School Counsellor should receive constant training, in cooperation with the Coordinator of Educational Activities and the Institute of Educational Policy. In case the School Counsellor lacks the abovementioned minimum requirements, he/she could be appointed based on having previous certified participation in educational seminars and programmes of at least 300 hours on socio-pedagogical activities or on related field. Regarding the process of becoming a Coordinator of Educational Activities, according to the Governmental Gazette no. Φ.351.1/5/102172/E3 issued on 20 June 2018, all the candidates must be already certified educators (Article 1) and undergo a formal process of application and then evaluation according to certain criteria such as language skills, publication record, studies, etc. (Article 2). Regarding the personal characteristics, school mediation actors (irrespectively of whether they are school counsellors, students or school teachers) should possess some basic personal skills that can be summarized as follows: (i) risk management skills, (ii) tolerance, (iii) active listening, understanding and empathy, (iv) mutual respect and tolerance, (v) communication skills, (vi) confidentiality and impartiality, through which the subject who is trained as a mediator can promote more easily the important and effective role of peaceful resolution, deflecting in parallel any kind of stereotypes or preferences that may favour one of the conflicting parties. These personal traits are not stipulated by a formal state law. Nevertheless, they are foreseen by the Association of Conflict Resolution, and embraced officially by the web-portal www.diamesolavisi.gov.gr of the Greek Ministry of Justice, which the state web-portal on mediation.

Sources:

- ❖ https://ekpaideytikhepikairothta.gr/wp-content/uploads/2019/10/Thanos_.pdf
- ❖ <https://edu.klimaka.gr/nomothesia/dioikhtika/3377-simvoulos-scholikis-zwhs>
- ❖ <http://www.diamesolavisi.gov.gr/syxnes-erotiseis>
- ❖ https://www.esos.gr/sites/default/files/articles-legacy/fek_2367-v-2367.pdf

Services provided connected to educational mediation:

There are different types of services that promote educational mediation, both by public and private sector actors.

For instance, "Resolve", a Greek Civil Company, offers training programmes for schoolteachers as to empower them on that topic. "Dialogos" offers a range of services: (i) support to educators for designing and organising mediation services through seminars; (ii) support to educators in the training of students; (iii) constant consulting to schools; (iv) theoretical and experiential (through exercise and simulations) training of teachers in smaller groups. Additional types of services include presentations, simulations, and collective games that promote values such as self-restraint, mutual respect, responsibility, and consciousness.

Regarding public sector, services that are implemented and provided by schoolteachers vary, and may include the organization and performance of games, dancing, and experiential activities that aim at team bonding, thus cultivating positively the relationship between teachers and pupils but also among the pupils themselves (as peer mediators). These services can be delivered either as extracurricular activities, or during official school hours, depending on the service provider (if they are public school teachers or private companies and consultancies). Moreover, the Coordinators of Educational Activities – given their supportive role in the process of conflict resolution in school – provide a series of auxiliary actions that can

be summarized in the following: (i) encourage schoolteachers to undertake initiatives on innovative educational methods; (ii) hold on regular basis informative meetings with schoolteachers; (iii) organize and perform seminars and educative actions with parents on students' behavioural problems as well as the establishment of good relations between parents and teachers; and (iv) collaborate closely with the communities of students to foster a sense of participatory culture (Article 3).

Finally, it should be clarified that in any type of service that is offered by any actor in schools of primary or secondary education, the decision of implementing such a service in a school must have the consent of Teachers' Association and of other members within the school community in general (teachers, parents, and students). In this way, the application of any mediation or negotiation process is legitimized to deal with incidents of violence legally and effectively between students. Also, if possible, it is advisable that any designed service related to educational mediation be included in School Regulations.

Sources:

- ❖ <http://www.europeanresolution.com/evropaiko-institouto-epilyshs-sygkrouseon-2/sxolikh-diamesolavhsh/>
- ❖ <https://dialogosdiamesolavisi.gr/diamesolavisi/sxoliki-diamesolavisi/#1544100151368-72870be5-aa75>
- ❖ <http://en.resolve.gr/educational-advisory-services/>
- ❖ <https://tvxs.gr/news/paideia/synteyksi-bilmas-meniki-milisoyme-gia-ti-sxoliki-diamesolabisi>
- ❖ <https://ikee.lib.auth.gr/record/303808/files/GRI-2019-24028.pdf> (p. 43: Legislative Framework).
- ❖ <https://edu.klimaka.gr/nomothesia/kathhkontologio/541-syntonistes-ekpaidevtikou-ergou-kathikonta>

Screening tool of legislation framework and services provided connected to educational mediation in Portugal

Historical Evolution of the educational mediation in terms of legislation

In Portugal, school mediation emerged in the 1990's as a consequence of the integration of the country into the European Economic Community. The first document in Portugal with reference to the figure of the mediator is Order No. 147/96 of 8 July that defines the Educational Territories of Priority Intervention (TEIP) and stipulates the use of mediators. In the same year, Order No. 132/96 of 27 July approves the program of leisure time for young people and children in schools as activities to be developed by mediators. In 1998 a diploma was published that recognizes the figure of the mediator and the performance of the functions of cultural mediator

for education – Joint Order No. 304/98 of 24 April. In 1999, Joint Order No. 942/99 of 3 November aims at the regulation of the situation of mediators and cultural animators. In 2001, Law No. 105/2001 established the legal status of the sociocultural mediator, that include the legal regime linked to the role of educational mediators, as well as their competencies, duties and training. In 2007, Ordinance No. 15817/2007 of July 27 regulates the functions of the personal and social mediator in the framework of the Courses of Education and Training of Youth and Adults.

Legislation framework related to educational mediation

Order No. 147/96 of 8 July - defines the Educational Territories of Priority Intervention and provides for the use of animators / mediators.

2. Joint Order No. 132/96 of 27 July - approves the program of leisure time for young people and children of primary and secondary education and pre-school education providing that these activities be developed by mediators.

3. Joint Order No. 304/98 of 24 April - recognizes the figure of the mediator and the performance of the functions of cultural mediator for education.

4. Joint Order No. 942/99 of 3 November – regulates the situation of mediators and cultural animators.

5. Joint Order No. 1165/2000 of December 18 - Creates a working group, whose composition is defined in this diploma, with the purpose of preparing a survey of schools in which it is necessary to place cultural mediators, as well as proposals based on the conditions of their institutionalization.

6. Law No. 105/2001 - establishes the legal status of the sociocultural mediator.

7. Ordinance No. 15817/2007 of July 27 - regulates the functions of the personal and social mediator in the framework of the Courses of Education and Training of Youth and Adults.

Who can deliver educational mediation? Who can be an educational mediator?

In Portugal there is no specification in terms of educational mediator. Nevertheless, it provides information on socio-cultural mediator - an individual who promotes intercultural dialogue, stimulating respect and better knowledge of cultural diversity and social inclusion. According to Article 3 of Law No. 105/2001 preference should be given to individuals belonging to ethnic groups or immigrants who reveal socio-cultural mediation skills and knowledge of the socio-cultural characteristics of the target communities.

Personal and professional traits and requirements for educational mediators

In 2000, with the approval of Joint Order No. 1165/2000 of the Presidency of the Council of Ministers, the Ministry of Labour and Solidarity and the Ministry of Education, a working group was set up to assess the role of mediators in schools. As a result, is defined as the professional profile of the socio-cultural mediator to be over 18 years old, to have at least the 6th grade of compulsory schooling and demonstrate availability and capacity for intercultural dialogue with citizens of different origins. Law No. 105/2001 states that the sociocultural mediator must attend training courses with common contents, enabling the promotion of an intercultural

dialogue among all citizens, with the inclusion of specific training modules which take into account the specificities of each community. The law states that the sociocultural mediators training courses are equivalent to the ninth grade of school education, giving the Level 2 of professional qualification and be certified by ANEFA. This law has the underlying intention to enable a relationship between training, certification and labour market, through the signing of protocols between the Institute of Employment and Professional Training and entities accredited to provide training in this field.

Services provided connected to educational mediation

In the Article 1 of Law No. 105/2001 the figure of a socio-cultural mediator is created, which has the function of collaborating in the integration of immigrants and ethnic minorities, with a view to strengthening intercultural dialogue and social cohesion. Socio-cultural mediators perform their respective functions and services, in schools, social security institutions, health institutions, the Foreigners and Borders Service, the Institute of Social Reintegration, local authorities and public services and bodies where the performance of their duties proves necessary. Specifically in schools, the socio-cultural mediators provide their service in order to (Article 2 of Law No. 105/2001):

- a) collaborate in the prevention and resolution of socio-cultural conflicts and in the definition of social intervention strategies*
- b) actively collaborate with all actors in social and educational intervention processes;*
- c) facilitate communication between professionals and users of different cultural origin;*
- d) to advise users in the relationship with professionals and public and private services;*
- e) promote the inclusion of citizens from different social and cultural backgrounds on equal terms.*

Screening tool of legislation framework and services provided connected to educational mediation in Bulgaria

Historical Evolution of the educational mediation in terms of legislation

For the first time in 2004, the mediation in Bulgaria is regulated with the adoption of the Mediation Act.

The Act regulates the relationships associated with mediation as an alternative method of resolution of legal and non-legal disputes by giving a legal definition of the term and outlines the range of disputes relating to which the application of mediation is possible.

Through the Mediation Act, the legislator classifies disputes, which may be subject to mediation guided generally by their subject: civil, commercial, labor, family and administrative disputes, related to consumer rights and other disputes between individuals and/or legal entities, including when they are cross-border. The principle that mediation is applicable has been adopted and in resolving other disputes, as long as a law or another enactment not to provide another procedure for concluding an Agreement.

Mediation is one of the social tools for out-of-court settlement of disputes, including and integration of the role and importance of mediation through the activities of the mediator and in other areas as educational mediation, health mediation, cultural mediation, civic mediation and others.

Legislation framework related to educational mediation

- *Mediation Act of 2004, last changed from 2019.*
- *The Pre-School and School Education Act from 2015, last amended in 2020.*
- **Ordinance on inclusive education from 2017.**
- **Order by the Minister of Social and Order Policy №715/19.09. 2017 newly established position “educational mediator” (based on article 105, item 5 of the Ordinance on inclusive education).**
- *Decision №373 Of 2017 of the Council of Ministers to create a mechanism for joint work of the institutions in terms of coverage and retention of students in the educational system in the compulsory pre-school and school age.*
- **Ordinance No. 15 of 2019 on the status and professional development of teachers, school headmasters and other pedagogical specialists.**
- *Algorithm for applying the Mechanism of Countering the Harassment and Violence in the institutions in the system of pre-school and school education.*
- *Decision №100 of the Council of Ministers of 2018 to create a Mechanism for joint work of the institutions in terms of coverage, inclusion and prevention from the dropout of children and students of the education system in the compulsory pre-school and school age.*
- *Ordinance on the financing of institutions.*
- *Strategic framework for the development of education, training and learning in the Republic of Bulgaria for the period 2021-2030.*

Who can deliver educational mediation? Who can be an educational mediator?

According to article 15 of Ordinance No. 15 of 2019 on the status and professional development of teachers, school headmasters and other pedagogical specialists, defines the

positions of psychologists and pedagogical advisor, who can deliver educational mediation in their practice, as following:

Psychologist in the pre-school and school education as an educational mediator:

- Participation in preparation and implementation of school programs to prevent dropping out of school and to reduce the number of early school leaving;
- Work on cases that have arisen in the kindergarten or school in cooperation with community institutions and services;
- Interaction and consulting with teachers, other pedagogical specialists and parents for dealing with a problem connected with education, upbringing and socialization of children and students or to decide on a case;
- Conflict mediation.

Pedagogical advisor in the system of the pre-school and school education as an educational mediator:

- Counseling and support of students, teachers, parents and school principals in implementing and maintaining the links between family, school and community;
- Participation in the development and implementation of school policies in the field of upbringing, socialization and the protection of children and students;
- Counseling of children and students, pedagogical specialists, parents and other stakeholders to overcome problems concerning the educational process;
- Mediation in resolving conflicts;
- Participation in activities to motivate children and students to overcome their problematic behavior and school dropout;
- Making the connection between the parents and institution during in case work;
- Cooperation with the competent child protection authorities' organs for child's protection and participation in inter institutional team meetings.

Personal and professional traits and requirements for educational mediators

In accordance with the Decision №373 of 2017 of the Council of Ministers of the Republic of Bulgaria and the regulations for the application of the national classification of professions and positions the newly established position 'Educational mediator' is registered with code 5312 3004. Some of the listed requirements for educational mediators include a desirable level of education - secondary; proficiency in the mother tongue (s) of children and students from vulnerable communities who are being educated, brought up and socialized in the given school.

Knowledge of the value system, holidays, traditions and other characteristic cultural features of the communities mediators work with. The necessary personal qualities: loyalty to the institution; discretion; tolerance; ability to work in teams; communication and motivation skills; conflict management skills as well as computer literacy.

Services provided connected to educational mediation

Part of the duties of an educational mediator is to organize and implement activities through which to provide regular attendance to students in the educational institution and their full participation in the educational process, as well as activities through which to provide services to involve parents and local communities in educational and social life.

The educational mediator assists in coverage and retention of students, subject to compulsory schooling; visits the families of the students and conducts conversations with parents with the aim to inform and increase the motivation for continuing education; helps to form a positive attitude towards the learning process and works actively for social inclusion and educational integration of students, especially if students are representatives of another minority and/or marginalized group/community and are bilingual; assists in facilitating communication between pedagogical specialists and students; participate in dispute resolution, originated on the territory of an educational institution with the participation of students.

Screening tool of legislation framework and services provided connected to educational mediation in Romania

Historical Evolution of the educational mediation in terms of legislation

The profession of school mediator was introduced experimentally in Romania over the years '90, through projects carried out in the NGO sector, in order to facilitate access to education for children from disadvantaged groups.

Numerous legislative initiatives have been registered since 2000, intended to give the school mediator the due status like:

- *Recommendation no. 4/2000 of the Council of Ministers of Education of the Council*

Europe, mentions the need to appoint school mediators in the units school with Roma children;

- *Worksheet of the Roma school mediator, prepared by the school inspectors for the educational problems of the Roma, in Tulcea, on March 15-17, 2000;*

During the period, 2000- 2001, through the project PHARE educational for disadvantaged categories of students, MECT developed and introduced in COR (Classification of occupations from Romania), since 2001, the auxiliary didactic function of school mediator.

Legislation framework related to educational mediation

Depending on the objective pursued, the school mediation activity in Romania falls under the law of education or the law of mediation.

If we talk about the school mediation under the law education, the school mediation consists in facilitating the dialogue between school-family-community, the mediation services represent forms of school and social inclusion, and address local communities at risk in terms of school dropout, ethnic differences, and disadvantaged families.

This activity is regulated by the ORDER no. 1,539 of July 19, 2007, and also by the Education Law (2011). According to the education law, the school mediation activity works under the County resource and assistance center Bucharest and Educational Assistance organizes, which coordinates methodologically, monitors and evaluates, as appropriate, the school mediation services.

If we talk about school mediation under the mediation law, the school mediation services are focused on preventing and solving conflicts in school.

The Mediation Law has norms regarding mediation and the conflict mediation service. Therefore, mediation of school conflicts can be performed by mediators authorized by the Romanian Mediation Council, based on the conditions provided by the Mediation Law. School conflict mediation services are different from school mediation services.

Who can deliver educational mediation? Who can be an educational mediator?

School mediation services are the duties of the school mediator and are part of a comprehensive program and project for school and social inclusion of children, as provided in the Education Law.

School conflict mediation services may be subject to a mediation process as provided by the Mediation Law. The mediator authorized under this law may mediate a school conflict at the request of the educational institution, or at the request of the parties to the school conflict, in all cases with the consent of all parties to the conflict.

Conflict mediation can take place at the request of the mediator by the parties to the conflict. Mediation of school conflicts can be requested by the parties (students, teachers, other persons) in the conflict, and if the parties to the conflict are minor students, mediation can be requested by their parents, or by the director of the institution, with the parents' consent. As mediators in the school can be teachers, psychologists, specially trained students.

Personal and professional traits and requirements for educational mediators

According to the national education law, the school mediator is part of the auxiliary teaching staff and for the position of school mediator the following study conditions must be met: graduation with a bachelor's degree with specialization in social assistance or graduation with a baccalaureate diploma from the pedagogical high school, school mediator specialization, or graduation with a baccalaureate diploma from any other high school profile, followed by a professional training course with specialization school mediator, recognized by the public authority.

It is recommended that the school mediator should be a person who knows the language and culture of the local community for which school mediation services are needed.

School conflict mediation is required where conflicts escalate and degenerate into other conflicts. In small everyday misunderstandings, the "service mediator" is the teacher or school counsellor. In case of a professional mediator, this should have the following attributes:

- he must understand very well the nature of the problem
- has the obligation to give any explanations to the parties regarding the mediation

activity

- must lead the mediation process impartially
- The mediator is obliged to maintain confidentiality

Other competences required are: activity planning, teamwork, professional development, PC usage, communication, conflict resolution, development of the school-community partnership.

Services provided connected to educational mediation

School mediation services consist in facilitating the school-family-community dialogue, improving the image and trust in educational institutions, monitoring children in terms of school inclusion, developing and implementing the school inclusion program, preparing reports on the situation of disadvantaged children in order to identify optimal solutions for ensuring equal access to children's education, informing the responsible authorities of possible violations of children's rights and supporting them in their efforts to resolve those situations.

The main responsibility of the school mediator is to support the participation of all children in the compulsory general education community, encouraging parental involvement in children's education and school life and facilitating collaboration between family, community and school.

School conflicts mediation services consist in: services for preventing conflicts, negotiation services, services to promote communication and cooperation.

EDUMED Project

Guidelines methodology on IO2: Collection of practices on Educational Mediation

Introduction

This document is a guideline methodology and has the purpose to introduce partners to the development process of IO2 Collection of Practices on Education Mediation.

In order to set up a solid base for further development of the training programme for mediation and peer mediation the partnership:

1. will prepare a screening tool of legislation framework connected to educational mediation with focus on partners countries and
2. a collection of good practice aimed to serve as a source of innovative materials for educators to complex problem solving and also to identify strengths and weaknesses, opportunities and threats of the current practices and approaches used in educational mediation with focus on recommendations for inclusive teaching methodologies.

Therefore, the development of IO2 deals with a series of tasks as described below:

- the development of a screening tool of legislation related to educational mediation, in each partner's country.
- the development of a collection of 5/7 good practice in educational mediation in each partners country and if possible 1 or 2 good practices from other countries in Europe
- the agreement on timetable of activity tasks

On short, this document is a very first step in an attempt to provide a concrete methodology for the successful exchange of legislation framework in educational mediation and also the collection of good practice. More in concrete, this document will present the steps and tasks for the partners to carried out, the templates for legislation framework and collection of good practice, as well as the list of criteria/indicators to best suggest the methods for the identification of practices with potential in the area educational mediation.

Template Objective:

Screening tool of legislation framework and services provided connected to educational mediation in EU countries with focus on partner countries.

To record the overview of the current practices and approaches in the partner's countries used for mediation in education

Scope of Activities:

The screening tool will be developed for each partner's country and will serve as a data base for future use of everyone interested in the topic of educational mediation.

The document will contain information and data regarding:

- Legislation framework related to educational mediation in each partners country;
- Personal and professional traits and requirements for educational mediators in each partners country;
- Services provided connected to educational mediation in each partners country

Based on the screening tool further steps will be taken to improve educational practitioners' capacities, enhance their skills and provide them with a training programme on educational mediation (IO3) as well as a training programme for students who would like to become peer mediators (IO4)

Following, the screening tool development, the partners will make an overview of the current practices and approaches in the partner's countries used for mediation in education.

The goal of this activity is a collection of educational materials and approaches for mediation in educational institutions, aimed to empower educators with new professional knowledge and skills to solve conflicts. On the other hand, based on this activity the educators will be able to create their own approaches and tools using the already existing ones and being aware of their advantages, disadvantages, opportunities and threats. A comparison will be made between the methods and approaches delivered in the partners' countries with a focus on similarities and differences but most of all what works and what do not in different conflict situations. What is more, the students will also benefit from the collection as their teachers will present the practices and facilitate students to take on active position in solving every day conflict situations.

The overall quality of the project will be assessed taking into consideration three criteria:

1. **Effectiveness criteria: results** are achieved in due time and form, and to the extent originally programmed. Changes have to be justified and oriented to the improvement of the Application Form.
2. **Quality of the Project Deliverables:** the project deliverables are of a high quality and fit to the end-user needs.
3. **Satisfaction level of Target groups:** Assessment of partner and other target groups towards the project results, deliverables, and processes.

What is a good Practice?

Any discussion around good/best practices has the potential to arise discussions. However, the EDUMED approach to good practice practices follows the United Nations definition which describes best practice as follows:

“Good practice” definition:

“A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it”.

Two notions generate importance in this definition:

- [a]. the first notion relates to the need of the practice to be “*proven, [...] tested and validated*”. Any practice proposed as a good or best practice has to be

backed up with data, has to demonstrate its efficiency and effectiveness, has to be able to scientifically prove that it is, indeed, a good practice.

- [b]. the second notion relates to the need of the practice to be able to be *“recommended as a model, [...] to be repeated and to be shared.”*

The same focus and emphasis will be also placed in our approach in defining good practices in the field of educational mediation. In other words, our framework methodology will rely on practices that are well-documented, either with quantitative or with qualitative data, and have the potential to be replicated in other local and/ or national contexts and/or adapted to the needs of other beneficiary groups.

“Good practice” criteria:

The focus of this *Best Practice Template* is to gather data and identify good practices among educational mediation initiatives that prove successfully. In order to present a wide range of good practices from the partner countries and Europe there is initially a need to identify a set of general criteria for the identification of good practices in promoting educational mediation

The following set of criteria has been listed below to determine whether a practice is a “good practice”:

- **Effectiveness and successful:**
A good practice in educational mediation is a practice that has proven effective and successful if its intended purpose of producing methods/tools/initiatives in this topic has had a positive impact on individuals and/or communities. The effectiveness and successful criteria can be measured through the degree to which the intervention was successful in producing the desired result in an optimal way. “Did the practice achieve what it aimed to achieve (in a timely manner)?”.
- **Relevance**
A good practice in educational mediation is relevant when that practice has met the educational and social needs of the target group, has proven useful and meaningful for the development of policies and strategies in this area. “Is the information and content relevant for the TG?” Is the practice purpose meaningful? Did the practice address the needs and priorities of persons of concern?
- **Environmentally, economically and socially sustainable:**
A good practice in educational mediation respond to the current needs of the participants, without compromising the ability to address future needs. These indicators assess the degree to which “a good practice” can be maintained in the long-term with the available resources, adapting to social, economic and environmental requirements of the context in which it is developed.
- **Equity:**
A good practice in educational mediation should take into account the needs of the population (men and women) when allocating the resources and identify and reduce education inequalities. Did women, men and children of different ages, abilities and backgrounds have equal and effective access to the practice?
- **Technically feasible:**
A good practice in educational mediation should be easy to learn and to implement for all the participants. In terms of the methodological approach, the practice should prove clarity in presentation, technical implementation described in detail, technical quality of

the outcomes. “Are the technologies proposed commercially available? Does the know-how required to implement and operate the system exist on the local market? Is the infrastructure available for the end-users?”

- **Inherently participatory:**
Involvement and participation of stakeholders in educational mediation is very important. It is essential for the final target group to have the opportunity from the beginning to the end to participate in the process. The inherently participatory criteria assess the inclusion of stakeholders throughout the whole life cycle of the process and the ability of the practice to foster collaboration among the different sectors involved. “Were persons of concern consulted and did they participate in the design, implementation, monitoring and evaluation of the practice?”
- **Replicable and adaptable:**
A good practice in educational mediation should have the potential for replication and should therefore be adaptable to similar objectives in varying situations. This indicator measures the potential of the approach likely to be transferred into a different context and the adequacy of the adopted tool to address specific inequalities existing in other national contexts
- **Capacity building:**
A good practice in educational mediation should contribute and support the capacity development of individuals and communities. The indicator capacity building assesses the ability of the practice to support the beneficiaries to improve, and retain the skills, knowledge, tools, equipment, and other resources needed to do perform well. “Did the practice strengthen local capacity and encourage local ownership?”

Template to capture the practice on educational mediation

ACTIVITY OWNER/AUTHOR/CREATOR/PUBLISHER
<i>Institution:</i>
<i>Country:</i>
<i>Position and role of contributor:</i> (if applicable)
<i>Email:</i> (if applicable)
<i>Website:</i> (if applicable)
<i>Overview of Activity</i>
<i>Title of the activity:</i>

<p><i>What is the name that describes the activity?</i></p>
<p>Type:</p> <p><i>Is it a method, practice, tip, case study, guidelines, other?</i></p>
<p>Date:</p> <p><i>When (month and year) was the activity documented published?</i></p>
<p>Aim of the activity:</p> <p><i>What is the aim/objective of this document?</i></p>
<p>Target audience (beneficiaries):</p> <p><i>To whom is the activity addressed (teachers, volunteers, educators, parents, children)?</i></p> <p><i>Who are the stakeholders and partners involved?</i></p>
<p>Short introduction:</p> <p><i>What is the context (initial situation) and challenge being addressed?</i></p> <p><i>Short description of the activity being addressed and specify the period during which it was carried out (timeframe)?</i></p>
<p>Location /geographical coverage:</p> <p><i>What is the geographical range where the activity has been used (i.e. country, region, town)?</i></p>
<p>Methodological Approach:</p> <p><i>What methodology has been used in order to address the initial issue and lead to a successful outcome?</i></p> <p><i>What was the process and in which way it was a participatory process?</i></p> <p><i>How long did it take identify key success factors?</i></p> <p><i>What is the gender aspects addressed in the methodological approach?</i></p>

<p>Resources needed:</p> <p><i>What are the resources needed to implement the activity?</i></p> <p><i>What are the conditions (institutional, economic, social, and environmental) that needs to be in place to be successfully replicated?</i></p> <p><i>Are there challenges encountered by the different activities in replicating the good practice?</i></p>
<p>Duration:</p> <p><i>What is the duration of the activity?</i></p>
<p>Validation:</p> <p><i>Has the activity been validated with the stakeholders/final users? How?</i></p>
<p>Impact:</p> <p><i>What has been the impact (positive or negative) of this activity?</i></p>
<p>Replicability and/or up-scaling:</p> <p><i>What are the possibilities of extending the activity more widely?</i></p> <p><i>What are the conditions that should be met/respected to ensure that the activity is replicated, but adapted to the new context?</i></p>



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Mediation in Education

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