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**-Youth Mediator -  
A non-formal qualification in youth field in line with new European  
common competence standards**

Erasmus+ EU Programme 2014-2020  
Key Action 2 Strategic Partnerships for Youth  
Project Number 2015-3-HU02-KA205-001223

**Intellectual Output O5 – Publication: “Youth Mediator” program in practice  
Activity 1 (O5/A1) - Second line pilot testing of new curriculum “Youth Mediator”**

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(drafted by the applicant *LAURUS Fejlesztő Intézet Kft.*)

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*Beled Ifjúságért Egyesület*

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Erasmus+ Strategic Partnerships for Youth

**Project Title:** Youth Mediator -A non-formal qualification in youth field in line with new European common competence standards

**Project number:** 2015-3-HU02-KA205-001223

**Project duration:** 18 months, 1<sup>st</sup> January 2016 – 30<sup>th</sup> June 2017

## **Project Partners**

### **Hungary (Coordinator)**

LAURUS Fejlesztő Intézet Kft.

### **Hungary (Partner Organisation)**

AFS Magyarország Nemzetközi Csereprogram Alapítvány

### **Hungary (Partner Organisation)**

Beled Ifjúságáért Egyesület

### **Italy (Partner Organisation)**

Aris Formazione e Ricerca

### **Spain (Partner Organisation)**

European Consulting Education, s.l.

## Preface

Mediation is one of a variety to solve conflict in peaceful way based on voluntary participation of the parties. It's a procedure in which an intermediary without adjudicatory powers (mediator) systematically facilitates communication between parties with the aim of enabling the parties themselves to take responsibility for resolving their dispute.

Derived from the Anglo-Saxon system mediation takes more and more places among peaceful conflict resolution in Hungary and the surrounding countries thanks to the success of its usage in last 15 years.

The state legislation and the EU directives go the direction to relieve the courts and call the parties who are in conflict to solve their dispute in peaceful way using alternative dispute resolution, mainly mediation.

In EU "Directive 2008/52/EC of the EU Parliament and of the Council on Certain Aspects of Mediation in Civil and Commercial Matters" (Mediation Directive) provides a framework for cross-border mediation and its aim is to motivate member states to use mediation for solving conflicts. Mediation Directive obliges member states to train mediators and to ensure high quality of mediation.

Despite its proven and multiple benefits, mediation in civil and commercial matters is still used in less than 1% of cases in EU based on a study, which solicited the views of up to 816 experts from all over. However there were bad results, statistics states that the number of mediation per year in Italy and Spain (among, Germany, Netherlands, UK) is above 10.000, in Hungary it's between 5.000, and there are 13 more EU countries where there's less than 500 mediations per year.

There are more and more researches about the positive impact of introduction of youth mediation and need for these programs, however, is still in its infancy period and has not been introduced commonly and there's no specialized mediator trainings yet in youth field. The current strategic partnership program for youth has the purpose to develop and test Youth Mediator - a non-formal qualification in youth field in line with new European common competence standards.

We created our own research to measure how well-known mediation is among youth and their needs for solving conflicts through mediation. Our questionnaire was filled out by 374 persons and 100% of them thought that it would be necessary to solve problems, conflicts among young people

with the help of a young, independent person (more results of the research and the questionnaires are attached to the eform). A research like the Hungarian one was carried out also in the partners' countries with similar conclusions.

During the program the involved partners will set up a training program for "Youth Mediator" that allows professionals, youth workers and youth to learn necessary skills in order to mediate in youth conflicts. Best practices are to be transferred from each member countries considering different cultural environment and legislation on mediation and training programs. This is essential in order to execute an effective and successful program that can be implemented in long term and could reach positive effect on youth.

Overall, development of youth mediation program and youth mediators, and participation of youth workers and youth coordinated internationally would happen to reduce the tension in youth and youth workers, to have less conflict and develop the existing disputes resolution using peaceful mediation and constructive problem solving. The program thereby affects the lives of all youth and youth workers' emotional and mental well-being who are involved in the project and who will be trained as "Youth Mediator" and people who will work with in future.

### **Prehistory of 2<sup>nd</sup> line pilot testing**

The program of the short-term joint staff training event (first pilot testing) was built on the results of previously developed Intellectual Outputs of Youth Mediator project, namely :

- ❖ Intellectual Output 1 : Action plan for the specified process to be activated in the field concerned by Youth Mediator activities
- ❖ Intellectual Output 2 : Design of new non-formal qualification "Youth Mediator"
- ❖ Intellectual Output 3 : European common curriculum for new non-formal qualification "Youth Mediator" - beta version

As can be seen above, partnership firstly developed a comprehensive Action plan about tools and strategies to be implemented during project lifetime, serving the base for a well organised, clear framework. This output had been presented during the 1st Multiplier event in Perugia, Italy, May 2016.

Then, consortium jointly collected and designed the necessary, key competences, needed for performing Youth Mediation activities in terms of :

- ❖ Activity areas
- ❖ Activities
- ❖ Tasks
- ❖ Knowledge
- ❖ Skills
- ❖ Competences
- ❖ Learning outcomes units

based matrix.

The design served the major milestone and basis for creating the first Beta version of European common curriculum for new non-formal qualification « Youth Mediator ». Partnership developed this first draft between July-September 2016 and presented to Spanish stakeholders during the 2<sup>nd</sup> Multiplier Event in Barcelona, Spain, October 2016.

Partnership then realized the first short-term joint staff training event in Beled (Hungary) with a participation of a total of 9 youth workers from each partner country (Hungary, Italy and Spain). The 9 youth workers consisted of : 1 youth worker from Main Applicant LAURUS Development Institute and 2 youth workers from each Partner Organisation : AFS Hungary (HU), Beled Ifjúságáért Egyesület (HU), ARIS Formazione e Ricerca (IT) and European Consulting Education s.l. (SP). 1 youth worker also played the role of the trainer from Hungarian main applicant LAURUS, 1 from the other Hungarian partners, 1 from Italy and 1 from Spain, and so a total of 4 persons acted as trainers, the other youth workers only as participants. These youth workers all had the ability to coordinate and conduct the training events as they took active part in the development, elaboration phase of the concerned and required non-formal competences and the design of the curriculum for Youth Mediator and moreover has relevant professional experience and background in working with youth).

### **Description of the 2<sup>nd</sup> line pilot testing in Hungary, Italy and Spain**

Date : 1<sup>st</sup> February 2017 – 31<sup>st</sup> March 2017.

Venue : Beled (Hungary), Budapest (Hungary), Perugia (Italy), Barcelona (Spain)

Nr. of participating young people : 24

After the realisation of the first pilot testing (short-term joint staff training event) of the 5 day mobility in Beled (Hungary), the participated youth workers should have tested and adapted their previously acquired knowledge and practiced it with 3 further young people in their own institution, meaning that each partner country made not only further testing with external young people in their close environment but also disseminated the already developed and implemented activities to additional parties. In practice in each partner organization the partner members made 3 mediation sessions including 6 young people altogether, that is double than what we have plant. The 2 Hungarian institutions participated in the joint training event (except the main applicant) also made this second line pilot testing in their own organization, enabling that a total of 24 (instead of 12!) further young people had been reached in the second line pilot testing process. Thus by this so called second line pilot testing we could draw down multifaceted results and conclusions concerning the actual effectiveness and utility of the joint training mobility programs.

### **Summary of the mediation sessions**

#### **AFS Magyarország Nemzetközi Csereprogram Alapítvány**

Viktória Bedő, representative of AFS Hungary led three mediation sessions (in three completely different cases) within the Youth Mediator Project on the 16th of February 2017, the 3rd of March 2017 and the 7th of March 2017.

All participants of the mediation sessions are members (or somehow related to the work) of AFS Hungary. Three office staff members (Réka Magyar and Gábor Csikós organizational development coordinators and Tímea Bozányi hosting coordinator), an active volunteer (Emil Barta) and a student currently completing her obligatory School Community Service project (Anna Erdélyi) were involved in the conflicts which were intended to be solved during the 2-3 hours long mediation sessions depending on the needs of the participants and the seriousness/gravity of the problem.

## **Summary of the mediation sessions:**

### **1. session**

**Date:** 7 March 2017

**Location:** AFS Office

**Participants:** Tímea B. (29), Anna E. (15)

#### **Summary of the conflict:**

When I offered the possibility of a mediation session at the AFS Office Tímea approached me and wanted to talk regarding Anna's activities. Anna usually signs up for tasks where she works with hosted exchange students in order to complete the obligatory hours of the School Community Service project but Tímea expects her to be more flexible and adaptive at work. Anna explained that she has a lot to study and it is already very hard for her to complete the community service. She would like to ask Tímea to be more flexible and to give her something to do when she arrives at the office instead of making her wait. This often caused tension between the two parties before.

**Goal of the mediation session:** To find a solution that suits both Anna and Tímea. To dissolve the previous tension between the girls and help them create a more pleasant and peaceful atmosphere where they can work together.

#### **Observations of the mediation session:**

**Positive aspects:** Both Anna and Tímea would like to work together in the future. Their tasks are important for both of them so they were willing to find a solution.

**Difficulties:** Studying is more important to Anna than the AFS project and Tímea was wondering why the girl chose this type of a community service if she didn't have enough time to do it. Anna was not able to see the complexity of Tímea's responsibilities at work and it was hard for her to understand why Tímea wasn't immediately available when she got to the office.

#### **Results of the mediation session:**

The parties were telling each other about their out of work activities and responsibilities which helped them understand each other's schedule better. They also shared their feelings and the reason of their frustration regarding the above mentioned situation. The emotional pressure was lifted and

they realized that they need to change their attitude for the future in order to organize work in a constructive way and consider each other's points of view. After the session both girls created a schedule for the next month where Anna already knows exactly when and how many hours she's going to work at the office. This way both of them can plan ahead and it makes work more organized.



## 2. session

**Date:** 3 March 2017

**Location:** AFS Office

**Participants:** Réka M. (24), Gábor Cs. (31)

### **Summary of the conflict:**

Réka and Gábor work together as colleagues at the AFS Office, both of them are organizational development coordinators. The projects they work on separately are completely trouble free and both of them contribute successfully to the AFS community in the field they are responsible for. However when it comes to organizing a workshop together they find themselves fighting every single time. Gábor has his own well-developed method for training organization which he would like to apply and teach to his new colleague. Réka recently joined the office team and she has different ideas about efficient training organization. She believes that it is her job to use her new approach in order to make the mutual work better. Their opinions often clash which leads to conflicts.

**Goal of the mediation session:** To find a common ground where the methods implemented by Gábor (which are already in use) and Réka's new approach (which can be useful for further improvement) are equally considered when working together. To find a way where the parties can work together in peace despite their differences and they are happy to cooperate with each other when it is needed.

**Observations of the mediation session:**

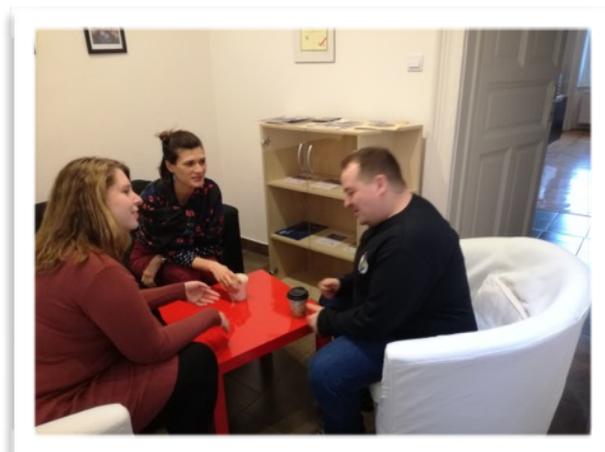
**Positive aspects:** Both Réka and Gábor consider the high quality of their work important meaning that their goals are the same.

**Difficulties:** Réka can't compete with Gábor's experience he gained during the years working for AFS Hungary which provides him a higher status. She is frustrated because in fact there are several things she doesn't know as well as Gábor but she believes that her knowledge and previous experience qualify her to be part of the training organization process.

**Results of the mediation session:**

Gábor and Réka found it difficult to open up in front of each other because they didn't want to seem vulnerable in front of a colleague. After telling each other how they usually feel when they have to work with the other one they started to focus on the positive aspects of this session and wanted to find a solution. They were asked to write down and then share what they could offer or teach to the other person so at the end they were able to see what they can learn from each other.

They still have a lot to figure out regarding this issue but at the end of the session they decided that they will pay extra attention to the points discussed in this conversation next time they do a project together



### 3. session

**Date:** 17 February 2017

**Location:** AFS Office

**Participants:** Réka M. (24), Emil B. (24)

#### **Summary of the conflict:**

Réka and Emil are the same age but while Emil is a volunteer, Réka is one of the AFS Office's organizational developers. Réka is available for volunteers during office hours and her emergency duty time, this is when she is supposed to carry out her daily tasks. Emil on the other hand often has time to deal with AFS matters only in the evening. They often fight about Réka not responding to Emil's e-mails or answering her phone when he calls her. It is important for them to find a way to work together without frustration.

**Goal of the mediation session:** The parties need to find a way to work together without invading Réka's private life activities or setting back Emil in the realization/completion of his volunteer work.

#### **Observations of the mediation session:**

**Positive aspects:** Their common goal is to increase the efficiency of their work

**Difficulties:** The office workers' title, timetable and responsibilities often collide with the volunteers' responsibilities and activities. The lines between the two groups' responsibilities sometimes are not clear and are easy to confuse.

#### **Results of the mediation session:**

Réka and Emil clearly stated the problem which was a huge step forward since first they were talking long about the tension between them. It seems that it is important that the two groups of responsibilities (volunteers - office staff) are discussed with the organization's director because of these confusing aspects that make tasks unclear and work more difficult. Réka would like to help Emil more but not to the disadvantage of her out of work free time. Emil would like to do his best in order to make his volunteer work efficient but not to the disadvantage of his university studies. By the end of the mediation session they created a mutual plan which they are going to present to the director. This could be the base of a procedure reviewing the responsibilities and the sphere of

action of both the office staff and the volunteers. Réka and Emil also would like to participate in this initiative so that they can help to create a better functioning system.



### Beled Ifjúságáért Egyesület

#### Summary of a meditation case No. 1

The family and child care centre of our institute provides social work also at schools, first of all for students over the age of 10. In one of the secondary schools we had to interfere in a case which arose from a little misunderstanding and it came to blows.

**Case:** The two girls in the 10<sup>th</sup> form (T and M) live in the same town; their places of living are near each other. I would not call them friends, but the girls were not on bad terms. One of the girls was laughing with her friends loudly in a PE lesson while looking in the direction of the other girl, who, therefore, believed to be the one they were laughing at. T mentioned that to M after the lesson using hurtful words and having rude manners. The argument turned into a serious quarrel where the classmates took an active part on the side of one of the girls. After school, the quarrel went on in the street, and it got physical. M's coat was torn, and her parents reported it to the police.

**Solution:** At first, we tried to deal with the case at the school. I sat down with both of the girls – separately at first – to talk about the events. As I felt that some parts of their offences are not well-

founded, that they have questions and they can deal with the case with difficulty, I suggested a talk which they agreed on. The talk was quite tense at the beginning, neither of them wanted to say a word, but then, they started to accuse each other. I asked them to talk about where the existing situation came from. What happened in the PE lesson exactly? T and M expressed their points. I asked them to share their feelings with us. It turned out that T misunderstood the laughing which was not about her. Of course, it hurt her, therefore she reacted in a rude way. Actually, she is in a life period when she is not satisfied with her appearance that is why she was so touched by the situation. It came to physical, although neither of the girls knew its real reason. When we were talking about the situation and their feelings, I made them communicate about the future. Namely what the future will be like, what they think about it.

**Conclusion:** I felt it is positive to talk about not only the problem or the situation but the feelings as well. I think I could show the girls a good method which they can use later on. We should always try to talk about the problems; we should express why something hurt us. We were able to agree that they should talk about the case with their parents at home, too, so that there will be no stress remaining in the parents' minds either.

The police closed the case.



## Summary of a meditation case No. 2

Social networking sites are very popular among young people. They often share photos and videos there. Unfortunately, they sometimes post videos and photos about each other and themselves with hurtful content, but they do not think of the consequences.

**Case:** There are two girls at a secondary school whose relationship is not very good. They are not friends; what is more, they often have a quarrel with each other. One of the girls (Zs) posted a photo of the other girl (B) on a social site. Immediately, many comments were sent, and many of them were negative, scornful and hurtful. When B mentioned this to Zs, the situation got even wilder. Then B thought she would return the change by posting negative things about her classmate. Several students shared these posted comments, and they even strained the situation. The school reported the case in order to find a solution.

**Solution:** We tried to solve the case at school at first. I sat down with both girls – separately at first - to talk about the events. We talked about bad and good effects of social networking media and what rules and personal rights should be taken into consideration when using the sites. I tried to make them understand that internet is not the appropriate scene to deal with conflicts. As a solution, I did not want to make the girls friends, but I wanted to make them realize they cannot express disagreement this way. I suggested a talk where we spoke about who felt hurtful about what, who feels how and how they tried to deal with or overcome these feelings. I feel I could achieve my goal because Zs and B realised they made a mistake and they both apologized to each other.

**Conclusion:** I felt it was positive to talk about not only the problem or the situation but the feelings as well. As the situation is not unique, I suggested asking an expert to give lectures about usage and dangers of social networking sites.



### **Summary of a meditation case No. 3**

Occasionally, there are some children in some classes whose hygienic needs are not adequately satisfied. That means the child is untidy and has an unpleasant odour.

**Case:** A form mistress came to me with the problem that one of her students does not look very nice, his clothes are worn out and he has a body odour. The teacher recognized that the classmates also see and smell it and the boy is about to be an outcast. The form mistress was afraid the children would make remarks and she did not want her class to disintegrate community bonds. I searched for the family background of the boy. They often move house, he has a single parent and they live in difficult material circumstances and the boy's achievement at school is not very good, either.

**Solution:** As I am the leader of the family and child care centre, I informed the parent and the family caregiver about the situation. I asked the family caregiver to try to find a solution. Then I suggested a talk in the class which the form mistress agreed on. The topics of the talk were tolerance, help, the difficulties / problems of the family life, care and handling problems. We worked on the topic interactively, so names or situations were not mentioned. I wanted the children to understand that in most cases it is not the child's fault when his/her appearance is untidy. We talked about possibilities to let the child know these facts and what they can say or do. We also talked about the other side, which means how the person is touched in such a talk, how he feels, what he can do, who he can ask for help.

**Conclusion:** I thought we should deal with the situation in the group because the conflict is in the group. We should attract children's attention to the problems and we should show them what they could do and what they can do. The case was solved. The form mistress told me the situation got better thanks to the family caregiver. The children pay attention to the boy, they try to make friends with him and include him in the class community.



## Aris Formazione e Ricerca

### 1st CASE HISTORY

#### -Premise-

Since last October I'm HR Manager and Team Coach in a group of young people who work in a hospice.

Within this group there is a great conflict between two parts of it and each part is composed from more than one person.

This tension is very bad for everyone and determines a very tense atmosphere which also reverberates on the top management, on patients and on patients' families.

The group consists of 15 young social workers.

5 of them have an aggressive, ironic and uncooperative attitude against 6 operators that have the characteristic of being very friendly, helpful and ticklish.

Then there are 4 of them who does not take sides with any part and shares constantly maintaining a friendly attitude but little empathy with everyone else.

#### -First Action-

I started working with these young workers as a mediator without a specific qualification about.

I have started to intervene through individual talks when there's any problem and contrast and also through group meetings every 20 days.

The result is been more open-communication between they and me

### **-Analysis-**

Also I could see for themselves particular dynamics:

Persons belonging to the "aggressive" group are united by a strong desire of achievement, but at the same time they are insecure of themselves even if they mask the emotional state and they need to be constantly unite among themselves confronting every aspect.

Persons belonging to the "friendly" group are very accomodating, with little critical sense and very kind to everyone. However they also have no self-confidence, but do not mask it, indeed it easily communicate through a great touchiness.

Finally the group of "alone / independent" is very autonomous in the work. The members don't like arguments or long discussions about various topics and they don't not a coalition with anyone maintaining a cordiality with all but without binding to somebody.

Usually in groups, when a conflict arises, I listen first one way, then the other party, then meet again the first part trying to stir empathy towards the other and then also talk to the other party doing the same thing.

Eventually I organize a meeting in my office doing mediation between two opposite parts, without taking a position, but only by balancing the different points of view and by promoting a sustainable solution on both sides and also conducive to the company's organizational well-being.

### **2nd CASE HISTORY**

At a senior retirement home where I work as HR Manager on March 6th, 2017, there was a great deal of jitter between two healthcare workers working at the same facility.

I was in my office and some of their colleagues came to me to tell me that early in the morning between the two Operators there had been a conflict during work and that this had caused a slowdown in the entire working organization of the day.

I looked for the two people who had the conflict between them inviting them as soon as they had finished their shift to go to my office.

They have accepted.

In the meantime I tried to free myself from commitments and I prepared a right setting to be able to listen to them actively and quietly.

When they arrived they were very tense and both did not want to start talking.

So I tried to make them comfortable by making him understand that the reason for my invitation at my office was not a rebuke, but a desire to listen to them to understand what had happened that morning.

At that time both of you were calmed down.

Veruska Pennoni began to tell her version in a very agitated manner, I listened to her asking her to talk slowly and calmly as we did not hurry, but in the meantime Gianna Alonzo wanted to stop her trying to give her version of the facts.

I told Gianna Alonzo that she did not have to worry and I asked her to listen Veruska patiently, so soon after I wanted to hear her with the same calm and patience.

From their stories it turned out that Veruska Pennoni was helping the elderly of the rest home around 7 am with Gianna Alonzo, when suddenly Gianna told Veruska that she would leave only 5 minutes to make a quick breakfast.

However, according to Veruska, only 5 minutes, but 15 minutes, did not seem to have delayed the entire work organization.

As soon as Gianna came back from Veruska, the latter with a very impulsive character attacked her by telling her that she was an egoist colleague and not caring for the work of others, and from there she did not speak to her again, giving her the chance to replicate.

From that moment on, Gianna has joined another colleague to whom she has told her version of the facts and that she had gone to breakfast before the usual since she had a severe headache and did not feel well.

In fact, Gianna suffers from diabetes and sometimes has to introduce sugars in her body.

However, this illness being a delicate aspect for Gianna had never communicated to her colleagues and this caused this misunderstanding.

During the mediation meeting lasting nearly 2 hours, Gianna managed to communicate the truth that caused her delay to return to helping her colleague.

At this point, Veruska understood the whole situation and in the end they embraced with no grudge.



### **3rd CASE HISTORY**

Nisia D'ambrosi and Matilde Palmeri are two 13-year-old teenagers attending the same class.

Both have the passion for books, movies and music and spend a lot of time together.

However, in the last month something has broken.

Nisia feels very hurt because, according to her, Matilde has become more superficial with other classmates and does not like how she behaves with someone.

Knowing Nisia and knowing how much she suffers for this change in their friendship, I asked her to meet Matilde with me to try to understand what had happened and whether it was possible to improve that situation.

Initially Nisia was skeptical, but after 2 days he called me asking me to do this meeting.

We asked Matilde, which proved to be favorable and we set an appointment.

On the day, we met in my office and let me first talk about Matilde and then Nisia.

From the encounter it emerged that Matilde moved away from Nisia because a friend confided her that Nisia was leaving with two other classmates without Matilde knowing.

Then Matilde felt betrayed by Nisia and started approaching other classmates with the intent of ingraining Nisia.

Nisia contended that she had left with two other companions without telling her why they had asked her for advice on buying a gift and she had accepted it.

During the mediation session I tried to speak both the same amount of time while maintaining impartiality.

At the end I returned to the teenagers that I think Nisia and Matilde have a different concept of friendship.

Matilde is more possessive and wants to be always exclusive, while Nisia does not like ties too morbid and this has hurt her. Nisia wants to be free because, according to her, affection is not measured with a significant attachment, but with the genuineness of feeling itself.

So I translated this concept into Matilde and at the same time in Nisia I tried to return the approach of Matilde, who has a more closed and insecure character and needs confirmation.

So at the end of the meeting both Nisia and Matilde understood themselves better and realized that it is important to cultivate a friendship to come to a bit of encounter, but above all to say everything without closing itself and shouting.



### European Consulting Education, s.l.

#### **1st CASE OF YOUTH MEDIATION in SPAIN**

Mediación between: Zoe Buchaillat (f)  
and Aleix Poch (m).

Mediator: María Oriol Freixa

Place: Barcelona, 2.5.2017

#### **What is the conflict?**

The conflict between Zoe and Aleix began at the beginning of the year. They seem to have developed a rivalry that creates a lot of tension in the classroom. The teachers usually have to throw one of the two of the classroom so that the class can go on.

What usually arouses the conflict is, when Zoe perceives, that Aleix is being given some treat of favor unjustly. For example, she thinks aloud when she sees that the teacher helps him on the exam, and complains that Aleix does not try because he knows he's going to get it all. These comments do upset Aleix who in turn has his own perception and does not tolerate being put in evidence in front of the rest of the classmates and the teacher. Then he reacts with threats and insults. He has come to threaten Zoe with sending some gypsies home to rob her.

On the other hand, Zoe also bothered that Aleix says out loud, when teachers are not present, racist and homophobic comments. When he expresses these comments, she shows him disagreement and tries to give him arguments against and counterattack.

Although Zoe is able to clearly see that her colleague has serious anger issues, and is uncontrollable, she does not give up and continues to insist on defending what she believes is fair.

In addition, she does not know in depth the case of Aleix, all his previous history. So the judgments she makes are based almost exclusively on what she sees he does not like. Zoe thinks that Aleix is put few rules, is treated in a preferential way, is treated without exigency, like a small child.

An important factor in this situation is the fact that Aleix is very sensitive to the opinion of others. That is, he tries at all costs to give an image to others that does not leave him in bad place.

In reality, he has a very low self-esteem, although he tries to cover it by controlling his external image. At the moment that this is threatened, Aleix enters into anger and his reactions are unpredictable. He has come to break furniture of the class: chairs, litter bins ...

#### **How the mediation session developed:**

The mediation session aimed to reduce the constant conflict between Zoe and Aleix, as they created such tension that the class could not continue.

The conflict has been treated first separately, listening to the views of both parties. And then there was a joint interview. In this interview the conflict has not been discussed directly, but rather a more favorable environment has been sought between the two involved.

In the conversation the past has been treated of each one, explaining how they have arrived at the situation in which they are. This is to try to favor the empathy of one and the other, that they can come to understand what are the reasons why they tend to react in the way they do.

Zoe has told her family story, without going into too much detail. She has said that she is especially sensitive to injustice, since in the past many have been committed, and now she does not intend to allow it to happen if she is present.

Aleix, for his part, has been reluctant to tell his personal story, as he does not want to open that door to his colleague. Both Zoe and Aleix are convinced of their point of view, but whereas she has collaborated more, he seems to be unable to do it. He remains enclosed and states that the meeting does not make any sense for him.

#### **What have been the results of mediation:**

Although the results of the mediation have not been in-expected like this, because the two parties involved have not collaborated in the same way, it is true that Zoe has been given a general

explanation of why Aleix is treated by others as he is treated. She is better able to put herself in the place of the other, and sees that nobody, neither she nor her comrades, react as she has done so far. So she has stopped responding to Aleix, and has chosen to ignore that things happen that he does not like, and all those manifestations of him that seem intolerable. Although he will not change his way of working, she has, and that works for Zoe as a defense mechanism, to stop receiving insults and threats from his colleague.



## **2nd CASE OF YOUTH MEDIATION IN SPAIN**

Mediación between: Aurembiaix Andres Guiu (f)  
and Pablo Romero (m)

Mediator: María Oriol Freixa

Place: Barcelona, 5.5.2017

### **What has been the conflict?**

The conflict between Pablo and Aurembiaix is not clear when it started, as it has gradually become evident. At first it seemed that there simply was not a good relationship between them, but in recent months Pablo has shown an unacceptable behavior towards Aurem.

Aurem is a shy and introverted girl, although she has never lacked friends. This year has been difficult because she really wants to start a higher degree. She is making a lot of efforts to get the subjects of this course in ESO. This fact has caused Aurem to be somewhat more closed in oneself than usual, and something more vulnerable to what can happen to her. This year she has lost almost 10 kilos.

For his part, Pablo is a person with a strong, dominant character, and has a history of family violence. He also wants to get the ESO title, although his attitude differs a lot from that of Aurem. At first his companions heard him make derogatory remarks, or mocking himself about the notes of her.

However, these comments were gradually growing sharper. If at first they could be confused with heavy jokes, now it is unequivocal: the boy cruelly insults Aurem. He does not do it when there are teachers in front. These episodes occur in the class brakes, or even through Whatsapp messages.

Aurem's mother has been worried about her daughter for months because of her weight loss and because she no longer wants to go to class, she says she is not feeling well. She has discovered the messages that Pablo has sent to Aurem, and has filed a complaint to the center, asking that they take some action against this situation.

#### **How the mediation session developed:**

The mediation session was aimed at curbing Pablo's behavior with Aurem. However, being a case of Bullying, it was necessary to treat it very delicately. That is why we quoted the two companions separately first.

In the first place, Aurem, the victim of the situation, was discussed at length. At that session, she was promised confidentiality, to encourage her to trust and express her problem. The fact of externalizing it helped her to become aware of the seriousness of her suffering, and to stop feeling guilty. Later she was shown, through dialogue, that she, with her attitude, could change the situation. Due to Pablo's profile, reacting with the same aggressiveness could only enlarge the problem, since he would grow and become more aggressive.

So she agreed that it would be best to ignore those comments, and not show him how much they affected her. In fact, she was even recommended to tell him, in a calm tone, that he was not going to get anything by insulting her.

Aurem was also informed that if that was further aggravating, she could go to the public authorities and file a complaint, and she was given the necessary information so that she could do it. Afterwards, the girl would need the help of a professional (psychologist, for example) who could follow her in a personal way and do a job with her to increase her self-esteem.

Secondly, it was privately discussed with Pablo, and he was told that Aurem's mother had discovered the comments he made about her. He was also informed of the legal consequences that could befall him if the family of Aurem decided to report him. He was especially warned that he

would not be tolerated any more aggressions like the ones he had carried out. And he should apologize to Aurem.

Pablo was somewhat indifferent, did not openly show regret of his actions, but he did agree to apologize to Aurem, and seemed to be aware of the danger to him of being punished for his conduct.

### **Results of mediation**

The results of the mediation to date have been positive. There has been done a personal job with Aurem, who has gained more confidence in herself and has changed her attitude to the situation, gradually giving up the feeling of helplessness.

Pablo has stopped texting Aurem by Whatsup with insults, and now she simply ignores him, as if she were not in class. We value this fact positively because he has abandoned the aggressions that he directed to its companion, and we cannot expect, at least for the moment, that there is something like a positive link between both of them.



### **3rd CASE OF YOUTH MEDIATION IN SPAIN**

Mediación between: Xavier de Ramón (m)

and Victor Boronat (m)

Mediator: Maria Oriol Freixa

Place: Barcelona, 3.5.2017

### **What was the conflict?**

Xavier and Victor have met this year, and have been friends for the first six months of the academic year. Their relationship has always been positive: they came to class together, went to the breaks together to smoke, even on weekends they were with the same people.

The conflict began when Xavier detected that some things disappeared. First was the tobacco, which disappeared in small quantities. First one cigar, then another ... He also noticed that when he carried coins in his wallet, they disappeared little by little.

At first it bothered him, but he worried a lot more when instead of coins he started to miss bills of 5, 10 ... And he got even more angry when one day, the cell phone disappeared. Xavier manifested to all his companions his anger every time things disappeared, threatening that if he caught the culprit, he would beat him up. But the person responsible for the robberies did not appear. The teachers also tried to find out who it was, without success.

But when the mobile disappeared, Xavier went into anger. For two days the teachers were inquiring who could it be, looking inside the backpacks of all students in the class, and also those of other classrooms. But the cell phone did not appear. Victor supported his friend and tried to help him find lost objects. No one suspected him, but when Xavier's phone disappeared, he was not spared from being investigated.

On the second day, it was discovered that Victor had been the author of the robberies, thanks to the inquiries of the teachers, who reconstructed the facts and came to the truth.

### **How the mediation session developed:**

The mediation session was intended to mediate between Xavier and Victor, trying to find out the reasons why the latter had stolen his friend; And on the other hand trying to make Xavier not carry out his threat.

The tutor of the two boys spoke with the mediator to tell him the situation, knowing the danger that was running Victor. He himself had spoken to the thief, and Victor had confessed, explaining that he had stolen because at home they had long been unable to give him money because of financial problems. And he did not want to be without enjoying the same as his colleagues. As for the theft of the phone, he planned to resell it online, although he still had it at home.

The first session was given individually with Victor, the author of the robbery. He talked to him about the subject, and confessed that he did not want to continue stealing his friend, and that he wanted to return the cell phone but that he was afraid of his reaction, so he had not confessed anything to Xavier. He was relieved to have the figure of an adult who would mediate the situation.

If it were not because the teachers had not discovered him, he would not have admitted his guilt. It was agreed that Xavier should, before any confession of Victor, recover what he had stolen: tobacco, money and mobile. Once he had done it, Victor had to confess to his friend his guilt, and then restore the damage.

Xavier accepted the proposal, and in several days, thanks to a family member, he got the money and the tobacco that had been stolen from Victor.

The second session was with the two boys. In this session, Victor explained to his colleague, first of all, the economic problems that his family had been going through lately. And after putting him in the background, he confessed that he had been responsible for the disappearance of his things, but that he was willing to repair the damage, since he did not want to stop being his colleague. He asked for forgiveness, and promised that it would not happen again, but that he had been desperate and it was very humiliating for him to ask for help ...

Xavier, although at first indignant at the betrayal of his friend, knew how to appreciate his sincerity, and he forgave him, since, in addition, at that moment he was giving back what he had taken.

### **Results of mediation**

The results of the mediation were very effective. Victor could have the support he needed to be honest, and Xavier could understand his friend.

Xavier told Victor that he could ask for tobacco whenever he wanted, and also promised to seek help with more friends so that Victor could join his plans without having to go to the robbery

