

APPENDIX 1

QPEP Peer Mediation Pilot Project

DATE: WEDNESDAY 20 OCTOBER 1993
FROM: 1:15 PM - 3:00 PM
GROUP: P7 CLASS
CONTACT: BRENDAN HARTOP

**THE MODEL
PRIMARY SCHOOL
WEEK ONE**

EVALUATION FORM

WHAT DID YOU ENJOY MOST ABOUT THE SESSION?	WHAT DID YOU LEAST ENJOY?
WHAT COULD WE HAVE DONE DIFFERENTLY?	WHAT DID YOU LEARN FROM THE CHINESE WHISPERS/BACK WRITING EXERCISE?
DO YOU THINK THE PROBLEM BETWEEN THE FATHER AND THE OLD WOMAN HAS BEEN SOLVED (GIVE REASONS FOR YOUR ANSWER)	WHAT WAS GOOD ABOUT THE SOLUTION?
DO YOU LIKE THE NEW ENDING BETTER OR WORSE THAN THE STORY AS YOU KNOW IT?	

APPENDIX 2

(With reference to Chapter 3, p12, - Galtung's theory.)

*It was considered important to include in the training some teaching about the interdependence of attitudes, behaviour, and issues in the dynamic of conflict. Feedback indicated that a straight didactic approach had been unsuccessful. An innovative and successful alternative was designed by team member Jan Capsers, using a combination of story and art. What follows is a synopsis. The points at which visuals were used are indicated by an asterisk**

The Story of the Mystery Animal

One day the boredom of a sleepy little town was shattered when posters appeared announcing that a circus was coming to town. One poster caught the most attention; it said "Mystery Animal on Show"*. Everyone wondered . Their excitement grew when the circus people fenced off an area with tall wooden panels to make it impossible to see inside and when news broke that the mystery animal would be brought in secretly under cover of darkness. But reporters from each of the three local newspapers separately decided to try to uncover the mystery. Each of them found a tiny gap in the fence, each thinking that they alone had done so, and waited until darkness fell. The mystery animal arrived in a cage covered with a big black cloth.

The gap which the first reporter had found in the enclosure was near the ground. The second reporter had brought a ladder and had found a crack near the top of the fence. The third reporter's viewing point was a very tiny one about mid-way up the fence.

Next morning the Mystery Animal captured the front page headline in all three papers. Two of them offered an artists impression of the strange beast.

The first reporter described the animal as "the strongest beast on Earth with big feet which can crush a rock to dust" and the paper depicted an animal with bear's paws, a bull's head and big round grey feet with thick leathery skin*.

From the reporter who had used a ladder came the impression of a horse-like creature, with pink spots and a short grey tail*. She speculated that "children will love Funny, the Mystery Animal".

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The third newspaper confined itself to an artists impression of what the reporter had seen of the animal*, but the report offered a graphic description of the complete animal whom it called "Deadly Choppers", a fearsome, dangerous animal with gigantic long teeth, two of them sticking right out of its mouth and dripping with blood.

The circus tent was packed for the opening show. Everyone enjoyed the first acts but were waiting impatiently for the act which they had most especially come to see. The time arrived. To a prolonged rolling of drums a curtain was drawn back and the Mystery Animal emerged.(visual of an elephant*).

It was indeed probably the strongest beast on earth, with big grey feet and leathery skin. It did indeed have a funny little tail and it made everybody laugh. And it could indeed be very very dangerous, with two long pointy tusks. But whereas the trapeze artists which followed the Elephant act were expert acrobats, the three reporters in the front row were red-faced ones. They were not good acrobats - good acrobats always make sure that what they do is safe - whereas the reports had 'jumped to conclusions' and 'lost balance'. They had presumed to have a picture of the complete animal just because they had seen part of it.

When we are trying to mediate in a conflict it is important to take account of the whole picture - the attitudes of the people involved, the behaviour of each, and all the issues.

APPENDIX 3

THE QPEP TEAM

Name	Role on Peer Mediation Project	Previous Experience QPEP
Patsy Casey	Facilitator at Oakgrove and the Model. (Left for health reasons after a few weeks)	Retired Vice-Principal; studying the MA in Peace Studies with a particular interest in Education for Mutual Understanding. N. Irish.
Jan Caspers	Team Leader at the Model.	QPEP team (V) since Jan 1991. Experience in street drama and clowning workshops, and peace and reconciliation work. German.
Seamus Farrell	Researcher, Facilitator at Oakgrove.	QPEP team (V) since Jan 1992. Third world experience, and action research for QPEP N. Irish.
Eileen Healy	Team Leader at Oakgrove; Facilitator at Model.	QPEP team (S) since 1991, (V) 90/91. Experience of conflict resolution work in Israel, at Corrymeela, and Australia. N. Irish.
John Lampen	Trainer of the Team; Assistant Team Leader at Oakgrove.	Member of QPEP management committee and QPEP team (V) since its inception in 1988. Headteacher at Shotton Hall for disturbed teenagers. Had undergone mediation training. English.
Annette Miller	Assistant Researcher (Jan/June) and Facilitator at Magee & P6 workshops.	3rd year undergraduate on placement from the Peace and Conflict Studies Course at Magee. N. Irish.
Rainer Schultz	Facilitator at Model and Oakgrove.	Volunteer facilitator with QPEP team since Sept 1993. Law student with some experience of mediation. German.
Jerry Tyrrell	Director and Assistant Team Leader at Model.	QPEP team (S) since 1988. Member of Conflict Mediation Network (NI) Executive, and had experienced mediation training. English.

APPENDIX 4

LET'S MEDIATE

Before you start

Check that both parties want to mediate

If Yes' -

Introduce yourselves and mediation

Tell them the Ground Rules

Get the problem from party No. 1

Repeat the main points back

Do the same with party No. 2

Ask party No 1 how s/he feels

Ask party No. 2 how s/he feels

List the problems for both

Try and get suggestions for a solution from both parties

Get an agreement
(don't forget the agreement form)

CONGRATULATIONS

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QPEP Peer Mediation Pilot Project

CHECK IT OUT!

Tick the boxes if the mediators remembered to say these things to the two parties:-

Mediators don't take sides

Mediators don't tell you what you should do

Mediators don't tell your secrets

No interrupting

No calling each other names

No blaming the other person

Did they help the parties to feel OK about the mediation?

Did they repeat the problem back to both parties?

Did they ask them about what they feel?

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QUESTIONS ABOUT MEDIATION Name

Why do you think mediation is different from a teacher sorting out a quarrel? Complete the following three sentences:

1. It's because the parties ask to _____
2. It's because the mediators don't tell _____
3. It's because the decision is made by _____

List three personal qualities you think a mediator should have:

1. _____
2. _____
3. _____

THE MEDIATOR'S TOOLKIT:

Brainstorming ideas. The ground rules. Explaining what mediation is. Talking to each party separately. Hearing the stories. Asking how they feel. Writing an agreement. Looking at what each party needs and wants. Helping them to bargain. Giving each party a short summary of what they said.

Choose from Toolkit, which tool to use for:

Which two tools do the mediators always use before hearing the stories?

1. _____
2. _____

Which two tools do the mediators always use after hearing the stories?

1. _____
2. _____

Which tool would the mediators use if the parties want to solve the problem but don't suggest any ideas. _____

Which tool would the mediators use if one of the parties doesn't want to talk about his or her view of the problem? _____

Which tool would the mediators use if both parties have done something wrong to the other? _____

Would you like to see a mediation programme in this school?

Yes / No / Don't know (Circle)

What do you think would be the main problem if you had a mediation programme?

APPENDIX 7

PROBLEM

List things people fight or argue about at school, and things they do which get them into trouble:

SOLUTION

List the ways people solve the problems:

1. _____ → 1. _____

2. _____ → 2. _____

3. _____ → 3. _____

4. _____ → 4. _____

5. _____ → 5. _____

6. _____ → 6. _____

7. _____ → 7. _____

8. _____ → 8. _____

APPENDIX 8

Training Team Evaluation Questionnaire.

Our team meeting identified the following as “what we want from an evaluation”.

- 1: What has gone on in the team?
- 2: What we have individually learned about mediation in the context of previous experience.
- 3: What lessons we have learned that would be useful when repeating the experience.
- 4: Repeating the experience with other agencies.
- 5: An assessment of the joint training structure and overlapping teams.

It would be appreciated if team members were to provide written evaluations, based on the following guideline questions, in time for our meeting on

- A: **Team functioning:** How do you feel the team has functioned, during training, planning, evaluation and in the workshops around issues of cooperation, listening to each other, etc...
- B: In the context of overlapping teams, how do you feel that any inherent difficulties were handled?
Did it adversely affect the quality of the programme offered in each school?
If so, in what ways?
Did it enhance the quality of the programme in each school?
If so, in what ways?
- C: **Training:** How satisfied were you with the training? How effective was it?
Was adequate time allotted to training? What could have been done better?
Was the joint training structure helpful or unhelpful? In what ways?
- D: With respect to your own life experiences and your opinions about peer mediation prior to the projects initiation:

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What have you learned about conflict mediation in general?

Have your opinions about peer mediation changed?

If so in what ways?

E: Teacher participation.

Are you satisfied with the efforts to involve the teachers in each school?

How might we have enhanced their opportunities for involvement?

F: Listening to the children.

Are you satisfied with the efforts to solicit the views of the children?

Are you satisfied with how we took account of their views and expressed needs?

G: What lessons have been learned that would be useful if/when repeating the experience?

H: Do you feel that in light of this experience we have something to share with other agencies about training in mediation skills in general and peer mediation in particular? If so what?

I: Please offer any other comments you wish to make.

In addition to the above evaluation (for sharing), team members are invited to prepare a self-evaluation (not for sharing). These guidelines may be useful:

- 1: Have you felt personally empowered, or otherwise, by your participation in the programme?
- 2: What special challenges have you had to contend with and how have you dealt with them?
- 3: What have you learned, about your abilities, needs, interests etc?
- 4: How do you feel you have functioned as a team member?

Thank you.

APPENDIX 9

**SCHOOL MEDIATION PROGRAMME
MONTHLY REPORT FORM.**

Month/Year _____

Number of cases referred to mediation _____

Total number of children referred to mediation _____

Number of mediations conducted _____

Percentage of referrals mediated _____%

Number of signed agreements reached _____

Number of verbal (unsigned) agreements reached _____

Percentage of mediations ending in signed or verbal agreements _____%

Total number of mediators used _____

Typical Conflicts.

From the "descriptions of the conflict" in the Mediators' Case Forms, please indicate the percentages of conflicts involving:

- Name calling
 - Physical abuse
 - Property Issues
 - Other
-
-

Issues

While a range of issues may underpin any particular conflict, it would be very useful to have some idea as to the pattern of issues that feature in the mediation programme. Please indicate the prevalence of the following issues as factors in the conflicts mediated:

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Community division: Frequent: __. Occasional __. Seldom __. Never __.
Gender diversity: Frequent: __. Occasional __. Seldom __. Never __.
Age diversity: Frequent: __. Occasional __. Seldom __. Never __.
Social Class diversity: Frequent: __. Occasional __. Seldom __. Never __.
Other prevalent issues: _____

The above issues, as factors in conflict, may
either: 1: have the effect of the mediation programme not being used.
or 2: create particular difficulties in mediation.
Please indicate if, in your experience, either of these effects are observ-
able, and offer any comment you wish.

Previous Relationship of the Parties.
Please indicate which of the following categories of relationship featured
most (1) to least (3), in the use of the programme.

Friendly: __ Acquainted: __ Unfriendly: __

No observable pattern: _____

Please indicate if any of the following patterns have been noticeable in the
conflicts which came to mediation:

Conflicts involving the same parties: Yes: __ No: __
Conflicts involving particular individuals. Yes: __ No: __
Particular individuals presenting as plaintiff Yes: __ No: __
Particular individuals being presented as perpetrator. Yes: __ No: __
Conflicts involving a newcomer to the school. Yes: __ No: __

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The Mediators

Indications of: development of mediation skill through practice.
increase in confidence and enthusiasm.

decline in confidence and enthusiasm.

emerging image of some as "good mediators" and others as "not good".

the mediation role affecting their peer relationships.

School Statistics for _____: (Month/Year)

(Aggregate data on suspensions, detentions, absences, instances of conflict etc. in a format which can easily be completed using the schools own records).

Purpose To know who is using the programme

To see the relationships of the disputants to one another.

To look at the pattern of conflicts .

Through comparing the data about the issues bringing students to mediation with the data about those mediations which end in agreement, it can be seen whether or not the programme is addressing the concerns of the disputants.

To take account of the well-being of the mediators.

To evaluate the training programme, identify possible further training needs, and develop a programme of on-going support.

Compilations from the Mediators Case Forms might be done by QPEP - if the confidentiality of these forms is extended .

The possibility of access by QPEP to the schools discipline / incident records. Since some of the strongest evidence of the impact of the programme may be comparisons of the number of various incidents before and after the programme, it would be useful also to have the school statistics for the year prior to the introduction of the mediation programme.

QPEP only requires aggregate data (no names) and such data would be treated in confidence.

THIS IS TO CERTIFY

that *Damhan McLaughlin*

**has trained and practised as a
Peer Mediator
in the Quaker Peace Education Project
programme at the
Model Primary School 1993 - 1994**

Signed _____

Jerry Tyrrell
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Signed _____

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APPENDIX 11

An Overview of the Peer Mediation Model

- 1: Establish that both parties want mediation and that they are happy with those who are to mediate.
- 2: Mediators introduce themselves and explain that the purpose of mediation is to help the parties themselves to find a solution to their problem. They also explain the rules by which they will be guided as mediators.
 - a: They will not take sides;
 - b: They will not tell the parties what they should do;
 - c: They will keep secrets.
- 3: Mediators ask the parties to agree to the following rules.
 - a: No swearing or name-calling
 - b: No interrupting
 - c: Try not to blame or accuse the other person, but try rather to focus on what you feel and what you need.
- 4: One party then tells his/her story. One of the mediators then repeats back the main points and may seek clarification where necessary. The party is asked if s/he is satisfied that the main points have been established. The process is repeated for the second party.
- 5: Each party then has an opportunity in turn to express their feelings, about the conflict and about what the other has said.
- 6: The mediators then try to list the problems for both 'Framing the issues'.

For this they may need to take time to consult together - about whether they need more information, or need to talk with each party separately. In consultation they might identify a possible solution having already been suggested by one of the parties.
- 7: The mediators try to get suggestions for a solution from both parties. They will not themselves make suggestions unless the parties are not coming up with anything. Various methods can be used.
 - a: Bargaining. A agrees to do something in exchange for B doing something in return.
 - b: Brainstorming. The parties make a list of things that could be

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done about the conflict, including funny and way-out ideas. They don't discuss them till the list is finished. Then they go through it and discuss which ideas might work.

- c: Collaborating. Is there a way for both parties to get what they want?
- 8: When possible solutions emerge the mediators check with both parties (and with each other if necessary) as to whether the idea is fair to everyone and is feasible. They may need also to check if perhaps one party has agreed too easily, instead of sticking up for their rights. And they need to establish the willingness of both parties to do what they have said they will.
 - 9: Ideally the agreement should be written and signed by the parties and the mediators. In simple words the agreement says who promises to do what, where and how often. It does not say that either of the parties is to blame.
 - 10: The mediators write a short report of what happened and say if they think anything more needs to be done; for example a short meeting with the parties a fortnight later to check that the agreement is being kept. This report, together with the mediators copy of the agreement, is kept in a special file which only they, and the grown-up who supervises the mediation programme, can see.
 - 11: If the two parties seem unable to agree, the mediators have a number of options:
 - a: See each party separately and try to discover the reason for the blockage.
 - b: Suggest a short break or a postponement till the next day.
 - c: Ask the parties if they feel the problem can be mediated - or would they prefer to settle it in a different way, such as asking a teacher to make a decision?