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METHODOLOGICAL GUIDELINES: QUALITY ASSESSMENT IN SCHOOL-BASED MEDIATION PROGRAMS

(O3)



ABC

**QUALITY ASSESSMENT IN
EDUCATION PROGRAMS**



Assessing the efficacy of educational projects is a highly complex and yet necessary task for the implementation of proposals and for the dissemination of good practices.

The complexity stems not only from the articulation of the programs, but above all from the diversity of participants: in education programs participants' histories introduce countless factors with an impact on their receptivity and the benefits that the individual can derive from the activities developed.

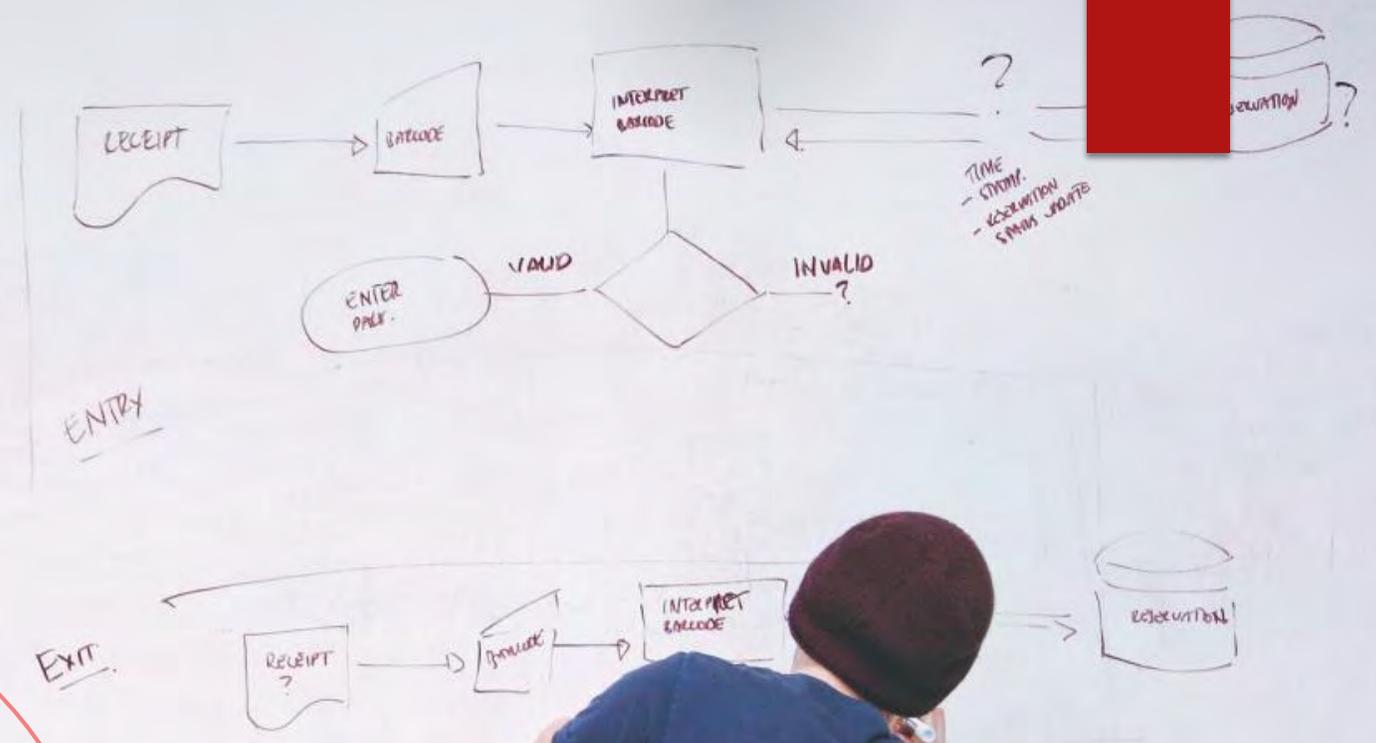
Not everything human can be measured
- this must always be considered -
using evaluation or self-assessment
questionnaires.



The materials offered for the evaluation aim to elicit these different success dimensions as much as possible, with a twofold objective:

1. further improve the organization of the course, the quality of the teaching and of the shadowing;
2. data collection is important for the production of correct and scientifically sound information that can be produced to different decision-makers (managers, public administrators) to ground decisions regarding the implementation of new trials, the establishment of further pilot projects or the introduction - at the end of experimental cycles - of new practices in schools as public spheres.





QUALITY ASSESSMENT FROM THE POINT OF VIEW OF THE EDUCATIONAL COMMUNITY



- ▶ The educational community also plays a central role in assessment processes, from different perspectives. First of all it is important to have full awareness of the usefulness of the assessment: every data collection process involves an effort that must be motivated to sustain one's own action as well as others' (students and parents), to whom the assessment must be adequately presented.



- ▶ The community is also the first context to re-read the data collected: preliminary surveys are often an opportunity to increase awareness of the problems and their consistency and they become material on which the training team can immediately work.

- ▶ Finally, the community is also the beneficiary of any re-elaboration of data by those who supervise the research conducted or processes developed and discuss their impact and meaning. The educational community is in a position to better link the observations coming from the evaluation to the specific lives of targeted individuals, being able to take into account their singularities and to identify blind spots in the assessment.

The scientifically structured assessment is therefore a tool at the service of the community to improve the efficacy of training.





**OPERATIONAL ASPECTS TO ASSESS THE QUALITY
OF A SCHOOL-BASED MEDIATION PROGRAM**



STAGE 1: LAUNCHING AND INFORMATION

Description

This first stage, which refers to the provisions in the Methodological Guidelines corresponding to the items "Analysis of the circumstances of the school" and "Initial Stage", comprises **two phases**:

- 1. LAUNCHING:** in this phase a school-based team including some teachers, with the support of the principal, fills in the self-assessment questionnaire and performs the actions as indicated in the timetable.
- 2. INFORMATION INTERVENTIONS:** in this phase, "information activities" are implemented. The information activities seek to provide a context that favors and stimulates the construction of a social fabric that welcomes and supports this educational intervention on school-based mediation.

GOAL

To provide information on mediation, especially school-based mediation, to students, teaching and non-teaching staff and families.

GENERAL OBJECTIVES

- To introduce the topic of conflicts with particular reference to those occurring in school environments.
- To provide participants with information about the most widespread punishing measures and their consequences.
- To provide participants with an opportunity to learn about school-based mediation.
- To encourage adherence to the forthcoming awareness-raising stage.

BENEFICIARIES

Students, teaching and non-teaching staff and families relevant to the school where the school-based mediation project is conducted.

The meeting convening teachers and families may take place in a plenary session. In the case of students, meetings for a maximum of two classes are preferred.



DURATION

Information meetings should last a **maximum of 2 hours**.

An alternative has been established where this and the *awareness-raising* stage would merge in one stage for classes, with a minimum duration of 6 hours where possibly both questionnaires (information and awareness) would be submitted.

Classes which have been informed may be kept up to date in the following stage by distributing flyers or a short presentation describing the evolution of the route taken.

TRAINERS

Mediation experts working for the school or hired on an external basis. The involvement of already trained teacher-mediators and student-mediators will be encouraged.

METHOD

Informative meetings will take the form of a participatory lecture with the support of digital documents: **Guidelines for the implementation of school-based mediation** and the educational material **multi-medes**, developed for school-based mediation.

(reference: <http://medes.vila-real.es/>)

ASSESSMENT

Self-assessment questionnaires will be used, both prior to and after information meetings, in order to collect data on the general situation of the school and on the quality of information and dissemination activities.

The *Launching and Information Stage* is considered complete when at least 75% of students, teachers and families have been involved and informed.

The *Launching and Information Stage* should be completed within a **maximum of 6 months**.





STAGE 2: AWARENESS-RAISING

DESCRIPTION

In the **AWARENESS-RAISING** stage the group of teachers having graduated from the information stage form a working group to:

1. Keep the information flow running (especially for new students, teachers and families).
2. Provide information regarding the possibility of participating in awareness-raising activities and gather the names of those interested. Steps to provide information to the community have been foreseen.
3. Schedule awareness-raising meetings with the target audience: teachers, students and possibly families.
4. Redraft the questionnaires administered to the target of reference.

The awareness-raising program is instrumental in preparing the mediator training stage and in constructing a social fabric that welcomes and supports the project.

GOAL

Raise awareness among students, teaching and non-teaching staff, families, on the issue of conflict mediation and favor the subsequent selection of those who will access the *training stage*.

AIMS

- Deepen the understanding of conflict and of school-based mediation studies.
- Stimulate the ability to change one's own point of view, in particular on school-related subjects (for teachers and students).
- Encourage a capacity for empathy in students and teachers through practical and playful activities inspired by mediation studies.
- Provide tools to transform a critical incident into an event for personal and group growth, understanding the value of respect for the person, freedom of speech, self-acceptance and acceptance of others for what they are.



BENEFICIARIES

Students, teaching and non-teaching staff and relatives relevant to the school who want to pursue mediation further.

Meetings for teaching and non-teaching staff and families will be organized for groups of no more than 20 participants. Meetings for students will be proposed to each class individually.

DURATION

The **awareness-raising program** consists of topic-specific meetings totaling a minimum of 6 hours.

TRAINERS

Mediation experts working for the school or hired on an external basis. The involvement of teacher-mediators and student-mediators will be encouraged.

METHOD

The approach used is based on empathic listening and on unconditional recognition of the other. On this base, group exercises will be brought to the class for participants to learn how to listen without judging, and how to recognize needs, emotions and values.

The training program will be adapted to the target of reference, the expectations of the group; suggestions received by the teachers will feed back into the program.

Theoretical and practical activities will alternate according to what is foreseen by the **Guidelines for the implementation of school-based mediation** and the training materials **Multi-medes**, developed for school-based mediation.

(reference: <http://medes.vila-real.es/>)

ASSESSMENT

The assessment of the *awareness-raising stage* comprises 2 main steps: a questionnaire prior to the awareness-raising session and a questionnaire after the awareness-raising session. This stage also includes a **monitoring questionnaire**.

The *awareness-raising stage* is considered complete when the school has selected the group of teachers and youngsters who will be trained in mediation.

The *awareness-raising stage should* be completed within a **maximum of 10 months**.





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STAGE 3: TRAINING

DESCRIPTION

The **TRAINING** stage comprises the following actions as taken by the working group:

1. Circulate memos and leaflets to recruit participants for the training course. Targeted groups include students, teaching and non-teaching staff of the school. The selection of those who will further join the project is scheduled to be conducted at this stage. Scheduling meetings and choosing a venue for the training ensue.
2. Initiate the training of teaching and non-teaching staff and subsequently of the students. Course assessment questionnaires are distributed during the start-up and completion phases of the training.
3. Redraft the questionnaires administered to the target of reference.

GOAL

To train teaching and non-teaching staff and students in a school-based mediation toolkit. To train a group of parents, when relevant.

AIMS

- To train a group of mediating teachers and, later on, of mediating students who introduce mediation skills in their interactions to promote good relations and improve the climate at the school;
- To help participants to identify and intercept at an early stage divisive dynamics in their relations;
- To acquire the necessary skills to act as a mediator, in particular:
- To use basic tools to perform a mediation;
- To use tools for the verification and monitoring of a mediation;
- To follow the stages of a mediation process (case reception, contacts with parties, pre-mediation interviews, mediation meeting, definition of the agreement, follow-up, verification and monitoring of the activity).
- To acquire the skills to guarantee the proper functioning of a place dedicated to mediation in cooperation with a group of mediating professors.

BENEFICIARIES

The training course targets teaching and non-teaching staff and students of the school.

The group of students participating in the training will include between 10 and 20 students.



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DURATION

The **training course** consists of topic-specific meetings covering a minimum of 50 hours of training for each target group (attendance to a minimum of 80% of the scheduled hours is required).

TRAINERS

Mediation experts working for the school or hired on an external basis. The participation of teachers duly trained as mediators will be encouraged.

METHOD

The theoretical bases include cooperative learning and peer-to-peer help. In particular, the Medes model embraces the restorative justice approach, the model of humanistic mediation developed by Jacqueline Morineau and the circular narrative and the transformative models. The methodological insights are available on the site <http://www.alumnosmediadores.es/en/objetivos-del-programa/bases-teoricas/>.

In the Information, Awareness-Raising and Training stages the material developed in the Medes project will be particularly useful. Especially meetings will draw on the digital documents **Guidelines for the implementation of school mediation** (<http://medes.vila-real.es/en/guia-en.html>) and the educational material **Multi-medes**, developed for school-based mediation (<http://medes.vila-real.es/en/cajamulti2-en.html>).

ASSESSMENT

The **training assessment** is articulated around two instruments: a **pre-training** and a **post-training questionnaires**.

The **Training Stage** will be considered finished upon completion of the **monitoring questionnaire**, after completion of 50 hours of training by both teachers and students.

The **Training Stage** must be completed within a **maximum of 18 months**.



The group of teaching and non-teaching staff participating in the training will include between 10 and 20 people.



STAGE 4: MEDIATION ROOM IMPLEMENTATION AND DISSEMINATION

DESCRIPTION

In the stage of **MEDIATION ROOM IMPLEMENTATION AND DISSEMINATION** the working group engages in different activities:

- Seek the human and material resources needed for the operation of the classroom. Construct a "mediation box" where application forms to participate in the mediation are available and requests for mediation can be filed. The mediation coordinator (a teacher-mediator) will check the box regularly.
- Launch the mediation service as a space for addressing situations of conflict.
- Organize training events on the implementation and dissemination (internal or addressed to other centers).
- Prepare supervision sessions for trained mediators.
- Perform monitoring and verification activities.

GOAL

To launch the conflict mediation classroom at the school and implement actions to promote its use.

AIMS

- To provide a space for students, teachers and non-teaching staff (and families) who experience tense relations at the school to address conflicts.
- To arise in the individuals involved in the mediation an awareness of responsibility towards others as individuals.
- To provide teachers with alternative or complementary possibilities to disciplinary sanctions, through remedies.
- To create awareness as to the possibility for mediators to play a pro-social role at the collective level, both at the school and elsewhere.

BENEFICIARIES

The mediation classroom is a place managed by those who have completed the mediation training program. It offers a place for all those who are experiencing tension or conflict to listen and to talk to each other. Access to the mediation classroom is granted in the following situations:

- A teacher identifies an incorrect behavior on the part of a student in their interaction with others and, rather than making a warning in writing, sends the student to mediation. This allows the student to go through a critical moment without having recourse to parents and taking personal responsibility for the incident.





- When students feel that their relationship with a schoolmate or a teacher is troublesome (with or without the encouragement of a friend or teacher) they will be able to submit a request for mediation using the box.
- A teacher experiences difficulties in their relationship with a student.

SCHEDULE

The classroom will be available for mediation meetings during school hours, according to a schedule prepared by the working group in agreement with the mediators.

The classroom is also expected to be available to the group of mediators for supervision sessions and for the organization of dissemination activities.

TRAINERS

Mediation experts working for the school or hired on an external basis. The participation of teachers duly trained as mediators will be encouraged.

METHOD

The actions and tools necessary to launch and maintain the classroom are stated in the **Guidelines for the implementation of school-based mediation** and the educational material **Multi-medes**, specifically developed for school-based mediation.

(reference: <http://medes.vila-real.es/>)

The mediation classroom, in addition to the mediation service, will also host **supervision** sessions for mediators (students and teachers):

- Shadowing by trainers or training teachers in first cases of mediation.
- Supervision sessions where mediators, under the guidance of trainers, will discuss the mediations conducted in order to receive advice, clarifications and reassurance.
- In-depth study and capacity development sessions for teacher-mediators and student-mediators in order to retain the skills needed to conduct mediations.

ASSESSMENT

The *Classroom Implementation Stage* represents the finish line of the program.

The evaluation of the *Classroom Implementation Stage* includes:

- the overall evaluation of the project through the **monitoring questionnaire** to analyze the circumstances of the center;
- the assessment of the **satisfaction** with mediation meetings for those who use the mediation classroom as well as **success** rates.

This stage includes possible information, awareness-raising and training sessions addressed to other target groups.

The preparation and launching of the classroom must take place **within 20 months** from the beginning of the project.



TIMELINE

QUESTIONNAIRES

**PROCEDURE AND USEFUL
MATERIAL**

INFORMATION MEETING

Pre Questionnaire

Parents - PART A

1. Please rate your degree of agreement or disagreement with the following sentences by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	Strongly disagree			Strongly agree			
	1	2	3	4	5	6	7
(a) Conflicts are negative.							
(b) Conflict is synonymous with violence (not just physical).							
(c) The absence of conflicts can be achieved.							
(d) In an ideal coexistence there are no conflicts.							
(e) Conflict is an opportunity for growth.							
(f) Without conflict no change is possible.							

2. Please rate your level of knowledge on conflict mediation by selecting a number from 1 (never) to 7 (very often).

	Never			Very often			
	1	2	3	4	5	6	7
I have heard about the issue of conflict mediation.							

3. Are conflicts addressed at your child's school? Please select a number from 1 (strongly disagree) to 7 (strongly agree).

	Strongly disagree			Strongly agree			
	1	2	3	4	5	6	7
At my child's school situations of conflict are addressed.							

4. At my child's school, there are special places where situations of conflict are addressed.

(a) There are. (b) There are not. (c) I don't know.

5. If so, what kind of places?

- A classroom.
- The yard.
- The Principal's office.
- A dedicated desk (listening area...)
- Other (please specify) _____

6. Please describe your expectations regarding the information meeting.



INFORMATION MEETING

Post- Questionnaire

Parents - PART B

1. Please rate your degree of agreement or disagreement with the following sentences by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

Strongly disagree Strongly agree

	1	2	3	4	5	6	7
(a) Conflicts are negative.							
(b) Conflict is synonymous with violence (not just physical).							
(c) The absence of conflicts can be achieved.							
(d) In an ideal coexistence there are no conflicts.							
(e) Conflict is an opportunity for growth.							
(f) Without conflict no change is possible.							

2. Please rate how often you become aware of the following situations of conflict happening at the school.

	Never	Hardly ever	Rarely	Occasionally	Often	Very often	All the time
	1	2	3	4	5	6	7
(a) Students-Students							
(b) Teachers-Teachers							
(c) Parents-Teachers							
(d) Students-Teachers							
(e) Students-Parents							
(f) Parents-Parents							
(g) Other _____							



3. If you happened to be in a situation of conflict of those stated in the previous question, please specify in which role:

(a) Victim		(b) Offender		(c) Bystander	
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Please answer some questions about the information meeting you attended.

4. Please complete the following sentence: "In this meeting I learned that mediation is..."

5. After the information meeting, do you think that the mediation service can be useful in your child's school?

(a) It can.		(b) It cannot.		(c) I don't know.	
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5.1. Why do you think so?

5.2 What issues do you consider critical for the inclusion of a school-based mediation in your child's school?

6. Which aspects of those presented at the information meeting were most interesting or significant to you?





INFORMATION MEETING

Pre Questionnaire

Teachers - PART A

1. Please rate your degree of agreement or disagreement with the following sentences by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	Strongly disagree							Strongly agree		
	1	2	3	4	5	6	7			
(a) Conflicts are negative.										
(b) Conflict is synonymous with violence (not just physical).										
(c) The absence of conflicts can be achieved.										
(d) In an ideal coexistence there are no conflicts.										
(e) Conflict is an opportunity for growth.										
(f) Without conflict no change is possible.										

2. Based on your awareness on conflict mediation, please rate the following statement by choosing a number from 1 (never) to 7 (very often).

	Never						Very often
	1	2	3	4	5	6	7
I have heard about the issue of conflict mediation.							

3. Do you think your school addresses situations of conflict? Rate your answer by choosing a number from 1 (never) to 7 (very often).

	Never						Very often
	1	2	3	4	5	6	7
My school addresses situations of conflict.							



4. Are there places at your school where situations of conflict are addressed?

(a) There are.		(b) There are not.		(c) I don't know.	
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- 4.1. If so, what are they?

- A classroom.
- The yard.
- The principal's office.
- A dedicated desk (listening area...)
- Other (please specify) _____

5. Referring to your own school, please rate how often the following tools are used in addressing situations of conflict by choosing a number between 1 (never) and 7 (very often).

	Never						Very often
	1	2	3	4	5	6	7
(a) verbal warnings;							
(b) circle time;							
(c) note on the school record;							
(d) note on the register and shown on the school record;							
(e) informal dialogue;							
(f) suspension from classes;							
(g) formal dialogue (conference...);							
(h) verbal warning and/or warning registered on the records by the Principal;							
(i) suspension from classes with an obligation to attend;							
(j) Other (please specify)							

6. Please describe your expectations regarding the information meeting.

Thank you for your cooperation!





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INFORMATION MEETING

Post Questionnaire

(a) Victim		(b) Offender		(c) Bystander	
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Teachers - PART B

1. Please rate your degree of agreement or disagreement with the following statements by selecting a number between 1 (strongly disagree) to 7 (strongly agree).

	Strongly disagree							Strongly agree	
	1	2	3	4	5	6	7		
(a) Conflicts are negative.									
(b) Conflict is synonymous with violence (not just physical violence).									
(c) The absence of conflict can be achieved.									
(d) In an ideal coexistence there are no conflicts.									
(e) Conflict is an opportunity for growth.									
(f) Without conflict no change is possible.									

2. Please rate the frequency with which you see or become aware of the following situations of conflict at your school.

	Never	Hardly ever	Rarely	Sometimes	Often	Very often	All the time
	1	2	3	4	5	6	7
(a) Students-Students							
(b) Teachers-Teachers							
(c) Parents-Teachers							
(d) Students-Teachers							
(e) Students-Parents							
(f) Parents-Parents							
(g) Other							

3. If you happened to be in a situation of conflict of those stated in the previous question, please specify in which role:





INFORMATION MEETING

Pre Questionnaire

Students - PART A

1. Please rate your degree of agreement or disagreement with the following statements by selecting a number between 1 (strongly disagree) to 7 (strongly agree).

	Strongly disagree							Strongly agree	
	1	2	3	4	5	6	7		
(a) Conflicts are negative.									
(b) Conflict is synonymous with violence (not just physical violence).									
(c) The absence of conflicts can be achieved.									
(d) In an ideal coexistence there are no conflicts.									
(e) Conflict is an opportunity for growth.									
(f) Without conflict no change is possible.									

2. Based on your awareness on conflict mediation, please rate the following statement by choosing a number from 1 (never) to 7 (very often).

	Never						Very often
	1	2	3	4	5	6	7
I have heard about the issue of conflict mediation.							

3. Do you think your school addresses situations of conflict? Rate your answer by choosing a number from 1 (never) to 7 (very often).

	Never						Very often
	1	2	3	4	5	6	7
My school addresses situations of conflict.							

4. Are there places at your school where situations of conflict are addressed?

(a) There are. (b) There are not. (c) I don't know.



Please answer some questions about the information meeting you attended.

4. Please complete the following sentence: "In this meeting I learned that mediation is..."

5. After the information meeting, do you think that mediation can be a useful tool for your school?

(a) It can. (b) It cannot. (c) I don't know.

5.1. Please tell us why.

6. What do you think the critical issues are with regard to the inclusion of school-based mediation as a tool in your school?

7. Which of the aspects presented in the information meeting were the most interesting or significant?

Thank you for your cooperation!



5. If so, what kind of places?

- The classroom
- The yard
- The Principal's office.
- A dedicated desk (listening area...)
- Other (please specify) _____

6. When two people in your class have an argument, behave inappropriately or act violently, what happens? Rate your answer by selecting a number from 1 (never) to 7 (very often) for each statement.

	Never			Very often			
	1	2	3	4	5	6	7
(a) The teacher yells at them.							
(b) The whole class talks about it with the teacher.							
(c) The teacher writes a warning on their school record.							
(d) The teacher makes a note on the register and on their school record.							
(e) The teacher talks about it separately with the students involved.							
(f) The students involved are suspended from class.							
(g) The teacher talks about it separately with the students involved.							
(h) The teacher calls the parents of the students involved.							
(i) The students involved are suspended but have the obligation to attend classes.							
(j) Other (please specify) _____							

7. What do you expect from today's meeting?

INFORMATION MEETING

Post Questionnaire

Students - PART B

1. Please rate your degree of agreement or disagreement with the following statements by selecting a number between 1 (strongly disagree) to 7 (strongly agree).

	Strongly disagree			Strongly agree			
	1	2	3	4	5	6	7
(a) Conflicts are negative.							
(b) Conflict is synonymous with violence (not just physical).							
(c) The absence of conflicts can be achieved.							
(d) In an ideal coexistence there are no conflicts.							
(e) Conflict is an opportunity for growth.							
(f) Without conflict no change is possible.							

2. Please indicate how often you happen to notice the following situations of conflict at your school.

	Never	Hardly ever	Rarely	Sometimes	Often	Very often	All the time
	1	2	3	4	5	6	7
(a) Students-Students							
(b) Teachers-Teachers							
(c) Parents-Teachers							
(d) Students-Teachers							
(e) Students-Parents							
(f) Parents-Parents							
(g) Other							

3. If you happened to be in a situation of conflict of those stated in the previous question, please specify in which role:

(a) Victim		(b) Offender		(c) Bystander	
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Please answer the following questions about the information meeting you attended.

4. Please complete the following sentence: "In this meeting I learned that mediation is..."

5. After attending the information meeting, do you think mediation can be a useful tool for your school?

(a) It can.		(b) It cannot.		(c) I don't know.	
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5.1. Please tell us why.

6. What new knowledge on conflicts at school have you acquired at or thanks to the information meeting?

Thank you for your cooperation!



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AWARENESS-RAISING COURSE

"Meeting mediation"

PRE TEST

Parents - Part A

1. Please rate the following sentences referring to your own behavior by selecting a number from 1 (never) to 7 (very often).

	Never	1	2	3	4	5	6	7	Very often
(a) In situations of tension or conflict where I am personally involved, I can keep calm / in control of my emotions.									
(b) In situations of tension or conflict where the group to which I belong is involved, I can keep calm / in control of my emotions.									
(c) In a group, I play the role of the leader.									
(d) I am a private person who knows how to keep secrets that are trusted to me.									
(e) I am an empathic person.									
(f) I can be impartial and neutral in conflicts between other people.									
(g) In situations of conflict I can listen without interrupting.									
(h) I am moved by situations and/or stories of suffering.									

2. Please think of people you have conflicts with and rate how often by selecting a number from 1 (never) to 7 (always).

	Never	Hardly ever	Rarely	Sometimes	Often	Very often	All the time
	1	2	3	4	5	6	7
(a) Work colleagues							
(b) Children							
(c) Friends							
(d) Relatives							
(e) Parents of my child's schoolmates							
(f) Teaching staff							
(g) Superiors							





3. Please think about situations of tension (anger, sadness, disappointment...) and rate how often you resort to the following strategies to mitigate the tension.

"When I am tense..."	Never 1	Hardly ever 2	Rarely 3	Some- times 4	Often 5	Very often 6	All the time 7
(a) I do some sport.							
(b) I seek comfort in my personal relationships (family, friends...).							
(c) I eat.							
(d) I spend time on my own.							
(e) I practice some hobbies.							
(f) I shut myself off from people.							
(g) I listen to music / dance / sing.							
(h) I scream.							
(i) I cry.							
(l) I do some physical activity.							
(m) I launch objects.							
(n) I walk.							
(o) I watch TV / TV shows.							
(p) Other (please specify)							

4. Are there places in your child's school where situations of conflict are addressed?

YES	NO	I DON'T KNOW
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5. If so, what kind of spaces?

- A classroom.
- The yard.
- The Principal's office.
- A dedicated desk (listening area...).
- Other (please specify) _____
- _____



6. Please refer to your child's school and the information available to you in rating how often you use the following tools for resolving situations of conflict by selecting a number from 1 (never) to 7 (very often).

	Never							Very often
	I am not sure	1	2	3	4	5	6	7
(a) verbal warnings;								
(b) circle time;								
(c) note on the school records;								
(d) note on the register and shown in the school records;								
(e) informal dialogue;								
(f) suspension from classes;								
(g) formal dialogue (conference...);								
(h) verbal warning and/or note taken on the records by the principal;								
(i) suspension from classes with the obligation to attend;								
(j) other (please specify)								

7. What do you think you contribute to this course (skills, awareness, interests...)?

8. What do you expect from the awareness-raising course you are about to take?

Thank you for your cooperation!





AWARENESS-RAISING COURSE

"Meeting mediation"

POST TEST

Parents - PART B

1. Please assess how important it is for you to improve the following skills by selecting a number from 1 (not important) to 7 (very important) for each of the following sentences.

	Not important						Very important
	1	2	3	4	5	6	7
(a) Keep calm / in control of my emotions when I experience a situation of tension or conflict.							
(b) Keep calm / in control of my emotions in situations of tension or conflict where the group to which I belong is involved.							
(c) Play a leading role within groups.							
(d) Keep secrets that have been trusted to me.							
(e) Be an empathic person.							
(f) Be impartial and neutral in conflicts between other people.							
(g) Recognize the value of other points of view, even the most distant from my own.							
(h) Perceive the suffering of others.							

2. Please rate the significance the awareness-raising program has had to you by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	Strongly disagree						Strongly agree
	1	2	3	4	5	6	7
(a) This course has enhanced my professional skills.							
(b) This course has positively influenced my relationships with the school.							
(c) This course has positively influenced my relationships on the workplace.							
(d) This course has had positive effects in my personal life.							



3. How do you assess the usability of the skills acquired during the awareness-raising process in your professional and personal dimensions?

4. After taking the course, what do you think its positive aspects are?

5. After taking the course, what suggestions can you give us to improve the course?

Thank you for your cooperation!



E



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AWARENESS-RAISING COURSE

"Meeting mediation"

PRE TEST

Teachers - PART A

1. Please rate the following sentences referring to your own behavior by selecting a number from 1 (never) to 7 (very often).

	Never	1	2	3	4	5	6	7	Very often
a. In situations of tension or conflict where I am personally involved, I can keep calm / in control of my emotions.									
b. In situations of tension or conflict where the group to which I belong is involved, I can keep calm / in control of my emotions.									
c. In the group, I play the role of the leader.									
d. I am a private person who knows how to keep secrets that are trusted to me.									
e. I am an empathic person.									
f. I can be impartial and neutral in conflicts between other people.									
g. In situations of conflict I can listen without interrupting.									
h. I am moved by situations and / or stories of suffering.									

2. Please think of people you have had a conflict with and rate how often by selecting a number from 1 (never) to 7 (always).

	Never	1	Hardly ever	2	Rarely	3	Some-times	4	Often	5	Very often	6	All the time	7
(a) Colleagues														
(b) Friends														
(c) Students														
(d) Relatives														
(e) Students' parents														
(f) School staff														
(g) Superiors														
(h) Other														

3. Please think about situations of tension (anger, sadness, disappointment...) and rate the frequency with which you resort to the following strategies to mitigate the tension.

"When I am tense..."	Never	1	Hardly ever	2	Rarely	3	Some-times	4	Often	5	Very often	6	All the time	7
(a) I do some sport.														
(b) I seek comfort in my personal relationships (family, friends...).														
(c) I eat.														
(d) I spend time on my own.														
(e) I practice some hobbies.														
(f) I shut myself off from people.														
(g) I listen to music / dance / sing.														
(h) I scream.														
(i) I cry.														
(l) I do some physical activity.														
(m) I launch objects.														
(n) I walk.														
(o) I watch TV / TV shows.														
(p) Other (please specify)														

4. At your school, are there places where situations of conflict are addressed?

(a) There are.		(b) There are not.	
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5. If so, what kind of spaces?

- A classroom
- The yard
- The Principal's office.
- A dedicated desk (listening area...)
- Other (please specify) _____
- _____





6. Referring to your own school, please rate how often the following tools are used in addressing situations of conflict by choosing a number between 1 (never) to 7 (very often).

	I am not sure	Never Very often						
		1	2	3	4	5	6	7
(a) verbal warnings;								
(b) circle time;								
(c) note on the school records;								
(d) note on the register and shown in the school records;								
(e) informal dialogue;								
(f) suspension from classes;								
(g) formal dialogue (conference...);								
(h) verbal warning and/or note taken on the records by the principal;								
(i) suspension from classes with the obligation to attend;								
(j) other (please specify)								

7. According to your own view, what is your contribution to this course (skills, awareness, interests...)?

8. What do you expect from the awareness-raising course you are about to take?

Thank you for your cooperation!



AWARENESS-RAISING COURSE

"Meeting mediation"

POST TEST

Teachers - PART B

1. Please assess how important it is for you to improve the following skills by selecting a number from 1 (not important) to 7 (very important) for each of the following sentences.

	Not important						Very important
	1	2	3	4	5	6	7
(a) Keep calm / in control of my emotions when I experience a situation of tension or conflict.							
(b) Keep calm / in control of my emotions in situations of tension or conflict where the group to which I belong is involved.							
(c) Play a leading role within groups.							
(d) Keep secrets that have been trusted to me.							
(e) Be an empathic person.							
(f) Be impartial and neutral in conflicts between other people.							
(g) Recognize the value of other points of view, even the most distant from my own.							
(h) Perceive the suffering of others.							

2. Please rate the significance the awareness-raising program has to you by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	Strongly disagree					Strongly agree	
	1	2	3	4	5	6	7
(a) This course has enhanced my professional skills.							
(b) This course has positively influenced my relationships with the school.							
(c) This course has positively influenced my relationships even in contexts other than the school.							
(d) This course has had positive effects in my personal life.							





3. How do you assess the usability of the skills acquired during the awareness-raising process in your professional and personal dimensions?

4. After taking the course, what do you think its positive aspects were?

5. After taking the course, what suggestions can you give us to improve the course?

Thank you for your cooperation!



AWARENESS-RAISING COURSE

"Meeting mediation"

PRE TEST

Students - Part A

1. Please assess your own skills by selecting a number from 1 (never) to 7 (very often) for each of the following sentences.

	Never						Very often
	1	2	3	4	5	6	7
(a) When I feel tense or have an argument with someone, I can keep calm / in control of my emotions.							
(b) When I see my friends arguing or having inappropriate behavior, I can keep calm / in control of my emotions.							
(c) I like telling others what they have to do.							
(d) I can be trusted with secrets.							
(e) I can put myself in the shoes of others without favoring friends.							
(f) I think there is something to learn from everyone.							
(g) I listen to others' point of view even if it is different from mine.							
(h) I prefer collaboration to competition.							
(i) I am moved when I see a person suffering.							





2. Please think of people you have had a conflict with and rate how often by selecting a number from 1 (never) to 7 (always).

	Never	Hardly ever	Rarely	Sometimes	Often	Very often	Always
	1	2	3	4	5	6	7
(a) Schoolmates							
(b) Friends							
(c) Brothers/Sisters							
(d) Relatives							
(e) Parents							
(f) Teachers							
(g) Parents' new partners (in case of separated parents)							
(h) Coaches							
(i) Other (please specify)							

3. Please think about situations of tension (anger, sadness, disappointment...) and indicate the strategies you use to mitigate the tension.

"When I'm tense..."	Never	Almost ever	Rarely	Sometimes	Often	Very often	Always
	1	2	3	4	5	6	7
(a) I do some sport.							
(b) I go out with friends.							
(c) I eat.							
(d) I spend time on my own.							
(e) I use my phone.							
(f) I play videogames.							
(g) I listen to music / dance / sing.							
(h) I scream / cry.							
(i) I play.							
(l) I study.							
(m) I do physical activity.							
(n) I throw objects.							
(q) I walk.							
(r) I talk to							
(s) I watch TV / TV shows.							
(t) Other (please specify)							



4. Are there places in your school used to address situations of conflict?

(a) There are.	(b) There are not.	(c) I don't know.
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4.1 If so, what kind of places?

- A classroom.
- The yard.
- The Principal's office.
- A dedicated desk (listening area...).
- Other (please specify) _____
- _____

5. When two people in your class have an argument, behave inappropriately or act violently, what happens? Please state how frequently the following situations occur by selecting a number from 1 (never) to 7 (very often).

	Never	1	2	3	4	5	6	Very often
		1	2	3	4	5	6	7
(a) the teacher yells at them;								
(b) the whole class talks about it with the teacher;								
(c) the teacher writes a note on the school report;								
(d) the teacher makes a note on the register and on the school record;								
(e) the teacher talks about it separately with the people involved;								
(f) the students involved are suspended from class;								
(g) the teacher talks about it separately with the people involved;								
(h) the teacher calls the students' parents;								
(i) the people involved are suspended but have the obligation to attend classes								
(j) Other (please specify) _____;								

6. What do I expect from the awareness-raising program?

Thank you for your cooperation!





AWARENESS-RAISING COURSE

"Meeting mediation"

POST-MEETING TEST

Students - PART B

1. Please assess how important it is for you to improve the following skills by selecting a number from 1 (not at all) to 7 (very important) for each of the following sentences.

	Not at all Very important						
	1	2	3	4	5	6	7
(a) To keep calm / in control of my emotions when I am tense or have an argument with someone.							
(b) To keep calm / in control of my emotions when I see my friends arguing or behaving inappropriately.							
(c) To tell others what they have to do.							
(d) To keep secrets.							
(e) To know how to listen to others' points of view.							
(f) To be more collaborative.							
(g) To recognize the value of other people's points of view even if they are not my friends.							
(h) To feel sorry if I see someone suffering.							

2. Did you like the awareness-raising course?

(a) I did.		(b) I did not.	
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2.1 What are the reasons?



3. Please rate the significance of the awareness-raising program to you by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	Strongly disagree			Strongly agree			
	1	2	3	4	5	6	7
(a) This course has allowed me to understand what it means to be part of a class.							
(b) This course has helped me to have more calm friendships with my schoolmates.							
(c) This course has helped to have more peaceful friendships even outside of the school.							
(d) This course has helped me to discover new things about myself.							

4. What has the awareness-raising program helped you to discover about yourself and others?

5. During the awareness-raising course, what do you think you have learned about school-based mediation?

6. At the end of the course, what do you think the most important characteristics of a "good" mediator are?

Thank you for your cooperation!





PRE-TRAINING QUESTIONNAIRE

STUDENTS - PART A

Please rate the following aspects by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

TRAINING

1. Venues and Schedule

	1	2	3	4	5	6	7
a. The presentation of the aims and objectives of the course is clear.							
b. The time allowed for each meeting is sufficient.							
c. The number of meetings the school has decided to organize is sufficient.							
d. The venue where we are expected to meet for the training session is adequate.							

2. Training program

Please rate the following aspects by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
a. The contents of the training are presented clearly.							
b. The contents of the training presented seem interesting to me.							
c. I expect this course to be useful to me.							



Me as a mediator

Please rate your degree of agreement / disagreement by choosing a number from 1 (strongly disagree) to 7 (strongly agree)

3. Relationships

	1	2	3	4	5	6	7
a. I believe that the training experience will improve my relationships with my classmates.							
b. I believe that the training experience will be useful to me on a personal level.							
c. I believe that the training experience will improve my relationships even in contexts other than the school.							

4. Listening skills

Please rate the following aspects by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
(a) I can free my mind from thoughts and concentrate only on what my classmate says / feels.							
(b) When I talk to a friend of mine I tend to interpret and judge what he says and give him advice.							
(c) I feel comfortable / good when a friend of mine talks to me about their feelings and emotions.							
(d) When I talk to a friend of mine and they stay silent and do not answer me, I feel uncomfortable / I do not know how to behave							

School-based mediation

5. The composition of the team

Please rate the following aspects by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
(a) I feel I can contribute to my work team.							
(b) I feel I am part of a project.							
(c) In my opinion the school really wants to continue this project.							
(d) I think participating in the training course will take time that I was using to study.							
(e) Participating as a mediator in the mediation classroom will create difficulties because I also have other commitments out of the school.							

5.1. Critical issues

Please rate the importance of the following issues in the implementation of school-based mediation at your school by selecting a number from 1 (not important) to 7 (very important) for each sentence.

5.1.1 Regarding teachers	1	2	3	4	5	6	7
(a) Teachers who think that pupils can handle their conflicts / arguments by themselves.							
(b) Teachers who do not accept to use this tool because they are afraid of losing the possibility of making disciplinary notes on students' records.							
(c) Teachers who fear changes in general and who would rather do things "the way I have always done them".							
(d) Teachers who do not trust students' capacity for reflection.							
(e) Teachers who think that mediation is a useless game.							

Please rate the importance of the following issues in the implementation of school-based mediation at your school by selecting a number from 1 (not important) to 7 (very important) for each sentence.

5.1.2 Regarding students	1	2	3	4	5	6	7
(b) Students who do not want to come to mediation out of fear.							
(c) Students who do not take mediation seriously, who see it as a game.							
(d) Students who do not know any other way of addressing conflicts than through physical / verbal violence							

5.1.3 Regarding parents	1	2	3	4	5	6	7
(b) Parents who do not trust new methods and who would rather have their children respond to violence with more violence.							
(c) Parents who question any innovation brought about at the school.							
(d) Parents who consider that teachers should apply sanctions / make written warnings to students.							

5.1.4 Regarding the mediation classroom	1	2	3	4	5	6	7
(a) Few people will request the mediation in cases of conflict.							
(b) Too many requests for mediation will be filed in cases of conflict.							
(c) The withdrawal / abandonment by one of the people in the mediation group.							



POST-TRAINING QUESTIONNAIRE

STUDENTS - PART B

Please rate the following aspects of the training course by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

TRAINING

1. Venue and schedule

	1	2	3	4	5	6	7
(a) The organization of the meetings was successful.							
(b) The time we had available for each meeting was sufficient.							
(c) The number of meetings that the school organized was sufficient.							
(d) The venue where the training was held was adequate.							

2. Training program

Please rate the following aspects of the training course by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
(a) The contents of the training were clear.							
(b) The contents of the training matched my expectations.							
(c) The activities we performed were interesting to me.							

Me as a mediator

Please rate the following aspects of the training course by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

3. Relationships

	1	2	3	4	5	6	7
(a) I believe the training experience has improved my relationships with my classmates.							
(b) I believe the training experience was useful to me on a personal level.							
(c) I believe the training experience has also improved my relationships in contexts other than the school.							



Please rate the following aspects of the training course by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

4. My role as a mediator

	1	2	3	4	5	6	7
a. I feel comfortable when I act as a mediator.							
b. I can make the people in the conflict feel comfortable trying to make them feel that I relate to them and that they can trust me.							
c. When I act as a mediator, I can stay focused on what the people in the conflict say.							

5. Listening skills

Please rate the following aspects of the training course by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
e. I can free my mind from thoughts and focus only on what the people in the conflict say / feel.							
f. When I talk to people in the conflict during the mediation I tend to interpret, judge what they say and give advice.							
g. I feel at ease / good if feelings and emotions come out in the mediation.							
h. When I talk to the people in a conflict during the mediation and they remain silent and do not respond to me, I feel uncomfortable / I do not know how to behave.							
i. When I act as a mediator, I am concerned that the people in the conflict will not answer me.							
j. When I act as a mediator, I am concerned that the people in the conflict will not respond to "mirroring".							





6.2 Neutrality

Please rate the following aspects of the training course by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
a. I can put myself in the shoes of the people in the conflict without taking sides.							
b. I can avoid agreeing with either one of the people in the conflict.							
c. Some of the issues arising during the mediation cause me trouble.							

6.1. Which topics / arguments do you struggle to deal with or face when mediating?

School-based mediation

Please rate the following aspects of the training course by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

7. The composition of the team

	1	2	3	4	5	6	7
a. I feel I can contribute to my work team.							
b. I feel I am part of a project.							
c. In my opinion the school really wants to continue this project.							
d. Participating as a mediator in the mediation classroom in my school will take time that I was using to study.							
e. Participating as a mediator in the mediation classroom will create difficulties because I also have other commitments out of the school.							



8. Critical issues

Please rate the importance of the following issues in the implementation of school-based mediation at your school by selecting a number from 1 (not important) to 7 (very important) for each sentence.

8.1.1 Regarding teachers	1	2	3	4	5	6	7
(a) Teachers who think that students can handle their conflicts / arguments by themselves.							
(b) Teachers who do not accept to use this tool because they are afraid of losing the possibility of making disciplinary notes on students' records.							
(c) Teachers who fear change in general and who would rather do things "the way I have always done them".							
(d) Teachers who do not trust students' capacity for reflection.							
(e) Teachers who think that mediation is a useless game.							
(f) Teachers who believe that making notes is the best solution when situations of conflict / quarrels arise.							

8.1.2 Regarding students	1	2	3	4	5	6	7
(a) Students who do not want to come to mediation out of fear.							
(b) Students who do not take mediation seriously, who see it as a game.							
(c) Students who do not know any other way of addressing conflicts than through physical / verbal violence							

8.1.3 Regarding parents	1	2	3	4	5	6	7
(a) Parents who do not trust new methods and would rather have their children respond to violence with more violence.							
(b) Parents who question any innovation brought about at the school.							
(c) Parents who consider that teachers should apply sanctions / make written warnings to students.							





8.1.4 Regarding the mediation unit	1	2	3	4	5	6	7
(a) <i>Few people will request the mediation in cases of conflict.</i>							
(b) <i>Too many requests for conflict mediation will be filed.</i>							
(c) <i>The withdrawal / abandonment by a person of the mediation group.</i>							

9. Mediation outside of the school environment

After completing the training, please rate the areas where you would like to apply what you learned by selecting a number from 1 (I would not apply what I learned) to 7 (I would definitely apply what I learned).

	1	2	3	4	5	6	7
(a) <i>use mediation for conflicts out of school environment</i>							
(b) <i>In intimating knowledge on mediation at my school through information activities.</i>							
(b) (1) <i>In intimating knowledge on mediation at my school through awareness activities.</i>							
(b) (2) <i>In ensuring that my schoolmates participate in training activities to become trainers.</i>							
(c) <i>In intimating knowledge on mediation at other schools through information activities.</i>							
(c) (1) <i>In intimating knowledge on mediation at other schools through awareness-raising activities.</i>							
(c) (2) <i>In intimating knowledge at other schools through training activities for other people to become mediators.</i>							

PRE-TRAINING QUESTIONNAIRE

TEACHERS - PART A

Please rate the following aspects by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

TRAINING

1. Venues and schedule

	1	2	3	4	5	6	7
(a) <i>The presentation of the aims and objectives of the course is clear.</i>							
(b) <i>The time allowed for each meeting is sufficient.</i>							
(c) <i>The number of meetings the school has decided to organize is sufficient.</i>							
(d) <i>The venue used for the training meetings is adequate.</i>							

2. Training program

Please rate the following aspects by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
(a) <i>The contents of the training were presented clearly.</i>							
(b) <i>The contents of the training presented were interesting.</i>							
(c) <i>This program will be useful to me.</i>							





Me as a mediator

Please rate your degree of agreement / disagreement by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

3. Relationships

	1	2	3	4	5	6	7
(a) The training experience will improve my relationships with colleagues.							
(b) The experience will be useful to me on a personal level.							
(c) The training experience will improve my relationships in contexts other than the school.							

4. Listening skills

Please rate the following aspects by choosing a number from 1 (never) to 7 (very often).

	1	2	3	4	5	6	7
(a) When necessary, I can free my mind from thoughts and focus exclusively on what others feel/ express.							
(b) When I interact with people I barely know, I tend to interpret, judge and give advice.							
(c) I feel comfortable in situations where feelings and emotions are expressed.							
(d) I find it difficult to manage the moments when other participants in interactions stay silent.							



School-based mediation

5. The composition of the team

Please rate the following aspects by choosing a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
(a) I feel I can contribute to my work team.							
(b) I feel I am part of a project.							
(c) I feel the support / willingness of the school to implement school-based mediation.							
(d) The school has the necessary means to continue the implementation of the mediation project.							
(e) The management of the mediation classroom will have a negative impact on the teaching of my subject.							
(f) The management of the mediation room will be a burden on my duties as a teacher.							

7. Critical issues

Please rate the following statements by selecting a number from 1 (not a critical issue in the use of school-based mediation at all) to 7 (a strongly critical issue in the use of school-based mediation).

7.1. Regarding teachers	1	2	3	4	5	6	7
(a) Teachers who believe that students can manage conflicts themselves.							
(b) Teachers who do not accept to use this tool because they fear losing the "power" that comes from the use of disciplinary sanctions.							
(c) Teachers who fear changes in general and who prefer to continue to do things "the way I have always done them".							
(d) Teachers who do not trust students' capacity to reflect.							
(e) Teachers who consider mediation to be a useless game.							
(f) Teachers who believe that punishment is the best solution for situations of conflict.							





Please rate the following statements by selecting a number from 1 (not a critical issue in the use of school-based mediation at all) to 7 (a strongly critical issue in the use of school-based mediation).

7.1.2 Regarding students	1	2	3	4	5	6	7
a. Students who do not take advantage of the mediation out of fear of retaliation.							
b. Students who do not take mediation seriously, who see it as a game.							
c. Students who know no other way of addressing conflicts than physical/verbal violence.							

7.1.3 Regarding parents	1	2	3	4	5	6	7
(a) Parents who do not trust new methods and prefer their children to respond to violence with more violence.							
(b) Parents who question any innovation introduced in the school.							
(c) Parents who consider teachers should apply disciplinary measures.							

7.1.4 Regarding the mediation unit	1	2	3	4	5	6	7
(a) Few requests for conflict mediation.							
(b) Excessive number of requests for conflict mediation.							
(c) The withdrawal/abandonment by a member of the mediation team.							



POST-TRAINING QUESTIONNAIRE

TEACHERS - PART B

TRAINING

1. Venue and schedule

Please assess the following aspects by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
a. The time scheduled for the meetings was adequate.							
b. The time allocated to the meetings was sufficient.							
c. The number of meetings organized was sufficient.							
d. The venue where the training meetings took place was adequate.							

2. Training program

Please assess the following aspects by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
a. The contents of the training were clear.							
b. The contents provided met my expectations.							
c. The activities proposed were interesting to me.							





Me as a mediator

3. Relationships

Please assess the following aspects by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
(a) The training experience has improved my relationships with my colleagues.							
(b) The experience was useful on a personal level.							
(c) The training experience has improved my relationships in contexts other than the school.							

4. My role as a mediator

Please assess the following aspects by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
a. I feel comfortable when conducting a mediation.							
b. I can make others feel comfortable by favoring an atmosphere of proximity and confidence.							
c. When I mediate I can stay focused on the relationship with others.							
d. When I conduct a mediation, I am more concerned with following the steps correctly than with actually understanding the conflict.							

5. Listening skills

Please assess the following aspects by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
(e) I can free my mind from thoughts and focus exclusively on what I am listening to and what the persons in the conflict are expressing.							
(f) When I mediate I tend to interpret, judge and give advice to the parties to the conflict.							
(g) I feel comfortable in situations where feelings and emotions are expressed.							
(h) I find it difficult to manage the moments where others remain silent.							
(i) The possibility that the parties to the conflict do not provide any reply concerns me.							
(j) The possibility that the parties to the conflict do not respond to mirroring concerns me.							



5. Neutrality

Please assess the following aspects by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
(a) I can be empathetic without taking sides in the conflict.							
(b) I can be neutral and impartial throughout the mediation process.							
(c) Some of the issues that arise during the mediation cause me trouble.							

5.1 What topics do I consider difficult or difficult to deal when mediating?

School-based mediation

6. The composition of the team

Please assess the following aspects by selecting a number from 1 (strongly disagree) to 7 (strongly agree).

	1	2	3	4	5	6	7
(a) I feel I can contribute to my work team.							
(b) I feel I am part of a project.							
(c) I feel the school's support/willingness to implement the school-based mediation.							
(d) The school possesses the necessary means to keep the mediation classroom running and functioning.							
(e) The management of the mediation classroom has a negative impact on the teaching of my subject.							
(f) The management of the mediation unit is a burden on my duties as a teacher.							





7. Critical issues

Please rate the importance of the following issues in the dissemination of school-based mediation by selecting a number from 1 (not important) to 7 (very important) for each sentence.

7.1. Regarding teachers	1	2	3	4	5	6	7
(a) Teachers who believe that students can manage conflicts themselves.							
(b) Teachers who do not accept to use this tool because they fear losing the "power" that comes from the use of disciplinary sanctions.							
(c) Teachers who fear changes in general and who prefer to continue to do things "the way I have always done them".							
(d) Teachers who do not trust students' capacity to reflect.							
(e) Teachers who consider mediation to be a useless game.							
(f) Teachers who believe that punishment is the best solution for situations of conflict.							

7.1.2 Regarding students	1	2	3	4	5	6	7
(a) students who do not take advantage of the mediation due to fear of retaliation.							
(b) Students who do not take mediation seriously, who see it as a game.							
(c) Students who do not know any other way of addressing conflicts than through physical / verbal violence.							

7.1.3 Regarding parents	1	2	3	4	5	6	7
(a) Parents who do not trust new methods and would rather have their children respond to violence with more violence.							
(b) Parents who question any innovation brought about at the school.							
(c) Parents who consider that teachers should apply							



7.1.4 Regarding the mediation unit	1	2	3	4	5	6	7
(a) Few requests for conflict mediation.							
(b) Excessive number of requests for conflict mediation.							
(c) The withdrawal/abandonment by a member of the mediation team.							

8. Mediation outside of the school environment

After completing the training, please rate the areas where you would like to apply what you learned by selecting a number from 1 (I would not apply what I learned) to 7 (I would definitely apply what I learned).

	1	2	3	4	5	6	7
(a) In the mediation process.							
(b) In information and dissemination activities at my own school.							
(b) (1) In dissemination and awareness-raising activities at my own school.							
(b) (2) In dissemination and training activities at my own school.							
(c) In dissemination and information activities for schools other than mine.							
(c) (1) In dissemination and awareness-raising activities for schools other than mine.							
(c) (2) In dissemination and training activities for schools other than mine.							



**SELF-ASSESSMENT -
MONITORING**

**QUALITY INDICATORS
CHECKLIST**



SELF-ASSESSMENT QUESTIONNAIRE

Analysis of the circumstances of the school

GENERAL DETAILS

School name _____ Public Subsidized

Type of School _____ Cycle _____

Address _____ Municipality _____

Contact details (e-mail, phone number) _____

Size of municipalities per number of inhabitants	Inhabitants
Small town (0 to 5,000 inhabitants)	
Medium-sized municipality (from 5,000 to 50,000 inhabitants)	
Large municipality (over 50,000 inhabitants)	

SOCIO-ECONOMIC AND CULTURAL CONTEXT

1. Please state which of the following institutions / services can be found in the municipality.

<i>Institution / Service</i>	<i>YES</i>	<i>NO</i>	<i>I DO NOT KNOW</i>	<i>HOW MANY CAN YOU LIST?</i>
Volunteering				
Municipal social services				
Youth center				
Social cooperative				
Cultural association				
Sports club				
Educational association				
Religious organization				



3. For each municipality-based institution / service (including those in the previous question), please enter the projects conducted with the school, completed or in progress.

<i>Name of Institution / Service</i>	<i>Project</i>	<i>Period</i>

4. Please describe briefly the type of relationship between your school and municipal social services: projects, existence of a school desk, methods of communication (formal / informal), events and educational or cultural activities.

QUANTITY AND QUALITY

1. Please state how many of the following issues occurred at the school during the last academic year. (In the first column, please enter the number of students who were applied a single measure of the relevant type. In the second column, please specify the number of students who were applied the same measure several times.)

<i>Types</i>	<i>One occurrence</i>	<i>Repeated cases</i>	<i>Total</i>
Measures caused by or related to relationship difficulties			
Notes on school records			
Personal notes			
Referral to the Principal			
Invitations to conference for disciplinary issues			
Suspension from classes with an obligation to attend			
Suspension from classes			





2. Please state which of the following reasons / causes are behind situations of conflict at your school.

Reasons	Never	A few times	Fairly often	Often	Very often
Tensions between schoolmates					
Inability to do what is being asked for					
Rejection of the teacher					
Low self-esteem					
Psychological and emotional instability					
Unfavorable family environment					
Lack of interest in school subjects					
Task/question assessment					
Drug use					
General lack of interest in the school					
Rejection of adult authority					
Bullying					
Cyber-bullying					
Other (please specify)					

3. If you have already carried out information and dissemination activities as a center, please fill in the following table.

IN/FORMATION			
People involved	Total of people in the school	People Informed	People involved in information meetings
Students/classes			
Teachers			
Relatives			
Non-teaching staff			
Other			

TRANSFERS

1. Please state the relative percentage of absences in respect of the total number of school hours.

Number of students	Total number of hours/year	Total absences (%)

2. Please state the amount of transfers as compared to the total number of students.

Total transfers to other schools	
Total transfers to other sections	
Total drop-outs	





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3. The following table seeks to monitor the informative actions conducted by the school.

INFORMATION STAGE				
People involved	Total of people in the school	People reached with flyers	People involved in information meetings	Other (please specify)
Students/classes				
Teachers				
Relatives				
Non-teaching staff				
Other				

TRANSFERS

1. Please state the percentage of student absences in relation to school hours.

Number of students	Total absences (%)	Total number of hours

2. Please state the total amount of transfers and/or drop-outs as compared to the total number of students.

Total transfers	Transfers to other sections - Total	Student Drop-outs - Total



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MONITORING QUESTIONNAIRE

Awareness-Raising Stage

QUANTITY AND QUALITY

1. Please provide figures stating the quantity of issues that occurred at the school from the beginning of the school year until today. (Under the first column, please enter the number of students who were applied a single measure and use the second column to specify the number of students who were applied the same measure several times.)

Types	One occurrence	Repeated cases	Total
Measures caused by or related to relationship difficulties			
Notes on the school records			
Personal notes			
Referral to the Principal			
Invitation to conferences for disciplinary issues			
Suspension from classes with an obligation to attend			
Suspension from classes			

2. Please state how often the following issues cause situations of conflict at your school.

Reasons	Never	A few times	Fairly often	Often	Very often
Tensions between schoolmates					
Inability to do what is being asked for					
Rejection of the teacher					
Low self esteem					
Psychological and emotional instability					
Unfavorable family environment					
Lack of interest in the school subjects					
Task/question assessment					
Drug use					
General disinterest in the school					
Rejection of adult authority					
Bullying					
Cyber-bullying					
Other (please specify)					





MONITORING QUESTIONNAIRE

Training Stage

QUANTITY AND QUALITY

1. Please state how many of the following issues occurred at the school between the completion of the awareness-raising stage and today. (Under the first column, please enter the number of students who were applied a single measure of the relevant type. Under the second column, please enter the number of students who were applied the same measure several times.)

<i>Types</i>	<i>One occurrence</i>	<i>Repeated cases</i>	<i>Total</i>
Measures caused by or related to relationship difficulties			
Notes on the school records			
Personal notes			
Referral to the Principal			
Invitations to conference on disciplinary issues			
Suspension from classes with an obligation to attend			
Suspension from classes			

2. Please state how often the following issues cause situations of conflict at your school.

<i>Issues</i>	<i>Never</i>	<i>A few times</i>	<i>Fairly often</i>	<i>Often</i>	<i>Very often</i>
Tensions between schoolmates					
Inability to do what is being asked for					
Rejection of the teacher					
Low self esteem					
Psychological and emotional instability					
Unfavorable family environment					
Lack of interest in the school subjects					
Evaluation of tasks/questions					
Drug use					
General lack of interest in the school					
Rejection of adult authority					
Bullying					
Cyber-bullying					
Other (please specify)					



MONITORING QUESTIONNAIRE

Classroom Implementation and Dissemination Stage

3. The following table seeks to monitor the activities conducted in the training stage.

TRAINING STAGE				
People involved	Total of people in the school	People informed	People involved in the training course	Attendance (%)
Students/classes				
Teachers				
Relatives				
Non-teaching staff				
Other				

TRANSFERS

1. Please state the percentage of student absences in relation to school hours.

Number of students	Total number of hours/year	Total absence %

2. Please state the total amount of transfers and/or drop-outs as compared to the total number of students.

Total transfers to other schools	Transfers to other sections - Total	Student Drop-outs - Total

QUANTITY AND QUALITY

1. Please state how many of the following issues occurred at the school between the completion of the awareness-raising stage and today. (Under the first column, please enter the number of students who were applied a single measure of the relevant type. Under the second column, please enter the number of students who were applied the same measure several times.

Types	One occurrence	Repeated cases	Total
Measures caused by or related to relationship difficulties			
Notes on the school records			
Personal notes			
Referral to the Principal			
Invitations to conferences on disciplinary issues			
Suspension from classes with an obligation to attend			
Suspension from classes			

2. Please state how often the following issues cause situations of conflict at your school.

Reasons	Never	A few times	Fairly often	Often	Very often
Tensions between schoolmates					
Inability to do what is being asked for					
Rejection of the teacher					
Low self esteem					
Psychological and emotional instability					
Unfavorable family environment					
Lack of interest in the school subjects					
Evaluation of tasks/questions					
Drug use					
General lack of interest in the school					
Rejection of adult authority					
Bullying					
Cyber-bullying					
Other (please specify)					





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3. The following table seeks to monitor the classroom implementation stage.

CLASSROOM IMPLEMENTATION STAGE			
People involved	Total of people in the school	People informed	People involved when launching the classroom
Students/classes			
Teachers			
Relatives			
Non-teaching staff			
Other			

TRANSFERS

1. Please state the percentage of student absences in relation to school hours.

Number of students	Total number of hours/year	Total absences (%)

2. Please enter the total amount of transfers and/or drop-outs as compared to the total number of students.

Total transfers to other schools	Transfers to other sections - Total	Student Drop-outs - Total



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FINAL MONITORING QUESTIONNAIRE

QUANTITY AND QUALITY

1. Please state how often the following measures were implemented at the school from the beginning of the classroom implementation stage until the end of the school year or until today. (Please enter the number of students who were applied a single measure under the first column and use the second column to state the number of students who were applied the same measure several times).

Types	Total	Single occurrence	Repeated cases
Measures caused by or related to relationship difficulties			
Notes on the school records			
Personal notes			
Referral to the Principal			
Invitations to conferences on disciplinary issues			
Suspension from classes with an obligation to attend			
Suspension from classes			

2. Please state how often the following issues cause situations of conflict at your school.

Reasons	Never	A few times	Fairly often	Often	Very often
Tensions between schoolmates					
Inability to do what is being asked for					
Rejection of the teacher					
Low self esteem					
Psychological and emotional instability					
Unfavorable family environment					
Lack of interest in the school subjects					
Evaluation of tasks/questions					
Drug use					
General lack of interest in the school					
Rejection of adult authority					
Bullying					
Cyber-bullying					
Other (please specify)					





Final monitoring

	STAGE 1: LAUNCHING AND INFORMATION	STAGE 2: AWARENESS- RAISING	STAGE 3: TRAINING	STAGE 4: CLASSROOM IMPLEMENTATION
People involved	Total no. of questionnaires distributed			
Students/Classes				
Teachers				
Non-teaching staff				
Relatives				
Other				
Types of measures	Total measures	Total measures	Total measures	Total measures
Measures caused by or related to relationship difficulties				
Notes on the records				
Personal notes				
Referral to the Principal				
Invitation to conferences to address disciplinary issues				
Suspension from classes with an obligation to attend				
Suspension from classes				
Transfers	Total	Total	Total	Total
Relocation to other schools/sections				
Drop-outs				
Absences	Total (%)	Total (%)	Total (%)	Total (%)
Hours of absence (%)				
Assessed perception of:	average (%) against the total number of questionnaires	average (%) against the total number of questionnaires	average (%) against the total number of questionnaires	average (%) against the total number of questionnaires
Knowledge on mediation as a topic				
Responsibility taken by the school in respect of situations of conflict				



QUALITY INDICATORS CHECK LIST

Based on the implementation guidelines, please complete the following list of actions / activities provided for in the project.	YES	NO
1. LAUNCHING AND INFORMATION STAGE		
(a) The center has set up a working group.		
(b) The established working group confirmed its willingness to follow and coordinate the whole process.		
(c) The center carried out information activities involving teaching and non-teaching staff for a minimum of 2 hours.		
(d) The center conducted information activities where students were involved.		
(e) The center conducted information activities where families were involved.		
(f) The center completed the Launching and Information Stage within 6 months from the start of the stage.		
(g) The center has reached the required minimum of 75% people involved at this stage.		
(h) The center completed all planned monitoring and verification activities.		
2. AWARENESS-RAISING STAGE		
(a) The center completed all planned organization activities		
(b) The center completed awareness-raising activities involving teaching and non-teaching staff for a minimum of 8 hours.		
(c) The center conducted awareness-raising activities involving students.		
(d) The center conducted awareness-raising activities where families were involved.		
(e) The center completed the awareness-raising stage within the 10 months scheduled in the project.		
(f) The center selected a group of mediators among teachers, consisting of 10 to 15 members		
(g) The center selected a group of mediators among the students, consisting of 10 to 20 members.		
(h) The center completed all planned monitoring and verification activities.		
3. TRAINING STAGE		
(a) The center completed all planned organization activities.		
(b) The center conducted training activities involving teachers for a minimum of 50 hours.		
(c) The center conducted training activities involving students for a minimum of 50 hours.		
(d) The students and teachers participating in the training sessions attended a minimum of 80% of the meetings.		
(e) The center conducted training activities where families were involved.		
(f) The center completed the training activities within 18 months as foreseen in the project proposal.		
(g) The center reached the required minimum of people involved at this stage.		

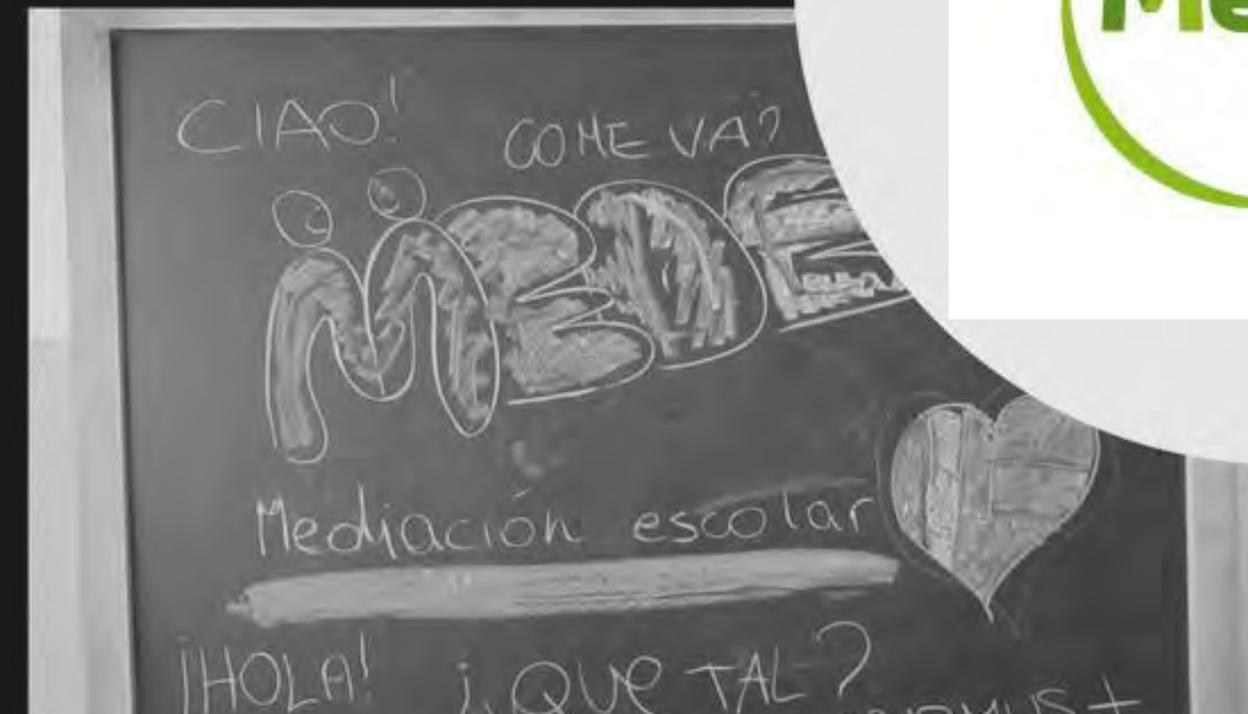
4. CLASSROOM IMPLEMENTATION AND DISSEMINATION STAGE

	yes	no
(a) The center completed all planned organization activities.		
(b) All material and human resources foreseen under this stage are available at the center.		
(c) The center launched the mediation service by dedicating a specific place (room / classroom).		
(d) The center disseminated the information as to how to access the mediation service.		
(e) The center conducted all dissemination activities as established by the implementation stage.		
(f) The center completed the implementation stage within the 20 months established in the project proposal.		
(g) The center has formed a team of mediators with both teachers and students.		
(h) The center completed all planned monitoring and final verification activities.		

MEDES Seal



- Any educational center under the responsibility of local educational authorities participating in the Medes project that meets the quality requirements set by these guidelines may be eligible to apply for and obtain the "MEDES" Quality Seal, as recognition for their practices in improving school coexistence and preventing drop-out.
- Schools wishing to implement mediation and requiring information or advice, such as support with regard to the granting and delivery of the seal, may contact the project partners (<http://medes.vila-real.es/en/index-en.html>).





SELLO DE CALIDAD



Se otorga al Centro:
IES Miralcamp
de Vila-real



Cofinanciado por el
programa Erasmus+
de la Unión Europea

Por alcanzar el nivel ÓPTIMO de implementación del programa de Alumnos Mediadores en este centro,
cumpliendo los niveles de calidad establecidos para su obtención

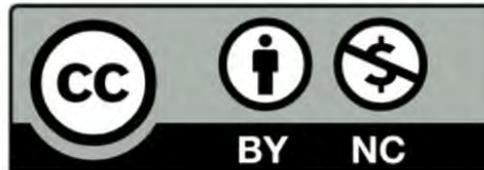
Vila-real, 31 de mayo de 2018

José Benlloch Fernández
Alcalde de Vila-real



Carlo Spagnol
Sindaco della Città di Sacile

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