



Mediation programm, metodological tools in the evaluation of social pedagogies

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- First successful steps to implementation of mediation in different fields in Latvia have been taken, although interest about mediation in Latvia has been lasting for about 10 years.
- In August 2014 in Latvia the law on Mediation (*Mediācijas likums*, 2014) has been adopted and it regulates implementation of mediation in all fields: solving quarrels in families, solving controversial work issues, solving conflict situations in schools etc..
- Another issue aroused – who will be that person in school to organize mediation.

**EXAMINATION OF THE
SITUATION
(SURVEY'S RESULTS)**

THE TYPE OF CONFLICTS

- **quarrels** (11 respondents face with them every day, 25 respondents – one or a few times a week)
- **disagreements between schoolchildren** (24 respondents face with them every day, 16 respondents – few times a week)
- **disagreements between schoolchildren and teachers** (5 respondents face with them every day, 15 respondents – few times a week)

DOMINATING BEHAVIOUR IN A CONFLICT SITUATION

among schoolchildren

persecution in social networks (52 respondents),
hustling (51 respondents),
fights (50 respondents),
persecution by SMS (48 respondents),
bullying (47 respondents),
threats (33 respondents).

between schoolchildren and teachers

yelling (referred to by 31 respondents),
intimidation (16 respondents),
threats (12 respondents) dominate.

THE MOST COMMON ACTIONS TO MITIGATE THE CONFLICT SITUATIONS

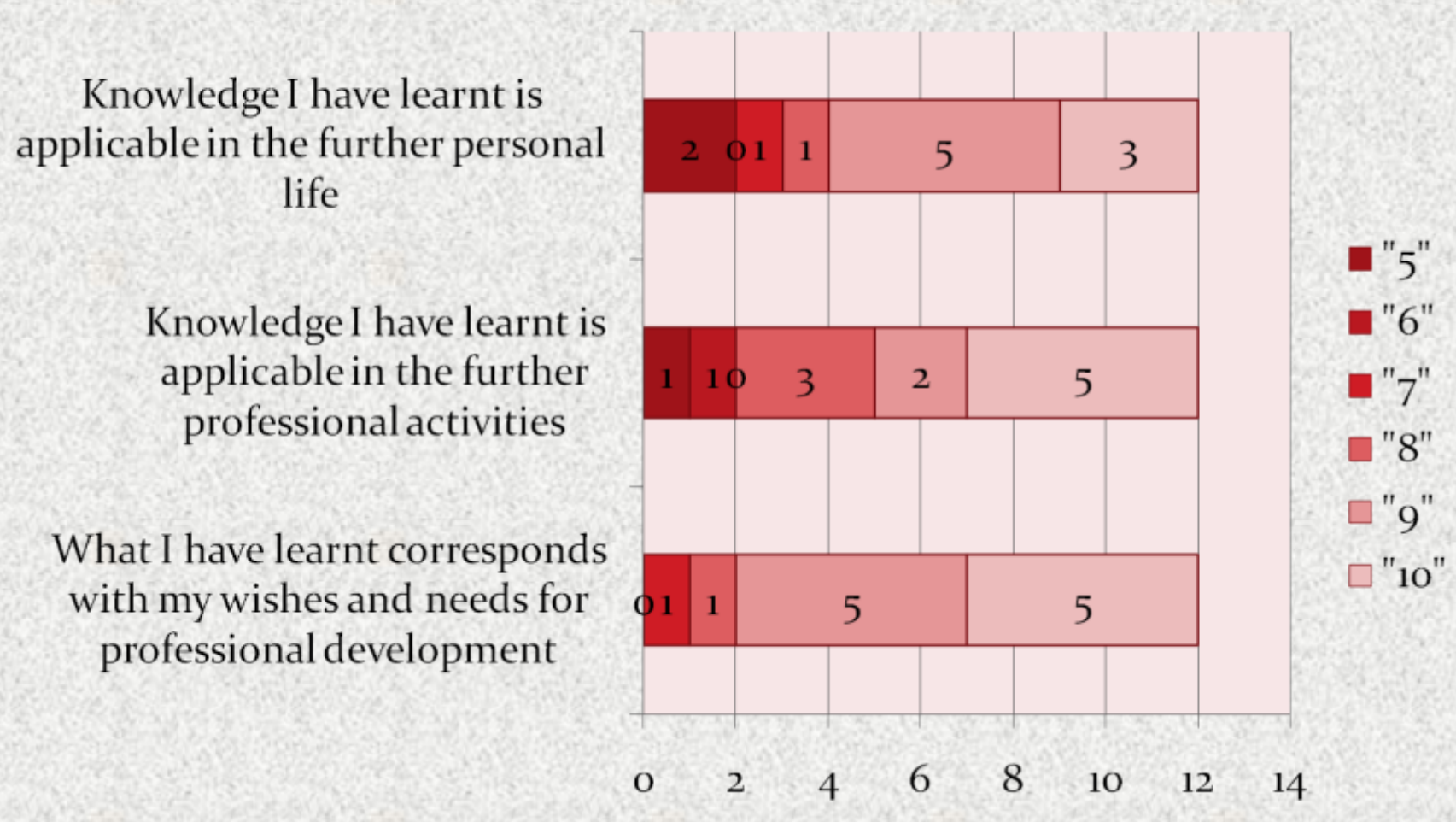
- **individual work with schoolchildren (47 respondents),**
- **group work with schoolchildren (32 respondents),**
- **educating of the teachers and parents (32 respondents).**

The respondents consider that the schoolchildren (referred to by 51 respondent), teachers (47 respondents), and parents (40 respondents) should be educated on the constructive solutions of the conflicts, and this training should be conducted by professional social mediators (referred to by 41 respondent) or social pedagogues (39 respondents). Therefore, during the training of social pedagogues the appropriate meditation programs should be developed (46 respondents), and social meditation systems created (36 respondents).

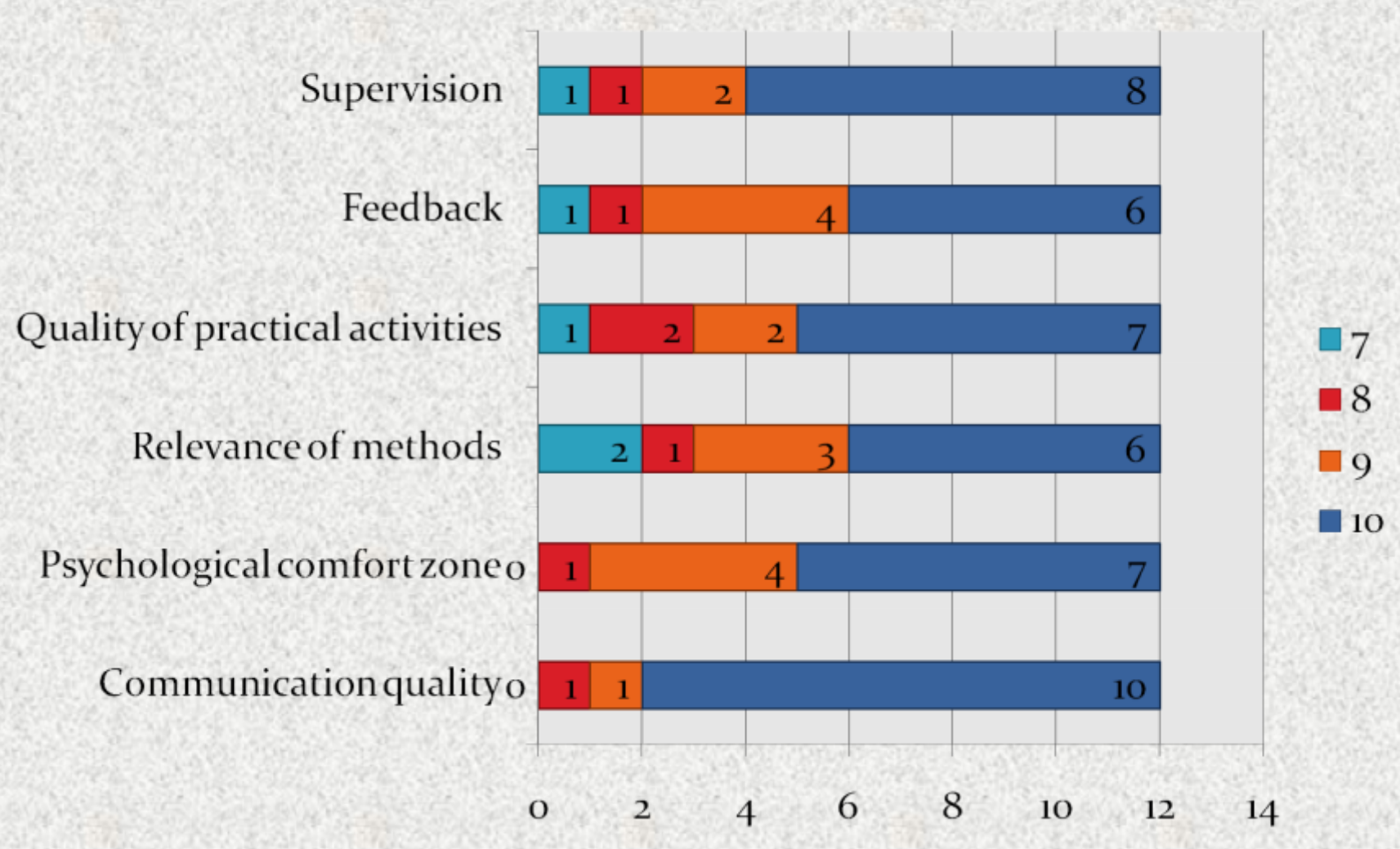


SOCIAL PEDAGOGUES TRAINING

COMPLIANCE OF THE TRAINING WITH THE EDUCATIONAL NEEDS OF THE RESPONDENTS



EVALUATION OF QUALITY INDICATORS



Performing the content analysis of the respondents' comments the following terms were identified: compliance with the needs, usefulness, quality of the contents implementation, professionalism of the trainers, and necessity of continuing education.

Frequency of use of the terms identified in the content analysis

Compliance with the needs	Usefulness	Quality of the contents implementation	Professionalism of the trainers	Continuing education
10	20	37	30	18

AFTER

TREE

MONTHS ...

While analyzing the frequency of usage of acquired knowledge on daily basis, were obtained the following results:

- 3 respondents were practicing mediation approximately once a week;
- 3 respondents were practicing mediation once a month;
- 4 respondents used separate elements and constantly continue to fulfill knowledge about mediation in school;
- 3 respondents admit that they have not used acquired knowledge

The significance of the obstacles that hinder implementation of mediation in school is the following:

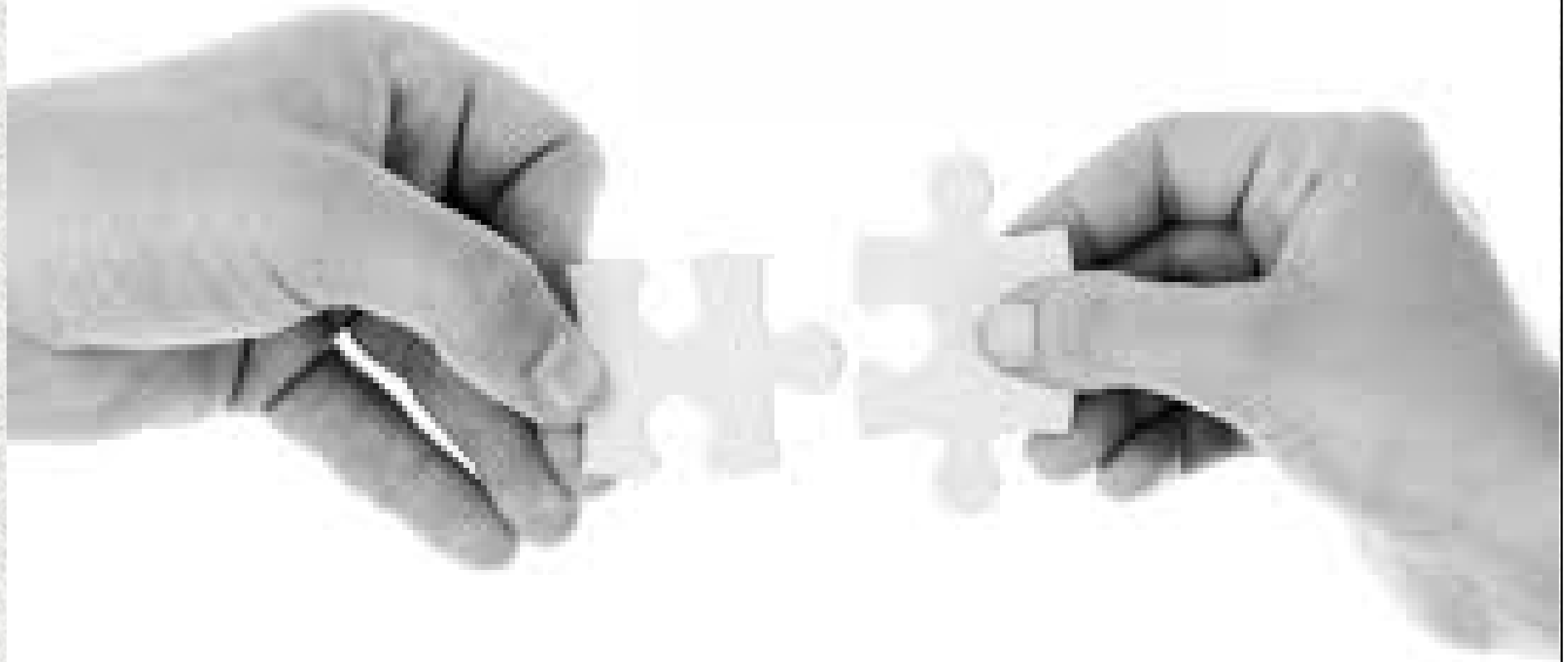
- Pupils' insufficient knowledge of mediation;
- Wider public's incomprehension of mediation;
- The lack of personal boldness;
- The prevailing system of conflict management in school;
- Insufficient personal knowledge of mediation;
- Parents' insufficient knowledge of mediation;
- Teachers' insufficient knowledge of mediation;
- School staff's fear of changes;
- School managements' negative attitude towards mediation.

CONCLUSIONS:

- The majority of social pedagogues (10 out of 13) have applied acquired knowledge in practice.
- It is necessary to not only organize further education of social pedagogues in the field of mediation in school, but also create a support system for social pedagogues that practice mediation in school, providing the opportunity to receive supervision.
- There is the necessity of educational activities for pupils, their parents, teachers and society as a whole about the substance and the opportunities of mediation in school.

Running the project in Latvia is only a small step towards practising mediation in schools.

But this was a successful start and work must be continued along this path.



Thank for attention