

MODELS OF CRIME PREVENTION

MAGEN: COMMUNITY MEDIATION CENTER FOR TEENAGERS



METZILA. TOGETHER PREVENTING CRIME
AND VIOLENCE

December 2007

MAGEN: COMMUNITY MEDIATION CENTER FOR TEENAGERS



**METZILA. TOGETHER PREVENTING
CRIME AND VIOLENCE**

December 2007

SUMMARY

MODEL GOAL

The goal of this model is to establish a center for community mediation to be run by young mediators - teenagers, from within the formal or informal education system. The mediation center will provide pupils, and graduates living in the community, a safe environment which is effective in finding solutions to conflicts through mediation. The centre will develop the participants ability to handle conflicts in peaceful ways, and in so doing improve the quality of life within the institute and decrease the present level of violence.

IDENTIFYING THE PROBLEM

The relationships between teens during puberty are highly charged and driven by interpersonal events. In many cases these events have the potential to escalate into arguments accompanied by violent. Teenagers lack the tools to cope with these situations of conflict; they lack the life experience and don't have positive role models to emulate. For some teenagers the way to settle disagreements is through both physical and verbal violence.

IDENTIFYING THE ROLE MODEL

The educational organization – school, boarding school, community center – accompanied by a Metzila and professional instructors, initiated the establishment of a mediation center through a perennial process. The center will include –training in mediation, running of a mediation center, settling conflicts, which arise within the community and on going exposure to the idea of mediation and its positive effect on the community members.

FUNDEMENTAL PRINCIPLES OF THE MODEL

- The mediation center will be run by teenagers, resolving all manner of conflicts existing among the members of the community, conflicts which affect the relationships within the community negatively. These conflicts harm the quality of life and occasionally cause conflicts, frustration and violence.
- The center for mediation will be run in a suitable and comfortable building, which will allow the mediation process to be conducted in a pleasant atmosphere.
- In order to gain their support for the subject, the educational staff and the organizational management will be committed to the idea and will initially refer cases for mediation.
- The running of the center will be the teenager's responsibility.
- The mediators will keep the mediation strictly confidential, and will remain completely neutral throughout the process.

THE FUNDEMENTALS OF THE MODEL

- Continual support of the organization management.
- Project coordination will be confined to one staff member from the organization.
- A professional team of mediators capable of handling complex conflict situations.
- Professional mediation instructors, with experience working with teens, who will assist in the establishing of the mediation center and the assimilation of its message.
- Continual marketing exposure by the educational organization running the program in order to raise the awareness of the youths and allow conflicts to be resolved peacefully.

POSSIBLE AREAS OF ACTIVITY

- Mediation of conflicts between pupils.
- Mediation of conflicts between teachers and pupils.
- Mediation of conflicts between mentor and pupil in boarding schools or between pupil and school or boarding school management.
- Mediation of conflicts with parents.
- Mediation of conflicts between groups.
- **Assisting other teens to run workshops and mediation meetings.**
- **Assimilation into the community through cooperation with community mediation centers.**
- **Using mediation to handle cases of a criminal nature by cooperation between the officer and the youth.**
- **Use of the internet for joint activities between different mediation centers.**

- It is the educational institute management's responsibility to run the model or the responsibility of the local authority to run the model using teenagers.

APPLICATION OF THE MODEL

This model is formed as a community activity – a system for prevention of violence, and it is designed specifically for the teenage community, including the boarding schools, youth clubs, community centers, absorption centers and schools.

The model will be implemented and run based on a unique work program suited to the needs and character of the organization.

Sincerely
Yaakov Goaz
Head of the Department
For community and crime prevention –
Metzila
Department of Internal

December 2007

The model was designed and prepared by Ilani Abebe-Campino, Immigrant and boarding school coordinator for Metzila, in association with the CMS Company, the Givim Company and the management of community education.

“These are the precepts that have no prescribed measure.....
bringing peace between man and his fellow.”
Extract from the Shacharit Morning Prayer

LOGIC

“A different language” is a perennial program in crime and violence prevention and the development of a culture where conflicts are settled peacefully by the teenage community. The program assimilates the language of mediation into the community, and runs a mediation center group, with teenagers from the local community as the mediators.

MODEL GOAL

- **Introduction to mediation as a preferable method of settling conflicts by the members of the community and especially the youth.**
- **A decrease in the level of violence and an improvement in the social atmosphere within the community.**
- **Development of abilities to cope with conflict within the community, using peaceful means.**
- An increased confidence in their own abilities and good qualities, a sense of belonging and ability to improve, amongst the youth.
- An increase in the groups feeling of coherence, and their potential within the community.

PROBLEM DESCRIPTION

- The intensity of our lives; various social ethics within the Israeli culture; the limited number of education professionals and the processes connected with puberty – all provide a breeding ground for disciplinary problems and violent outbursts amongst teens.
- Conflicts and disputes which are not handled become the source of built up frustration and violence.

- The educational team, through their emotional involvement and heavy work load, cannot cope with the large number of disciplinary problems and occurrences of violent.
- Negative norms for settling conflicts are likely to develop within the teenage community.
- In light of the difficulty of integrating untreated groups, frustration and violent outbursts are likely to develop.

FUNDAMENTAL BASICS

1. Youths between the ages of 12-18 often encounter internal or external conflict, caused by puberty, along with forming their sense of an independent identity. An important element in the formation of an independent identity is the way they cope with interpersonal conflicts.
2. Up until puberty the young employ ways of coping with conflict, which they have been exposed to in their families or circle of close friends. Until this point in their lives, the young and the educational system do not directly or specifically address the emotional aspect of conflict; basic communication about the problem; listening, respect for the other person's viewpoint; recognition of the needs of both sides; ways of coping and more.
3. According to the findings of behavioral psychology, youths who develop positive and effective methods of coping with conflict, have a greater chance of becoming emotionally healthy adults.
4. Lasting and untreated conflicts between teens and their peers, and teens and the educational staff, cause bad feelings, frustration and a decline in their studies, and become the cause of major problems and violence.
5. From surveys carried out in the USA on the influence of the mediation process on the educational system, it was found that mediation is a useful tool in improving the atmosphere and lowering the level of violence amongst pupils.
6. Teenagers in Israel are often exposed to a forceful approach to resolving conflicts. This exposure leaves them with the viewpoint that force is the main solution to violence.
7. Positive examples amongst their peers could be an important way of changing the negative behavior among the teenagers.

8. The estrangement which exists between pupils and some teachers makes it difficult to create a dialogue between them during times of conflict. In many cases there is a tendency to avoid genuinely confronting the situation.
9. The school atmosphere, the pressure and the noise, makes it difficult to create the conditions which facilitate open and free dialogue between the two sides of the conflict.
10. Teenagers, who take upon themselves a significant amount of responsibility, develop an involvement and caring which heightens their sense of belonging and increases their confidence in their own abilities.
11. Practical and sincere support by the educational staff and educational organization management are essential in creating trust during mediation among the pupils.
12. When conflicts are successfully solved through mediation - after being unresolved by other methods – the image of the mediation process is improved. Teenagers and adults in the community will see it as a source of assistance.

PRINCIPLES OF OPERATION

1. "A different language" is a three year program, in which the entire teenage and adult community undergoes a learning process and change.
2. The process includes the training of the teenagers as mediators and the establishment of a mediation center for activities and training in the professional mediation program.
3. The program coordinator and the organization's educational staff will work closely together, in order to bring about the change in the quality of communication and promote the settlement of conflicts within the community.
4. The process rests largely on the success of the mediation center as a solution to difficult conflicts in the life of the community. Successes will propel the process forward.
5. The opening of a mediation center and its fluent operation will be supported by significant marketing and advertising activities.
6. The educational staff will be enlisted to support the program's activities.

7. Disclosure of the activities and their results.
8. Use of the Internet for communication, support and learning from other groups of mediators from other communities.

FOCUS OF ACTIVITIES

Teenager communities, amongst them – schools; youth villages; boarding schools; recreational centers; community centers; absorption centers and the Internet.

MAIN COMPONENTS OF THE MODEL

1. The program is based on the full cooperation of the teenagers in running the program and in its success.
2. A long term commitment by the institute management and educational staff.
3. Professional training of mediators.
4. Focused handling of complex cases which have been unresolved using other methods. A successful solution leads to a sense of accomplishment and a belief in the mediation process.
5. Investment in the training of pupils in grades 8-9, so that they will continue to operate as mediators for the following two to three years.
6. Recognition of the program coordinator's role in the community.
7. Guard confidentiality throughout the mediation process.
8. Activities and events to create a sense of "group pride" and high motivation amongst the mediators.

ACTIVITIES TO IMPLEMENT THE MODEL – MAIN STAGES

PROGRAM INITIATION

1. Gain a commitment from the institute management or local authority.
2. Identify the needs, together with the pilot team, define program objectives.

3. Workshops to expose the educational staff to the program.

MEDIATOR TRAINING PROCESS

1. Screening and choosing the program participants.
2. Run a mediation course for 25 youths that have been chosen to participate in the program and have been deemed suitable.
3. Run pilot mediation center.
4. Practicum program – supervised experience – for the mediators.
5. On going training through workshops and instructional groups.
6. Qualify additional groups year after year.

OPERATION OF MEDIATION CENTER

1. Allocation of a suitable room for use as a mediation center.
2. Festive opening.
3. Consolidation of the management team.
4. Marketing and advertising in the community.
5. Survey and assessment of the mediation that has been undertaken.
6. Expansion and cooperation with neighboring communities.

VOLUNTEER ACTIVITY

The entire mediation team is made up of volunteers.

RESPONSIBILITY FOR MODEL OPERATION

The local authorities or educational institute management are responsible for the running of the model.

MAIN PARTICIPANTS

1. Educational institute management.
2. Education team.
3. Department of education.
4. Local authorities.

POTENTIAL SETBACKS

- In the long term the project requires consistency and faith in the process on the part of the project leaders and organization management.
- A drop in motivation and burnout amongst the mediation team.
- A turnover in the educational staff involved in the mediation project and in the mediation team itself.
- A decrease in the level of professionalism amongst the mediators, to the point where the outcome of complex mediations are unsatisfactory.
- Skepticism and mistrust within the community.

NECESSARY RESOURCES

- Commitment by the department running the program, which will even provide a coordinator for the program.
- A specialist team which will lead mediator programs and give professional instruction.
- The training program must be suited to the participants.
- Means of promotion and advertising.
- Means to monitor and get feedback.
- Funds for activities and happenings, to raise motivation in the mediation team.
- A room to be used for the mediation center.

INDEX OF SUCCESS AND ACHIEVEMENT OF GOALS

GOALS

1. Increase participation by teenagers in solving conflicts which could lead to violence.
2. Reinforcing teenagers trust in the resolution of conflicts through discussion.
3. Productive handling of complex conflicts within the community.
4. Assimilation of the mediatory process as an integral part of youth villages.
5. The establishment of mediation centers in the community during the first year of the projects activity.

EXPECTATIONS

1. High motivation amongst the younger pupils to join in the activities at the mediation center.
2. Long term participation and low drop out rate among the mediators.
3. A rise in the number of cases reaching the mediation center.
4. An improvement in the level of the mediator's professionalism and increased ability to handle mediation without supervision.
5. Establishment of organized systems of operation within the center, together with an increase in the mediator's responsibility and smooth operational skills.
6. A high regard and familiarity in the community, for the center and its positive principles.

RESULTS AND ACHIEVEMENTS

1. Establishment of a mediation center within the first year of activity.
2. Successful resolution of complex conflicts.
3. A decrease in the number and intensity of disagreements between teenagers and the educational staff.
4. A decrease in the amount of burnout among the staff, improved relations between the instructor, teacher and pupil.
5. Improvement in the atmosphere and quality of communication amongst members of the community.
6. A decline in violence and increase in the sense of personal security.
7. Mediation between conflicting pupils started on their own initiative.
8. Long term decline in crime level, in conjunction with judicial mediation procedures – criminal mediation – at the mediation center. The program will help lessen the level of crime in the community and contribute to the improvement of relations within the neighborhood community.

APPENDIX A EXAMPLE OF MEDIATION TREATY IN YOUTH VILLAGE

MEDIATION DECLARATION IN A YOUTH VILLAGE

We the undersigned,

Recognize the principles of the mediation process and its inherent advantages, as a preferable method of handling disputes and conflicts, using a professional mediator, unbiased and not representative of the authorities.

- A process, which allows the participants to communicate and unburden themselves, expressing themselves freely in a controlled environment through the process and achieving result.
- A process which allows the participants to form creative solutions to solve conflicts or disputes, while maintaining neighborly relations, professional, friendly, interpersonal and other relationships, and to fulfill the needs and wants of other individuals.
- A process, which allows for the fair and productive handling of disputes and conflicts, while saving time and resources, while the participants have suitable counseling available to them.
- A process, which offers appropriate solutions due to the just approach and at any time all parties, can refer to the village staff and to other authorities to settle a conflict or dispute.

We are confident that the establishment of the mediation process and the use of the process will encourage a sense of self respect, ability and prevent violence, create tolerance and improve the learning environment, as well as improving the quality of the communication in the village, as part of the effort to create a higher level of society – to this effect we take upon ourselves:

- To work towards the establishment and operation of a mediation center in the village, which will run continuously as a first option for the resolution of conflicts and disputes?
- To work to establish and expand the use of mediation by the village community – management, educational staff, teachers, employees, students and pupils.
- To take part in informing the village members and new members, of the project, with the purpose of encouraging them to refer to, or respond to, the mediation process, that being, to settling a conflict or dispute.
- Refer suitable cases to the mediation process, as a first option – before an in-depth debate – to settle disputes and conflicts.

All with the aim to resolve conflicts and disputes by agreement and through mediation, which will be conducted according to the professional rules of ethics, attached to this declaration.

We the under signed:

Village management

<hr/>	<hr/>	<hr/>	<hr/>
village manager	village principal	high school principal	middle school principal

Systems manager

Representatives of the teaching staff

<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>

Representatives of the students and pupils

<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>

Young mediators

<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>

Witnesses

APPENDIX B EXAMPLE OF RULES OF ETHICS

MEDIATION CENTER – SCHOOL PROFESSIONAL RULES OF ETHICS FOR MEDIATORS

In as much as the mediation process is recognized by the village to be a worthy method of settling disputes and conflicts, in order to rely on the mediators sense of justice and in order to reach suitable results, simple and practical for the rights and needs of the specific dispute of conflict, professional and ethical standards have been set for the establishment of the mediation process and the mediator's qualifications.

NEUTRALITY

- The service of the mediation and mediators will be independent and unbiased towards either of the sides involved in the mediation.
- Before the mediation process in begun the mediator will confirm that he has no conflict of interests nether directly or indirectly between his position and any other issue, and if at any time during the mediation process a suspicion of conflict of interest should arise , he will immediately remove himself from the mediation process.
- The participants in the mediation will jointly agree on the chosen mediator or mediators for this particular issue.

HONESTY

- The mediator will allow the participants to present their case and claims freely and equally.
- The mediator will strive to insure that the participants behave fairly, in good faith and cooperate with him, in

particular with regard to volunteering information needed to bring the conflict or dispute to its conclusion.

- The mediator will allow the participants in the mediation the right to consult with who ever they choose, and to take the settlement of the conflict or dispute under consideration for a reasonable period of time.

PROFESSIONALISM OF THE MEDIATOR AND INTEGRITY OF THE PROCESS

- The mediator will possess the necessary knowledge and skills to manage mediation according to the professional standards that have been established, and the rules of behavior and ethics according to the regulations.
- The mediator will explain to the participants in the mediation that this is a voluntary process, and that it is their right to end it at any point and refer to any other authority for resolution of the conflict.
- The mediator is required to put aside immediate bias, or take sides, or make judgment on any subject that arises during the mediation.
- The mediator is required to keep all issues that arise during the mediation completely confidential.
- The mediator is required to grant immunity throughout the mediation process.

TRANSPARENCY

The mediator will inform the sides involved in the mediation of the following:

- The mediation process, the way it is run, the rights and obligations of the participants in the mediation, as well as the rights and obligations of the mediator.
- The relationship or acquaintance of the mediator with either of the sides, if existing, and receive permission from both sides to continue handling the mediation after they receive this information.

- Ways of applying to the mediation service and the nature of situations suitable for the mediation process.

ACCESSIBILITY AND EFFICIENCY

- The participants must be allowed to participate in the mediation with or without further counseling.
- The mediation process must be as useful as possible and without unnecessary delays and all suited to the nature of the dispute.

**APPENDEX C
MEDIATION APPLICATION FORM**

APPLICATION FOR MEDIATION

(Distributed in several languages, i.e. Russian, Spanish, Amharic)

I, _____pupil/staff member/parent/other

Request the presence of the following to mediation:

Name: _____Grade:_____

Name: _____Grade:_____

Description of event or the reason I am asking for the mediation:

Days of activity in the mediation center(mark the day and time you would prefer for mediation):

Day_____From this time: _____

Day: _____ From this time: _____

Time I am available: _____

Signature: _____Date:_____

To be filled in by the mediation center staff:
Actions taken:

Actions to be taken:

Need for simultaneous translation: Yes No

Mediator who speaks a different language necessary: No Yes Language: _____

Allocated mediators: _____

Handled by: _____ Date: _____

**APPENDIX D
QUESTIONNAIRE FOR PARTIES INVOLVED
FOLLOWING MEDIATION**

**QUESTIONNAIRE FOR PARTIES INVOLVED FOLLOWING
MEDIATION**

I thank you for your willingness to participate in the mediation. It is important for us to get feedback from you about the mediation you participated in, in order to improve the quality of mediation in the village. We would be grateful if you would take the time to answer the following questionnaire. The questionnaire is anonymous and there is no need to identify yourself. Please indicate if you are a day student or boarder, teacher or boarding school instructor.

In some of the questions you are asked to give a rating from 1 to 5. Please circle the number you have chosen.

Rating method:

1-Very unsatisfied 2 – Unsatisfied 3 – Quite satisfied 4 – Satisfied
5 – Very satisfied

Thank you

Mediation center staff

Please circle: I am a day boarding pupil Grade: _____
Teacher, Instructor, other: _____ Date of mediation (month and
year):__

How did you hear about the mediation? (Who initiated the mediation? If you did not initiate the mediation how were you asked to participate?)

What did you know about the mediation process before you participated in it?

How satisfied were you with the process and the way the mediation was handled. From 1-5?: 1 2 3 4 5

What were you satisfied with and what were you not satisfied with?

How satisfied were you with the results of the mediation. From 1-5?: 1 2 3 4 5

What did you learn from the process?

What is your opinion of the mediation process?

Will you recommend the mediation process to your friends? Please circle your answer? Yes No

Other suggestions and remarks:

APPENDIX E
EXAMPLE OF SELF ASSESSMENT
FORM FOR MEDIATORS IN THE
PRACTICUM PROGRAM

Name: _____
Mediation Partner: _____
Date: _____

MEDIATOR SELF ASSESSMENT

To what degree did you understand the two sides and their needs and wants?

Which moments or areas did you find difficult in the process?

How was the communication between yourself and the other mediator?

In your opinion what were your strong points during the process?

In your opinion what were your weak points during the process?

Explain in your opinion to what extent the two sides were satisfied with the process?

Explain, in your opinion, to what extent the two sides were satisfied with the results?

Explain to what extent you were satisfied with the process?

Explain to what extent you were satisfied with the results?

What did you learn from this process, and how can you use it, and to what extent can you apply it in the future?

BIBLIOGRAPHY

1. R. Fisher II, Positive Assessment 1983
2. R. A. Baruch Buch & J. Folger, The Promise of Mediation: Responding to Conflict through Empowerment and Recognition, 1994
3. C. A. Costantino & C. S. Merchant, Designing Conflict Management Systems – A Guide to Creating Productive and Healthy Management Systems, 1996.
4. Mediation and conflict resolution – in social work and human services, Edward Kruk, editor
5. “I Hear What You Say, But What Are You Telling Me? The Strategic Use of Nonverbal Communication in Mediation” (2001) by Barbara G. Madonik, published by Jossey-Bass, A Wiley Company.
6. Conflict and Culture: Research in Five Communities in Vancouver, British Columbia. Michelle LeBaron Duryea and J. Bruce Grundison. 1993. 214 pp.
7. Conflict resolution, cultural differences, and the culture of racism by Howard Gadlin, 1994. Negotiation Journal
8. The Ethics of Intervention in Community Disputes by James L. & G. Cormick. 1978. Washington DC: Halsted Press.
9. The Challenge of Culture Change: Embedding Restorative Practice in Schools. Peta Blood and Margaret Thorsborne
10. Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices: “Building a Global Alliance for Restorative Practices and Family Empowerment”. Sydney, Australia, March 3-5, 2005.
11. The School Mediator’s Field Guide: Prejudice, Sexual Harassment, Large Groups and Other Daily Challenges by Richard Cohen
12. Students Resolving Conflict: Peer Mediation in Schools by Richard Cohen
13. Mennachem, Christina, Implementing Peer Mediation, Conflict resolution Network School development, Australia. 1995
14. Schrupf Fred, Crawford Dona & Chu h. Peer Mediation, Conflict Resolution in School, research Press Company, Champaign, Illinois, 1991
15. Berger, K. S. 1994. The developing person through the life span (3rd ed.), New York: Worth publishers

16. Porter, j. n. & Taplin, r. 1987. Conflict and Conflict Resolution. Lanham, MD: University press of America
17. M. Ben-Yair, The mediation process as a tool to change the country's character, points of mediation, The National Institute for Mediation Journal in memory of David Rotlui, Chamber of Israeli Lawyers, Issue 6, 14, 2002.
18. L. Leon, Community mediation: Genuine social change, points of mediation, The National Institute for Mediation Journal, in memory of David Rotlui, Chamber of Israeli Lawyers, Issue 8, 12, 2003.
19. A. Parkesh, Mending Justice – and mediation of criminals, Points of mediation, The National Institute for Mediation Journal in memory of David Rotlui, Chamber of Israeli Lawyers, Issue 7, 13, 2003.

RELEVANT INTERNET WEB SITES

Ministry of Public Security, Metzila Division – www.mops.gov.il
Justice Department, National Center for Mediation –
[www.justice.gov.il/MOJHeb/Gishor/
Subject/Kehila/Model.htm](http://www.justice.gov.il/MOJHeb/Gishor/Subject/Kehila/Model.htm)
www.mediationuk.org.uk/home.asp
www.cms.org.il

Fellow mediators:

<http://teacherpathfinder.org/support/peermediate.html>
www.education-world.com/a_admin/admin/admin348.shtml
www.schoolmediation.com