



SOCIAL AND COMMUNITY MEDIATION. A TRAINING PROPOSAL FOR MEDIATORS.

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MEDIATION IN COMMUNITY WORK

Introduction.

When learning to accompany or facilitate processes of social mediation at community level, it is of utmost importance to acquire strategic and communicative skills. It is also necessary to have some basic knowledge of group dynamics and to master communication techniques for a one-to-one dialogue. This involves a coherent conception of the human being and society, a communicative attitude and avoidance of positions of power in the relation between mediators and clients.

Additionally, one should have a profound understanding of the dynamics of communities (however defined) in all their dimensions: individual and collective aspects, groups and associations, citizen participation, political and sociological aspects of living together in community etc.

All these aspects are taken into account in this training proposal for community mediators.

CONDITIONS

-Necessary condition to participate in a training course: a university degree in psychology, social sciences, philosophy, law, economics ...

HOURS

- Contact hours: 48 hours
- Individual work: 120 hours
- Practical Training in mediation: 36 hours

Total: 194 hours

Important note:

This proposal is only a guideline for each country to complete or to adapt to its own situation and context.

BRIEF OUTLINE OF A TRAINING PROGRAMME FOR PROFESSIONALS IN
COMMUNITY MEDIATION

TOPICS

**1. INTRODUCTION: HISTORICAL AND SOCIOLOGICAL
ASPECTS OF MEDIATION.**

Objectives	<ul style="list-style-type: none"> - interpret the development of mediation throughout the history of mediation. - raise awareness of the ambivalence of human being. - understand the development of society and its needs.
Contents	<ul style="list-style-type: none"> - Historical aspects: Throughout history humankind has solved conflicts not only by making war but also by negotiating e.g. The Greeks and Romans, mythology).The negotiators were prophets, heroes. Thus, the figure of the mediating agent was created. In the religious context: priests, in the civil context: diplomats. - Sociological aspects. From a simple society to a complex and individualised society. (Luhmann/ Bauman)
Methodology	<ul style="list-style-type: none"> - Introduction of lecturers and students: getting to know each other. - Plenary session: presentation of programme and methodology. - Plenary session: lecture on historical and sociological aspects
Time	Contact hours: 8 hours (Face-to-face, on-line, video conference + 20 hours personal reading of texts) = 1 ECTS

Materials/Bibliography: (to be adapted by each country)

Luhmann, N. (1991): Formen des Helfens in Wandel gesellschaftlicher Bedingungen. Luhmann: Soziologische Aufklärung. Texte zur Theorie der Gesellschaft. Vol.2 Westdeutscher Verlag. Opladen 134-149.

Bauman, Z (2007). Tiempos Líquidos. Vivir en una época de incertidumbre. Tusquets editores. Barcelona. Original: Liquid Times. Living in an Age of Uncertainty.

Giessen, Hans (2013). Mediation as a traditional form of conflict-solving and living together in traditional societies. In: Social and community mediation in Europe. Experiences and models. Handbook: project 2012-1PT1-GRU06-12164-ABSCM .

Historical and sociological context of social and community mediation. In: Social and community mediation in Europe. Experiences and models. Handbook: project 2012-1PT1-GRU06-12164- ABSCM .

2. MEDIATION IN COMMUNITY. CITIZENSHIP AND CITIZEN PARTICIPATION IN PUBLIC AFFAIRS

Objectives	<ul style="list-style-type: none"> - understand the development of the concept “Community in Europe”. Participation and community. Participation, community and mediation. - learn how to intervene with an attitude of respect, freedom, confidentiality and neutrality. - know different types and fields of mediation. - distinguish community mediation from other forms of mediation.
Contents	<ul style="list-style-type: none"> - From community development (19th century) to citizen participation (21st century). From class struggle (20th century) and vindictive attitude to the peaceful and negotiated settlement of conflicts. - Social mediation as a technical answer to social conflicts. Concept and development of mediation in each country. Structures of mediation. Areas. Principles of mediation.
Methodology	<ul style="list-style-type: none"> -Subgroups and plenary session: exchange of opinions about the assigned reading texts. -Plenary session: Lecture about community development; Similarities and differences between different ways and conceptions of mediation; Ways of intervention. -Discussion in subgroups
Time	8 contact hours, 20 individual work

Materials/ Bibliography (to be adapted by each country)

- Brake, R. /Deller U.** (Hrsg) (2008): Community Development- A European Challenge. Barbara Budrich Verlag.S. 17-111
- Hernández Aristu, J** (2008) (Comp.) Trabajo Social Comunitario en la sociedad individualizada. Nau Llibres. Valencia
- Hernandez Aristu, J.** (2014) Participación Ciudadana y mediación: Una perspectiva comunitaria. Conference Escuela de Policia de España. Avila (manuscript)
- Michel Schailée and Françoise Salesse.** Text: Article sur la mediation et le paysage francaise (manuscript)
- Lopez Martín, R** (2007) Múltiples caras de la mediación, y llegó para quedarse
- Salcedo, J./Hernández Aristu, J.** Mediación en España, ámbitos y metodología. (Investigación en elaboración)

3. LEGISLATIVE FRAMEWORK OF MEDIATION

Objectives	<ul style="list-style-type: none"> - know the legislative framework in the specific geographical context: EU, country, region according to the field of mediation and the social impact it has. - know and be able to work well with the legal and /or administrative structures of mediation. - understand the limits of the legislative framework and discover the fields of mediation beyond the legislative and administrative frameworks.
Contents	Reference to legislative framework of mediation according to the European Union: White Papers, national laws, regional laws etc. Areas, options and limits. In Spain e.g.: general State legislation, autonomous community legislation, municipal by-laws etc.
Methodology	<p>Role play.</p> <p>Stage 1. Presentation of a case in family, school..., of participation and interculturality, a community conflict etc. <i>E.g. 2 children of lower secondary school had a quarrel. The conflict is discussed at school. The conflict leaks out to the neighbourhood. The police intervene. The children involved are a local teenager and an immigrant boy.</i></p> <p>Stage 2. Analysis of the case from a legal point of view</p> <p>Stage 3. Role play: Meeting of representatives of the different institutions involved and the community mediator.</p> <p>Follow up: Presentation of the legislative framework. Explanation of the laws involved.</p>
Time	8 contact hours + 20 personal reading of texts+ a practical exercise: elaboration of an intervention plan according to legislation, outlining an action plan and backing up intervention.

Materials/Bibliography (to be adapted by each country)

FEDER, FSE, URBAN, (agenda 21etc.) and The White Paper on governance (11 October 2000 and on democracy 27 July 2001). **The Budapest declaration.** (2004) **(LEY 5/2012 DE 6 DE JULIO) in Spain** . (Other laws depending on the country).

4. DIALOGUE AS THE FUNDAMENTAL BASIS FOR RELATIONS IN MEDIATION. A PHILOSOPHICAL REFLECTION AND INTRODUCTION TO COMMUNICATION BETWEEN HUMANS BEINGS

Objectives	<ul style="list-style-type: none"> - discover the (unconscious) interconnection between beings: people, cosmos. - discover the tendency of human beings towards unity with themselves, with others and with the universe. - discover the power of dialogue as a tool in mediation processes between people and groups. - discover the unconscious communication between people.
Contents	<p>Dialogue as a basic principle in mediation. An anthropological approach: no intervention between parties can take place without a clear conception of the human being and society. It's therefore necessary to acknowledge positions: human beings are characterised by four different relational dimensions: with themselves, with others, with the cosmos and with transcendence. [Me; Me -You; Me -You - Cosmos; Me-You-Cosmos- Values (transcendence)].</p> <p>Dialogue and democracy, responsibility and co-responsibility. Experience of the "in-between". The "in-between" as holistic unity. From unconscious to conscious communication.</p>
Methodology	<ul style="list-style-type: none"> -Plenary session: Presentation text about dialogue and co-responsibility. -Pair work: Experience of the "in-between": painting in silence following the description in the text by Jesús Hernández Aristu: "The management of interaction networks, the <i>"in-between"</i> concept in social work, counseling and mediation". Procedure of the method. (<i>see bibliography</i>) - Plenary session: participants tell about their experience.
Time	8 contact hours: presentation, experience and reflection on the interpersonal and cosmic connection. 20 hours: reading of texts.

Materials/ Bibliography (to be adapted by each country)

Text: **Jesús Hernández Aristu**: The Philosophy of Dialogue as the Holistic Ethical Foundation in Assistance Careers. En: Brake/Deller 2008. Community Development- A European Challenge. B. Budrich pp. 298-313). Text: Jesús Hernández Aristu : The management of interaction networks, *the "in-between"* concept within social work and counseling and mediation.

Buber, M. (1979) Das Dialogische Prinzip. (The Dialogic Principle). Lambert Schneider. Heidelberg

Buber, M.(1993): Yo y Tú.(I and Thou) Caparros Edit. Madrid

5/6. THEORY AND PRACTICE OF COMMUNICATION IN THE AREA OF COMMUNITY MEDIATION

Objectives	<ul style="list-style-type: none"> - understand the circular processes of communication. - develop the sensitivity needed to handle communicative processes. - discover the different levels of communication: conscious and unconscious communication. Verbal and non-verbal communication. - learn to listen and distinguish various types of messages in interpersonal communication. - learn to handle interpersonal communication in the area of community mediation.
Contents	<p>“Understanding” as a communicative task. Unravelling the secrets of interpersonal communication. Dimensions of implication. The process of understanding. Obstacles and opportunities. (e.g. Not only listening to the other, but also listening to oneself is important.) Rules enhancing understanding in interpersonal communication.</p>
Methodology	<ul style="list-style-type: none"> -Plenary session: Presentation of the theory of communication emphasizing the scheme of conscious-unconscious communication and the process of communication with its different messages. -Practical communication exercises using techniques such as controlled dialogue, verbalizations and paraphrasing, role plays etc. -Plenary session: Students exchange experiences, observations etc.
Time	16 contact hours / 40 hours reading of texts and practical exercises

Materials and Bibliography (to be adapted by each country)

Jesus Hernández Aristu: (1991) Acción comunicativa e intervención social: Cap. III: La teoría de la comunicación desde la perspectiva psicológica y sistémica (pp.95--140)

Jesus Hernandez Aristu (2010) Text: Introducción a la teoría y práctica de la comunicación: Aplicación a diversos ámbitos del asesoramiento social, de la educación social y del trabajo social y de la mediación.

Jesus Hernández Aristu (2009) Métodos y técnicas de intervención comunitaria. En Hernandez Aristu, J. (comp.). Trabajo comunitario en la sociedad individualizada. Nau Llibres. Valencia. pp.181-223).

Schulz von Thun, F. (1991) Miteinander reden. Störungen und Klärungen. Allgemeine Psychologie der Kommunikation . Rororo.Rowolt. Reinbeck bei Hamburg.

Watzlawick, P. y otros (1989) Teoría de la comunicación humana. Herder. Barcelona

7. SUPERVISED PRACTICAL TRAINING IN MEDIATION

Participants of the mediation course will do practical training in mediation under the supervision of a mediation supervisor. During their training the trainees participate in a mediation experience in an institution getting the opportunity to actively take part.

They should

- a) work out a project in mediation, in one of the areas of community mediation in a community (content, sessions , time) together with the supervisor.
- b) carry out the project
- c) evaluate the project: writing a short report as a reflection on the mediation sessions

Hours: 36 hrs of training distributed in the following way:

Preparation: 10 hours, 5 sessions of mediation, max. 2 hours per session = 10 hours

Elaboration of report: 10 hours

3 supervision sessions: 3 hours/individual, 6 hours/group

In the next article we will explain how to deal with supervision in the training for mediators.