

*Analysis of the effectiveness of mediation  
in secondary schools in Mexico*

DISSERTATION SUBMITTED FOR THE DEGREE OF MA DISPUTE RESOLUTION

Barbara Yael Ramirez Martinez

# Dissertation Submission Form

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Each one has been important during these months.

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## Abstract

Conflict is part of us and it is present in all of us in different school areas, the most important place after home where not only knowledge is acquired, but also a range of skills. Through this research I was able to realize that the Mexican culture has a hard time rely on a methodology where dialogue is the main tool and as a Mexican, I fully understood that we have many limitations such as our corrective and punitive measures and sometimes inflexible.

My experience was very enriching through qualitative research using tools such as interviews, I had direct contact with the other side of mediation, the experience of people who are trying from their trenches to make this a reality throughout the country in the face of the increase in violence. that we live in Mexico and that we are number 1 in the case of bullying, this makes it clear that we do not have the skills to deal with the conflict and encourages people to begin to trust that not everything should be apart from punishment if not that there are ways for both parties to win. Mediation is a methodology whose result will depend on the quality of the process such as (personal monitoring spaces) that must be applied with great care, otherwise it loses its effectiveness, hence the insistence that attention be paid to the training of teachers, constant evaluations and understand that a child and young person with tools like this could be facing problems in the future, not only schoolchildren, who spend a lot of time there also in adult life, how many fights how many suspensions by the directors of the Institutes would be avoided if mediation was used as a preventive but also a restorative means.



## INTRODUCTION

**It is important to note that in Mexico it is called preparatory, baccalaureate, which in Ireland would be secondary and in the United States High School.** Nowadays, alternatives are being sought to solve conflicts, especially in the educational sphere, as it is an ideal place for violent behaviour as it is the place where students spend most of their time and where they develop.

It is an alarming problem the conflicts that have been occurring in high schools in the State of Mexico, which requires attention from parents, authorities, society and school institutions to see this increase leads to the need to create and implement public policies on education to attack this situation among students, which in the face of a conflict, can lead to violence presented in psychological and physical form; This is based on a vision of the future, that is to say, if adolescents in society are marked by violence, this will later be reflected in adults with multiple emotional problems that, if not treated, can have great consequences for the environment that surrounds them, hence the need for this research, which aims to see the effectiveness of school mediation in high schools in the State of Mexico, The aim of this research is to provide an overview in order to determine whether it would be a good option to implement in all educational institutions throughout the country and how this means can be used to resolve conflicts that arise in institutions, while at the same time facilitating a mechanism for the prevention of more serious conflicts, progressively favouring the implementation of a peaceful culture of coexistence.

Hence, the need to analyse in detail the root causes of school violence: these points will be part of the research:

- From the experts' perspective, measurement is effective in the face of the conflicts generated in the high schools of the State of Mexico.
- Do we have the elements to demonstrate what are the deficiencies in implementing mediation programmes in a country like Mexico?

For this research we have taken into account 5 interviews with specialists in the field who, through a long trajectory as teachers and now mediators in high schools in the State of Mexico, enrich the research leaving their great knowledge through their answers, making it clear that the relationship between teachers, managers and officials in general, are people who provide a service in the educational field, and who constitute a potential source of conflict in themselves, The teacher, the

manager and the civil servant in general, are people who provide a service in the educational sphere, and who constitute in themselves a potential source of conflict, becoming in turn factors in an institutional service which, by not acting correctly and in accordance with the circumstances, distort the institutional objective.

It is important to note that in Mexico it is called preparatory, baccalaureate, which in Ireland would be secondary and in the United States High School.

# 1 LITERATURE REVIEW

## 1.1 Concept of Conflict

One of the great pioneers and forerunners on conflict is Burton who has left a great legacy which this research will take as a frame of reference to have a perspective on conflict that helps to understand and therefore to solve it. One of his definitions which he refers to is that conflict does not come from human needs but from the frustration that unsatisfied needs cause because needs are something original and constructive in the sense that they include a potential for a harmonious society. The institutional arrangements of a society can temporarily destroy originality and conflict arises. And seeing conflict as symptoms of a disease is not malignant, as it is simply a sign of structural failures: the failures of a domestic system to meet people's needs. The ultimate sources of international conflict can be found at the domestic level because domestic conflicts spill over into the international sphere (Burton 1984); (Burton 1992 PP. 373) (Burton, 1997 PP. 38). He agrees with Mayer's conflict wheel that the core of all conflict involves human needs, and therefore proposes a continuum of needs. These needs do not occur in a vacuum; they are contained in a constellation of other forces that can generate and define conflict. As such, in order to address these needs, it is usually necessary to work through some of these forces, which affect how people experience their needs and how they develop. These basic forces are five in number and are represented in the slices of the Conflict Wheel (Mayer, 2000).



Figure 1: The Circle of Conflict. Source: Bernard Mayer

Mayer argues that conflict is something that occurs in three dimensions: Cognitive (perception), emotional (feelings) and behavioural (action). None of these three dimensions is static. Each affects the others. Many of the conflicts that occur in classrooms are about personal perceptions as Galtun mentioned the problem is the tip of the iceberg or as Burton said are the symptoms of the disease figuratively speaking, being the conflict part of our daily life the problem can also give us the solution, to create conflict management strategies the goal should be the deep analysis of human behaviour and the surrounding environment (Jeong, 2014 P.P3), hence the importance of seeing the conflict as an opportunity for growth and learning.

## 1.2 School Conflict

When conflict is unable to be resolved or at least transformed, it is more likely to generate violence. Before violence is born, the emotions of the contending parties are oppressed, but once it is unleashed, a process of both human and material destruction begins. Galtun speaks of three forms of violence derived from conflict: direct violence + cultural violence + structural violence.

**Direct Violence** Direct violence is violence that can be seen in a direct way, such as abuse, wars and palpable events.

Cultural violence is religion and ideology, language and art, nationality and sciences in their different manifestations, which justify or legitimise direct or structural violence. This type of culture makes the other two types of violence seem right or at least not wrong.

Galtung defines structural violence caused by injustice and inequality as a consequence of the social structure itself, either within the society itself or between societies as a whole (Galtung, 2008). Conflict is an inherent part of being human, In this case, we will talk about conflicts in school environments where it is easy to develop such attitudes because it is considered a microsystem which brings together individuals with different cultures and customs. This is due to the fact that the school years are a critical period for students because they are immature from a developmental point of view within the school community where their social formation and attitudes are developing, which can easily lead to aggressive and violent behaviour (O'Moore & Minton, 2006 P.). Minton, 2006 P.P 10), some of the most common conflicts that occur in the classroom are verbal and physical bullying. "School conflict is defined as disagreement between individuals or groups over ideas, interests, principles and values within the school community". (Hojbotă, A., Butnaru, S., Rotaru, C. and Tița, S., 2014 P.P 396-402)

Communicative failure and personal, political and ideological causes also potentially contribute (Göksoy, S. and Argon, T., 2016 P.P 197-205) which derives to the erroneous beliefs one might have about oneself or others or the assumptions they make about others.

Another part that is also influential, and no less important, is that of third parties (peers), since under the influence of these, students are driven to generate group conflict which escalates into aggression. The family context is a major influence on school conflict, since where it should be a place of protection and where the student can develop socio-emotional skills is not always the case because sometimes they come from homes marked by alcoholism, poverty, abuse, domestic violence, abandonment, use of illegal substances, all of which are replicated by students towards their classmates in the classroom, which is why conflict prevention will always be the best tool to avoid violence.

## 1.3 Impact of school conflicts

Conflict on the one hand can be both positive and negative and can serve as a great source for generating innovations and creative strategies to address the challenge that problems create.

However, the negative impact anger lack of communication damage to themselves and others restlessness unwillingness insecurity sadness resentment frustration and stress in terms of social aspects intolerance hostility violence formation of like-minded groups unfortunately leads pupils to take drastic measures such as dropping out of school and in sequence become vulnerable (Göksoy, S. and Argon, T., 2016 P.P 204).

Positive social outcomes are the realisation of the problem and the search for solutions the development of new and different solutions the increase of competitive performance the creation of a democratic environment and the enrichment of the organisation.

Conflicts, if handled in the right way, can lead to the development of coping skills such as communication skills that open a space for dialogue to create agreements. Let us not forget that violence is ultimately the result of a conflict not identified in time or not resolved in time.

## 1.4 Definition of mediation

Mediation is an alternative method of conflict resolution in which a third party is assisted, several authors agree that mediation is a process or method in which avoids going to trial mediation is characterised as neutral and voluntary where a third party must be totally impartial mediator who will facilitate communication as a tool to identify problems, it is a process that can be adapted to different and particular needs and give the opportunity to develop options to solve the problems in a nutshell; mediation is a process of identifiable steps or stages and the role of the mediator is the manager of other people's negotiations the mediator controls the process and the clients control the content, it is a problem solving exercise mediation is an art not a science. When clients arrive, they have three components to their stories; firstly personal and exclusive version of the events that brought them to mediation statement of innocence, secondly the grievance towards the other person the story statement of responsibility thirdly definition of the problem cannot help the mediator if faced with disparate problems (Haynes et al., 2004 P.P 2-4).

Mediation can be as flexible as the conditions allow (Menkel) as it is a process that can be adapted to different and particular needs and gives the opportunity to develop options to solve problems in a nutshell whoever makes a mistake can solve it.

The mediator has a great degree of impartiality and detachment from the outcome, the way out of conflict is through dialogue, mediators work to create a cooperative atmosphere for problem solving in which the parties plan how they wish to proceed. Mediation is a proven option in an increasing variety of methods in short, the mediator offers people a way to take charge of conflicts and solutions (Beer et al., 2012 P.P 3-4).

Everything points to the fact that mediation, which is the second oldest profession in the world, at the very moment when the first conflict arose, the first mediators appeared to advise the use of reason over the use of force (Boque, 2003 P.P 19).

#### 1.4.1 Basic principles of mediation

The most powerful quality and impact in the practice of mediation comes from the principles of mediator believes and values about the conflict why? and that are essential to a mediator's understanding of effective and responsible practice, hence the importance of abiding by these principles which will be described below:

- **Voluntariness:** This refers to the fact that both the parties and the mediator have the determination and the freedom to be part of the process without being forced by anything or anyone and can voluntarily leave the mediation and the mediator is also freely chosen, as a result decisions are always taken by mutual agreement as being voluntary in the execution of the agreements is also subject to the parties are willing to comply or not in short mediation agreements do not have a title of obligation (Principles of Mediation as the Basis of this Process p.38).
- **Confidentiality:** This is one of the most important principles as it is a virtue and an advantage over other alternative means of dispute resolution. In a broad sense confidentiality means the rule under which the fact of the mediation procedure as well as the information included both orally and documents used shall not be subject to disclosure unless otherwise specified by agreement of the parties (sujova 2013 p.156).

- **Neutrality:** The mediator should not have a preference for any of the parties, even if at some point he/she may feel identified with one of them, it is important that he/she is impartial at all times.
- **Impartiality:** In this principle the mediator must treat the parties equally and not make them feel pressure when making decisions or searching for solutions. If the mediator starts to feel any emotion or identified by any of the parties, he/she must stop the process and must be faithful to this principle at all times, as it could negatively affect the mediation.
- **Fairness:** This refers to equal treatment in their relationship with each other and with the mediator; there is no advantage between them, taking into consideration their rights and duties.
- **Self-determination:** This is also one of the most important principles, which is composed of two different components, the first focusing on the process, while the other is important for the outcome. Also, the mediator plays an important role here, the mediator's directivity will determine the self-determination of the parties themselves (Pilishvili, M., 2022 Principles of Mediation p. 9).

Therefore, in order to be successful in mediation, care must be taken to ensure that each of the principles is adhered to.

### 1.4.2 Profile of the mediator

When we refer to a mediator, we are talking about a mediator who acts as a third party in a conflict and whose main function is to facilitate communication between the parties in conflict and thus achieve that both parties reach an agreement on their own behalf,

In this context, who can practice mediation? First of all, he/she must have a broad knowledge of the process and the appropriate training to be able to successfully conduct mediation, together with negotiation skills, since in the end his/her job is limited to providing support to the parties in order to achieve the best possible negotiation, and he/she must also have some personal qualities or work on developing them. In recent research cited by Roles off de mediator and the disputing parties (Goldberg & Shaw 2007; Goldberg & Shaw & Brett 2009) evaluated that the mediator's success in

resolving conflicts comes from the ability to gain the trust of the parties along with the following qualities:

Empathy, respectful, caring, loving, kind, demonstrate high integrity through honesty, neutrality, fairness and above all respect for confidentiality, be intelligent, be well prepared and understand the issues.

It is also important to point out that the mediator must be very clear with the parties from the beginning about the rules and the role he/she will play, making it clear that he/she will be neither a judge nor an arbitrator but a totally neutral person who will never favour or show any attitude of emotional connection with the parties, perhaps at first it will be difficult for them to understand neutrality, but through the process they will understand it and it will be easier and friendlier for them.

## 1.5 Mediation in educational settings

Educational institutions are an important part of society, where children and adolescents live together on a daily basis, which is why they have turned to mediation as a programme that, due to its characteristics, can become a proposal for action of great resonance, as Bonafé-Schmitt said: "Mediation is not only a technique for conflict management, it is also a learning process of new forms of sociability". It is learning in the relationship and through the relationship, both of understanding proximity and analytical distance between litigants with different powers (relations between peers, relations between individuals and organisations, relations between organisations and with the community). This sociability learning is reflected in the context of the individual and society. (As cited Proceedings of the 3rd human and Social Sciences at the Common Conference 2015 P.131). It lets think the importance of knowing how to relate and coexist of the students is the cornerstone for a healthy coexistence however the violence that arises within the intuitions is often due to the lack of skills to relate and this will also impact on their future life as adults also the school measurement can provide that tool several authors point out the importance of learning this quality as mentioned by Briant and Palaut "Mediation makes society. School is not only a place for acquiring knowledge, it is also a place of socialisation, a place of learning forms of sociability" (as cited Proceedings of the 3rd human and Social Sciences at the Common Conference 2015 P.131).



Mediation not only has the ability for conflict resolution but also creates bonds as a student society in which the first priority is the well-being of self and others by creating tools to deal with conflicts.

### 1.5.1 Mediation models

These are mediation methods that due to their characteristics are useful in school mediation

#### ***Transformative***

Its greatest characteristic is to have an emphasis on human relations and to revalue it. The objective of this model is not in agreement in this tenor. Recognition refers to the will to open up more and be more empathetic and sensitive to the situation of the other. As an effect of mediation, recognition can go beyond the immediate conflict to extend to other aspects of life (Baruch & Folger, 1996). (Pesqueira Leal, 2010 P 227) In this mediation model, success is achieved when the parties are transformed through the mediation process, considering the conflict not as a problem but as an opportunity to solve it because of these characteristics of this mediation model are used by people with psychological training. It is sought that there is an awakening of society that restructures relationships many times the parties in conflict had an emotional bond and this precisely seeks to compensate in a certain way the union between them

With the use of this method, the aim is for society to change, to become more human, and for people to understand that the purpose of mediation is to reunite people in conflict, reconciling their differences forever.

It is highly based on effective communication, as Jorge Pesqueira (like Sara Cobb) comments, that the conflict feeds through the protagonists. (Pesqueira Leal, 2010 P 227)

*Method* The parties give great importance and relevance to the resources that contribute to being a protagonist of their lives and consequently have the power to be responsible for their actions, recognizing that the other party is a co-protagonist of the conflict.

*Objective* in this model the main thing is not to reach an agreement of the conflict but in the transformation that the individual has through mediation

#### ***Narrative Circular Mediation***

The greatest characteristics of this model is communication, because of this we give value to reality, the conflict sees aggression, which is something inherently internal, the mediator at this time will help the parties to create a new perception based on their personal value.

Foundation: here the communication works as a whole where each part of the communication, verbal pairs such as gestures, movements of the body as it is called, is circular, leaving it understood that there is not a single cause that generates a defined result, the circular coincidence that all the time feeds

According to Jorge Pesqueira, this theory shares with systemic family therapy the application of techniques: reformulation, externalization, positive connotation, circular questions, among others. (Pesqueira Leal, 2010 P 229)

Method differences are an important part of the conflict since it allows the parties to create new structures taking the previous ones leaving the possibility of creating a new order totally different from the initial one in this method people arrive with chaos and the mediator uses his techniques with the in order to facilitate the order by which the parties attended, the work of the mediator is also destructive to make way for a new order.

Objectives: Fully reflective is to change the meanings of events

### ***Associative Mediation***

Through mediation, individuals realize their positive qualities and also develop socio-cognitive skills. The most important thing is an understanding by the parties and, consequently, the relationship is harmonious, since we are all interconnected as a society. A humanity encourages the synergy of the powerful of the mediators promoting socio-cognitive qualities all these contributing and deposited to the relationship without in the future they are presented through negotiations of an associative nature the mediator has the opportunity to have and facilitate restorative and appreciative dialogues

Fundamentals On the other hand, human beings have positive qualities that are inherent as well as the negative ones. In this model, we try to give it more weight and highlight the former with the aim of generating harmonious development. The reflective part helps to remove erroneous ideas that are has on themselves and which can act in an incorrect way practically this model acts from the goodness of being

Method In this part, the person is invited to be clear about their qualities at all times and keep them in mind at all times during the exercise, communicating from a positive position, the mediator has the opportunity, they have a totally different vision and a range of alternatives that can benefit the the mediator's job is to have the parties focused on their positive parts as qualities all the time, offering communication as a fundamental part and the center

Objective improve their image of themselves strengthen their social qualities as mentioned by Jorge Pesqueira Promote the development of essential principles such as dignity, Associative Measurement and Social Change The art of the possible Jorge Pesqueira Leal Promote the development of principles autonomy of the will, experientiality, co-responsibility, co-construction and learning (Pesqueira Leal, 2010 P 233)

### 1.5.2 Regulatory Framework for School Mediation in the State of Mexico

A brief description of the country where this research is being carried out is given in order to have a clearer picture of the law that was reformed in order to be able to exercise mediation as an alternative means not only in the educational area but also in other areas such as commercial and family. Mexico is the third largest country in Latin America and is composed of 31 states and one district with relative political, legal and legislative autonomy (Mexico: History, Geography, Population and Characteristics 2022).

The state where this research is being carried out is the State of Mexico. On 22 December 2010, the Law of Mediation, Conciliation and Promotion of Social Peace for the State of Mexico was published in the Government Gazette, which has, among other things, a primary objective related to promoting a culture of peace and the restoration of interpersonal and social relations, through the

means of conflict resolution among the society of the State of Mexico. It also establishes conflict resolution methods that promote harmonious human relations and social peace, including mediation.

DECREE NUMBER 251 THE H. "LVII" LEGISLATURE OF THE STATE OF MEXICO DECREES THE LAW ON MEDIATION, CONCILIATION AND PROMOTION OF SOCIAL PEACE FOR THE STATE OF MEXICO TITLE ONE CHAPTER I General Provisions

Article 5

XIV. School Mediation: The process in which teachers, parents or guardians and/or students of each educational institution intervene as mediators in order to prevent or resolve a conflict.

This, according to Article 17 of the Political Constitution of the United Mexican States, supports the use of alternative dispute resolution mechanisms; therefore, the state regulations established to give legal certainty to these alternative means are backed by the Constitution, which states: "The laws shall provide for alternative dispute resolution mechanisms. In criminal matters, they shall regulate their application, ensure reparation of damages and establish the cases in which judicial supervision is required". (Political Constitution of the United Mexican States 2022).

The Criminal Justice System in Mexico is modified to adopt the Adversarial Accusatory Criminal System, which includes the Oral Trial, and alternative dispute resolution mechanisms are elevated to Constitutional rank, providing for alternative dispute resolution mechanisms.

Mediation is an alternative for resolving conflicts, which aims to avoid the judicial method for the resolution of controversies or conflicts, due to the fact that the judicialization of dispute resolution mechanisms is large, complex, expensive and causes physical and emotional deterioration for the parties who make use of formal justice. This is the reason why alternative mechanisms are currently being chosen, which provide a solution to conflicts between parties, using negotiation, agreements or with the intervention of a third party who does not interfere in the problem.

Some states that have adopted mediation as part of their justice system are Querétaro, in September 1999; Puebla and Baja California, in 2001; in 2002 there was no legislative work in this area, and then came a boom, in 2003, with six states joining, in the State of Mexico in March, Guanajuato in May, Chihuahua in July, the Federal District (Mexico City) in August, and Colima in September; In 2005, Nuevo León in January, Tabasco in May, Durango in June, Coahuila in July and

Veracruz in August, Tlaxcala in April and Baja California in October, and finally Hidalgo in April 2008.



Figure 2: Mexico map

### 1.5.3 School Mediation in Secondary in the State of Mexico

Upper secondary education (EMS) is the educational level that serves the population that has completed basic education, ideally in the age range between 15 and 19 years old. It lasts between two and four years, depending on the type and modality of the subsystem entered. There are currently three types of Preparatory:

Official High Schools	533
Technological Baccaulaureate Centres	202
Community Telebachilleratos	520

Table 1: source [seduc.edomex.gob.mx](http://seduc.edomex.gob.mx)

Given the situation of violence in the high schools of the State of Mexico, the Government of the State of Mexico and the Ministry of Education, through the General Directorate of Information, Planning, Programming and Evaluation, The coordinating body for the operation of the Values for a Harmonious School Coexistence Programme began a series of activities and the implementation of mediation as a social and educational model, together with the education and training of teachers in the area of mediation, for which they travelled to the University of Cordoba in Spain as experts in

coexistence and prevention of school and youth violence, as reported by Professor and specialist Diana Guerrero, who later collaborated with an interview for this research and also took part in this training at the University of Oberta Catalunya, as specialists in Conflict Resolution.

This led to the development of the Manual for Mexican teachers on learning to live together in a Culture of Peace, developed by the teachers trained in Spain. This was the introduction of teachers to peace studies, as well as the conceptualisation of the different forms of violence experienced in schools, the importance of emotional education and the implementation of school coexistence plans as an alternative for the construction of peaceful school environments where mediation goes hand in hand and is an important part of the other programmes that are being developed, such as the Educational Guidance Master Plan (Linking Framework), Construye-T and No abandonment.

As the specialist Diana Guerrero comments, "We start from the assumption that, in education schools in the State of Mexico, there is historically no data documenting the planning of coexistence, beyond the document that governs the educational guidance service known as the Educational Guidance Master Plan, which is composed of various sub-programmes of attention to the different problems considered important in the development of adolescents. These are the following programmes:

#### *Educational Guidance Master Plan*

##### *Operationalise the Institutional Educational Guidance Master Plan*

Operationalise the Institutional Educational Guidance Programmes in the Preparatory of the State of Mexico through the Lines of Action in a collaborative and transversal way Linking Framework (*Educational Guidance Guidelines - [cobaem.edomex.gob.mx](http://cobaem.edomex.gob.mx) Educational Guidance Master Plan 2022*).

I Educational Guidance Programmes in the High Schools of the State of Mexico through the Lines of Action in a collaborative and transversal way Linking Framework (*Educational Guidance Guidelines - [cobaem.edomex.gob.mx](http://cobaem.edomex.gob.mx) Educational Guidance Master Plan 2022*).

#### **National Plan for School Coexistence (PNCE)**

is an initiative undertaken by the Federal Government through the Ministry of Public Education (SEP), within the framework of the National Policy for a Bullying-Free School.

The Programme for International Student Assessment (PISA, 2018) reports that 23% of students in Mexico "reported experiencing bullying at least a few times a month, compared to the average for the rest of the world, and that students appreciate a school environment where bullying is unusual, therefore school climate is closely associated with students' sense of well-being and that students who were bullied more frequently were more likely to have missed school, eventually leading to dropping out of school or separation from the educational community. Students who were frequently bullied reported feeling sad, scared and less satisfied with their lives (Schleicher 2019).

This programme is concerned with these six 6 axes that mediation implements

1. Strengthening self-esteem
2. Expression and self-regulation of emotions
3. Harmonious, peaceful and inclusive coexistence
4. Respect for the rules
5. *Conflict management and resolution*
6. Communication and collaboration with families

These are the two approaches that are being worked with

- a) Problem Definition - In Mexican schools there are different causes of the problem, including social and family problems caused by dysfunctional families, gangs, drugs and illicit substances.
- b) Identification and current status of the problem

Through the perceptions of supervisors, principals and teachers, they collected information on the frequency of conflicts, the different types of aggression between students and the justifications given by students for aggression. The results were as follows

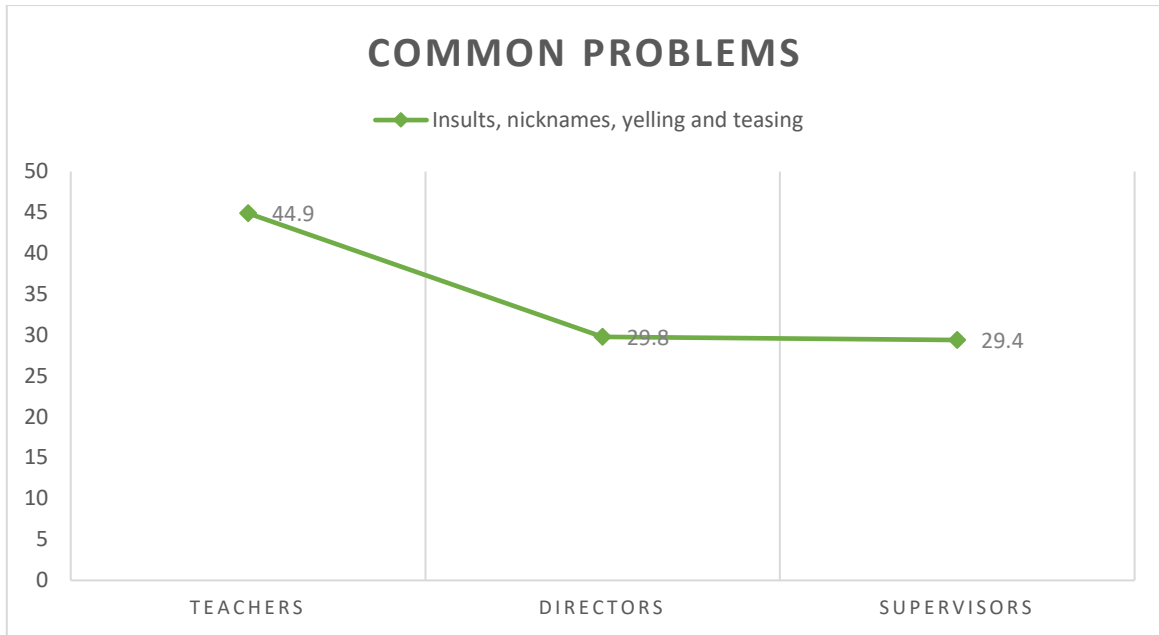


Figure 3 Source: National Plan for School Coexistence

#### Justification given by pupils for aggression

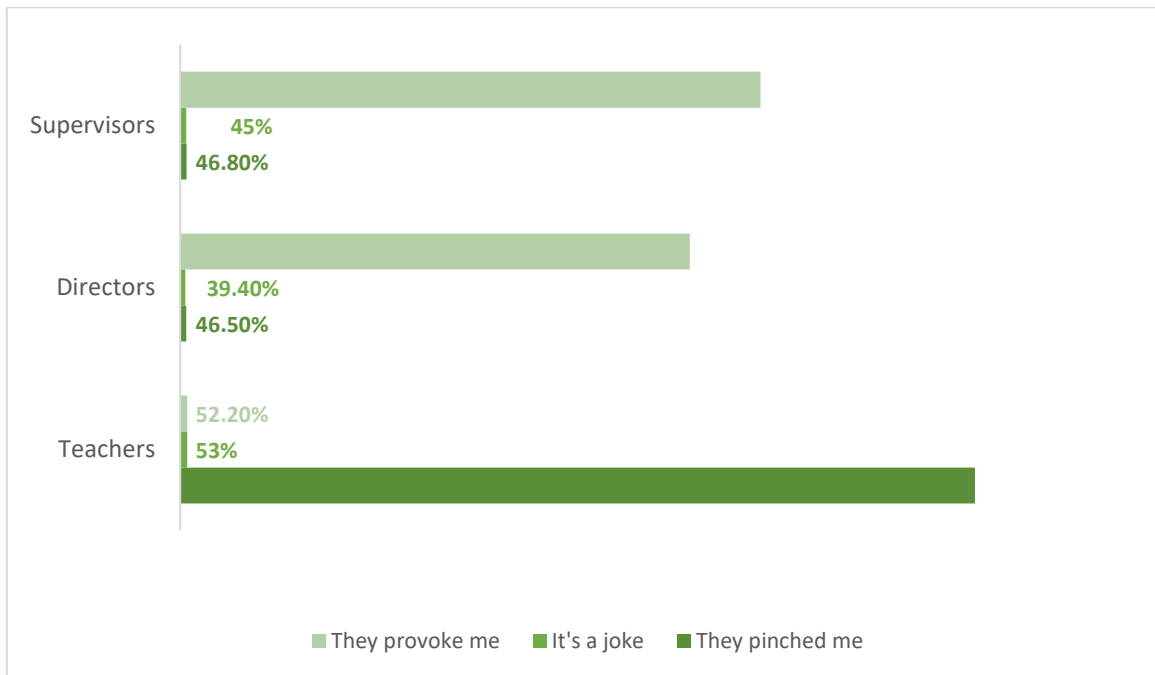


Figure 4: Justification given by pupils for aggression



Based on the results of the last internal evaluation of the PNCE in 2018-2019, a national analysis is available on the topics of Perception of school climate and social and emotional skills of a sample of students attending preschool, primary and secondary schools, Preparatory as well as Multiple Attention Centres (CAM). The data are obtained through a nationally representative sample of schools that are incorporated into the Programme and by collecting the perceptions of principals and teachers in front of the group. These results show that the current state of the problem is as follows:

- 73% There is a favourable climate since, as mentioned above, this is due to the work being done to strengthen conflict resolution through mediation, which provides the individual with tools such as empathy, attentive listening, etc.
- 27% A not very favourable climate is perceived, which is why socio-emotional skills must continue to be strengthened with the aim of encouraging student environments to improve (*General Directorate of Analysis and Diagnosis of Educational Achievement: Government 2022*).

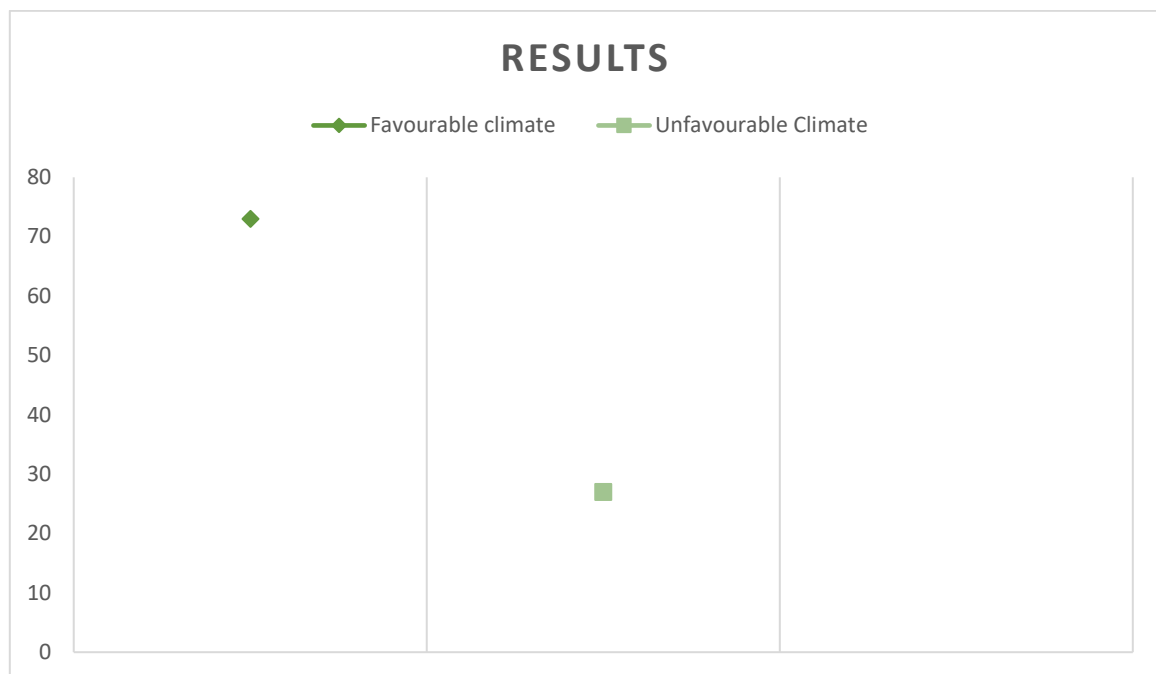


Figure 5 Source: National Plan for School Coexistence

The results of the programme implemented by the National Plan for School Coexistence (PNCE) are undoubtedly some of them are good, in that they were applied in the following ways

**Construye T** Strengthen and develop socio-emotional skills Establish and maintain positive relationships (Public, Construye T Programme)

The current coverage of the Programme reaches 4,112 sites in 23 regions according to the distribution shown in the map below.

This programme was created like the others because of the students' need for security and to promote healthy coexistence among them; however, it also has some limitations, as will be described below. The directors of the State of Mexico are informed about this programme but do not participate voluntarily; they point out that there is more workload and that there was no follow-up for this reason, nor do they follow the processes suggested by the Construye T and, therefore, it is perceived as another fulfilment of their responsibilities and not as a voluntary involvement and participation.

The findings show that there is a lack of accurate understanding and willing participation, and for these reasons it is really difficult to

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In the case of the campus in the State of Mexico, there is low effectiveness, due to the lack of information and communication between internal actors, as neither teachers nor students are clearly aware of the School Committee; the Construye T Tutor knows that it exists, but does not know its objectives and functions, despite the fact that it has been in place since 2014. The only actor involved in this regard is the school principal, who partially knows how this committee should function, but does not run it as indicated in the Programme, and even mentions not making a distinction between the CAS and the School Committee, which represents a lack of understanding of the Programme. In this case, the School Committee changes every year, and all the teachers of the school and the group leaders participate, whose only function is to carry out sports and cultural activities, called "Talleres Construye T" by the school.

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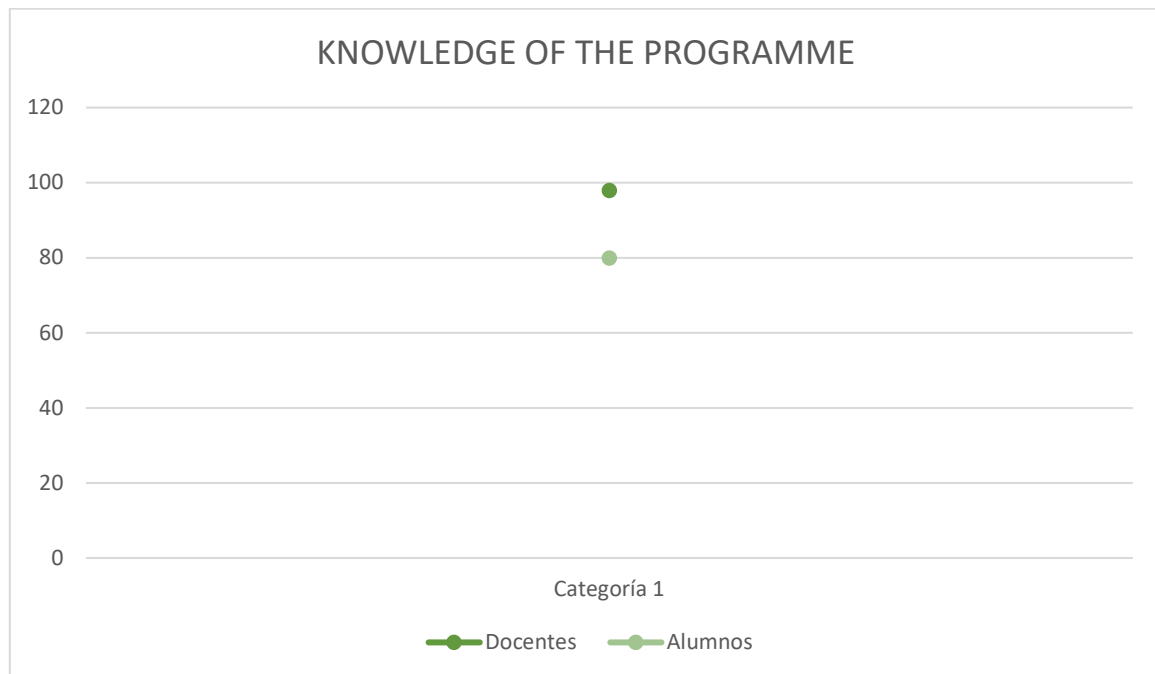


Figure 6: Knowledge of the programme

98% of the teachers are aware of the existence of the Construye T programme, but they are not taking the interest they deserve, 80% of the students say they know about it, but if we talk about understanding that something totally different is the objectives of the programme, the level of knowledge drops slightly:

94% of the managers know the objective of the Programme, while 84% of the teachers know the objectives and only 46% of the students answer this question correctly. Something similar happens with the Construye T dimensions: 100% of the managers can mention them correctly, 87% of the teachers mention them adequately and 53% of the students.

Some findings about the teachers who are assigned to implement the respective programme have many shortcomings and are not able to carry it out as per the guidelines.

These are the comments made after the evaluation of the implementation of the programme: "The actors interviewed agree that so far they have perceived changes in teachers and managers as well as in students. The teachers and directors have perceived in the students, through coexistence, that they have developed greater expectations and aspirations, especially professional ones, that is, more students, in comparison with previous years, wish to continue with university and finish a degree. Likewise, the percentage of graduates has increased in most of the campuses and the apathy of students to attend classes has decreased. In terms of coexistence in the school community, it was also perceived that it is healthier, not only among students, but also between students and teachers. Students were not the only ones who showed changes, according to the perception of the interviewees. Teachers also developed greater empathy with students and therefore there has been a better bond between them and greater involvement of teachers in socio-emotional issues with students, which has resulted in the coexistence between them not only being seen in an academic way, but also emotionally" (*Evaluation of Processes and monitoring of results of the programme P. 224 2022*).

**No Abandonment** comprises 12 manuals in which both parents, school authorities and students provide students with tools so that they do not drop out of school due to violence or other reasons (*Public, Manuals. Yo No Abandono*). However, according to what principals reported at national level, in 67.6% of the schools it was implemented; but among those that did not implement it, almost a quarter (24.9%) said they did not know about this strategy. (*What do upper secondary education schools do against dropping out of school? Evaluation of curriculum implementation in Secondary Education (EIC EMS). supplementary report 2022P.29*).

With the same objectives of preventing and reducing school dropout in upper secondary schools, in the 2013-2014 school year, the authorities promoted the Movement against school dropout in upper secondary education "Yo no abandono" which, through a set of strategies coordinated with state authorities and principals of public upper secondary schools, seeks to encourage the involvement and activism of all members of school communities. This initiative of the Secondary Schools seems to have assimilated previous institutional programmes and experiences and seeks to confront the phenomenon, articulating strategies for the attention of the three areas of responsibility of the Secondary Schools: the academic, the psycho-social or socio-emotional and the vocational. Apparently, Yo no abandon recovers previous experiences: the early warning system,

the tutoring programme and, in order to address psychosocial risk situations of young people, the reformulation of Construye T (2014-2018) is promoted, in addition to strengthening a culture of prevention and communication that involves all the actors of the school community and parents.

It is clear that Yo no abandono will only be alive and effective if the school communities (principal, teaching staff, administrative staff and students) put into practice the actions and activities incorporated in the Toolbox, which contains a series of manuals and virtual resources that are available online and have been distributed directly to a large number of schools.

1. Handbook to prevent dropout risks in upper secondary education: A booklet providing information for principals: to prevent the causes and react to dropout risks. A procedure for monitoring imminent drop-out risk indicators is proposed, as well as suggestions on how to react in case they occur in a student. These indicators, which can be adapted to existing school monitoring mechanisms, are Attendance, Good School Performance and Behaviour (ABC). In addition, various materials are included to guide a constructive dialogue with parents (SEP, 2017).

2. Manual for welcoming new students in upper secondary schools. It offers suggestions for an induction workshop for new students, where they are offered elements to ensure a smoother transition to EMS: to reinforce their self-esteem, to better understand EMS and to be introduced to generic competences.

(SEP, 2017).

3. Manual to promote better study habits in upper secondary schools. It provides strategies to promote better study habits and seeks to motivate teachers and students to work together to improve the academic performance of students during their academic career in upper secondary education.

4. Peer tutoring manual. It is a strategy that can help to reduce low academic performance and prevent students' absence in the classrooms of higher secondary education institutions. It seeks to establish an open and assertive communication between the student and the tutor, which will lead to an improvement in their academic performance.

5. Manual for accompanying students' decisions in upper secondary schools. It proposes tools for accompanying our students' decisions, which seek to motivate schools to offer their students

mechanisms and spaces for constant decision-making that allow them to "train" beforehand to face challenges or challenges regarding decisive aspects of their lives.

6. Manual to guide students in establishing their life plan in upper secondary schools. It contains proposals for workshops on a life project that can be offered to young people so that they can reflect on their personal plans and the role that studies play in them. Its contents have proven to be very useful, as they guide young people at a time in their lives when they have to

make fundamental decisions for their future: their identity as individuals, to continue their studies, to think about a career, to choose a partner and many others.

7. Manual to support educational guidance in upper secondary schools. It includes educational guidance proposals that motivate the personalised accompaniment of students in order to enhance their development, providing the director and teachers with the necessary tools so that through practical exercises they can encourage each other that *Yo no abandono* will only be alive and effective if the school communities (principal, teaching staff, administrative staff and students) put into practice the actions and activities incorporated in the Toolbox, which contains a series of manuals and virtual resources that are available online and have been distributed directly to a large number of schools.

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8. Manual to encourage dialogue with parents in upper secondary schools. Guide to establish dialogues with parents to promote their involvement and collaboration with their children's school performance.

9. Manual to be a better tutor in upper secondary schools. It is a tutoring strategy that offers elements for any teacher to carry out, so that students with low academic performance receive timely support to regularise their performance.

10. Manual on social networks and their use to prevent and address school dropout in upper secondary schools. It consists of strategies for the use and exploitation of social networks as useful



tools to encourage communication with students, parents and the entire school community, based on the recognition of their importance in supporting the academic trajectory of students in upper secondary education.

11. Manual for the development of socioemotional skills in upper secondary schools. Proposals for the development of socioemotional skills considered key for students in upper secondary education and which should be added to the cognitive skills and competencies that make up the Common Curriculum Framework.

12. Manual of the participatory planning process for the plan against school dropout in upper secondary schools. These are tools to support the participatory planning process for the anti-dropout plan, with the aim of encouraging the participation of the entire educational community in identifying the main causes of school dropout and carrying out an in-depth diagnosis of the situation on the basis of which a plan against school dropout will be designed at the school.

These three programmes are a facilitator for the cross-cutting implementation of the school coexistence plan, the components of which should be taken into consideration coexistence classrooms, Mediation Centres, Coexistence Committee, Coexistence Agreements. Mediation is a fundamental part of the programmes that operate in high schools in the State of Mexico.

For the present investigation we have considered the thesis of Research-Action carried out by the Specialist Diana Guerrero who belongs to the school community as coordinator of the Mexiquense School Coexistence Committees of the School Zone 046 of general high school and had the opportunity to witness the cases of success but also the deficiencies in the application of the measurement in the official high schools No. 100, 15 and 143 in both morning and afternoon shift in total 6043 students a population of 6043 students, 317 teachers and 9 directors approximately.

The research was carried out by means of in-depth focus group interviews and participant observation of the teaching members of the school coexistence committees 9 participants who also have a Culture of Peace and School Mediation Course and who are very active in mediation activities in their respective institutions. (Guerrero Arce, 2016)

*Influencing factor of school mediation*

Content	Aspect	Impact	Need to be solved
School mediation	Alternative means of conflict resolution where it is a process that facilitates dialogue and a third party intervenes in order to facilitate and reach an agreement	<p>Students fight less seeing a decrease</p> <p>It started with teacher training</p> <p>There was a great participation of students and teachers</p> <p>Human relations benefited</p> <p>Favourable perception of teacher and student mediators by the school community</p> <p>The management of mediation centers began on the part of the coexistence committee</p>	<p>There are not enough spaces to carry out the mediation nor the time</p> <p>Lack of interest and consequently of support from the authorities</p> <p>Promote the means of mediation</p> <p>Both communication and infrastructure must be careful</p> <p>In-service training as school mediators for both teachers and students</p> <p>Competence development socio-emotional.</p>

*Table 2: Influencing factors*

*Propose that mediation be made permanent that it be given the importance that it should.*

Content	Aspect	Impact	Need to be solved
School mediation	Alternative means of conflict resolution where it is a process that facilitates dialogue and a third party intervenes in order to facilitate and reach an agreement	<p>The training of teacher mediators was short and generalised (13 effective hours).</p> <p>The mediation center service was partially implemented.</p> <p>Interest and willingness of the committee members to continue training as mediators</p> <p>Management of spaces to share what has been learned in the course with fellow teachers and students.</p> <p>Mediation Centers is partially implemented</p> <p>I raise the interest of the members of the mediators committee to participate in the training of teachers.</p>	<p>Development of diplonemas participation in mediation conferences by committee members.</p> <p>The school authorities support the mediators financially and terms of leave.</p> <p>When the teachers have to settle down, they are provided with staff to cover their places of work.</p>

		Administration of spaces with the aim of sharing experiences	
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Table 3: mediation proposal

The quality of the mediation process is influenced by the following factors according to the research carried out by the specialist Diana Guerrero and is conceptualised as follows:

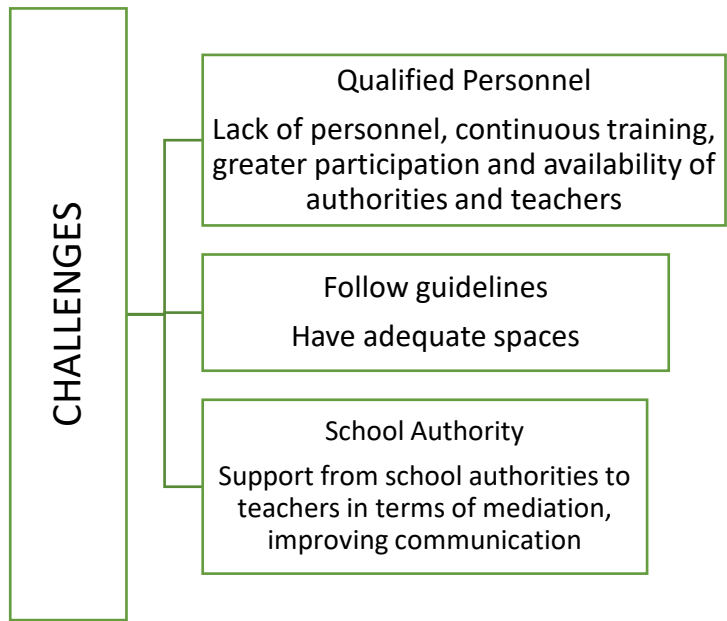


Figure 7 Influencing Factors

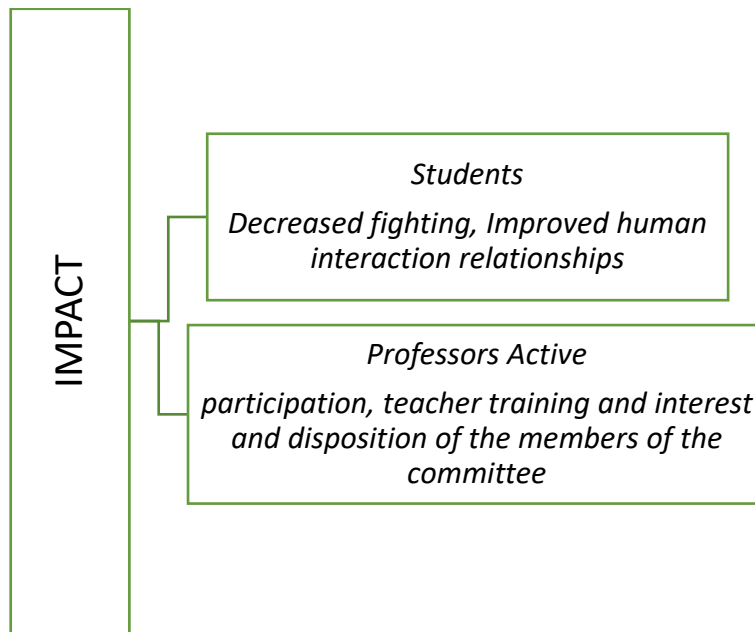


Figure 8 Influencing Factors

The impact of mediation on pupils was very positive, there was a decrease in fights and human relations were improved.

As far as teachers are concerned, there was also a considerable impact, it is considered that the work of teachers should not be solely focused on the progress and school performance of their students, but on the necessary comprehensive training that will enable them to carry out practices of social relations based on the full exercise of human rights, in the example for the normalisation of healthy, proactive, participatory, inclusive and respectful behaviours. Although we cannot generalise because of the exceptional exceptions, it seems that the view of teachers has become politicised, and much remains to be done to restore dignity to the teacher's formative image, which has been distorted in recent times by the memory of grievances against citizens.

#### 1.5.4 Challenges of measurement in the Preparatory of the State of Mexico

Some of the current challenges facing mediation as an alternative method of conflict resolution in educational institutions in Mexico, which also have an impact on those in the State of Mexico, are outlined in this chapter.

Violent Environment

According to the article Violent cities. Panorama Internacional y challenges for México mentions that the Consejo Ciudadano para la Seguridad Pública y la Justicia Penal A.C. annually carries out a ranking of the most violent cities in the world according to the homicide rate per hundred thousand inhabitants. In the 2021 measurement, it was detailed that "of the 50 cities in the 2021 ranking, 18 are located in Mexico, 11 in Brazil, 11 in the United States, 7 in the United States, 4 in South Africa, 4 in Colombia, 2 in Honduras, and there is one from Puerto Rico, one from Haiti, one from Ecuador and one from Jamaica" (Aguirre Quezada, 1970).

The situation of insecurity that affects Mexico generates changes in the behaviour of the population, including adolescents who want to replicate it in their schools through bullying, and violence in school environments is a reflection of the community, family and society. According to a study conducted by the NGO Mexico is the No.1 country in these behaviours (Frontiers, 2022). Another study on peer violence (Bullying) in basic schools in Mexico presents the following types of violence (Honorable Cámara de Diputados 2022):



Figure 9 Types of violence

Violence not only in the high schools of the State of Mexico but also in the whole country is becoming alarming in some cases:

Beaten by classmates

In November 2012, in Tampico, Tamaulipas, a man claimed that his son had died after being assaulted in a "bolita" by his classmates.

Although the young man initially tried to endure the pain caused by the blows, days later he had to be taken to the General Hospital of Tampico, where he sadly died of respiratory failure.

While the authorities continued with the investigation, the directors of the secondary school attended by the minor said they disagreed with the version, detailing that the practice of bullying did not exist on their premises.

Luis Antonio Ortiz Guerra and Andrés Barba Olivas, both only 15 years old, disappeared on 21 June in the city of Zapopan, Jalisco.

After eleven days of searching, Jalisco's attorney general, Luis Carlos Nájera, confirmed that the bodies of the young men had been found.

According to the investigations, the main suspect and detainee declared that the teenagers "mocked and mistreated" the son of drug trafficker José Angel Carrasco Coronel, better known as "El Changel", a situation that incited the murder of Luis and Andrés (Marielos Martín del Campo | El Sol de La Laguna, 2022).

The violence that is registered in school environments, mainly, it is necessary to carry out an analysis and a detailed record of the actions that are being implemented, a careful record of the interactions and constant exchanges between subjects, as well as, to approach adolescent spaces, where even regrettable extremes such as suicides and murders have been reached.

### 1.5.5 Corruption

One of the biggest challenges for school mediation in high schools in the state of Mexico is corruption. According to a study by US News, one of the most influential media in the United States published its list of the most corrupt countries in the world. Mexico is in fourth place, as a result of which there are no records or statistics on whether mediation as an alternative method of conflict resolution is having the estimated results, mainly because "there is no institutional follow-up on the fulfilment of agreements, there are no statistics on the level of satisfaction of users, alternative

justice centres do not generate uniform information to obtain adequate statistical follow-up, there are no alternative justice centres in the whole country, and there is a process of bureaucratisation of ADR and it has not been possible to obtain a high percentage of people who prefer to use ADR to resolve their disputes" (Márquez Gómez, 2020 P.21) These are important because they are indicators of who has access to mediation, how it is being applied and whether it is actually having the expected results, whether it is being effective, or whether there are no figures or statistics at the school level.

Mexico is marked by a historical structure of corruption that is reflected in inconsistencies where there is an attempt to disguise or simply no documents in order not to show the lamentable situation as reported in a newspaper article.

"Systemic corruption is eating away at institutions, while the government pretends to be fighting it or, worse, at times claims to have eradicated it completely.

The World Justice Project's Rule of Law Index 2020 presents an overview of the rule of law in 128 countries. The results for Mexico are particularly worrying and have nothing to do with the reality that the government boasts.

This means that our country is among the 10 most corrupt countries in the world. It is clear that Mexico is hitting rock bottom in terms of corruption and insecurity. The rule of law is weaker than ever, and the limits to government power are becoming more fragile every day while authoritarianism is advancing at full speed" (*Mexico: More corrupt and more insecure - the economist 2022*).

Although mediation is already reflected in the Mexican constitution in article 17 as the use of alternative dispute resolution mechanisms, along with negotiation and conciliation, most states have not added it to their constitutions. Mexico is a country with an autonomous State, each State designs its own laws, which is one reason why mediation is not advancing and remains a privilege for the few.



## 2 RESEARCH METHODS

### 2.1 Hypotheses

Mediation is a way of resolving conflicts, as Kolb refers to when he mentions that "the second oldest profession in the world" when referring to the task of mediators, implying that at the very moment when the first conflict arose, the first mediators appeared to advise the use of reason over the use of force" Kolb quoted by BOQUÉ, M.C. 2003P.19). Mediation has demonstrated its functionality and a series of advantages in conflict resolution, but how effective is it in the High Schools of the State of Mexico?

To test the above question, we need to do an analysis using the onion model which is provided by Saunders in his book *Research Methods for Business Students* (Saunders, et al., 2019).

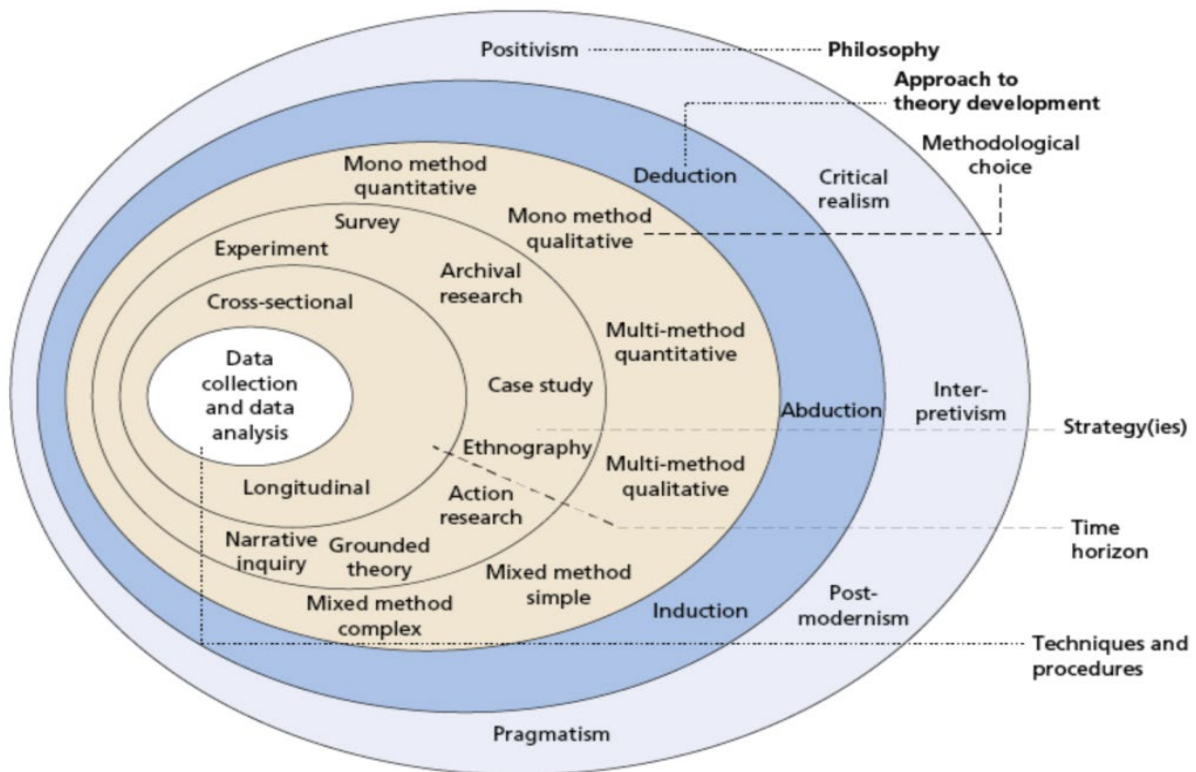


Figure 10 Research Onion Model (Saunders, et al., 2019)

This chapter aims to choose the appropriate research methodology such as the strategy to be used the design and sample size together with the justification of the chosen methods the research framework to be followed is the "research onion" created by Mark Saunders, Philip Lewis and Adrian

Thornhill which is made up of 6 capable and each covers a specific aspect of the study the philosophy the approaches the methodological choices the strategies the time horizon the techniques and procedures (figure 2.1 created by Mark Saunders, Philip Lewis and Adrian Thornhill book Research Methods for Business Students 2019).

## 2.2 Philosophy

The philosophy you adopt can be seen to consider as your assumptions about how you see the world (Saunders et al., 2019 PP. 128) Jonson and Clark 2006 we must be aware of the philosophical commitments we make through our choice of strategies as this will have a significant impact not only what we do but understanding what we are researching (Saunders et al., 2019 PP. 128).

Positivism is kind to the creation of law-like generalisations as produced by scientists with an empiricist method, however this research aims at an analysis of effectiveness which can be influenced by multiple external factors taking into account already established knowledge unlike the other philosophies which are empiricist, interpretative or subjective in their focus. Pragmatism provides us with different types of knowledge and method recognising that there are many ways of interpreting the world and undertaking research there are different points of view and multiple realities (Saunders et al... 2019 PP. 150-152), 2019 PP. 150-151) However interpretive gives us understanding of the social world through an examination of the interpretation of this world by its participants which is why it has been chosen for this research although pragmatism provides a richer and almost realistic view of human behaviour than those used by rational and structural explanations it does not limit the understanding of the complexity and diversity of organisations (Kelly & Cordeiro, 2020 PP.3 ) the data is through evaluation not interpretation giving the research a compression of the information.

## 2.3 Approach

Followers of the inductive method highlighted that the deductive method tended to construct a rigid methodology that does not allow alternative explanations of what is happening could emerge,

but this would be within the limits set by the highly structured research design. The research makes use of the inductive method which relates to the context in which each event takes place by making analysis of the effectiveness of mediation a less structured approach which can be multi-factorial revealing alternative explanations (Saunders et al., 2019 PP. 154-155) quite the opposite of abductive which is limited to having detailed and precise information for the implementation of mediation patterns (Saunders et al., 2019 PP. 154-155).

## 2.4 Strategy

The research strategy is the plan of action to achieve a goal is the plan of how the researcher will answer their research question their link between methodological between their philosophy and subsequent choice of method to collect and analyse the data obtained (Saunders et al., 2019 PP.189)

A qualitative research strategy through interviews:

2 structured interviews with mediation specialists with years of experience as trainers and writers on peace and mediation practices.

3 structured interviews with teachers who are already applying mediation in their institutions.

## 2.5 Methodological choice

Qualitative research is a situated activity that locates the observer in the world. It involves a set of interpretative, material practices that make the world visible. This means studying its natural environment, attempting to make sense of or interpret phenomena in terms of the meanings people give it (Creswell & Poth, 2018 PP.36).

## 2.6 Time horizon

The time horizon chosen for this research is cross-sectional because we have a time and resource constraint although interviews were carried out but only in one section unlike longitudinal research where a long time is required to observe the change or development of an event, cross-sectional research can use qualitative methods (Saunders 2007 P.148).

## 2.7 Data collection

Two different types of questionnaires were used in this research, the first is for teachers with 25 to 30 years of teaching experience who are certified as mediators and who already apply it in their corresponding schools, and the second is for specialists in school mediation who are trainers, writers and active in activities that have to do with the development of programmes that promote peace and conflict resolution.

## 2.8 Research Ethics

This research is based on principles of honesty, no harm or harm to third parties and respect above all, therefore the importance of the interviewees who participated were informed about the participation they would have and that their data collected through this will be used only for purposes that suits the non-profit or detrimental research, through the research consent document (see appendix A)

## 2.9 Interview

By collecting data and analysing it as a qualitative instrument, two different questionnaires were conducted, the first focused on three teachers with long teaching careers and certified as school mediators in high schools in the state of Mexico, the second on two mediation specialists who also provide training and both groups have extensive experience in the field. In structured interviews it is assumed that the interview generates responses that can be coded and processed quickly (Bryman, 2012 P.P 470) and that the qualitative researcher seeks to engage closely with the people he or she is researching so that he or she can genuinely understand the world through their eyes (Bryman, 2012 P.P 408).

The participants are as follows:

### *Teacher Mediators*

- Georgina Avila Lic. Pedagogy 32 years of service as a counsellor and teacher in schools in the State of Mexico, middle and high schools. Now working as a public servant. Lecturer in school mediation courses and lecturer on school mediation.

- Maribel Villalobos has a degree in Educational Sciences. She has been an educational counsellor and teacher for 36 years in high schools in the State of Mexico. She has a Master's degree in Peace Education and is a school mediator and conciliator certified by the Judicial Power of the State of Mexico through the Judicial School and the Centre for Mediation, Conciliation and Restorative Justice. Peace Trainer. Transfer Method certified by the Transfer Institute in Mexico.

Diploma in the Training Programme for Mediators in the School Environment by the Mediation Institute of Mexico and approved by the Secretary of Education and Culture of the State of Sonora.

Diploma in Development of Teaching Competences in Virtual Environments for a harmonious coexistence by the Doctor María Luis Mora Research Institute.

Diploma in Training Trainers in School Mediation by the Superior Court of Justice, the Judiciary Council and the Centre for Mediation and Conciliation of the State of Mexico, through the Judicial School of Tlanepantla Mexico in.

- Patricia Flores has a degree in psychology, a diploma in tutoring, international certification, tutor, peace trainer. She is certified by the Judiciary as a school mediator and conciliator.

### *Mediation Experts*

- Diana Guerrero Bachelor's Degree in Social Psychology Master's Degree in Education for Peace and School Coexistence Doctorate in Education for Peace and School Coexistence Expert in Coexistence and Prevention of School and Youth Violence International Certification in Logotherapy by the Logotherapy Centre Certification as Peace Trainer Diploma in School Mediation and P.N.L. by the Values for a Harmonious School Coexistence Programme International Certification in Conflict Transformation and Peace Building in Educational Settings, by the UNESCO Chair in Conflict Resolution for a Harmonious School Coexistence Programme. by the Programa de Valores por una Convivencia Escolar Armónica International Certification in Conflict Transformation and Peace Building in educational environments, by the UNESCO Chair in Conflict Resolution of the Instituto Tecnológico y de Estudios Superiores de Monterrey Campus Ciudad de México and the Transcend Peace University, 2014, Diploma in School Mediation Training by the Instituto de Mediación de México.

### Publications in Books and Magazines

Publication "Categorisation of conflicts and school violence, as elements in the design of Spaces for Peace" in Book

Peace Education Practice Laboratory. National Institute of Criminal Sciences, 2020. ISBN 978-607 560-111-3.

Publication "Experiencia de educación emocional con docentes de preparatoria para promover la Cultura de Paz" in the journal Reflexiones en torno a la Educación del I.S.C.E.E.M. year 9 January-December 2014 ISSN 2007-2929

- Lorena Munoz Doctor in Education for Peace and School Coexistence Master in Education for Peace and School Coexistence Degree in Psychology Diploma as Trainer of School Mediators Expert in prevention of school and youth violence" by the University of Cordoba Spain Certified teacher in school mediation by the judiciary.

Publication of books

Violencias cotidianas que se legitiman en y por la Comunidad Escolar" Una mirada de los estudios de paz.2017. Editorial Académica Española.

Co-author of the content of the Manual for Mexiquense Teachers "Learning to Coexist in a Culture of Peace". Published by the Secretary of Education of the Government of the State of Mexico, 2013-2014.

Co-author of the Content Design of the Guide to the Mexiquense School Coexistence Plan of the General Directorate of Higher Secondary Education. 2014

Through the interviews we added information to this research, our experts will give us support through their experience and knowledge as mediators in high schools in the state of Mexico. The interviews with our teacher mediators consisted of 14 questions giving their views on the challenges they have faced and the benefits they have witnessed when applying mediation as an alternative to solve conflicts that arise in the classroom. While the questionnaire to our mediation experts consisted of 11 structured questions in which we expanded the information on why it would or would not be an option to adopt these practices for adolescents who are entering adulthood.

After the supervisor approved the questionnaires and the consent form, the interviews were recorded in order to show their veracity and then transcribed, taking into account ethical standards, the interviewees signed the information form and consent form, which explained the reason for the research, the duration of the research, which did not exceed 40 minutes, and the permission to use their personal information such as name, academic degrees, work experience and the information shared through their answers.

For the data collection, tables were used in which the information for the analysis was entered.

### 3 ANALYSIS/FINDING

	TCHM 1	TCHM 2	TCHM 3
Promotes communication	Fully	yes	yes
Impact of school mediation	Adopt as a means of conflict resolution	Low cases of violence	They set limits
Limitations	yes	yes	yes
Correct application of the methodology	No Always	Sometimes	No
Visible Changes	yes	yes	yes

Table 4 TCHM teacher mediators

#### 3.1 Interviews

From these findings through the interviews conducted in order to find out if they have seen significant changes in the student in the implementation of programmes that involve mediation as part of their programme.

*Mediation has an impact on pupils*

The teacher mediators were asked if they have been in direct contact with the students and if they have been able to see any change in behaviour. The teacher mediators conceded that TCHM3 added that in their institution the number of fights between students has decreased from 30% to 20%. This is confirmed by the response of ET who emphasise that there is an impact only if mediation, as a methodology is applied correctly in the instructions and the staff in charge of carrying out the mediation, has the corresponding training.

#### *School mediation has limitations in high schools in the State of Mexico.*

TCHMs and ETs confirmed that this is the case TCHM1 ET1 The significant changes in the school mediation programmes caused by the change of government do not allow them to be followed up properly or to be recorded in the field, and consequently, they lose their effectiveness, dissemination is an important part ET1 also the credibility of "The credibility I mean that the directors give opportunities if they believe more in this because suddenly, they do not have this support". TCHM2. They emphasised that it has a lot to do with our culture which is violent and they don't know how to communicate, even bullying is normalised as a passing stage for adolescents.

#### *Influencing factors of conflict in high schools in the State of Mexico*

culture, especially in Mexico, the culture of mockery is as if it were predominant, not making fun of others because they are different. So, for me that is one of the main causes of violence, the lack of tolerance to the intolerance that we have here. ET1

Of course, the naturalisation of unbelievable violence. What the parents used to say and he gives you and I'm going to give you harder. I don't know if you are Mexican, I guess you are. Sometimes we do have a very violent language, very violent language, very violent communication. sometimes they don't teach us, or no, we don't know how to talk, how to sit down and dialogue without hurting me and hurting you in the dialogue. Lorena ET2

You know that. As Mexicans, our culture, in general, is very aggressive, and very violent and we make a joke out of everyone, not including the worst that can happen to us, we make fun of many of these things, but this also generates that we continue to normalise these violent practices, not the mockery in the nickname. So, thinking that it is normal. TCHM3

#### *What mediation promotes in high schools in the State of Mexico*



TCHM1, ET1 ET2 agree that mediation promotes communication and learning to dialogue "Mediation promotes values and I believe that living with diversity gives us the opportunity to grow and learn about the objects and I believe that mediation promotes this" ET2

*Qualified Personnel*

Another important factor is the trained qualified personnel, as mentioned in this research, the mediator is the key element in accompanying the students and persuading success depends on it, The specialists ET1 ET2 TCHM 2 TCHM 3 agree that it is not necessarily necessary to have a background in areas such as psychology or pedagogy as long as you have qualities such as sensitivity, tolerance, empathy, knowledge of youth development and mediator training, unlike TCHM 1 "You can be an engineer, but if you have a master's degree in pedagogy or psychology you can be a mediator and take the course".

	ET1	ET2
<b>Benefits</b>	<ul style="list-style-type: none"> <li>✓ Dialogue Facilitator, Mapping and Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Promotes values</li> <li>✓ Respect for diversity</li> <li>✓ Empathy</li> <li>✓ Dialogue facilitator</li> </ul>
<b>Inefficiency</b>	<ul style="list-style-type: none"> <li>✓ Mistrust</li> <li>✓ Cultural</li> <li>✓ Disbelief</li> <li>✓ Lack of outreach</li> <li>✓ inadequate training</li> <li>✓ Managers do not give mediation the importance it deserves</li> <li>✓ Education policy</li> </ul>	<ul style="list-style-type: none"> <li>✓ Time and lack of teachers</li> <li>✓ Education policy</li> <li>✓ Incorrect monitoring of the methodology</li> <li>✓ Lack of space</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>✓ Knowledge in adolescent development</li> <li>✓ Empathetic, kind</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sensitivity, values and tolerance</li> </ul>

Table 5 Experts, trainers ET

The second table belongs to the mediation experts who are in charge of training teachers, they shared that the reasons are multifactorial why mediation has deficiencies after being taught, all part of an educational policy, as E1 and E2 say it is changing, as E1 mentions that part of her training as a mediator was in Spain, the Spanish said that for a programme to work, it must be maintained for at least ten years and every two or three years a review must be done to rethink the objectives according to the results, that is, every year to have results. Afterwards, this European perspective, Spaniards said that the great failure of the programmes implemented in Mexico, in the area and in all areas, was the great failure. But they were talking about the educational issue, is that they are not followed up and are at the whim of the government in office. not following up generates distrust and disbelief on the part of the teacher in the mediation process, as mentioned in previous chapters of the research, Mexico is a country where every 6 years there is a change of government at the federal level, which means that the administrations differ among themselves and some do not give it the importance it should, such as the lack of spaces as E2 comments, or the lack of dissemination as E1 mentions. However, the things for which he thinks that it should be considered as an alternative means of conflict resolution and therefore should be given the importance it requires for its benefits of facilitating dialogue E1 and E2 generating values E2 and empathy for others, helping to manage conflict peacefully.

On the other hand, teachers who are interested in becoming mediators E1 and E2 refer that any teacher can do it, the requirement is that they have the mediator course and some personal qualities or work to develop them as described in the sub-theme mediator profile of the present research (Goldberg & Shaw 2007; Goldberg & Shaw & Brett 2009).

## 3.2 Conclusion

These findings, which were shared through the interviews where experts in mediation not only have a great trajectory in teaching as well as having been part of the corresponding training, which is why the findings can be considered reliable, have been taken into account in the literature review using

triangulation as a form of strategy in order to have a complete investigation, where the following chapter will give the corresponding discussion.

The hypothesis of this research was focused on knowing about the effectiveness of mediation in high schools in the State of Mexico, it is found that there are many factors that depend on whether it is or not, one could be cultural Mexican and I as one of them can confirm that they are incredulous about that there are alternatives to solve conflicts where it does not involve punishment to change to a society of belief is a big challenge, the interviews also stressed this part.

As for the interview procedure, the interviews were conducted in a single section and the interviewees were made aware that they would be recorded during the interview, then transcribed and translated, and the interviewees signed a consent to use their names as their likeness. The interpretation of their responses in this research is the responsibility of the author of the research.

### 3.3 Researcher bias

When one takes the role of a researcher, one must be very careful to put their emotions, emotions and prejudices is a mental process, an example when sensitive issues were touched upon, being Mexican from my country I had to omit my opinion without affecting the responses of the participants to the Being part of a qualitative research, one had to have a purely impartial posture at all times without endangering the research.

## 4 DISCUSSION

This chapter of the thesis will interpret the findings of the data analysed in the previous chapter in the following way

### 4.1 Information

Both specialists and teacher mediators have been able to see the impact of mediation implemented in institutions; however, it is through their experience, as mentioned above in the CHALLENGES OF SCHOOL MEDIATION Mexico does not have a registry, there is no institutional follow-up on the

fulfilment of agreements, there are no statistics on the level of satisfaction of users, and alternative justice centres, for example, do not generate uniform information to obtain adequate statistical follow-up. In the case of the high schools in the State of Mexico, it is imprecise to have information on this indicator, which is why we used interviews as a research resource, together with the thesis of the Mediation Specialist Diana Guerrero, who also participated in the study, but this limits our resources.

## 4.2 Culture

Culture is an important factor if mediation is to be effective in high schools in the State of Mexico. In the information gathered above, interviewees emphasised that Mexican culture is highly violent and that dialogue is not possible. They even normalise violence and this is a consequence of the social and family context as confirmed in the chapter "Challenges of school mediation" where a study carried out by the NGO revealed that Mexico is at the top of the ranking of countries where bullying is suffered and that although mediation has been successful in some schools, there is still a lack of change, making it a great challenge.

## 4.3 Process

Mediation is a process, hence the importance of carrying it out correctly, as the interviewees stated, because of changes in government or because it is not given the importance it should be given or is applied incorrectly, it loses its effectiveness completely in some cases, as mentioned in the limitations of the previous chapter, the institution's directors do not give it the importance it deserves.

## 4.4 Mediator

This is another factor that affects the effectiveness of mediation in high schools in the State of Mexico, although the previous information emphasised that they must have training, sometimes because there are a large number of schools and few teachers, they avoid taking mediation courses because they claim to have a heavy workload, as mentioned in the chapter on the mediator profile, First of all, they must have a broad knowledge of the process and adequate training to be able to

successfully conduct mediation, as well as negotiation skills, which is one of the limitations of the staff in high schools in the State of Mexico.

## CONCLUSION

Through the findings of this research it was possible to emphasise the need for high schools in the State of Mexico to correctly implement a process that helps to solve problems that occur between students in the classroom, but some processes, in this case, mediation, have characteristics that can be useful when dealing with this type of situation, however, it is necessary to carry out a detailed analysis of the actions, careful recording of the interactions and the constant changes that are obtained through it, as well as factors that can influence its effectiveness, such as correct application environments and trained personnel, all complement each other in order to have the best results, otherwise, it can potentially influence its purpose.

## Limitations of the study

The findings obtained through this research make it clear that mediation has sufficient characteristics for conflict resolution, however, it is subject to several factors that will determine whether it is effective in order for it to be effective.

## Study Objectives

Mediation is a process that has been used in different areas such as commercial, family and school where the present investigation was centered, carried out in institutions that are located in the state of Mexico and due to its characteristics, the effectiveness depends on many occasions on the context in which whichever is applied. The effectiveness of mediation is subject to cultural context, laws and personnel. In Mexico there is no culture of carrying out surveys, follow-ups, something that is extremely important when evaluating a program in order to know if it is effective or not. You have to make changes with the purpose that meets the established purpose, however, corruption overshadows or prevents adequate monitoring from being carried out. Along with the apathy and disinterest of managers, government and staff (trainers, guidance teachers) In the experience of the interviewees, one of them is a participant and activist through her research thesis that she mentioned, they have seen magnificent results where they have been part of them.

Emphasizing that mediation has adequate characteristics to be applied in the school environment

## Areas for Further Research

Through the findings of this research, I realised that I would have liked to conduct more interviews, as they greatly enriched my way of seeing mediation through the eyes of experts who are already practising it, and made a significant contribution. I hope that this research will be a wake-up call for my country, Mexico, to see the importance of having a well-structured mediation programme in the face of the wave of violence that is taking place not only in the country but also in the educational system, an important part of society that sees the shortcomings that exist and can attend to the needs of adolescents. I was able to see the happiness and satisfaction of the experts and teachers in the interviews when they talked about success stories and how they were able to avoid not only a conflict but also a school dropout with this invaluable tool called mediation.

## Reflection

This research has not been easy to start my first thesis research, the language and my limitations such as dyslexia, however, I am proud that thanks to perseverance and love for this beautiful vocation made me move forward with the support of my supervisor, I was interested in the topic of mediation in the educational area where conflicts arise daily I was also a student and I lived to bully and I know the traces that leaves also Mexico was the most convenient country because I was born there and being the number 1 country in school bullying, I wanted to know how mediation was being applied in the schools of the State of Mexico, precisely where I studied, but it is discouraging that the system of corruption together with the high level of violence prevents significant changes in education, but on the other hand, I would like to contribute by saying that big changes start with small ones and that one-day mediation will be considered a right.

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## Appendix A

Information Form & Consent Sheet

INFORMATION SHEET FOR PARTICIPANTS

PROJECT TITLE

Analysis of the effectiveness of mediation in high schools in the State of Mexico

You are being asked to take part in a research study on:

My name is Barbara Yael Ramirez Martinez. I am doing my dissertation with the aim of obtaining an analysis of the effectiveness of mediation in high schools in the state of Mexico. I am an independent college student pursuing a master's degree in dispute resolution under supervision. Nadia Bhatti who is a representative of said college

WHAT WILL HAPPEN

In this study, you will be asked to...

Through an interview that we will carry out, I will ask you some questions related absolutely to the experience that you have acquired through mediation, with the aim of having elements

that can contribute to my research.

If you cannot fully inform participants (again, subject to ethical approval), you must provide a complete debriefing to participants at the earliest point possible following their participation]

#### TIME COMMITMENT

The study typically takes...

The interview will take approximately one hour, the number of sections will be subject to the availability of the interviewee.

#### PARTICIPANTS' RIGHTS

You may decide to stop being a part of the research study at any time without an explanation required from you. You have the right to ask that any data you have supplied to that point be withdrawn/destroyed.

You have the right to omit or refuse to answer or respond to any question that is asked of you.

You have the right to have your questions about the procedures answered (unless answering these questions would interfere with the study's outcome. A full debriefing will be given after the study).

If you have any questions as a result of reading this information sheet, you should ask the researcher before the study begins.

#### CONFIDENTIALITY/ANONYMITY

The data I collect does not contain any personal information about you. Your name, level of studies, and your curriculum, the information that through your answers will be used for the purpose of supporting the information of this dissertation, and your name and part of your information will be cited if required.

#### FOR FURTHER INFORMATION

I and/or Nadia Bhatti will be glad to answer your questions about this study at any time.

You may contact my supervisor at email [nadia.bhatti@independentcolleges.ie](mailto:nadia.bhatti@independentcolleges.ie) and Independent College Dublin by phone at (01) 877 3900.

#### INFORMED CONSENT FORM

PROJECT TITLE:

PROJECT SUMMARY:

By signing below, you are agreeing that:

- (1) you have read and understood the Participant Information Sheet,
- (2) questions about your participation in this study have been answered satisfactorily,
- (3) you are aware of the potential risks (if any), and
- (4) you are taking part in this research study voluntarily (without coercion).

---

Participant's Name (PRINTED)

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Participant's signature

---

Learner Name (PRINTED)

---

## Appendix B

Questionnaire for the interview specialist trainers

- 1.- you are a forerunner and an important figure in School Mediation in Mexico, could you please share with us what reasons led you to be interested in Mediation?
- 2.- With your experience acquired through practice, what factor influences the effectiveness of School Mediation, implemented in schools in Mexico?
- 3.- In the Political Constitution of the United Mexican States, article 3 refers to “...guaranteeing the quality of education through the contribution of a better coexistence with the objective of strengthening appreciation and respect for cultural diversity...” Could School Mediation help cover this basic need of the individual?
- 4.- We know that all alternative media have limitations. In your opinion, what is the limitation that School Mediation could have in schools in Mexico?
- 5.- What do you think is the reason why there is a high amount of violence in schools?
- 6.- What tools and alternatives does School Mediation offer us at the time of putting it into practice during conflicts within the classroom, unlike other alternative means of solving the dispute?
- 7.- School Mediation has been incorporated into other areas such as family, business, and school environment. Does the school mediator need other skills or characteristics due to his close relationship with adolescents?

- 8.- Is there a specific model used in School Mediation that supports having the desired results?
- 9.- You have had some notable experiences, as School Mediation has contributed to conflict resolution and improvement of the school environment.
- 10.- At what academic level would you recommend implementing school mediation?
- 11.- According to your experience, is mediation effective in resolving conflicts between students?

## Appendix C

### Questionnaire for mediator teachers

- 1.- During your years of teaching, how has your experience and performance been in the institutions of the State of Mexico?
- 2.- How do you consider education in the State of Mexico?
- 3.- During your teaching experience, what problems have you seen and what are the ones that occur most frequently in the classroom?
- 4.- What do you think is the reason for these problems?
- 5.- Does the student have the tools or knowledge to deal with these problems?
- 6.- On March 5, 2015, the State Executive Agreement was published in the Official Government Gazette, creating the "School Coexistence Program". How is this plan developed in your institution?
- 7.- Did the "School Coexistence Program" in the State of Mexico have any significant impact on the school community of your institution?
- 8.- How is this program incorporated in the schools of the State of Mexico?
- 9.- As a teacher trained to exercise "school mediation", what challenges have you faced? And do you consider "school mediation" as an effective resource?
- 10.- To be part of the "School Coexistence Program" you had to meet certain requirements. Can any teacher carry out this action?
- 11.- Is the conflict followed up after the "school mediation" is carried out?

12.- Can noticeable changes in the student's behavior be observed after having implemented "school mediation"?

13 - How is the reaction of parents to this new educational model, for the resolution of conflicts between students?

14.- Is mediation feasible for all the students of the institution?