STRENGTHS AND WEAKNESSES OF THE SCHOOL MEDIATION FROM THE PERSPECTIVE OF STUDENTS IN SECONDARY EDUCATION

FORTALEZAS Y DEBILIDADES DE LA MEDIACIÓN ESCOLAR DESDE LA PERSPECTIVA DEL ALUMNADO DE EDUCACIÓN SECUNDARIA

FORTALEZAS E DEBILIDADES DA MEDIAÇÃO ESCOLAR DESDE A PERSPECTIVA DO ALUNADO DE EDUCAÇÃO DE SEGUNDO GRAU

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ABSTRACT: In this paper we present a study to know the valuation of school mediation as an educational strategy taking into account the views of students in five schools in secondary Valencia, where the formal mediation process has been active for at least two years. It also seeks to identify the strengths and weaknesses identified.To achieve the objectives it has collected information from 593 students through an ad hoc difference between issues that all students must answer questionnaire; questions addressed only the students who have gone to mediation service; and finally issues to respond only the students who have acted as mediators.Through descriptive exploratory study conducted, is highlighted as a result the great general agreement exists on the part of students participating in valuing very positively to mediation, particularly their impact on conflict resolution and prevention of serious and violent situations. On the other hand, as for improvement, poor training in mediation and little relation to those benefits linked with faculty is detected, since mediation seems so positively influence the teaching faculty teaching in the classroom and in the relationships between students and faculty. In conclusion, the study shows that school mediation is considered advantageous for students and an opportunity that helps them manage their own conflicts, although there are aspects that should work towards the educational potential of school mediation in the improving coexistence and configuration of democratic citizenship.

RESUMEN: En este artículo presentamos un estudio dirigido a conocer la valoración de la mediación escolar como estrategia educativa atendiendo a las opiniones del alumnado de cinco centros educativos de secundaria de Valencia, en donde el proceso de mediación formal lleva activo al menos dos años. Asimismo, se pretende detectar las fortalezas y debilidades señaladas. Para el logro de estos objetivos se ha recogido información de 593 estudiantes a través de un cuestionario *ad hoc* que diferencia entre cuestiones que debe contestar todo el alumnado; cuestiones dirigidas únicamente el alumnado que haya acu-

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dido al servicio de mediación; y, finalmente, cuestiones que han de responder únicamente los/las mediadores/as. A través del estudio descriptivo-exploratorio realizado destacamos como resultado el gran acuerdo general que existe por parte del alumnado participante en valorar de forma muy positiva la mediación, destacándose su repercusión en la resolución de conflictos y en la prevención de situaciones graves y violentas. Por otra parte, y como aspectos mejorables, se detecta una escasa formación en mediación y poca relación con aquellos beneficios vinculados con el profesorado, ya que la mediación parece no influir tan positivamente en la impartición de la docencia del profesorado en las aulas y en las relaciones entre el alumnado y el profesorado. En conclusión, el estudio refleja que la mediación escolar es considerada como ventajosa para el alumnado y como una oportunidad que les facilita gestionar sus propios conflictos, si bien hay aspectos en los que se debe trabajar para lograr la potencialidad educativa de la mediación escolar en la mejora de la convivencia y la configuración de una ciudadanía democrática.

PALAVRAS-CHAVE: Mediação; Estudante; segundo grau; Resolução de conflitos; Participação social; Evaluação; Convivência democrática

RESUMO: Neste artigo apresentamos um estudo dirigido a conhecer o valor da mediação escolar como estratégia educacional atendendo as opiniões do alunado de cinco centros educacionais de segundo grau de Valencia (Espanha), onde o processo de mediação formal está ativo à dos anos. Também se pretende detectar as fortalezas e debilidades assinaladas. Para o logro destes objetivos tem se recopilado informação de 593 estudantes através de um questionário, desenhado especificamente com este fim, que diferencia entre as questões que deve contestar todo o alunado; questões dirigidas unicamente ao alunado que tem procurado o serviço de mediação; e, finalmente, questões que tem que ser respondidas unicamente os mediadores. Através do estudo descriptivo-exploratório realizado destacamos como resultado o grande acordo geral que existe por parte do alunado participante em avaliar de forma muito positiva a mediação, se destacando o bom desempenho na resolução de conflitos e na prevenção de situações graves e violentas. Por outra parte, e como aspectos a serem melhorados, se detecta uma escassa formação em mediação e pouca relação benéfica com o corpo de professores, aparentemente a mediação não influencia tão positivamente no que respeita ao desempenho do exercício dos docentes nas aulas ou nas relações entre o alunado e os professores. Como conclusão, o estudo mostra que a mediação escolar é considerada como vantajosa para o alunado e como uma oportunidade que facilita aos alunos administrar os próprios conflitos, mas tem aspectos nos que deve se trabalhar para conseguir desenvolver toda a potencialidade educativa da mediação escolar na melhora da convivência e na configuração de uma cidadania democrática.

1. Introduction

Currently, coexistence has become a major challenge education and school should become an ideal space for learning. While the study of the phenomena of violence and school life began in the 1970s with the work of Olweus in Sweden (Olweus, 1998), it was not until the second half of the 90s when it arises most educational programs dedicated to promoting relationships in the school community (Boqué, 2002; Carbonell, 1997; Diaz-Aguado, 1997; Jares, 1996, 2001; Monjas, 1996; Ortega, 1997; Torrego, 2000 Trianes, 1996; Tuvilla 2004; Uranga, 1997, among others).

The concept of school life is taking great force progressively undergoing an evolution to go on to become a central objective of the educational process (Raga & Garcia-Lopez, 2014). As a starting point, it is essential to mention the Delors Report (Delors, 1996). His concept of education revolves around four pillars: "learning to know", "learning to do", "learning to be" and "learning to live together". As a result, those areas that have traditionally been neglected in schools, if the "living together", become center of educational attention.

In this context, schools are presented as ideal setting for learning to live together (García-Raga & Lopez, 2010). If coexistence is built on the action and school is a stage in which ongoing interactions occur and where the student spends much of his time, it seems appropriate to think in the area of the school as a "privileged" place to learning to live together. These circumstances require, by teachers, constantly updated to respond more effectively to the current educational reality. While some research (Ombudsman, 2007; National Observatory of School Coexistence, 2009) discredit the catastrophic vision of the state of interpersonal relationships in schools, they also recognize the importance of professional education and promote effective measures to manage coexistence as a means that enables the creation of relations based on dialogue, deliberation, interdependence and nonviolence.

It is in this context that mediation has allowed to see their educational potential, as indicated a variety of studies, both empirical (Cowie & Wallace, 2000; Ibarrola-García & Iriarte, 2014, Moral & Pérez, 2010; Torrego & Galan, 2008) and theoretical (Bonafe-Schmitt, 2000; Boqué, 2003; Lopez, 2007; Garcia-Raga, Martinez-Usarralde & Sahuquillo,

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2012). Peer mediation encourages student participation in the democratic management of conflicts, strengthens their relationships and enhances the performance of competencies needed for proper learning civic values of democratic citizenship. In short, it favors dialogue, participation, decision making and accountability, among other objectives necessary to live (Munné & Mac-Cragh, 2006; Garcia-Raga & Lopez, 2010). In this sense, mediation practices that seem to get more successful outcomes are those that make mediator students of their companions' conflicts. These initiatives, long tradition in Anglo-Saxon countries (Cowie & Sharp, 1996; Cowie & Wallace, 2000), are based on the idea that "the same source of knowledge and are active members of the educational community, able to promote social actions and moral development in schools "(Fernández García, 2008, p. 142).

From this perspective, the conflict in education can be seen as an element of social life, as something to be managed and therefore not resolve because the final agreement is not a staple; on the contrary, the peer process and, above all, the responsible participation of all the same is what's important. As Perez de Guzman Amador and Vargas stand (2011), school conflict is not in itself positive or negative and can be defined as "the disagreement among people or groups in terms of ideas, interests, values and principles within the school community, so that the parties perceive their interests as exclusive, but cannot be" (p.101). School mediation therefore contains a great educational value and, above all, contributes to individual and group training of the students of the different training cycles (Perez de Guzman, 2008, p. 83).

In short, the pedagogical sense of mediation could be summarized in three educational purposes: conflict resolution, prevention and personal empowerment.

However, we must not forget that the ultimate aim of mediation should be to promote a good climate of cooperation at school and even promote a culture of peace (Garcia-Raga, Martínez-Usarralde, & Sahuquillo, 2012).

In this line, authors like Boqué (2003, p. 12) understand that mediation is "a little push towards the desired social cohesion, since, by including the different participants in a conflict, promotes comprehensiveness; to accommodate different versions of reality, defended the plurality; and to promote the free decisions and commitments, it contributes to democratic participation". Bonafé-Schmitt (2000), understood in a similar sense, mediation rather than an effective technique of conflict resolution is, above all, a really educational process for all its participants, allowing the creation of new forms of solidarity between community members. Thus, the benefits

of mediation can pass the school boundaries to society, to transfer the skills learned occur. Gallardo (2009) affirms that the formation of a critical, supportive and responsible citizenship should be the ultimate goal of education for coexistence.

The above advantages justify courses, initiatives, activities, conferences, publications, studies, plans, programs ... on mediation have become part of the educational reality, realizing a moment of clear effervescence.

However, the use of mediation in the educational scenario of our country is relatively recent, when we compare with the development achieved in other areas such as family, work or international. Their incorporation into the school environment is occurring slowly, but solid, and not without difficulties (Schvarstein, 1999; Jares, 2001), taking in turn to compete with instructional requirements formal plans.

In Spain we have to wait to 1993 to develop one of the pioneers school mediation programs; it arises in the Basque Country, from the Research Centre for Peace Gernika Gogoratuz (Uranga, 1997). After this experience, began to develop similar both in Euskadi and in other Spanish autonomies (Garcia-Raga & López, 2011).

Focusing in Valencia, experiential context in which this article is developed, it should be noted that the experiences of mediation are present. In this regard, we note that one of the pioneering initiatives was driven in 2002 from the Department of the Curricular Diversification "Training Centre, Innovation and Educational Resources. TCIER" (CEFIRE) of Valencia, under the Education Ministry. Specifically, the first mediation teams emerged from the interest of teachers involved in specific programs of attention to diversity. Specifically, in the first training course in school mediation driven CEFIRE of Valencia involving six centers, four of them in Valencia and two in Alicante. Today, little by little, they have shaped mediation teams of these schools and the initiative has spread to more school realities of Valencia. The study described in this article has been conducted in five centers whose starting point was the training received in the CEFIRE.

However, despite the numerous initiatives implemented school mediation, there is little related to the promotion of coexistence in schools to assess the effectiveness of the same in Europe, as pointed out by Smith (2003) programs. From a similar perspective, Torrego & Galán (2008) argue that little research to understand the impact of these programs are implemented.

The need for an evaluation of intervention programs in resolution of school conflicts began in the United States since 1970 (Kmitta, 1999), in order to find out what the main types of conflicts and how

they could resolve once implemented programs solving them (Johnson & Johnson, 1996). Gradually, they conducted some research focused on assessing the impact of school mediation (Bell, Coleman, Anderson, Whelan, & Wilder, 2000; Cassinerio & Lane-Garon, 2006; Hendry, 2010; Karp & Breslin, 2001).

Indeed, without such assessments can hardly know whether the educational goals of the outstanding mediation fail. As Smith (2003) and Andres Barrios (2006), Pérez Pérez (2007) and Torrego and Galán (2008), we believe that evaluations of school mediation practices are necessary to carry out quality programs. Only in this way, we can know whether or not mediation works, its educational impact and difficulties.

Today, and as pointed out by Smith (2003), there are several aspects to determine whether the program is effective or not, such as: the importance of who is responsible for making the assessment, being more rigorous if the evaluator is external to the program; the diversity of information sources that contribute to the assessment, because if only collect information teachers will be difficult to determine whether the actions that have been undertaken are efficient; and finally, rating scales as an alternative that complements other qualitative methods.

From this context and in accordance with the need to implement actions and quality school mediation programs in the educational context, the article we present is framed in a wider research we are currently working about.

Specifically, the work presented aims to achieve the following objectives:
• To know the secondary school students valuation of five schools in the city of Valencia gives school mediation.

• To highlight the strengths or educational potential of school mediation and weaknesses from the perspective of students in secondary education.
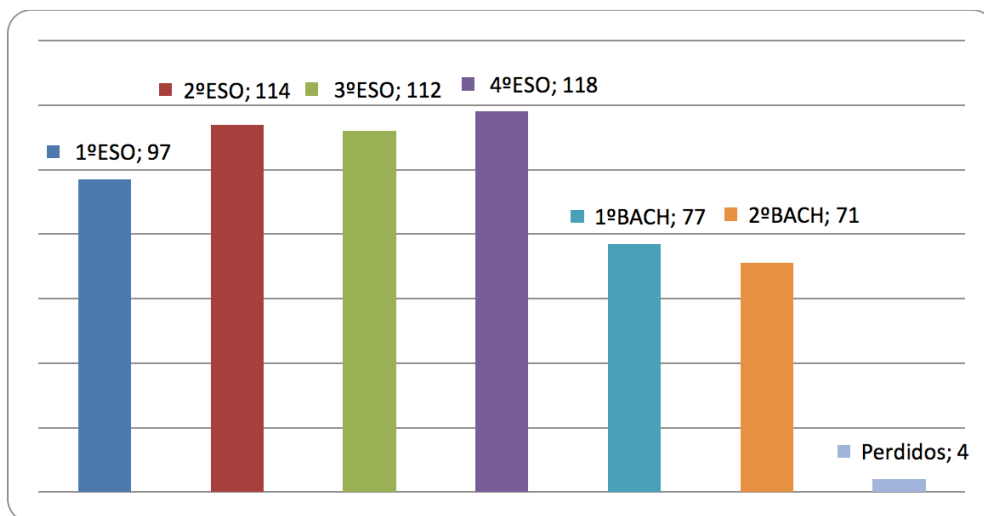
2. Metodology

Table 1. Study participants	
Centers	*% Students*
Center 1. Public	17.5%
Center 2. Public	23.6%
Center 3. Public	20.1%
Center 4. Public	22.1%
Center 5. Public	16.7%
Total	100%

2.1. Participants

The sample participating in this study consists of 593 students from five schools of public high school in Valencia, chosen from among the institutions provided by the Training Centre, Innovation and Educational Resources (TCIER) of Valencia where the formal mediation process had active at least two years, see Table 1. Hence, the sampling procedure used was intentional non-probabilistic.

These students have an average age of 15.04 years, finding this variable is great variability and involved subjects from 12 to 23 years. As for sex, there are a slightly higher percentage of boys (52%) than

Figure 1. Number of Cases per school level

Source: Authors (CSS: Compulsory Secondary School; BAC: Baccalaureate).

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girls (48%). And in relation to the course are 75% of students in Compulsory Secondary Education (CSE) and 25% in Bachelor, noting that the largest group in the sample is composed of 4th year students, with a total of 118 students -see Figure 1-.
Source: Authors

Referring to the students information have about the mediation service center we highlight that 83% of the sample knows what the mediation is; 59% knows the mediation service center; 63% says they have not received training in mediation compared with 37% who it received. If we look a little more this last information, we found that a higher proportion of secondary school students who admit not receive training (65%) than students of Bachelor (56%). By centers, the Center 3 and 5 have higher proportion of students who said they had not received training (75% and 63% respectively), compared to Center 1, 2 and 4 have been more supporting mediation training (49%, 44% and 37% respectively).

2.2. Instrument

The instrument used to collect the students opinion has been a questionnaire prepared "ad hoc". For its design and development is part of approaches and educational goals of the school mediation highlighted by several authors already mentioned and by reviewing other questionnaires related to the subject (García & Ibarrola-Iriarte, 2012: 219-243). Validated its content (construct validity), underwent both the judgment of 10 experts for logic validation as a pilot study involving 153 students of a public

secondary school in Valencia for empirical validation. After the results found in all the validation process it is outlines a final proposal for a questionnaire, which consists of three distinct parts, considering the type of hearing or source of information collection that arises listed below:

• Issues that all students must answer: (A) Basic information such as age, sex, course ...; (B) Information about the mediation service center; (C) Assessment of mediation. A total of 19 items.

• Questions to answer only the students who have gone to mediation service: (D) General Information; (E) considering the mediation process. In total 22 items.

• Questions to answer only the mediators: (F) Basic information of the mediator; (H) Profile and role of the mediator; (I) rating mediation. A total of 23 items.

Note that all hearings on the questions relating to the valuation of mediation have four options Likert, on a scale from 1 to 4, where 1 is strongly disagree, 2 disagree, 3 and 4 under and very agree respectively.

3. Analysis and results interpretation

For data analysis was used Statistical Package for the Social Sciences (SPSS) version 20.0, carried out a descriptive-exploratory data analysis collected from each section of the questionnaire. Through the study seeks to determine in detail the opinion and assessment that provides all the stu-

Figure 2. Average of items on valuation of the mediation process on the part of all students surveyed (items from 9 to 18)
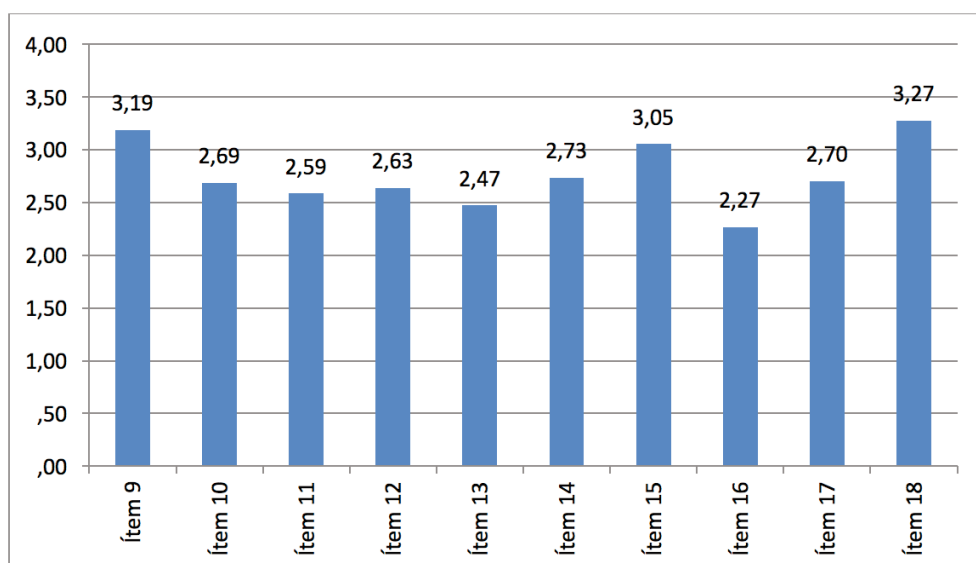
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dents in general as he has gone to mediation and mediators in relation to all components and dimensions of mediation services provided in the centers, thereby meeting the goals outlined in this article.

To describe the results achieved, it was decided to divide the section in terms of the three parts of the questionnaire.

3.1. Questions that have to answer all the students

As for the evaluation of mediation and surveyed the students do (Item 9 to 19 of the questionnaire), it should be mentioned that in general, the set of students is very according to the issues raised on mediation and utility in the school context ($\overline{X}$= 2.76). They are highlighted two items as top rated: item 18, where students show their agreement that mediation actually serves to resolve conflicts ($\overline{X}$= 3.27) and item 9, wherein say that mediation is used by students conflict resolution center ($\overline{X}$ = 3.19) -see Figure 2.

If we explore the results of the remaining items, we note that about 65% of surveyed students think that mediation has served to reduce the number of penalties in the center ($\overline{X}$= 2.69); 57% of them say they have allowed to increase respect between colleagues ($\overline{X}$= 2.59); 58% has encouraged dialogue between them ($\overline{X}$= 2.63); 80% think that mediation has allowed solve small conflicts that could end in more serious situations ($\overline{X}$= 3.05), also observed that 65% of students surveyed considered themselves to mediation has improved coexistence at school ($\overline{X}$=

2.70). Finally, note in terms of item 19 of the 553 students who responded to it, the 89% of all of them would recommend mediation.

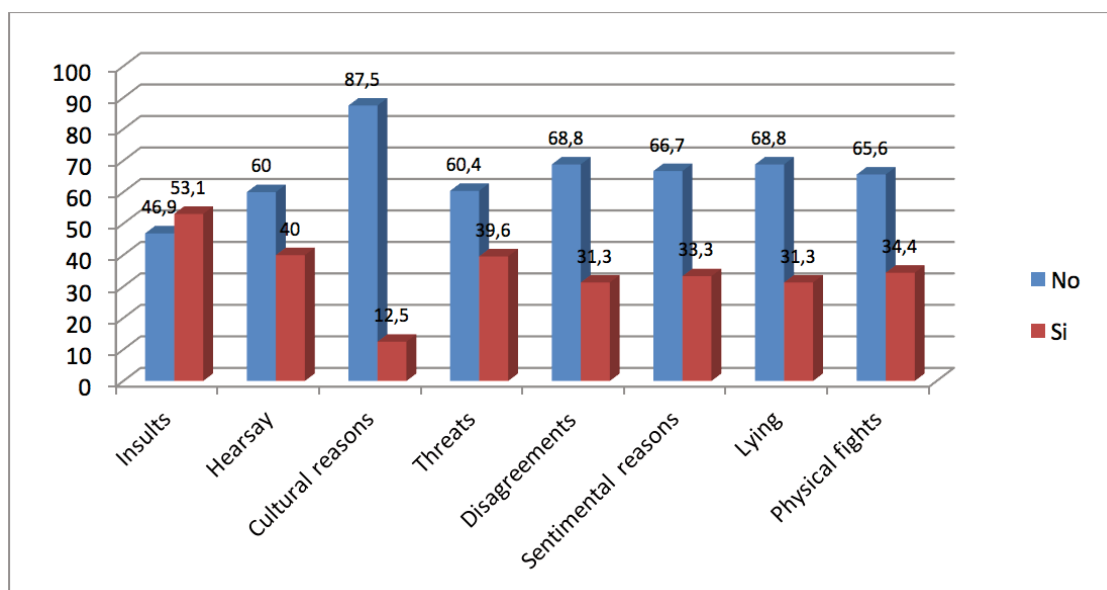### 3.2. Issues to answer only the students who attended the mediation service

First, it can be noted that these issues (items 20 to 42) only 102 people of 593 respondents, this represents the 17% of students surveyed. This decrease in the sample is because the questions are directed only to those students who were attending the mediation service.

As for the answers on the number of mediation processes in which they participated, it is relevant that 77% have participated in one to three times and the rest (33%) in four or more processes.

Regarding the origin of conflicts by those who have participated in mediation -taking into account the different backgrounds they could point- three reasons are more marked: to resolve a conflict whose origins are insults (53%); rumors (40%) and because of the threats (39.6%). The less prominent cause was linked to cultural reasons, aimed only for 12.5% - see chart 3:

The reasons that led them to go to mediation are varied, as they point the 90 people who responded to the question. Including: to solve a problem (33%), to discuss a problem (30%) to avoid their parents/mothers found out the problem (26%), that things were not worse or to vent (23%). While the reasons given lesser extent by the students are: to avoid punishment (11%), to do justice (12%) and agree (14%).

Figure 3. Percentage of students according to the origin of the conflict (item 21)

Source: Authors

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Figure 4. Average of items on valuation of the mediation process by students that have come to the mediation service (items from 24 to 42)
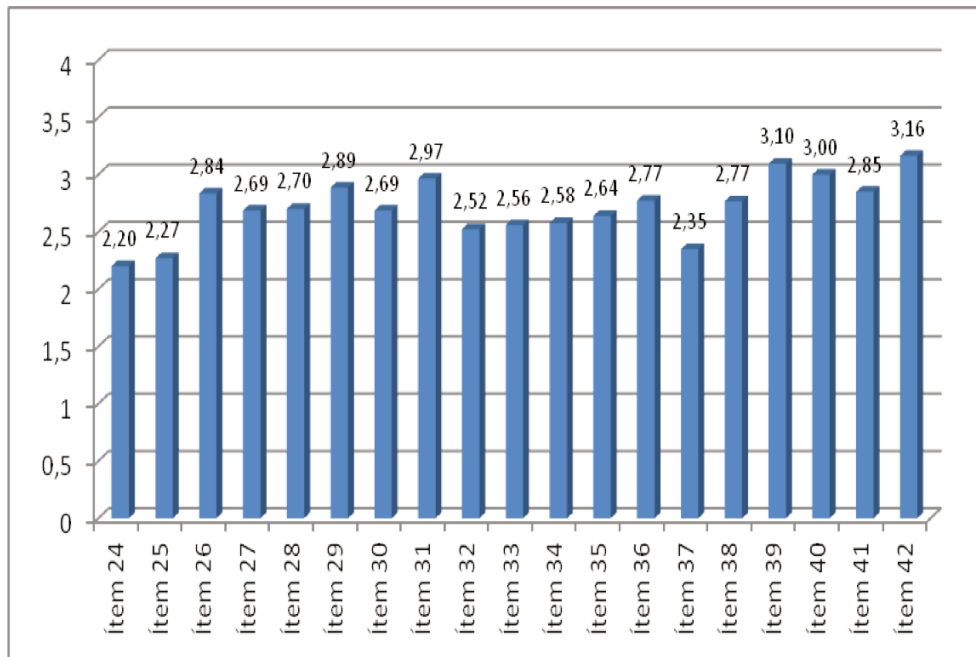
Source: Authors

When asked who the mediators who performed the processes were, there is diversity in the opinions given. Of the 90 students who answered the question, the group most identified as mediators in schools the students themselves were then shown / teachers and counselors, while the less commonly, two teachers act as mediators or others. As for the evaluation of the mediation process by students that have come to the mediation service, have answered 85 students with positive evaluations ($\overline{X} = 2.71$), depending on their rating scale agreeing with processes through their centers - see Figure 4. By items, the most positive evaluations are those relating to the need to see more mediations in society (item 42; $\overline{X} = 3.16$), to recommend them to a friend mediation or a friend (item 39; $\overline{X} = 3.10$), which they return to mediation if they had any problems (item 40; $\overline{X} = 3$) and to better understand the perspective of others from the use of mediation (item 31; $\overline{X} = 2.97$). The worst rated are linking mediation avoid punishment (item 24; $\overline{X} = 2.20$), keep it a secret (item 25; $\overline{X} = 2.27$) and with improved creativity (item 37; $\overline{X} = 2.35$).

3.3. *Issues to answer only by the mediator students*

The third part of the questionnaire consists of questions that need answering only by mediator students. In this case, it notes that have responded only 88-94 of 593, which indicates that only 15%

of the students are mediators into their centers.

Regarding the number of mediation processes in which they participated as mediators since it attends school, the average is 2.55 processes, and most often involved in a single process (37%), followed by two (25%).

When asked about what was the origin of the conflict or conflicts by those involved as mediators, and can point out several options, over 60% say that insults, 45% refers to rumors and about 40 % note that by threats. As for cultural reasons less marked (14.9%) as well as sentimental reasons and lies -see Figure 5. We can see that these sources of conflict coincide with those by students attending the mediation service (item 21).

Stopping at the question about the main reason why they became mediators, the results show that 30% were proposed by teachers, 29% were submitted voluntarily and 17% because they looked interesting. Moreover, 17% of students said that he was convinced by another mediator, only, 2% said they were the partners who said what.

Looking at the block of questions where mediators value the mediation, note that there are 94 students who answer them. Focusing on the items that evaluate the profile and role of the mediator (items 46-55) shows that the global average of this dimension shows that students are quite in accordance with the potential and benefits of mediation raised in the questionnaire ($\overline{X} = 2.59$). Stopping at the items related profile that are valued

Figure 5. Percentage of students according to the origin of the conflict (item 44)
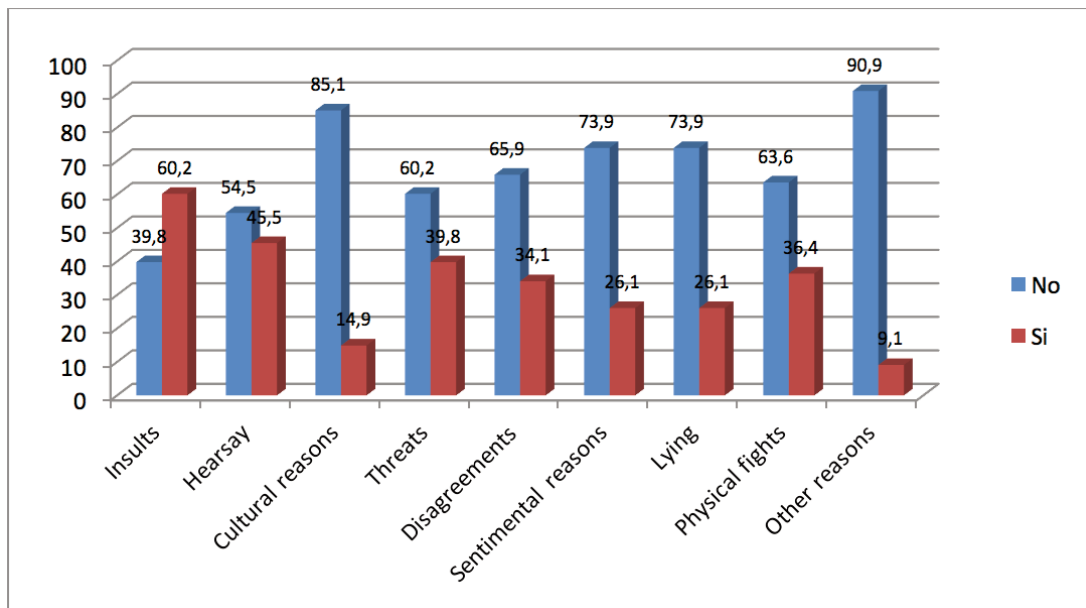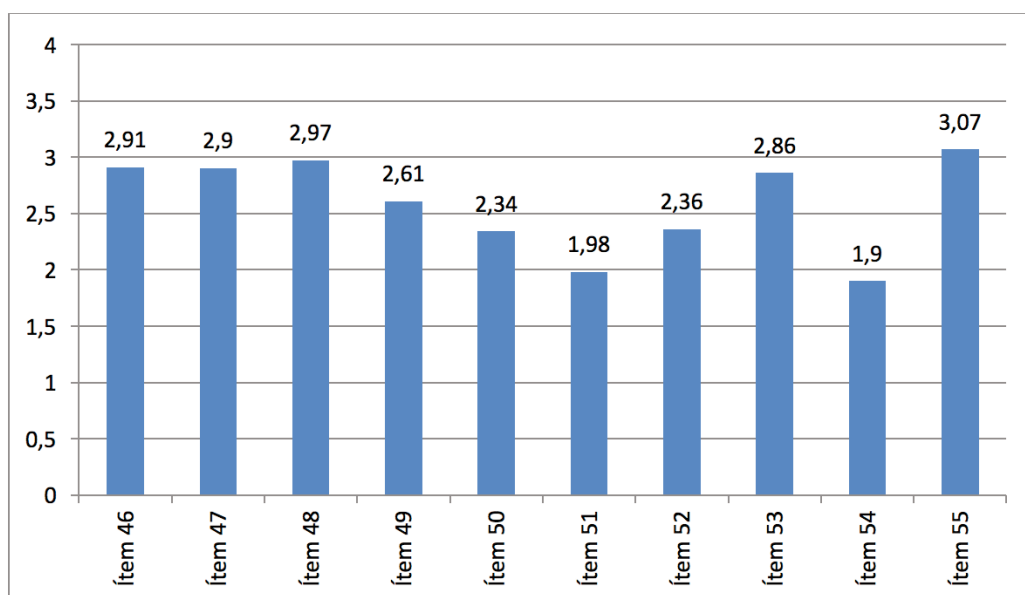

Source: Authors

more positively to, it is interesting to note that respondents believe that their family understands his work as mediator (item 55; $\overline{X}$ = 3.07), who likes to be mediator because his teammates trust him/her to solve their conflicts (item 48; $\overline{X}$ = 2.97) and who believe they have the right to be mediator (item 46; $\overline{X}$ = 2.91) features. Regarding the least valued items and below the global average, it should be noted that, in general, students have not felt criticized for being mediators (item 54) and have not lost class time for exercising this function (Item 51), do not

participate in other school activities to improve the living center and not feel more valued by teachers (item 52) -see Figure 6.

If we pass the valuation point of mediation by the mediator, can be highlighted the following results (items 56 to 66). First, it is detected that the global average of the items that make up this dimension is positive with 3.1 out of 4, which means that the mediator students greatly appreciates the mediation and work as mediators. Compared with the other dimensions of the questionnaire it is be

Figure 6. Average of items on profile and role of the mediator (items from 46 to 55)

Source: Authors

the best valued dimension. Specifically, top-rated items are as follows: "In mediation processes have learned skills that do not exist in the subjects" (item 58) and "I am satisfied of a mediator" (item 56) with a mean 3.3 and 3.1 respectively. The least valued, but with positive evaluations ($\overline{X}$= 2.8 and $\overline{X}$= 2.9 respectively) item appear "Being mediator has helped me to express my feelings" (item 60) and "Be mediator has helped me be more respectful with others" (item 64) -see Figure 7.

4. Discussion and conclusions

In accordance with the goals outlined in this research, the assessment found high school students give mediation and highlight this information from their strengths and their weaknesses, we begin this section underlining that the opinion of secondary school students participating in these mediation programs is very favorable, because they value positively performing actions or mediation processes in their centers.

As for the highlights as more favorable and those that should be improved or worked more factors, establish these conclusions based on the type of students that have responded to the various issues rose.

Focusing on the part of the questionnaire addressed to all students, it should be noted that most students show good agreement with the utility of mediation in the school context because it really helps them to solve their conflicts and specifically for them do not lead to serious and violent situations. There is a high percentage that would recommend

to others and other students. These results are consistent with those obtained in other studies (Cowie & Wallace, 2000; Ibarrola-García & Iriarte, 2014, Moral & Pérez, 2010; Torrego & Galán, 2008). Specifically, it stands as a strong point of the mediation processes provide students with a tool for conflict resolution.

However, we would like to reiterate that the resolution of the conflict in education does not consider it as the basic element, but we believe that the fundamental thing is the process and, above all, participation. If mediation allows situations where people listen, care and help, their benefits can and should go beyond personal boundaries to contribute to the construction of school life and a more democratic and cohesive society. That is, school mediation should not be limited to the resolution of interpersonal conflicts, since their transformative potential must point to a paradigm shift in the field of management of the school living, evolving from a punitive conception of justice towards a restorative approach.

It is true that conflict resolution is a central aspect in mediation and a basic objective, but we cannot emphasize here its proven potential to banish change exclusively punitive disciplinary approaches to promote the participation and students in the democratic management of their own conflicts, strengthening their relationships and promoting the performance of the skills and capabilities necessary for correct learning of the values of democratic citizenship. This would then be one of the aspects that should be considered studied schools to expand educational purposes of the mediation and con-

Figure 7. Average of items on valuation of mediation by the mediator (items from 56 to 66)
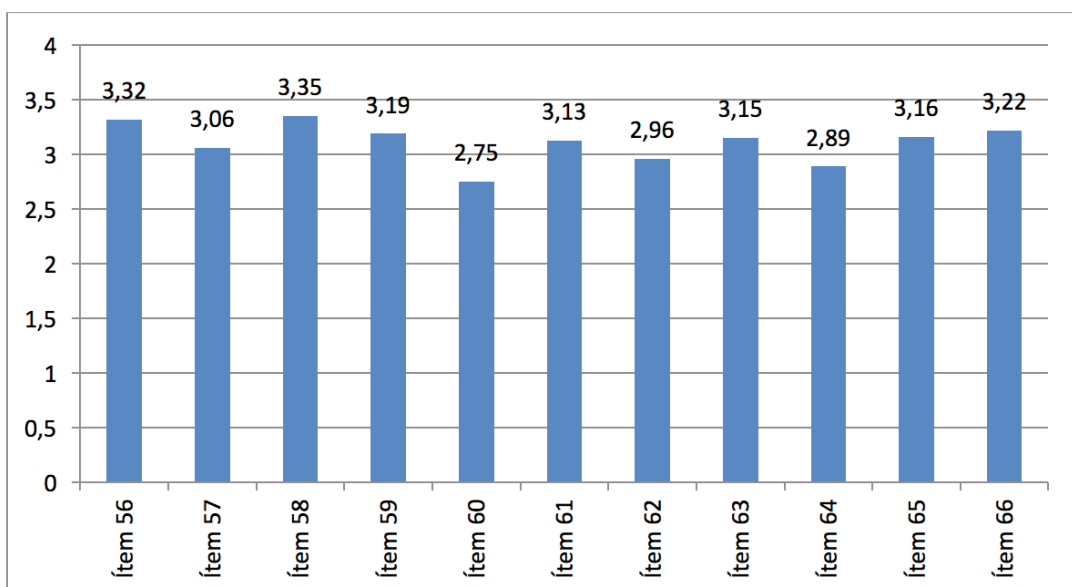
Source: Authors

tributing to the improvement of coexistence.

Linked to conflict resolution, reduced sanctions is a major advantage for more than half of the surveyed students (65%), considering that mediation has served to reduce them, a situation that, in fact, has been shown in other studies focused on the impact of mediation in the school context (Bell et al., 2002; Harris, 2005; Ramos, 2010).

Next to the strengths of the mentioned mediation, it is detected that the mediation is not perceived as beneficial in those dimensions more closely linked with the teachers because it seems no impact so positively on the provision of teaching of teachers in the classroom and in relationships among students and faculty. Undoubtedly, it also would be an improved aspect, since the influence of mediation should be spread throughout the entire center and not just the students.

Stopping at the students who have ever come to a mediation process, only 17% have used the mediation service at its center, data is striking because they are frequent and natural conflicts occurred in schools. It is noted, moreover, that the origins of the conflict are generally mid insults, rumors and threats. Therefore, we can highlight the positive aspects of mediation perceived by students are related to the sphere of the interpersonal, to solving everyday problems of living, preventing more serious as violence situations. In this regard, it is noted that studies show that the school mediation reduces aggression (Jones, 2001) or verbal violence (Farell, Myer, & White, 2001).

Moreover and as to the reasons why it resorts to mediation include personal, such as solving a problem, talk about a problem or prevent the family's knowledge. Also, it is remarkable and as strengths that mediation is considered by the students beneficial to society, would recommend it to others and would return to use it if they had a problem to better understand the perspective of others. It is found that according to them, mediation does not prevent punishment or keeps secret problem and enhance creativity.

Finally, focusing on the student mediator, it shows that only 15% of the sample is mediator. Actually, this situation is common in all schools where there is school mediation teams configured for small groups between 12 to 16 students. What we notice, is the small number of mediation processes in which they have participated, as it stands out as the most common is one or two processes.

As for the origins of the conflict, it is observed that coincide with those for students who have come to the mediation service, so these are again: insults, rumors and threats.

On the other hand, the main reason why mediators have been further relates to the concrete proposal for a teacher and on its own initiative, while only 17% were convinced or highlights that convinced the other mediators.

In general, these mediators valued more highly the benefits of mediation to your own profile and role, highlighting strengths and aspects such as the satisfaction of being mediator; learning skills that are not present in other subjects; families understand their role; the confidence of their fellows and belief have the right features for their role. The benefits that entails mediation in mediators are also featured in other studies, such as Cassinerio and Lane-Garon (2006), focused on how the mediation improves school climate, lies the situations of violence and develop certain skills and perceptions, such as empathy, in students. The study mentioned shows that, after the mid 87 cases in a year, the school climate is favored and, especially, the important observable change in the student mediator stands. As we advanced in the theoretical framework and we observed in empirical data, mediation benefits not only the school climate and conflict resolution, but the mediator students for the skills to be learned, beyond that acquired in the subjects own.

Areas for improvement as perceived by the student mediator, moreover, are: lack of feeling valued by teachers and their low participation in other activities to improve coexistence in the center.

In short, and making a general synthesis, it has been reflected that the school mediation is considered advantageous for students and an opportunity that helps them manage and solve their own conflicts. However, it also should be noted that the greatest benefits are highlighted by direct users, especially by the mediator students or people who came to settle their conflicts. This situation is understandable, since those experiencing firsthand school mediation are better able to identify its educational potential.

However, to our knowledge, this is a resource of considerable educational value, because apart from collaborating in the eradication of violence in classrooms, build civic life to create, on the one hand, a more peaceful context where students can more easily devote themselves to their responsibilities and actively participate in decisions, and secondly, to enable the acquisition of experiential practices of certain interpersonal skills able to be extended beyond the school boundaries.

In this way, we would not finish the text to express our commitment to extend the culture of mediation in schools beyond the mere manipulation involving the resolution of possible conflicts between different people and certain circumstances, for which a possible recommendation would be to carry out training activities aimed at the entire education community. This is precisely one of the weaknesses that most would highlight our results and, therefore, a challenge in which we work from education.

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Finally, we would like to note that this research is still in its early stages and have only been able to advance some data, although the results obtained so far and offer some strengths and weaknesses of mediation from the opinions, assessments and perceptions a group of high school students. We realize that this is a study of initial context approach and for further analysis we expand the sample and consider the reviews from other agents of the educational community to contrast with the opinions of students, thereby realizing a more comprehensive and combined study the analysis of such educational potential of mediation.

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