



Research on
Alternative Dispute Resolution

by Consilium
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#firstADRkit

I. INTRODUCTION

The following research forms one of the integral parts of the Strategic Partnership Project *First ADR Kit*, implemented within the ERASMUS+ Programme. The aim of the research is to provide an overview of Alternative Dispute Resolution (ADR) in the UK. The intention is to determine whether there is enough information and educational programmes for young people to support the development of their competences in ADR, conflict management and intercultural communication.

First ADR Kit defines young people as individuals between the ages of 13 to 30, in line with the ERASMUS+ Programme rules. This research lowers the age range to include 11-13 year olds in accordance with the educational system in the UK and available data.

DATA COLLECTION

When collecting information for this research, online data has been collated and analysed. Internet searching proved to be the easiest source with current information available in most areas of interest. In some instances, older data was considered in order to present the historical roots of ADR and related themes in the UK.

It is necessary also to note that this research may not be fully conclusive and further data gathering may be necessary in future. This is due to the division of the United Kingdom into four countries (England, Wales, Scotland and Northern Ireland) which have their own parliamentary structures with the capacity to set their own education curricula. Overseas territories were not included in the research.

II. ADR in Schools

Although the United Kingdom acts as one independent country at an international level, it is comprised of four distinct regions, England, Wales, Scotland and Northern Ireland. Despite the existence of one central government based in London, since 1999 Scotland, Wales and Northern Ireland have also been granted the right to regulate their own affairs within a number of spheres including health, culture, transport, environment and education. This was possible with the devolution of power from the Parliament of the UK to the following bodies:

- The Scottish Parliament and the Scottish Government (covering Scotland)
- The National Assembly for Wales and the Welsh Government (covering Wales)
- The Northern Ireland Assembly and the Northern Ireland Executive (covering Northern Ireland).¹

In sourcing data related to ADR in UK schools at primary and secondary level, separate data was found for each region.

¹ *How Government works*. Source: <https://www.gov.uk/government/how-government-works>. (Accessed on: 27th April



III. ADR IN ENGLAND

In line with the UK Government's Department for Education guidelines drafted in 2013, a number of subjects form the basis of the compulsory national curriculum. One of those is citizenship education for:

- Key Stage 3 (KA3) students aged 11-14
- Key Stage 4 (KS4) students aged 14-16 (citizenship included among the foundation subjects).

Citizenship education was analysed here as the closest subject that may include elements of ADR, conflict management and intercultural communication. As stated in the document *Citizenship programmes of study: key stages 3 and 4 National curriculum in England*:

*A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, **to weigh evidence, debate and make reasoned arguments**. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.²*

More specifically, the following guidelines are given for the two Key Stages:

- KS3 - *Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and **interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action**.*
- KS4 - *Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. **They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.**³*

This information is limited in its generality and does not allow for conclusions to be drawn regarding the extent to which ADR and related topics are actually covered by schools.

1. ADR IN WALES


Analysis of the Welsh educational curriculum indicated the existence of a special framework for 14-19-year-old students entitled: *Wales, Europe and the World*. As stated on the website of Learning Wales, this is the Welsh Government resource site for educators and practitioners interested in improving standards in Welsh schools:

Wales, Europe and the World (WEW) is designed to help learners develop their understanding of life in Wales, and of Wales' place within the UK, Europe and the rest of the world.

² *Citizenship programmes of study: key stages 3 and 4 National curriculum in England*. Source: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239060/SECONDARY_national_curriculum_-_Citizenship.pdf. (Accessed on: 27th April 2016).

³ *Ibid.*





In essence, four interlinked spheres of study have been identified here: social, political, cultural and economic. As such, Welsh schools are obliged to provide classes and subsequently enable students to gain experience in a number of areas. One of the key skills to be developed by students as part of WEW is problem solving. As described in the curriculum:

*When studying WEW, learners will need to **clearly identify and articulate the problem they are considering as well as the criteria to apply in order to determine when the problem was solved**. For example under the economics/cultural/social themes they (...) would need to identify possible solutions, research each one and identify the best possible solution with a cost-effective plan. They could also review their methods and see how effective they have been as problem solvers.* ⁴

Specifically, problem solving skills are to be developed during subjects such as: *Personal and Social Education (PSE)* as well as *Education for Sustainable Development and Global Citizenship (ESDGC)*. Additionally, the two subjects loosely cover a number of themes linked to ADR, including:

- Understanding the nature of being part of and living in a community
- Understanding conflicts and inequalities that affect life
- Appreciating diversity within communities around the world
- Developing awareness of different customs and traditions around the world
- Developing competences as active and global citizens
- Developing competences in decision making as well as challenging injustice, prejudice and discrimination.⁵

2. ADR IN SCOTLAND

Curriculum for Excellence drafted by Education Scotland, the national body supporting quality and improvements in learning and teaching, lists **social studies** among the eight main curriculum areas for Scottish students aged 3-18. Due to the wide age range available, this research focused on specific provisions for young people rather than children.

In general, the principles and practice within social studies focus on the promotion of active citizenship and hence developing opportunities for pupils to become involved in their communities and the wider world. This is to allow for the development of the key competences and learning how to become active and informed citizens⁶. Additionally, as part of the social studies, students are

⁴ *Wales, Europe and the World: A framework for 14-19-year-old learners in Wales*, p.34. Source: <http://learning.gov.wales/docs/learningwales/publications/130425-wales-europe-and-the-world-en.pdf> (Accessed on: 28th April 2016).

⁵ *Wales, Europe and the World: A framework for 14-19-year-old learners in Wales*, p.36-37. Source: <http://learning.gov.wales/docs/learningwales/publications/130425-wales-europe-and-the-world-en.pdf> (Accessed on: 27th April 2016)

⁶ *Curriculum for Excellence: Social Studies*. Source: http://www.educationscotland.gov.uk/Images/social_studies_principles_practice_tcm4-540398.pdf (Accessed on: 28th April 2016).



expected to learn about *human achievements and about how to make sense of changes in society, of conflicts and of environmental issues.*⁷

Apart from the general curriculum and subject areas set out, Education Scotland encourages practitioners to enable learning across the curriculum. The main themes covered include enterprise in education, learning for sustainability and global citizenship.

As understood from the curriculum, no special subjects need to be in place to enable learning within the themes presented. As explained on the Education Scotland website, the responsibility to provide students with adequate experiences and outcomes lies with all practitioners, regardless of the subject being taught⁸. This, in turn, suggests that topics related to ADR, conflict management and intercultural learning may be hidden within classes related to global citizenship, sustainable development, international education and education for citizenship. The following section of the Curriculum for Excellence specifically talks about peace and conflict resolution amongst other underpinning values:

*Curriculum for Excellence is underpinned by the values of wisdom, compassion, integrity and justice. Within this, education for citizenship provides learners with the opportunity to **develop an understanding of fairness and justice, equips them with skills of critical evaluation and encourages the expression of attitudes and beliefs to respond to the challenges we face as global citizens in a constructive and positive manner.** Issues addressed through education for citizenship include human rights, sustainable development, **peace and conflict resolution**, social equality and appreciation of diversity.⁹*

3. ADR IN NORTHERN IRELAND

The educational curriculum for Northern Ireland, supervised by the Council for the Curriculum, Examinations and Assessment, makes provisions for the existence of citizenship education and related topics from the earliest ages. This is best illustrated in the table below:

Key Stage 1 & 2 (ages 4-11) <i>Personal Development and Mutual Understanding</i>	Key Stage 3 (ages 11-14) <i>Learning for Life and Work</i>	Key Stage 4 (ages 14-16) <i>Learning for Life and Work</i>
<ul style="list-style-type: none"> - Personal Understanding and Health Mutual - Understanding in the Local and Global Community (Education for Employability is	<ul style="list-style-type: none"> - Education for Employability - Home Economics - Local and Global Citizenship - Personal Development 	<ul style="list-style-type: none"> - Education for Employability - Local and Global Citizenship - Personal Development. Home Economics is offered as a GCSE. ¹⁰

⁷ Ibid. p. 1.

⁸ *Responsibility of all.* Source: <http://www.educationscotland.gov.uk/learningandteaching/learningacrossthecurriculum/responsibilityofall/index.asp> (Accessed on: 27th April 2016).

⁹ *Education for Citizenship.* Source: <http://www.educationscotland.gov.uk/learningandteaching/learningacrossthecurriculum/themesacrosslearning/globalcitizenship/educationforcitizenship/index.asp> (Accessed on: 29th April 2016).

¹⁰ *Learning for Life and Work for Key Stage 3, p. 1.* Source: http://www.nicurriculum.org.uk/docs/learning_for_life_and_work/training/LLW-Guidance.pdf (Accessed on: 29th April 2016).



a key element underpinning the curriculum aim and objectives.)		
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From entry to school, students are taught to **become aware of their rights and responsibilities as citizens, to identify and understand issues and problems in the society, to understand the cultural diversity as well as learn how to contribute to the world around them.**¹¹ In particular, the different subjects covered focus on problem solving thus suggesting a direct link between the curriculum, ADR, conflict management and other related topics.

Closer links to ADR and related topics appear in Northern Ireland within KS3 and KS4 education. This relates especially to *Local and global citizenship*:

*Local and Global Citizenship is important because it helps young people **learn how to participate positively in society, to influence democratic processes and to make informed and responsible decisions as local and global citizens throughout their lives.** Through looking at real life situations, pupils explore and express their own values and attitudes about current issues and are challenged to develop an appreciation of the needs and perspectives of others. Through critical evaluation, informed decision-making and responsible action, Local and Global Citizenship also helps pupils develop a morally and ethically sound value system based on internationally recognised principles of equality, human rights, justice and democracy. It provides important opportunities to help our pupils develop:*

- self-management skills;
- listening skills and empathy;
- and leadership, team work and **negotiating skills.**¹²

One of the key topics covered within *Local and Global Citizenship* relates to *Democracy and Participation*. It is in reference to this area of study where the most vivid links to mediation appear. The curriculum suggests that students should be given opportunity to **investigate various ways to participate in school and society, for example school councils, peer mediation, mock elections, volunteering, community action/involvement, lobbying and campaigning through NGOs, local councillors, MLA or MEP, etc.**¹³

Similarly, links can be found within subjects related to *Personal Development* and within that, forming relationships in particular. As part of their curriculum students are to be supported in developing **strategies to avoid and resolve conflict, for example active listening, assertiveness, negotiation, mediation, etc.**¹⁴

¹¹ *The Northern Ireland Curriculum*, p. 4. Source: http://ceea.org.uk/sites/default/files/docs/curriculum/area_of_learning/fs_northern_ireland_curriculum_primary.pdf (Accessed on: 29th April 2016)

¹² Ibid. p. 21.

¹³ Ibid. p. 37.

¹⁴ Ibid. p. 38.



IV. ADR within higher education

Interestingly, finding information about ADR studies at the higher education (university) level in the UK was much easier than finding links in the school curricular. Simple internet searches generated a number of possible options, including:

- *Mediation and ADR* course at the City Law School, City University London - course provided as part of Continuing Professional Development.¹⁵
- *Mediation and Alternative Dispute Resolution (ADR)* at Regent's University London - course offered in two options: a 4-day training leading to the Certificate in Mediation and a 5-day course leading to Accredited Mediator status.¹⁶

Further searching indicated the existence of similar short-term courses offered to students of legal studies and carried out by external providers collaborating with universities. **ADR Group** (further information below) enables students to obtain an independent professional qualification in mediation whilst taking their Legal Practice Courses (LPC)/Bar Professional Training Courses (PBTC). A number of universities working in collaboration with ADR Group offer classes on *Resolution of Disputes Out of Court* within their legal training including Manchester Metropolitan University, BPP Law School and University of the West of England who, in partnership with ADR Group, offer a Workplace Mediator Training Programme.¹⁷

In addition, numerous universities across the UK provide both undergraduate and postgraduate studies in areas of ADR and conflict resolution. Examples of these include:

- *Master of Law in ADR (LLM ADR)* - University of Portsmouth; course offered as 1 year full time study option or 30 months part time. The curriculum covers *theory and practice of negotiation and conciliation from mediation of small scale personnel disputes to large scale international commercial arbitrations*.¹⁸
- *International Dispute Resolution (Mediation)* - 2-year postgraduate diploma at the Queen Mary University of London. The course introduces the *process of mediation and its role in the resolution of disputes. The diploma not only provides an understanding of the theoretical, practical and ethical problems relating to international mediation, but can also provide a stepping stone for professionals to become involved in international alternative dispute resolution (ADR)*.¹⁹
- *Dispute and Conflict Resolution* - 1-year full time to 2-3-year part time MA degree offered by the School of Law of the SOAS University of London. One of the major subjects covered as part of the course includes Alternative Dispute Resolution.²⁰
- *Conflict Prevention, Dispute Resolution* - MA degree offered in form of 1 year full time studies at the University of Westminster. Optional modules that students may choose from include:

¹⁵ Source: <https://www.city.ac.uk/law/courses/continuing-professional-development/in-house-courses/mediation-and-adr> (Accessed on: 5th May 2016).

¹⁶ Source: <http://www.regents.ac.uk/study/short-courses/professional-development/adr.aspx> (Accessed on: 5th May 2016).

¹⁷ source: <http://www.adrgroup.co.uk/page/University-Mediation-Education-470493254> (Accessed on: 5th May 2016).

¹⁸ Source: <http://www.port.ac.uk/courses/law-and-criminology/llm-alternative-dispute-resolution/> (Accessed on: 5th May 2016).

¹⁹ Source: <http://www.law.qmul.ac.uk/postgraduate/courses/items/139157.html> (Accessed on: 5th May 2016).

²⁰ Source: <http://www.soas.ac.uk/law/programmes/ma/madisconfres/> (Accessed on: 6th May 2016).



mediation - concepts, evaluation and practice; negotiation: theory, context and practice; restorative justice.

- *Mediation and Conflict Resolution* - University of Strathclyde Glasgow course offered in form of MSc (Master of Science), LL.M (Master of Law), PgDip (Postgraduate Diploma) and PgCert (Postgraduate Certificate). Already when pursuing their degrees, students are offered extensive practice enabled through the collaboration with the university Mediation Clinic. The course is also accredited by the Scottish Mediation Network.²¹

The above examples are just a small sample of what is available to those interested in mediation and wish to pursue their Higher Education in the UK. It is evident that the majority of ADR and mediation studies are offered by legal departments within different universities. Nevertheless, elements of ADR, mediation and negotiations can also be found within courses related to conflict resolution, international relations and peace-building, such as:

- University of Essex - topic studied: mediation, negotiation, and collaborative problem solving within MA in Conflict Resolution;²²
- University of Bradford - MA in Conflict Resolution focused on the practical application of conflict resolution skills;²³
- Lancaster University - MA in Conflict Resolution and Peace Studies, focusing on conflict management, etc. ²⁴

Several universities facilitate **Centres for Mediation** or **Mediation Clinics** where ADR services and courses are offered to students, staff, local communities and businesses. One example is Centre for Mediation established at the Lancashire Law School.²⁵

V. ADR in youth field

The core of official information about ADR in the UK can be found on the main governmental website www.gov.uk. The site provides a general overview of what ADR and its common forms are, informs about the European Directive on alternative dispute resolution as well as promoting the new European online dispute resolution regulations. The majority of the content available focuses solely on the disputes between consumers and traders²⁶. Only upon more thorough researching is an article sourced on resolving disputes between neighbours where links to mediation services in England, Scotland, Wales and Northern Ireland are provided. ²⁷

²¹ Source: <http://www.strath.ac.uk/courses/postgraduatetaught/mediationconflictresolution/> (Accessed on: 6th May 2016).

²² Source: <http://www.essex.ac.uk/courses/details.aspx?mastercourse=PG00508&subgroup=1> (Accessed on: 6th May 2016).

²³ Source: <http://www.bradford.ac.uk/study/courses/view/?c=conflict-resolution-ma-full-time> (Accessed on: 7th May 2016).

²⁴ Source: <http://www.lancaster.ac.uk/study/postgraduate/postgraduate-courses/conflict-resolution-and-peace-studies-ma/> (Accessed on: 7th May 2016).

²⁵ Source: http://www.uclan.ac.uk/about_us/facilities/centre_for_mediation.php (Accessed on: 7th May 2016).

²⁶ Source: <https://www.gov.uk/government/publications/alternative-dispute-resolution-for-consumers/alternative-dispute-resolution-for-consumers> (Accessed on: 25th May 2016).

²⁷ Source: <https://www.gov.uk/how-to-resolve-neighbour-disputes/use-a-mediation-service> (Accessed on: 25th May 2016).



Lack of clear governmental sources providing information on ADR and its potential use by citizens seems to be compensated by the multitude of commercial and non-profit organisations promoting the subject matter. Herewith examples of organisations providing services pertinent to this research:

- **Citizens Advice** - an organisation set up in 1939 to provide *free, confidential and impartial advice*²⁸ to the citizens of the United Kingdom. Services offered cover matters such as debts and money, consumer related issues, housing, laws and rights, discrimination, tax, education, health care and more.
Advice is largely limited to complaints and consumer problems. The only mention of ADR relevant to the research is that concerning advice on services offered by a public authority and relating to cases of discrimination, which is a legal matter in the UK. ADR advice is provided alongside formal and legal alternative methods of resolution.²⁹
- **Centre for Effective Dispute Resolution (CEDR)** - one of the leading commercial organisations providing a wide range of ADR services across the UK, Europe and internationally. CEDR specialises in dispute resolution, negotiation leadership, conflict management and innovation.
The organisation is a key provider of mediation training including mediator skills, mediation advocacy skills, employment and workplace mediation and professional development of mediators.³⁰
- **ADR Group** - provider of mediation services with over 26 years of experience, working both in the UK and across Europe. As part of its daily activities, the organisation engages in the delivery of educational programmes aimed at equipping those attending with a number of practical mediation skills. As such, the programmes are aimed at a wide range of institutions, commercial entities as well as individuals, university students and young people.³¹
- **Shelter** - One of many housing and homelessness charities in the UK operating across the country. Although the charity itself does not specialise in ADR, it provides extensive and easy to understand information on the benefits of mediation, negotiation, arbitration, their function and purpose. Information, legal advice and support are offered to those engaged in housing disputes, many of whom are typically young people.³²
- **Scottish Centre for Conflict Resolution** - a resource centre operating as part of **Cyrenians**, a registered charity working with young people affected by homelessness, *excluded from family, home, work or community on their life journey*.³³ Everyday work of the charity is based on supporting communities across Scotland and assisting in conflict resolution. Here, mediation for vulnerable young people and their families is offered,

²⁸ Source: <https://www.citizensadvice.org.uk/about-us/how-we-provide-advice/advice/> (Accessed on: 25th May 2016).

²⁹ Source: <https://www.citizensadvice.org.uk/discrimination/discrimination-in-the-provision-of-goods-and-services1/discrimination-in-services-provided-by-a-public-authority/services-provided-by-a-public-authority-taking-action-about-discrimination/> (Accessed on: 5th June 2016).


³⁰ Source: http://www.cedr.com/about_us/europe/ (Accessed on: 5th June 2016).

³¹ Source: <http://www.adrgroup.co.uk/training/peer-mediation-training> (Accessed on: 5th June 2016).

³² Source: http://england.shelter.org.uk/get_advice/going_to_court/negotiation_mediation_arbitration (Accessed on: 5th June 2016).

³³ Source: <http://cyrenians.scot/about/> (Accessed on: 7th June 2016).





along with educational workshops for diverse audiences. The SCCR itself has become an invaluable source of online information on potential conflicts arising within a number of areas affecting young people e.g. money, relationships, substances, alcohol and drugs abuse, studying and work, not being listened, etc. Apart from that, SCCR is also a provider of educational workshops, free training sessions, local seminars and national conferences across Scotland, aimed at practitioners, youth and their families. ³⁴

- **Scottish Mediation Network** - set up in 1990, the network is a professional body for mediators in Scotland and as such aims at promoting the use of mediation by public, private, voluntary and community organisations as well as individuals. The body maintains the Scottish Mediation Register - the main database of mediators in Scotland. It also promotes education, training, research and sustaining high standards within mediation education. ³⁵

Since 2015 SMN has been piloting a two-year project called *Young Talk*. Implemented with Young Start - Big Lottery Funding, the initiative aims to provide a platform for the sharing of best practice between peer mediators and young people. It is also expected to *fill the gap in existing learning, training, and CPD [Continuing Professional Development] provision for peer mediators, and to allow young people to develop their conflict resolution and communication skills through meeting and connecting with other peer mediators from across Scotland.*³⁶ Ultimately it is envisaged that the project will help in creation of the peer mediation network for youth. The *Young Talk* project also seeks to engage schools and organisations that have previously received peer mediation training in order to bring practitioners together, providing both a platform for the exchange of good practice and enabling further learning and development in the subject matter.

- **The Mediation Centre UK** - Essex-based organisation working towards achieving its vision to *encourage and promote lasting peace and harmony between people, neighbours, families, businesses, work colleagues and the community in all areas of dispute or conflict.* ³⁷ Among several of its services, targeting both communities and businesses, the organisation also offers peer mediation support for schools and youth. Information on the website is limited and does not provide for an effective appraisal of its work with young people.
- **The Family Mediation Council** - company offers support to families in dispute. Where children and young people are involved, they are often engaged in the mediation process. The Council draws its expertise from its six constituent membership mediation organisations, namely ADR Group, College of Mediators, The Law Society, Family Mediators Association, National Family Mediation and Resolution. ³⁸

³⁴ Source: <http://scottishconflictresolution.org.uk/young-people> (Accessed on: 7th June 2016).

³⁵ Source: <http://www.scottishmediation.org.uk/about/scottish-mediation-network/> (Accessed on: 7th June 2016).

³⁶ Ibid.

³⁷ Source: <http://www.mediationcentreuk.com/contact.html> (Accessed on: 16th June 2016).

³⁸ Source: <http://www.familymediationcouncil.org.uk/> (Accessed on: 16th June 2016).



ADR PROVIDERS AND SCHOOL CO-OPERATION

The absence of ADR and mediation education within school curricula is being addressed through the co-operation between educational bodies as well as commercial and non-commercial (non-profit) entities. A key source of information to support this co-operative working came from the PhD thesis presented in 2003 by Edward Mark Sellman to the University of Birmingham.

In his extensive paper, Sellman analyses the processes and outcomes of implementing peer mediation services in UK schools. As noted by the author, elements of mediation education first appeared in the UK in the 1980s and 1990s thanks to Quakers, members of the religious Christian movement, who brought the subject from the United States. Recognised internationally for their peace-building activities, the Quaker Movement advocated for the introduction of conflict resolution education within schools and helped to found the European Network in Conflict Resolution in Education (ENCORE) in 1990.³⁹

Since the 1980s both the awareness of, and activities related to, the implementation of conflict resolution and mediation education in schools across the UK, has largely increased. Although the themes were not given distinct recognition within the official curricula, they are being addressed in a number of ways by organisations as well as through local and international projects.

Currently, many activities are carried out by community mediation services who saw *working with schools as a logical extension of their work in the community, as teaching the next generation 'a preventative life skill'*⁴⁰ Educational activities are also carried out by organisations working with young offenders such as London-based Leap Confronting Conflict. Interest in the topic led to the implementation of a small number of studies with both local and international projects interested in the subject matter, notably, *Peer Mediation in the UK: a guide for schools* - practical guide on what peer mediation is, how to develop peer mediation in schools and what processes to use, who to engage and which issues to address. The guide was drafted in 2004 on behalf of the *National Society for the Prevention of Cruelty to Children (NSPCC)* and was prepared as part of the European Daphne-EU project entitled *ROI - Violence among children and young people: intervention programmes for schools*. The guide itself provides insights into other examples of best practice related to the introduction of peer mediation in UK schools:

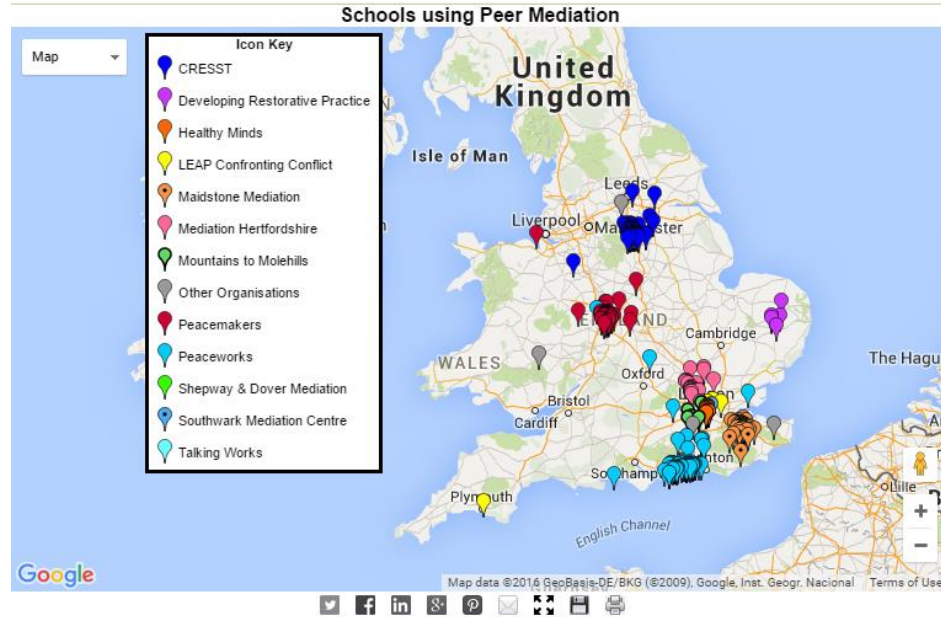
The work with particular schools often stemmed from government and local government initiatives. CRISP (Conflict Resolution in Schools Programme), for example, developed out of the Leicestershire Mediation Service and the programme was initially made possible by funding from the National Lottery. Highbury Fields School, in the London Borough of Islington, was able to fund their scheme for the first three years with a grant from the African Caribbean Exclusions Project. Morpeth School, in the London Borough of Tower Hamlets, introduced a conflict resolution programme through funding available to their training provider and subsequently applied for other funding locally⁴¹.

³⁹ E.Sellman, *The Process and outcomes of implementing peer mediation services in schools: a cultural-historical activity. Theory approach*, p. 6 Source: <https://core.ac.uk/download/files/121/77372.pdf> (Accessed on: 5th July 2016).

⁴⁰ Ibid. p. 64.

⁴¹ Ibid. P. 7.





Peer mediation in schools. Source: Peer Mediation Network.

<http://www.peermiationnetwork.org.uk/home>

A current positive trend has been identified with the rise of new and further development of the already well-established charities that, inspired by the legacy of the Quakers' activities continue to promote conflict resolution and ADR education across the UK:

- **CRESST**, a charity dedicated to promoting positive alternatives to aggression and violence.⁴² The organisation works closely with schools, young people and adults in the area of Sheffield, helping to gain valuable skills to resolve conflict, directly and through the use of peer mediation, without having to resort to verbal or physical abuse.⁴³
- **Peacemakers** - based in the West Midlands, the organisation works mainly with primary and secondary schools. As part of their services, Peacemakers provides Peer Mediation training for students and teachers. During the workshops attendees work on such skills as listening, co-operation, emotional vocabulary, problem solving, empathy, affirmation and mediation. The development of these skills contributes to the development of competences in resolving conflicts and building relationships.⁴⁴
- **Peer Mediation Network** - a group of organisations, professional and educators who came together to further promote and develop conflict resolution for young people by young people.⁴⁵ In its work, the network favours what it refers to as *whole school* and *whole community* approaches to conflict resolution.

Commercial organisations are also starting to reach out to schools and collaborate with them, trying to promote mediation education. Such is the aim of the *Peer Mediation Training* for students


⁴² Source: <http://cresst.org.uk.gridhosted.co.uk/about-cresst/> (Accessed on: 5th July 2016).

⁴³ Ibid.

⁴⁴ Source: <http://www.peacemakers.org.uk/what-we-offer/what-is-mediation> (Accessed on: 5th July 2016).

⁴⁵ Source: <http://www.peermiationnetwork.org.uk/> (Accessed on: 5th July 2016).





and teachers in primary and secondary schools provided by ADR Group (referred to above). Within the training, participants develop further competences within areas such as communication, negotiation and problem-solving skills, which are necessary in reaching a mutually beneficial resolution. These are later used when facilitating disputes between peers, typically relating to relationships, playing together, working together and understanding human differences.⁴⁶ No statistics are available regarding the number of young people and teachers trained or schools taking part in the programme, therefore there is no measure of the impact of developing these skills.

VI. CONCLUSIONS

As evidenced throughout this research, ADR, conflict resolution and related topics are not a novelty in the UK; a number of entities already promote both the implementation and benefits of their use in different spheres of life. Despite this, major gaps and concerns regarding available information, training and relevance to all areas of civic life, have been identified throughout this research.

Firstly, despite all guidance given by the different school curricula, any information provided is rather general and does not indicate the amount of time spent by the students at either primary or secondary levels covering ADR and related topics. Hence it is the responsibility of individual schools to determine how much study time will be devoted to particular themes, including self-study (if any) as well as to related assignments and project work.

Interestingly, one of the literature sources analysed during the research looks at the possible reasons why introducing peer mediation studies and related schemes at schools proves difficult. As explained, peer mediation *challenges hierarchical relationships at school because it gives greater authority to pupils.*⁴⁷ As a consequence, and as suggested by the same source, teachers find it difficult to *hand over some of this authority to pupils.*⁴⁸ Such observations are worth discussing further during the First ADR project, looking especially at supporting educators in empowering students to develop key competences of active and responsible citizens without them feeling the guilt of leadership and authority being taken away from them.

Secondly, as evidenced in subsequent areas of this research, the absence of ADR and related subjects in school curricula across the UK is being addressed by numerous charities and non-government organisations who were at the forefront in identifying the potential need for supporting students with developing competences in conflict resolution and peer mediation and introducing courses for both students and teachers at both primary and secondary level. Although currently there is increased provision of ADR-related activities, they are largely provided by external organisations and not from within schools themselves.

Thirdly, research findings suggest that when working with children and young people on ADR themes, it is important to understand that different educational frameworks and teaching methods are required other than those typically used within adult education.⁴⁹ As explained:


⁴⁶ Source: <http://www.adrgroup.co.uk/training/peer-mediation-training> (Accessed on: 5th July 2016).

⁴⁷ P. 69. Source: <http://cresst.org.uk.gridhosted.co.uk/about-cresst/> (Accessed on: 5th July 2016).

⁴⁸ Ibid.

⁴⁹ Ibid. p. 68.





Children needed additional training in such sophisticated skills as staying neutral in disputes, repeating back rather than reframing what was heard and the importance of ensuring confidentiality. Although teachers were often amazed by the skills trained mediators demonstrated, pupils found scripts very useful in the initial stages of running the service. Disputants were also more eager than adults to make friends quicker but less willing to type up formal agreements.⁵⁰

Overall, the UK has a good track record in the field of mediation and ADR and can be used as a source of reference and case studies when it comes to promoting ADR among young people.

Research shows that despite shortcomings, information, advice and access to educational workshops on ADR tend to be available, whether through charities, universities or commercial bodies. However, awareness in the general populace of how to address problems and resolve conflicts without violence or taking matters to court is still significantly low. Also, subjects such as mediation, negotiation and arbitration remain rather abstract for many people, unless referral is made to a peer mediation programme, mediation clinic for example.

This suggests that there is still plenty of work to be done to promote ADR and raise awareness of the subject. This provides ample opportunity for the First ADR Kit project to fill in the knowledge and skills gap.

⁵⁰ Ibid.

