

TEACHING MATERIALS: THREE-PARTY ROLE PLAY SIMULATION ON BRAZILIAN SOCIAL MEDIATION CASE

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ABSTRACT: *This paper presents new teaching materials on conflict management regarding to mediation subject involving gender, stereotypical and generation conflicts through the development of three-party role play simulation plus detailed instructions and teaching notes regarding a youngster involved with traffic dealers in a slum at Rio de Janeiro as scenario. The case was designed to develop and encourage the dissemination of Mediation skills among students, through a simulation in which environment is traditionally dominated by drug dealers and militants, in Brazil and the challenges faced. Different types of Mediators are also employed, such as facilitating, formulating and manipulating mediators. The role play simulation is designed to: (a) to provide teachers with educational tools and new insights about how to address solutions to gender, stereotypical, social and generational conflicts (b) enhance students' skills on mediation, conflict management and consensus building and (c) provoke debates in classroom regarding to changes in the Brazilian urban conflicts.*

KEYWORDS: Social Conflicts, Mediation, Consensus Building

INTRODUCTION

The word conflict comes from Latin *conflictus*, past participle of *confligere* meaning to 'strike together', formed by latin prefix *com* - 'together' and *fligere* - 'to strike' (same origin of the term 'afflict', which means roughly 'near strike' – what certainly causes distress) (Conflict [Def. 1]. 2013). Conflict also means 'competitive or opposing action of incompatibles: antagonistic state or action (as of divergent ideas, interests, or persons)' (Conflict [Def.2], 2013). Conflict is part of everyday life. Different ideas and perceptions, divergent interests, focus on positions not interests are possible causes of conflict (Fisher, Ury and Patton, 1981). Ury points anger and fear: 'each may believe that he or she is firmly in the right' (Ury, 1999, p. 4) Although frequent, it has negative connotative meaning. Conflict is also inescapable and necessary and 'appear to be incompatible'(Thomas, 2002, p.3). It generates tension, which affects 'virtually all tactical and strategic choice' (Lax and Sebenius, 1986, p.30).

According to Ury 'the biggest destroyer of relationships is our habit of failing into fights. The dance of the destructive conflict is all too familiar whether two children are quarreling over a toy (...) or two ethnic groups over territory' (Ury, 1999, p. XV).

Among the causes and theories of conflict, the Nobel Prize award winner (2005) Thomas Schelling points out:

(...) A main dividing line is between those that treat conflict as a pathological state and seek its causes and treatment, and those that take conflict for granted and study the behavior associated with it. Among the latter there is a further division between those that examine the participants in a conflict in all their complexity with the regard to both 'rational' and 'irrational' behavior, conscious and unconscious, and to motivations as well as to calculations – and those

that focus on the more rational conscious, artful kind of behavior. Crudely speaking, the latter treat conflict as a kind of contest, in which the participants are trying to 'win' (Schelling, 1960, p.3).

The case illustrates the difficulties faced daily by residents of the Brazilian slums. Several social dramas are presented: the drama of the mother, the problem adult of illiteracy, the law of silence imposed by traffic, the breakdown of the law and the Social contract, the sense of social exclusion, the Government's effort to regain control of affected areas, the effort of social reintegration through the deployment of peacekeeping police unit (UPP), the dilemma of distorted values passed to future generations, the lack of basic rights as fundamental access to leisure, education, culture and the work and effort of ultra-dedicated professionals who deal on daily basis with the most diverse situations of social chaos, imbued with the spirit of ultimate collaboration towards a common good.

Mediation can be defined as "a process of conflict management where disputants seek the assistance of, or accept an offer of help from, an individual, group, state, or organization to settle their conflict or resolve their differences without resorting to physical force or invoking the authority of the law." (Bercovitch, Anagnoson, and Wille (1991, 8). Third parties sometimes create problems instead of solutions. The role of the mediators are not supposed to 'dictate solutions to the disputants, as arbitrators do (...). The mediator may want to do more. He or she may want to improve the ambience of the negotiations, assist with personal problems by stabilizing and controlling emotions, and help the disputants understand the conflict is not a contest to be won but a conflict to be solved' (Raiffa, 1982, p.218-219). The mediator function has been categorized in three main categories (Touval and Zartman 1985; Bercovitch and Houston 1996): facilitator, formulator and manipulator. This classification refers to degree of influence in a due negotiation.

The facilitator

He or she acts as a communicator between parties (Touval and Hartman, 1985). He or she organizes the logistics of the negotiation, scheduling meetings, setting agendas, setting the order of presentations, promoting constructing debates however without participating directly with the issue been negotiated.

The formulator

He or she acts formulating, creating new solutions to the parties, helping to solve impasses and deadlocks, although he or she has no power to drastically end the conflict (Touval and Hartman, 1985).

The manipulator

He or she acts as a formulator, but in a more persuasive and influential way, using power to end the conflict (Touval and Hartman, 1985). Finally, there is a consensus that mediators should adapt to situations instead of adopting one of the three functions described above (Young 1967; Touval and Zartman 1985; Bercovitch, 1992,1997; Princen 1992; Hopmann, 1996; Zartman and Touval, 1996) to solve a conflict or a crisis.

METHODOLOGY

The teaching materials presented here encompass conflicts within the school environment, understanding 'school' as the equivalent to the 'high school' in the North American educational system, corresponding to *níveis educacionais fundamental* and *médio* (fundamental and middle educational levels) in Brazil¹. The materials afore mentioned are supported by drama theory, based on first hand observation and qualitative interview, which is 'the most common and one of the most important data gathering tools in qualitative research' (Myers, 2006).

The role play simulation is supported by Goffman's dramaturgical model theory, where 'social interactions are seen as a drama where there are actors (individuals and groups) who perform on a stage (a variety of settings and social situations) using a script (norms, rituals, expectations of how one should behave) (Goffman, 1959, 1961). Therefore, the role play simulations provide the actors (students) a prepared script (instructions) to act on a stage (in classroom). There are also audiences (professor, monitors, observers and students/participants), entries (reading instructions and preparation), exits (the outcome of the exercise) and performances (pre, during and after the exercise realization).

Teaching Notes

A full set of teaching observations is provided at Appendix I to IV.

Objectives

This exercise intends to discuss the role of Mediation in the Negotiation Process. That mediation should be seen not as an intrusion devoted to promote disruption, but one aid to promote consensus between two different parties. One important objective is related to the process control. Parties tend to lose control when escalation process arises, when third parties join the Negotiation table. The objective here is to show the Mediator as a neutral party.

Topics covered

Topics covered here are urban and school violence, the dissolution of family ties and values, social redemption, confrontations, morals and good manners, social cooperation and competition in education effort, and the common good. Compassion, benevolence, and discipline above all, empathy, accuracy, friendliness, listening, learn to argue are competencies to be developed with this teaching material.

Mechanics of the exercise

This is an exercise that brings together three parts, first: Danyelle, Uilia's mother (Uilia is a corruption of William, a common name in Brazil, due to the British influence in XIX Century), a single mother caring for four children from four different fathers, two of them killed by traffic gang control wars. The second: the selfless and energetic Lindalva, the Principal of one of the schools considered in the past one of the most violent of all the State of Rio de Janeiro, now pacified by peacekeeping police unit (UPP). The third party on old Lindalva's friend, Roberto, an experienced Mediator, who originally grew up at Comunidade Esperança. Each participant reads its paper, make considerations and discusses a possible solutions to the case, controlled

¹ For further information, see: *Ministério da Educação: Lei de Diretrizes e Bases da Educação Nacional Lei no. 9394/96* (Ministry of Education: National Education Directives and Basis Law no.9394/96). Available at http://www.planalto.gov.br/ccivil_03/Leis/L9394.htm

by the facilitator (the professor). Usually, twenty-minute reading and preparation are more than enough. Then, negotiation and mediation starts. After a while, deals are achieved or not. The facilitator then makes comments, check the outcomes and makes a debriefing of twenty minutes approximately. The total time should not overpass two hours.

DISCUSSION

The three-party role play simulation presented here demonstrates the social chaos in which the Brazilian citizen, a resident of the slums or communities, is submitted. Shows the everyday drama of thousands of mothers of this country and the challenge of educating their children, sometimes unable to provide a better future for the same. As this is a real case, harvested in testimonials from program 'Autonomia Carioca' by Fundação Roberto Marinho (FRM) on August 2011, the case wins realistic contours. The biggest lesson of all is that education is the surest way to combat social illness, improving educational core competences and disseminating the culture of social mediation. Facilitation must be deployed in schools of all segments of the elementary and secondary education in any school of municipal, State and federal spheres in every country regardless cultural differences. The values of compassion, empathetic behavior, tolerance and patience are required to deal with unfavorable social circumstances. One democratic value as social cooperation is able to combat the tyranny and the interest of a few "elected".

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APPENDIX I

Teaching notes

Scenario: the case illustrates the difficulties faced daily by residents of the slums (or communities, as the locals prefer). Several social dramas are presented: the drama of the mother, the problem of illiteracy, the law of silence imposed by traffic, the breakdown of the of law and the Social contract, the sense of social exclusion, the Government's effort to regain control of affected areas, the effort of social reintegration through the deployment of peacekeeping police unit (UPP), the dilemma of distorted values passed to future generations, the lack of basic rights as fundamental access to leisure, education, culture and the work and effort of selfless professionals who deal daily with the most diverse situations of social chaos, imbued with the spirit of selfless collaboration towards a common good. Covered also the drama of the work away from home, the lack of urban infrastructure.

Mechanics: This is an exercise that brings together three parts, first: Danyelle, Uilia's mother (Uilia is a corruption of William, a common name in Brazil, due to the British influence in XIX Century), a single mother caring for four children from four different fathers, two of them killed by traffic gang control wars. The second: the selfless and energetic Lindalva, the Principal of one of the schools considered in the past one of the most violent of all the State of Rio de Janeiro, now pacified by peacekeeping police unit (UPP). The third party on old Lindalva's friend, Roberto, an experienced Mediator, who originally grew up at *Comunidade Esperança*. Each participant reads its paper, make considerations and discusses a possible solutions to the case, controlled by the facilitator (in this case, the professor). Usually, twenty-minute reading and preparation are more than enough. Then, negotiation and mediation starts. After a while, deals are achieved or not. The facilitator then makes comments, check the outcomes and makes a debriefing of twenty minutes approximately. The total time should not overpass two hours.

Topics Covered: urban and school violence, e, marital relationships, the dissolution of family ties and values, social redemption, confrontations, morals and good manners, social cooperation and competition in education effort, and the common good. Compassion, effort in wanting to learn and help, empathy, accuracy, friendliness, listening, learn to argue.

Major Lessons:

This exercise demonstrates the social chaos in which the Brazilian citizen, a resident of the slums or communities, is submitted. Shows the everyday drama of thousands of mothers of this country and the challenge of educating their children, sometimes unable to provide a better future for the same. As this is a real case, harvested in testimonials from program '*Autonomia Carioca*' by Fundação Roberto Marinho (FRM) on August 2011, the case WINS realistic contours. The biggest lesson of all is that education is the surest way to combat social illness, improving social mediation, facilitation must be deployed in schools of all segments of the elementary and secondary education in any school of municipal, State and federal spheres. The values of compassion, empathetic behavior, tolerance and patience are required to deal with unfavourable social circumstances. One democratic value as social cooperation is able to combat the tyranny and the interest of a few "elected".

Objectives:

This exercise intends to discuss the role of Mediation in the Negotiation Process. That mediation should be seen not as an intrusion devoted to promote disruption, but one aid to promote consensus between two different parties. One important objective is related to the process control. As seen in figure 1, parties tend to lose control when escalation process arises, when third parties join the Negotiation table, in other words, Negotiation is preferable to any other form of Intervention.



Figure 1: Negotiation Process and Control.

Source: Adapted from Salacuse, 2003.

From informal conversation to use of force, it is possible to observe third parties increasing power regarding to decision process, while the actual parties decrease their amount of power throughout the escalation process.

This case intends to show the common unintentional mediation mistakes, that normally occur, as follows:

- a) Talking without listening and without preparation;
- b) Focusing on positions, not interests;
- c) Partiality instead of Impartiality;

d) Ignoring the four golden rules: **non-interruption**, **mutual respect**, **confidentiality** and **resolution**². Some mediators talk too much, interrupting continuously the other party. Thus, **non-interruption** helps to prevent disruption; without **mutual respect**, pushing the other party, focus on stereotypes, misjudgment, all give birth to destructive emotions and leads to escalation and disruption; **confidentiality** helps to reduce the extension of the problem and loss of face; and finally, without **resolution** it is impossible to move forward.

e) Not setting the place in favorable aspects to help building consensus (see fig.2); Array A should be avoided because P1 is in opposition to P2; Array B should be avoided because creates a sensation of opposition through the mediator; Array C should be avoided it creates partiality (M is closer to P1 than P2). Array D should be encouraged, because of equidistance between parties and the mediator.

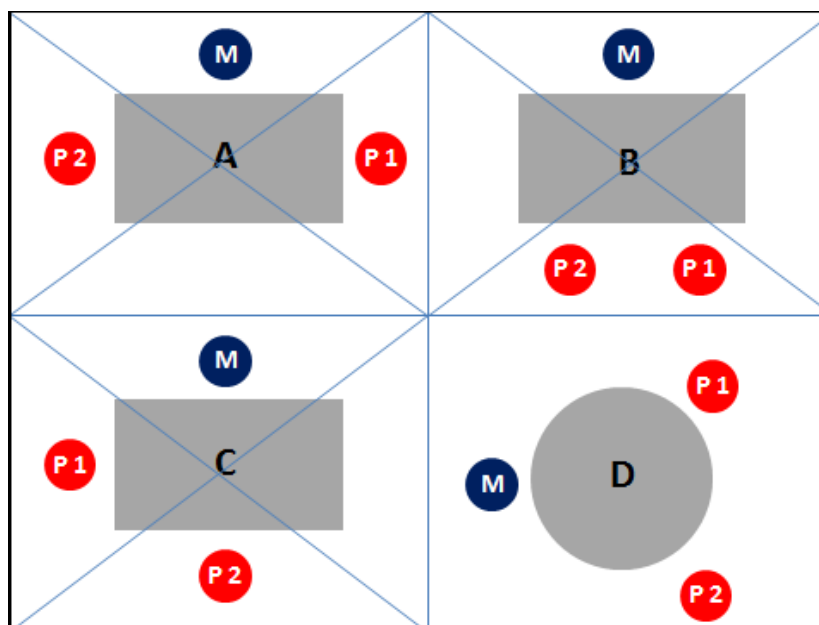


Fig 2. Desirable Mediation Table Array.

Source: inspired on Lempereur (2008).

Recommended further readings:

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² See Lempereur, A., Colson, A.; Salzer, J.(2008) *Méthode de Médiation: au coeur de la conciliation*. France: Dunod. P.137

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MAIN FEATURES	
Time required	1 hour – 2 hours
Number of participants	3 parties
Groups involved	No
Agent present	No
Third part present	Yes, one Mediator

APPENDIX II

PART #1

CONFIDENTIAL INSTRUCTIONS FOR

◆◆DANYELLE, UILIA’S MOTHER ◆◆

You are Danyelle, Uilia’s mother, a strong twelve-year-old boy, resident of *Comunidade Esperança*³, a slum located at the State of Rio de Janeiro, whose father was assassinated two years ago on drug war with the military police, prior to installing the Peacekeeper Police Unit (UPP – *Unidade de Polícia Pacificadora*⁴). Before the UPP, life in the community was a hell on Earth. No freedom, curfews imposed by parallel power, bullets lost. Once in a while, one acquaintance of yours got lost for war between police and traffic dealers or amongst rival gangs. Schools have spent more time closed than opened as far as you can remember, by order of the self-proclaimed “*dono do morro*”⁵. Teachers only taught at schools with special permission. There was also the law of silence. Now, Danyelle is free to come and go. At least. Your mission here is to rescue your own boy, Uilia, from the tangled web of crime with the help of Lindalva (School Principal) and Roberto (mediator).

Your life was never an easy one. Semi-illiterate, little did sign the name, had a life without opportunities and the only function that Danyelle knows is house cleaning: *diarista*⁶ of several middle-class families, picking up sometimes three trips per day to the most different neighborhoods of Rio de Janeiro. Worker, mother's inheritance, wake up at four in the morning each and every day and rarely lay before eleven at night, when put his four sons from four

³ Usually, people who live in slums in Rio de Janeiro proclaim themselves euphemistically as inhabitants of *Comunidades* (Communities), instead of *Favelas*. *Esperança* is a fictitious name and means “hope” in Portuguese.

⁴ UPP or Unidade de Polícia Pacificadora (Peacekeeper Police Unit) is a project from Secretaria de Segurança Pública do Estado do Rio de Janeiro (Public Safety Secretary of Rio de Janeiro) founded in 2008 with the objective of dismantling gangs that once controlled these territories as a parallel state.

⁵ Literally “Favela’s owner”, that’s the way that traffic dealers self-proclaim.

⁶ *Diarista* is a house cleaner that works on daily basis, each day cleaning a different house.

different fathers to sleep. Two of their parents still live in the community but you hardly see; the other two were killed in the war of trafficking.

African american, Danyelle tells everybody proudly that her grand grandmother was an african slave who was freed by the Lei Áurea⁷, at the end of the slavery in Brazil and that had been one of the first residents of the community. Similar feeling, only with her children, outcome of short but intense relationships. Danyelle is proud of the four boys, because they did not follow the examples of biological parents, all of them to a greater or lesser extent involved with the “Movimento”⁸. Gone are the times in which neither the police nor the Government dared to enter in the community because they were repelled with bullets of all kinds and calibers. Drugs were sold freely and drug dealers were equipped with the more varied arsenal of weapons without any shame. It was “normal”. But once in a while one “adjustment” between rival gangs took place and left some bodies on the ground. More than once had to sleep outside home because the community was closed by order of one of the traffic chiefs, who had announced a private war that night. The solution was to buy credits for your prepaid cell phone and call your sister in order to put the boys to bed, forbidding them to leave. You have always returned the next day.

Not everything was that difficult: with the Federal Government's *Bolsa Família*⁹ program received a regular income that helped with the boys' expense. You could buy food!

Danyelle had decided that the boys would have a different destiny: only with Education they would become someone respectful in life. At least if they were not illiterate would be very good. Who knows a "doctor" in the family? Dream that could come true. But the reality was different.

Now thirty years old, Danyelle loves her jeans that reveals the curves that nature provided and when as possible on Saturdays, attend the dances at the community or barbecues with beer and samba. –This is when I feel alive, Danyelle tells.

Of the four sons, Uilia¹⁰ is the oldest and the most disgusted. He wants to join the *Movimento* and become a drug dealer. His secret aim is to avenge the father's death.

- You will avenge nobody, my boy! Your father did not deserve it! You have to be much better than he was. You will be a doctor! Will study! Danyelle kept repeating it, like a mantra.

But Uilia had other plans. He tried to join the Movimento becoming a *fogueteiro*¹¹. You just noticed that because one day, the traffic chief called you to take him the boy's school transcript. You were scared, going through all those boys who were aged to be your children, armed to the teeth, and talked directly with the traffic chief. Uilia was rejected because of good grades at the high school.

⁷ *Lei Áurea* or Golden Law, was signed by Princess Isabel, daughter of Emperor Pedro II, at May 13th 1888, who freed all remaining slaves in Brazil.

⁸ *Movimento* or movement is the way that traffic is called in the slums.

⁹ *Bolsa Família* is public assistance program that provides money for each child enrolled at school.

¹⁰ Uilia is a corruption of William, a common name in Brazil, due to British influence in XIXth century.

¹¹ *Fogueteiro* or “rocket man” is one of the lowest ranks of traffic, responsible for warning against police entering, by launching small rockets.

Uilia was furious because despite Danyelle's wishes, a drug dealer was his role model. -Thanks God he was rejected, claimed Danyelle to the sister.

One week ago Uilia came home with hands hurt. He did not talk about what happened. He came with a message from Lindalva, principal at the high school, demanding an urgent conversation about his son's behavior together with Roberto, a respected teacher at the community and mediator, but Danyelle only knew by name and good reputation. -What happened? Suddenly, as if touched by an Angel, Danyelle understood everything at a glance: Uilia would definitely plot a scheme to be expelled from the high school and join the *Movimento!* Danyelle could not sleep and kept all night long contemplating Uilia while sleeping. - And now, what will be of my Uilia?

About the school Principal, Dona Lindalva, Danyelle knew only that she is a respected fifty-year old lady, recently posted, not more than that. -Will she help my Uilia? Danyelle wondered. A lot of dark perspectives crossed her mind.

It is six in the morning. At seven you will talk to Dona Lindalva. Prepare yourself.

APPENDIX III

PART #2

CONFIDENTIAL INSTRUCTIONS FOR

◆ ◆ LINDALVA, SCHOOL PRINCIPAL ◆ ◆

You are Lindalva, Principal of the State School, which is located at the *Comunidade Esperança*¹² recently pacified by the State Government of Rio de Janeiro and who received a Peacekeeping Police Unit (UPP – *Unidade de Polícia Pacificadora*)¹³. Life, before the UPP, was hell on Earth. No freedom, curfews imposed by parallel power, bullets lost. Once in a while, one acquaintance of yours got lost for war between police and traffic dealers or amongst rival gangs. Schools have spent more time closed than opened as far as you can remember, by order of the self-proclaimed “dono do morro”¹⁴. Teachers only taught at schools with special permission. There was also the law of silence. In this gloomy period, the school had to change principals at least 12 times in three years. It was a post that nobody wanted. You are the first *post-UPP* Principal. Your mission here is to rescue a twelve-year-old boy (Uilia) from the tangled web of crime with the help of Roberto (mediator) and Danyelle (Uilia's mother).

Idealistic, Lindalva is a fifty-year-old, caucasian, public servant, twenty-five years dedicated to Public Education, having completed the old normal course at the traditional *Instituto de Educação* (Institute of Education) located at Tijuca, Rio de Janeiro. Lindalva was born in Rio

¹² Usually, people who live in slums in Rio de Janeiro proclaim themselves euphemistically as inhabitants of *Comunidades* (Communities), instead of *Favelas*. *Esperança* is a fictitious name and means “hope” in Portuguese.

¹³ UPP or Unidade de Polícia Pacificadora (Peacekeeper Police Unit) is a project from Secretaria de Segurança Pública do Estado do Rio de Janeiro (Public Safety Secretary of Rio de Janeiro) founded in 2008 with the objective of dismantling gangs that once controlled these territories as a parallel state.

¹⁴ Literally “Favela's owner”, that's the way that traffic dealers self-proclaim.

Bonito, a municipality in the State of Rio de Janeiro. She moved with her parents to Maracanã, the North zone of Rio de Janeiro (very close to the famous football stadium).

Lindalva's parents were public school teachers statewide and enrolled Lindalva at the Institute of Education, to pursue a career as a teacher. Lindalva loves public education and has particular appreciation for young people and teenagers, according to her, - still have chance to be straightened. Lindalva is married for the second time, has two kids, one of them older than Uilia and one younger. Each one from a different husband.

Lindalva has started first as a teacher, then coordinator, deputy principal and finally has been promoted to the post of Principal. Then, Lindalva has been assigned from one school to another, always with good results, from time to time. This year, Lindalva received a call to assume this high school that no one wanted located at *Comunidade Esperança*, recently pacified by the State Government. Lindalva owns a strong and authoritarian personality and decided to accept the invitation. It would be a challenge.

Already in charge of the school, Lindalva began to work the way she knew: gathered all those teachers to map the usual problems, listening and taking notes about the particularities of every classes. Lindalva always discussed several issues with students and their parents, confronting all situations, always cordial but firm. Lindalva acquired the confidence and respect from teachers, servants, cleaners, janitors, parents, students, everyone who crossed her path.

One day, Lindalva faced a twelve-year-old strong boy, very upset, fighting within the classroom. His name was Uilia¹⁵ –What happened? Asked Lindalva. -I want to get out of this school. I hate this school! I'm going to hit everyone until you throw me away from here!

Lindalva took immediate precautions: called the other students involved in that mess and finally discovered what was going on: Uilia had been disgusted after the loss of his father, killed by a rival gang when the community was at war. Although the father neither had ever assumed the paternity of Uilia nor wanted to contact him, the boy worships the father in his way. He wants vengeance.

Now Lindalva understood why Uilia was so upset. But Lindalva has made a quick decision to avoid a rebellion: first, separated Uilia from the rest of the classmates and sent him back home with a note: his mother should be there for a meeting with Lindalva at once!

Second, called Roberto, an experienced School Mediator, caucasian, forty-nine-year old, married, father of one nineteen-year-old daughter, a good colleague and friend for twenty years now. He came as quickly as he could and Lindalva told him each and every detail about Uilia's case. Roberto is respected at the *Comunidade Esperança* because he is considered an example of success. He overcame his social difficulties and became one praised educator.

Roberto, in his turn, asked his contacts information and discovered that: Uilia's mother calls Danyelle, who lives in the community, is thirty-year-old, holds a reputation of hard worker and is a *diarista*¹⁶, has four children from four different fathers, two killed in war amongst rival drug dealers, was single at that moment and enjoyed a barbecue, beer and samba on weekends. Also that Danyelle earns money from the *Bolsa Família* Public Program¹⁷, that she is a person

¹⁵ Uilia is a corruption of William, a common name in Brazil, due to British influence in XIXth century.

¹⁶ *Diarista* is a house cleaner that works on daily basis, each day cleaning a different house.

¹⁷ *Bolsa Família* is public assistance program that provides money for each child enrolled at school.

considered normal and honest. Regarding to Uilia, Roberto discovered what happened after all: Uilia tried to join the *Movimento*¹⁸ as a *fogueteiro*¹⁹ and was rejected. The chief demanded his mother to bring his transcripts in person. Because Uilia had good grades he was rejected. Simple like that, one informant answered. Roberto could not avoid a sarcastic thought about the situation. A drug dealer with social concern! That was new, absolutely! Roberto shared all information he's got with Lindalva.

Lindalva told Roberto that Danyelle's grand grandmother had been one of the first residents of the community and who had been a slave freed by the *Lei Áurea*²⁰. –More than a single mother, a warrior, was their opinion.

Lindalva and Roberto felt compassion and decided to help. They planned be soft with the people and hard with the problem, they also would be focused on interests, not positions²¹. The problem was there, in front of them, crying out urgently for solution. They decided to be prepared for the next morning. That would be a rescue mission. Lindalva has spent the entire night thinking about how she could help that child.

Get ready for the meeting with Danyelle and Roberto.

APPENDIX IV

PART #3

CONFIDENTIAL INSTRUCTIONS FOR

◆◆ROBERTO, MEDIATOR◆◆

You are Roberto, teacher, educator and voluntary mediator. You were born at *Comunidade Esperança*,²² recently pacified by the State Government of Rio de Janeiro and who received a Peacekeeping Police Unit (UPP – *Unidade de Polícia Pacificadora*)²³. Life, before the UPP, was hell on Earth. No freedom, curfews imposed by parallel power, bullets lost. Once in a while, one acquaintance of yours got lost for war between police and traffic dealers or amongst rival gangs. Schools have spent more time closed than opened as far as you can remember, by order of the self-proclaimed “*dono do morro*”²⁴. Teachers only taught at schools with special permission. There was also the law of silence. In this gloomy period, the state school had to change principals at least 12 times in three years. It was a post that nobody wanted. Your

¹⁸ *Movimento* or movement is the way that traffic is called in the slums.

¹⁹ *Fogueteiro* or “rocket man” is one of the lowest ranks of traffic, responsible for warning against police entering, by launching small rockets.

²⁰ *Lei Áurea* or Golden Law, was signed by Princess Isabel, daughter of Emperor Pedro II, at May 13th 1888, who freed all remaining slaves in Brazil.

²¹ See: Fisher, R., Ury, W. and Patton, B. (1991). *Getting to Yes: negotiating Agreement Without Giving In*. Second Edition. New York: Penguin Books.

²² Usually, people who live in slums in Rio de Janeiro proclaim themselves euphemistically as inhabitants of *Comunidades* (Communities), instead of *Favelas*. *Esperança* is a fictitious name and means “hope” in Portuguese.

²³ UPP or *Unidade de Polícia Pacificadora* (Peacekeeper Police Unit) is a project from Secretaria de Segurança Pública do Estado do Rio de Janeiro (Public Safety Secretary of Rio de Janeiro) founded in 2008 with the objective of dismantling gangs that once controlled these territories as a parallel state.

²⁴ Literally “Favela’s owner”, that’s the way that traffic dealers self-proclaim.

mission here is to help your colleague, Lindalva (the new Principal at the school), and Danyelle (Uilia's mother), to rescue a twelve-year-old boy (Uilia) from the tangled web of crime.

Idealistic, Roberto is caucasian, forty-nine-year old, with twenty five years dedicated to School Education. Roberto knew Lindalva, the principal recently posted at the School that nobody wanted, since the beginning of their career, when he was admitted as a public servant, long time ago. Both

have built respectful career as educators. From time to time they were assigned to the same school. Roberto knew that Lindalva was married two times, had two kids, one with each husband. By himself, he was married with the same wife for twenty years and had a daughter of nineteen years old.

Roberto's parents were simple people, illiterate, hard workers that died very soon. He was the only son raised by his grandmother. He decided to be someone in life. Decided to study and to become a teacher. Roberto succeeded.

Recently, Roberto knew that Lindalva received a call to assume the high school that no one wanted located at *Comunidade Esperança*, recently pacified by the State Government. Roberto also knows that Lindalva owns a strong and authoritarian personality and decided to accept the invitation.

One day, Roberto received an urgent call from Lindalva. She was facing a situation and his expertise was more than needed at that moment. He attended at once. All about a twelve-year-old boy called Uilia. According to Lindalva, this boy had his father killed in a war amongst rival gangs and wanted revenge. Uilia was causing a mess in the classroom and wanted to be expelled from the school. That was all that she could understand at that moment. But she suspected that the kid was hiding information. That's why she called for Roberto's assistance.

Roberto, in his turn, asked his contacts information and discovered that: Uilia's mother calls Danyelle, who lives in the community, is thirty-year-old, holds a reputation of hard worker and is a *diarista*²⁵, has four children from four different fathers, two killed in war amongst rival drug dealers, was single at that moment and enjoyed a barbecue, beer and samba on weekends. Also that Danyelle earns money from the *Bolsa Família* Public Program²⁶, that she is a person considered normal and honest. Regarding to Uilia, Roberto discovered what happened after all: Uilia tried to join the *Movimento*²⁷ as a *fogueteiro*²⁸ and was rejected. The chief demanded his mother to bring his transcripts in person. Because Uilia had good grades he was rejected. Simple like that, one informant answered. Roberto could not avoid a sarcastic thought about the situation. A drug dealer with social concern! That was new, absolutely! Roberto shared all information he's got with Lindalva.

²⁵ *Diarista* is a house cleaner that works on daily basis, each day cleaning a different house.

²⁶ *Bolsa Família* is public assistance program that provides money for each child enrolled at school.

²⁷ *Movimento* or movement is the way that traffic is called in the slums.

²⁸ *Fogueteiro* or "rocket man" is one of the lowest ranks of traffic, responsible for warning against police entering, by launching small rockets.

Lindalva told Roberto that Danyelle's grand grandmother had been one of the first residents of the community and who had been a slave freed by the *Lei Áurea*²⁹. –More than a single mother, a warrior, was their opinion.

Lindalva and Roberto felt compassion and decided to help. They planned be soft with the people and hard with the problem, they also would be focused on interests, not positions³⁰. The problem was there, in front of them, crying out urgently for solution. They decided to be prepared for the next morning. That would be a rescue mission. Lindalva has spent the entire night thinking about how she could help that child.

But Roberto was an experienced Mediator. He knew that some precautions should be taken. Information is not everything. He had to deal with two persons with convergent interests but different positions. He would act as a facilitator but also as a mediator³¹.

Roberto considered the following points:

- 1- First of all, Uilia: he was confused, feeling rejected and angry. One more rejection could set him into a dangerous zone of uncertainty that he knew well. Most of the times, worst case scenario: drug addict, drug dealer, robber, both short and miserable life, causing pain to himself and others;
- 2- Danyelle, Uilia's mother: she needed to be persuaded to provide the sense of acceptance to Uilia, the most urgent. That Uilia had a home, that the school was his second home. You are available to help counselling Uilia;
- 3- Lindalva: she acted well, isolating the problem from the rest of the students, otherwise a rebellion could take place. A strong point between Lindalva and Danyelle to be considered was that both have children at the same age, with different husbands, differences aside. This fact could be explored, but very carefully, for natural reasons. Uilia is the point, not their marital lives.
- 4- Environment: usually, inexperienced third parties make a lot of mistakes:
 - a) Talk without listen and without preparation;
 - b) Are focused on positions, not interests;
 - c) Are partial;
 - d) Ignore the four golden rules: ***non-interruption, mutual respect, confidentiality and resolution***³². Some mediators talk too much, interrupting continuously the other party, **non-interruption** helps to prevent disruption; without **mutual respect**, pushing the other party, focus on stereotypes, misjudgment, giving birth to destructive emotions and leads to disruption, etc; **confidentiality** helps to reduce

²⁹ *Lei Áurea* or Golden Law, was signed by Princess Isabel, daughter of Emperor Pedro II, at May 13th 1888, who freed all remaining slaves in Brazil.

³⁰ See: Fisher, R., Ury, W. and Patton, B. (1991). *Getting to Yes: negotiating Agreement Without Giving In*. Second Edition. New York: Penguin Books.

³¹ A facilitator is responsible for gathering people, provide accommodations, etc. A mediator, on the other hand, would talk to each one separately to create a bridge to bring mutual consensus.

³² See Lempereur, A., Colson, A.; Salzer, J.(2008) *Méthode de Médiation: au couer de la conciliation*. France: Dunod. P.137

the extension of the problem and loss of face; and finally, without **resolution** it is impossible to move forward.

e) Not setting the place in favorable aspects to help building consensus (see fig.1); Array A should be avoided because P1 is in opposition to P2; Array B should be avoided because creates a sensation of opposition through the mediator; Array C should be avoided it creates partiality (M is closer to P1 than P2). Array D should be encouraged, because of equidistance between parties and the mediator.

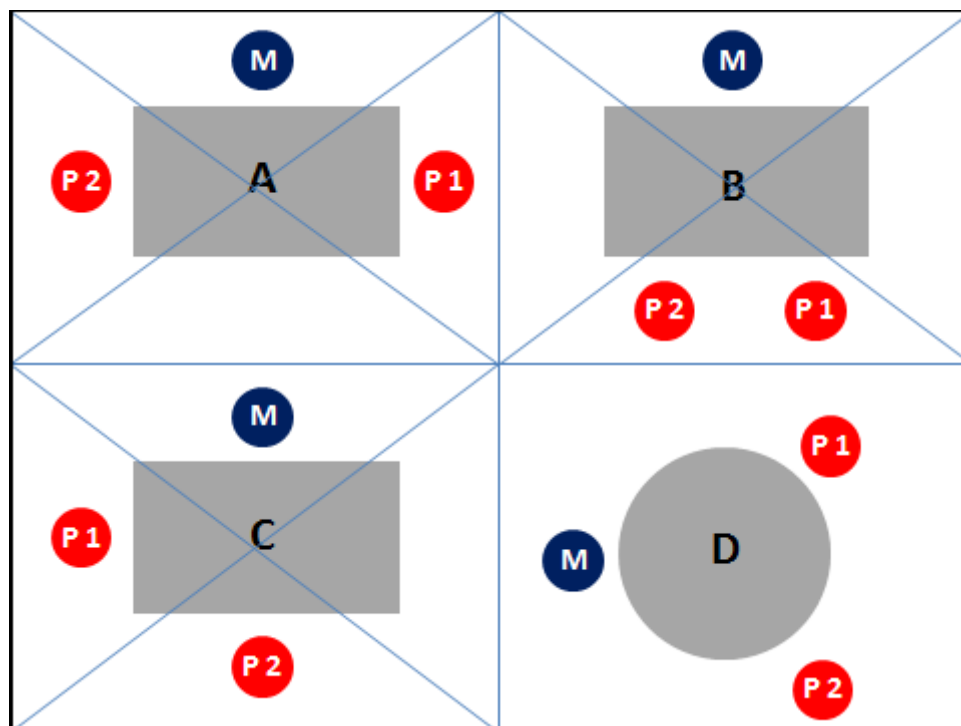


Fig 1. Desirable Mediation Table Array.

Source: inspired on Lempereur, A. et al., 2008

Remember: you will be subtil, concise, firm, tolerant, straightforward and accommodative, if necessary. Will listen, take notes and, if necessary, will discuss in separate with each other. Be shure that your presence will not jeopardize the agreement.

Prepare yourself to act as a Mediator between Lindalva and Danyelle.