



**MINISTRY OF SCIENCE AND EDUCATION  
SPAIN**

# **COEXISTENCE IN EDUCATIONAL CENTRES**

SPAIN'S SITUATION

THE MEDIATION AND CONFLICT RESOLUTION PROGRAMME  
FROM AN INTEGRATED MODEL, FOR THE REGULATION OF  
COEXISTENCE AT SCHOOLS. COMMUNITY OF MADRID

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## 1. INTRODUCTION

*In Learning: the Treasure Within*, the “Delors report” to UNESCO of the International Commission on Education for the Twenty-first Century, the Commission felt that education throughout life is based upon four pillars: learning to know, learning to do, learning to live together and learning to be.

Learning to live together, developing an understanding of others not only constitutes an educational aim, but one of the principal challenges of modern education. There are many reasons why this process is considered important, not only for the values it encompasses on its own, but because it is considered essential to create an equitable, peaceful, caring and democratic society. The cultural ethnical, religious, linguistic and ideological pluralism etc that characterises the twenty-first century society; as well as the increase of violence and the strong trend towards individualism seems to spread.

The need and urge to educate society to learn to live together gives path to a diversity of educational projects, and social movements, with different approaches, but all with a common goal, **to favour the coexistence in the educational centres and in the classrooms.**

It is necessary to educate for coexistence, if not the risk may exist that the absence of cohesion is regarded as something unavoidable, that we have to tolerate and allow. The educational policy makers and the teachers are obliged to assume the responsibilities that correspond to each one of them and, find solutions to a problem that they must avoid to transfer to future generations. There are many people who ask themselves if this aim is achievable; Jacques Delors Utopia “Utopia, some might think, but it is a necessary Utopia, indeed a vital one if we are to escape from a dangerous cycle sustained by cynicism or by resignation.” (Delors, 1996, p.22)

## 2. ANALYSIS OF THE PRESENT SITUATION IN SPAIN

### 2.1 The coexistence in the educational centres: a current problem.

There are many studies, reports and publications that analyse the lack of discipline and the violence that is emerging in the educational institutions. Experts try to highlight the most frequent forms of violence, inquire into the causes, and offer educational proposals to create a climate of relationships within the educational centres that prepares new generations for a real democratic coexistence.

The majority of the reports agreed that violence today is not generated in the educational centres but it is present in them. Conflicts, problems and the tension of today’s society gather in them. Some of the causes are said to be the permissive attitude parents have today with their children, the competitiveness that is generated by a culture of quick success and a serious exaltation by the mass media. This leads to insensitivity when facing the social welfare or discontent of others.

Impoliteness, disobedience, and lack of discipline without violent behaviours are often mistaken with disruptive, antisocial and aggressive behaviours. In most cases

the problem rises due to an interaction of several pending problems of coexistence or interpersonal relations. In few cases these acts can be considered as serious violent acts. An isolated violent action does not mean that a violent environment exists or that the school climate is negative, but the awakening of violence is more frequent than what it may seem.

Due to these and other problems the educational centres have a certain **lack of discipline**. This means that antisocial behaviour will constitute a problem and a challenge to the educational system in years to come. These problems are more evident in urban centres located in marginal areas where the violence suffered or interiorized in students is higher.

Faced with this reality the approaches to solve these problems differ; some demand a more strict educational policy control, others support an improvement in the educational institution based on cooperation. The role the educational institution should play differs in both approaches.

- a) **The extreme approach:** maintains there is a need to undertake strict disciplinary measures or create two educational paths at an early age where there is the possibility to separate the alumni with the desire to study from those considered “bad” students. Creating two clear groups, one made by privileged group of alumni and the second group deemed to academic failure and social exclusion. This approach also believes in sanction as a measure to solve problems.
- b) **The moderate approach** believes in analysing the present situation of cohesion and elaborating an action plan where all the sectors involved would take part in resolving the problem.

Even though both approaches are present in the national and autonomic regions legislation we would like to make a review of the type of conflicts present at schools nowadays.

The existing violence can be varied; physical (hitting), verbal (insults), property (robbery) or leaving out from the group (isolation), disruptive or antisocial behaviour, criminal behaviour (fights with weapons), or intimidation. All these problems that cause an alteration in the normal rhythm of life in the educational institutions create tension and discomfort in teachers and partly in students. The lack of discipline affects the working environment and diminishes academic performance of both students and teachers. Teachers become intolerant and suffer from stress, depression, etc. The arrival of a large number of foreign students at this point creates racist attitudes towards them, since the environment at the educational centres are not ready for tolerance, and not prepared for diversity and intercultural education.

Reality is much more complex but nevertheless the following classification of the frequent conflicts in educational centres can be established:

**Conflicts due to lack of respect and education** present in most educational institutions are **impolite behaviour** with the teachers or members of the academic community, **lack of discipline**, breaking of basic rules, **uproar in classrooms and schools, small thefts, etc.** This kind of behaviour is recurrent and is the main

concern in interpersonal relationships. It is what is known as “incivilities” (Debarbieux, 2003). When the intensity level increases, when behaviour becomes frequent or chronic the conflict level rises, and it can be considered as disruption, bullying peers or antisocial behaviour.

**Disruptive behaviour:** is considered annoying behaviour of certain students that don’t achieve an adequate academic performance, lack studying habits, disrupt classes and are ready to carry out bigger conflicts. Most frequent conflicts enclosed in this type of behaviour are: **sporadic aggressions, theft, small damage of school material and infrastructure, absenteeism, careless attitude, bothering teachers and other students, etc. This behaviour is what most worries teachers.**

**Antisocial behaviour:** this kind of behaviour includes serious problems difficult to solve such as **bullying, verbal, physical and psychological, systematic aggression and harassment, robbery and vandalism in the school and aggressions to the academic community members carried out by violent students with psychological problems or serious behaviour alterations.**

Educational inspectors are in charge of supervising reports regarding the programmes drawn up by the schools, analysing and checking how they deal with conflict and how they take effective measures to deal with the problems and drawing up reports and relevant policies concerning coexistence.

## **2.2 Research at a National level.**

There are few studies that overview violence in educational centres with a national perspective. There are some studies in which the theme is not exclusively violence in the educational centres. It is only the latter study by the Ombudsman (2000) whose main objective was to inquire about the existing violence and tensions (disputes) in the schools throughout the country.

The first national data known comes from the study; “Evaluation of Teachers of Secondary Education” done in 1995 by the CIDE. This study states that 72% of the 18.000 teachers polled considered the **lack of discipline in the centres** as an important matter. Later on, in 1997 the INCE (National Institute of Evaluation and Quality) carried out a “General Diagnosis of the Spanish Educational System”. This study shows that 60% of the teachers stated that there had been isolated cases of violence between students in the past three years, 7% of the schools in that period of time had registered more than 10 cases of severe aggressions of the alumni. 80% of the students between 14-16 years of age stated that they have known cases of lack of discipline. When students were asked **about the coexistence of the alumni** the data is the following:

Excellent: 10%  
Good: 69%  
Medium: 19%  
Bad: 2%

The lack of discipline cases have been mostly disruptive behaviour in and out of the classrooms and lack of respect to their classmates. Regarding the cases involving

violence they are more serious, even though they are isolated episodes and there had not been a significant increase. To prevent them, orientation and support to the alumni and an increased collaboration between the families and the educational centres was proposed.

Studies have also been carried out to inquire about the racist behaviour in the young. The study “Racist activities and solidarity values” carried out in 1997 by the UCM (University Complutense of Madrid), MEC (Ministry of Education) and Ministry of Labour, with alumni aged between 13-19 years showed that the general tendency (trend) is a decrease in racial prejudice, but there are **10% of young people** with intolerant and racist ideals.

The office of the Ombudsman, in 2000, as required by the Parliament, commissioned UNICEF for a national study regarding the Violence in the educational centres. This study was carried out in 300 Secondary schools with a representation of 300 teachers and 3000 students of public, private, rural and urban centres located proportionally around the Spanish territory. The study was carried out with those involved in the years of 1º, 2º, 3º and 4º of ESO of the mandatory secondary education years.

One of the most significant results is that 45.7% of the teachers affirm that conflicts have slightly increased in their schools in comparison to the last two years and 32.7% says it had increased drastically, there is a very serious perception that there has been an increase in conflict in all of the educational centres, **89% of the teachers believe conflicts have increased** and that students that interrupt classes, is the most frequent problem and the one to be solved with priority.

Looking at thirteen types of violent acts using the Liker scale with four variables (always, often, sometimes, never) the data is the following:

Type of violent acts	Victims (It happens to me sometimes + it happens to me often)	Aggressor (I do it sometimes + I do it often)	Witness (it happens sometimes + it happens often)	Teachers (it happens sometimes + it happens often)
Insults	38.5%	45.5%	91.6%	89%
Talking badly about others	34.9%	38.5%	88.3%	90.3%
Name calling	37.2%	37.9%	91.3%	92%
Not allowing to participate	10.7%	13.7%	66.5%	70%
Ignoring others	14.9%	38.7%	79%	85.7%
Hiding things	21.8%	13.5%	73.9%	88.7%
Hitting	4.8%	7.2%	59.6%	67.4%
Breaking	4.4%	1.3%	37.6%	70.7%

things				
Theft	7.3%	1.5%	39.5%	74%
Threatening	9.7%	7.4%	66.2%	77.3%
Obliging to do something under threat	0.8%	0.4%	12.6%	36%
Threaten with arms	0.7%	0.4%	6.2%	10.7%
Sexual harassment	2%	0.6%	7.6%	16.4%

Source: National Report about School Violence by the Ombudsman, 2000.

Results are similar at European level and its analysis can demystify the lack of importance of these facts.

In this same study it is important to underscore the information regarding whom do victims turn to when they are in need for help;

Whom do they tell		Who helps them
60%	Friends	60-65%
35-40%	Family	10-15%
10-15%	Teachers	12-17%
	Schools mates	14-18%
	Other adults	3-7%
15-20%	No one	12-18%

Source: National Report about School Violence by the Ombudsman, 2000.

Most students rely on their friends to tell them what has happened and receive help from them, but 15% of students, **one out of every 5 or 6 students**, feel completely alone and **can't trust or share their problems with anybody and no one helps them.**

This study provided a series of recommendations that has had very little incidence in the legislation of the different autonomous regions, but on the other hand it has set the bases in later reports regarding educational conflicts.

### 2.3 Relevant research at an autonomous regional level<sup>1</sup>

Studies concerning violence in educational centres specifically, have been carried out in five autonomous regions; Galicia (Zabalza, 1999), Navarre (Hernandez Frutos, 2001), Valencia (Gomez Casañ 2000), Andalusia (Ortega y Angulo, 1998; 1994) and in Baleares (Orte and others, 1999).

The most extensive and constant studies have been carried out by the teacher Rosario Ortega and her team at the University of Seville, Andalusia. They have studied the phenomenon of bullying in this region (Ortega y Angulo 1998, Ortega y Mora-Merchan 2000). This study was prior to the programme against violence established by the Junta of Andalusia (ANDAVE) and together with the programme “Convivir es Vivir” from Madrid Autonomous region, they were both pioneer by giving an institutional and educational solution to the problem of violence in schools. The study (Ortega y Angulo, 1998) inquired about coexistence, abuse and relationships between equals in a total of 2,282 students between 12 and 16 years of age in eight Andalusia provinces. Most outstanding is the level of personal satisfaction students have with the level of coexistence in their schools.

	1°ESO	2°ESO	3°ESO	4°ESO
Satisfaction with existing coexistence	66%	60%	49%	47%

The study carried out in Galicia (Zabalza, 1999) interviewed 4,801 students, 836 teachers, 907 headmasters and 3,116 parents. Subsidised by the Xunta of Galicia and carried out by the University of Santiago. There is a difference between the views of the groups interviewed. This research was divided in four categories of analysis: general evaluation of coexistence, regulations (guidelines), conflicts and solution of conflicts. The first conclusion highlights a **positive perception of the coexistence** in the educational centres and the **polyvalent character** of it. This implies a correlation between the quality of the educational institution and coexistence in the school. Even by means of good coexistence in schools, this cannot avoid the contradictions of the social reality outside its boundaries. The result of this study was 39 recommendations to be considered by the educational administration from Galicia.

The study carried out in Navarre (Hernandez Frutos, 2001) sponsored by the Woman Institute of Navarre, analyses the problem from the gender perspective. **31% of the students** state they were sometimes afraid to go to school, **11% of these students identified classmates as the cause of their fear** and **5% of teachers identified teachers as the cause of their fear**. This study also asked them with whom they share their fears; **47.35% of them share them with friends**, but more alarming is the fact that **30.55% do not share them with anybody**.

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<sup>1</sup> The results from Andalusia, Navarra, Valencia and Galicia have been partially taken from Ortega, R, Del Rey, R & Fernández, I (2003): Working together to prevent school violence. The Spanish response” in Smith, P (ed) (2003): Violence in schools. London. RoutledgeFalmer



The study carried out and designed in Valencia (Gomez Casañ, 2000) by the Conselleria of Education of the Generalitat Valenciana, forms part of programme for the promotion of coexistence in educational centres and includes questions regarding violence, bands and vandalism. It is remarkable that 66.5% of students affirm having seen **vandalic acts** in their classrooms such as breaking or abusing academic material. 31% says the same regarding school material.

In Balears there were 3033 students from 9 to 17 years of age interviewed with questionnaires in the CAIB(University of Balears) (Orte and others 1999). **30% of students declared having felt threatened** by one or several classmates since the beginning of the school year. Between **3-5% students suffer from this situation daily**, mainly those students from 5th grade in primary schools up to those students in 2nd grade of ESO.

The study carried out by Martin Gonzalez and others in 1997 centred in the Autonomous region of Madrid and oriented towards big urban areas shows how **there is violence, dangerous sexual practices and consumption of illegal drugs**. It states that “there is a correlation between violent behaviour and the level of education.” From the study the difference between aggressive students and peaceful ones are clear. Those who are violent have mediocre academic records and carry out their studies “**forced**”, whilst “**non violent**” students have a more satisfactory academic record.

The remaining autonomous regions do not have or have not published such reports. Nevertheless there is a common fact in all the studies, it is in 1º and 2º of ESO (12-14 years of age) when most violent incidents occur with the alumni and with the teachers.

Even though there is enough evidence to suggest that action needs to be taken in order to improve the coexistence in the educational centres and to foster safer environments, little measures have been considered by the legislation to work towards this aim. There has only been a legislative approach to address the learning difficulties and the rules (norms).

### **3. LEGISLATION FOR THE REGULATION OF COEXISTENCE AND THE PROGRAMMES TO ATTEND CURRICULUM DIVERSITY FROM THE MINISTRY OF EDUCATION**

The atmosphere in educational institutions has changed a great deal in the last years. Situations of tension and difficulty in coexistence are frequent amongst students and though the factors that may reduce or eradicate these complicated situations are many, the effectiveness resulting from choosing one or another measure will depend mostly upon the cohesiveness that members of the educational centres may achieve as a community, rather than on a specific proposal.

In any case, we must work in order to attain scholars who are educated to coexist in an environment of respect, tolerance, participation and freedom. Some of the most appropriate guidelines to follow seem to be, joint responsibility of every member of the educational community, setting a principal's model recognized and motivated by the support of the members of the institution, a larger school autonomy and the development of programmes for conflict mediation and the treatment of conflict resolution.

However, though most of the intense aggressiveness and violence cases are isolated and sporadic episodes; there are many psychological aspects which multiply its effects and cause bad feeling between the teaching staff, having a bearing in the quality of teaching and creating an emotional climate which does not favour the educational process. It also creates a tendency toward inhibition and the adoption of defensive attitudes as a response to the conflict. Some teachers try to hide the aggressions that they receive by not making them public in order to avoid the idea that they are not capable to solve the conflict situation in the classroom. Others get burnout and feel there is no hope for the situation.

The values that make it possible to live in society are transmitted and practiced throughout education, part of which is acquired through the habits and respect that the institution poses in its members. Thus, teaching students human rights as well as tolerance and freedom within the principles of coexistence is, according to *Art. 1 de la Ley Orgánica 1/1990 del 3 de octubre de la Ordenación General del Plan Educativo*, one of the most important aims that the education system must pursue.

In order to achieve this, not only educational contents, transmitted throughout each educational stage are required, but also and most importantly, by the coexistence policy established in schools. Coexistence rules established in schools to facilitate the regulation of student's rights and duties, must provide a responsible climate of work and effort that allows every student to achieve the best results through the educational process, and to acquire the habits and attitudes pursued by this law.

From this point of view, it is important for each student to understand that coexistence rules and norms are not alien to school, but that they have been created and adopted by the educational community as a whole. Thus, when defining and

applying a successful practice of student's rights and duties, it is important to promote school's self-government.

It is also required that the rights recognized to students by the Ley Orgánica 8/1995, 3rd October .Reguladora del Derecho de la Educación, encompass the school organization in such a way that students may realize the impact they cause in everyday school life. However, this is only possible when, according to the law, the school's internal organization develops and adopts the rights taking in consideration the diverse circumstances of each school, adapted to its educational project, and to the students needs in regard to their age and development.

In this law it is specifically emphasized, that teaching plans must incorporate varied resources and strategies to respond to the different needs according to the information known from each student. In order to achieve this it is necessary to assume the differences between each group of students as something characteristic of the teaching activity, as well as to accomplish an individual evaluation in which to establish the aims that students must attain, according to criteria derived from their initial situation. From this initial evaluation, quite often, it is necessary to set out goals and specific strategies to allow different rhythms and to obtain different learning levels. A teacher must act as a mediator and organizer of the teaching and learning process in accordance with the progression of each student and, fundamentally, in collaboration and coordination with the rest of the teaching team in order to ensure the progress of all the students.

It is possible to consider different methodologies and to address diversity by different means such as: propose differentiated learning activities, anticipate the adaptation of school material, organize flexible group work, speed up or slow down the introduction of new contents, organize them and bring them out in different ways or to give priority to a nucleus of content over others.

Another solution is to adapt the activities to the motivations and necessities of the students. These activities should not be too easy or produce lack of motivation neither should they be too distant from what they are able to do. This can be unmotivating and contribute to the creation of a sense of frustration. The activities must be prepared at different levels of complexity which will allow working with a mix ability classroom. The different activities referred to as complementary content, or extensions, for students who can advance faster or who need less help must also be prepared.

The working atmosphere must also favour autonomy and group work. The organization of flexible work groups allows the students to carry out different tasks, propose backup activities or study further according to the need of each group.

When the teaching difficulties are bigger it is necessary to use other mechanisms such as the breakdown of the group class for the backup activities into smaller groups. Once a class is subdivided into various homogeneous groups, it makes it easier to adjust the pedagogic help to the specific needs. This can be carried out in one or several subjects where the student has specific problems with a clear evaluation to justify it, and with special learning material adapted to the aims which have been established.

When the difficulties are not very important the adjustments in methodology, activities, materials and flexible groupings are sufficient to give response to the student needs. When the difficulties are general and permanent it is necessary to carry out significant adaptations. In this case it is considered that the student has special educational needs and that the system requires special educational measures. This is organized through the diversity groupings or compensatory education programme whose adaptations modify the basic curriculum because it substitutes elements or because it eliminates others.

#### 4. EDUCATIONAL PROGRAMMES FOR THE IMPROVEMENT OF COEXISTENCE

*“In these times more than ever values are needed, these being points of reference and an educational plan of action is necessary and urgent based on three pillars: non violence, equality and freedom. These must be the basis of education in all countries whatever their beliefs, religious principles or their cultural sensibilities. The current objective is to create a new humanism for the XXI Century.”*

*Federico Mayor Zaragoza*

*Ex General Manager of UNESCO*

If it is difficult to achieve an academic education, it is even harder to obtain a learning of life; a learning of values; a learning of self-esteem; a learning of personal equilibrium and a learning of pacific coexistence. This is the same for the academic education, in which the teaching body plans its activities, selects objectives, chooses the adequate methodologies; elaborates activities and evaluates the gains; for coexistence, it is necessary to set out the objectives with the same rigour and dedication. The environment **in the classroom and of the centres themselves, must be the result of an active, systematic, planned and organized activity** even if it proves difficult.

The educational community must be involved in one way or another, in the construction of an educational environment, thus coexistence in schools must be achieved through global intervention in a short term. However, the systematic and efficient way, on a medium and long period, within a model which favours the peaceful development of the class, has to account for student problems; intervene in the group class; develop strategies at the centre level and implicate families.

However schools can deal with coexistence, with the two following proposals:

a) The proposal of the educational Administrations and of the curriculum itself: it is shaped by the education of values, cross curricular approach, preferential action programmes to compensate disadvantaged students, etc.

b) The response elaborated and presented by each centre: at least, via the following means:

- **Fostering the democratic participation of students** undertaking the responsibility of the process of decision making and the teaching of democratic procedures and acceptance of the decision of the majority.

- **Promoting action programmes for students** which live in situations of social and cultural disadvantage. Programmes directed to favour the development of tolerance of the diversity of ethnicity and culture.

- **Action programmes directed to increase the capacity of reflection and moral development.**

- **Projects directed towards the improvement of the behaviour of students by the teaching of rules**, it implies complicity and democratic participation of the students through the design of rules assumed by all the members of the community.
- **Through mechanisms for behavioural self-evaluation in the classroom and under the teachers' initiative**. The analysis of conflictive behaviour which can help diffuse tension and conflict.
- **Programmes specifically directed towards the improvement of coexistence**. Usually there are a series of associated resources which facilitate the analysis, development of plans of action, intervention and subsequent evaluation.

It is necessary, however, the implantation of preventative programmes against violence or for the development of strategies for coexistence. This can be done under the own initiative of the centres as well as by the educational Administrations and should be carried out without delay.

Taking this into consideration a series of intervention programmes for coexistence have arisen from the administrations themselves, with its final objective being to improve school climate. In some instances the public administrations along with university experts have carried out and implemented intervention programmes, such is the case of the communities of Madrid, Andalusia, Catalonia, Galicia, etc. In the last decade all the autonomous regions have developed specific support programmes for students with difficulties, or for the prevention of violence with special emphasis on the resolution of conflicts, improvement of social skills, multidisciplinary approach to improve coexistence and the support and treatment of students at social risk.

In some other cases it has been university experts who have implemented intervention programmes linked to “teacher training centres” belonging to the autonomous administration the ones which connect the schools to the researcher. In each case we will carry out a brief review of the main programmes and finish with the presentation of the specific programme of “The Mediation and conflict resolution programme from an integrated management model of coexistence” of the Community of Madrid which we present as an example of good practice with a long period of experimentation and a proposed model for the intervention at a national level.

We can highlight a series of general characteristics of the programmes which have as objective the improvement of the coexistence in schools. Some experts (Martin et al, 2003) maintain that these programmes are based on a comprehension of the nature of the problem from a relational perspective, i.e., the interrelation between members of the community. They all have a preventive and systematic character in that they advocate for a treatment before the conflicts arise affecting the school as a whole as they intervene in the climate in the centres or classrooms. The activity is not centred solely on the isolated attention of the student in a conflict. All of them demand a high participation from a group of teachers and in many cases a group of students, and they concentrate on reparation of the damage. These contrast with those models based on a punitive point of view based purely on regulations.

As Ortega, Del Rey & Fernández” (2003:143) explain these programmes mainly propose four strategies in their intervention plan: change of the organization of the school, training of teachers so they themselves can design their own intervention model, specific classroom proposals and specific programmes for the treatment of students in conflict or at risk. Some of them combine several of these elements and in all of them they require a great experience and cooperation by the participating group of teachers.

**The following are the most significant initiatives in Spain:**

**A. The SAVE Project (Seville School Anti-Violence)**

SAVE comes from the University of Seville, by Professor Rosario Ortega Ruiz in order to study the phenomenon of bullying between students with a design of an antiviolence programme; the results of the research were similar to international investigations on the subject; the objective was to improve the coexistence and interpersonal relations in schools.

It is a preventive intervention model; which proposes a democratic management of coexistence; by working in a cooperative group; teaching emotions, feelings and attitudes, and curricular approach as well as attending children at risk. The evaluation of SAVE was that the number of interpersonal relations between students improved; also, the perception of victimisation decreased; with a general attitude of change with regards to bullying. As a result of this project the ANDAVE programme was designed with similar characteristics in the Community of Andalusia. (Ortega, 1997, 1998)

**B. The programme “Living together is living (Convivir es Vivir)” for the improvement of the coexistence and prevention of violence in the educational centres. Community of Madrid.**

This programme is of a preventive nature; and has been carried out since 1995 in the Community of Madrid. It has gone through different stages adapting to different formats of intervention.

**a) General characteristics of the programme:**

It is a school programme carried out with institutional coordination in order to obtain high coefficients of coexistence. It is an inter-institutional programme in which Institutional Organisms, Town Council, Ministry of Education, Youth Organisations, Local Police, Ombusman of the Minor from the Community of Madrid community, parents associations; NGO's, etc provide diverse recourses. It does not concentrate in any specific conflict but rather allows the school to work on which area they want to improve. There is training for teachers; materials, economic resources and a continuous evaluation is carried out and supervised by the teachers in the centres as well as the advisor from the Teachers Training Centre.

**b) Development of the programme**

It is structured in two or one year programmes with different formats. The most elaborate one is a two year programme. In the first year the teachers involved receive training which will allow them to elaborate an internal plan of action. The contents of the internal plan of action must be centred on some of these subjects: curriculum; an update of the internal regulations; extra curricular and complementary activities, evaluation or any other activity which will promote an improved coexistence. In the second year the centres must put into practice the plan mentioned above.

### **C. Programme for the tolerance and prevention of violence**

The professor of the *Complutense University of Madrid*, María José Aguado has edited a series of material which studies the education for tolerance and prevention of juvenile and school violence in collaboration with MECD and Ministry of Social Work. These reports edited in four volumes address diverse subjects and also has complementary activities; there is audiovisual material with two videos that comprise a selection of activities; these are evaluated by the teachers and students and an analysis of the context is carried out. Díaz Aguado (1996), Díaz Aguado (2002).

In these programmes they state the conditions to prevent violence in schools which are:

- Adjust education to the characteristics of adolescent development.
- Favour the integration of every person in the school system
- Distribute the opportunities of being the centre of attention.
- Guide the intervention in such a way that it favours significant mental changes.
- Teach to detect and combat the problems which lead to violence.
- Educate empathy and respect for human rights.
- Develop school democracy.

The methodology is based on cooperation techniques and in cognitive changes of moral rationalisation with discussions and debates between students divided in groups.

The evaluations of teachers who applied these programmes stated the following:

- They favour the development of the young
- They improve the relations which they establish in school
- They improve general skills of the teacher

**D. Documents and material regarding school violence and the possible ways of prevention.** In order to introduce it in their tutorials the association FERE (Federation of religious schools) edited a series of studies about the manifestations and the roots of violence and improvement of coexistence. They work specially with



self-esteem, assertiveness, solidarity, etc. These studies had a national echo in religious schools.

**E.** Professor Xuxo Jares of the University of Coruña, Jares (2002) has put into practice in the city of Vigo, in Galicia, the programme “**Learning to coexist (Aprender a convivir)**”. It centres in conflict resolution, communicative skills in students. Teachers receive specific training to establish democratic management techniques in the classroom.

**F.** The Professor María Victoria Trianes and her team at the University of Málaga (Trianes y Fernández – Figares 2001), also from Andalusia have developed a programme “**Learning to be a person and Coexist (Aprender a ser persona y convivir)**” directed specifically to secondary education. The theory from which they develop their proposal is situated in the area of **social competence and social skills**. The general and preventive objective is peace education and for a non-violent coexistence.

### **G. Atlántida Project**

Atlántida Project has been carried out, through the movements of pedagogic renovation in collaboration with the CCOO Teachers Union, in many centres of the Spanish territory. The project is based on a self-revision of the problems and conflicts of coexistence developing a plan that works towards the professional development of the teachers and the organization of the schools, which serves for the resolution of conflicts of coexistence in the educational centres. (Torrego y Moreno, 2001)

The aim of self-revision is to give meaning to the project by setting out and suggesting alternative explanations to the problems. It makes emphasis on the creation of a common language shared by all which will influence communication and understanding by all the members for the project.

The methodology principles of self-revision

- **Internal character:** The leading role and subject to revision are the people involved in the centre themselves.
- **Instrumental character:** It is a process of change and development in the school centre. The technical aspects of the revision are not as important as the sharing of a common language referring to the practical problems and decisions to be resolved.
- **Participation and appropriation:** they cannot refer to an external source as it is a democratic process. It involves the participation and appropriation of as many teachers, students and families as possible. .
- **Obtain a shared vision after debate and the analysis of reality.**

**H. Mediation Programme of the Generalitat de Catalonia.** Within the coexistence policy of the school centres of the Generalitat of Catalonia since 2000 there is special interest in the Mediation programme for schools. The programme is directed to different sectors of the educational community: teachers, students,

parents, administrative personnel and services and has been carried out in schools of secondary education. This programme is developed in different phases: Sensibility, training, planning, practical consolidation and evaluation. It will be extended to primary schools in the future.

I. In the **Basque Country** they have been developing a **multi-facet programme concerning coexistence in schools** with various parallel actions. In 2000, the Direction for Educational Innovation started the education programme for coexistence and the following year they held in Vitoria-Gasteiz, the 1<sup>st</sup> Congress on Education in coexistence in which experts of the State, Europe and Euskadi, shared their multiple experiences regarding this subject in schools.

The most significant actions in the school year 2002-2003 have been:

- a. The programme IKUSGELA of the autonomous TV, geared to the young, they broadcast a series of programmes about the positive treatment of conflicts.
- b. The increased training offer to teachers in: coexistence management in the centres and in the classrooms, mediation, handling conflicts and communication skills, etc.

During 2002/2003, 120 centres implemented educational projects to achieve coexistence and peace.

The centres that participated in this programme dealt with subjects of great importance such as:

1. The promotion of a new cultural coexistence in the educational community through sensitivity, participative debate and inter-personal communication.
2. Considering the school as the place where coexistence management must take place.
3. Giving importance to the classroom as the daily educational space for school coexistence.
4. Restrain and improve inadequate behaviour and overcome conflict.
5. Teaching the basic values for coexistence.

## **5. GOOD PRACTICE FROM SPAIN**

### **MEDIATION AND CONFLICT RESOLUTION PROGRAMME FROM AN INTEGRATED MODEL FOR THE REGULATION OF “CONVIVENCIA” AT SCHOOLS.**

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This programme has been running since 1998 organized by the CRIF (Centro Regional de Formación) of the Community of Madrid, thirty one secondary schools have already participated in it. It is a two year programme involving teachers, students, administration and parents, in which schools start with a mediation and conflict resolution training and practice in the first year. This is followed by a second year in which the normative procedures, disruption in the classroom and student participation are examined for further changes in the school culture. It has undergone several stages and in the year 2003 a new proposal has been developed in which conflict resolutions strategies are integrated in the daily activities of the school at different levels and not only in specific cases of mediation.

The present proposal for the year 2004-2005 is as follows:

In the first year schools, after a careful selection of the participant schools based on their compromise with the project and their prior experience in working for the improvement of the school, they start with a phase to sensitize the community to the conflict mediation project itself, followed with training of the mediators, development of a plan to implement the conflict resolution strategies, and assessment. Once the core of the project becomes stable in the second year there is an incorporation of different aspects of school life which will be integrated with the conflict resolution plan. Mainly; peer education proposals, developing a participatory climate for students and teachers, specific training in dealing with disruption and changes in the school organization, cooperative group work, integrating intercultural education in the curriculum and developing communitarian and parents liaisons.

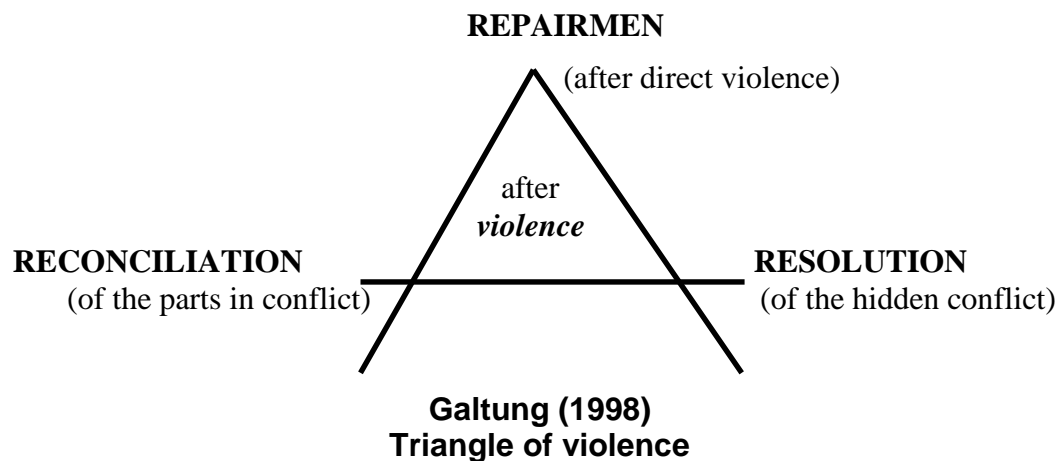
#### **Integrated model for the management of convivencia**

We understand that a model for the management of “convivencia” is constructed through a series of educational proposals, which facilitate the activities for the improvement of the learning and teaching processes, when facing discipline incidents and conflicts and to prevent violence.

This model requires a global and systemic approach, with a great number of organizational implications in its implementation. It demands specific training for teachers and students on educational principles. These are based on dialogue and with an active role of the students in the conflict interventions.

Coexistence models of intervention at schools can vary from school to school with a closer approach to normative, legislated procedures based on legality or rather a interpersonal approach o through joint agreements. All of this embraces a major scope of action procedures, which may be considered adequate for a specific community and not so appropriate for a different one. Each school has its personal values, its perception of conflicts and its ways of treatment, which is closely related to its philosophy and understanding of the purpose of education and in many cases to the person in charge of managing conflicts.

In order to analyse the capacity to manage conflict in the different models we apply Galtung's violence analysis in the field of conflict resolution and peace education. We maintain that in order to resolve conflicts it is necessary to address the following aspects: reparation of the causes, reconciliation of the people involved and resolution of the inner personal problem. In as long as these three aspects are encountered there will be more guarantee of a positive resolution of conflicts.



This model theoretical framework supports the assumption that schools mainly work with punitive and relational models when dealing with conflicts, and the integrated model incorporates the best of both models and favours its integration in one broad culture for the management of conflicts in schools.

In this sense it establishes three types of coexistence models: punitive, relational and integrated. All of them have advantages and disadvantages, however the integrated model propose a fusion of both punitive and relational, creating a context of caring with a firm and consistent approach to rule breaking.

**The punitive approach** is based on the normative procedures and determines consequences for its transgression or as a means of correction. It is based on sanctions which repair the damage and stabilize the system as it consolidates the limits and maintains authority in the public sphere. Based on a code of conduct it doesn't necessarily look for the reconciliation of the persons involved in the conflict, nor does it attend the reparation to the person that has suffered the damage.

**The relational model** bases its intervention on the relation between the people involved in the conflict, working not only the possible solutions to the problem but on the relation between the people. The power of the resolution is transferred to the people involved, as in the case of mediation processes, negotiation and dialogue. It is not so much as creating specific spaces for dialogue, though this is quite convenient,

but rather to have a number of members of the community emphatic and capable of handling conflicts at the interpersonal level. The final outcome of the resolution depends on the particular circumstance of the incidence or people involved. Therefore it attends both repairmen and reconciliation, though repairmen may not satisfy the needs of the system as it operates in the private sphere.

**The integrated model** (Torrego 2001, 2003) tries to merge the best of both models. It proposes the treatment of conflicts through direct communication between the people involved address their needs. However it demands going beyond the private sphere working under a legal and public sphere in which the procedures of conflict resolution become part of the school code and general practice when dealing with conflicts. It advocates for the coexistence of a normative procedure and dialogue by means of different conflict resolution structures.

The following table summarizes the advantages and disadvantages of the models.

	<b>PUNITIVE MODEL</b>	<b>RELATIONAL MODEL</b>	<b>INTEGRATED MODEL</b>
<b>A D V A N T A G E S</b>	<p>Individual prevention</p> <p>General prevention</p> <p>Third party resolves (heteronymous moral)</p> <p>Legal regulations &amp; normative</p> <p>Retributive approach (reparation exercises justice)</p> <p>Public sphere</p>	<p>Power is based on the relation</p> <p>Search for reconciliation</p> <p>Aggressor assumes guilt which requires a mental recognition of guilt</p> <p>Restorative justice</p> <p>Private sphere</p>	<p>Integrates positive aspects of both models</p> <p>Limits and norms with consequences</p> <p>Restorative justice</p> <p>Emphasis on the interpersonal relations</p> <p>It broadens the conflict resolution strategies of schools</p> <p>It enriches school policies</p> <p>It favours autonomous moral</p> <p>At the eyes of the community it is perceived that action is taken with a human component</p>
<b>D I S A D V A N T A G E S</b>	<p>No behavioural rebuke</p> <p>No alternative behaviour modelling</p> <p>Creates resentment</p> <p>Conflict escalation</p> <p>Potential school rejection with anti-school subculture</p> <p>Values outside school</p> <p>Aggressor perceives final result as imposition</p> <p>Lacks individual reparation</p> <p>Victim seen as informer</p> <p>No reconciliation between people involved</p>	<p>Difficult to find time and space for dialogue</p> <p>Demands more time and energy</p> <p>No guarantee of general prevention</p> <p>Conflict escalation</p> <p>The community might not know that something is being done</p> <p>It doesn't approach the traditional model of authority</p>	<p>It requires the organization and implication in mediation and conflict resolution procedures</p> <p>It requires a wider framework to create positive plans for the improvement of coexistence</p> <p>It demands an organizational scheme with more work and coordination</p>

Therefore the proposal of the integrated model assumes that schools should incorporate a broader scope of alternatives to conflict resolution such as: mediation services, peer education, negotiation, consensus and circle times together with democratic normative regulations which satisfy the needs and interest of the different sectors of the school community and all these procedures should be integrated in the daily activities and philosophy of the school as a whole.

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