

=TOLERANCE=

Open Educational Resources
for educating in diversity

Xeno-Tolerance

**Supporting VET teachers and trainers
to prevent radicalisations**

Analysis of needs

**NATIONAL REPORT
Spain**

Escuelas Profesionales Padre Piquer (ES)

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1. Summary

The following research explores the situation of Spain in terms of tolerance in our educational system. Diversity has grown consistently in the last years and not only due to the increase in immigration in the last two decades. Valuing difference is a clear source for learning and to grow as a society, but when the position taken is not this but one of lack of understanding, diversity of cultures, religions, gender, sexual orientation or capability can be a source of conflict.

This document presents national trends and explores examples of actions already present in our classrooms to promote tolerance and understanding. It evaluates the situation of teacher training in dealing with Development of Tolerance and Prevention of Radicalisation, both in initial and continuous stages. Finally it proposes key points and guidelines to consider when elaborating resources for fostering DTPR in a supra national level. These guidelines are based in concluding that prevention by fostering knowledge among education stakeholders, taking action by inducing understanding and empathy when conflict occurs, and promoting and progressively building an inclusive school system are key elements to consider in the framework to promote tolerance in our schools.

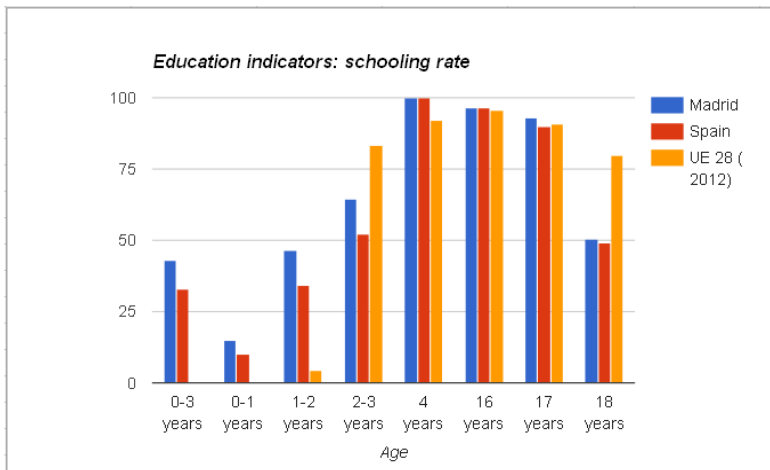
In order to elaborate information has been gathered by researching published works and articles and through interviews to and focus groups of teachers, experts and students in order to render a picture that proves useful to identify and assess the needs to cover in Spanish schools in regards to tolerance education.

2. Introduction

In order to establish a proper conceptual framework it is necessary to precisely define some terms such as tolerance and radicalisation. The context of our study is focused on formal Spanish education, and more precisely secondary students who have failed to achieve their Secondary Education degree. For those students, there is an alternative itinerary to Secondary Education that is called FPB (Basic Vocational Studies), which gives direct access to medium and high vocational studies.

This initial vocational training must be understood within the analysis of school failure at a national level since it is supposed to be an alternative education plan for those who have failed to achieve a Secondary Education diploma. In Spain, as the table shows below, only 50% of the population who are 18 years old still go to school, which means that those who are one year or more behind in their studies after having had to repeat a course are likely to drop out when they turn 18. This is a considerably much higher problem compared to Europe.

Schooling rate (2013-2014) %				
Age	Madrid	Spain	UE 28 (2012)	
0-3 years		42,8	32,8-	
0-1 years		15,1	10-	
1-2 years		46,4	34,1	4,3
2-3 years		64,5	52,1	83,5
4 years		100	100	91,9
16 years		96,6	96,3	95,4
17 years		92,9	90,1	90,9
18 years		50,5	49	9



Source: Fundación Tomillo

Furthermore, it is necessary to analyse early dropout rates, which in Spain double European average. Those students that for many reasons decide to quit their studies before obtaining their diploma are usually gathered in vulnerable and economically depressed areas of the cities. It is not a coincidence that the population living in these neighbourhoods is also composed in a high percentage by immigrants.

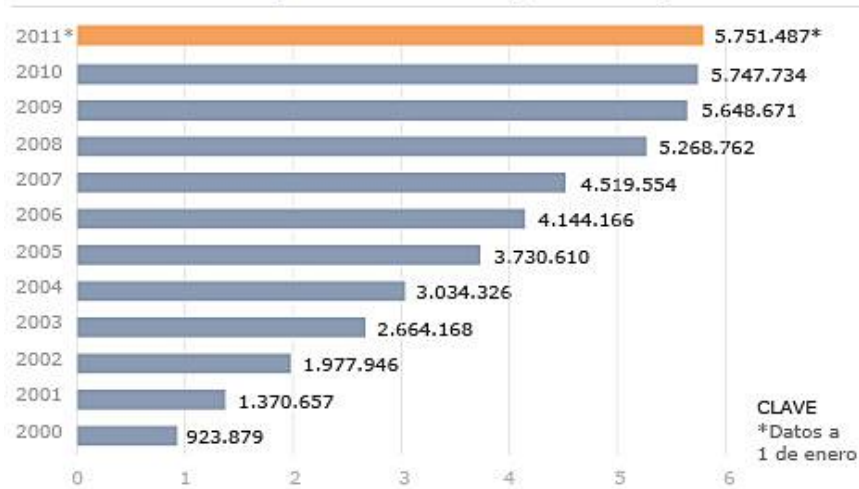
Early dropout (2014) %				
Age	Madrid	Spain	UE 28 (2012)	
18-24 years		18,3	21,9	11,1

Education indicators and 2020 objectives

Source: Fundación Tomillo

To understand the social composition of the population in urban, vulnerable areas, it is important to analyze the historical migration trends that have characterized our country during the last 15 years. This diversity and multiculturalism is reflected within classrooms and it is a fact that might be seen as a potential conflict source. For this matter, education methodologies have experienced changes towards new trends during the last decade in order to give an answer to this new reality for our students in a more innovative way. In order to foster tolerance and avoid conflicts, not only due to multiculturalism but also to other causes, the development of inclusive methodologies and the implementation of strategies to get to know classmates and their circumstances are two key ideas to consider.

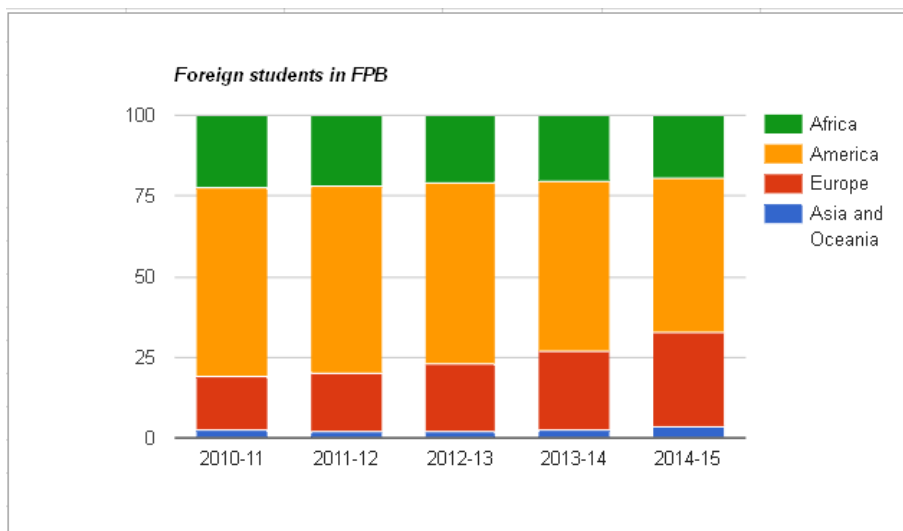
Incremento de la población extranjera en España



Fuente: INE

elmundo.es

Increase of foreign population in Spain.



Foreign students in FPB (Source: Fundación Tomillo)

As tolerance might seem a broad concept, talking about conflict management in classrooms could help us narrow the topic. Considering that the origins of potential conflicts are very diverse, identifying the source of these potential problems could help in our purpose to propose specific measures. Diversity and difference in all of its manifestations have traditionally been sources of conflict, and because of that it is crucial to study this in more detail. It is not only a matter of multiculturalism, but also many other reasons that can be a source of conflict. Actually, diversity in its many manifestations is a reality in Spanish classrooms and topics such as gender, religion, culture, sexuality, disability or physical aspect are to be considered when studying conflict due to intolerant behaviour.

It is also fundamental to consider the two main lines of action when dealing with tolerance in educational contexts. On the one hand it is necessary to develop strategies that are directed at preventing conflicts arising from intolerant positions. Inclusive schools and methodologies have proven to be very effective since they promote understanding of each other, group work and dynamics, empathy and knowledge of the student working in the next desk. Under this perspective, for example, a national Strategic Plan for Coexistence has been set in place at the beginning of the year which includes training for teachers to prevent conflicts arising from diversity.

On the other hand, it is important to decisively and effectively act when a problem stemming from intolerant beliefs appears. The Strategic Plan for Coexistence offers different measures like guides and steps to follow in such situations for students, families and teachers. Besides that, mediation in many manifestations is another example of strategies to implement when conflict emerges. Actually, current trends tend to talk about *positive coexistence management* instead of *conflict mediation*. In addition, the new programs designed to manage coexistence in schools are focused on training students rather than teachers, so that they can be the ones who find a solution when a conflict takes place. Instead of giving isolated sessions to students about those topics, those new trends suggest to establish a continuous training all along the four secondary school levels. Having a mediator at school is also becoming an obsolete resource when understanding it only as a separate entity since the objective now is to empower students and their families to be change agents in their context.

Therefore, many topics need to be considered when dealing with tolerance in the classroom. Some of these are prevention by fostering each other's knowledge, taking action to make parties involved understand and empathize when conflict occurs and the progressive building of an inclusive schooling system that is based on flexibility of curriculum and organization in order to respond to the growing diversity in Spanish classrooms. All these should be taken into account when devising and elaborating resources and tools under

the scope of this project. However, before that, it is also fundamental to analyse the training teachers are receiving in order to foster tolerance work in the classroom.

3. Training of teachers, trainers and educators

3.1 Initial training

3.1.1 State of art

Initial training for teachers in Spain is different for pre-school or primary education teachers, who need to study a four-year Bachelor's degree, and for secondary and high school teachers for whom a Master's degree is required. In none of the cases the study plan includes a broad consideration of subjects related to tolerance, inclusion or any of the issues that we are dealing with.

If we analyse in more detail the study plans it is possible to realize that there is no place for DTPR matters. The pre-school degree has 102 credits (ECTS) on basic formation, 60 compulsory credits, 27 credits for optional subjects, 45 credits for internship and 6 for a final degree project. The study areas are focused on theoretical issues related to the school context, oral and written communication skills, family and social relations, etc. Furthermore, pre-school teachers learn about how to teach different subjects such as Music, Arts, or English. In addition, pedagogical matters are also included and during the last year students must choose an itinerary in order to specialize in language and hearing or early attention. The degree for primary school teachers is very similar but differs in the itineraries that can be chosen: in this case the objective is to train teachers that will specialize in a specific subject so that the contents are related to teaching skills.

Secondary and high school teachers are required to have a degree on any knowledge area so that they can study a Master's Degree specialized in teaching. In this case every postgraduate student must choose an itinerary corresponding to the degree studies already accomplished, so that there are specific subjects related to its area of knowledge. The Master's Degree is 60 credits out of which 14 correspond to an internship in a school, 26 are related to the itinerary chosen, 14 deal with pedagogical issues and learning processes, and the remaining 6 credits are devoted to a final thesis. Far from learning about group management, integration dynamics within the classroom or other pedagogic topics that are crucial in the daily work of teachers, 43% of the contents are devoted to academic issues. We focus in this training level because we consider that during adolescence (secondary and high school) it is the time when most potential conflicts might be generated within groups.

Apart from this teacher training gaps, new educational trends are becoming popular, where a more complete education for teachers is provided, including external teacher support by professionals, leading evaluation methods, useful tools and dynamics to be applied in the classroom that may foster integration between students, and learning by doing from the very first moment when teachers start working in a school at the same time they are studying the Master Degree. One of those programmes in the frame of those new education trends is called *Empieza Por Educar* and belongs to the Teach For All network born in USA. It consists of a two-year training program focused on teachers for all levels which have previously been selected after a very strict selection process. The ultimate goal of this training proposal is to create an international network with change agents around the world working to end education inequality and reduce the education gap.

3.1.2 Including prevention of radicalisation in initial training

In spite of the lack of initial training on DTRP it can be highlighted that there are some private institutions who offer a slightly different study plans from the ones already commented above. First, it is possible to find differences in the master study plan between the itinerary for Education Guidance Counselors and the other options; for this itinerary, there is a subject focused on diversity and inclusion, that would be the most related

to our topic of study. One example can be the Master's Degree study plan for teachers offered by Deusto University (País Vasco), or the one offered by the UNIR (Universidad de la Rioja). Nonetheless, if we have a look to the other itineraries such as History or Economics this subject disappears, so that teachers specializing in those areas do not receive training on those topics. In addition, the Master study plan for any of the itineraries in other universities such as Complutense University of Madrid does not include any of the commented subjects on DTRP, not even in the Education Guidance Counselor itinerary.

It would be suitable then, to reformulate the Master's Degree study plan for secondary school teachers including some subjects related to DTRP and to include some similar subjects in the Degree study plan for pre-school and primary school teachers as well.

3.2 Continuous training

We have already talked about the nature of initial studies for teachers and the need to improve it. But it is also important to explain what continuous training can be found related to our topic of study.

3.2.1 Current situation

There are different formats for continuous training such as Master Degrees, seminars, certificates, diplomas and others. In those cases there is a wider and much more related offer to DTRP.

Universidad Autónoma de Madrid offers a Master Degree called *Master para la mejora de la calidad educativa* (Master for education quality improvement), that is divided in three modules: a theoretical one focused on education change, a methodological module and a specific module with three possible itineraries which are "leadership in education", "attention to diversity", and "university pedagogies". A second Master that can be of our interest and it is offered by the same university is the *Máster en educación para la justicia social* (Master in education for social justice), that deals with social justice topics and education for inclusion. It offers four possible itineraries which are "social justice and education", "teaching for social justice", "education for development" and "research in education for social justice".

Deusto University (País Vasco) offers another postgraduate study plan called *Master en intervención con menores en situación de desprotección y conflicto social* (*Master on intervention and mediation with minors in vulnerable and social conflict situations*). It is focused on learning some practical tools on intervention and mediation with kids who are in risk of radicalisation and who are living in difficult social contexts. There are different subjects in this master that deal either with specific strategies for prevention of radicalisation and other subjects more focused on mediation, legal matters, etc.

Complutense University of Madrid, in collaboration with Universidad Autónoma de Madrid and Universidad de Valladolid, offers an alternative approach of the topic with its master on art therapy and artistic education for social inclusion (*Máster en arteterapia y educación artística para la inclusión social*). It can be seen as a different perspective from which prevent radicalisation and foster tolerance among teenagers in vulnerable situation. It is a mix of psychological topics, social intervention and artistic education approaches.

Alcalá de Henares University (Madrid) has an specific expert online diploma called *Experto en convivencia y mediación en el ámbito educativo* (Expert in coexistence and mediation in educational contexts). What is different in this case is the offer of a subject based on help among peers more than training expert mediators for vulnerable contexts, that means training students to help each other more than training adults to help teenagers. It also includes the topic of dealing with disruptive students, so that it can be said that this study plan is one of the most up-to date ones.

3.2.2 Including prevention of radicalisation in continuous training

It is usually more common to find training modules on DTRP as we have seen in continuous training rather than in initial training. Nonetheless it would also be possible to include those topics in the study plan for pre-

school and primary school teacher as specific subjects or seminars. But what could be more important is to think about what kind of training would be included in these training programmes and what specific focus would be suitable for them. As it has already been said, late educational trends tend to focus on peer education rather than training an external agent to be a mediator.

Apart from training courses and seminars, there are also different project formats that allow either professionals and students to learn more about mediation and DTPR. There is a programme that has been implemented in schools in Madrid called MEEDUCO that tries to improve relations between all the members of the learning community. At the time when the program was implemented in 2004 it was already suggested a peer mediation rather than an external mediator. Other specialists such as Isabel Fernández García who has been working in educational contexts with teenagers also talk about mediation through peer education.

Not only independent private initiatives are becoming more and more popular, but also projects that depend from the Ministry of Education such as the CONVIVES network. It would also be possible to include continuous training in that format as well, in order to share resources and critical reflections in order to encourage a positive learning climate. Other possibilities of research in the school context have been developed and can be examples to design and implementation of continuous training programmes. One of those is the AIEEF program, financed by European funds with the main objective of researching and implementing strategies to prevent violence at schools.

Continuous training programmes can also be developed around specialized institutes that do research on those areas: in Barcelona it can be mentioned the *Escola de Cultura de Pau*, that is linked to the Universidad Autónoma de Barcelona; also the *Instituto de la paz y los conflictos* linked to the University of Granada. The *Centro Universitario de transformación de conflictos GEUZ* is another example linked to a university, in this case, Universidad del País Vasco where different courses and seminaries are offered around the topic of conflict management, etc. In Spain it should also be highlighted the existence of a research institute that belongs to FUHEM (Fundación Hogar del Empleado) which does research on topics relating to integration and tolerance. It proposes regular seminaries conferences that could serve as an example for continuous training, and also regular publications of social concern.

In the end, it is important to understand that continuous training necessarily implies the creation of networks where teachers and professionals can share resources and practices. Those networks can be physical or virtual, like the example of the net called *Ayuda entre iguales* (originated in the Basque Country), and they allow for schools to know and share what other institutions are doing and maybe copying and applying some good practices. Having a look at some literature written by specialists such as Torreño Seijo can be a good complement to continuous training.

4. Existing actions, methods and learning resources

4.1 “CAF” (Family Assistance Centre)

Language	Spanish
Short description	Counselling centre included in the school structure which offers students and their families support by specialists to solve personal, social and family problems. Its goal is to foster a holistic development of the students intervening in the family context.
Keywords	Families, mediation, counselling, social dynamics, context.
Type	School service
Creator	CF Padre Piquer

Date of creation	year 2000
Where to find it	CF Padre Piquer, Madrid. http://www.padrepiquer.es/index.php/es/servicios-generales/caf/centro-de-atencion-a-las-familias
Pedagogical descriptor	Psychological support, counselling service.
Target group	Students and their families
Level	Secondary Education and Vocational Training students
Proposal for use	School context
Activities inducted	Reflection, questioning of acquired thoughts and dynamics, mediation
Pedagogical modalities	Individual or family counselling sessions
Rights	There's no limitation to the replication of such a service.
Evaluation of transfer possibilities	This is a service that can be included in any educational institution that wishes to do so and which has the means to do it.

4.2 My Bullying Test

Language	Spanish
Short description	My Bullying is an online test that detects potential coexistence problems in the classroom throughout a questionnaire that teachers can make their students take at any time in the classroom. The questions are chosen by experts in order to detect and prevent bullying.
Keywords	Bullying, test, diagnostic
Type	Online test / software
Creator	Complutense University of Madrid
Date of creation	Unknown
Where to find it	http://www.chaval.es/chavales/proteccion/test-my-bullying-detecta-problemas-de-convivencia-en-clase
Pedagogical descriptor	Cyber-test
Target group	Teenagers
Level	Secondary Education students
Proposal for use	Detect and prevent bullying in school groups.
Activities inducted	10-15 minute questionnaire in classroom. After that, teachers will have to contrast the results and check them against their observation of group dynamics.
Pedagogical modalities	Individual online test to be taken by all members of a group.
Rights	Cost
Evaluation of transfer possibilities	Easily transferable to any context. Schools must register and pay a quota.

4.3 “Cobardes” (Cowards)

Language	Spanish
Short description	Spanish film about two teenagers where one of them is the victim and the other one is the persecutor. It is the story of a nice kid (good marks, plays sports, is supported by his family...) who behaves as a bad boy and becomes a leader in his class. He becomes popular and starts harassing another classmate for the only reason of being red-haired. Trailer: https://www.youtube.com/watch?hl=en-GB&v=TUjY-KIYTJQ&gl=AU
Keywords	Bullying, school abuse, film.
Type	Film and related activities.
Creator	Pedagogical activities: Spanish Ministry of Education Film directors: José Crobacho, Juan Cruz
Date of creation	2008
Where to find it	http://www.educacion.gob.es/exterior/centros/belem/es/actividades/cinenespanol/cobardes.pdf
Pedagogical descriptor	Pedagogical work on a film
Target group	Teenagers
Level	Secondary Education and Vocational Training Students
Proposal for use	This activity proposes a framework for students to discuss bullying causes and consequences by presenting a story they can relate to because of context. They are asked to reflect and share their thoughts in the group so as to make them aware of bullying dynamics, their lack of tolerance and how actions and use of language work in these situations.
Activities inducted	Previous analysis of the topics in the movie (analysis of trailer, main music theme, school dynamics and spaces) Work during the film (dynamics between characters, analysis of language...) Work after the film (character analysis, interview with creators...) The following link includes a guide that defines different steps to work with the movie: http://www.educacion.gob.es/exterior/centros/belem/es/actividades/cinenespanol/cobardes.pdf
Pedagogical modalities	Discussion within the classroom, individual and group reflection.
Rights	Copyright-OER
Evaluation of transfer possibilities	The contents are in Spanish so that it could be useful for any learning context about Spanish language and culture. If the movie is subtitled and the guide is translated it could be used in any educational context. Alternatively, it could be used as inspiration for similar work with movies dealing with intolerance and bullying in school contexts in different

	countries.
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4.4 short films to develop coexistence values

Language	Spanish
Short description	Website that includes 55 short films that deal with different values (acceptance of different people, friendship, collaboration, solidarity...) and inspire reflection.
Keywords	Short movies, values,
Type	Video
Creator	Educación 3.0
Date of creation	2014
Where to find it	http://www.educaciontrespuntocero.com/recursos/familias-2/cortometrajes-educar-en-valores/16455.html
Pedagogical descriptor	Case study
Target group	Students
Level	Primary, Secondary and Vocational Training
Proposal for use	Each video presents a situation that deals with specific values. Students can be asked to reflect on each situation, analyse characters and their role and find the connection to their own reality.
Activities inducted	Watching of short video, individual reflection, group discussion.
Pedagogical modalities	Distant use and individual reflection, discussion within group, part of project activity.
Rights	Copyright-OER
Evaluation of transfer possibilities	Many of the short films found on this website are wordless animations so language is not a barrier for using them in other countries. Such a depository could also be a good resource to create and the original model could be improved by including guided activities to each film.

4.5 “Se vende” (For sale)

Language	Any language
Short description	Dynamic to be carried out in the classroom. Students are asked to pair up with a partner and for 20 minutes they need to interview each other to get to know their partners better. After that time, they need to present their partner to the entire classroom focusing on the abilities they know or have discovered as if they were commercial agents trying to sell their partner’s

	qualities.
Keywords	Getting to know, abilities, qualities, classroom dynamics, value of classmates, interview.
Type	Activity
Creator	Unknown
Date of creation	Unknown
Where to find it	
Pedagogical descriptor	Experience
Target group	Students of all ages
Level	Primary, Secondary and Vocational Training
Proposal for use	This activity
Activities inducted	Students get to know their classmates better and value each other's qualities and abilities.
Pedagogical modalities	Discussion within classroom
Rights	Open
Evaluation of transfer possibilities	Easily transferable to any learning context where students spend time with a reference group they need to work with.

5. *“Etiquetas” (Labels)*

Language	Any language
Short description	<p>Students are given a label that they need to stick on their backs without seeing it. They can be labels such as: “nobody talks to me during recess”, “I need a hug”, “I cry very easily”, “I smell bad”...</p> <p>Students need to interact with each other for 10-15 minutes according to what they see in each other labels.</p> <p>After that and before revealing them, each member of the group needs to try to guess what their label was. In groups students need to find ways to break with those labels. Individual reflection can follow answering the following questions: “what do you think is your lable in the group?” and “how can you break with that label?”.</p>
Keywords	Labels, prejudices, stereotypes
Type	Classroom dynamic
Creator	Unknown
Date of creation	Unknown

Where to find it	
Pedagogical descriptor	Experience and reflection
Target group	Group of students in which prejudices or roles are fixed
Level	Secondary and Vocational Training
Proposal for use	This activity is a good option to discuss and reflect about prejudices, how do they affect the way people feel and how they can be deconstructed.
Activities inducted	Experiencing discrimination in order to induce reflection and to devise strategies to fight prejudices and preconceived ideas.
Pedagogical modalities	Use in group, discussion within classroom, individual reflection.
Rights	Open
Evaluation of transfer possibilities	Transferable to any similar context in any country or language.

5.1 Role Plays

Language	Any language
Short description	<p>Different situations are presented and students need to behave as their characters would.</p> <p>For example to deal with gender conflict a group of students can be asked to represent some of the following situations:</p> <ul style="list-style-type: none"> - While you are in a club with your girlfriend, you go to the bathroom and when you come back you find her talking to another guy. - You pick up your girlfriend from her house and when you see her you ask her to go up and change because you don't like what she is wearing. <p>Students are filmed while acting and then a discussion about their behaviour follows.</p>
Keywords	role play, video, gender
Type	Event and video
Creator	Unknown
Date of creation	Unknown
Where to find it	
Pedagogical descriptor	Simulation
Target group	Students
Level	Secondary and Vocational Training
Proposal for use	Group of students where gender roles and expectations of behaviour want to be questioned

Activities inducted	Dramatization of proposed activities. Recording of activities to make students face themselves in questionable behaviour.
Pedagogical modalities	Use in group
Rights	Open
Evaluation of transfer possibilities	Easily transferable to similar contexts in other countries.

5.2 Coloured spots

Language	Any language
Short description	The teacher gives each student a small, round sticker to put on their forehead. Nobody knows which colour they have and they are asked to group with the people having the same colour. Students can't tell each other what colour they have but they can signal each other with whom they can group. There isn't the same amount of stickers per colour so as the activity develops some students might not find a lot of people to group with. They can even be the only ones with one of the colours. Students experience distress when they don't find a group to fit and relief if they finally do. After the experience students are asked to reflect on it.
Keywords	Awareness of group dynamics, exclusion, reflection.
Type	Classroom activity
Creator	Unknown
Date of creation	Unknown
Where to find it	
Pedagogical descriptor	Experience
Target group	Students of all ages.
Level	Primary, secondary and vocational training students.
Proposal for use	This activity can be useful in a classroom where group dynamics have created different clusters of people and there's lack of acceptance between them. Students with scarce colours can be picked by the teacher between students who have a harder time being tolerant and open to their classmates.
Activities inducted	Induced experience of group belonging and group rejection and reflection on the feelings and dynamics this can cause.
Pedagogical modalities	Discussion within classroom
Rights	Open
Evaluation of transfer	Easily transferable to any learning context where students spend time with

possibilities	a reference group they need to work with.
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5.3 Neither better, nor worse, just different

Language	Spanish
Short description	<p>Participants are presented with a list of qualities (all presented in a positive way) such as: “We are punctual”, “we are organized”, “we are easy-going”...</p> <p>Each student needs to evaluate how identified he feels with each of the sentences, taking into account their understanding of their own culture. After that, students are paired with students from their same background to compare their answers. (This first part would serve as a way to explore their own ideas about their culture).</p> <p>After that, the same pairs of students are asked to evaluate the list again but this time trying to think as members from one of the different countries present in the classroom. (During this part students need to contrast their preconceived beliefs).</p> <p>Finally a whole group discussion can be moderated by the teacher with the conclusions from both activities.</p>
Keywords	cultural differences, prejudices, preconceived ideas, national characteristics
Type	Classroom dynamic
Creator	Instituto Cervantes
Date of creation	Unknown
Where to find it	http://cvc.cervantes.es/aula/didactired/anteriores/octubre_02/10102002.htm
Pedagogical descriptor	Evaluation / Self-evaluation / Experience
Target group	Students in classrooms or contexts where preconceived ideas about nationalities are to be questioned
Level	Any
Proposal for use	It can be used in homogenous (as a way to reflect on self induced ideas) or heterogenous groups (to question preconceived ideas of classmates from other countries)
Activities inducted	Reflection on preconceived ideas both about one self and others.
Pedagogical modalities	Discussion within classroom
Rights	Open
Evaluation of transfer possibilities	Similar lists could be produced in different languages to be able to carry out the activity in any classroom.

5.4 Dynamics against social media bullying

Language	Spanish
Short description	In order to face a situation in which a group of students had discriminated a member of the classroom in a Whatsapp group, the teacher in charge of the group decided to represent the whole conversation in front of the classroom. He brought in older students from the theatre group and asked them to read the conversation literally (only changing names). After that he presented a statistical study of the whole conversation indicating how many instances of insults and accusations had been uttered by each side of the conflict.
Keywords	Analysis of social network bullying, statistics, theatrical representation, role play.
Type	Event
Creator	Jonatan Gail (Teacher at Padre Piquer)
Date of creation	2016
Where to find it	CF Padre Piquer
Pedagogical descriptor	Discussion within the classroom
Target group	Students in a group where bullying through social media has taken place
Level	Secondary Education students
Proposal for use	Group of students in which there has been some type of discrimination through social media with a group acting against one of the members.
Activities inducted	Dramatization of online group conversation where some students are extremely rude to one of the members of the group. Statistical analysis of the conversation (number of insults, number of accusations, etc. on each of the sides in the conflict). Individual and group reflection.
Pedagogical modalities	Group discussion
Rights	Open
Evaluation of transfer possibilities	Dramatization of conflicts can be a powerful way for students to become aware of how disruptive and harmful speech can be more easily present on social media conversations, furthermore when it is a group conversation. Seeing the online conversation dramatized in front of them and represented by students playing each role can make be extremely useful.

5.5 Website specialised in multiculturalism in educational contexts.

Language	Spanish
Short description	Web that compiles a wide variety of resources related to multiculturalism and tolerance.
Keywords	inclusion, diversity, interculturalism, multiculturalism, racism, xenophobia.
Type	Website
Creator	FETE-UGT, Migration and Labour Ministry, European Fund for Integration, Ministry of Education.
Date of creation	Unknown
Where to find it	http://aulaintercultural.org
Pedagogical descriptor	Virtual library
Target group	Teachers, educators, researchers.
Level	Secondary and high school students living within multiculturalism.
Proposal for use	The website includes many studies about inclusivity, discrimination factors, etc. and also proposes training experiences and activities to bring to a classroom.
Activities inducted	Depending on the resource chosen.
Pedagogical modalities	Depending on the resource chosen.
Rights	Open
Evaluation of transfer possibilities	

6. Needs

6.1 Recommendations to include in the Guidelines

Analysing the current situation of DTPR training and exploring effective examples used in classrooms, the following recommendations should be taken into account:

- The training in DTPR is not a significant part of a teacher initial training, but all teachers who have been interviewed feel it is something they need to work in growingly diverse classrooms. Therefore, acknowledging this basic starting point when elaborating materials and organizing resources in the toolbox could be useful.
- Compared to initial DTPR training, continuous training options are much more present but they are not systematically offered or suggested as part of professional training itineraries by schools and educational institutions and in many cases they are widely unknown. Noting that several options exist for acquiring skills in both preventing and dealing with conflict situations can be important when addressing teachers who are interested in promoting tolerance in their classrooms.
- The multifaceted nature of conflict dealing with intolerance should be noted within the guidelines and considered when choosing and developing the tools and toolbox. Teachers have clearly pointed out varied areas that originate conflict. All of them have to do with the way students understand difference and diversity but they are not limited to cultural differences and in many cases this is not even the primary source of conflict. Choosing and developing resources according to their potential to deal with students positioning against difference could be fundamental to find the most effective resources.
- Getting to know each other and learning to look at each other as complex individuals that need to be known, understood and empathized with seems to be at the core of all resources, activities and tools mentioned by students, teachers and experts. This is a process that the toolbox needs to foster not only among students in a classroom but also between teachers and their pupils.
- Potential positive impact of students, families and their context when facing conflict should also be considered. Even if fundamental, teachers should not be the only resource when dealing with situations of conflict and intolerance in the classroom. Teachers should be equipped to empower the students and their environment with tools to become the mediators and conflict solvers themselves.
- Students need to feel part of schools and communities and need to create a community of their own in their classrooms in order to minimize conflict stemming from intolerance. Therefore new methodologies that are directed towards building inclusive school models and that foster the development of abilities such as communication, group work, empathy and critical thinking should be highly considered in this project.

6.2 Resources that can be used after adaptation

The resources that can be used after adaptation such as translation or adaptation to slightly different contexts are:

- “CAF” (Family Assistance Center)
- My Bullying Test
- 55 short films to develop coexistence values and other movies with carefully planned activities aligned with the objective of promoting tolerance

- All group dynamics focused on deepening the knowledge in the classroom and on arising reflection (“For sale”, “Coloured Spots”; “Labels”; “Neither better, nor worse; just different”...)
- Dramatization and role plays

6.3 Resources that need to be elaborated within the project

Resources in the project should be directed at supporting two complementary lines of action: preventing conflict situations and solving them when they appear.

The first type should be focus on promoting work among students and students and teachers that foster deep knowledge of group members as individuals with their qualities and circumstances. Resources that deal with understanding discriminatory situations and empathizing with classmates that have gone through them can also be important when preventing radicalisation and intolerant behaviour. Furthermore, making students feel part of the group and establish the right circumstances and state of mind to turn the classroom and the school into a community is fundamental. Even more so when dealing with students who have continuously failed in the academic context since students who have the experience of feeling inadequate or rejected be more prone to intolerant behaviour.

When considering the ways to address conflict as it appears it could also be important to use the necessary tools to create the circumstances for students to understand and empathize with the circumstances. Besides, exploring and elaborating resources that would prepare students and their context to be part of the conflict solving effort could be extremely powerful. Reflecting and designing protocols to implement in the classroom in which students lead the resolution should at least be studied and considered.

Finally, all resources that belong to the creation and building of inclusive schools (considering all types of diversity) need to be considered. Teacher training in new methodologies that are based on interaction, active learning, group work or cooperative learning, even if not directly linked to DTPR training could be extremely useful. Active methodologies could also be considered to develop the resources proposed in the toolbox for the embedded characteristics of competence development they present.

7. Conclusion

The Spanish educational system has grown increasingly diverse within the last two decades and therefore, the instances of discriminatory or intolerant behaviour that have occurred are intrinsically related to the way this diversity is considered. When seen as a threat or merely as a hardly understandable difference, conflict may arise in contexts with different cultures, religions, sexual orientations, genders, physical aspects, disabilities, etc. However, in schools and educational institutions in which diversity has been understood as a valuable addition and in which difference has been regarded as an opportunity to foster empathy and understanding, education in tolerance has been successful.

It is clear that teacher training in DTPR is not sufficient as it is structured in study plans and even if there are several options for continuous training, it solely depends on the teacher’s good will and extra effort. Teachers working on particularly sensitive contexts are aware of the need to promote this type of training and therefore any resource that may provide them with tools to introduce work on tolerance in their classrooms, even if not belonging to an structured study plan, would be useful.

All teachers, students and experts interviewed agree on the importance of getting to know each other as a base to foster understanding and to benefit from the intrinsic value of diverse classrooms. Finally, a model for an inclusive school where dynamic and flexible pedagogical methodologies are present is clearly an important goal to aspire to when discussing tolerance as part of an integral development of our students.

8. Sources

Websites and webpages

Cuaderno intercultural:

<<http://www.cuadernointercultural.com/materiales/print/transversales1/>>(date of access: 9 june 2016)

Centro Nacional de Innovación e investigación educativa:

<<http://blog.educalab.es/cniie/2015/05/08/manifiesto-por-la-educacion-empoderando-a-los-educadores-y-centros-educativos/>> (date of access: 28 may 2016)

Universidad Autónoma de Madrid: pre-school degree study plan:

<https://www.uam.es/ss/Satellite/FProfesorado/es/1242671610405/contenidoFinal/Planes_de_estudios.htm> (date of access: 1 july 2016)

Universidad Autónoma de Madrid: primary school teachers' degree study plan:

<https://www.uam.es/ss/Satellite?blobcol=urldata&blobheader=application%2Fpdf&blobheadername1=Content-disposition&blobheadername2=pragma&blobheadervalue1=attachment%3B+filename%3DDBOE_PRI.pdf&blobheadervalue2=public&blobkey=id&blobtable=MungoBlobs&blobwhere=1242767697982&ssbinary=true> (date of access: 15 june 2016)

Universidad Autónoma de Madrid: Master's degree study plan for secondary and high school teachers:

<https://www.uam.es/ss/Satellite/FProfesorado/es/1242671610405/contenidoFinal/Planes_de_estudios.htm> (date of access: 1 july 2016)

Teach for All website: <<http://teachforall.org/es>> (Date of access: 7 june 2016)

Empieza por Educar website: <<http://programaexe.org/>> (Date of access: 7 june 2016)

Universidad Autónoma de Madrid: Master on Education Quality Improvement:

<http://www.uam.es/ss/Satellite/es/1242684629435/1242662139571/masteroficial/masterOficia/Master_Universitario_en_Calidad_y_Mejora_de_la_Educacion.htm> (date of access: 16 june 2016)

Universidad Autónoma de Madrid: Master on Education for Social Justice

<http://www.uam.es/ss/Satellite/es/1242684629435/1242693470329/masteroficial/masterOficia/Master_Universitario_en_Educacion_para_la_Justicia_Social.htm> (date of access: 16 june 2016)

Deusto University: Master on intervention and mediation with minors in vulnerable situations

<<http://www.deusto.es/cs/Satellite/deusto/es/masteres/estudios-masteres/intervencion-y-mediacion-con-menores-en-situacion-de-desproteccion-y-o-conflicto-social/programa>> (date of access: 17 june 2016)

Complutense University of Madrid: <<https://www.ucm.es/masterarteterapia/modulos-y-asignaturas>> (date of access: 20 june 2016)

Alcalá de Henares University: <<http://www3.uah.es/convivenciayaprendizajecooperativo/posgrados/experto-en-convivencia-y-mediacion-online/>> (date of access: 25 june 2016)

Portal de Educación de la Comunidad de Castilla y León:

<<http://www.educa.jcyl.es/crol/es/espacios-web/convives-427af>> (date of access: 25 june 2016)

La Asociación Interdisciplinaria Europea de Estudios de la Familia: <<http://www.aieef.org/smediacione>> (date of access: 28 june 2016)

Escola de Cultura de Pau (Universidad Autónoma de Barcelona): <<http://escolapau.uab.cat/>> (date of access: 17 june 2016)

Research Institute for Peace and Conflicts (University of Granada): <<http://www.ugr.es/~eirene/main.htm>> (date of acces: 17 june 2016)

University institute for conflict transformation (Universidad del País Vasco): <www.geuz.es/index.php?sec=1&apt=9> <date of access: 18 june 2016>

FUHEM ecosocial: social studies research institute: <<https://www.fuhem.es/ecosocial/>> (date of access: 29 june 2016)

Ayuda Entre Iguales (website about peer cooperation where many resources and tools can be found): <<http://www.ayudaentreiguales.org/>> (date of access: 28 june 2016)

Digital publications

GARCÍA-SANTESMASES FERNÁNDEZ, Andrea; HERRERO SCHELL, Carolina. *La discriminación en el sistema educativo. Claves para una pedagogía de la no discriminación*. UGT FETE Enseñanza.

VVAA (2014). *Guía de buenas prácticas en educación intercultural y escuela inclusiva*. UGT FETE Enseñanza.

VVAA. *Diagnóstico y análisis de la discriminación étnica y nacional en el ámbito educativo*. UGT FETE Enseñanza.

VVAA. *Educación intercultural e inclusiva*. UGT FETE Enseñanza.

Online videos

Cobardes Trailer: <https://www.youtube.com/watch?v=xfid8MKeam0>

Newspapers

El País online:

<http://ccaa.elpais.com/ccaa/2015/11/18/catalunya/1447802365_867101.htm>(date of access: 9 june 2016)

Periódico Público:

<<http://www.publico.es/sociedad/hablamos-radicalizacion-no-hablando.htm>> (Date of access: 28 may 2016)

Articles and journals

FERNÁNDEZ GARCÍA, Isabel. *El tratamiento de los conflictos a través de los iguales: la mediación escolar y el alumno ayudante*.

FERNÁNDEZ GARCÍA, Isabel (2008). *Los programas de ayuda para la mejora de la convivencia en instituciones educativas*.

MIRANZO DE MATEO, Santiago (2004). *Meeduco: un programa de mediación escolar*.

MIRANZO DE MATEO, Santiago (2010). *Quiénes somos, a dónde vamos... origen y evolución del concepto de mediación*.

TORREGO SEIJO, Juan Carlos (2008). *Programas de mediación de conflictos en centros escolares*.

9. Annex – Personal information sources

Focus groups

Teachers at CF Padre Piquer (15 teachers)

Main points discussed:

- Teachers comment on daily evidence in the classroom where students are intolerant with each other where differences among them arise. Either when diversity is clear at a first sight (physical evidence) or when there are intellectual, cognitive, cultural differences... They remark the importance of the development of social skills in order to avoid violent situations in the classroom.
- Violent situations when limits are established by adults (teachers) and how to deal with them. Most of the teachers recognize not having enough tools to solve those problems so that they end up talking to the students separately and to the other teachers asking for their point of view. Teenage behaviour always needs group acceptance so that many of the violent reactions are an answer to his need of peer approval.
- Tools used: team work so that they can know each other, listen carefully to the students and consider their feelings, get to know them deeply so that you can understand their real needs, allow for shared learning experiences outside the classroom, work with families, teachers as mediators...
- Further suggestions: unify learning and evaluation criteria so that all the teachers follow the same standards and students can assimilate them, improve physical conditions of the classroom (natural light, spacious classrooms...), promote informal areas, establish closer relations with families, foster that teachers and students know each other so that prejudices and conflict situations can be avoided (or at least decrease in number), establish clear consequences that the students can assimilate, motivate students with topics of their interest within the classroom.

Teachers from different schools in Madrid region (6 teachers)

Main points discussed:

- A tolerant classroom is one where students feel free to express themselves. They show respect to teachers and classmates. It is a diverse group that works in a constructive environment.
- Examples of intolerant behaviour: laugh at students who do not speak the language properly, lack of emotional control, name-calling related to race, drug abuse or criminal behaviour even if socially accepted in the group, gender inequality.
- Tools used: activities and dynamics to get to know each other (orientation at the beginning of the school year, introductions), use of small groups for projects or group work, personalised attention, mediation protocols using students in situations that require intervention, ask for the social worker intervention, reduce distance between teachers and students and maintain high expectations in what students can achieve so as to motivate them and improve their self-confidence.
- Desired training: emotional management, conflict management, identify different student profiles, social dynamics in the classroom, customized learning methodologies, psychological development

Students at CF Padre Piquer. (5 learners)

Main points discussed:

- Situations in which they feel discriminated: when something is different from most of the people in the group (opinions, clothing style, physical differences). Also because of who their friends are.

- They sometimes feel isolated in a big school: they are the one who have failed many times. They don't believe they can be successful and therefore they lack confidence.
- They would like to meet other students in their level from other schools.
- They get along better in groups where they have had activities to introduce themselves and get to know each other (orientation at the beginning of the school year, activities with other FPB students from other specialties).
- They get along in groups where they build a sense of community by having to work together or going through activities and experiences together.
- They value teachers they can speak freely to.

Semi-structured interviews

Coordinator and teacher

Main points discussed:

- A tolerant classroom is one where all students feel they are a part of it, their academic results, cultural origin, socioeconomic situations notwithstanding.
- Intolerant behaviour responds to group dynamics: a group creates its identity by signaling out a member (because of a different attitude, different opinions, different clothing style, physical differences...)
- Schools don't recognize good practice in tolerance: it could be included in grades, for example to make it important.
- Teachers are not formally prepared. They would need extra training in: management of emotions, identify behavioural signs, psychological development.
- Resources used: movies with activities to reflect (for example "Cobardes" which deals with bullying), equal treatment to all students, don't allow name-calling or insulting nicknames even if accepted, group work and projects, promote team sports. IMPORTANT: activities to get to know each other (student-student and teacher-student).

Teacher, student advisor and extracurricular activities coordinator

Main points discussed:

- A tolerant classroom is one in which all students want to participate and add something. A community.
- In a tolerant school students and teachers feel a sense of belonging to diverse community where all can add.
- Resources and tools: sport and extracurricular activities can help promote tolerance and respect. All our students who play in school teams know that it is more important to behave with respect in the field than winning a game. One of our main indicators in the extracurricular activities is to be awarded fair-play distinctions and not how many competitions we have won.
- Intolerance problems faced: cyber-bullying inside a classroom Whatsapp group. The way to deal with it involved asking students from the theatre group to read and interpret the conversation in front of the whole classroom. Students needed to face their words in a real context and not through their cell phones, that way they felt the discrimination against their classmate. Also: statistical analysis of all the instances of lack of respect between the majority of the group and the student being discriminated. Speech analysis.

Vocational Training teacher

Main points discussed:

- Tolerance is the understanding of the person next to you, who is different. It is the ability to empathize with different circumstances.
- In contexts where students are used to academic failure and many times also in their families and with their social context, self-esteem is low and many times reinforced by acting against another member in the group who is perceived as weaker. (Most of the times because there is something that makes him or her different: likes, opinions, ability...).
- Key tools: making students know each other, not only in an academic level but making them value personal connections and group building. Activities in which they need to build an opinion about an event in the news, group work in the classroom, class identity by valuing their success as a group (improvement in grades as a group, for example).
- Improve their self-confidence by promoting activities that value their abilities outside of the classroom (meetings between different schools).

Non-formal education teacher

Main points discussed:

- Develop initiatives so that students can be fully conscious of their potential, believe in them, empower them so that they can be the main responsables for their education and they have the main role in their learning process.
- One activity planned was a meeting between my FPB students and FPB students from other school in Madrid so that they could share experiences, points of view and they could see their personal growth from the beginning of the year.
- Another activity that fostered tolerance in an indirect way, by allowing students to know each other and work with each other was to let them work on different projects with different students each time (project that have been previously carefully designed by teachers including many subjects in a same project so that they can learn diverse contents in a same project).

Vocational Training Counsellor

Main points discussed:

- Radicalisation is positioning oneself in extreme position, without room to move.
- Tolerance is looking and finding for intermediate positions. It is also to understand that there are different points of view and respect them.
- Intolerance in the classroom stems from difference: the group signals out the one who is different for any reason. In FPB groups students sometimes show a greater lack of social skills produced by low self-esteem and recurring academic failure.
- Situation faced: discrimination against a student based on physical problems and lack of social skills. Actions taken: individual work with the student and disciplinary work with the group. Help from families on both sides. Counselling activities to promote empathy.
- Tools: mediation, group dynamics, social profiles of classes, create situation to make students get to know each other and get to know their teachers, dynamics with a clear group objective that builds a closer relationship as a group, collaborative dynamics (service based learning).
- Examples of dynamics: “Labels”, “For sale”...
- Focus on prevention: welcoming plans, teacher training (emotional management, mediation, inclusivity, conflict resolution, stress management...). It would be important to have coaches for

teachers who are advisors. Also important: group management, planning of sessions to avoid uncontrolled situations, active methodologies...

New teacher

- Tolerance is the capacity of accepting the others with their peculiarities and differences, and learning from them.
- Situations faced in the classroom: one of the girls in the group was excluded because she had a different way of behaving in front of others, and she also had different tastes for clothes and different physical characteristics. We improved the classroom climate by developing group work so that they had to work with the rejected girl and know each other better.
- I value having another teachers as models to ask for advise. I also value having a tutor that works with me to improve my skills inside the classroom and to help my students work on their motivation and self-confidence.

Innovation and Teacher Training Coordinator

Main points discussed:

- Intolerance is the lack of capacity to understand and accept diversity in different forms.
- The answer to promote tolerance is in the way we understand education as a whole. If the student is in the middle of the teaching-learning process, his or her integral development is the ultimate goal (and in such a goal tolerance and the development of social beings is implicit).
- To achieve this goal is fundamental: change teacher training and access to a teacher role, create learning communities made up by students, teachers, families and neighbourhoods, design learning experiences based on competence development with curriculum as a tool not an end, service based learning.
- Leading teams at schools are fundamental: vision, provide context to achieve this new models, choice of new teachers, teacher vision, continuous training and coaching. Flexibility in curriculum, schedule, organization...
- Also: team work between teachers. Teachers can become role models for students if they need to work together as a team in front of the pupils.

Mediator

Main points discussed:

- Mediation trends and how the intervention plans designed to solve conflicts have evolved from the idea of an external mediators (specialized professional who works at a school) to the tendency of training students on mediation. The idea is to empower students by giving them continuous training during the several years they are at school so that they become mediators for other students.
- It is also important to include this perspective in the initial training for teachers so that they become aware of this new perspective focused on peer help.
- He highlight the importance of emotional training either for teachers and students, since there is a clear lack of social skills in many cases.
- In order to propose solutions to those problems it is important first to understand the different levels of conflict sources. At a more theoretical sphere there can be identified the so called structural or systemic matters (where we can find cultural or symbolic reasons). In a practical level where skills can be improved, it is possible to identify personal or relational matters.

Stakeholders interviews

César Bona (Finalist of the Global Teacher Prize)

Main points discussed:

- Teachers need to be part in making students social beings: teacher training needs to change to focus on counselling and relations with families. Teachers can have a great influence in a student's self-esteem (to bring it up or to bring it down).
- Students need to feel loved, feel listened and feel useful.
- A student can feel what a teacher thinks of him or her: a teacher needs to transmit that difference makes us richer as a society.
- Service based projects: students see themselves as examples to society. Social potential to fight discrimination and intolerant behaviour. Ex: video against racism in collaboration with a rapper using magnifying effect of social networks.

Miguel Costa (Head of Empieza Por Educar in Madrid, teacher training program)

Main points discussed:

- Tolerance is admitting that there are people with different values and beliefs.
- Intolerance can arise in groups where the sense of belonging is brought up by something external like a sport team.
- Intolerant situations experienced: student-student, student-teacher, teacher-student, teacher-teacher. Important: get to know each other, stop seeing the label and see the person.
- Strategies in the classroom: "coloured spots", "role plays", mediation carried out by students, get to know the families.
- System is not ready and does not offer proper training. It is based on teacher's good will.
- Continuous training, coaching for new teachers in their first years, shared experience by teachers in similar contexts, use the Counselling Department.
- It is a moment in Spain in which education is being highly discussed, there are a lot of social initiatives (both public and private) and it is fundamental to stay in touch and know what everyone is working on.

Simón Menéndez (Education and Youth at ASHOKA Spain)

Main topics discussed:

- Importance of activities outside the formal educational context.
- Projects with teenagers (12 to 18 year old students) in disadvantaged contexts using a 4-step process (feel, dream, empower, transform). Potential for self-esteem and for students to feel they are contributing beyond their academic reality or skills.
- Provide students with opportunities to see their potential grow and develop.
- Historiascondidas.org (collaboration with NGO's to explore stories and share them through video and story-telling in social networks). Students see the changing potential of their actions.