



ITEM

SCHOOLS BEYOND THE CENTERS (TO ENLARGE SCHOOLS)

COLLABORATION NOT COMPETITION

CONFLICT RESOLUTION

IES NEIRA VILAS

TITLE

IMPROVING LIVING IN THE CENTER. TEAMS OF CONFLICT MEDIATION.

EDUCATIONAL CENTERS INVOLVED:

MIRAFLORES, MARÍA CASARES AND NEIRA VILAS HIGH SCHOOLS. OLEIROS

This educational experiment was conducted in three centers of secondary school located in the city of Oleiros [\[1\]](#) and proposes the implementation of a program for coexistence improvement in the center by creating different teams of conflict mediation. In developing this proposal have been involved the various sectors of the educational community of these *centers: families, students and teachers together with the Department of Municipal Education and Culture and environmental education, youth, sport and tourism and citizen participation.*

IES MIRAFLORES



IES MARIA CASARES



[\[1\]](#) Oleiros is located on the peninsula that separates Betanzos and Corunna rías (similar to English and Scottish Firths), only 4 km from the city of La Coruña. It is one of the municipalities in the metropolitan area of La Coruña that is turning into a large residential area with socioeconomic characteristics of medium-high, due to the good communication that exist with the capital as well as the possibility to enjoy a better living conditions for green areas, beaches, residential areas of single-family houses, etc.. It has 43, 8 square miles and about 35,000 inhabitants.

SUCCESS FACTORS

Creates an environment in downtown living more relaxed and productive.

Helps you recognize and appreciate the feelings, interests, needs and values of others.

Enhances the development of cooperative attitudes in dealing with conflict, seeking satisfactory solutions collaboratively

Resolve conflicts non-violently.

Develops the capacity for dialogue and improved communication skills, especially active listening

Improves interpersonal relationships

Reduces the number of sanctions and expulsions.

Decreases the intervention of adults, which is replaced by the students themselves mediators or disputants

Aiming to foster a culture of coexistence in peace and resolve conflicts that arise daily in schools, both in lessons and outside them, there are teams of conflict mediation consisting of a sufficient number of fathers, mothers, teachers and students of the Center . All members of each of these equipment mediation received specific training for 20 hours to raise awareness and convey the techniques and basic strategies to mediate the conflict.

The implementation of a school mediation program successfully means taking into account the following aspects:

- Approved by School Board
- Approval by meaningful majority of the cloister of tutors
- Appoint a project manager
- Presentation of the project to families
- Creation of a team of teachers and teachers responsible
- To induce students to participate
- To make spaces and times as possible to complete the initial training program and subsequent meetings.

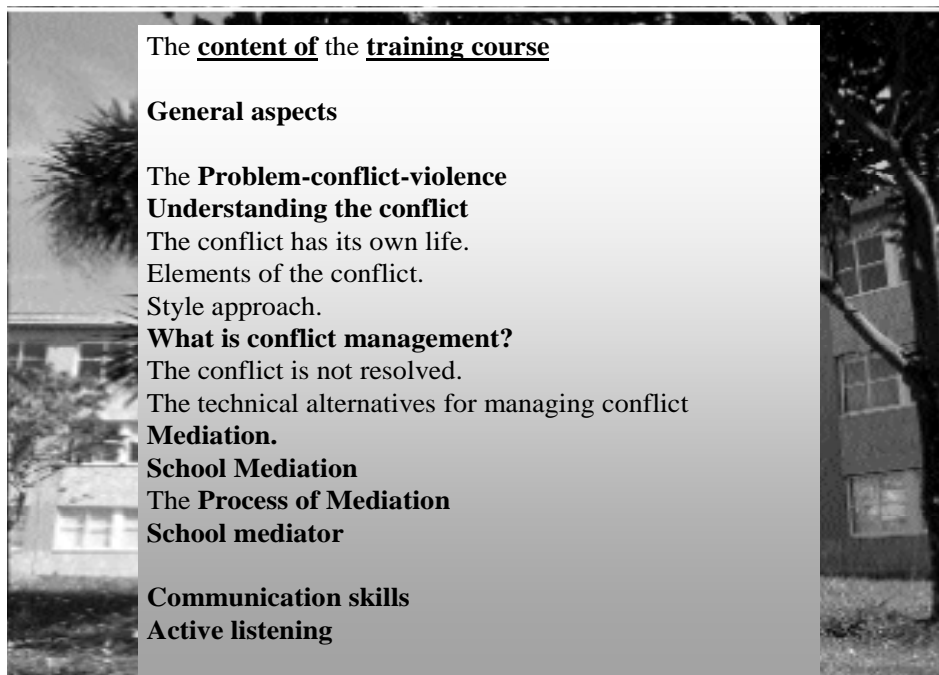
A model for conflict management

The model of conflict management, called interaction, comes from the idea of the existence of defined rules, considering the importance of dialogue, cooperation and education authority as tools for handling and resolving them. Before the conflict it is necessary to act in a practical- ethic way and to contribute to building peaceful coexistence and a culture of the institution. According to this model of conflict management, the institution provides an organizational structure dedicated to manage conflict, which favors open and legitimate alternatives. This model has its limits.

Requires the existence of conflict management teams with specific training and preparation, positive attitudes and commitment along with institutional support. A team of conflict management is that formed by volunteer students, parents, and tutors, and it comes to dealing with conflicts that arise in daily life of educational establishments implementing cooperation, where the main protagonists are also responsible to understand and change reality. Do not exclude sanctions when deemed necessary, and now with this proposed activity centers, often decrease the number of penalties and provide alternatives that include, if possible, repair the damage and the fact that there is another way of doing things in the processes of conflict resolution. It is a further step in education for peace, since the problems of coexistence and its resolution affects not only those involved but also the classroom, center, and the entire community.

Resources used

-Human: a proposal for training for all sectors involved in the experiment



-Materials: documentation required for the development of the training course

-Financial: The project was funded by the Council of Oleiros.

Factores de éxito

The commissioning of the three centers of high school teams Oleiros conflict mediation to manage the problems brought the following positive aspects:



Success factors

- Create the center of a living environment more relaxed and productive.**
- Help to recognize and value the feelings, interests, needs and values of others.**
- Increase the development of cooperative attitudes in dealing with conflict, seeking satisfactory solutions collaboratively**
- Resolve conflicts non-violently.**
- Develop the capacity for dialogue and improved communication skills, especially active listening**
- Improvement in interpersonal**
- reduces the number of penalties and ejections.**
- decreases the intervention of adults, which is replaced by student mediators or disputants themselves**